朝陽科技大學 095學年度第2學期教學大綱
Architectural Drawing (2) 建築圖學(二)

當期課號	1667	Course Number	1667
授課教師	陳文亮	Instructor	CHEN,WEN LIANG
中文課名	建築圖學(二)	Course Name	Architectural Drawing (2)
開課單位	建築系(四日)一A	Department	
修習別	必修	Required/Elective	Required
學分數	1	Credits	1
課程目標	繪圖是傳達表現任何形式之設計作品最主要的溝通工具，爲了明確表達建築設計的空間架構與內涵，及其設計之整體概念精髓，我們必須精確有效地掌握繪圖之觀念及方法。圖面表達包含二度之平面圖、立面圖及剖面圖和三度之透視與陰影。圖面表達的正確性是上學期課程訓練的重點，另外也要求掌控線條粗細、濃淡或疏密的層次轉變，整體圖面之輕重變化與內容表達，駕馭建築繪圖的能力愈強，就愈能表現設計作品之意境內涵並從中獲取更多的領悟啓發及自信。	Objectives	This course is designed for the students to their basic drawing skill and knowledge of Architecture. We encourage students not only to establish the understanding of the completed context but also the thinking process. It includes a variety of different drawing representations and techniques. How to use different drawing tools and correct ideas to make those Architectural drawing definitely and nicely.
教材	建築繪圖-方法與型式概論（上）、（下）兩冊 原著：Rendow Yee 譯者：顏麗蓉、黃韋菁 六合出版社 ◇建築製圖原理-技巧與繪圖規劃 原著：Hugh C. Browning 審訂：董大宇 龍溪圖書 ◇建築透視與表現 原著：Jonet Shen & Theodore D. Walker 譯者：張恆輔 六合出版	Teaching Materials	◇Architectural Drawing, 1997, Rendow Yee, John Wiley & Sons Inc.
成績評量方式	*課堂出席.字體練習及隨堂作業30% *平時作業40% *期中作業(期末作品資料內容報告)10% *期末作品25%	Grading	Mid-Term Test 10% Final Project 25% Regular works 40% Words Practice 30%
教師網頁			
教學內容	*1-3週 複習解說及練習圖學上學年之重點 *4-6週 陰影多面向運用於設計圖面之表現 *7-9週 透視圖 *10-12週 透視及相關圖面表現及繪製技巧 *13-15週 圖面練習及期末作品確認 *16-18週 期末作品整套圖面排版繪製	Syllabus	This course prepares students of architecture and design to carry on a similar dialogue between their perceptions of the physical world and their understanding of the elements of design. It instills an understanding of the basic principles of drawing that are universal to all designdisciplines–mass, volume, form, contour, texture, shadow, and more–as it explores the knowledge, rational thought, and analysis that design professionals rely on to create successful drawings. This combination of technique, theory, and analysis equips the designer with a powerful set of tools, crucial to both the creative process and the successful career.

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