Course Title: Architecture + Design Drawing 1: Drawing and Visual Thinking
Units: 2

Length of Course
- Semester-long
- Short course (Number of weeks ___)
- Open entry/Open exit

Grading
- Letter
- Pass/No Pass
- Grade Option (letter or Pass/No Pass)

Faculty Load Credit (To be completed by Division Office; show calculations.):
16/16 + .7*48/16 = 3.1 FLC

1. Prerequisite (Attach Enrollment Limitation Validation Form.)
2. Corequisite (Attach Enrollment Limitation Validation Form.)
3. Recommended Preparation (Attach Enrollment Validation Form.)
4. Catalog Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

Minimum of 16 lecture hours and 48 lab hours plus 32 hours by arrangement per term. This course presents the basic techniques of hand drawing as an essential method and skill of design exploration, visual thinking, and design communication. Studio work involves observation and freehand drawing of objects, architecture and environmental settings exploring techniques of line, tone, and their combination using soft pencil, conte/charcoal and pen/ink. Topics include proportion, visual composition, principles of observed perspective, and orthographic drawing conventions such as plan, section and elevation, and Paraline drawing. Introduction to digital media to create 3-D model. Graphic supplies will be required. (May be taken twice for a maximum of 4 units.) (Fall only) (AA, CSU, UC)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation. For format, please see model course outline.)

A representational, black and white, freehand drawing studio for architecture and environmental design students. Graphic supplies will be required. Plus minimum 32 hours by arrangement per term. May be taken twice for a maximum of 4 units. (Fall only) (AA, CSU, UC)

6. Student Learning Outcomes (Identify 1-6 expected learner outcomes using active verbs.)
Upon successful completion of the course, the student will be able to:

Produce freehand drawings of observed subjects in contour line & full tone.

Produce an observed perspective drawing without the aid of mechanical methods.

Produce drawings of observed objects in plan, section and elevation.

Produce Paraline drawings: Axonometric and Elevation oblique or Plan oblique.

Read multiview drawings and interpret graphic language into pictorial axonometric.

Prepare drawings for presentation.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. 
*For some courses, the course objectives will be the same as the student learning outcomes. In this case, “Same as Student Learning Outcomes” is appropriate here.*)

Same as student learning outcomes.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, a sample course syllabus with timeline may be attached.)

Overview of types of Drawings and Graphic communication;

Contour drawing, Tone & Texture;

Perspective Drawing: 1 & 2 point, space and depth cues;

Othographic Drawing: Plan, Elevation and Section;

Multiview Drawings: Reading plan and elevations and interpreting into axonometrics;

Paraline Drawing: Axonometric and Elevation Oblique or Plan Oblique;

Intro to 3-D modeling application;

Presentation drawing: Use of color, mixed media and digital rendering techniques in the communication of architecture.

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Describe out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills. If hours by arrangement are required, please indicate the additional instructional activity which will be provided during these hours, where the activity will take place, and how the activity will be supervised.)

The semester’s work is divided between instruction and assignments to be completed in class. Instruction is structured to help the student understand the intent and expected results of the drawings produced. Lectures include presentation of graphic examples, techniques and methods. Assignments provide an ongoing check of student/class progress and competency.
10. Representative Methods of Evaluation (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Effort, participation, and improvement.
Appraisal of student in-studio work.
Graded drawing assignments.
Final review and critique.

11. Representative Text Materials (With few exceptions, texts need to be current. Include publication dates.)


Prepared by: ____________________________
(Signature)

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Submission Date: ____________________________