Communication
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2015 Core Curriculum

1. This request is submitted by (department name): Landscape Architecture and Urban Planning

2. Course prefix and number: URPN 220

3. Texas Common Course Number: 

4. Complete course title: Digital Communication 1

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - Communication
   - Mathematics
   - Life and Physical Sciences
   - Language, Philosophy and Culture
   - Creative Arts
   - American History
   - Government/Political Science
   - Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - Yes
   - No

8. How frequently will the class be offered? Every semester

9. Number of class sections per semester: Two

10. Number of students per semester: 100

11. Historic annual enrollment for the last three years:
   - 201331-42
   - 201321-16
   - 201231-33
   - 201131-36

   - 201311-32
   - 201211-28
   - 201111-35

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. **Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.**

13. Submitted by: Yang Mi Kim

   Course Instructor

   Approvals: Forster, N., 2013

   Date 10/25/2013

14. Department Head

   Date 10/21/2013

15. College Dean/Designee

   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University
Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Communication

In the box below, describe how this course meets the Foundational Component Area description for Communication. Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

URPN 220 Digital Communication 1 meets the Foundational Component Area description for Communication by focusing on the communication techniques and process in environmental design and planning professions, which include developing representation concepts and computing fundamental design productions in graphical formats, designing a comprehensive project poster with written descriptions, performing an oral presentation, and participating peer review and discussions.

As graphics are the language of design, it is essential to understand how they are used to communicate design ideas and plans from the initial stage of design preparation through final productions, and to acquire the visual communication ability to translate the preliminary design concept into various forms of digital representation. In addition to that, oral, aural, and written communication abilities are critical to persuade people with your designs or plans in the professions. Therefore, a series of communication skills will be emphasized by means of well-represented graphics, well-documented project posters, effective verbal presentations and interactive discussions.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

Learning objectives for the course which help achieve Critical Thinking are:

- L.O. 1. To understand the entire design work frame and how graphic software programs are used at each design stage.
- L.O. 2. To be able to refine design ideas and translate them into the technical drawings and graphical representations by means of acquired knowledge and skills.
- L.O. 3. To understand how various graphic software programs are interrelated in each of the digital work flow and in the transition by importing and exporting design data.
- L.O. 4. To identify the best practices in the field, and to develop more productive and sufficient processes of your own with or in spite of the traditional drafting and graphic producing tools.

Strategies used to create/access an atmosphere of Critical Thinking are:
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

- By applying Flipping Course pedagogy, students are prepared with preliminary knowledge before class.
- In-class exercises are designed to accommodate the must-know lecture contents, and demonstrations are provided to introduce the standard processes in the field.
- A series of assignments is linked to each other consecutively as following the standard design process.
- Hands-on lab sessions are offered to provide adequate time to ask specific questions on an individual basis.

Evaluations used to assess student learning of Critical Thinking are:

- Competency and creativity are the major elements of evaluation criteria in students' submissions.
- Submissions are evaluated based on understandings on techniques and expressions to generate new ideas/products using specific rubrics on each assignment.
- Each submission receives instructor's review to accompany by detailed comments on the drawing, so that students have opportunities to learn from mistakes.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

Learning objectives for the course which help achieve Communication are:

- L.O. 5. To obtain fundamental drafting, plotting, rendering, and documenting techniques using AutoCAD and other digital graphic software programs including Adobe Photoshop, SketchUp, and Adobe InDesign.
- L.O. 6. To know efficient and effective ways to share the outcomes with peers while understanding the processes of digital imagery producing, processing, and manipulating.
- L.O. 7. To develop the composition skills in written, visual, and oral communications in order to deliver the design/planning ideas clearly and effectively to audiences.

Strategies used to create/access an atmosphere of Communication are:

- Oral presentations are required to promote self-confidence and persuasive presentation skills in public speaking.
- Award winning projects and outstanding sample works are introduced to stimulate students' inspiration in terms of effective communicational composition and layout, graphical expressions, and emerging technical trends.
- Peer Teaching pedagogy is applied to encourage an active participation in the course and to develop a positive influence in communication with classmates.
- Students' submissions are displayed to provide an opportunity to interact with peers and to know how everyone can come up with a variety of solutions to a certain subject.
- eLearning or eCampus is used actively to communicate between the instructor and students, and prompt responses/explanations are expected on questioning from students.

Evaluations used to assess student learning of Communication are:

- Delivering accurate design information and producing well-executed graphic representations are required throughout the course contents.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

- The Peer Teaching project is assessed in two main categories: oral demonstration/presentation and a written tutorial.
- Oral presentations are evaluated based upon clearly delivered ideas/messages, fully understood knowledge/content, the ability to answer the questions related to the topic, and so on.
- Writing skills are evaluated including design descriptions and tutorials in order to measure how design process and conclusions are well-addressed and persuasive to readers, and how much interesting facts and discussion are shared with classmates.
- Discussion/participation credits are provided to students who participate actively and voluntarily in class Q & A and discussion sections.
- Students are asked to communicate actively with instructor regarding their questions/concerns/suggestions on the course.

Teamwork (to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal):

Learning objectives for the course which help achieve Teamwork are:
- L.O. 6. To know efficient and effective ways to share the outcomes with peers while understanding the processes of digital imagery producing, processing, and manipulating.
- L.O. 8. To be able to work collaboratively with peers by participating a team project actively in order to obtain a positive influence among team members, to increase work efficiency through collaboration, and to have an opportunity to expand students' capabilities.
- L.O. 9. To be open-minded to receive critique from peer reviews and to adapt different points of view, and to learn from and to be inspired by other students' works on the same subject.

Strategies used to create/access an atmosphere of Teamwork are:
- A team of two or three students works together to develop the Peer Teaching materials: demonstration/presentation and a written tutorial.
- Discussion sessions are opened to share the quick-and-easy tips and good resources with peers.
- Pin-up discussions are placed to have time for a peer review and questioning/answering to stimulate each others.
- Communicating with peers is encouraged to have positive interaction to solve problems although submissions must be completed with independent effort.

Evaluations used to assess student learning of Teamwork are:
- Peer Teaching project is evaluated as a team, however, peer review is conducted and reflected on the grade in order to measure the individual's level of commitment/work ethic, contribution, workload, communication and so on.
- Discussion and participation credits are given to students who are actively engaged in activities.

Personal Responsibility (to include the ability to connect choices, actions and consequences to ethical decision-making):

Learning objective for the course which help achieve Personal Responsibility is:
- L.O. 10. To be able to create original works by means of well-built digital drafting and rendering skills and self-expression in visual, written, and oral communication.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Strategies used to create/access an atmosphere of Personal Responsibility are:

- Students are encouraged to exhibit a positive attitude toward learning and discussions.
- Independent work ethic on plagiarism and originality is strongly emphasized throughout the course.
- Students are exposed to issues of personal responsibility related to uses of internet resources and school computing resources and facilities in terms of the copyright laws and fair use, and the Texas A&M University Student Rules.
- Students are expected to attend class after watching provided lecture video clips/demonstrations.
- Course logistics are explained clearly regarding late/missed works, and students are encouraged to keep the due dates for successful accomplishment in the course.

Evaluations used to assess student learning of Personal Responsibility are:

- Completeness, craftsmanship, and independent work ethic are the important criteria in evaluating students' submissions.
- Strict deadline for each assignment is set, and grading policies are applied on late/missed assignments.
- To assess students' responsibilities on watching lectures/demonstrations online (flipping course), pop-up quizzes can be conducted.
- Attendance policies are applied to every class and credits are given.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
[URPN 220-501, 700]
DIGITAL COMMUNICATION I

CLASS TIME        MWF 9:10 - 10 AM
CLASSROOM        [URPN 220-501] WCLF 126
                  [URPN 220-700] Online Course

INSTRUCTOR
  • Name:     Yang Mi Kim
  • Email:    ymkim@arch.tamu.edu
  • Office:   Langford A105
  • Office Phone: (979) 845-7888
  • Office Hour: To be determined or by appointment

INTRODUCTION
URPN 220 Digital Communication 1 focuses on the communication techniques and process in environmental design and planning professions, which include developing representation concepts and computing fundamental design productions in graphical formats, designing a comprehensive project poster with written descriptions, performing an oral presentation, and participating peer review and discussions.

COURSE DESCRIPTION
As graphics are the language of design, it is essential to understand how they are used to communicate design ideas and plans from the initial stage of design preparation through final productions, and to acquire the visual communication ability to translate the preliminary design concept into various forms of digital representation.

In addition to that, oral, aural, and written communication abilities are critical to persuade people with your designs or plans in the professions. Therefore, a series of communication skills will be emphasized by means of well-represented graphics, well-documented technical drawings and project posters, effective verbal presentations and interactive discussions.

URPN 220 is a digital communication course for undergraduate students to learn, develop, and apply fundamental knowledge and skills throughout the process of environmental design and
planning: base map preparing, site plan designing, cross-section drawing, 2-dimensional plan rendering, 3-dimensional model rendering, and poster presentation.

The teaching motto of this course is "Learning by Doing". Through a series of lectures, demonstrations and assignments, students will learn efficient and effective methods in terms of computer-aided drafting and graphic presentation techniques which are the most demanding abilities in the environmental design and planning professions. Also this course is intended that students learn how various graphic software including AutoCAD, Adobe Photoshop, SketchUp, and Adobe InDesign is closely interrelated and widely used during the design and planning process. These hands-on learning experience will help students obtain the fundamental techniques thoroughly and develop their own applications independently.

**LEARNING OBJECTIVES**
The knowledge and skills the instructor wants students to acquire by the end of the course are:

1. To understand the entire design work frame and how graphic software programs are used at each design stage. *[Critical Thinking]*

2. To be able to refine design ideas and translate them into the technical drawings and graphical representations by means of acquired knowledge and skills. *[Critical Thinking]*

3. To understand how various graphic software programs are interrelated in each of the digital work flow and in the transition by importing and exporting design data. *[Critical Thinking]*

4. To identify the best practices in the field, and to develop more productive and suitable processes of your own with or in spite of the traditional drafting and graphic producing tools. *[Critical Thinking]*

5. To obtain fundamental drafting, plotting, rendering, and documenting techniques using AutoCAD and other digital graphic software programs including Adobe Photoshop, SketchUp, and Adobe InDesign. *[Communication]*

6. To know efficient and effective ways to share the outcomes with peers while understanding the processes of digital imagery producing, processing, and manipulating. *[Communication] [Teamwork]*

7. To develop the composition skills in written, visual, and oral communications in order to deliver the design/planning ideas clearly and effectively to audiences. *[Communication]*

8. To be able to work collaboratively with peers by participating a team project actively in order to obtain a positive influence among team members, to increase work efficiency through collaboration, and to have an opportunity to expand your capabilities during a teamwork process. *[Teamwork]*
9. To be open-minded to receive critique from peer reviews and to adapt different points of view, and to learn from and to be inspired by other students' works on the same subject. *[Teamwork]*

10. To be able to create original works by means of well-built digital drafting and rendering skills and self-expression in visual, written, and oral communication. *[Personal Responsibility]*

**LEARNING OUTCOMES**

Upon successful completion of this course, students will be able to:

1. Create basic geometries to site plans and cross-sections using drawing and editing commands in AutoCAD.

2. Create and edit blocks, text objects, hatches, and dimensions to express design details and annotations on a drawing in AutoCAD.

3. Create layouts in the model space and plot drawings in a measurable scale and line hierarchy in AutoCAD.

4. Create site plan and cross-section renderings by exporting the line work from AutoCAD, importing into Photoshop, and applying textures, effects and entourage in Adobe Photoshop.

5. Create 3D model renderings by importing AutoCAD line work and applying textures and components SketchUp.

6. Design poster layouts using produced graphic images and written descriptions during the design process in Adobe InDesign.

**TECHNOLOGY REQUIREMENTS**

*eCampus*

- All of course materials will be provided via eCampus (https://ecampus.tamu.edu).

- Prior to the start of this course, it is recommended to read “Check Browser Support” on the eCampus webpage related to FAQs, Getting Started, Course Content, Help, and so on (https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student).

※ When you have any technical problem to use eCampus, contact the Help Desk.
Support for students: Department: Help Desk Central (http://hdc.tamu.edu/)
Email: helpdesk@tamu.edu
Phone: 979-845-8300
REQUIRED SOFTWARE AND MATERIAL

The following software is required for this course:

- Autodesk AutoCAD 2013 (Windows) (download at http://students.autodesk.com/ *registration required)
- Adobe Photoshop CS6
- SketchUp (download at http://www.sketchup.com/) or SketchUp Pro
- Adobe InDesign CS6

※ The required Software is available for use at computer labs in Langford building A. When you use computer labs, it is recommended to have a USB flash drive (2 GB minimum) in order to store/make a copy of your data. Please make sure to keep your assignment files safe and secure. They will be used over again in the other assignments.

※ Adobe Photoshop and InDesign (Adobe Creative Suites 6) are not downloadable for free. If you would like to purchase it for your personal computer, it will be available to buy a Student/Teacher Edition via on-line vendors (e.g. Adobe.com, Amazon.com, and etc).

REFERENCE BOOKS

The following books are suggested for this course:


※ Some books are available as a electronic version on the TAMU library website.
EVALUATION AND EXPECTATIONS

GRADING POLICY
The student's final grade for the course will be determined by the following:

A = 90 or above, B = 80 to 89.9, C = 70 to 79.9, D = 60 to 69.9, F = below 60.

Weighting
Assignments (#1-#6) 50%
Final Assignment (#7: Poster) 15%
Peer Teaching 15%
In-Class Exercises 10%
Flipped course Participation/Discussion/Pop-up Quiz 10%
Total 100%

LECTURE & DEMONSTRATION

- Lectures and class materials for each topic are uploaded on eCampus on the scheduled release date and time. (*See class schedule to find topics and release dates.)

- Students are required to watch the video clips of lectures and/or demonstrations and to practice in-class exercises during the week for each topic. The links of video clips will be available by the last class day of the semester.

- Students are responsible to access eCampus regularly/frequently during a week in order to have adequate communications with the instructor (e.g. updates/changes on class schedule, announcements, assignment review and so on).

IN-CLASS EXERCISE

- In-class exercises are designed for hands-on trainings to learn fundamental digital communication skills and their applications on a drawing.

- While watching the demonstrations, students will be able to complete in-class exercises. In-class exercises should be worked individually and be neatly finished.

- Selected in-class exercises by instructor must be turned in for evaluation. (*See class schedule to find the due date/time for each in-class exercise.)

ASSIGNMENT

- Students will have assignments related to the topics. Complete course assignments INDEPENDENTLY and submit each assignment by the due date and time. (*See class schedule to find the due date/time for each assignment.)
• Assignments are designed to be linked to each other consecutively. If any assignment is missed, it will significantly affect to complete your next assignments. Therefore, it is important to complete each assignment by the designated due date/time.

• Assignments will be evaluated based on competency, accuracy, completeness, legibility, composition, craftsmanship, and creativity (if applicable), and will be calculated as the standard average of the overall performance scores in all of the assignments.

PEER TEACHING

• Peer Teaching is an important activity in this course. A team of two or three students will pick a topic of their own interests but relevant to the broad issues of applying digital communication to produce better works/solutions in environmental design and planning professions.

• Each team is required to submit a brief proposal, present/demonstrate in class, and submit a written tutorial. Project due dates may vary depending on individual topic. If your topic is closely related one of the lecture/demonstration topics scheduled, each team may be asked to introduce the project before the final due date based on a discussion with the instructor.

SUBMISSION

• All submissions are expected to be turned in by the scheduled date and time. If any in-class exercise or assignment is not submitted by due date/time, it will not be eligible for a full grade.

• Late submissions that are turned in within a week after its due date/time will be deducted 20% from the final evaluation of each submission. If not turned in within a week, IT WILL NOT BE ACCEPTED.

• Late submission due to reasons defined by University Student Rules may be excused if written verification is provided PRIOR TO THE DUE DATE/TIME. Any deviation from the assigned date/time of submission must be arranged with the instructor. (see student rules: 7. Attendance, http://student-rules.tamu.edu/rule07)

• All of the required file formats must be turned in to get proper evaluations on the submissions. Submission requirements will be explained in the Assignment Description which will be uploaded on the release date of each assignment. If only part of the submission requirement is met, it will be considered as an incomplete submission. Incomplete submissions will be deducted 20% from the final evaluation of each submission, and withheld from evaluation until complete formats are submitted.

• All of submissions should be completed INDEPENDENTLY. If any evidence is found that one submission is identically same with other student's submission, it will be considered plagiarized. Both submissions will be given zero credits and the violation will be reported to Aggie Honor System Office.
• All student submissions are the property of the Department of Landscape Architecture and Urban Planning at TAMU. Student submissions will be kept by the department for the purpose of accreditation review and teaching references for future classes.

• If you have any concern or question regarding this course, please inform the instructor in a timely manner.

UNIVERSITY POLICY STATEMENTS

ATTENDANCE POLICY

“The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.”

For the online/flipped course, I interpret attendance as “watching video clips of lectures and demonstrations, and submitting assignments following the course schedule on students’ own responsibility”.

ACADEMIC INTEGRITY STATEMENT AND POLICY

"An Aggie does not lie, cheat, or steal or tolerate those who do."

The Aggie Code of Honor states that the students at Texas A&M University should value honesty and personal integrity. Therefore, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Students are referred to the Honor Council Rules and Procedures that may be found at the website: http://aggiehonor.tamu.edu/.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit http://disability.tamu.edu.

If any student who has disabilities needs accommodation in the course, please submit your written document on the first week of semester.
Class Schedule

Topics, class assignments, and schedule are subject to change according to progress of the students, lectures, and/or the academic schedule. It is students' responsibility to stay aware of any change to the schedule. Any update to the schedule will be announced via eLearning.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Release Date (by 9am)</th>
<th>Software</th>
<th>Lecture Topic</th>
<th>In-Class Exercise &amp; Demonstration</th>
<th>Assignment</th>
<th>In-Class Ex. (A) &amp; Assignment (A%) Due Date (by 9am)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/27 (T)</td>
<td>AutoCAD 1</td>
<td>• Course Introduction</td>
<td>* Introduce Peer Teaching project</td>
<td>* In-Class Exercise, CAD1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• AutoCAD Introduction &amp; Commands I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-Class Ex. -- Interface &amp; Basic Commands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-Class Ex. -- Self-portrait</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/3 (T)</td>
<td>AutoCAD 2</td>
<td>• AutoCAD Commands II</td>
<td></td>
<td>* In-Class Exercise, CAD2</td>
<td>*CAD1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-class Ex. -- Polyline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-class Ex. -- Units</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• DEMO -- Soccer Field</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/10 (T)</td>
<td>AutoCAD 3</td>
<td>• AutoCAD Commands III</td>
<td></td>
<td>* In-Class Exercise, CAD3</td>
<td>*CAD2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Organizing AutoCAD Drawings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-class Ex. -- Layers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-class Ex. -- PEdit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-class Ex. -- Properties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• DEMO -- Raster Image Digitizing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• DEMO -- Bike Road</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/17 (T)</td>
<td>AutoCAD 4</td>
<td>• Creating Blocks, Texts &amp; Hatches</td>
<td></td>
<td>* In-Class Exercise, CAD4</td>
<td>*CAD3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Paper Space &amp; Page Setup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-class Ex. -- Text &amp; Hatch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-class Ex. -- Block</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• DEMO -- Base Map Preparing &amp; Set a Layout/Measurable Scales</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/24 (T)</td>
<td>AutoCAD 5</td>
<td>• Creating Layout, Plot Style</td>
<td></td>
<td>* In-Class Exercise, CAD5</td>
<td>* Assignment #1. Site Plan *CAD4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Site Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-class Ex. -- Plot Style</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• DEMO -- Site Plan Drawing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/1 (T)</td>
<td>AutoCAD 6</td>
<td>• Creating Dimension &amp; Inserting Xrefs</td>
<td></td>
<td>* In-Class Exercise, CAD6</td>
<td>* Assignment #2. Cross-Section *CAD6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Cross-Sections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-class Ex. -- Dimensions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• In-class Ex. -- External Reference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• DEMO -- Cross-Section Drawing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/8 (T)</td>
<td>Photoshop 1</td>
<td>• Photoshop Introduction</td>
<td></td>
<td>* In-Class Exercise, Photoshop1</td>
<td>*CAD6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Basic Photoshop Tools &amp; Photo Stitch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Navigating &amp; Basic Coloring Tools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• DEMO -- Photo Stitch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• DEMO -- Self-portrait Coloring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Release Date (by 9am)</td>
<td>Software</td>
<td>Lecture Topic In-Class Exercise &amp; Demonstration</td>
<td>Assignment</td>
<td>In-Class Ex. (A) &amp; Assignment (D) Due Date (by 9am)</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------</td>
<td>-----------</td>
<td>------------------------------------------------</td>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 8     | 10/15 (T)            | Photoshop 2 | • Basic Site Plan 2D Color Rendering  
- Example: Award Winning Projects  
- Importing the Line Work, Applying Base Colors & Adding Filters/Effects  
- DEMO – Site Plan I | * In-Class Exercise. Photoshop2 |  |
| 9     | 10/22 (T)            | Photoshop 3 | • Advanced Site Plan 2D Color Rendering  
- Creating a Mask & Seamless Pattern, Rendering a Texture & Rippling Water, Creating a Building Shadow  
- DEMO – Site Plan II | * Assignment #3. Site Plan 2D Rendering |  |
| 10    | 10/29 (T)            | Photoshop 4 | • Cross-Section Color Rendering  
- Importing the Line Work, Applying Base Colors & Placing Entourage  
- DEMO – Section  
- DISCUSSION - Pin-up Review (Site Plan) | * Assignment #4. Section 2D Rendering | A. #3 |
| 11    | 11/5 (T)             | SketchUp 1 | • SketchUp Introduction  
- Basic SketchUp Tools & 3D Model Rendering I  
- Navigating Tools, Drawing & Editing Tools  
- DEMO – 3D model  
- DISCUSSION - Pin-up Review (Section) | * In-Class Exercise SketchUp1 | A. #4 |
| 12    | 11/5 (T)             | SketchUp 2 | • 3D Model Rendering II  
- Selecting, Erasing & Measuring Tools, Manipulating Tools, Importing Materials & Components  
- DEMO – 3D model | * Assignment #5. 3D Model II: Sculpture | SketchUp1 |
| 13    | 11/5 (T)             | SketchUp 3 | • 3D Model Rendering III  
- Work Process of SU 3D Modeling  
- Importing the Line Work/Blocks, Creating Base Planes, Adding Volume, Placing Components, Creating Scenes  
- DEMO – 3D model | * Assignment #6. 3D Model III: Site 3D Model | A. #5 |
| 14    | 11/26 (T)            | InDesign 1 | • InDesign Introduction  
- Essential InDesign Tools, Concept Diagram & Poster Design  
- Wrap-up Discussion  
- Example: Selective Work Samples  
- Navigating, Layout, Mater Tools  
- DEMO – Diagram & Poster  
- DISCUSSION - Pin-up Review (3D Model) | *Final Assignment #7. Poster | A. #6 |
|       | 12/6 (F)             |           | • Peer Teaching Presentation  
- Wrap-up Discussion | A. #14 (Final)  
- Peer Teaching |