

Course Syllabus

Landscape Architecture Digital Design and Representation

LARC 1580/1581 & LARC 8970

Credit Hours:3

Time Schedule:

Section-001:

Tu 9:30 am - 10:45 am

Location: Freeman Hall | Room 129

Thru 9:30 am - 10:45 am

Location: Studio Lee Hall III

Section-002:

Tu 11:15 am- 12:30 pm

Location: College of Business- Powers | Room 110

Thru 11:15 am- 12:30 pm

Location: Studio Lee Hall III

Spring 2023
Landscape Architecture
CAAH
Clemson University

INSTRUCTORS AND ASSISTANTS

Instructor: Xiaowei Li, MLA, PhD Candidate
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Phone: (864) 633-8666
Office Hours: T/TH 1:30-3:30 pm & By Appointment

Instructor: Sara Eslamzadeh, PhD student
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Coaches

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COURSE DESCRIPTION:

COURSE DESCRIPTION: The course will introduce students to the use of computer technology as it relates to Landscape Architecture. It will explore the basics of computer applications used in the design industry for conceptualizing, drafting, modeling, and graphic communications.

PREREQUISITES: Landscape Architecture major or consent of instructor.

INTRODUCTION: Today's professional landscape architectural tools are increasingly digital. The hand-powered techniques of landscape architects have been supplanted by computers and digital tools, where traditional methodologies are augmented with 3D modeling and animation for landscape planning at various scales and project levels. Evidence demonstrates that landscape architects use digital tools for landscape design and assessment in their daily professional work. The majority of them also continue to use hand-drawn sketches and ideas, but for communicating with the public, they employ digitally-created projects and designs. Digital technologies (visualizations, animations, 3D models, etc.) enable the potential user to participate in the landscape planning process and to see the landscape prior to its creation. They can also provide instruction for the built environment in the form of documentation. This course will explore the many uses of digital design and representation in landscape architecture.

COURSE GOAL: The goal of LARC1580/1581/8570 is to provide an introduction and foundation to the digital applications and methodologies typical to the landscape architecture practice. A fluidity between critical, visual, and quantifiable digital techniques will be cultivated and will ground the management of information across software platforms including Google SketchUp, AutoCAD and Adobe Creative Cloud (Photoshop, Illustrator and InDesign). The course will focus on 2D and 3D graphic representations of conventional drawing techniques.

LEARNING OUTCOMES:

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

- Generate a platform to engage a range of digital-based programs.
- Build a proficiency in developing and manipulating 2D drawings, mapping/diagramming, site plan and rendering, sections and perspective, and construction details.
- Develop basic 3D modeling and rendering skills using Google SketchUp and Rhino.
- Identify the application of computer-aided design in the practicing field of Landscape Architecture to illustrate hand drawing design concepts into digitized format.

COURSE REQUIREMENTS:

- Attendance and participation in bi-weekly classes.
- Completion of class exercises, presentations, and homework assignments.
- Completion of the final project and portfolio.

REQUIRED EQUIPMENT:

- A laptop (mac or pc) with the following specifications (minimum):
 - CPU: 7th generation Intel Core i5 or AMD Ryzen 5
 - Memory: 8 or 16GB
 - Hard Drive: 512GB SSD / 512GB HD
 - Display: 13" or 15"
- Functioning, reliable computer mouse (required for every class)
- Laptop computer equipped for running required software and laptop power cord
- Sketch book and pencils

REQUIRED SOFTWARE:

- AutoCAD- current version, in English (free educational license available through university)
- Adobe Creative Cloud: Photoshop, Illustrator, & InDesign- current version, in English (free educational license available through university)
- SketchUp Pro
- Note: For downloading AutoCAD and Adobe Suite programs, and for computer issues running the programs, call or visit CCIT (<https://ccit.clemson.edu/>) outside of class hours. You must come to class pre-prepared for each class session, with a functioning laptop.

RECOMMENDED SOFTWARE (NOT REQUIRED):

- Lumion (PC), Vray (PC & Mac) or Enscape (PC & Mac)
- Revit
- Rhino

SCHOOL RESOURCE:

3D printing: https://www.clemson.edu/caah/academics/architecture/resources/digital-design-shop.html#3d_printing

LaserCut: <https://www.clemson.edu/caah/academics/architecture/files/laser-cutting-tutorial.pdf>

ASSESSING YOUR LEARNING AND PERFORMANCE

ACTIVE LEARNING

Assessment and evaluation are critical for determining your course grade. However, they are less important than you are in influencing your grade. In other words, your evaluation reflects your learning and performance. This means that your success and achievement is dependent on becoming an active, rather than passive learner. Here are some tips for enhancing your learning and ensuring a strong performance

- Stay on top of emails and other communications.
- Write things down – use notes and checklists.
- Check course and project schedules often.
- Set goals related to school, courses, projects, and personal endeavors.
- Carefully read all project requirements and ask for clarification if needed.
- Set reasonable goals and objectives – create timetables for completion.

- Monitor your progress towards goals.
- Work at your most productive times and in productive environments.
- Change what's not working.
- Reward yourself when you meet your goals!!!
- Ask for help if you need it. There are many helpers and friends in Lee Hall.

FEEDBACK

A key part of active learning is getting feedback from your instructors, coaches, and peers. Whether you know it or not, feedback is a form of support and encouragement. It is meant as a suggestion for improvement. However, its value resides in how you take it and respond. You will receive regular feedback. Sometimes this is scheduled and sometimes it's up to you to ask for it. The best students seek it.

The feedback you will receive in this course will come in several forms. The most common will be during in-class discussions whereby you will share your summaries and perspectives on various subjects. During discussions you may be challenged and engaged in debate. This process will provide you with feedback on your emergent understanding of course content. You will also receive feedback about your project progress and final submission. This feedback will focus on the form, content, and delivery of your project. You may ask your instructors for comments and suggestions at any time.

Course Projects and Evaluations:

COURSE PROJECTS AND EVALUATIONS

The table below shows the course projects, relative values, and expected due date. Each project has its own separate assignment sheet that provides specific information including detailed timeline, learning objectives, and procedures. A grading rubric for each project will be used.

PROJECT LIST WITH BRIEF DESCRIPTIONS	VALUE	DUE
1. Forms Combined: In this project, you will coordinate off-screen and on-screen skills to create a new set of graphics.	10%	02/09
2. Barcelona Pavilion: Increase familiarity with AutoCAD and Adobe. The goal is to develop the understanding of dimension, Layers, layout, and the rendering skills.	10%	02/21
3. Pergola: You will use drafting commands and modify commands, and Dimensioning Tools, and text to construct the drawing to convert 2D in 3D dimensional model in Sketchup.	15%	03/16
4. Studio Final Project. This project will cooperate with the fourth project of studio. More information will be provided in detail.	15%	04/28
5. In-class Exercises. 10 in-class exercise and 1 extra credits (5point each)	50%	See Schedule
	100%	

The due dates listed above may change due to many factors. Your instructor will notify you of any changes to assignments and due dates.

Submission:

Projects instruction and supporting videos will be communicated through emails and Canvas. Submissions of projects and exercise should be uploaded in BOX folder:

- **LARC_1580_1581_8970_Digital_Representation**
<https://clemons.box.com/s/zraz364a5i8jflmpuxipz1ohnc6h08ao>
- **File Naming:** Files should be named like so:
 LastName_FirstName_ClassName_Exercise01.pdf (*Example: Eilish_Billie_LARC1580_Exercise01.pdf*)

Participation:

Class participation will be assessed based on your presence, conduct, and engagement during classroom activities and meetings with class coaches, discussions and the quality of your reflection and critical thinking associated with class readings, and the detail and quality of your exercise submissions.

GRADING SYSTEM AND PERFORMANCE-BASED ASSESSMENT STANDARDS

The following table shows the value range for course grades. The performance-based standards provide additional criteria for assessing overall grades and complement specific project rubrics.

Grade Description	Value	Performance-Based Assessment
A: Excellent indicates work of a very high character, the highest grade given.	90-100%	"A" work must be of the highest quality. The work must be completed on time, accurately, and correct. The work clearly and holistically demonstrates excellent conceptual content, execution, and communication. The student's effort, improvement, and contributions are also outstanding. The student's performance and learning is outstanding. "A" work demonstrates the highest level of competency and professional readiness. The work needs very little to no development and/or refinement.
B: Good indicates work that is definitely above average, though not of the highest quality.	80-89%	"B" work is above average quality. The work must be completed on time and is mostly accurate and correct. The work suggests good conceptual content, execution, and communication; however, it is not holistically and clearly excellent. The student's effort, improvement, and contributions are also above average. The student's performance and learning is good. "B" work demonstrates a significant level of competency and substantial professional readiness. The work needs minor to moderate development and/or refinement.
C: Fair indicates work of average or medium character.	70-79%	"C" work is average to fair quality. The work may be completed on time but may also have some incompleteness, inaccuracies, and incorrect responses. The work suggests minimal or satisfactory conceptual content, execution, and communication; however, it is not holistically and clearly above average. Typically, the student's effort, improvement, and contributions are also minimal. The student's performance and learning is satisfactory. "C" work demonstrates minimal competency and lacks professional readiness. The work needs moderate to major development and/or refinement.
D: Pass indicates work below average and unsatisfactory, the lowest passing grade.	60-69%	"D" work is below average and low quality. The work is often late with multiple inaccuracies and incorrect responses. The work suggests minimal to poor conceptual content, execution, and communication; and is clearly below average. Typically, the student's effort, improvement, and contributions are also minimal to poor. The student's performance and learning is unsatisfactory. "D" work demonstrates a significant lack of competency and professional readiness. The work needs major development and/or refinement.

F: Failed indicates that the student knows so little of the subject that it must be repeated in order that credit can be received.	0-59%	"F" work is far below the bottom of the expected range. The work is often incomplete, incorrect, and sometimes unsubmitted – even after accounting for extensions and other circumstances. The work suggests very little to no understanding of conceptual content, execution, and communication. Typically, the student's effort, improvement, and contributions are far below expectations to non-existent. "F" work demonstrates complete lack of competency and professional readiness. The work needs full revision.
I: Incomplete indicates that a relatively small part of the semester's work remains undone.	10%	"I" is incomplete work. Incomplete work means a relatively small part of the semester's work remains undone. Grade I is not given to a student who made a grade F on his/her daily work. The incomplete grade is calculated as an F in the student's grade-point average until the work is made up and a final grade is assigned. Instructors and students will resolve the Incomplete grade as soon as possible, but not to exceed thirty days from the first day of classes in the next scheduled session (excluding summer sessions and regardless of the student's enrollment status). Students will contact instructors in a timely manner so that instructors can provide a reasonable opportunity to complete remaining work. A letter grade of I converts to F unless the incomplete is removed within the time specified.

Grades are determined based upon student knowledge and performance in the course. The performance-based assessment in conjunction with specific project grading rubrics will be used to determine your grades

DROPPING THE COURSE

A subject dropped after the first two weeks of classwork and prior to the last five weeks during the fall and spring semesters is recorded as W-Withdrew. Proportionate time periods apply during summer sessions and other shortened sessions. See Undergraduate Catalog for more detailed information: [CU 2022-23 Undergraduate Catalog](#)

MID-TERM GRADES:

No later than five days before the last day students can drop courses without receiving final grades, instructors of every undergraduate course shall make available for each student (a) the student's numerical course grade or (b) that student's letter ranking to date in that course (A-F or P/NP). More frequent feedback is strongly encouraged. Both student and instructor are to recognize that this feedback reflects the student's performance up to that point in time, and as such, that student's final course grade may change based upon subsequent coursework performance(s).

SUBMITTING GRADES:

Faculty submit final grades through iRoar at the end of each term as specified in the academic calendar. Grades recorded in Blackboard and other provided through other, non-iRoar systems, may inform your grade but fall outside the official grade collection system.

FINAL EXAMS:

At their own discretion, instructors may excuse from the final examination, all students having the grade A on the coursework prior to the final examination. For all other students, examinations are required in all subjects at the end of each semester, except in courses in which final examinations are not deemed necessary as approved by the department faculty.

Final examinations must be given (or due) on the dates and at the times designated in the final examination schedule, except in laboratory and one-credit-hour courses where the final exam will be given at the last class meeting. All courses that do not specify a standard day of the week and meeting time are not assigned a final exam date and time, and the final exam must be given during the examination week at a date and time announced by the instructor. This time must be stipulated in the syllabus at the beginning of the term.

Circumventing the designated date/time for a final examination via consenting signatures from students for a different date/time, though freely agreed to, is a violation of the final examination policy.

POSTING OF GRADES:

The United States Family Educational Rights and Privacy Act (FERPA) prohibit the public distribution of grades or graded work. This is commonly understood to include posting grades by student names, initials, or student number. It is also understood to include placing of graded material in a public place where students go through the material to find their own graded work.

ASSIGNMENTS AND LATE WORK POLICIES

ASSIGNMENTS:

All work is to be handed in at the designated times. **Late work will be penalized 10% for every 24 hours it is late** (including partial penalties for late work less than 24 hours). Lateness due to campus printing and plotting problems will be excused only if problems are university-wide and of university, rather than student, origination. In these rare cases, there will be an extension granted.

STUDENT WORK DOCUMENTATION (ACCREDITATION):

You are expected to keep all work throughout the semester. A few selected projects may be stored for use in future accreditation visits. At the end of the semester, you will be required to record some or all your work to BOX folder and submit it to the instructor.

If you have issues arise, then notify your instructor immediately. We recognize that you may have multiple things that need your attention, and that life happens. Your instructor will work with you on such issues.

ATTENDANCE AND ABSENCES POLICIES

The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals.

Attendance sheet will be provided each class. Make sure sign up the attendance sheet. Late for 5 minutes will be considered as absence. Students should speak with their course instructors regarding any scheduled absence as soon as possible.

More than SIX missing attendances, one letter will be dropped from your final grade.

EXCUSED ABSENCES:

- In the event of an emergency, please make direct contact with instructors, preferably before a class takes place. You should tell instructors of any scheduled absence as soon as possible and we'll develop a plan for make-up work if needed. **It is your responsibility to secure documentation** of emergencies, doctor's office visits, mechanic's bill, and similar.
- University-sponsored activities are generally excused, but not always. Please let us know about the event in advance, and we'll discuss. University-sponsored activities do not lessen the need to meet course objectives and due dates. Exceptions for students covered by the Americans with Disabilities Act, as verified through paperwork issued by Student Disability Services, will be honored.

HEALTH AND WELLNESS

- If you feel sick, then it's probably Covid, the flu, or some other nasty, contagious thing. Don't come to class. Let us know. We will make up what you miss. If you feel sick, assume it's Covid or the Flu and get tested as soon as possible. If you test positive, then stay home and do what your physician and the university tell you to do. This is an **excused absence**. We will make up what you miss.
- If you are miserable, depressed, overly anxious, or just way off, then take a mental health day if you need it. You may take up to **two mental health days without documentation** or explanation. But do notify us that you are taking a mental health day. Feel free to share as much information as you are comfortable sharing. We can give you space or help you get support. We will make up what you miss.
- We are not going to penalize you for getting sick or needing to take some time to be at your best. Just keep me informed and we'll work with you. We have high expectations for each student and want you to do your best. Therefore, we do not expect you to come to class if you're not feeling well. We do expect that when you're feeling well, you'll be in class and do your best.

UNEXCUSED ABSENCES:

- You may accumulate one unexcused absence (absence includes late arrival and early departure) without direct grade penalty. Unexcused absences do not include documented excused absences (see above), approved university sponsored events (see above), or your two allocated mental health days (see above).
- 5% will be deducted from your course grade for your second excused absence. Each unexcused absence after the second is another 5% reduction. A student with an excessive number of absences may be withdrawn at the discretion of the course instructor.
- If you have an unexcused absence, I will help you make up what you missed including instruction, assignments, and examinations. Make-up work will be at the same level of difficulty as the missed work.

NOTIFICATION OF ABSENCE

The Notification of Absence module in Canvas allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance, death of immediate family member, illness, illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence.

The notification form requires a brief explanation, dates, and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an “excuse” from class. It is a request for an excused absence and students are encouraged to discuss the absence with instructors, as the instructor is the only person who can excuse an absence. If students are unable to report the absence by computer, they may reach the Office of Advocacy and Success. Students with excessive absences who need academic or medical assistance can also contact the Office of Advocacy and Success.

TIME TO WAIT

If your instructor, teaching assistant, or coach has not arrived at the course meeting location after 15 minutes, then you should check your email and other messages for information about possible changes to the meeting location/time. If you have not received communications from your instructor, coach, or coach, then you may assume class is cancelled for that period and leave.

INCLEMENT WEATHER AND/OR EMERGENCY

Regularly scheduled due dates and assignments may need to be adjusted based on unforeseen circumstances. Any project due date that was scheduled at the time of a class cancellation due to inclement weather will be due at the next class meeting unless I tell you otherwise.

SYLLABUS CHANGES

The professor reserves the right to make any changes in the syllabus throughout the course as necessary. Changes in assignments, point values, due dates are also at the discretion of the professor and will be announced in advance. Information about schedule changes, general class announcements, etc. will be distributed via e-mail. All effort will be taken to avoid such changes.

CLEMSON POLICIES

ACADEMIC CONTINUITY

Clemson has developed an Academic Continuity Plan for academic operations. Should university administration officially determine that the physical classroom facility is not available to conduct classes, class will be conducted in a virtual (online) form. The university issues official disruption notifications through email, website, text notification and Social Media. When notified, use one of the following links to navigate to Clemson Canvas where you will find important information about how we will conduct class:

- Primary access link: <http://www.clemson.edu/canvas>
- Secondary access link, if needed: <https://clemson.instructure.com/>
- You can also use the Canvas Student App. [Visit the downloads page](#) for this app.

Course activities will occur through the Canvas course.

ACADEMIC INTEGRITY

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form.

See the [Undergraduate Academic Integrity Policy](#) website for additional information and [the current catalogue](#) for the policy.

For graduate students, [see the current graduate student handbook](#) for all policies.

ACADEMIC GRIEVANCES

Undergraduate students are advised to contact the Ombuds' Office prior to filing an academic grievance. If the undergraduate academic ombudsman agrees that a grievable issue has occurred, students can contact Undergraduate Studies (656-3022) for assistance filing official paperwork within 30 days of the semester following the awarding of a disputed grade. Graduate students follow the [Graduate Student Handbook](#) (per the catalogue, "grievances must be filed with the Graduate School within 60 days of the alleged act.")

COPYRIGHT

Original works of authorship including but not limited to books, novels, poetry, articles, works of art, photos, images, videos, movies, music, architectural designs etc. are protected under copyright law. When copyright protected materials or portions of such materials are made available to you by an instructor, they are intended to be used for educational purposes, they are intended for use only by students enrolled in a particular course and only for instructional activities associated with the course. They should not be retained in another medium or disseminated further for non-course related purposes unless you have permission to do so by the copyright owner.

COMMITMENT TO DIVERSITY

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values, and experiences.

THE CLEMSON UNIVERSITY TITLE IX STATEMENT REGARDING NON-DISCRIMINATION

The Clemson University Title IX statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This [Title IX policy](#) is located on the Access and Equity website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-0620. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

EMERGENCY PREPAREDNESS STATEMENT

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from the Clemson [University](#) Police Department. [Visit here for information about safety.](#)

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Ensure you are signed up for [emergency alerts](#)
2. Download the [Rave Guardian app](#) to your phone
(<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)

3. Learn what you can do to [prepare yourself](#) in the event of an active threat (<http://www.clemson.edu/cusafety/EmergencyManagement/>)

ONLINE CONDUCT

Appropriate online academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson courses are expected to behave professionally by adhering to standards of conduct, such as:

- Never transmit or promote content known to be illegal or protected by copyright.
- Never use harassing, threatening, embarrassing, or abusive language or actions.
- Respect other people's privacy as well as your own.

Online interactions that fail to meet standards of conduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with University policy. If you ever encounter inappropriate content in your course, please contact [Matthew Briggs](#) and the instructor with your concerns.

RESEARCH

Please consult the [Clemson research policies](#). If a course includes the use of animals, [IUCAC regulations](#) must be followed. If a course involves any human subjects research, this research will comply with [campus IRB regulations](#). This includes research of the course itself, which, while it may fall under one of the exempt categories, needs IRB review.

Student Support

ACADEMIC SUCCESS CENTER

The [Academic Success Center](#) (ASC) offers a variety of free learning and success services for all undergraduate students that are designed to equip students with strategies and resources they can use to become a more confident, independent and skillful learner.

LEARNING SUPPORT SERVICES

- [Peer Tutoring](#) – students can expect a 1:1 meeting with a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member) during which the student can share specific questions they have about course content with the tutor focused on helping the student, through questioning techniques and identification

of helpful learning strategies, master course concepts. Tutors do not help with homework or other class assignments. (Linked to a course)

- [Peer-Assisted Learning \(PAL\)](#) – students can expect collaborative and active group learning and study sessions focused on mastery of course content and learning strategies that is facilitated by a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member). PAL leaders do not help with homework or other class assignments. (Linked to a course)
- [Academic Coaching](#) – students can expect a 1:1 meeting with a trained professional academic coach during which the coach helps students see themselves, their skills, and their study habits from a fresh perspective through one-on-one sessions focused on learning and personal success strategies.
- [Success Strategy Workshops](#) – students can expect 30 - 45-minute workshops on college success skills, time management and organizational skills, test-taking strategies, study strategies, finals preparation, life skills, and academic resources.

CAMPUS LOCATION

The Class of 1956 Academic Success Center building is in the center of campus adjacent to Cooper Library and the Watt Family Innovation Center.

INCLUSION STATEMENT

The Academic Success Center exists to inspire success in every student who participates in our programs and services. Celebrating and honoring the diversity of our students, faculty, and staff is at the core of inspiring success and a sense of belonging. The diversity of our Clemson community comes in many forms, but inclusion comes in only one form – when each member of our community experiences a real sense of belonging. We, the ASC staff, are committed to creating a welcoming and inclusive experience at the Center. We affirm that our goal of creating and delivering welcoming, inclusive, and equitable student learning experiences at the Center requires our active and ongoing commitment to listening and learning through engagement in professional development opportunities and confronting and dismantling inequalities. We acknowledge that this will be an ongoing work in progress and pledge to strive for continuous improvement.

ACADEMIC ADVISING

[Academic advising](#) is an ongoing educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

COOPER LIBRARY

Do you need library sources but don't know where to start? Are you asking your students to search for a book, article, or data to support their argument? Not sure whether they know how to cite a source properly in their bibliography? Tell them to ask a librarian! Help is available in person at each of our locations: Cooper Library, Gunnin Architecture Library, and the Education Media Center. You can also chat with a librarian live from our website, by phone at 864.656.1557, or text 864.762.4884.

Extended research assistance with librarians who specialize in subject areas is also available by appointment. A list of librarians and their areas of expertise are listed on the [subject librarians page](#). Check the Library's [Ask Us](#) page for details. For assistance with digital projects, the Adobe Digital Studio is located on the 5th floor and is staffed to support the needs of you and your students. You can [download Adobe Creative Cloud](#) for free. The [Scholar's Lab](#) is a new space that provides support for data visualization, data analysis, and digital research methods. Check out the Library's [web page](#) for upcoming workshops and other events.

Cooper Library and Technical Support

If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them by emailing ITHELP@clemsontech.edu, calling or texting (864) 656-3494, or starting a live chat at ccit.clemson.edu. The help desk is located in Cooper Library.

GRADUATE STUDENT SUCCESS RESOURCES

The Graduate School maintains a [collection of grad student resources](#) applicable to graduate students for professional development, governance, the handbook, and thesis/dissertation resources). It has resources regarding education, student life, and health and safety as well.

ELECTION DATES

U.S. local elections are facilitated through state and county municipalities. Students attending college may register to vote at their local campus addresses or choose to remain registered or register at their permanent or home address. The nonpartisan Campus Vote Project has compiled information for all students on state-by-state voter registration: <https://www.campusvoteproject.org/state-student-voting-guides>.

The national midterm elections will be held on November 8. Voter registration dates differ by states, but the registration deadlines in South Carolina are October 7 (in person), October 9 (online), and October 11 (postmarked by mail).

Faculty and instructors of record may wish to inform students of these deadlines and may wish to incorporate nonpartisan voter education assignments into their courses. The [ClemsonVotes](#)

[coalition](#) will be providing ideas and resources for faculty and instructors via [the Clemson Teaching Listserv](#) throughout the semester.

MICHELIN CAREER CENTER

[The Michelin® Career Center](#), in the Center for Career and Professional Development, assists undergraduate and graduate students in selecting appropriate fields of study, learning effective job searching strategies, and making connections with employers. Career counselors are available to meet with students to explore career or educational options, develop résumés and cover letters, hone interviewing techniques, conduct searches for internships and full-time jobs, and ready themselves for interviewing with employers. In addition, students may utilize ClemsonJobLink, the Career Center's on-line recruiting system, to view part-time jobs, internships, and full-time job postings and to sign up for on-campus interviews. The Center's goal is to endow students with the skills and tools to find part-time jobs and internships while in school, as well as full-time jobs following graduation. Other information can be obtained from the [Career Center's website](#) or by calling 864-656-6000.

THE CENTER'S INTERNSHIP PROGRAM

This program brings together students and employers to facilitate academically enriching and mutually beneficial work experiences. This program offers on-campus, off-campus and international internship options. Students may participate in either part-time or full-time internships.

UPIC: UNIVERSITY PROFESSIONAL INTERNSHIP AND CO-OP

The University Professional Internship and Co-op (UPIC) Program offers students on-campus professional learning experiences. Students have the opportunity to work with Clemson faculty and staff on Clemson's main campus, as well as other sites across the state, while receiving an academic internship notation on their transcripts. Enrollment in the appropriate INT course and payment of the corresponding fee is a requirement of the program (e.g. INT 1510). In order to be eligible for the program, a student must have completed at least one full semester at Clemson University and be an enrolled and matriculating undergraduate student in good standing. Available internships are typically listed in ClemsonJobLink halfway through the semester prior to the experience. Additional information is available at <http://career.clemson.edu> or by calling the program office at 864-656-0282.

COOPERATIVE EDUCATION

The Cooperative Education Program (or Co-op Program) is a rigorous engaged-learning program designed to provide students with the opportunity to learn under a mentor in their field of study. Companies partner with the program to host the co-op student for two, three or more rotations and this in-depth learning experience becomes an integral part of the student's

education. The co-op student's experience is monitored and evaluated by the faculty and academic staff of the Co-op Program. Co-op students are paid by the host company. Students enroll in the program and begin the matching process at the beginning of the semester. For more information, contact the program office at 864-656-3150 and speak with a co-op advisor.

REGISTRAR

[The Registrar's office](#) provides information about important deadlines, degree and program requirements, and other key information, including use of iROAR to add, drop, or withdraw from courses.

STUDENT ACCESSIBILITY SERVICES: Accessibility Statement

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen, if at all possible, but there could be a significant wait due to scheduled appointments. Students who have accommodations are strongly encouraged to request, obtain and send these to their instructors [through the AIM portal](#) as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information at the [Student Accessibility website](#). Other information is at the university's [Accessibility Portal](#).

STUDENT HEALTH AND WELLNESS RESOURCES

[Student Health Services](#), locally known as “Redfern” Health, strengthens Clemson University by providing quality medical and mental health care and the health, safety and well-being of the campus community. Student Health Services strives to be an innovative health care system providing integrated quality services that are responsive to the needs of the University community.

For information on who to contact for help in a crisis situation, visit [the Student Health contact page](#) and the [emergency/crisis page](#) for getting help.

CAPS: COUNSELING AND PSYCHOLOGICAL SERVICES

[At Counseling and Psychological Services\(CAPS\)](#), you are encouraged to be an active participant in your medical and mental health care. Which service is the right one for you hinges on your individual need, and CAPS will help you figure that out.

CAPS is committed to educating students, as well as offering outreach services to faculty and staff members in order to improve the quality of their interactions with students and to promote a healthy work environment.

WRITING LAB

Clemson University's Writing Lab offers free one-on-one writing support for undergraduate and graduate students. Available appointments include in-person and virtual options. Students can seek support at any stage of the writing process, from brainstorming to final revisions. Arrangements can be made for group appointments. Visit the [Writing Lab's website](#) for more information about their services or to make an appointment. Please note that the Writing Lab is now located on Cooper Library's third floor.

THE PAW PANTRY

The Paw Pantry is an on-campus food pantry and resource center available to Clemson University students free of charge, no questions asked. Non-perishable foods, school supplies, hygienic supplies, and household items are available. Paw Pantry is currently located at Sirrine Hall, Room 233. The hours of operation can be found [here](#). If interested in utilizing the pantry, donating, or volunteering please visit our [website](#), email pawpantry@clemson.edu or follow on Instagram @cupawpantry. Contact person is [Kate Radford](#) at 864-656-2535.

COURSE OVERVIEW

Class Schedule:

Please note that our schedule is open to change to meet the learning needs of the students and the teaching preferences of the instructor. Changes, when necessary, will be announced in class and when possible, sent via e-mail. Ignorance of such changes does not excuse a student from responsibility for material assigned for that day.

Date	Topic Covers	Due
Week1 Thursday Jan. 12	Course introduction	
Project I Forms Combined: In this project, you will coordinate off-screen and on-screen skills to create a new set of graphics.		
Week 2 Tuesday Jan. 17	In Class Exercise-01	Software installed
Thursday Jan. 19	In Class Exercise-01	
Week 3 Tuesday Jan. 24	In Class Exercise 01 &02	Exercise -01
Thursday Jan. 26	In Class Exercise-02	
Week 4 Tuesday Jan. 31	In Class Exercise-02 Design a Poster	Exercise -02
Thursday Feb. 2	Projects Review- Lecture	
Project II- Barcelona Pavilion: Increase familiarity with AutoCAD and Adobe. The goal is to develop the understanding of dimension, Layers, layout, and the rendering skills.		
Week 5 Tuesday Feb. 7	In Class Exercise-03	
Thursday Feb. 9	In Class Exercise-03	
Week 6 Tuesday Feb. 14	In Class Exercise-03	
Thursday Feb. 16	In Class Exercise-03	Exercise -03
Week 7 Tuesday Feb. 21	Final Submission & Presentation	Project- II
Thursday Feb. 23	In Class Exercise-04	

Project III- Pergola: You will use drafting commands and modify commands, and Dimensioning Tools, and text to construct the drawing to convert 2D in 3D dimensional model in Sketchup.		
Week 8 Tuesday Feb. 28	Begin project III-pergola: In Class Exercise-04: SketchUp	
Thursday March 2	In Class Exercise- 04: SketchUp	
Week 9 Tuesday March 7	In Class Exercise-05: SketchUp Views and Axonometric	Exercise -04
Thursday March 9	In Class Exercise-05: SketchUp Views and Axonometric	
Week 10 Tuesday March 14	In Class Exercise-06: SketchUp Rendering and Export Rendering is optional	Exercise -05
Thursday March 16	In Class Exercise-06: SketchUp Rendering and Export	
Week 11 Tuesday March 21	Spring Break - no class	
Thursday March 23	Spring Break- no class	Exercise -06
Week 12 Tuesday March 28	In-Class Exercise 07 : Advanced AutoCAD	
Thursday March 30	In-Class Exercise 07: Advanced AutoCAD and InDesign	Exercise 07
Week 13 Tuesday April 4	Final Submission & Presentation	Project III
Project IV- Studio Final Project: This project will cooperate with the fourth project of studio. More information will be provided in detail.		
Thursday April 6	In-Class Exercise 08	
Week 14 Tuesday April 11	In-Class Exercise 09	Exercise 08
Thursday April 13	In-Class Exercise 09	
Week 15 Tuesday April 18	In-Class Exercise 10	Exercise 09
Thursday April 20	In-Class Exercise 10	
Week 16 Tuesday April 25	Introduction to Rhino, ArcGIS & QGIS	Exercise 10
Thursday April 27	Summary	Exercise 11
May 2 ?	Final Presentation (TBD)	Final Submission