



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3-1-2010

- 1. ACADEMIC UNIT: School of Sustainable Engineering and the Built Environment
2. COURSE PROPOSED: CON 496 Construction Contract Administration 3
3. CONTACT PERSON: Name: G. Edward Gibson, Jr.; Program Chair Phone: 480-965-7972
Mail Code: 5306 E-Mail: GEdwardGibsonJr@asu.edu

- 4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area.

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [X]
Mathematical Studies-MA [ ] CS [ ]
Humanities, Fine Arts and Design-HU [ ]
Social and Behavioral Sciences-SB [ ]
Natural Sciences-SQ [ ] SG [ ]

- Global Awareness-G [ ]
Historical Awareness-H [ ]
Cultural Diversity in the United States-C [ ]

- 6. DOCUMENTATION REQUIRED. (1) Course Description (2) Course Syllabus (3) Criteria Checklist for the area (4) Table of Contents from the textbook used, if available
7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

Please see attached.

CROSS-LISTED COURSES: [X] No [ ] Yes; Please identify courses:

Is this multisection course?: [ ] No [X] Yes; Is it governed by a common syllabus? Yes

G. Edward Gibson Jr. Chair/Director (Print or Type)

Chair/Director (Signature)

Date:

Mandatory Review

Arizona State University Criteria Checklist for  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus and Assignment Descriptions
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="margin-left: 20px;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus and Assignment Descriptions
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="margin-left: 20px;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus and Assignment Descriptions
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="margin-left: 20px;">C-3</p>			

<b>ASU - [L] CRITERIA</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	Syllabus and Assignment Descriptions
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-4</b>".</p> </div>			
<p>C-4</p>			

Course Prefix	Number	Title	Designation
CON	496	Construction Contract Administration	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.	Students are expected to write a 15 page paper, group papers, letters, memos, resumes, and have oral presentations. These assignments account for over half of the grade (65%) with the 15 page paper accounting for approximately 25% of the entire grade.	The point breakdown is located in the syllabus on page 2. It is indicated through the Comment function and labeled "C-1". Please also see the Assignment Description under the Criterion 1 section, page. 1
Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.	Approximately half of the assignments require students to analyze facts from fictitious construction projects provided to them, identify material facts, identify necessary presumptions, review lecture material, research law, analyze very complex contract documents and provisions, apply law, rules and industry principles to the facts provided, and consider implications of written requests/demands being made.	Please see Assignment Descriptions in the attached Criteria Two document
Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, or then or in addition to in-class essay exams	The course requires an oral presentation, one 15 page group paper, four smaller letter and memoranda writing assignments, and other written assignments. These writing assignments account for approximately 65% of the entire grade with the larger 15 page paper accounting for 15% of the grade and the oral presentation accounting for about 9% of the grade.	The point breakdown is located in the syllabus on page 2. It is indicated through the Comment function and labeled "C-3" Please also see the Assignment Description in the attached Criteria Three document.

<p>Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.</p>	<p>The substantial writing and speaking assignments are placed in the second half of the semester so that a substantial number of writing assignments will have been graded and returned before the students will have given much effort to them. Specifically, three letters, one essay assignment and two point papers will have been drafted and given feedback before the rough draft of the Group Paper is due. The instructor provides feedback on the rough draft within three class periods, and the final draft is due five class periods after that. An additional letter and point paper will have been turned in and graded before the final draft of the Group Paper is due. Students are advised to meet with the instructor regarding feedback on the draft, and to utilize the Writing Centers on campus.</p> <p>The nature of the feedback is largely focused on providing clarity to the receiver of the information. Emphasis is placed on correct grammar and English, organization of thoughts and paragraphs, use of headings and subheadings for organization, avoidance of unnecessary information and language, being direct, considering all perspectives of a problem, and identifying the important facts and applicable laws, rules and contract provisions. Grades are significantly impacted by the use of repetitive language, unnecessary and/or inapplicable quotes or references, and any other information designed to simply fill page space rather than help the reader. These issues are identified by the instructor early in writing submissions so that students will avoid them in the Group Paper. These principles equally apply to the student oral presentations.</p>	<p>The class schedule in the syllabus outlines this information and is found on pages 6-7 and is marked by "C-4"</p>
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CON 496 CONSTRUCTION CONTRACT ADMINISTRATION  
Literacy and Critical Inquiry Criteria

**Criterion 1** - At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.* Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment:

- 1) Cover Letter and Résumé – Students draft and submit a letter to a potential employer (either real or fictitious) describing their qualifications, and a résumé demonstrating those qualifications. (Approximately 1.2% of total grade).
- 2) Written Essay Assignments – Students are given three case studies related to contract formation and are asked to write a one paragraph essay for each to provide analysis, applying principles learned in lecture to the facts of the case. Students are also requested to research a specified court case with similar fact scenarios to assist them in their analysis. The writing is intended to be neutral analysis. (Approximately 3.7% of total grade).
- 3) Letters – Throughout the semester, students are given assignments to write a letter doing each of the following: a) Withdraw or amend a contract proposal; b) Make a bond claim; c) Make a delay claim; and d) Demand arbitration. Each letter will be based off of a factual scenario, and the students will be required to advocate on their own behalf, researching statutes, applying lecture principles and utilizing and interpreting various standard contract documents. The arbitration demand will also require students to research and interpret rules of the American Arbitration Association. (Approximately 12.2% of total grade).
- 4) Point Papers – There are approximately six guest lecturers that present during the semester. For all but one of these, students are required to write a one-page summary of what the guest lecturer discussed in class, as well as what that student learned. (Approximately 6.1% of total grade).
- 5) Oral Presentation – Students are required to give a ten minute oral presentation, utilizing Microsoft Power Point, on a specific topic related to construction contract administration. Students are required to choose a topic from a list provided by instructor (or get pre-approval for a different topic), research that topic and give the presentation and name the reference materials used. While substance of the presentation matters, students are largely graded on evidence of preparation. (Approximately 12.2% of total grade).
- 6) Fifteen Page Group Paper – Students are given a two-page factual scenario involving a construction project with multiple problems involving many moving parts. The students are required to write a minimum fifteen page memorandum to the CEO of their construction firm to describe the problems, identify the issues, analyze the facts, contracts

and law, and provide conclusions and/or solutions. Specifically, students are required to answer five distinct, yet complex questions: a) Whether an arbitration provision is enforceable; b) Whether an accident on the project will be attributable to their firm, and how the insurance and contractual indemnities will be handled; c) How the delays on the project will be allocated and whether an extension of time is available; d) Whether their firm is entitled to additional money and/or time for a change to the project made by the owner of the project; and e) A full analysis of the contract notice and claims requirements for compliance purposes. The memorandum is meant to be informational, yet promotes creative resolution. Students are required to use a minimum of five references, including legal treatises, encyclopedias and journals, statutes and case law. Each student is required to contribute to the paper by being assigned a specific issue involved; however, each student is also required to read and contribute to the paper as a whole, as each student will be given a grade for the paper as a whole. (Approximately 24.4% of total grade).

- 7) Final Examination – The final examination contains four one-paragraph essay questions. These questions ask students to compare and evaluate certain principles, solve problems and explain the solutions in sentence form. Of the 200 points in the final exam, thirty are allocated to written essay questions. (Approximately 3.7% of total grade).
- 8) Memoranda and Other Written Assignments – Instructor may, from time to time, assign students to write a two-page informational memorandum related to a specific class lecture topic. Students are requested to apply the lecture material to a past experience of their own, whether in the construction field or outside the same. This is used very sparingly and often depends on low class attendance for a particular lecture. Students may also be requested to write a “thank you” letter to a guest lecturer. (Approximately 5% of total grade).

APPROXIMATELY 68.5% OF THE TOTAL GRADE IS ALLOCATED TO WRITTEN ASSIGNMENTS.



CON 496 CONSTRUCTION CONTRACT ADMINISTRATION  
Literacy and Critical Inquiry Criteria

**Criterion 2** - The composition tasks involve the gathering, interpretation, and evaluation of evidence. Please describe the way(s) in which this criterion is addressed in the course design:

Assignments below (approximately 56.2% of total grade) require students to analyze facts from fictitious construction projects provided to them, identify material facts, identify necessary presumptions, review lecture material, research law, analyze very complex contract documents and provisions, apply law, rules and industry principles to the facts provided, and consider implications of written requests/demands being made. For example, the bond claim letter assignment requires students to interpret their firm's relationship to the principal on a payment bond, and decide whether a specific statute applies, and write the demand letter so as to show compliance with all necessary statutory requirements. Great emphasis is placed on the students utilizing the language of the course, meaning that students must communicate using the terms introduced in lecture and text. Emphasis is also placed on using written communication to be understood, rather than to entertain or be purely academic (sound smart).

- 1) Written Essay Assignments – Students are given three case studies related to contract formation and are asked to write a one paragraph essay for each to provide analysis, applying principles learned in lecture to the facts of the case. Students are also requested to research a specified court case with similar fact scenarios to assist them in their analysis. The writing is intended to be neutral analysis. (Approximately 3.7% of total grade).
- 2) Letters – Throughout the semester, students are given assignments to write a letter doing each of the following: a) Withdraw or amend a contract proposal; b) Make a bond claim; c) Make a delay claim; and d) Demand arbitration. Each letter will be based off of a factual scenario, and the students will be required to advocate on their own behalf, researching statutes, applying lecture principles and utilizing and interpreting various standard contract documents. The arbitration demand will also require students to research and interpret rules of the American Arbitration Association. (Approximately 12.2% of total grade).
- 3) Oral Presentation – Students are required to give a ten minute oral presentation, utilizing Microsoft Power Point, on a specific topic related to construction contract administration. Students are required to choose a topic from a list provided by instructor (or get pre-approval for a different topic), research that topic and give the presentation and name the reference materials used. While substance of the presentation matters, students are largely graded on evidence of preparation. (Approximately 12.2% of total grade).
- 4) Fifteen Page Group Paper – Students are given a two-page factual scenario involving a construction project with multiple problems involving many moving parts. The students are required to write a minimum fifteen page memorandum to the CEO of their construction firm to describe the problems, identify the issues, analyze the facts, contracts and law, and provide conclusions and/or solutions. Specifically, students are required to

answer five distinct, yet complex questions: a) Whether an arbitration provision is enforceable; b) Whether an accident on the project will be attributable to their firm, and how the insurance and contractual indemnities will be handled; c) How the delays on the project will be allocated and whether an extension of time is available; d) Whether their firm is entitled to additional money and/or time for a change to the project made by the owner of the project; and e) A full analysis of the contract notice and claims requirements for compliance purposes. The memorandum is meant to be informational, yet promotes creative resolution. Students are required to use a minimum of five references, including legal treatises, encyclopedias and journals, statutes and case law. Each student is required to contribute to the paper by being assigned a specific issue involved; however, each student is also required to read and contribute to the paper as a whole, as each student will be given a grade for the paper as a whole. (Approximately 24.4% of total grade).

- 5) Final Examination – The final examination contains four one-paragraph essay questions. These questions ask students to compare and evaluate certain principles, solve problems and explain the solutions in sentence form. Of the 200 points in the final exam, thirty are allocated to written essay questions. (Approximately 3.7% of total grade).

**CON 496 Construction Contract Administration  
SPRING 2010**

**INSTRUCTOR:**

Matthew J. Pierce, Esq., J.D.

Tel: (602) 264-7101      e-mail: mpierce@warnerangle.com

Office hours: Immediately after class and by appointment.

Office: 3550 North Central Avenue, Suite 1500, Phoenix, Arizona 85012

**INSTRUCTOR BIO:**

I am a construction attorney in Phoenix, Arizona. I obtained a B.S. in Accountancy from the W.P. Carey School of Business at ASU in 2002, and a J.D. from the Sandra Day O'Connor School of Law at ASU in 2005. I also attended the University of Miami (Florida) School of Law. I have taught Construction Contract Administration at ASU since the fall of 2006.

**PRE-REQUISITE COURSES:**

Pre-requisites: Design and Engineering BSD and BS; Must have completed COM 225 with a D or better or be currently enrolled: Must have completed CON 453 with a C or better.

**CATALOG DESCRIPTION:**

This course surveys administrative procedures of general contractors and subcontractors. We will study (among other things) documentation, claims, arbitration, litigation, bonding, insurance, and indemnification as well as discuss ethical practices.

**COURSE OBJECTIVES:**

- a. Become familiar with the standard construction contract general conditions, including obtaining an understanding of contract time, delays, change orders and differing site conditions, insurance and bonds, indemnity, and payment terms.
- b. Understand the claims/dispute process and become familiar with dispute avoidance practices.

- c. Become familiar with contract administration during design/collaboration phases when project delivery requires the same.
- d. Improve writing skills so as to be prepared to communicate effectively.

**CALENDAR:**

(See attached Lecture Schedule)

**TEXTBOOK:**

No Official Textbook for this class. There will be reading assignment from specific contract documents and other hand-outs. You will be required to download the American Institute of Architects Student Edition software, which will be your source for creating and reviewing AIA contract documents. Other standard documents will be available via Blackboard.

**COURSE WEB PAGE:** <http://my.asu.edu> (Blackboard)

**WEIGHTING OF ASSIGNMENTS / GRADING SCALE:**

Grading is based on written papers, quizzes, oral presentations, assigned projects and the final examination. The team paper, oral presentation, and the final exam must all be successfully completed to pass the course. Students will be required to prepare written reports on assigned topics. Use of the word processor/typewriter is mandatory. All quizzes and tests will be of the subjective type.

• Résumé		10 points
• Letters and Memoranda		100* (25 pts. ea.)
• 15-page group paper		200*
• Point papers	est.	50 (10 pts. ea.)
• Quizzes	est.	100 (10 pts. ea.)
• Oral presentation		100
• Other Written Assignments	est.	60 (varies)
• <u>Final examination</u>		200
• <b>Total points</b>	<b>est.</b>	<b>820</b>

Comment [s1]: C-1; C-3

\*Team work will be scored by the instructor. The instructor will take into consideration confidential peer reviews in assessing point allocations (up to 25% of the overall score). For example, if a team scores an overall 80 points on an assignment, and peer reviews

demonstrate that a team member only actively participated 50% of the time, the instructor may enter a score for that team member as low as 70 points, calculated as follows:  $80 - (.5 * (.25 * 80))$ . If peer reviews show that one team member demonstrated exceptional leadership, that member may receive a bonus of up to 5 points per team assignment. The effect peer reviews have on scores is entirely at the discretion of the instructor.

Grading: >90% A, >80% B, >70% C, >60% D, <60% E. Professor may award a "plus" grade for A, B & C grades.

### **ETHICS:**

Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. You are responsible to learn how the Student Academic Integrity Policy (<http://www.asu.edu/studentlife/judicial/integrity.html>) and (<http://www.eas.asu.edu/sas/cheat.html>) applies to you personally and to this course in particular. Violations of the University Academic Integrity policy will not be ignored. Penalties include reduced or no credit for submitted work, a failing grade in the class, a note on your official transcript that shows you were punished for cheating, suspension, expulsion and revocation of already awarded degrees. The university requires that should I implement any of these penalties, I must report the matter to the Dean's office. Now, in terms of defining specific examples of cheating, the university policy is very simple. Everything is forbidden until the instructor authorizes it. Cheating is doing something that affects an academic evaluation without the instructor's authorization. We will discuss in class what is authorized and that if you want to do anything else, you need to ask me first.

### **ASSIGNMENT CHANGES:**

The instructor reserves the right to change the listed assignments. Students will be given at least a one week notice and a revised syllabus if the listing of course assignments changes.

### **COURSE STANDARDS:**

1. Prior to the start of class, please turn your cell phones and/ or pagers off, or to silent mode, to avoid unnecessary classroom disruptions.

2. Arizona State University maintains the highest standard for academic honesty and trusts that each student will perform ethically and professionally when preparing required work for this course. Each assignment must represent the student's collective **original** work, even for work designated as **group work**. Although ASU encourages collaboration between students, and faculty, in the sharing of ideas and experiences, **individual work** needs to represent the student's original thought and be distinguishably different from other students work. While discussions between students are encouraged, cheating will not be tolerated. Any student found cheating on an exam, a quiz, or assignment may be given a failing grade for the course and flagrant violations can result in additional consequences. You are cheating if you represent someone else's work as your own or if someone else represents your work as theirs. All graded work (exams, homework assignments, as well as any written exercises or quizzes) in this class must represent your own individual work only. Students may discuss the conceptual aspects of an assignment, but students must turn in their own, independently developed solutions. Grading will include comparing the structure and content of your solution with that of other students. By registration in this class, you are assumed to have read, understand and agreed to this policy, as well as to the procedures conveyed at the web sites below.

Studentlife's Student Academic Integrity Policy:

<http://www.asu.edu/studentlife/judicial/integrity.html>

ASU's policy on Academic Dishonesty in the Student Code of Conduct:

<http://www.asu.edu/aad/manuals/sta/sta104-01.html>

Fulton School of Engineering's Academic Integrity Information Page:

<http://www.eas.asu.edu/sas/cheat.html>

### **CLASS PARTICIPATION:**

Come to class prepared, which means you do the reading ahead of time. I highly recommend (and in some cases require) that students take advantage of the Writing Center.

### **ASSIGNMENT POLICY:**

- a. Bring your set of contract documents to each class period, as well as any hand-outs that may be relevant to that class period.

- b. Some class periods will involve students forming groups. Students are expected to stay on task during group activities.
- c. You must show the utmost courtesy and respect for guest speakers. Any student caught texting, playing games (laptop use during guest speakers is prohibited), eating, or engaging in any other disrespectful distracting behavior will not receive credit for assignments associated with that class period.

### **MAKE-UP POLICY:**

Prior notice, when possible, will be given to the instructor when a class will be missed. Only under the most extreme circumstances, supported by written documentation, will a make-up quiz or test be given. The final decision rests with the instructor. When a class is missed, it is the student's responsibility to obtain notes and assignments from fellow classmates. If you miss a class due to university-sanctioned activities please refer to ACD 304-02 at (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

### **ATTENDANCE & QUIZZES:**

Roll will be taken periodically. Punctuality, class attendance, participation and preparation are explicit reflections of your interest in the course. Quizzes will not necessarily be announced in advance and may be given at the beginning or the end of the class period.

### **ASSIGNMENTS:**

(See Lecture Schedule)

### **ACCOMMODATION:**

Reasonable accommodations are made on an individualized basis. It is the responsibility of persons with disabilities, however, to seek available assistance and make their needs known. The University has designated the Disability Resource Center as the campus coordinating office for the provision and delivery of services and reasonable accommodations that ensure the University's programs, services, and activities are accessible to students with disabilities. The Disability Resource Center is available to assist any student who has a qualified and documented disability. Please contact the Disability Resource Center at 480-965-1234 (Voice) 480-965-9000 (TTY) for additional information.

URL: <http://www.asu.edu/studentaffairs/ed/drc/>

**DETAILED CLASS SCHEDULE**

<u>Date</u>	<u>Subject</u>	<u>Reading</u>	<u>Assignment</u>	<u>Presentations</u>
Wed. 1/20	Intro/Syllabus			
Mon. 1/25	Intro, Contract Formation	Group Paper Assignment		
Wed. 1/27	Contract Delivery Methods		<b><u>Resume and Cover Letter due</u></b>	
Mon. 2/1	Prime Contract	AIA Software Tutorial	Teams Formed by Today!!!	
Wed. 2/3	Prime Contract	Overview of A-201; CDOCS 410 and 510;	<b><u>AIA A-133 (2009) Due</u></b>	
Mon. 2/8	Bidding / Mistakes / Ethics	MAG Spec. 102 and 103. and ADOT 102 and 103	<b><u>Assignment 1 Due (individual)</u></b> Presentation Topics Assigned	
Wed. 2/10	Subcontracts	Overview of CDOCS 750		
Mon. 2/15	Surety	MAG 103.5-103.6 A.R.S. §§34-222, 223, 608, 609;	<b><u>Bid Mistake Letter Due (individual)</u></b>	Minard Ames
Wed. 2/17	Insurance	A-210 Art. 11 CDOCS 510 Art.	(Point paper due next class)	Minard Ames
Mon. 2/22	Insurance	9 Minard Ames Handouts	(Point paper due next class)	Minard Ames
Wed. 2/24	Payment Types			
Mon. 3/1	Overview of Group Projects / Breach of Contract	A201 Art. 14 CDOCS 410 Art. 12; 510 Art. 10		
Wed. 3/3	Changes/ Differing Site Conditions	A201 Art. 7 CDOCS 410 Art. 9		



Mon. 3/8	Time	A201 Art. 8 CDOCS 410 Art. 6	<b><u>Bond Claim Due (individual)</u></b>	
Wed. 3/10	Delays	A201 Art. 8 CDOCS 410 Art. 6		
Mon. 3/15	SPRING BREAK			
Wed. 3/17	SPRING BREAK			
Mon. 3/22	City of Phoenix		(Point paper due next class)	Tauny Woo
Wed. 3/24	Interpretation/ Prompt Pay	A201 Art. 9	<b><u>Rough Draft Team Paper Due (Sections on Validity of Arbitration Provision and the "Accident")</u></b>	
Mon. 3/29	Claims/Liens	A201 Art. 15		
Wed. 3/31	Presentations			
Mon. 4/5	Presentations		<b><u>Delay Claim Due (individual)</u></b>	
Wed. 4/7	Presentations			
Mon. 4/12	Presentations			
Wed. 4/14	Regulatory Environment/ Licensing			Jessica Fotinos – ROC Chief Legal Counsel
Mon. 4/19	Presentations			
Wed. 4/21	National and Local Labor Laws		<b><u>GROUP PAPER DUE!!</u></b>	Justin Pierce – Jackson Lewis, LLP
Mon. 4/26	Leadership/Ethics		(point paper due next class)	Dr. Badger
Wed. 4/28	Documents/ Dispute Resolution	A201 Art. 15 CDOCS 510 Art. 11	<b><u>Arbitration Demand Due</u></b>	
Mon. 5/3	Review for Final			

Comment [s2]: C-4

**FINAL EXAM: MONDAY, MAY 10, 2010 at 4:50 – 6:40PM**

A.M.D.G.

# **Construction and Culture: A Built Environment**

**Second Edition**

by

**Donald E. Mulligan**

Del E. Webb School of Construction  
Arizona State University

and

**Kraig Knutson**

Del E. Webb School of Construction  
Arizona State University

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Donald E. Mulligan, Kraig Knutson

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