



INTERIOR ARCHITECTURE

IA 160. Survey of Creative Expression: U.S. Diversity, Identity and Material Culture.

Understanding the important meaning and history of human diversity in the U.S. as communicated through material culture and artifacts, multimedia forms of creative expression and the built environment. GEP: ART, USD; 3 cr.

Details

Semester:	Fall 2017 – 2018
Classroom:	Room 317 CPS
Meeting times:	Section 1: Tuesday, 9:30 AM – 10:45 AM Section 2: Tuesday, 11:00 AM – 12:15 PM Section 3: Tuesday, 12:30 PM – 1:45 PM
Format:	Hybrid course, online component, additional 75 minutes
Professor:	Nate Johnson
Office:	336B CPS
Phone:	(715) 346-2451
Email:	njohnson@uwsp.edu Note: I do not check my email from Friday evening until Monday morning
Office hours:	Monday 10:00 AM – 12:00 PM or by appointment
Website:	Desire to Learn (D2L): http://www.uwsp.edu/d2l/Pages/default.aspx Note: Contact the CITL at (715) 346-2945 if you are having issues with D2L

Required Textbooks and Readings

There is no required text for this class. Assigned supplementary readings, electronic reserve resources, websites, and streaming video/audio will be located on D2L Content page.

Description

This course is designed for you to observe, understand, and appreciate the diversity of the cultural landscape within the U.S. The content will explore a variety of historical, cultural, and design topics in the U.S. through its material culture. The required coursework will be completed either individually or in small groups. The emphasis will be on the architecture and design of marginalized groups in the U.S.

The first half of the course will focus on the study of various cultural groups and their material culture, as well as some aspects of their personal, group, and environmental identity. Some cultural diversity related terminology is covered, as well as the dissemination of various forms of creative expression. The second half will apply this understanding to the development of two group design problems focused making economically sound, environmentally sustainable, and people-centered homes and communities.

At the end of this class, you will understand how the U.S. is a result of the complex cultural forces that constantly shape and reshape the built environment in which we live. In addition, you will have an increased awareness and sensitivity to the past and present struggles of marginalized groups in the U.S.

Learning Outcomes (Knowledge, Skills, and Dispositions)

IA 160 is designated as a General Education Program (GEP) course. To maintain these designations, this course must meet certain criteria determined by the university that is in addition to what is required as a course in the Interior Architecture curriculum. Accreditors of the IA program have their own set of requirements that need to be met, as well. The following is the required list of course learning outcomes in accordance to which this course has been designed.

Interior Architecture Division IA 160 Course Learning Outcomes

at the end of this course students will be able to:

1. Recognize how diverse cultures in the U.S. have contributed to the American design heritage
2. Identify the richness of design origins without prejudice
3. Describe the effects of culture, ethnicity, human interactions, and environment on the design of material culture and built environment
4. Develop a positive awareness of diversity and consciousness of alternative points of view that are necessary for participation in a multicultural society
5. Reflect on issues of diversity, assimilation, prejudice, and discrimination and how these issues relate to the student's own worldview

UWSP GEP Course Learning Outcomes

upon completing this requirement, students will be able to:

1. Investigation Level
 - a. Arts
 - i. Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.
Do at least ONE of the following:
 - ii. Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts.
 - iii. Demonstrate an understanding of creative expression by producing or performing a creative work.
2. Cultural and Environmental Awareness Level
 - a. U.S. Diversity
 - i. Describe the various dimensions of diversity and marginalization within the United States.
 - ii. Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.

CIDA Professional Standards 2017

student learning expectations:

Standard 4. Global Context

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

- a) Students are aware that building technology, materials, and construction vary according to geographic location.

Standard 10. History and Theory

Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.

- a) Students understand the social, political, and physical influences affecting historical changes in design of the built environment.

Policies

Due Dates: Assignments submitted to D2L must be uploaded to the correct Dropbox folder by 11:59 PM the day before class meets again face-to-face to receive credit. **No late assignments will be accepted** and all work must be complete. Makeup work may be accepted (see Absences). Please refer to the Schedule for specific dates and times. Please note that time restrictions are set on the Dropbox folders. In addition, you can ensure drop box submissions are sent and received by receiving the confirmation email (always save) and by observing a hyperlink in the submissions column under the folder that tells you the number of submissions that went through. **Always check to ensure documents went through.**

The D2L Dropbox section is integrated with www.turnitin.com, a plagiarism detection website. All assignments submitted will be checked for plagiarism, and therefore must be submitted to the correct D2L Dropbox only. **I will not accept assignments submitted as email attachments.** If you wait until just before the deadline and have trouble submitting it, I will not accept it. Therefore, it is advised that you submit work early whenever possible. You can always edit it and resubmit before the deadline. I will always grade the most recent file submitted.

Assignments must be word processed using a .doc or .docx file extension (MS Word) or .rtf file extension (Rich Text) only, no .pdf files or any other files. Although D2L will accept other file extensions and will send you notification of a successful upload, **it cannot open them and you will not receive credit.** Use a computer in a campus computer lab if needed.

Attendance: Attendance is required and recorded. Students are expected to arrive on time and stay for the entire class period. Once class has begun, please do not leave the room and re-enter unless it is an emergency, as it is disruptive to the instructor and your fellow students. If you must leave early, please inform the instructor in advance. **Please be aware that some assignments are linked to attendance and you will not receive credit for them if you are absent (see Assignment Descriptions).**

Absences: Absences for minor illnesses are not excused. Absences for serious illnesses (multiple absences) are excused only if you discuss the situation in person during office hours and provide an excuse from your physician upon your return. If you need to be absent because of religious observances, you must give me the days you will be absent via email at the start of the semester. Absences due to athletics or other school activities must be validated with a formal excuse from the professor, coach, or sponsor **prior to the activity. Unapproved makeup work or late work will not receive credit.** Absences for all other extenuating circumstances may be accepted at the instructor's discretion.

Technology: Cell phones should be set to silent mode and not used during class unless: you are instructed to do so, you have informed me that you are an EMT or firefighter, or you have informed me that you are waiting for a personal emergency call. Cell phone use during quizzes and exams will be considered academic misconduct and will result in disciplinary action according to UW procedures. Laptops are not necessary and should not be used during class unless specifically requested in advance by the instructor. You are expected to keep multiple backup copies of electronic files. It is recommended that you work from the myFiles drive and not unreliable thumb drives. Failed storage devices are not an excuse for late work.

Food and Beverages: No food is allowed during class, but you may have beverages.

English as a Second Language: If you are a student who needs language assistance for testing and lectures, please see me during office hours so that arrangements can be made. No interpretation devices are allowed during exams and quizzes.

Learning Disabilities: If you need extra time for taking exams because of a learning disability or any other arrangements, be sure to go to the Disability Services Office and get an authorization form. Make sure to present it to the instructor during the first week of class. See the UWSP webpage for more information about disabilities and accommodations: <http://www.uwsp.edu/disability/Pages/default.aspx>

Academic Honesty: Academic misconduct is not tolerated and will result in a zero grade. Plagiarism is the use of another's language or major ideas as your own. It is copying somebody else's work (including drawings), sometimes with minor changes. **Please be aware that no distinction is made between the party plagiarizing and the party voluntarily being plagiarized.** Both parties will receive a zero grade. Every attempt should be made to prevent someone from copying your work. For more information, please visit the following UWSP website: <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>

Hybrid Format: This course has been designed as a "hybrid" course, meaning that a number of class meetings (face-to-face) have been replaced with assignments and activities completed outside of class. We will be using Desire to Learn (D2L) as our online course management system. Students will receive information on how to use D2L. Approximately 50% of our class time will be spent online in asynchronous (any time, any place) activities. The remainder of the classes will be face-to-face (F2F) in the physical classroom. Keep in mind that with this system class time is not eliminated but self-determined and therefore your responsibility to manage. Even though "release time" is individually scheduled, due dates and times are strictly enforced.

Grading, Evaluation, and Criteria

Grading: Grades will be recorded in the D2L Grades section. Keep in mind that grades are not entered immediately as they must be individually entered. Therefore, it may take several days to record. Grades not yet entered will be blank. **If you submitted no assignment, a zero will be entered as your grade.** You are encouraged to check the grade book frequently. In the event that an entry error has occurred, you must report it promptly so that changes can be made in a timely manner. Do not wait until the final week of classes to report errors that occurred early in the semester. Questions via email about your grades must include your section number and group number in order for me to check the records. Individual student grades are confidential.

Evaluation: Attendance is taken during face-to-face class periods and you must be present when the assignment is given to receive credit for most assignments. Refer to the Assignment Descriptions and Schedule for more information. Comments may be provided in D2L with the grade if there is a need for improvement in some area. Assignments typically have a value of 100 points and grades are sometimes expressed as percentages.

Criteria: The following is a breakdown of the assignments we will be working on this semester with the weight percentage:

Online Group Introduction	1%
Pre and Post Course Surveys (2 @ 2% each)	4%
Online Assignments (3 @ 7% each)	21%
Group Activities 1 and 2 (2 @ 7% each)	14%
Group Activities 3 and 4 (2 @ 11% each)	22%
Outside Activity Reports (2 @ 7% each)	14%
Online Quizzes (2 @ 7% each)	14%
Final Exam	10%
Semester Total	100%
 Bonus Activity	 7%

Course letter grades are given according to the following percentages of total points at the end of the semester:

100 – 93%	A	80 – 82%	B-	68 – 69%	D+
90 – 92%	A-	78 – 79%	C+	60 – 67%	D
88 – 89%	B+	73 – 77%	C	59 – 0%	F
83 – 87%	B	70 – 72%	C-		

Assignment Descriptions

General Note: D2L contains the required material for assignments (readings, audio, or video) and other relevant information in the Content section.

Online Group Introduction: Students will introduce themselves to their fellow group members in the D2L Discussions forum.

Pre and Post Course Surveys: Students will complete a survey at the beginning and end of the semester to gauge the typical class cross-section of students, assess how the material affected you, and allow you to offer helpful suggestions for improvements to the class. Surveys will be administered either in-class or through the D2L Surveys section.

Online Assignments: These will be assigned during face-to-face class periods and submitted online. Online Assignments may include creative design projects, essays, and other relevant activities. Essays must follow the Guidelines for Essay Writing. **Attendance is required to receive credit for these assignments.**

Group Activities: These activities will be assigned, completed, and turned in by the end of selected face-to-face class periods. A lecture the week prior will provide the background for the activity. Readings, audio, or video and a related individual assignment will be assigned the week prior and will be the basis for the activity. Some Group Activities may include multiple weeks of individual assignments leading up to the activity. Please come to class prepared and ready to participate for credit.

Attendance is required for both the class or classes prior to the activity and the week of the activity to receive full credit. The grade will reflect the equal parts each individual assignment completed outside of class and the in-class group work completed including group presentations.

Outside Activity Reports: Our campus and community offer many opportunities relevant to cultural issues, which help create a positive awareness of diversity and alternative points of view. Each student will be required to attend or participate in **two** multicultural activities outside of class for this requirement. After attending an event, each student will write an essay following the Guidelines for Essay Writing.

Students will be notified in class, in the News section of D2L, and/or via email which activities are acceptable as they become known. Don't wait until the end of the semester (or close to the due date) to attend an event, as there are no guarantees what might take place and when. Plan to attend early! You may attend events at any interval, and reports can be submitted at any time. Keep in mind that any activities that are **not** announced in class must have instructor approval **before** reports are submitted in order to receive credit. **Activity reports you are required to complete for any other IA courses may not be used to fulfill this requirement.**

Online Quizzes: There will be two quizzes, one in the middle and one at the end of the semester. The quizzes will cover all material from the start of the semester or since the last quiz. Quizzes will be administered through the D2L Quizzes section.

Final Exam: The final exam will be held in this classroom during final exam week. This exam will cover all material from the entire semester.

Bonus Activity: This **optional** activity will be due at the end of the semester and takes the place of work that you missed because of illness or other circumstances. **It is open to anyone including those that would just like the extra credit points.** The activity is to complete a third Outside Activity Report. Please note that if you received an A semester grade without the Bonus Assignment, your submissions will not be graded.

Guidelines for Essay Writing

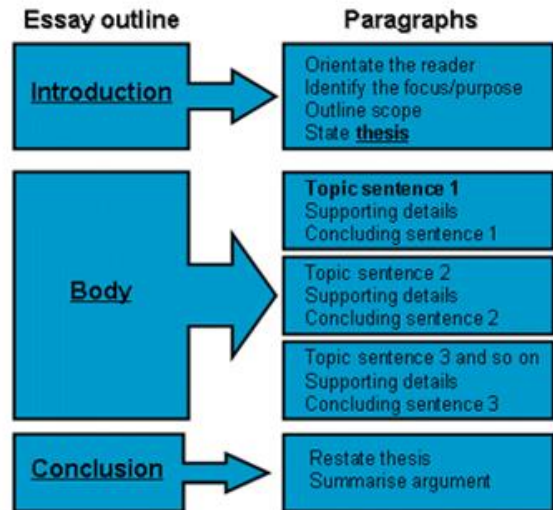
1. Refer to the Rubric for grading criteria.
2. Visit the Tutoring Learning Center Writing Lab in Albertson Hall if you need help with essays.
3. To avoid plagiarism, you should paraphrase, assimilate, synthesize, or give credit to the source for major ideas, information, definitions and quotes. Accuracy is essential. Enclose all quotes in quotation marks and copy word for word. Paraphrasing is thoroughly rewriting a sentence or paragraph to reflect your personal writing style.
4. Reference any material by underlining or using quotation marks, depending on what it is. Assume your reader isn't your instructor and doesn't know why you're writing this essay.
5. Include your name, date, section, and the assignment name in a heading at the top of the sheet.
6. **Outside Activity Reports** must be in **Narrative Essay** format, with a **minimum 500 words** and conform to typical essay structure:

- a. **Introduction:** Provide an overview of your event or activity that includes:
 - i. Full name of the event in **bold**
 - ii. Date of the event
 - iii. Description of the event
 - iv. Who sponsored it
- b. **Body:** Discuss what you experienced at this event; describe what the event was like, which culture group(s) were involved, what activities took place, which ones you participated in, and how you felt about it (did you like it or not and why). What did you learn from this experience and how can you relate it to your culture and/or lifestyle? Did attending this activity make a difference in your life or your future? Why or why not?

- i. **Notes Regarding Films:** If you viewed a film, be advised that reports that just explain the plot with no personal insights will not receive full credit. Your essay must include:
 1. Your personal insights, feelings, and perceptions of what happened in it.
 2. How you identified or didn't identify with the plot or characters.
 3. How you felt about the film.
 4. What you learned from viewing this film that made a difference in your life and why.

- c. **Conclusion:** Finish with a well-developed conclusion that summarizes your experience and what you felt you gained from it.

2. **Reflective Essays** must include a **minimum 500 words** and conform to typical essay structure:
 - a. After our face-to-face classes, there may be some thought provoking questions about the topics discussed in class and/or the material posted at the end of class.
 - b. It is expected that you provide insightful responses show evidence of critical thinking. Demonstrate that you have carefully reviewed the material and your lecture notes by reflecting on the questions posed. Make connections with what is going on in our world today as well as its relevance to your own lives. Do not simply paraphrase or summarize the lecture or reading.
 - c. In addition to responding to questions, you may also want to focus on something you found significant or interesting in the material and offer your view on it or other questions that came to mind as you were thinking about the topic. Discuss these personal reactions, opinions, or observations.
 - d. This is an open forum where there are no right or wrong viewpoints, only thoughtful insights and contributions.



Rubric

The following rubric will be used to evaluate assignments. This rubric is intended to demonstrate different levels of achievement in the assignment as well as to spotlight the criteria used for evaluation. The rubric is not directly convertible to points. However, the more a student's work falls in the exemplary column, the higher the grade will be.

Criterion	Exemplary	Acceptable	Undeveloped
Insightfulness	Responses and postings demonstrate thorough understanding of the topic, incorporates knowledge from readings, lectures, class activities and individual experiences	Responses and postings shows some understanding of topic though perhaps imperfect or superficial at times	Responses and postings demonstrates lack of understanding or predominate superficiality
Thoroughness	Responses and postings are complete and well thought out	Responses and postings are only partially articulated and not all parts are addressed completely	Responses and postings are one-liners with nothing significant being said
Critical thinking	Responses and postings analyze and/or evaluate the topic demonstrating an in-depth understanding	Responses and postings treat the topic superficially with little attempt at critically analyzing or evaluating the topic	Responses and postings reflect no analysis or evaluating of the topic
Organization	Responses and postings contains a logical progression of ideas with good transitions between points	Responses and postings contains logical progression of ideas; may have some rough transitions	Responses and postings jumps from idea to idea without clear purpose or direction
Clarity of Communication	Responses and postings reflects consistently thoughtful word choices with clearly worded sentences and paragraphs	Responses and postings may have infrequent lapses in word choice or clarity of meaning	Numerous poorly-chosen words or improper use of terms that obscure meaning
Writing Mechanics	Grammar and punctuation uniformly conform to standards of scholarly writing	Occasional grammar and/or punctuation errors	Numerous grammar and/or punctuation errors

Schedule

The schedule below is an outline and is subject to change. Students are required to monitor D2L News and listen for announcements in class on items related to the schedule and due dates.

Week	Activity
Week 1 September 5	Lecture: <i>Course Introduction and Overview</i> Online Work: Complete the Pre-Course Survey in the D2L Surveys section and your Online Group Introduction by 11:59 PM the night before class (Week 2).
Week 2 September 12	Lecture: <i>What is Culture? What is Diversity?</i> Online Work: Online Assignment 1 is due by 11:59 PM the night before class (Week 3).
Week 3 September 19	Lecture: <i>Diversity of Native Americans</i> Online Work: Review the required material before class (Week 4) to prepare for a group activity.
Week 4 September 26	Group Activity 1: In-class assignment due at the end of class Lecture: <i>Art and Design: What's the Difference?</i> Online Work: Online Assignment 2 is due by 11:59 PM the night before class (Week 5).
Week 5 October 3	Lecture: <i>African American Design Influences</i> Online Work: Review the required material before class (Week 6) to prepare for a group activity.
Week 6 October 10	Group Activity 2: In-class assignment due at the end of class Lecture: <i>Early Residential Styles</i> Online Work: Online Assignment 3 is due by 11:59 PM the night before class (Week 7).
Week 7 October 17	Lecture: <i>Hispanic Design Influences</i> Online Work: Complete Online Quiz 1 by 11:59 PM the night before class (Week 8). This quiz covers material from Weeks 1 – 6.
Week 8 October 24	Lecture: <i>Diversity of Architecture in the U.S.</i> Online Work: Outside Activity Report 1 is due by 11:59 PM the night before class (Week 9).
Mid-Semester	
Week 9 October 31	Lecture: <i>Contemporary Design for Marginalized People</i> Online Work: Review the required material before class (Week 11) to prepare for a group activity.
Week 10 November 7	Lecture: <i>Culturally Sensitive Housing</i> Online Work: Review the required material before class (Week 11) to prepare for a group activity.
Week 11 November 14	Group Activity 3: In-class assignment followed by presentations Online Work: Review the required material before class (Week 13) to prepare for a group activity.
Week 12 November 21	Lecture: <i>Designing the Cultural Landscape</i> Online Work: Review the required material before class (Week 13) to prepare for a group activity.
Week 13 November 28	Group Activity 4: In-class assignment followed by presentations Online Work: Outside Activity Report 2 and the optional Bonus Assignment are due by 11:59 PM the night before class (Week 15).
Week 14 December 5	Lecture: <i>Contemporary Designers</i> Online Work: Complete Online Quiz 2 by 11:59 PM the night before class (Week 15). This quiz covers material from Weeks 7 – 14.
Week 15 December 12	Final Exam Review Post-Course Survey: In-class assignment due at the end of class
Week 16 Finals Week	Final Exams (CPS 317): Section 1 Tuesday December 19 10:15 – 12:15 PM Section 2 Thursday December 21 10:15 – 12:15 PM Section 3 Tuesday December 19 8:00 – 10:00 AM