

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**SAULT  
COLLEGE**

**CICE COURSE OUTLINE**

**COURSE TITLE:** Blueprints, Specifications and Layout

**CODE NO. :** CCT103 **SEMESTER:** Fall  
**MODIFIED CODE:** CCT0103

**PROGRAM:** Civil Engineering Technician  
Construction Carpentry Techniques

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**MODIFIED BY:** Velma Simon, Learning Specialist CICE Program

**DATE:** Sept/2016 **PREVIOUS OUTLINE DATED:** 2015

**APPROVED:** "Angelique Lemay" Sept/16

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**DEAN** **DATE**

**TOTAL CREDITS:** Four

**PREREQUISITE(S):** None

**HOURS/WEEK:** Three

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 For additional information, please contact the Dean, School of Community  
 Services Interdisciplinary Studies, Curriculum & Faculty Enrichment  
 (705) 759-2554, Ext. 2737*

I. COURSE DESCRIPTION:

This course focuses on interpreting blueprints, drawings and layouts using architectural and measurement conventions to industry standards of practice. CICE students, with assistance from a learning specialist, will acquire a basic knowledge in the interpretation of sketches and drawings and use of scales, tapes and measurement conventions. CICE students will also learn basic principles of construction layout. Throughout the course, relevant provisions of the Ontario Building Code will be reinforced.

II. LEARNING OUTCOMES:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. Use survey instruments to collect and provide data for engineering/construction projects.
2. Prepare and interpret detailed dimensional drawings using computer assisted drafting software.
3. Demonstrate relevant mathematical, computer and technical problem solving skills as it relates to civil engineering/construction projects.
4. Demonstrate an understanding of the working roles and inter-relationships required to adhere to the objectives of the project and work in accordance to labour-management principles and practices.

III. REQUIRED RESOURCES/TEXTS/MATERIALS:

Understanding Construction Drawings for Housing and Small Buildings  
3rd ed. (With prints)  
Tom Stephenson  
Nelson Education, Publishers  
ISBN 0-17-653155-6

25 foot tape measure

IV. EVALUATION PROCESS/GRADING SYSTEM:

|                                |     |     |
|--------------------------------|-----|-----|
| Chapter Quizzes (16)           |     | 50% |
| Assignments and Activities (4) | 20% |     |
| Mid-term Test                  |     | 15% |

|            |      |
|------------|------|
| Final Test | 15%  |
| Total      | 100% |

The following semester grades will be assigned to students:

#### Grade

| Definition | Grade Point Equivalent |
|------------|------------------------|
| A+         | 90 – 100% 4.00         |
| A          | 80 – 89%               |
| B          | 70 - 79% 3.00          |
| C          | 60 - 69% 2.00          |
| D          | 50 – 59% 1.00          |
| F (Fail)   | 49% and below 0.00     |

CR (Credit) Credit for diploma requirements has been awarded.

S Satisfactory achievement in field /clinical placement or non-graded subject area.

U Unsatisfactory achievement in field/clinical placement or non-graded subject area.

X A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.

NR Grade not reported to Registrar's office.

W Student has withdrawn from the course without academic penalty.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

#### V. SPECIAL NOTES:

##### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. Once the classroom door has been closed, the learning process has begun. Late arrivers may not be granted admission to the room.

### Assignments and Examination Policy:

If a student is unable to write a test or exam at the scheduled time the following procedure shall apply:

- The student shall provide the professor with advance notice (in writing) of the need to miss the test
- The student shall provide documentation as to the reason for the absence and the make-up will be at the discretion of the professor.
- Upon return the student is responsible to make arrangements for the writing of the test. This arrangement shall be made prior to the next schedule class.
- In the event of an emergency, the student shall telephone the professor as soon as possible at 759-2554, to notify of the absence. If the professor is not available, the college has a 24 hour voice mail system.
- In the event of a test missed due to emergency, the student shall provide documentation from a professional such as doctor or lawyer.
- Exams written after the scheduled date may receive a reduced grade
- Although a D grade is considered a course pass, a D average will not allow the student to graduate.

All late assignments (without documentation) will receive a maximum grade of C (60%).

### VI. COURSE OUTLINE ADDENDUM

The provisions contained in the addendum located on the portal form part of this course outline.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**CICE Modifications:**

**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**B. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**C. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

**D. Evaluation:**

Is reflective of modified learning outcomes.