

# PLC125 LAB 1.3: SEQUENCE AND TIMER CONTROL CIRCUITS

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

## LAB OUTCOMES:

Upon completion of this lab procedure, the student should be able to:

1. Interpret the manufacturer's data for a timer module
2. Vary the mode, range, and timing scale for a timer module
3. Wire and troubleshoot on-delay / off-delay timer circuits
4. Explain the operation and purpose of on-delay and off-delay timers

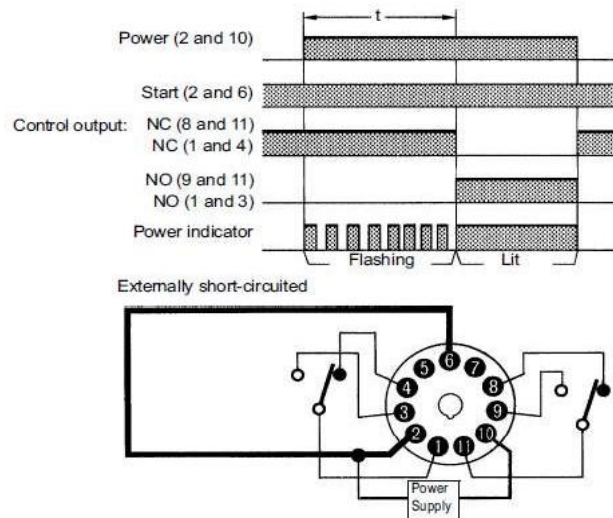
## LAB PROCESS:

Set up NSCC 120VAC wiring board. Setup the unit on its base, or lay flat on the work table.

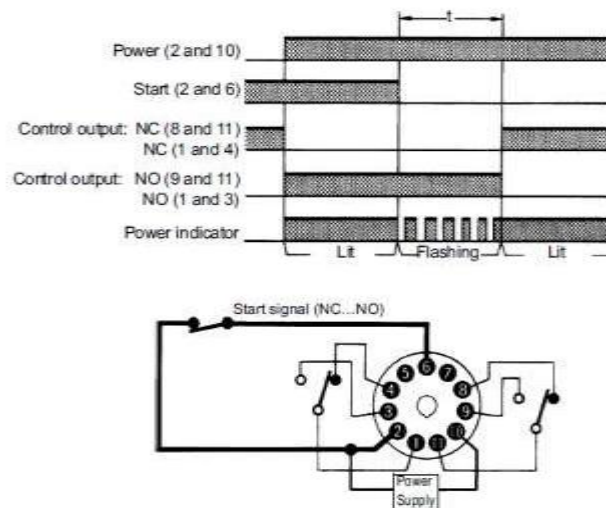
Connect the power cord and turn off the power input switch to make sure the unit is not powered.

## Part 1:

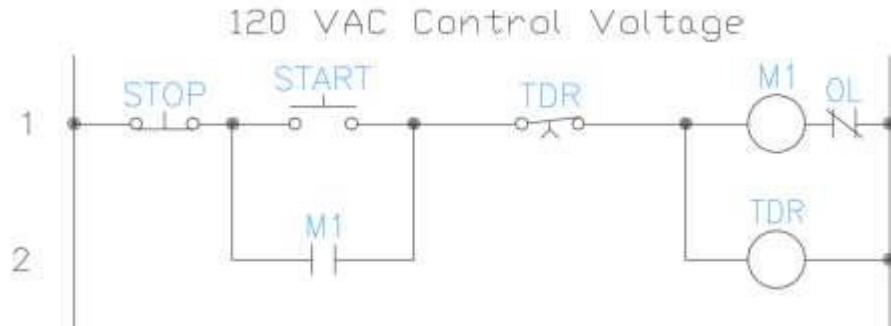
1. Interpret the manufacturers cut sheet for the Allen Bradley electronic timer used on the NSCC wiring boards (used as an On-Delay).



2. Interpret the manufacturers cut sheet for the Allen Bradley electronic timer used on the NSCC wiring boards (used as an Off-Delay).

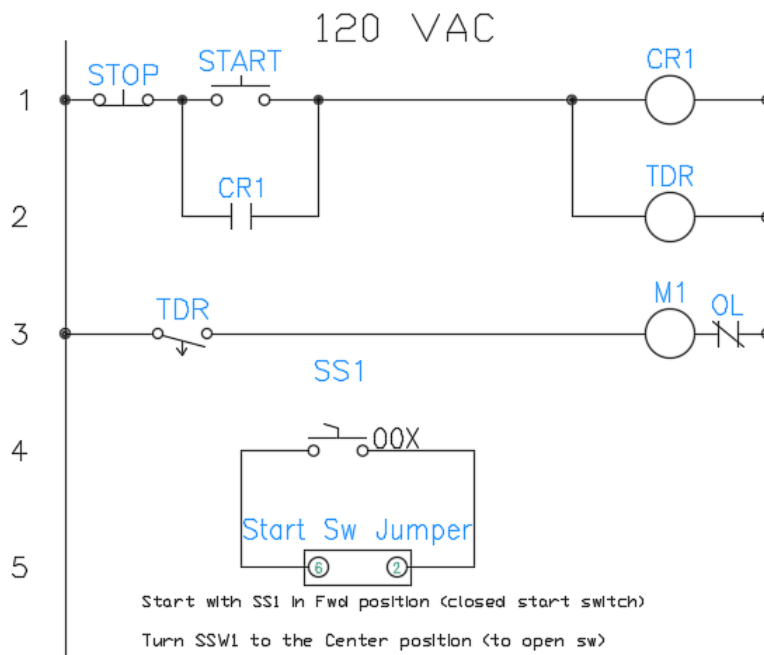


3. Demonstrate how to change the Mode, Range, and Timing scale on the AB700-HR timer.
4. Wire an On-Delay timer circuit.



5. The student should leave the lab and the instructor put a small fault in the circuit for the student to trace down. Identify the fault and repair it.

6. Wire an Off-Delay timer circuit.



7. The student should leave the lab and the instructor put a small fault in the circuit for the student to trace down. Identify the fault and repair it.

8. Explain the operation of both the On-Delay and Off-Delay timer circuits.

*The outcomes of this exercise (listed on page 1) specifies the skills that the Student must demonstrate to the Instructor. Once the Instructor is satisfied with the demonstration of Knowledge & Skills by the individual student, they will sign this document (for the student), then enter a 100% into the Hands-On Lab grade in Sakai.*

I verify that this student has completed all of the requirements of this Hands-On Assessment:

Student Name: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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