

Three Rivers Community College  
CAD 106-107 Computer Aided Drafting 1  
2012 Fall Syllabus

Instructor: Professor Ronald Greenier

**CAD\* K106 (formerly CAD K1200) 1 CREDIT HOUR COMPUTER-AIDED DRAFTING**

*Corequisite:* CAD\* K107. This course exposes the student to the current means of generating graphic images with computers. Topics covered include CAD\* overview, computer terminology, hardware descriptions and requirements, file manipulation and management, 2D and 3D geometric construction, symbol library creation, dimensioning, scaling, sectioning, plotting, detail, and assembly drawings.

**CAD\* K107 (formerly CAD K1201) 2 CREDIT HOURS COMPUTER-AIDED DRAFTING LAB**

*Corequisite:* CAD\* K106. This laboratory utilizes software in an IBM-PC environment. Topics given in the lecture will be learned through solving application problems on the computer.

Course Outcomes

1. Become proficient in the use of Computer Aided Drafting Software.
2. Demonstrate knowledge of drafting standards set forth by the American National Standards Institute (ANSI).
3. Demonstrate knowledge of drafting standards set forth by the International Standards Organization (ISO).
4. Provide a general understanding of standard drafting principles such as alphabet of lines, precedence of lines, dimensioning standards, and projection techniques.
5. Apply appropriate mathematical and scientific principles to solve problems utilizing a CAD program, particularly descriptive geometry.
6. Demonstrate the ability to develop an engineering concept through detail and assembly drafting techniques to produce professionally finished engineering drawings suitable for use in industry.
7. Readily adapt the necessary skills required for an entry-level position in the discipline of drafting.
8. Provide an education that integrates a core curriculum with drafting theory, computer theory, technical background, and practice elements, for students who will seek advanced degrees.
9. Expand life long learning opportunities in the drafting area for those with previous experience in other fields.
10. Demonstrate and apply skills necessary for visual thinking and graphic problem solving.
11. Work cooperatively and productively in groups to solve problems.
12. Foster a learning environment that emulates industrial standards.
13. Demonstrate working knowledge to translate engineering sketches into accurate scaled drawings.



10-23-12	Basic Dimensioning Styles	Chap. 16
10-25-12	Basic Dimensioning	Chap. 17
10-30-12	Dimensioning Features	Chap. 18
11-1-12	Editing Dimensions	Chap. 20
11-6-12	Blocks	Chap. 24
11-8-12	Symbol Libraries	Chap. 24
11-13-12	Dynamic Blocks	Chap. 26
11-15-12	Dynamic Blocks	Chap. 27
<b>11-20-12</b>	<b>Thanksgiving Recess</b>	<b>No Class</b>
<b>11-22-12</b>	<b>Thanksgiving Recess</b>	<b>No Class</b>
11-27-12	Parametric Drafting	Chap. 22
12-29-12	Parametric Drafting	Chap. 22
12-4-12	Power Point Portfolios	
12-6-12	Final Project Exercise	
12-11-12	Power Point Portfolios Due	
12-13-12	<b>Final Exam</b>	<b>Comprehensive</b>

### **Academic Integrity**

The effective operation of any organization is dependent on the honesty and goodwill of its members. In an organization devoted to the pursuit of knowledge, acting with integrity is essential to effective teaching and learning. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. To emphasize the importance of academic integrity, Three Rivers Community College adheres to the following policy in addition to the Student Discipline Policy, sections 2:10 and 3:1-10, as provided by the Board of Trustees of Connecticut Community Colleges. Since collaboration is central to the learning community, Three Rivers wishes to emphasize that this policy is not intended to discourage collaboration when appropriate, approved, and disclosed.

#### **General Definition of Academic Dishonesty**

Academic Dishonesty shall in general mean conduct which has as its intent or effect the false representation of a student's academic performance, including but not limited to (a) cheating on an examination, (b) collaborating with others in work to be presented, contrary to the stated 17 rules of the course, (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own, (d) stealing or having unauthorized access to examination or course materials, (e) falsifying records of laboratory or other data, (f) submitting, if contrary to the rules of a course, work previously presented in another course, and (g) knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

#### **Academic Dishonesty in a Service Learning, Practicum, Internship, Co-operative, or Fieldwork environment**

Conduct in community settings entered by a student as part of coursework must be equally characterized by integrity and honesty. Dishonest conduct proscribed under this policy includes but is not limited to (a) making false statements to community partners about the student's skills, credentials and accomplishments, (b) making false statements to community partners or the instructor about progress in the work the student has agreed to do in the community, including supplying false documentation of work, (c) failing to abide by the rules and policies of the community partners that the student agreed to accept as a condition of entrance into the community setting, (d) failing to return materials belonging to the community partner or instructor (e) violating the ethical principles common to professional researchers, including violation of

confidentiality or anonymity agreements with research subjects, deceiving or harming research subjects, or coercing participation in research.

Process for Faculty to follow if they suspect Academic Dishonesty

1) The faculty member will meet with the student and discuss the incident in question. If the faculty member is not comfortable with meeting the student privately, the Academic Dean or designee may be invited to attend the meeting. A faculty member may instead refer a suspected incident of academic dishonesty to the Dean's office.

2) During the course of the meeting, the faculty member should explain why he or she suspects academic dishonesty.

3) The student should be given a full opportunity to respond to the faculty member's concerns.

4) a) If, at the end of the meeting, the faculty member is convinced that no academic dishonesty has in fact occurred, the incident is considered resolved.

b) If, at the end of the meeting, the faculty member is not certain that an incident of academic dishonesty has occurred, the faculty member may warn the student that the assignment is questionable and that future assignments will be scrutinized carefully. The incident is then considered resolved.

c) If, at the end of the meeting, the faculty member feels strongly that an incidence of academic dishonesty has occurred, he or she may

assign a grade of F or of 0 for the assignment in question, or the faculty member may require that the student complete a make-up assignment or a corrected revision in lieu of the questionable assignment. In a situation where the incident of academic dishonesty does not involve a gradable assignment, the faculty member may require the student to complete some other form of correction (e.g., returning materials taken from a community partner).

5) a) If the student accepts the penalty assigned in Step 4, the faculty member is encouraged to report the student's name, date, assignment type, type of academic dishonesty and any disciplinary measures taken to the Academic Dean's office for confidential tracking of repeat offenders, and the incident is considered resolved.

b) If the student refuses to accept the penalty assigned in Step 4, the faculty member will report the student's name, date, assignment type, type of academic dishonesty and any recommended disciplinary measures to the Academic Dean's office for confidential tracking of repeat offenders. Furthermore, the faculty member will initiate the Discipline Procedures as defined by the Board of Trustees of Connecticut Community Colleges, in the Student Discipline Policy, section 3:1-10 by submitting a statement of possible violation with the Academic Dean.

Promoting Academic Integrity at Three Rivers

Faculty are encouraged to distribute and discuss this document in their classes and are encouraged to include the following statement in their syllabi:

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

Faculty are encouraged to have students write and sign Honor Statements for assignments where they would be appropriate. For example:

"I have not given nor received any unauthorized assistance in completing this assignment."

Or:

"I assert that the work presented in this assignment is my own original effort."

These assertions are intended to confirm the understanding between faculty and students that academic integrity is essential and not to imply a lack of integrity on the part of any student. Faculty should specify the consequences of failure or refusal to sign and may consider alternative means of affirming academic integrity.

### **Cell Phones**

Cell phones and beepers are allowed only if they are turned off or turned to silent mode in classrooms, academic support areas, and the Library. Under no circumstances are phones to be used in class. If there are extenuating circumstances, the student is to make specific arrangements with their instructor before the class begins.

**DISABILITIES POLICY** Board of Trustees [http://www.commnet.edu/Board-Docs/BPM\\_COMPLETE\\_MASTER.pdf](http://www.commnet.edu/Board-Docs/BPM_COMPLETE_MASTER.pdf)

The Board of Trustees of Community-Technical Colleges and all of the colleges under its jurisdiction are committed to the goal of achieving equal educational opportunity and full participation for people with disabilities in the Community Colleges. To that end, this statement of policy is put forth to reaffirm our commitment to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity on a Community College Campus or in the Central Office of the Board of Trustees.

The Board recognizes that a physical or functional impairment is a disability only to the extent that it contributes to cutting the person off from some valued experience, activity, or role. Higher education is therefore especially important to people with disabilities, since it aims to increase every student's access to valued experiences, activities, and roles. Improving access for students and employees means removing existing barriers that are physical, programmatic, and attitudinal; it also means taking care not to erect new barriers along the way. P a g e | 13

The efforts of the Community Colleges to accommodate people with disabilities should be measured against the goals of full participation and integration. Services and programs best promote full participation and integration of people with disabilities when they complement and support, but do not duplicate, the regular services and programs of the college.

Achieving the goal of full participation and integration of people with disabilities requires cooperative efforts within and among institutions of higher education.

Students attending Continuing Education classes need to meet "Technical Standards" for admission into a particular course. All applicants, including those with disabilities are required to meet the minimal technical standards in order to be admitted. This would be a fair and legal way to ensure that only qualified students are accepted.

#### **DISABILITY SUPPORT SERVICES**

Chris Scarborough, Learning Disabilities Specialist (Students with learning disabilities or ADHD)  
(860) 892-5751

[cscarborough@trcc.commnet.edu](mailto:cscarborough@trcc.commnet.edu)

Kathleen Gray (Students with physical, medical or psychiatric disabilities)  
(860) 885-2328

[kgray@trcc.commnet.edu](mailto:kgray@trcc.commnet.edu).

OR

Matt Liscum  
(860) 383-5240

[mliscum@trcc.commnet.edu](mailto:mliscum@trcc.commnet.edu)

Students with a documented disability are provided supportive service and accommodations to assist them with their academic objectives. Services are strictly confidential. Disability services may include individualized accommodations, advising, advocacy, counseling, technical assistant and referral information.

For Online Interactive Disability Awareness Training for TRCC Faculty and Staff, which is provided by the TRCC Center for Teaching, please go to [www.aa.psu.edu/intheirshoes](http://www.aa.psu.edu/intheirshoes)

**Content subject to change at instructor's discretion**