

## **Course Syllabus**

### **IA 217 : Interior Architecture I**

**Fall 2017**

#### **Location and Time:**

LAB, Room 304 CPS:

Section 1: Monday and Wednesday, 10 am – 11:50 am

Section 2: Monday and Wednesday, 1 pm – 2:50 pm

#### **Instructor:**

Aaron Kadoch

Email: akadoch@uwsp.edu

Office: CPS Room 330B

Office Hours: Monday - Thursday (email appointment)

#### **Reference Texts:**

Provided in D2L

#### **IA 317 CLO: Course Learning Outcomes:**

- Generate design solutions informed by the elements and principles of two-dimensional and three-dimensional design.
- Describe and apply at an introductory level the design process, including pre-design, schematic design and space planning, design development, and presentation.
- Identify and apply introductory level skills of technical drawings, lighting applications, material specifications, and craftsmanship.
- Synthesize information and use various methods of concept generation, including creative thinking, testing, evaluating, and applying insights from research.

#### **IA 217 CLO: Details of Outcomes:**

Awareness, understanding, and application of core design components:

- Conceptual Design
- Space Planning
- 3-D Design
- Color Applications and Materials Finishes
- Technical Drawing and Architectural Systems
- Rendering and Presentation Drawing

**Course Project Evaluation Guidelines:**

**Smart- Healthy House Design Project**

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**Schematic Design**

Phase 1a: Programming, Planning/Research: (20 Points)

- Research and Planning Report
- Sketching and Diagramming
- 3D Modelling

Phase 1b: Concept Creation (20 Points)

- Written Concept and Applied Research
- Perspectives and Diagrammatic Plans
- Materials and Design Features Board/Poster

Phase 1 Reading Reference Quiz (8 Points)

**Design Development**

Phase 2: Design and Technical Systems Development: (24 Points)

- Utilities / Sustainable Systems Integration: Electrical/Lighting, Waste, Environmental Control/Thermal Systems
- Architectural Building Systems Drawings
- Custom Details

Phase 2 Reading Reference Quiz (4 Points)

**Project Synthesis**

Phase 3: Final Documentation and Verbal and Visual Presentation: (20 Points)

- Technical Cad Drawing
- Perspectives and Presentation Drawings
- Materials Board
- Project Manual

Approved Outside Participation Activities (5) Total Points 4

**Total Points for Course:** **100**

**Grades / Points:**

A : 100-95 Points	A- : 90- 94.9 Points	B+ : 89.9 - 86 Points
B : 85.9 - 83 Points	B- : 82.9 - 80 Points	C+ : 79.9 - 76 Points
C : 75.9 - 73 Points	C- : 72.9 - 70 Points	D+ : 69.9 - 66 Points
D : 65.9 - 63 Points	D- : 62.9 - 60 Points	<b>F : 59.9 - 0 Points = Fail</b>

**Course Policies**

**1. Accreditation Materials:**

Select Student Works for Retention: The Division of Interior Architecture is preparing for two upcoming accreditation reviews: CIDA (Spring 2018) and NASAD (FALL 2017). As required by each accreditation agency, the instructor will collect suitable examples of student work for these reviews. If your work is selected, you will be notified by your instructor who will safely store them until the reviews. You may borrow any work collected to use for job interviews, internship interviews, portfolio shows, portfolio development, etc., but they must be promptly returned to the instructor. After both accreditation reviews are complete, you will be able to collect any retained work. If you have any questions about this process, please ask your instructor.

## **2. Due Dates:**

All projects are due on time, per the schedule. No late submittals will be accepted. If in the event of extenuating circumstances such as medical emergencies, family emergencies or extreme personal emergencies notify me to make alternate arrangements for submitting course work prior to or shortly after the due date.

## **3. Communication:**

Like all aspects of education and professional conduct, clear communication is essential. You will be receiving initial information and outlines about the course up front. All official documents will be posted on D2L. You will receive information and additional /supplemental information throughout the semester through email, documents posted on D2L, and verbally in-class. You are required to actively communicate by checking email for notifications, checking D2L for notifications and posts, and listening in class to updates regarding your assignments.

Any information that you feel is important to be communicated, please email me and/or make an appointment for an office visit. You are expected to notify me of any academic or personal issues affecting you or your ability to perform in the course, attend lecture and studio or fulfill any specific project requirements as soon as the problem becomes apparent. Notify your advisor of any extreme personal circumstances. See attendance requirements.

## **4. Work Ethic, Participation in Readings, Research, Discussions, and Studio and Outside Activities.**

Overall Work Ethic and Effort:

Your overall work ethic and effort will manifest itself in several ways. How much time you spend on the work at hand will be reflected in the quality and craftsmanship of your drawings, the relevance of the research and how you integrate it into your work. Your work ethic is a reflection of your enthusiasm from day one and the total effort, energy in and out of class that you provide. Your work ethic is also reflected in the care and respect you exhibit with your classmates and your professor through verbal and written communication. In general, your work ethic is a mirror of you and the quality of your work, largely based on inquiring, searching, thinking and spending time to develop your ideas above the minimal requirements. Additionally you will note that there contains a substantial portion of points for your work ethic in each of the project phase grading rubrics.

You will be required to participate in selected professional and educational development activities outside of regular studio. These may include but are not limited to student organization events, extracurricular lectures, presentations of your upper class peers, throughout the course. etc. There are 4 points and each event participation is worth one point. A signature of a sponsoring faculty member sign your form at the event. Forms will be provided to you on D2L for documentation.

**Studio Readiness:**

Being prepared for each studio is essential. You must have work assignments and progress drawings, sketches, digital materials, and laptop with you in each studio. You must bring sketchbooks, trace paper and various drawing and drafting supplies with you to studio each day. Significant points will be deducted from each assignment if you are not fully prepared.

You will be expected to read, research and perform all assignments and documents pertaining to the studio structure per the schedule and be ready for active class/studio participation based on the topics at hand and the phase of the project. This active level of participation and engagement will be part of your project grade, according to the rubric.

**Outside Activities:**

You will be expected to participate in in-class discussions, between the professor and your peers by answering questions, asking questions, making observations verbally in class as well as participating in all class activities fully.

**5. IA 317 Connections to Other Course Work in the IA Curriculum :**

For applicable students enrolled in IA 304 and IA 217: The project set up for this course is partially linked to your graphical computer work from IA 304.

You must follow all specific criteria as set by the instructor of each course.

*When such overlap occurs, you should be aware of the distinct focal points within each course as well as the important links. In IA 217, you should be focused on the content of the materials and all design techniques presented. In IA 304, you should focus on the technical, digital and media applications as defined by the course instruction to communicate the content effectively.*

*If at any time you feel confused please let both of your instructors know and discuss the potential conflicts or seek further advice.*

**6. Attendance Policy :**

You may accrue negative points for missing classes.

You will be required to attend every class. If for personal emergency or grave health reasons you are unable to attend a class, you must notify me, by email, no later than the morning before class and give an explanation as to the reason why you are unable to attend. Serious health issues will require a note from a physician or campus medical staff. You will be expected to stay up to date with class work and schedule make-up time for any approved extenuating circumstances. You will

be given one free missed class. If you miss 2 classes without any notification based on the above mentioned circumstances you will have 1.5 points deducted from your grade. If you miss 3 classes without any notification or explanation, you will lose 3 points. For every unexcused class missed, you will continue to lose 1.5 points from your overall grade.

## **7. Plagiarism Policy:**

**Plagiarism is not accepted and will automatically result in a failing grade for the assignment and possibly the course, depending on the severity of the violation.**

What is plagiarism? According to the [Merriam-Webster Online Dictionary](#), to "plagiarize" means:

- 1) to steal and pass off (the ideas or words of another) as one's own;
- 2) to use (another's production) without crediting the source;
- 3) to commit literary theft;
- 4) to present as new and original an idea or product derived from an existing source.

Additionally it is not acceptable to provide others with work knowing that the other party will present it as their own.

Photo Credits: You must give credit to All image and web sources and must include the following items in your manual.

1. Source Location: Name of Book, Website Address with link, Magazine Name
2. Author (s) Name
3. Date of Publication
4. Location of Project
5. If using a photograph of architectural work, site the photographer's name, designer's name and any additional credit to the original work being photographed such as the builder or client.

Use the following source for all citation formats for APA style:

<http://www.library.cornell.edu/resrch/citmanage/apa>

Source Credits: Journal article, one author, accessed online: References to periodical articles must include the following elements: author (s) last name, first initial. (date of publication). Article title. Journal title, volume number, issue number (if applicable), page - numbers. Website URL

Ku, G. (2008). Learning to de-escalate: The effects of regret in escalation of commitment. *Organizational Behavior and Human Decision Processes*, 105(2), 221-232. [http//.....](#)



Professional Standards set forth by the Council for Interior Design Accreditation are used to evaluate interior design programs that **prepare students for entry-level interior design practice** and **position them for future professional growth**. CIDA Website [Link](#) for more information on CIDA [Professional Standards](#).

CIDA Professional Standards are applied to the University of Wisconsin – Stevens Point Program courses. Each course is paired with appropriate standards.

**NOTICE TO STUDENTS:** Student work is an important part of the accreditation review process. Student work from Interior Architecture courses required for the BFA degree is selected and saved over three years before each accreditation site visit (next one is in 2017-2018). Students will be notified if their work is to be included in the archival process for the accreditation site visit review.

Application of CIDA Professional Standards for each course is listed on these forms and included with the respective course syllabus for student, faculty, and site visitors' reviews.

**Interior Architecture Program Course:  
IA 217: Interior Architecture I  
Fall 2017**

**Standard 4. Global Context**

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

**Student Learning Expectations**

Student work demonstrates **Awareness** of:

- b) how social, economic, and cultural contexts inform interior design.
- c) how environmental responsibility informs the practice of interior design.

**Program Expectations**

The interior design program provides:

- d) exposure to the current and relevant events that are shaping contemporary society and the world.
- e) exposure to a variety of cultural norms.
- f) opportunities for developing multi-cultural awareness.

**Standard 7. Human-Centered Design**

**Interior designers apply knowledge of human experience and behavior to designing the built environment.**

### **Student Learning Expectations**

Student work demonstrates **Awareness** of:

- a) the impact of the built environment on human experience, behavior, and performance.
- b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.

### **Standard 8. Design Process**

**Interior designers employ all aspects of the design process to creatively solve a design problem.**

#### **Student Learning Expectations**

- a) Student work demonstrates the ability to **apply** space planning techniques throughout the design process.

Student work demonstrates the ability to **apply** knowledge and skills learned to:

- c) identify and define issues relevant to the design problem.
- d) execute the design process: pre-design, schematic design, and design development.
- e) synthesize information to generate evidenced-based design solutions.
- f) explore and iterate multiple ideas.
- g) design original and creative solutions.
- h) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.

#### **Program Expectations**

The interior design program includes:

- i) exposure to a range of problem identification and problem solving methods.
- j) opportunities for innovation and risk taking.
- k) exposure to methods of idea generation and design thinking.

### **Standard 9. Communication**

**Interior designers are effective communicators.**

#### **Student Learning Expectations**

Students are **able** to effectively:

- a) distill and visually communicate data and research.
- b) express ideas in oral communication.
- c) express ideas in written communication.
- d) express ideas developed in the design process through visual media: ideation drawings and sketches.
- e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

#### **Program Expectations**

f) The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration.

### **Standard 11. Design Elements and Principles**

**Interior designers apply elements and principles of design.**

#### **Student Learning Expectations**

a) Students understand the elements and principles of design, including spatial definition and organization.

Student work demonstrates the ability to:

b) explore two- and three-dimensional approaches across a range of media types.

Students effectively apply the elements and principles of design throughout the interior design curriculum to:

c) two-dimensional design solutions.

d) three-dimensional design solutions.

### **Standard 12. Light and Color**

**Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.**

#### **Student Learning Expectations**

a) Students are aware of the environmental impact of illumination strategies and decisions.

Students understand:

b) the principles of natural and artificial lighting design. 1

c) strategies for using and modulating natural light.

f) Students understand how light and color in the interior environment impact health, safety, and wellbeing.

Student work demonstrates understanding of:

g) color terminology.

h) color principles, theories, and systems.

i) color in relation to materials, textures, light, and form.

Student work demonstrates the ability to appropriately:

j) select and apply color to support design concepts.

k) select and apply color to multiple design functions. 2

l) use color solutions across different modes of design communication.3

### **Standard 13. Products and Materials**

**Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.**

#### **Student Learning Expectations**

a) Students are aware of the influence of furnishings, objects, materials, and finishes on human wellbeing.

Student work demonstrates understanding of:

b) how furnishings, objects, materials, and finishes work together to support the design intent.

d) appropriate design or specification of products and materials in relation to project criteria and human well being.<sup>1</sup>

e) Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.

f) Students are **able** to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent<sup>2</sup>

## **Standard 14. Environmental Systems and Comfort**

**Interior designers use the principles of acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing.**

### **Student Learning Expectations**

Students are **aware** that design decisions relating to acoustics, thermal comfort, and indoor air quality have an environmental impact.

Students **understand**:

d) the principles of thermal design.

e) how active and passive thermal systems and components impact interior design solutions.

Students **understand**:

f) the principles of indoor air quality. <sup>4</sup>

g) how the selection and application of products and systems impact indoor air quality.

## **Standard 15. Construction**

**Interior designers understand interior construction and its interrelationship with base building construction and systems.**

### **Student Learning Expectations**

a) Students have **awareness** of the environmental impact of construction. <sup>1</sup>

Student work demonstrates **understanding** that design solutions affect and are impacted by:

b) base-building structural systems and construction methods. <sup>2</sup>

c) interior systems, construction, and installation methods.

d) detailing and specification of interior construction materials, products, and finishes. <sup>3</sup>

e) the integration of building systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.

f) monitoring systems including energy, security, and building controls systems. <sup>4</sup>

h) Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

Students are **able** to:

i) read and interpret base-building construction documents.<sup>5</sup>

j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

## **Standard 16. Regulations and Guidelines**

**Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.**

### **Student Learning Expectations**

a) Students have **awareness** of the origins and intent of laws, codes, and standards.

Student work demonstrates **understanding** of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including:

b) sustainable environment guidelines.

e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.