



Dr. E.P. Scarlett High School

Architectural Design 10

D McMillan
Fall Semester
2022-2023
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<https://d2l.cbe.ab.ca/d2l/home/1019625>

Course Outline

Credits: There are 5 credits for Design 10, attained through 5 1 credit courses. Marks for each module are not averaged out, and each student must pass each course to earn all 5 credits available

Course Fee: \$25 Note that this fee is tentative for printing costs associated with the course. Should all submissions turn out to be digital in nature, the fee will be refunded.

Course Prerequisite: There are no prerequisites for Architectural Design 10

Course Outcomes – Please note that outcomes noted are central outcomes. Subsets of these outcomes are available here:

<https://education.alberta.ca/media/160264/des.pdf>

Module: Design Process

- 1. recognize and apply the components of the design process;
- 2. apply the steps in the design process through production of a designed solution;
- 3. present a portfolio-ready drawing, rendering or model that the student produced;
- 4. apply consistent and appropriate work station routines;
- 5. demonstrate basic competencies

Module: 2D Design 1

- 1. identify and practise 2-D design techniques within the parameters of a design brief to appropriate scale; e.g., layout, grids, typography, assembly drawing;
- 2. identify and use tools and materials common to 2-D design; e.g., card stock, paints, markers, cutting tools, CAD and graphic software;
- 3. identify, select and use elements and principles of design in project activities;
- 4. use 2-D design techniques to solve simple design problems;
- 5. produce and present a portfolio-ready drawing, image or rendering;
- 6. apply consistent and appropriate work station routines;
- 7. demonstrate basic competencies

Module: 3D Design 1

- 1. identify and practice 3-D design techniques within the parameters of a design brief to appropriate scale; e.g., process, production and presentation;

- 2. identify and use tools and materials common to 3-D design; e.g., modelling software, foam core board, fabric, wood;
- 3. identify, select and use elements and principles of design in project activities;
- 4. use 3-D design techniques to solve simple design problems;
- 5. produce and present a portfolio-ready drawing, image, model, rendering or animation;
- 6. apply consistent and appropriate work station routines;
- 7. demonstrate basic competencies

Module: CAD 1

- 1. demonstrate basic knowledge and skills required to operate CAD software;
- 2. use CAD tools to create 2-D drawings while demonstrating basic skills;
- 3. produce and present one or more portfolio-ready drawings;
- 4. apply consistent and appropriate work station routines;
- 5. demonstrate basic competencies;

Module: Design Project A

- Design Project B will be a project that draws on outcomes from, and links between, the first four modules listed above

Outcomes Based Evaluation

- Outcome assessment for all modules above will be done exclusively through projects assigned for each module. Student work will be assessed on a day to day basis (with formative feedback), and at the end of modules to determine student understanding of outcomes based on their final work product (summative assessment).

Course Expectations

- Students are expected to attend regularly, and show up for classes on time. It is critical for student success that students are in class in order to maximize their learning and potential
- Students are expected to advocate for their learning. If students are struggling with material, they should ask any and all questions they need for clarification. Questions are an important part of the learning process, and I am here to help students with anything they need to succeed. Students who are away should look to the D2L shell for remote situations, but students should always check in following absences to check for any important information that may have been missed through absence.
- Students should hand in their best work, on time. In situations where deadlines may not be met, students should work with me to arrange an extension/ alternate arrangement **before** the work is due.
- Students are expected to treat their fellow students and classroom equipment/ technology with respect. This is a non- negotiable as the classroom environment is for everyone
- Cell phone use should be kept to a minimum. I would rather work with students to help them understand appropriate usage and how to be productive without being on cell phones in class. If students can not regulate their cell

phone usage, and it is affecting their work, then alternate arrangements will need to be made to ensure student success.

Learning Resources

- Program of Studies: <https://education.alberta.ca/media/160264/des.pdf>
- D2L Shell (including tutorial videos and assignments)
<https://d2l.cbe.ab.ca/d2l/home/952469>

Required Facilities/ Equipment

There is no equipment required for this course. Many students opt to download the software free of charge to enable further development/ extensions of learning at home, but this is not required as all modules are designed to be completed in class time. *Please note that the downloading of this software will require the creation of an autodesk account, and verification process to confirm they are a student at Dr EP Scarlett HS.*

<https://www.autodesk.com/education/edu-software/overview?sorting=featured&filters=individual>

Health & Safety

There are no health and safety requirements for this course

Appendix I: Academic Integrity Policy

At Dr. EP Scarlett High School, we (staff and administration) are committed to providing assessments (whether assignments, quizzes, formal tests, and/or final exams), which assess a student's achievement of curricular outcomes.

Staff Responsibility

Staff will

- clearly communicate the expectations for academic honesty and the consequences (see below) of not being academically honest
- provide instruction on the proper means of citing other's work, to minimize unintended plagiarism
- take care in establishing a testing environment
- report to school administration and make note of incident(s) of academic dishonesty on the student's file
- Progressive Student Discipline will be adopted so that teachers, parent(s)/guardian(s), and administrators can help students take responsibility for their learning to achieve their academic goals

Student Responsibility

Students are expected to behave according to the CBE Student Code of Conduct. Students are expected to be academically honest in pursuit of their studies, whether through learning with their peers, completing class work, or in preparing for, and writing examinations. This includes avoiding plagiarism and cheating.

To be academically honest, a student must:

- refrain from copying another student's work
- use only materials which are permitted (as clearly stated by the teacher)
- refrain from communication during the testing session
- follow all communicated directions and expectations for papers and presentations, a student must:
- create and submit for marks original work that has been completed through their own efforts, or in the case of a group project, through their group's effort(s)
- credit the creative and intellectual efforts of others

Plagiarism

When ideas are taken from other sources without giving credit, this is known as plagiarism. Plagiarism is the unacknowledged use of somebody else's words or ideas.

Plagiarism is a serious academic offense and will be dealt with by the teacher and/or administration.

We expect our students to act with academic integrity, and to use their own knowledge to demonstrate authentic learning. Authentic learning occurs when students create and demonstrate their own knowledge. We expect our students to be honest and ethical in their schoolwork and in how they deal with others. Our teachers support students' authentic and ethical learning through teaching when and how to cite resources to acknowledge and respect the rights of creators.

Credit must be given when you:

- use or refer to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, web page, computer program, letter, advertisement, or any other source
- use information gained through interviewing another person
- copy the exact words from somewhere
- paraphrase the written work of others
- use any diagrams, illustrations, charts, and pictures that are not your creations

No credit is required when you are:

- writing your own experiences, your own observations, your own insights, your own thoughts, your own conclusions about a subject
- using common knowledge, common sense observations, or shared information
- using generally accepted facts

- writing up your own experimental results

Cheating

Absolutely no cell phones or personal electronic devices are allowed during exams or testing situations. These devices must be turned off and placed in your backpack; or not brought into the class at all during exams. This is in accordance with Alberta Education Diploma Rules and Regulations. Failure to comply – such as having a phone or personal electronic device on your person during an exam or quiz will invalidate your exam.

Academic Misconduct includes, but is not limited to:

- cheating or helping others to cheat. Forms of cheating include the use of unauthorized materials such as: cheat sheets or notes and/or on-line sites for essays, sharing answers
- copying, communicating with others, which includes but is not limited to: whispering, passing notes or other materials, signaling, exchanging papers, texting answers, posting questions or answers on social media
- writing quizzes, tests or exams for others
- using calculators inappropriately (eg. storing data prior to a test or information from a test afterwards)
- use of text messaging on a cell phone or other device
- inappropriately accessing the internet or computer files □ allowing another person to copy one's work or answers
- failure of protect your work from being copied
- discussing an exam before instructed by a teacher that it is permitted to do so
- altering the mark or answers on assignments, tests or quizzes marked in class

Consequences

Academic misconduct is a serious offence. Depending on the severity of the violation, the offending student may suffer any or all of these consequences in consultation with the subject Learning Leader and/or Administrator's discretion. Penalties include, but are not limited to:

- notation on the student's file describing the offence
- zero grade on work involved
- removal from course and loss of credits
- referral to the administrator
- loss of computer access
- school suspension
- recommendation for expulsion

Appendix II: Course Progression and Recommendations

- CTS courses are based on a collection of five, one-credit courses. Marks are not averaged between these courses, and students need to pass each course to earn all five credits for design.
- For Architectural Design 10, there are no pre-requisite courses. The Design Process is required in grade 10 in order to gain credit for both 3D and 2D DES 1.
- Pre-requisites for Architectural Design 20 course in grade 11 include 2D DES 1, 3D DES 1, and CAD 1
- Pre-requisite for Architectural Design 30 is CAD 2 (needed for Architectural Design, Landscape Design, & Interior Design)

DES 10 (Gr. 10)	DES 10 (Gr. 10)	DES 20 (Gr. 11)	DES 30 (Gr. 12)
Design Process	2D DES 1	2D DES 2	Arch. DES
	3D DES 1	3D DES 2	Landscape DES
	CAD 1	CAD 2	Interior Design
	DES Proj A	DES Proj B	Modelling Virtual
		DES Proj C	DES Proj D

*** Note that course pre-requisites are determined by Alberta Education**

**** Project modules must have links to instruction in at least two other course from the same level**