

# *IAD 110 – Introduction to Interior Architecture Design*

Section: 001 CRN: XXXX

Mondays, Wednesdays, and Friday, 9:00 – 9:50

Technology Annex – Room TA225

## Introducing Your Instructor



Dr. Andrew Phillip Payne joined the Department of Built Environment at Indiana State University in August 2013 as Chair and Associate Professor. Dr. Payne primarily teaches Interior Architecture Design courses/studios and specializes in campus planning and design, accessibility, universal design and materiality.

## Contact Information

<b>Campus Office:</b>	Technology Annex - Room TA217
Monday	By Appointment
Tuesday	By Appointment
Wednesday	By Appointment
Thursday	By Appointment
Friday	By Appointment
<b>Mailing Address:</b>	101 N. 6 <sup>th</sup> Street Indiana State University Terre Haute, IN 47809
<b>Office Phone:</b>	(812) 237-3267
<b>Cell Phone:</b>	
<b>E-mail:</b>	<a href="mailto:andrew.payne@indstate.edu">andrew.payne@indstate.edu</a>
<b>Other:</b>	(812) 237-3532 Department Main Phone

Course Information	
<b>Catalog Description:</b>	A survey of the interior architecture design profession and related topics in the field. Readings, analysis of visuals, discussions, field trips, assignments and collaborative studio work will give an overview of the design process and the designer’s involvement in society.
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>▪ Identify interior design and what an interior designer does.</li> <li>▪ Identify the importance of the interior designer and how the built environment impacts on the daily lives of people.</li> <li>▪ Provide an overview of the interior design profession and professional organizations.</li> <li>▪ Investigate interior design theory</li> <li>▪ Relate the elements and principals of design to the built environment.</li> <li>▪ Using the text and in-class exercises, design aspects of history/preservation/adaptive reuse, planning, special needs, and materials and finishes, will be investigated and demonstrated.</li> </ul> <p>In addition to the course goals and objectives, this course, as a Foundational Studies course, addresses learning requirements, objectives, goals and outcomes of the ISU Foundational Studies Program.</p>
<p>This course satisfies learning of objectives of the Foundational Studies program, as well as course outcomes for Fine and Performing Arts.</p> <p><b>Foundational Studies Skill Applied Learning Requirements (SALR):</b>                  SALR-1. Critical thinking skills. Critical thinking has been defined as “an active process where students use skills of evaluating, analyzing, assessing, interpreting, questioning and restating a problem or challenge. Effective problem-solving is bolstered by the individual’s skill in applying critical thinking skills to their academic lives and their lived experience. A skilled critical thinker should be able to examine and understand the fundamental qualities of problems, collect and analyze critical data, draw appropriate interpretations and conclusions, examine broad-based problem-solving options and effectively communicate and implement appropriate solutions.”  <a href="http://www.indstate.edu/studentaffairsresearch/uniloo/uniloo_domains.htm">http://www.indstate.edu/studentaffairsresearch/uniloo/uniloo_domains.htm</a></p> <p>IAD110 fosters appropriate critical thinking skills in that it requires students to engage with different aspects of design. These include the ability to appreciate and understanding their social, economic, or individual contextual purpose; being able to understand their formal qualities (i.e., the design language). By doing this, students learn to evaluate, interpret, and question not only spatial design but visual materials in general, and draw appropriate conclusions regarding meaning and qualitative judgments.</p> <p>SALR-2. Information literacy skills: - Information Literacy is defined as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. <a href="http://www.infolit.org/">http://www.infolit.org/</a></p> <p>The course is interactive, visually focused, and involves discussion, hands-on projects, writing of several different kinds, as well as the opportunity to engage meaningfully with visiting designers and scholars who come to ISU to take part in the Department of Built Environment. Students are encouraged to</p>	

question what they see, read, and hear, and to formulate sophisticated ways of expressing their individual responses to the design subject matter.

SALR-3. A graded writing component (developmental whenever possible). In this class, students will complete several short writing assignments that are primarily based upon their ability to gather pertinent information. Students will write papers that require that they engage with the formal qualities of design principles and their meanings. This requires that they engage with the proper language and vocabulary as well as the usual expectations of good writing for any subject.

**Foundational Studies Program Learning Objectives (FSLO):**

Students will:

FSLO-1. Locate, critically read, and evaluate information to solve problems;

FSLO-2. Critically evaluate the ideas of others; \* Students will critically evaluate ideas presented in class through active participation in class discussions; they will evaluate the materials assigned for reading in the course, and will also respond critically to comments of visiting designers and their peers regarding design.

FSLO-3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history)\* to be successful in IAD110, students must be able to recognize that “ways of knowing” in the design discipline require an unusual combination of historical and critical/cultural knowledge, the ability to express their own opinion and to evaluate BOTH visual and verbal/textual materials, and a sensitivity to the qualitative or nuanced aspects of design. In class, they must look carefully, listen, write, and think all at the same time. These are subtle and complex ways of knowing, and the course goal is to make such operations familiar and natural so that they can be undertaken easily when engaging with design.

FSLO-4. Demonstrate an appreciation of human expression through literature and fine and performing arts;\* Students are given the appropriate tools to help them apply standards of appreciation not only to the design shared in this class, but, ideally, to any design they encounter.

FSLO-5. Demonstrate the skills for effective citizenship and stewardship;

FSLO-6. Demonstrate an understanding of diverse cultures within and across societies;\* The examples of design shared in this course, both in the historic and contemporary settings, span geographical, social, and cultural boundaries.

FSLO-7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;

FSLO-8. Demonstrate an understanding of the ethical implications of decisions and actions;

FSLO-9. Apply principles of physical and emotional health to wellness;

FSLO-10. Express themselves effectively, professionally, and persuasively both orally and in writing.\* In IAD110, students are required to write persuasively and professionally on their quizzes and tests, and also in their writing assignments. Skills necessary to properly and persuasively expressing their opinions

and in analyzing the design industry verbally are also stressed. Active participation is part of the course grade.

**Fine and Performing Arts Course Outcomes (FPALO):**

FPALO-1. Demonstrate aesthetic responsiveness and interpretive ability;\* Any design lecture, survey, or studio course engages students in the practice of aesthetic responsiveness, but the challenge is in convincing students that design evaluation is not simply about what they like or dislike. Being able to understand and evaluate design decision, even those that one does not personally find appealing, is a desired outcome of IAD110. Part of developing responsiveness in student's centers on leading them in discussions of meaning and significance.

FPALO-2. Connect works of art to their literary, cultural, and historical contexts; \* Key to understanding individual design projects or period styles/examples is being able to understand how design is generated.

FPALO-3. Employ knowledge of the arts to analyze issues and answer questions relating to human experience, systems, and the physical environment.

FPALO-4. Reflect on themselves as products of and participants in traditions of the fine and performing arts. \* Ideally, students will relate the kinds of individual or cultural meanings they find in design to their own psychological states, life experiences, or cultural backgrounds. Hopefully the study of design will enrich their lives as well as impart knowledge, and allow them to view the world differently.

## Textbooks and Materials



Pile, John F. (2007) *Interior Design. Fourth Edition*, Upper Saddle River, NJ: Pearson-Prentice-Hall, Inc.

ISBN: 0-13-232103-3

ISBN: 0-13-240890-2 (pbk.)

**Available at ISU Bookstore for approx. \$165**

### REQUIRED MATERIALS \*

- (1) 2" D-ring Binder (for organizing course materials)
- (1) 6" x 8" (approx.) sketchbook with plain paper (no lines or grids!)
- (1 pad) 100 lb., 11" x 17" Bristol Board (or similar weight paper)
- and any other supplies as needed

(\*Most of the above materials are available at Hobby Lobby for approximately \$20)

## Technology Requirements

ISU is a laptop institution which means you are required to have a laptop when you enroll at ISU. For ISU recommendations of laptop minimum specifications please see the following link: <http://www.indstate.edu/oit/students/minimum-specs.php>

The University offers more than 200 online courses each semester. Selected courses include video and audio components and/or live, Web-based conferencing. Most are offered entirely online. Selected courses include on-campus components. For online course assistance follow this link: <http://www.indstate.edu/express/onlinecourse-assistance>.

**Laptop Usage**

**Option #3. Laptop Not Required for Course: Usage Permitted:** While there will be no assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.

## Professional Development

There are many parallels between your role as a student and that of a practicing professional in the workplace. You have a mission with goals, problems to solve, and work to do. Students taking this course are preparing to compete for placement as professionals in the career of their choice. Professionals are expected to be leaders and role models in their organizations. This course will teach skills and knowledge to compete well for jobs and to succeed in your career. In the learning objectives are many of the core professional skills most highly sought by employers when they are screening candidates for professional positions in their organization. In this section of the syllabus it is demonstrated how closely your work as a college student correlates to success factors in the workplace.

Professional Expectations	Student Responsibilities
Professional communications skills – written, oral, presentation, and listening skills.	<ul style="list-style-type: none"> <li>• Class participation, contributes to class discussions, in class or online</li> <li>• Quality of written assignments</li> <li>• Attentiveness and engagement in class</li> </ul>
Dependability – class attendance, punctuality, turning assignments in on time, being prepared.	<ul style="list-style-type: none"> <li>• Coming to class on time</li> <li>• Assignments turned in on time</li> </ul>
Participation – engagement in activities and making a meaningful contribution to the mission of the class.	<ul style="list-style-type: none"> <li>• Is in sync with what is going on in class, on top of details, meaningful engagement in class through advance preparation</li> <li>• Takes initiative to gain the most benefit from the course and to contribute helpful ideas</li> </ul>
Positive Attitude/Motivation/Energy/Passion – drive and passion, demonstrates enthusiasm through their words and actions.	<ul style="list-style-type: none"> <li>• Positivity is key to success in anything you do. It clearly stands out in a group and creates incredible energy to achieve important goals. It has a powerful influence on achieving the team’s mission. This is expressed through words, body language and action</li> </ul>

<p>Interpersonal Abilities – ability to relate to your co-workers, inspire others to participate, and mitigate conflict is essential given the amount of time spent at work each day.</p>	<ul style="list-style-type: none"> <li>Employers nearly always list this ability as number one in importance when screening students for employment. It is intentional behavior that builds rapport and trust in others. It is based on respect, compassion, caring, and helpfulness.</li> </ul>
<p>Analytical/Research Skills – ability to assess a situation, seek multiple perspectives, gather more information if necessary, and identify key issues that need to be addressed.</p>	<ul style="list-style-type: none"> <li>Employers seek college graduates who are excellent problem-solvers. Professional jobs are complex and require a high level of education, intelligence, creativity, analytical thinking and problem solving skills.</li> </ul>
<p>Professional Etiquette – Professionals are expected to set the standard for professional etiquette in the workplace. Courteous and respectful conduct in workplace includes turning cell phones off, not texting, or checking Facebook during meetings.</p>	<ul style="list-style-type: none"> <li>Good manners are the foundation for demonstrating respect for others. In the classroom it means being sensitive to the needs and opinions of others. That would include attentiveness in class and learning how to focus, listening carefully and removing distractions such as cell phones, Facebook, etc.</li> </ul>

### Built Environment Attendance Policy

Attendance and punctuality are characteristics of a professional and are expected. This means attendance is mandatory for this course. All absences (unless officially excused by ISU) will have a detrimental impact on your final grade. You are allowed a set number of absences based on the number of times per week the course meets (i.e. M/W/F classes are allowed 3 absences; M/W or T/TH are allowed two absences; and one-day-a-week classes are allowed one absence). Each additional absence will result in a 2.5% reduction in the final course grade. Also note that being late (15 minutes past the course start time) or leaving early (before the faculty has officially dismissed class) constitutes an absence. Tardiness, arriving between the course start time and 15 minutes late, will equal ½ absence and will be calculated into the grade reduction as stated above.

Attendance requirement for activities scheduled outside of regular class time (i.e. field trips) and nontraditional classes (i.e. labs and studios) are at the discretion of the instructor. This attendance policy is non-negotiable and will be levied equally to all students registered for coursework within the Department of Built Environment. If you need to be excused from class for religious reasons or due to ISU sponsored activities, ISU policy states “students who know of necessary absences should consult with their instructors before the absence. Students who miss classes are not excused from their obligations to their instructors.” The faculty is expected to provide students with an opportunity to meet class commitments when the absences are in accordance with the student handbook.

### Academic Honesty

Academic Honesty: Plagiarism and other forms of cheating will not be tolerated. Depending of the nature of the assignment and the seriousness of the offense, penalties range from no credit given for the assignment, to a failing grade in the course, to suspension or expulsion as determined by Student Judicial Programs.

Academic Integrity:  
 The University Standards statement of Academic Dishonesty (Part I, Section 1) is: “Because academic integrity is a cornerstone of the University’s commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards in research, writing, assessment, and ethics. In the academic community the high value of honesty mandates a corresponding

intolerance of dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.” Please consult the Indiana State University Code of Student Conduct for more specific information regarding academic integrity.

See ISU’s full Code of Student Conduct policy at <http://www.indstate.edu/academicintegrity/>

## Accommodation for Disabilities

Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Rm. 202A. The Director will ensure that you receive all the additional help that Indiana State University offers.

### ISU Resources

ISU Disabled Student Services: <http://www.indstate.edu/sasc/programs/dss/index.htm>

ISU Disability Awareness: <http://www.indstate.edu/disability/about.html>

## Writing Skills

Good writing is a core competency for all professionals and is a skill that is highly valued by employers. The importance of clear, thoughtful writing will be stressed throughout the program of study. Good writing will be rewarded and poor writing will be penalized. If you need assistance in writing you can find the **Indiana State University Writing Center** on campus in the Cunningham Memorial Library. Online students can access services online by going to this website: <http://libguides.indstate.edu/content.php?pid=18359&sid=125822>.

## Grading and Assignments

Accurate and timely evaluation of student performance shall be assessed at multiple points throughout the semester and through the use of a variety of methods. The Department of Built Environment faculty are to utilize Blackboard to post all grades and will do so within 2 weeks of the assignment due date.

Assignments	Weight (%)
Report A: What is Design?	3%
Report B: Roles of the Designer	5%
Report C: Professional Organizations	5%
Report D: Globalization	5%
Report E: Ethical Issues in Design	5%
Assignment 1: Partner Interviews	2%
Assignment 2: UD Principles	4%
Assignment 3: Design Elements Booklets	4%
Assignment 4: Color Squares	7%
Assignment 5: Color Identification	5%
Assignment 6: Sketchbook	10%

Assignment 7: Course Binder	5%
Quizzes (5)	10%
Mid-term Exam	10%
Final Exam	10%
Attendance and Participation	10%

## Grading Scale

Percentage (%)	Grade	Percentage (%)	Grade
97-100	A+	74-76	C
94-96	A	70-73	C-
90-93	A-	67-69	D+
87-89	B+	64-66	D
84-86	B	60-63	D-
80-83	B-	59 or less	F
77-79	C+		
The procedure for appealing grades can be found at: <a href="http://www.indstate.edu/saa/appeals.htm">http://www.indstate.edu/saa/appeals.htm</a>			

## Additional Help

If you are having problems or need to ask a question, ISU has excellent resources to help you succeed in this course.

### Computer Problems

OIT Help Desk  
 812-237-2910  
[it-help@indstate.edu](mailto:it-help@indstate.edu)

### Other Needs

Sycamore Express  
<http://www.indstate.edu/express/>

Blackboard support number  
 812-237-7000

## Additional Information

### COUNCIL FOR INTERIOR DESIGN ACCREDITATION (C.I.D.A.) PROFESSIONAL STANDARDS 2014 EMBEDDED INTO COURSE OBJECTIVES:

#### Standard 2. Global Perspective for Design

2cS: how design needs may vary in cultural and social groups with different economic means

2eS: exposure to a variety of business and organizational structures

2gS: opportunities for developing knowledge of other cultures



2fP: exposure to varying group norms and dynamics

### **Standard 3. Human-centered Design**

3aS: Students *understand* that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions

### **Standard 7. Professionalism and Business Practice**

7aS: the contributions of interior design to contemporary society

7bS: various types of design practices (i.e. Sole Proprietor and/or Partnerships)

7fS: The interior design program provides exposure to various market sectors and client types

7gS: legal recognition for the profession

7hP: professional organizations

### **Standard 9. Space and Form**

9aP: two-dimensional design solutions

### **Standard 10. Color**

10aP: color principles, theories, and systems

10cP: appropriately select and *apply* color with regard to its multiple purposes

### **TIME EXPECTATIONS**

The IAD faculty suggests that students spend at least three (3) hours reading, studying, and working on projects outside the classroom for every one (1) contact hour in class. Accordingly, plan on 2.5 hours in the classroom plus 7.5 hours outside the classroom, or 10 hours per week for this course.

### **COMPLAINT PROCEDURES ON ALL MATTERS WITHIN THE IAD PROGRAM:**

Students will first arrange a one on one meeting with the course professor. After an appropriate time period (as agreed between the professor and student), the student will then arrange for a one on one meeting with the IAD Program Coordinator, as appropriate (Professor Mary Sterling). Again after an appropriate time period, the student will then arrange for a one on one meeting with the Chair of the Department of Built Environment, Dr. Andrew Phillip Payne. If the situation still remains unresolved, the student will arrange for a one on one meeting with the Associate Dean for Student Services, Dr. Kara Harris.

### **PROGRAM OPPORTUNITIES**

All students in the IAD (major) Program are required to join the Interior Designers Embrace Amplification (IDEA) organization. IDEA provides professional learning, networking and social opportunities to meet other students, faculty, and practicing professionals in the country. All students in the IAD (major) Program are also required to join two of the following professional organizations: American Society of Interior Designers (ASID), International Interior Design Association (IIDA), National Kitchen and Bath Association (NKBA), and United States Green Building Counsel (USGBC).

### **IAD (major) PROGRAM ENTRANCE REQUIREMENTS**

1. At least a 2.5 cumulative GPA is required for unconditional acceptance into the IAD program. If recommended for admission by IAD faculty, applicants with a GPA lower than 2.5 will be offered a conditional acceptance on a space-available basis.

2. Personal Interview with IAD faculty in May of the spring semester. All applicants will be informed of the interview time and date.
3. Complete and submit creative exercise ([www.indstate.edu/interior](http://www.indstate.edu/interior)) before the personal interview with IAD faculty.
4. It is strongly recommended that each applicant take the Ishihara Test for Color Blindness and forward a copy of the results to IAD faculty before the personal interview ([www.indstate.edu/interior](http://www.indstate.edu/interior)).
5. International students must have a minimum TOEFL, score of 550 or equivalent.

### **ACADEMIC STANDARDS FOR IAD MAJORS**

The following standards apply with regard to the admission, retention, and graduation of students from the four-year undergraduate IAD program.

1. Each entering freshman selecting the Interior Architecture Design (IAD) program will be placed in the category of "predesign" within the IAD Bachelor of Science Degree
2. Students will remain in the "predesign" category until they complete the following first year "predesign" courses with an average GPA of 2.5 or higher:

IAD 110—Intro to IAD

IAD 152—IAD Graphics 1: Drafting

IAD 151—Design Fundamentals: 3D Design

IAD 140—IAD Graphics 2: Presentation

IAD 160 —Materials and Finishes of IAD

ARTS 101—Drawing

3. Upon satisfactorily meeting the "predesign" category requirements, students MAY REGISTER FOR THE SOPHOMORE YEAR OF THE IAD PROGRAM in May of the spring semester.

4. Complete the following sophomore design courses with an average of 2.5 or higher:

IAD 251—Studio 1: Residential + Bath

IAD 220—Const + Detailing: Residential

IAD 230—CAD Fundamentals of IAD

IAD 240 —Digital Visualization

IAD 270—Studio 2: Residential + Kit

ARTH271 or 272—Art History

5. Complete the Sophomore Portfolio Review with an overall acceptance into the junior level of the Interior Architecture Design program in all of the above courses (see numbers 2 and 4).

### **WRITING ASSIGNMENTS**

Written assignments are to be submitted at the start of class on the due date and MUST follow the writing guidelines provided with each assignment. Relationship of writing assignments to FS goals & objectives: the writing assignments for IAD110 relate to all of the course outcomes for the Fine and Performing Arts category in that they require students to demonstrate aesthetic responsiveness and interpretive ability (by performing the visual analysis of various works of design), connect design projects to their literary, cultural, and historical contexts (by researching the background of project or designer, using library resources or digital resources), employ knowledge of the design process to analyze issues and answer questions relating to human experience (in the case of some projects with controversial owners, users, or other social concerns), and cause students to reflect on themselves as products of and participants in traditions of the field of interior architecture design.

<h2 style="margin: 0;">Class Calendar</h2> <p style="margin: 0;">Subject to Change</p>		
Class No.	TOPIC	ASSIGNMENTS DUE
1	Introduction + Review Syllabus Lecture 1: What is Design? Assignment 1, 6, & 7	Ch1 – Intro Ch5 – pp. 133-135
2	Cont'd Lecture Assign Report A	Ch2 – Design Quality <b>Assignment 1 - Partner Interviews Due (2%)</b>
3	Class discussion of topic	
4	Lecture 2: Time Management for Designers	<b>Report A: What is Design? DUE (3%)</b>
5	Cont'd Lecture	
6	Class discussion of topic	
7	Lecture 3: Codes, Needs & UD Principles Assignment 2	
8	Cont'd Lecture Assign Report B	
9	Class discussion of topic	
10	Lecture 4: Design Process part 1 Assignment 3	<b>Assignment 2 – UD Principles DUE (3%)</b>
11	Cont'd Lecture	
12	Class discussion of topic	<b>Report B: Roles of the Designer DUE (3%)</b>
13	Lecture 5: Color Schemes Assignment 4	<b>Assignment 3 - Design Elements Booklets DUE (3%)</b>
14	Cont'd Lecture	
15	Class discussion of topic	
16	Lecture 6: Design Quality, Prof Org + Current Issues Assign Report C	
17	Class discussion of topic	
18	<b>Mid-term Exam</b>	<b>Assignment 4 - Color Squares DUE (5%)</b> <b>Mid-term Exam</b>
19	Lecture 7: Elements of Design	
20	Presentations	<b>Report C: Professional Organizations DUE (5%)</b>
21	Presentations	<b>Con't Report C: Professional Organizations (5%)</b>
22	Lecture 8: Ch 3 - Design Basics	
23	Cont'd Lecture	
24	Class discussion of topic	
25	Lecture 9: Ch 18 – The Business of Design Assign Report D	
26	Cont'd Lecture	
27	Field Trip to Federal Hall (Sketching)	
28	Lecture 10: Ch 3b - Principles of Design	<b>Report D: Globalization DUE (3%)</b>
29	Cont'd Lecture	
30	Class discussion of topic	
31	Lecture 11: Ch 10 – Color Assignment 5	

32	Cont'd Lecture	
33	Class discussion of topic	
34	Lecture 12: Ch5 - Design Process part 2	
35	Cont'd Lecture	
36	Class discussion of topic	
37	Lecture 13: Ch 5 - Design Process part 3 Assign Report E	<b>Assignment 5: Color Identification DUE (3%)</b>
38	Cont'd Lecture	
39	Class discussion of topic	
40	Lecture 14: Ch6 - Planning	<b>Report E: Ethical Issues in Design! DUE (3%)</b>
41	Cont'd Lecture	
42	Class discussion of topic	<b>Assignment 6: Sketchbook DUE (7%)</b>
43	<b>FALL BREAK – NO CLASS</b>	
44	<b>FALL BREAK – NO CLASS</b>	
45	<b>STUDY WEEK</b>	<b>Exam Review</b> <b>Assignment 7: Course Binder DUE</b>
46	<b>STUDY WEEK</b>	
47	<b>Final Exam</b>	<b>Final Exam</b>

Annotated Schedule Subject to Change			
Class No.	TOPIC	Learning Objectives	Expanded Description
Class 1	Introduction + Review Syllabus Lecture 1 – What is Design?	<b>ALL</b> FSLO, SALR, FPALO	Day one will include an in-depth review of the course expectations as laid out in the syllabus including the requirements for the final project. Lecture 1 will provide an overview of the topic of Design and how this is different from Art. (Assignment 1 – SALR 3, Assignment 6 – SALR 1, 2, & 3, FSLO 1, 2, & Assignment 7 – SALR 1, FSLO 1,)
Class 4	Lecture 2 – Time Management for Designers	FSLO 1, 5, 7, 8&10, SALR 1&2, FPALO 3&4	Lecture 2 will focus on the various practices of large to small design firms and the approaches and tactics used to manage design projects of all sizes and scopes. (Report A – SALR 1, 2&3, FSLO 1)
Class 7	Lecture 3 – Codes, Needs and UD Princ.	FSLO 1, 3, 5, 7, 8, 9&10, SALR 1&2, FPALO ALL	Lecture 3 will focus on the rules and regulations of building codes, good design practice, user’s needs and the 7 Principles of Universal Design. (Report B – SALR 1, 2&3, FSLO 1)
Class 10	Lecture 4 – Design Process Part 1	FSLO 1&10, SALR 1&2, FPALO 1, 3&4	Lecture 4 will focus on the generic Design Process. Students will be able to self-reflect and determine how and why their own design thinking process may be developed. (Assignment 2 – SALR 1, FSLO 2)
Class 13	Lecture 5 – Color Schemes	FSLO 2, 3, 4, 6&7, SALR 1&2, FPALO 1&3	Lecture 5 will focus on the use of color schemes as a design element. Color is much more than a decorative choice. Students will investigate various uses of color for psychological reasons, personal preference, and cultural norms. (Assignment 3 – SALR 1, 2, & 3, FSLO 2)
Class 16	Lecture 6 – Design Quality, Prof. Org. + Current Issues	FSLO 1, 2, 5, 8&10, SALR 1&2, FPALO ALL	Lecture 6 will focus on the aspects of the profession of Design. In teams, students will investigate professional design organizations whose objective is to further the design industry. Group presentations will be required. (Report C – SALR 1, 2&3, FSLO 1&2)
Class 18	Mid-term Exam	SALR 1&2, FPALO ALL	Mid-term exam will consist of questions from each weekly discussion and will be essay format. (SALR 1&2, FSLO 1, 2, Assignment 4 – SALR 1, 2&3, FSLO 1, 2)
Class 19	Lecture 7 – Elements of Design	FSLO 1, 3, 4, 6&10, SALR 1&2, FPALO 1&2	Lecture 7 will focus on the various basic elements of design. Students will understand the four basic elements and be able to demonstrate examples of these elements through precedent studies.
Class 22	Lecture 8 – Design Basics	FSLO 1, 3, 4, 6&10, SALR 1&2, FPALO 1&2	Lecture 8 will build upon Lecture 7 with more detailed information and examples of the elements. Students will work individually to demonstrate their understanding of applying these elements in design.

Class 25	Lecture 9 – The Business of Design	FSLO 1, 2, 5, 7, 8&10, SALR 1&2, FPALO 3&4	Lecture 9 will focus on the general business side of the design profession. Lecture materials will include case studies of various size design firms and the range of projects. Emphasis will focus on world class designer’s and firms. (Report D – SALR 1, 2&3, FSLO 1)
Class 27	Field Trip to Federal Hall	FSLO 7, SALR 1&2, FPALO 1&2	This field trip will expose students to a well-established example of design and preservations/restoration. Federal Hall will allow students to see modern construction based on historic design. Sketching exercises will require students to focus on the details of finite design decision making and construction.
Class 28	Lecture – 10 Principles of Design	FSLO 4, SALR 1&2, FPALO 1	Lecture 10 will focus on the designer’s goals and principles which drive decision making. These principles range from personal and cultural to ethical.
Class 31	Lecture 11 - Color	FSLO 4, SALR 1&2, FPALO 1	Lecture 11 will focus on the use of color as a design element. Color is much more than a decorative choice. Students will investigate various uses of color for psychological reasons, personal preference, and cultural norms. This is a continuation of Lecture 5. (Assignment 5 – SALR 1&3, FSLO 2)
Class 34	Lecture 12 – Design Process Part 2	FSLO 1, 3, 4, 6&10, SALR 1&2, FPALO 1	Lecture 12 will focus on the ability and process of the individual designer to develop and improve their own design thinking.
Class 37	Lecture 13 – Design Process Part 3	FSLO 1, 3, 4, 6&10, SALR 1&2, FPALO 1	Lecture 13 will continue to focus on the ability and process of the individual designer to develop and improve their own design thinking. (Report E – SALR 1, 2&3, FSLO 1)
Class 40	Lecture 14 - Planning	FSLO 1, 2, 3&10, SALR 1&2,	Lecture 4 will culminate in the review of a design project from beginning to end with aspects reviewed earlier including planning, codes/needs, basic elements, design process, and time management.
Class 47	Final Exam	FSLO 1, 2, 3&10, SALR 1&2, FPALO 3	Final exam will consist of questions from each weekly discussion and will be essay format. (SALR 1, 2&3, FSLO 1, 2)

# *IAD 110 – Intro. To Interior Architecture Design*

## **Assignment #1 - Interviews**

**DUE Date: XXX**

SALR 3

### **Interview a Classmate:**

**Prepare a 3x5 card with the photo and pertinent information on your partner**

You will be broken up into groups. You will decide amongst yourselves which person will be the subject of your card. Find a time outside of class to get together and share information about your selves. The card needs to have the person's photo, name and any other pertinent information about him/her (you may use both sides of the card).

The card also needs to have your name. You can be creative with this. The purpose of this assignment is to get to know each other and to help me know each of you better.

# *IAD 110 – Intro. To Interior Architecture Design*

## **Assignment #2 – UD Principles**

**DUE Date: XXX**

SALR 1, FSLO 2

**Readings: Text posted on Blackboard (UD Principles.PDF)**

Read these pages by the next class period and be ready to discuss the various topics in class.

### **Subject: Sketchbook Drawings**

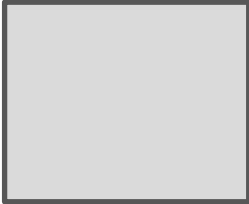
Choose one object that you define as meeting one of the UD Principles. Make 6 sketches of the object from different angles. (\*Remember an average of 2 drawings per class period is expected in order to reach the required 60 images).

Sketchbooks will be checked for progress drawings

### **Subject: UD Principle**

Choose one image of an object, space, or building that represents a UD Principle based on the reading. Describe in 150-200 words why this design is “good”. Include in your description the qualities used in evaluating the UD Principles. The image must be clear, not pixelated, large enough to see the details and overall idea, and you must cite image source. Text is to be typed, 11pt font, 1-1.5 spacing.

Chosen UD Object

Name, title, etc.

150 -200 word description



# *IAD 110 – Intro. To Interior Architecture Design*

## **Assignment #3 - DESIGN ELEMENT BOOKLETS**

**DUE Date: XXX**

SALR 1, 2, & 3, FSLO 2

**Reading: Chapter 3 & 18 of your textbook**

Finish reading Chapter 3 by Wednesday and be ready to discuss the various topics in class.

**Sketchbook Drawings**

Sketch three details of a space (room, restaurant, student Union building, classroom....) and label them. Sketchbooks may be checked for these and other drawings at an impromptu time.

**Subject: DESIGN ELEMENTS**

**Goal:** You will create a Design "Booklet" for each of the design elements

- Line (& point)
- Shape or form
- Texture, pattern, ornament
- Opacity, translucency, transparency

Note that "Color" (hue, value, & saturation) will be handled in another assignment.

### Instructions:

- Cut strips of Bristol board into 5 1/2" x 17" strips.
- Fold strips into 4 equal parts by scoring lightly (be careful not to cut through the Bristol board). -These will be your "booklets"
- The front and back of the booklets must be used (8 panels total).
- On the front, you must have a title, your name, IAD 110, & the date, done with architectural lettering, very clean artistic hand lettering, or a computer
- Illustrate each design element using pictures (from magazines or photos that you have taken), materials (samples or other "found" items), rubbings, drawings-  
BE CREATIVE.
- DO NOT use internet printed images.
- You may use any samples and magazines found the storage bins in room TA238.

### Evaluation guidelines:

This exercise will not only be evaluated on the pertinence of the graphic elements presented and on the creativity but on the craftsmanship of the booklets. Edges need to be clean and straight. No elements should be crumpled (unless to illustrate texture). Elements should be glued cleanly. No glue globs or traces should be visible. **If craftsmanship is poor, the grade will be lowered by one full letter. This means that if the quality of the elements merits a "B" but the craftsmanship is poor, the grade will be lowered to a "C".**

# *IAD 110 – Intro. To Interior Architecture Design*

## **Assignment #4 – Color Squares**

**DUE Date: XXX**

SALR 1, 2&3, FSLO 1, 2

### **Reading: Chapter 10 of your textbook**

Finish reading Chapter 10 by next class and be ready to discuss the various topics in class.

**Goal:** To create 4 color panels.

- 1) **HUE: Primary Colors** (red, yellow, blue) & **Secondary Colors** (orange, green, violet).

#### **1 inch squares**

1 sheet of black construction paper

- 2) **HUE: Tertiary colors**

#### **1 inch squares**

1 sheet of black construction paper for mounting hues.

There must be at least 3 steps between each hue.

Transitions must be smooth - no giant color leaps.

Yellow >>>>> Green >>>>> Blue

Blue >>>>> Violet >>>>> Red

Red >>>>> Orange >>>>> Yellow

- 3) **VALUE**

#### **1 inch squares**

1 sheet of black construction paper for mounting hues.

Choose 2 primary hues,  
2 secondary hues &  
2 tertiary hues

Create a minimum of three steps to white and three steps to black for each hue.

White >>>>>>>>>> **Hue** >>>>>>>>>> Black

This exercise is a measure of lightness or darkness of the hue.

#### 4) INTENSITY

##### 1 inch squares

1 sheet of black construction paper for mounting hues

Choose 1 primary hue, 1 secondary hue & 1 tertiary hue

Create a minimum of three steps from hue to neutral and three more steps to the complementary color

Hue >>>> Neutral >>>> Complementary hue

This exercise measures the intensity of the hue

#### LIST OF MATERIALS

Black Construction Paper or smooth scrapbooking paper

Glue of preference

Scrap magazine or sources for solid color samples (no gradient colors or textures/patterns)

#### Instructions:

Find pure color samples in magazines or other sources. Cut the 1x1 squares as needed for each exercise above. Glue the squares onto black construction paper. Save Scraps. **Consider presentation and composition.** Place your name, date, exercise title (i.e. Intensity) and IAD 110 (typed on a white piece of paper) on the reverse side of all panels.

There is a total of 114 squares used in this exercise. Note that multiple squares of the same colors are needed for multiple steps in the exercise. It is suggested you find large enough samples to provide all of the same color when duplicated.

#### Evaluation guidelines:

This exercise will be evaluated on the quality of the color studies presented, on the composition, and on the craftsmanship of the panels. Edges need to be straight & cut cleanly. No elements should be crumpled. Elements should be glued cleanly. No glue globs or traces should be visible. **If craftsmanship is poor, the grade will be lowered by one full letter. This means that if the quality of the elements merits a "B" but the craftsmanship is poor, the grade will be lowered to a "C".**

You will be expected to work outside of class.

# *IAD 110 – Intro. To Interior Architecture Design*

## **Assignment #4a**

**DUE Date: XXX**

**Goal:** To create 3 color identification pages.

### **Instructions:**

Find images from magazines (not the internet or other sources) that show colors covered in Assignment 4. The color samples are to be 2" square minimum. Pages are to be laid out with no more than 6 colors per page and colors are to be:

6 = Secondary

6 = tertiary

6 = other (not Primary, Secondary, or Tertiary)

Next to each image you are to identify the color and the ingredients to make the color. You are to use the lowest common denominators to identify the colors. (i.e. Blue-Blue-Green, 5/6th blue – 1/6th yellow,

### **Evaluation guidelines:**

This exercise will be evaluated on the quality of the color studies presented, on the composition, and on the craftsmanship of the panels. Edges need to be straight & cut cleanly. No elements should be crumpled. Elements should be glued cleanly. No glue globs or traces should be visible. **If craftsmanship is poor, the grade will be reduced.**

**You are to include all typical studio title information on each page.**

**You will be expected to work outside of class.**

# *IAD 110 – Intro. To Interior Architecture Design*

## **Assignment #5 – Color Identification**

**DUE Date: XXX**

SALR 1&3, FSLO 2

**Goal:** To create identification pages.

### **Instructions:**

Find images from magazines (not the internet or other sources) that show solid colors not included in Assignment 4. **DO NOT** use gradient colors, patterns, shade and shadow colors, etc. The color samples are to be 2" square minimum. Pages are to be laid out with no more than 6 colors per page and colors are to be:

6 = Secondary

6 = tertiary

6 = other (not Primary, Secondary, or Tertiary)

Next to each image you are to identify the color and the ingredients to make the color. You are to use the lowest common denominators to identify the colors. (i.e. Color: Blue-Blue-Green Ingredients: 5/6th blue – 1/6th yellow)

### **Evaluation guidelines:**

This exercise will be evaluated on the quality of the color studies presented, on the composition, and on the craftsmanship of the panels. Edges need to be straight & cut cleanly. No elements should be crumpled. Elements should be glued cleanly. No glue globs or traces should be visible. **If craftsmanship is poor, the grade will be reduced.**

**You are to include all typical studio title information on each page.**

**You will be expected to work outside of class.**

# *IAD 110 – Intro. To Interior Architecture Design*

## **Assignment #7**

**DUE Date: Monday November 3, 2014**

**Subject: Globalization**

Please use the following links and read the articles;

Wikipedia's definition of Globalization: <http://en.wikipedia.org/wiki/Globalization>

An Abstract by a student from Northwest Missouri State University: [www.kon.org/urc/crawford.pdf](http://www.kon.org/urc/crawford.pdf)

And an architecture student's blog: <http://www.architecture-student.com/architecture/changing-trends-in-architecture-due-to-globalization/>

<http://www.underconsideration.com/speakup/archives/002737.html>

After having read the above documents, please write 300 - 500 words about how they have changed your idea of what globalization is, *especially related to the interior design field*. Have the articles given you a broader view? What, in particular did you find most interesting in these articles? Do you agree or disagree with some of the ideas? If so, which ones? How do you think that it will affect your way of designing? Did you come across any other pertinent writings about globalization?

# *IAD 110 – Intro. To Interior Architecture Design*

## **Report A: What is Design?**

**DUE Date:** XXX

SALR 1, 2&3, FSLO 1

### **Subject: Design vs. Art**

The goal of this project is for every student in the class to be informed of the various design industries. Each student will research that industry and develop a summary to share with the class.

Research your Industry by:

- a. Analyzing professional organization's websites
  - b. Researching different designers
  - c. Reading reviews and or materials on designs from the industry
- 2) Produce
- a. Each student is to submit a 400-500 word document addressing the questions below. This is to be written as an essay format and should be 11pt font 1 or 1.5 spacing. All information must be quoted, cited and images must have appropriate titles and reference. A minimum of 3 images are to be included.

Questions that will need to be answered

- a. Define the specifics of the design industry.
- b. What kind of professional does this industry include? (i.e. architect)
- c. What are the requirements for education?
- d. Are there different levels of designers in the industry?
- e. Must you be licensed to be a designer in this field?
- f. What kinds of services does this industry provide?
- g. Identify a famous male and female designer from this field.
- h. What is an average paid salary from this field?
- i. Identify a well-known design project from this field.



**THE DESIGN FIELDS THAT WILL BE STUDIED**

**STUDENTS**

- 1 **Graphic Design**
- 2 **Interior Design**
- 3 **Furniture Design**
- 4 **Industrial Design**
- 5 **Landscape Architecture**
- 6 **Sequential Design**
- 7 **Architecture**
- 8 **Sound Design**
- 9 **Lighting Design**
- 10 **Fashion Design**
- 11 **Urban Design**

You will be graded on thoroughness, your ability to answer the other students' questions, and the quality of your presentation, verbal, written, and visual.

# *IAD 110 – Intro. To Interior Architecture Design*

## **Report B: Roles of the Designer**

DUE Date: XXX

SALR 1, 2&3, FSLO 1

**Subject: Designer vs. Decorator**

Please use the following links and read the articles;

How Stuff Works. A blog by Bambi turner:

<http://home.howstuffworks.com/home-decor/decorating-styles-techniques/designer-versus-decorator.htm>

After having read the above document (all 4 pages), please write 400 - 500 words about your understanding of the primary roles of an Interior Designer. Has the article given you a broader view? What, in particular did you find most interesting, new, confusing in the article? Do you agree or disagree with some of the ideas? If so, which ones? How do you think that it will affect your way of designing? Did you come across any other pertinent writings about designers?

This is to be written as an essay format and should be 11pt font 1 or 1.5 spacing. All information must be quoted, cited and images must have appropriate titles and reference. A minimum of 3 images are to be included.

# *IAD 110 – Intro. To Interior Architecture Design*

## **Report C: Professional Organizations**

DUE Date: XXX

SALR 1, 2&3, FSLO 1&2

### **Subject: PROFESSIONAL ORGANIZATIONS RELATED TO THE DESIGN PROFESSION**

The goal of this project is for every student in the class to be informed of the various professional organizations that exist to support and better the design profession(s). Students will work in teams. Each team will research one organization. The team will share the research with the whole class by presenting the information.

- 1) Research your organization by
  - a. Analyzing the website
  - b. Telephoning or e-mailing your questions & requests for information
  - c. Secure or Create handouts for the whole class (ask for/make 30 copies)
- 2) Produce
  - a. A 5-7 minute presentation – you will be timed, so practice this presentation! Prepare an outline. The use of Powerpoint is recommended. All students must participate in verbal presentation!
  - b. 1 color copy of
    - i. the Powerpoint presentation (maximum 6 slides per page) if you use Powerpoint OR
    - ii. an outline of your verbal presentation if you do not use Powerpoint.
  - c. A 4 page maximum document (use of visuals is encouraged) synthesizing your research information (30 copies). This cannot be a direct download from Internet. Include answers to all questions below.

In the end, each student will have a section in their binder with all presentations. Questions that will need to be answered

- a. What is the goal/mission of the organization?
- b. What kind of profession does this organization mainly serve
- c. What are the requirements for membership
- d. Are there different levels of membership
- e. What are the costs of membership
- f. What kinds of services does the organization provide its members
- g. What are the benefits of this organization?
- h. Why should one belong to this organization?
- i. Does this organization have conferences? If so when is the next one?
- j. Does this Organization have state or local chapters in Indiana?
- k. What relationship does this organization have to the ISU IAD program?

- l. Contact information
- m. Website
- n. Any other pertinent information.

**THE ORGANIZATIONS THAT WILL BE STUDIED**

**STUDENTS**

- 1 **AIA** American Institute of Architects . . . . .
- 2 **ASID** American Society of Interior Designers . . . . .
- 3 **CIDA** Council for Interior Design Certification . . . . .
- 4 **CAUS** Color Association of the United States . . . . .
- 5 **IALD** International Association of Lighting Designers . . . . .
- 6 **IDSA** Industrial Designers Society of America OR . . . . .
- 7 **IFMA** International Facilities Management Association. . . . .
- 8 **IIDA** International Interior Design Association . . . . .
- 9 **NCIDQ** National Council for Interior Design Qualification
- 10 **NKBA** National Kitchen and Bath Association . . . . .
- 11 **USGBC/** United States Green Building Council AND  
**LEED** Leadership in Energy & Environmental Design . . . . .

You will be graded on thoroughness, your ability to answer the other students' questions, and the quality of your presentation, verbal, written, and visual.

# *IAD 110 – Intro. To Interior Architecture Design*

## **Report D: Globalization**

DUE Date: XXX

SALR 1, 2&3, FSLO 1

**Subject: Global issues in Design**

Please use the following links and read the articles;

An Abstract by a student from Northwest Missouri State  
University: [www.kon.org/urc/crawford.pdf](http://www.kon.org/urc/crawford.pdf)

And an architecture student's blog: <http://www.architecture-student.com/architecture/changing-trends-in-architecture-due-to-globalization/>

<http://www.underconsideration.com/speakup/archives/002737.html>

After having read the above documents, please write 400 - 500 words about how they have changed your idea of what globalization is, *especially related to the interior design field*. Have the articles given you a broader view? What, in particular did you find most interesting in these articles? Do you agree or disagree with some of the ideas? If so, which ones? How do you think that it will affect your way of designing? Did you come across any other pertinent writings about globalization?

This is to be written as an essay format and should be 11pt font 1 or 1.5 spacing. All information must be quoted, cited and images must have appropriate titles and reference. A minimum of 3 images are to be included.

# *IAD 110 – Intro. To Interior Architecture Design*

## **Report E: Ethical Issues in Design**

DUE Date: XXX

SALR 1, 2&3, FSLO 1

**Subject: Ethics**

Please use the following links and read the articles;

Design Ethics: The Social Ethics Paradigm\*. A journal article by Richard Devon and Ibo Van De Poel.

<http://www.ijee.ie/articles/Vol20-3/IJEE2514.pdf>

Design and Architecture blog by Frances Anderton:

<http://blogs.kcrw.com/dna/this-week-on-dna-shigeru-ban-zaha-hadid-and-the-ethics-of-architects>

After having read the above documents, please write 400 - 500 words about how they have changed your idea of what Design Ethics is, *especially related to the interior design field*. Have the articles given you a broader view? What, in particular did you find most interesting in these articles? Do you agree or disagree with some of the ideas? If so, which ones? How do you think that it will affect your way of designing? Did you come across any other pertinent writings about Unethical Practice?

This is to be written as an essay format and should be 11pt font 1 or 1.5 spacing. All information must be quoted, cited and images must have appropriate titles and reference. A minimum of 3 images are to be included.

# *IAD 110 – Intro. To Interior Architecture Design*

## **Personalized Binder:**

**Prepare a 2 inch D ring Binder preferably with clear plastic sleeves on front and back covers as well as spine**

Obtain a binder that you will use throughout the semester to keep notes, photocopies, printouts, and anything you think is pertinent to the course or that inspires you! Taking notes is important! Being organized is important! You need to have your binder with you at EVERY CLASS SESSION. I will be checking the evolution of your binders at impromptu dates. Your binder needs to be “personalized” by **XXX**. Your binder will count for **5%** of your grade.

## **Sketchbook:**

Buy a sketchbook (6" x 8"), small enough to keep with you yet large enough write, draw, or tape into your ideas and inspirations. Keep the sketchbook with you as often as possible. Use it to sketch out ideas, jot notes down, practice drawing; while you are listening to music, sitting in the dentist's waiting room or when you wake up in the middle of the night with a great idea. You will need to have this sketchbook with you when you come to class. You need to have it with you on field trips. You will need to sketch things such as a fabric pattern, an object or an Architectural space that inspires you. **YOU MUST** date and title the pages. The sketchbooks will be checked periodically for progress and you will be required to have at least 60 images. I expect to see improvement in sketching ability over time. The sketchbook will also count for **10%** of your grade.

The sketchbook will be collected for grading on **XXX**.

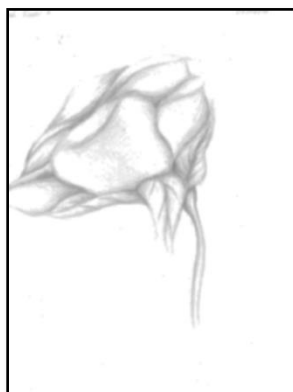


Image Credit: Marissa Wilkerson

\*Include Date and title on each page.