Tamkang University Academic Year 101,2nd Semester

Course Syllabus

<table>
<tr><td>Course Title</td><td colspan="2">Project Planning and Control</td><td>Instructor</td><td>Fan, Su-Ling</td></tr>
<tr><td colspan="2">Department/Year/Class</td><td colspan="3">Course Details</td></tr>
<tr><td colspan="2">Civil Engineering Dept./
Building Business Division/
Third-Year/
Class P</td><td>☐Required
■Selective</td><td>■0（One Semester）
☐1（1st Semester）
☐2（2nd Semester）
☐3（3rd Semester）</td><td>Credits 3</td></tr>
<tr><td colspan="3">Aim of Education</td><td colspan="2">Core Competences</td></tr>
<tr><td colspan="3">1. Develop students’ ability and knowledge of civil engineering to meet the requirements of employability and further education.
2. Enable students to have management knowledge and literacy to meet challenges of workplace.
3. Equip students with the information technology skills to strengthen their competitiveness.
4. Develop students’ literacy of Literature, Art, Language, History, Society, Politics, Futurology, International Situation, Religious Law, Nature and such general courses to have the understanding of humanity emotions and to proceed on-going development .</td><td colspan="2">A. Each student should have the professional knowledge of engineering and be able to solve related problems with the logics of mathematics and mechanics.
B. Each student should have civil engineering design and analysis capabilities.
C. Each student should be able to operate measuring instrument and engineering materials experiments, and be able to analyze the data.
D. Each student should be able to solve engineering problems with basic information technology.
E. Each student should have practical knowledge of construction, understand the importance of teamwork; and have respect for professional ethics and understand the code and responsibility of morality.
F. Each student should understand the interaction of engineering and environment, social interaction, and proceed lifelong learning.
G. Each student should have the training and experience of Interdisciplinary knowledge and understand the importance of integration of technology to modernization and future development of engineering.
H. Each student should understand the international trends, and be capable to continually improve foreign language skills.</td></tr>
<tr><td>Course Introduction (50 to 100 words)</td><td colspan="4">An introduction to the knowledge body consists of the basic concept of scheduling models, Bar-charts, CPM and PERT, Work Breakdown Structure, RBS(Resource Breakdown Structure)，CBS(Cost Breakdown Structure) ,Calendars and Resource Calendar, Resource leveling and allocation, Earn Value Management, Format settings , reports and schedule updating.</td></tr>
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The Relevance among Teaching Objectives, Objective Levels and Core Competences

I.Objective Levels (select applicable ones)：

(I) Cognitive Domain：C1 Remembering、C2 Understanding、C3 Applying、C4 Analyzing、C5 Evaluating、C6 Creating

(II) Psychomotor Domain：P1 Imitation、P2 Mechanism、P3 Independent Operation、P4 Linked Operation、P5 Automation、P6 Origination

(III) Affective Domain：A1 Receiving、A2 Responding、A3 Valuing、A4 Organizing、A5 Charaterizing、A6 Implementing

II.The Relevance among Teaching Objectives, Objective Levels and Core Competences：

(I)Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objectives. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.

(II)If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)

(III)Determine the core competences that correspond to each teaching objective. Each objective may correspond to one or more core competences at a time. (For example, if one objective corresponds to three core competences: A, AD, and BEF, list all of the three in the box.)

Teaching objectives	Relevance	
	Objective Levels	Core Competences
Students will be able to summarize concepts covered in the following topics: the basic concept of scheduling models, Bar-charts, CPM and PERT, Work Breakdown Structure, RBS(Resource Breakdown Structure)，CBS(Cost Breakdown Structure) ,Calendars and Resource Calendar, Resource leveling and allocation, Earn Value Management, Format settings , reports and schedule updating.	P3	ADE
Students will be able to interpret in-depth issues such as: scheduling for repetitive projects.	C4	ADE

Teaching Objectives, Teaching Methods and Assessment

Teaching Objectives	Teaching Methods	Assessment
Students will be able to summarize concepts covered in the following topics: the basic concept of scheduling models, Bar-charts, CPM and PERT, Work Breakdown Structure, RBS(Resource Breakdown Structure)，CBS(Cost Breakdown Structure) ,Calendars and Resource Calendar, Resource leveling and allocation, Earn Value Management, Format settings , reports and schedule updating. .	Lecture and Software Operating	Class Participation and Software Operating

Students will be able to interpret in-depth issues such as: scheduling for repetitive projects.	Lecture and Software Operating	Class Participation and Software Operating

This course has been designed to cultivate the following essential qualities in TKU students.	
Essential Qualities of TKU Students	Description
☐global perspectives	
☐a vision for the future	
■information literacy	Each student should be able to use management knowledge and information technology.
☐ethical and moral principles	
☐independent thinking	
☐an awareness of healthy living	
☐effective teamwork	
☐an appreciation of the arts	

Course Schedule

Week	Date	Subject/Topics	Note
1		Scheduling Models and Network Techniques	
2		Duration Estimation	
3		Logics	
4		Bar –Chart and Network(Formatting)	
5		Calendars	
6		Constrains	
7		Work Breakdown Structure	
8		Resource Allocation and Leveling	
9		Resource Calendars	
10		Midterm Exam Week	
11		Earned Value Management	
12		RBS(Resource Breakdown Structure)	
13		CBS(Cost Breakdown Structure)	
14		Filtering	
15		Print Setting and Reports	
16		Scheduling Updating	
17		Scheduling Control	
18		Final Exam Week	

Requirement	No Eating
Teaching Facility	■Computer ☐Overhead Projector ☐Other（_____）
Textbook(s)	

Suggested Readings	
Number of Assignment(s)	(Filled in only for those courses that apply)
Grading Policy	1. Term Score= Average of Weekly Scores 2. Scores of mid-term and final term weeks are based on the scores of the tests (1)Finish exercise of the week by software within 20 minutes, weekly score=90 (2) Finish exercise of the week by software within 30 minutes, weekly score=80 (3)Finish exercise of the week by software within 40 minutes, weekly score=70 (4) Finish exercise of the week by software within 50 minutes, weekly score=60 (5) Absence, weekly score =50
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at **http://info.ais.tku.edu.tw/csp** or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/index.asp. **※Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.**