

Course Syllabus

IA 317 : Interior Architecture II

Fall 2016

Location and Time:

LAB, Room 307 CPS:

Section 1: Monday and Wednesday, 10 am - 12 Noon

Section 2: Monday and Wednesday, 1 pm - 3 pm

Instructor :

Aaron Kadoch

Email: akadoch@uwsp.edu

Office: CPS Room 330B

Office Hours: Tuesdays 1:30-4pm (Other times by email appointment)

Optional Reference Texts (Available at the library) :

Author Last Name, Title, Edition, (ISBN Number), Publisher

1. Architectural Graphic Standards
2. PANERO, **HUMAN DIMENSION AND INTERIOR SPACE**, '79, (0-8230-7271-1), WATSON GUPTILL
2. KARLEN, **SPACE PLANNING BASICS**, 3, (978-0470231784), JOHN WILEY & SONS, INC.
3. Additional Text Readings on D2L: See schedule and D2L for postings and/or email updates.

IA 317 CLO: Course Learning Outcomes:

- Gather, analyze and respond to human-centered design, including universal design principles and residential client-programming parameters.
- Describe and apply at an intermediate level the design process, including pre-design, schematic design and space planning, design development, and presentation.
- Identify and define relevant aspects of a design problem (goals, objectives, performance criteria, laws, codes, and standards) and gather, evaluate, and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation).
- Develop and apply custom design features, including furnishings and material selection, to meet a cohesive design concept.
- Demonstrate effective design communication in quality craftsmanship and presentation skills through appropriate media.
- Synthesize and apply sustainable design principles supported with appropriate rationale.

IA 317 CLO: Details of Outcomes:

Awareness, understanding, and application of various residential design components:

- Understanding and application of “Client Centered Design” and “Client Programming” skills:
 - Universal/ physiological and disability components.
 - Spaces planning: standards and custom client specifications/needs
 - Intermediate application of adjacency, bubble, parti, and block, diagrams
- Specific applications of residential space and design components
 - Horizontal / vertical circulation, zoning and stair design,
 - Residential kitchen design.
- Intermediate level understanding and application of a design theme or concept with cohesion
- Awareness and Application of Residential Life Safety Codes and Egress Standards
- Beginner level application of Environmental System Design relative to residential contexts (Site, views, light, solar, passive and active control systems within sustainability context)
- Intermediate level application of finish material selection and boards
- Intermediate level application of graphic and verbal presentation techniques.
- Intermediate level application of time management and project management skills
- Beginner level application of drawing details of construction of a custom design feature and shop drawings of a custom furniture piece.

Course Project Evaluation Guidelines:

1. Project 1: Wetter Residence	Total Points:	20
2. Project 2: Frangipani Residence	Total Points	75
Phase 1: Programming, Planning:		(20 Points)
Phase 2: Concept Creation Phase Documents:		(20 Points)
Phase 3: Design and Technical Development Drawings:		(20 Points)
• Great Room/Stairs		
• Kitchen/Bath		
• Custom Focal Space/Furniture Design		
Phase 4: Final Documentation and Presentation:		(15 Points)
• Technical Cad Set		
• Perspectives		
• Materials Board		
• Project Manual		
• Final Presentation		
3. Approved Outside Participation Activities (5)	Total Points	5
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	F : 59.9 - 0 Points = Fail

IA 317 Connections to Other Course Work in the IA Curriculum :

For applicable students enrolled in IA 304 and IA 322: The project set up for this course is partially linked to your graphical computer work from IA 304 and some Technical Work developed for IA 322. 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 317, 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. In IA 322 you are focusing on the technical and sustainable building systems being applied to the project. All work will be graded appropriately and separately within each course.

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

Course Policies (Effect Grades)

1. 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. Participation in Readings, Research, Discussions, and Studio and Outside Activities.

Outside Activities:

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 5 points and each event participation is worth one point. A signature of a sponsoring faculty member sign your form at the event.

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.

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.

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.

5. 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 class missed, you will continue to lose 1.5 points from your overall grade.

6. 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 317: Interior Architecture II
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 **understanding** 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 **understanding** 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.
- c) methods for gathering human-centered evidence.

Student work demonstrates the **ability** to:

- d) analyze and synthesize human perception and behavior patterns to inform design solutions.
- e) apply human factors, ergonomics, and universal design principles to design solutions.
- f) apply wayfinding techniques to design solutions.

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:

- b) solve progressively complex design problems.
- 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.

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.
- c) typical fabrication, installation methods, and maintenance requirements.

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.

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.

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

- d) detailing and specification of interior construction materials, products, and finishes.
- g) vertical and horizontal systems of transport and circulation including stairs.

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.
- d) movement: access to the means of egress including stairwells, corridors, exit ways.
- e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.

Students **apply**:

- h) industry-specific regulations and guidelines related to products and materials.
- i) federal, state/provincial, and local codes and guidelines.
- j) barrier-free and accessibility regulations and guidelines.