*Architectural Skills 2 / AE1012*

Course Syllabus

*Fall 2025*

# Instructor Information:

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| **Instructor:** | Professor Eric Todd Inglert, AIA |
| **Office Location:** | 4130D EDWARDS 1 |
| **Email Address:** | eric.inglert@uc.edu |
| **Office Hours:** | Office hours held during studio work time schedule. TuTh 15:00-16:50 and by appointment. |
| **Contact Preferences:** | The best way to reach me is via email. When sending an email message, you can expect a response within 24 business hours. If you have not received a response, please try to contact me again, again via email. Please see the page online on “How to write an email that works” located at (https://einglert.github.io/ae1013/howToWriteEmailThatWorks.html) |

# General Course Information:

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| **Course Number:** | AE 1012 |
| **Course Title:** | Architectural Skills 2 |
| **Credit Hours:** | 3 cr. hrs. |
| **Contact Hours:** | 6 hrs |
| **Meeting Days/Times:** | MoWe 14:00-16:50 lecture and studio |
| **Prerequisites:** | None |
| **Course Description:** | Architectural Skills II explores design communication media principles as they apply to architecture in two and three-dimensional representations. This course is part of a two-course graphic communication foundation sequence that includes Architectural Skills I. The two-course sequence is prerequisite to subsequent coursework in both architecture and interior design. Coursework includes both digital and analog media and emphasizes a student's design communication potential. Students compare and analyze different design communication media outcomes and methods, develop traditional hand-rendering techniques along with digital graphic communication skills and assess effective image-view selection.  - Prerequisite Definition: To take this course you must: Have taken the following Course AE1011 min grade D-. Be enrolled in the following Plan AE-BSAE. |
| **Course Delivery Mode:** | These two courses are **face-to-face**. This means that class will be conducted entirely via in-person class meetings that take place at the location noted. The studio portion of the course is also **face-to-face** |
| **Course Location and/or Access:** | (Face-to-face) Course **lectures** and studio will be held in 60WCHARL 220. Face-to-face lectures will be conducted using Echo360 (accessible via https://login.echo360.org/login). Links to review lectures will be posted on the course site in Canvas. |

# Course Learning Outcomes:

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| Architectural Skills II contributes to two of the EAC-ABET architectural engineering technology program outcomes: (2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors; and (3) an ability to communicate effectively with a range of audiences. Three student learning outcomes (SLO) are derived from these EAC-ABET program outcomes. A successful student in Architectural Skills II upon completion of this course should be able . . .  1. . . . to draw effective representations of designs using professional architectural practices and know which techniques are most appropriate for a given drawing.  2. . . . to create both physical and electronic models to best communicate designs.  3. . . . to produce electronic models and documents that support several professional design activities. |

# Course Resources:

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| **Required Textbook:** | Inglert, E. 2024. Contemporary Practices in Architectural Drawing and Illustration. Volume 2 (First Edition). Cognella, Inc.  Text is available in both print edition and eBook at this link (https://store.cognella.com/83833-1C-001) |
| **Supplemental Materials:** | For the initial two weeks:   * Strathmore 400 Series Recycled Sketch Pad 9x12 or equivalent * Strathmore 300 Series Bristol Pad Vellum 14x17 or equivalent * Pigma Micron Pen Set of 6 Black - Sizes 01 to 12 or equivalent   Following weeks: various materials as outlined in required textbook. |
| **Required Software or Hardware:** | Artist Sketchbook. (9”x12”)  Illustration media   * Ink pens, graphite pencils, and color waxed-based pencils * Paint brushes and watercolors * Illustration (i.e., “museum”) board, Bristol and watercolor paper * Tracing paper roll * Precision knife (i.e., X-Acto) and white PVC glue   Digital software (open-source and free examples taught include:)   * Blender < https://www.blender.org > * Inkscape < https://inkscape.org > * GIMP < https://www.gimp.org > * Scribus < https://www.scribus.net > |

# AI Policy

In this course, students are encouraged to use Generative AI Tools like ChatGPT to support their work. However, not all use cases of Generative AI are appropriate in this course. Students *may use* these tools to generate ideas, check grammar, translate language, limited problem solving, personalized tutoring, and any written documentation. Other uses beyond this list will be considered academic misconduct. Please do not hesitate to ask if you are unsure if your specific application is appropriate in this course. This is a drawing course, and it should be obvious to you that it is not appropriate to generate finished images for submission using AI. Students should exercise caution with the output of Generative AI tools – they often generate incorrect statements despite attempts to steer them toward correctness. Students are responsible for verifying the accuracy of the outputs it provides.

There will be certain assignments in this course where it is appropriate for students to use Generative AI Tools to complete their work; however, it is expected that other assignments will constitute the student’s own work. It will be explicitly communicated by the instructor and included in the instructions when students are allowed to explicitly use Generative AI Tools to complete an assignment. Using Generative AI Tools to complete assignments beyond the established use cases that are not designated as appropriate for AI assistance constitutes academic dishonesty.

For these assignments, students may submit outputs from a Generative AI tool without modifications. However, it is expected that the student will be able to explain the tool’s output if asked by the instructor. Moreover, any time a Generative AI tool is used to complete coursework, the submission must constitute a substantial expansion of what was yielded when the student prompted the Generative AI tool.

A student should include the following statement in assignments to credit the use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment: [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

**This guide was adapted from resources from the Office of the Provost at The University of Tennessee Knoxville (https://provost.utk.edu/emergence-of-ai-tools-in-higher-education/suggested-syllabus-statements/)**

# Course Assignments:

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| **Quizzes:** | Periodic and open book to assess reading comprehension |
| **Projects:** | Seven Exercises and Five Sketches |
| **Final Portfolio:** | Project work (e.g., 7 exercises and 5 sketches) on composed “board” presentation. |
| **Participation:** | Attendance |

# Grading:

Final numerical grades for the course are determined based on the following weights for assignments.

| **Assignment:** | **Weighting:** |
| --- | --- |
| Projects: | *65 %* |
| Final Composite Drawing Poster | *25 %* |
| Attendance: | *10 %* |
| **Total:** | 100% |

Final letter grades for the course will be determined using your final numerical grade and the following ranges. Please note that the instructor reserves the right to modify the range for each letter grade. However, the ranges posted here provide the minimum score you must achieve to guarantee the grade indicated.

| **Grade:** | **Range:** |
| --- | --- |
| A | *92-100* |
| A- | *89-92* |
| B+ | *86-89* |
| B | *82-86* |
| B- | *79-82* |
| C+ | *76-79* |
| C | *72-76* |
| C- | *69-72* |
| D+ | *66-69* |
| D | *62-66* |
| D- | *59-62* |
| F | *Below 59* |

# Course Schedule:

| **Week** | **Class Period** | **Topic** | **Assignments** |
| --- | --- | --- | --- |
| 1 | 01.1 |  |  |
| 01.2 |  |  |
| 2 | 02.1 |  |  |
| 02.2 |  |  |
| 3 | 03.1 |  |  |
| 03.2 |  |  |
| 4 | 04.1 |  |  |
| 04.2 |  |  |
| 5 | 05.1 |  |  |
| 05.2 |  |  |
| 6 | 06.1 |  |  |
| 06.2 |  |  |
| 7 | 07.1 |  |  |
| 07.2 |  |  |
| 8 | 08.1 |  |  |
| 08.2 |  |  |
| 9 | 09.1 |  |  |
| 09.2 |  |  |
| 10 | 10.1 |  |  |
| 10.2 |  |  |
| 11 | 11.1 |  |  |
| 11.2 |  |  |
| 12 | 12.1 |  |  |
| 12.2 |  |  |
| 13 | 13.1 |  |  |
| 13.2 |  |  |
| 14 | 14.1 |  |  |
| 14.2 |  |  |
| 15 | 15.1 |  |  |
| 15.2 |  |  |

# Course Policies:

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| **Classroom Management Policies** |
| Lectures are face-to-face. I intend to progress efficiently due to the limited time available and the large amount of information that we need to cover. You are requested to take notes in your sketchbooks with particular emphasis on what questions you would like answered during the recitation that is online and following lecture. Your attention and distraction free focus is appreciated. In other words, no cell phones please and laptops closed. Possible exceptions to this include note taking and referencing your electronic textbook. |
| **Attendance, Assignment, and Participation Policies** |
| * Since there is a clear correlation between showing up and student success, then we will be recording attendance during both the lectures and the recitation. This course uses a frequently updated “FAQ” page (i.e., Frequently Asked Questions) that is linked here: (https://einglert.github.io/ae1013/FAQ.html.) For your convenience, the most current answers to attendance policy questions are reprinted here:   **What is the attendance policy?**  Your university experience draws a bright line between your younger self and your professional adult existence. Your professor takes attendance for perhaps different reasons from your other teachers. You do not have to answer to me, because I am not your boss, your parent, or your watcher. Indeed, you should never apologize to me for being absent, nor should you send an email to me about your absence. Please review the guide, “How to Write an Effective Email.” My unremarkable hypothesis based on experience is that there is a positive correlation between focused attention on the present “now” and our future success. Professional people who are present and alert when there is a learning opportunity are more likely to understand, ask intelligent questions, and competently complete the work. The reason I keep attendance is to promote that idea of “showing up,” being your best self, and doing competent work. Here is the policy from the syllabus:   1. Each student is allowed three “free” absences. If you use these judiciously, then you should be covered for illness, family emergency, broken down car, etc. 2. Attendance is worth 10% of your grade and is calculated as the percentage of P/(T-3) ≤ 100%; where P=∑ number of times present, and T=∑ number of total classes. 3. If a student misses more than five consecutive lectures or recitations, then the student should consult with the academic advisor and consider withdrawing from the course.   **What is the late assignment policy?**  Assignment due dates are critical. Late assignments will not be accepted, and the late work shall earn a “0” grade. Just as in the architecture and engineering professions, deadlines are firm. If a person is feeling ill or called away due to an emergency, then often there is a cost. You will complete many assignments for this course, and missing one or two due to difficult personal circumstances should not cause too much harm to your grade.  Only the following two exceptions shall apply to this statement:   1. 90% potential credit if turned in less than 24 hrs. after due date/time. 2. 50% potential credit if turned in before the end of one week from the due date.   **Examples**   1. You are part of the marching band. That is an important part of your college experience. You are scheduled in two weeks to go on a trip that will cause you to miss one lecture and one recitation (i.e., studio.) **Please refer also to Attendance question above**. Looking at our class schedule you see that an assignment is due when you are away too. You have three choices according to the policy.    1. Turn your assignment in early and before the deadline for 100% potential credit.    2. Turn your assignment in late but before it disappears from Canvas (exactly one week from deadline) for either the listed 90% or 50% exception.    3. Fail to turn in the assignment and promise to do a better job next time and take a “0.” 2. You started feeling ill over the weekend. By the time the busy week arrived, you were in bed with a fever. No way should you go to class and risk harm to yourself or to others. As you continue to feel worse you realize that one of your projects is due, and there is no way that you can make the deadline. You resign yourself to hoping that you begin to feel better tomorrow, so that you can finish and turn in your project. Even if it is two days after the deadline, then you know you can get as much as 50% potential credit for your work. So long as this is not a habit for you, then as they say in basketball, “no harm no foul.” 3. Your very expensive computer started to make some unhealthy fan noises. You worry about the project that you’ve spent so much time completing. You have paid close attention to your professor’s ideas about backing up your work. All the same, you’ll need a computer to finish the work. Here is a very important professional principle: **A problem with your tools is not a legitimate reason for missing a deadline**. Unfortunately, bad luck happens to us all. Your backup plan for completing the work is finding a computer lab on campus or borrowing a friend’s machine.  * Students who anticipate missing a class for reasons such as religious holidays, sports, etc. should NOT contact me by email; rather, plan to use one of your “free absences.” * Extended illness is the singular exception to the above policy. If you are sick or asked to quarantine due to potential COVID-19 exposure, please do NOT attend class in person. Please notify me by email of your situation as soon as possible and we will discuss how to accommodate your participation in class remotely. * (For courses with Synchronous Online components). If you have an unexpected IT issue that prevents your participation in a synchronous online session of the course, please 1) contact UC IT for help in resolving your technical issue (https://www.uc.edu/about/ucit/help.html or 513-556-HELP) and notify me as soon as possible of the reason for your absence so that we can make arrangements for any missed material. |
| **Class Cancellation** |
| * If the University closes due to inclement weather or other emergency situations, there will be university-wide announcements via email and also to your cell phone number on record through the automatic University emergency text messaging system. Students should notify the University if they change their cell phone number to ensure they will receive these important emergency communications. As soon as possible following a university closure, I will post an announcement on Canvas with instructions for how the material for the day will be covered. * Portions of this course will be conducted “live” online at scheduled times. If issues with technology prevent me from starting the class at the scheduled time, please wait at least [15] minutes to allow me time to attempt to resolve the issue and start the session late, or to communicate alternative plans via a Canvas announcement. If I am unable to get a message out in that time, I will communicate to the class as soon as I am able. |
| **Academic Integrity** |
| Ethics and integrity are core values that should guide our conduct and decisions as members of the UC community and as engineering and technology professionals. Course assignments are designed to have educational value and prepare you to be a competent and ethical professional. Therefore, material presented by you to satisfy course requirements is expected to be result of your own original scholarly efforts, unless collaboration is explicitly allowed on a particular assignment.  University Rules, including the [Student Code of Conduct](http://www.uc.edu/conduct/Code_of_Conduct.html) and other documented policies of the department, college, and university related to academic integrity, will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct, and can result in severe consequences, including potential dismissal from the college after the second offense. |
| **Accessibility** |
| UC is committed to providing all students full and equal access to learning opportunities.  [UC's Office of Accessibility Resources](https://www.uc.edu/campus-life/accessibility-resources.html) is the official campus office that works to arrange for reasonable accommodations for students with an identified physical, psychological, or cognitive disability (learning, ADD/ADHD, psychological, visual, hearing, physical, cognitive, medical condition, etc.).  Students are encouraged to contact the Accessibility Resources office to arrange for a confidential meeting to discuss services and accommodations.  Contact should be initiated as soon as possible to allow for adequate time for accommodations to be arranged.  UC is also committed to providing full and equal access to our electronic and information technology, including websites, electronic files, digital course content, and software/applications.  If you experience difficulty in using any of the digital content associated with this course, even with the assistance of available [Student Accessibility Resources](https://www.uc.edu/campus-life/accessibility-resources/resources.html), please let your instructor know.  Contact Information: Accessibility Resources Clifton: [AccessResources@Uc.edu](mailto:AccessResources@Uc.edu)  Information regarding the Accessibility Policy can be found in the [UC Student Resources Canvas](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fuc.instructure.com%2Fcourses%2F1456074%2Fpages%2Facademic-success%23Accessibility&data=05%7C01%7Czachmaaa%40UCMAIL.UC.EDU%7C2efb812f5f844590801308dba01306e2%7Cf5222e6c5fc648eb8f0373db18203b63%7C0%7C0%7C638279775804357097%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=ph18vBrDeQlaX4Xzr4J0SBsNx%2FEQYRe18OaI3Ck7ngM%3D&reserved=0) site. |
| **Title IX** |
| Title IX is a federal civil rights law that prohibits discrimination on the basis of a person’s actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also address instances of sexual violence, dating or domestic violence, and stalking. If a student discloses a Title IX issue to a faculty member, the faculty member is required to forward that information to the [Title IX Office](https://www.uc.edu/about/equity-inclusion/gender-equity/title-ix.html). The Title IX office will follow up with the student and discuss how the University can take steps to address the impact on the student and the community. They will also inform the student of their rights and direct them to available resources. The priority is to make sure students are safe and successful here at the University of Cincinnati. Students are not required to talk to anyone in the Title IX Office. Students may also directly report any instance of sex or gender-based discrimination, harassment or violence to the Title IX office at 513-556-3349. Students who wish to know more about their rights and resources on campus, they can consult the [Title IX website](https://www.uc.edu/about/equity-inclusion/gender-equity/title-ix.html) or contact the Title IX office directly at 513-556-3349. |
| **Counseling Services** |
| Students have access to counseling and mental health care through the [University Health Services](https://med.uc.edu/landing-pages/university-health/home), which can provide both psychotherapy and psychiatric services. UC’s [Counseling & Psychological Services](https://www.uc.edu/campus-life/caps.html) (CAPS) provides students access to professional counseling services as well as numerous options for help online, via mobile apps, group sessions, and peer-to-peer programs. CAPS conducts free virtual consultations via the "Let's Talk" program. CAPS also has a an “embedded counselor” available in CEAS, located in CEAS and just for CEAS students. Please see [CAPS embedded in CEAS](https://ceas.uc.edu/about/counseling-services.html) for scheduling information. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issues of concern. |
| **Inclusivity** |
| This class is committed to the fundamental principles of academic freedom and human dignity. Diversity in all forms is something we welcome, we foster, and we prize. We believe that honest attempts to understand the perspectives of others facilitates learning, and we will strive to achieve this goal at all times. We strongly disavow discrimination -- including harassment -- on the basis of race, national or ethnic origin, religion, sex or gender identity, disability, age, sexual orientation, or veteran status. We expect that each of us will hold one another accountable for maintaining these ideals.  All are welcome and considered a valuable addition to the university community. You should consider my classroom as an inclusive and safe space to express your ideas and viewpoints. **No discrimination is accepted or tolerated in this course.**It is the goal for you to be successful and to thrive to your highest potential. [UC Notice of Non-Discrimination](https://www.uc.edu/about/non-discrimination.html#:~:text=The%20University%20of%20Cincinnati%20does,status%20(past%2C%20present%2C%20or) |
| **Religious Accommodations** |
| Ohio law and the University’s Student Religious Accommodations for Courses Policy 1.3.7 permits a student, upon request, to be absent for reasons of faith or religious or spiritual belief system or participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization and/or to receive alternative accommodations with regard to examinations and other course requirements due to an absence permitted for the above-described reasons. Not later than fourteen days after the first day of instruction in the course, a student should provide the instructor with written notice of the specific dates for which the student requests alternative accommodations. For additional information about this policy, please contact the Executive Director of the Office of Equal Opportunity and Access at (513) 556-5503 or [oeohelp@UCMAIL.UC.EDU](mailto:oeohelp@UCMAIL.UC.EDU). |
| **Special Statement on COVID-19** |
| [UC's COVID-19 Public Health Webpage](https://www.uc.edu/publichealth.html) contains the most up-to-date policies and practices regarding COVID-19 precautions at UC. Remember, sick and/or quarantined students should not come to class. Instead, please contact the instructor to discuss appropriate online accommodations. |