

DSGN114 Syllabus

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Prerequisites: DRFT109, DRFT110 and M114

Alternative learning opportunities including independent study and distance delivery experience exist by obtaining the permission of the instructor.

Students With Disabilities: Disability-related information is deemed medical information under Title V of the Rehabilitation Act of 1973 and is considered confidential. Students with disabilities, whether physical, learning or psychological, who believe that they may need accommodations in this class are encouraged to contact Disability Support Services as soon as possible to ensure that such accommodations are implemented in a timely fashion. Please contact DSS to verify your eligibility for any classroom accommodations and for academic assistance related to your disability by calling 657-2283. The DSS contact person at the College of Technology is in room A071 and available Monday-Friday, 9 a.m.-2 p.m. Tutoring services for students are available in the Academic Support Center, A035, Monday through Friday, 8 a.m.-5 p.m.

I COURSE DESCRIPTION

Land surveys, contour maps, plats, drainage and grading plans, roadway plans, utility plans, profiles and cross sections are drawn using a standard CAD station. GIS and GPS data is incorporated into drawings. Field surveys are performed.

Assistance for special population students will be provided within this course as required. Additional support is available in the Academic Support Center, referral to local agencies and tutoring to assist these students in their educational career.

II TASK INVENTORY

- A. Plot surveys from field notes and legal descriptions
- B. Draw contour maps and profiles

- C. Layout transportation and municipal plans
- D. Create geological drawings
- E. Utilize Geographic Information Systems data in drawings
- F. Utilize Global Positioning Systems data in drawings
- G. Use a standard CAD station to create drawings

III PERFORMANCE OBJECTIVES

Upon completion of this course, students will be able to do the following:

1. Determine job opportunities in civil drafting
2. Read scales and make measurements
3. Make drawings using standard symbols and abbreviations
4. Reduce field notes and plot surveys from field notes
5. Draw site plans from legal descriptions
6. Draw maps using various map drafting procedures
7. Layout a survey and develop a plot of a subdivision
8. Plot contours and draw profiles
9. Layout highway plans and profiles and calculate earth work quantities
10. Draft map of city utilities
11. Create geological drawings
12. Utilize Geographic Information System information in drawings
13. Utilize Global Positioning System information in drawings
14. Use a standard CAD station and software to create drawings relating to the civil field

III B. CONTENT OUTLINE

1. Maps and Surveys

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- a. Introduction to Civil Technology
 - b. Map Scales and Measurement
 - c. Standard Symbols and Abbreviations
 - d. Interpretation of Surveyor's Notations
 - e. Legal Land Descriptions
 - f. Map Drafting Procedures
 - g. Plats and Subdivisions
2. Topographic Mapping
 - a. Measuring and Leveling
 - b. Contours and Profiles
 - c. Plotting the Topographic Survey
 - d. Field Survey (Closed Traverse)
 - e. Plotting a Survey from Field Notes
3. Transportation and Municipal Mapping
 - a. Transportation mapping
 - b. Municipal mapping
4. Geological Drafting
 - a. Mining
 - b. Land reclamation
5. New and Emerging Technologies
 - a. Geographic Information Systems
 - b. Global Positioning Systems
6. Computer Software Applications

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- a. CAD software
- b. 3rd-Party software as applicable

IV GRADING PROCEDURES

This course will be graded as follows:

50% assigned drawings and tasks

20% tests and lab tests

30% written final test

The following grading standard will be used:

<u>Percentage</u>	<u>Letter Grade</u>	<u>Numerical</u>
95-100	A	4
85-94	B	3
75-84	C	2
65-74	D	1
0-64	F	0

Late tests or retakes = 66% of grade received

Two week limit on late tests and retakes

The regular attendance of class is considered integral to the academic and technical skills development of students. It is the responsibility of the student to make arrangements with the instructor should extenuating circumstances apply.

V STUDENT REFERENCES

(Current textbook/supplies as directed by instructor at start of each semester – list on file in the bookstore)

Recommended Reference:

Library materials
Classroom materials
Industry Magazines

VI CONTACT HOURS & CREDITS

LECTURE LAB TOTAL HOURS CREDITS

___ 0 ___ ___ 144 ___ ___ 144 ___ ___ 5 ___

VII. ASSISTANCE

The primary source of assistance is, of course, the instructor. While my primary duties are in the classroom, I also participate in a variety of activities on campus and this often requires me to be in my office or outside of the program area during lab times. Students should not hesitate to bring questions into the office during lab time. If I am involved in counseling or a meeting of some sort, please be patient and be assured that I will address your question as soon as possible.

My priority of response to communication is 1) Email - Always up and functioning on my desktop. This is probably the quickest way to receive an answer. 2) Phone – It's Ok to leave messages but it is difficult to reach me by phone. 3) Written – Notes and reminders are ok, however, written messages are generally not given high priority and are often stacked in forgotten piles which are discarded at the end of each academic year.

Students should also utilize each other as a resource for classroom situations and study groups. This is how information is often shared on the job and often leads to an overall interpretation of information. Of course, this does not apply during testing!

VIII. METHODOLOGIES AND LEARNING STYLES

The class will generally follow a process of guided exploration of a topic or software, assignment of a task or lab exercise that familiarizes the student with the topic and testing of the students' familiarity with the material.

New information will be distributed using the network. Testing and turning in assignments will also be done using the local area network.

I believe that students should be active participants in their learning. Students that participate in the lecture\demonstration components of the course should have little difficulty mastering the material. Many topics will be covered in this course and the student has a responsibility to explore the subject beyond what is covered in class. It is hoped that this methodology of exploration remains with the student beyond the end of the course and becomes a keystone of a technological curiosity.

IX. SAFETY

While the Drafting Lab areas may be low-risk areas by comparison, safety is always a prime concern. Electrical and lifting hazards are the most obvious concerns and situations should be treated accordingly. Any safety issue should be brought to the attention of the instructor immediately.

Material Safety Data Sheets (MSDS) are posted in the classrooms. All students shall conduct themselves in a safe manner. Students traveling into other labs must abide by posted restrictions including (but not limited to) safety glasses. Classrooms are equipped with first aid stations; a fire extinguisher is located in the hallway.

In case of alarm, students are required to evacuate the building per the evacuation chart located near the door of each classroom. Students should also be alert to situations of violence, extreme weather, etc.

X. STUDENT CONDUCT

Students must read and be familiar with the Code of Conduct as published in the Student Handbook, policies and procedures as outlined in campus publications, MSU-Billings and Drafting Program policies.

Students in this (or any) program of study should be especially aware of the severe consequences of plagiarism. Students that submit work that is not their own will be dealt with quickly and severely. It will be the recommendation of the faculty to remove such students from the University.

Students that have a concern regarding any inappropriate conduct should bring it to the attention of their instructor, advisor. Inappropriate conduct situations will be reviewed immediately.

XI. CELL PHONES AND CHILDREN IN THE CLASSROOM

Given the disruptive potential posed by cell phones, students are asked to keep cell phones off during class lectures. Use of cell phones during laboratory exercises is permissible, but please be considerate of others around you.

Children, likewise, represent a disruptive element for the classroom. They also increase the risk of accidents occurring in the laboratory. For those reasons, children should not be brought to either the classroom or the laboratory.

