[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
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- Office Hour: To be determined or by appointment

INTRODUCTION
URPN 220 Digital Communication I 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:

\[ A = 90 \text{ or above, } B = 80 \text{ to } 89.9, \quad C = 70 \text{ to } 79.9, \quad D = 60 \text{ to } 69.9, \quad F = \text{ below } 60. \]

Weighting

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments (#1-#6)</td>
<td>50%</td>
</tr>
<tr>
<td>Final Assignment (#7: Poster)</td>
<td>15%</td>
</tr>
<tr>
<td>Peer Teaching</td>
<td>15%</td>
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<tr>
<td>In-Class Exercises</td>
<td>10%</td>
</tr>
<tr>
<td>Flipped course Participation/Discussion/Pop-up Quiz</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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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

ATTENDENCE 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 person 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. (4) &amp; Assignment (6%) Due Date (by 9am)</th>
</tr>
</thead>
</table>
| 1     | 8/27 (T)              | AutoCAD 1| • Course Introduction  
• AutoCAD Introduction & Commands I  
  • In-Class Ex. -- Interface & Basic Commands  
  • In-Class Ex. -- Self-portrait | * Introduce Peer Teaching project  
* In-Class Exercise, CAD1 |           |                     |
| 2     | 9/3 (T)               | AutoCAD 2| • AutoCAD Commands II  
  • In-class Ex. -- Polyline  
  • In-class Ex. -- Units  
  • DEMO -- Soccer Field | * In-Class Exercise, CAD2  
  → CAD1                       |           |                     |
| 3     | 9/10 (T)              | AutoCAD 3| • AutoCAD Commands III  
• Organizing AutoCAD Drawings  
  • In-class Ex. -- Layers  
  • In-class Ex. -- PEdit  
  • In-class Ex. -- Properties  
  • DEMO -- Raster Image Digitizing  
  • DEMO -- Bike Road | * In-Class Exercise, CAD3  
  → CAD2                       |           |                     |
| 4     | 9/17 (T)              | AutoCAD 4| • Creating Blocks, Texts & Hatches  
• Paper Space & Page Setup  
  • In-class Ex. -- Text & Hatch  
  • In-class Ex. -- Block  
  • DEMO -- Base Map Preparing & Set a Layout/Measurable Scales | * In-Class Exercise, CAD4  
  → CAD3                       |           |                     |
| 5     | 9/24 (T)              | AutoCAD 5| • Creating Layout, Plot Style  
• Site Plan  
  • In-class Ex. -- Plot Style  
  • DEMO -- Site Plan Drawing | * In-Class Exercise, CAD5  
  * Assignment #1, Site Plan  
  → CAD4                       |           |                     |
| 6     | 10/1 (T)              | AutoCAD 6| • Creating Dimension & Inserting Xrefs  
• Cross-Sections  
  • In-class Ex. -- Dimensions  
  • In-class Ex. -- External Reference  
  • DEMO -- Cross-Section Drawing | * In-Class Exercise, CAD6  
  * Assignment #2, Cross-Section  
  → CAD6  
  ▼ A #1                       |           |                     |
| 7     | 10/8 (T)              | Photoshop 1| • Photoshop Introduction  
• Basic Photoshop Tools & Photo Stitch  
  • Navigating & Basic Coloring Tools  
  • DEMO -- Photo Stitch  
  • DEMO -- Self-portrait Coloring | * In-Class Exercise, Photoshop 1  
  → CAD6  
  ▼ A #2                       |           |                     |
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<th>In-Class Ex. (♣) &amp; Assignment (♦) Due Date (by 9am)</th>
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</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 | ♣ Photoshop1 |
| 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 | ♣ Photoshop2 |
| 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 |