

INSTRUCTOR: Thomas Sputo, Ph.D., P.E.
Owner, Sputo Engineering and Adjunct Assistant Professor
Consulting Office Phone: 378-0448 Fax: 373-1331
E-mail: sputoeng@gainv.mindspring.com
Campus Office: Weil 204

TEXTS: Required: *LRFD Manual of Steel Construction*, 2nd ed, (2 vol.), AISC
Class notes (Available through ASCE)
Class CD (Contains reference materials)
Suggested: *LRFD Steel Design* (1994), 2nd ed., William Segui, PWS Kent

TIME: M, W, F 4th Period Weimer Hall, Room 1084
Occasional evening meetings for special topics --- time / place to be agreed upon

PREREQUISITES: CES 4605 Analysis and Design in Steel
CES 4141 Stress Analysis
Working computer knowledge:
(MS Word or Word Perfect; Excel) - required
(AutoCad; MathCad; Frame analysis software) - helpful

COURSE OBJECTIVES:

1. Develop skills in structural steel design and analysis beyond those taught in the basic steel design course.
2. Through the use of student design teams, develop the comprehensive design of a steel-framed building, including connections. Present the results of that design in a professional manner, both written and orally.
3. Introduce students to various topics related to consulting engineering, pertinent to building design practice.

TOPICS TO BE COVERED: (Subject to Change - addition or deletion or change of order)

1. Building Design Process
2. Building Loads
 - a. Gravity
 - b. Wind
3. Serviceability Design (Integrated into each design topic)
4. Floor System Design
 - a. Non-composite beam
 - b. Composite beam
 - c. Open web steel joist / joist girder
 - d. Steel floor deck
 - e. Serviceability (deflection, vibration, camber)

5. Roof System Design
 - a. Non-composite beam
 - b. Open web steel joist / joist girder
 - c. Steel roof deck
 - d. Serviceability (deflection, ponding)
6. Frame Analysis and Design
 - a. Theory, analysis, and design of beam-columns
 - i. Effective length factors (with modifications)
 - b. Frame analysis
 - i. 1st order
 - ii. 2nd order
 - (1) Notional load method
 - (2) Partially restrained connections
 - (3) Leaning columns
 - c. Serviceability (building drift)
7. Connections
 - a. Basics of bolts and welds
 - i. Concentric and eccentric loading
 - ii. Prying action
 - b. Shear connections
 - i. Double angle (clip angles or framing angles)
 - ii. Single angle
 - iii. Single plate (shear tab)
 - iv. Unstiffened seat
 - v. Stiffened seat
 - c. Moment connections
 - i. Direct weld
 - ii. Flange plate
 - iii. Column web / flange strengthening
 - iv. Wind connections
 - d. Column base plates
8. Foundation design

COURSE RULES

1. **Please be nice.** As a class, you will only get out of this what you collectively put in. You have the opportunity to learn about engineering practice from a practicing engineer. Take advantage of this opportunity!
2. Attendance at lecture is mandatory. Attendance will be taken, and participation will be noted. Points will be based on the percentage of class sessions attended. For basis of computing grades, there will be no excused absences. **The instructor retains the right to reduce final letter grades for excessive absences or lack of participation, regardless of total points earned.**
3. Be on-time to class. The instructor will start class on-time. The instructor will endeavor to end class on-time, however, class is over when the instructor says it is over. Do not start closing books, etc., as a way of informing the instructor that you feel that class is over. The instructor takes **great offense** to this.

4. **Each lesson requires preparation by the student prior to the lecture. Study / read the assigned material prior to the lecture.**
5. The textbooks and notes are required for all lectures.
6. Homework will be neatly written on engineering paper, or printed on clean white paper (if using MathCad, Excel, etc.) Number, staple and label all pages. **No exceptions.**
7. No make-up work will be allowed, except in cases of emergencies or civic responsibilities (jury duty, etc.), provided that the instructor is notified by e-mail in advance. Provisions for make-up work will be determined on a case-by-case basis.
8. Some class communication will be by means of e-mail. Check your e-mail regularly (at least daily). Keep the instructor informed of any changes to your e-mail address. Failure on the part of the student to keep-up with e-mail communications is not excusable.

IMPORTANT UNIVERSITY INFORMATION

Academic Honesty:

All students admitted to the University of Florida have signed a statement of academic honesty committing themselves to be honest in all academic work and understanding that failure to comply with this commitment will result in disciplinary action. This statement is a reminder to uphold your obligation as a student at the University of Florida and to be honest in all work submitted and exams taken in this class and all others.

Accommodations for Students with Disabilities:

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

GRADING:

GRADING SCALE: (May be relaxed at the option of the instructor)

93 - 100	A
90 - 92.99	B+
85 - 89.99	B
83 - 84.99	C+
77 - 82.99	C
75 - 76.99	D+
70 - 74.99	D
00 - 69.99	E

Quiz	20%	(1 take-home quiz) Date to be announced, near mid-term.
Homework	25%	
Final Project	50 %	(Includes presentation and written submittal)
Attendance / Participation	05%	

This short paper by Professor Yao from Texas Tech is a pretty good summary of my thoughts and philosophy on grades. I could not have said it better than this.

Sputo

ON GRADES AND GRADING

by James T. P. Yao for his students and interested colleagues

The grade in a given course is a measure of the student's performance in that endeavor. The overall grade point averages are indeed important considerations for all students. When I was a student at the University of Illinois in Urbana-Champaign, I did care about my grades at that time. However, I never complained about any of my grades though, at times, I felt that the grade I received in a particular course might not be fair. The fact is, on the average, the overall grade point average did reflect the knowledge gained and the effort that I put into my college education. There were courses for which I thought that I deserved a better grade than the one on my record. On the other hand, I also had grades that were better than what I expected and/or deserved. In the long run, they all averaged out at the end of my college career. Most importantly, I learned from each professor and from each course that I had.

A few years after I graduated, I forgot all my grades. No one has ever asked for my grades just a few years after I graduated from college. To date, however, I have kept all the basic knowledge that I gained from my college education. Especially, the method of learning new things on my own has been useful. If the students aim at learning as much as they can from each course and each professor, the good grades will come as a result of their diligent work, on the average. On the other hand, if the students waste their time arguing about their grades, they will lose time for studying new lessons and thus hurt their future grades.

As a teacher, I try very hard to be fair and consistent in grading student papers. The student will get a perfect score if he/she gives a correct answer. If the answer is not correct, the teacher is the one who judges how serious the error is and assigns a partial score accordingly. As a student, I had several professors who did not give partial scores. The reason was that, the engineering system could fail with the wrong answer, no matter how close the answer is to the correct one (e.g., exactly the same number but with a wrong sign). I do not agree with that policy but respect their judgement in those courses. In any event, partial scores are subjective depending on the experience and viewpoints of the individual teachers. It is counter-productive to argue about it.

Please be careful in doing your homework, tests, and other assignments. People's lives and properties will depend on your work someday in the near future. Try to learn as much as you can while you are in school. Communicate with your teachers and classmates frequently, and concentrate on the learning process. With knowledge, you will become a successful and proud engineer soon. **HAVE KNOWLEDGE, WILL SUCCEED!**

OCCAM'S RAZOR

by John H. Lienhard
The University of Houston

There is a wonderful old Shaker tune,

'Tis a gift to be simple, 'tis a gift to be free;
'Tis a gift to come down where you ought to be

Those lines should make up the first chapter in any book on engineering design. But how do we find the natural threads of simplicity that run through the world around us?

Simplicity in design was a lesson I fell into when the Army drafted me -- after I'd finished college. They assigned me to the Signal Corps Engineering Labs and put me to work designing research equipment. There I met a fine designer, Jules Soled, a person who could clearly teach me things. So I said to him, "Teach me, and I'll work for you." He taught me many things I hadn't learned in school, and his central lesson was always this:

Do a first design. Then attack it. Your first design will be elegant and complicated, but it'll always work better when you get rid of complication. In a really good design you eventually make the very design itself unnecessary. And that is very hard to do because we like complication.

That idea is really quite old. The towering 14th-century philosopher William of Occam put it this way: "Multiplicity ought not to be posited without necessity." William was telling us **we should make no more assumptions than we really need to explain anything -- the simplest explanation is best.** We call that idea Occam's Razor because it helps slice away the junk in our thinking.

Look at the safety razor. For years designers fought with the problem of loading, mounting, and unloading a blade in a holder. If you're old enough, you'll remember Schick's "push-pull, click-click" advertisement for its mechanism. Keeping the action workable, and the blade solidly in place, was a big problem. Then some bright person applied Occam's razor to the razor-mounting problem. That designer realized you could simply mold the blade right into the plastic packaging. Now who buys replaceable razor blades? Instead, the blades are set, very solidly and with great precision, right into a cheap throwaway piece of plastic. We've designed blade-holding mechanisms out of existence. That's what Soled meant when he said that good design makes the design itself unnecessary.

But to take that last step -- to walk the plank from a clever design to no design at all -- takes nerve as well as imagination. **We're so tempted to look smart by mastering complication instead of simplicity.** If we go back to our Shaker tune,

'Tis a gift to be simple, 'tis a gift to be free;

the second line says:

'Tis a gift to come down where you ought to be

Good design exacts a price from our egos, but it really is a gift -- it really is freedom -- to find the simplicity in things and finally to reduce an engineering design down to where it ought to be.