

COURSE DESCRIPTION & OBJECTIVES

Class meets Mondays and Wednesdays from 2:00 – 3:20
Lab meets Fridays from 2:00 – 4:50
Office hours: MW 1:00 – 2:00 by appointment

COURSE DESCRIPTION:

ID 201 Fundamentals of Interior Design (3)

Introduction to the theory, practice and application of Interior Designers' skill sets including the analysis and interpretation of quality design. The student reflects on the important social and cultural issues that arise as we construct living spaces appropriate to our needs in all the settings human communities exist. This course also serves as an introduction to the vocabulary, principles, and theories pertinent to the core curriculum of the major, interweaving them with an appreciation of the arts and sciences behind creative thinking and problem-solving. Students learn that quality design is a personal expression or interpretation (designer), of identified problems or challenges (space/product) that meet or exceed the needs of the end-users (clients), while simultaneously providing a functional, safe, environmentally sensitive, and aesthetically pleasing experience. Concurrent enrollment in ID 201 Lab required.

ID 201L Fundamentals of Interior Design Lab (1)

Introduction to the application of design concepts and theories as well as employment of research and collaboration skills through exercises, projects, field trips and industry partner presentations. Concurrent enrollment in ID 201 required.

CLASS FORMAT:

This course is an introduction to fundamental design principles, and their application in the field of interior architecture. During the semester we will explore various design principles and methods. Development of technical skills will also be an important component of the course. At the end of the course students will submit a portfolio of their semester's work, as well as a sketch journal.

In-class participation and collaboration will be stressed. An essential aspect of any creative endeavor is the ability to present your own work in an articulate and coherent manner, both verbally and visually. To that end, the exchange of ideas and feedback from your peers will be invaluable to your development, as well as help you develop your critical thinking. Students will be required to learn and use LiveText as a tool for communication. Projects will be worked on in class, during which we will have private or group critiques. You will be required to bring all your tools every Friday for lab, as well as drawing tools for drafting sessions on Wednesdays.

There will be three short projects during the course of the semester, culminating in a final interior design project that will utilize all of the skills you have learned. In addition, there will also be a number of exercises that will either be done in class or as assigned as homework.

OBJECTIVES:

- Gaining an overview of the profession of Interior Design (PO1/C8)
- Understanding and applying architectural and interior design vocabulary (PO1,2/C3,4)
- Appreciating a designer's ability to influence the health, safety, welfare and quality of life issues (PO4,5/C6,7)
- Understanding the problem-process-purpose approach that is the foundation of quality design (PO2,3/C4)
- Exercise writing skills, critical thinking/analytical skills & public speaking/self-expression skills (PO1,2,5/C5)

DESIGN METHODOLOGY:

Design methodology is comprised of the methods, tools, and processes you use to develop a design solution. There is no such thing as a single or "right" design methodology; design is an iterative process, and each person has to develop his/her own approach. Therefore, the more you experiment, the more likely you will find what works for you. In this class, you will be exposed to a variety of methods and approaches which will help you to formulate your own.

Keep in mind that the creative process is neither linear nor sequential; there is no such thing as a correct final solution, thus some of your projects will be more or less resolved than others. Don't be concerned only with making something 'beautiful' and don't try to avoid making something 'ugly'. Endeavors which may not have yielded the results you had hoped for often contribute in ways you don't expect, so remain open to seeing something you weren't looking for at first. The emphasis in this course should be on *exploration*. It is important to take risks and not to be afraid to make mistakes-- sometimes the most promising ideas raise more questions than solve them. Design is not a finite or quantitative process but rather an on-going one which continually builds upon itself.

EVALUATION CRITERIA:

- quality of design work & thoroughness and craft in presentation
- personal growth
- contribution of ideas and engagement in class
- willingness to experiment and to challenge yourself
- rigor

Each individual has his or her own voice which makes them unique. Imitation or conformity will compromise not only your grade, but your individuality. Value is placed on originality, conviction, and autonomous thought. That said however, you are encouraged to work with others as much as possible and share ideas. This process will help to strengthen your work far more than by keeping your ideas to yourself.

Class participation implies 100% commitment. Should you have to miss a class, please inform me in advance when possible. You will be responsible to make up the work. All projects must be complete and submitted on time, unless otherwise arranged.

GRADING:

Your final grade will be weighted as follows:

Lab Projects	30%
Final Project	30%
Exams	30%
Exercises	10%

REQUIRED TEXTS:

Beginnings of Interior Environments, Lynn M. Jones and Phyllis S. Allen, Tenth Edition
Interior Design Visual Presentation, Maureen Mitton, Third Edition

ID PROGRAM OUTCOMES (PO's) AND CIDA STANDARDS (C):

1) Professionalism – understand, apply and participate in ethical design practices on a personal, project, peer and industry-wide level.

2) Process – ability to identify problems/challenges and demonstrate an understanding of the complete design process from inception to installation, execute documentation supporting design decisions and effect comprehensive, creative, focused and functional design solutions.

3) Principles & Priorities – integration of pedagogy, research, historic contexts, theory, and interdisciplinary collaboration to effectively and creatively analyze, evaluate and execute best design practices resulting in functional and aesthetically inspiring design.

4) Public & Environmental Protection – demonstrate an understanding of the concepts, resources and implications of design decisions relative to the human interaction, technological impact and ecological balance of the built environment.

5) Presentation – demonstrate ability to communicate design concepts and problem solving justifications through written, oral and a variety of visual media.

CIDA.1 Curriculum Structure – The curriculum is structured to facilitate and advance student learning.

CIDA.2 Professional Values – The program leads students to develop the attitudes, traits, and values of professional responsibility, accountability, and effectiveness. (PO 1)

CIDA.3 Design Fundamentals – Students have a foundation in the fundamentals of art and design; theories of design, green design, and human behavior; and discipline-related history. (PO 2, 3, 4)

CIDA.4 Interior Design – Students understand and apply the knowledge, skills, processes, and theories of interior design. (PO 1, 2, 4, 5)

CIDA.5 Communication – Students communicate effectively. (PO 2, 5)

CIDA.6 Buildings Systems & Interior Materials – Students design within the context of building systems. Students use appropriate materials and products. (PO 2, 3, 4)

CIDA.7 Regulations – Students apply the laws, codes, regulations, standards, and practices that protect the health, safety, and welfare of the public. (PO 2, 4)

CIDA.8 Business & Professional Practice – Students have a foundation in business and professional practice. (PO 1)

Take risks, be courageous, and above all, let joy be your primary motivation.

COURSE SCHEDULE

Week #01:

M 8/23 - Course introduction; the ID profession
W 8/25 - Elements & principles of design
F 8/27 - Lab: exercise #1

Read:

BOIE, pp. 93-108
IDVP, pp. 1-6

Week #02:

M 8/30 - Color & light
W 9/01 - Drafting: tools; assign project #1
F 9/03 - Lab: project #1

BOIE, pp. 111-127

Week #03:

M 9/06 - [Labor Day]
W 9/08 - Design process / phases
F 9/10 - Lab: project #1 presentation

BOIE, pp. 14-19, p. 84
IDVP, pp. 29-31

Week #04:

M 9/13 - Space planning (diagramming/zones) *; assign project #2
W 9/15 - Drafting: floor plans
F 9/17 - Lab: project #2

BOIE, pp. 221-251
IDVP, pp. 6-13

Week #05:

M 9/20 - Programming *
W 9/22 - Drafting: sections / interior elevations
F 9/24 - Lab: project #2

BOIE, p. 85, Appendix A&B
IDVP, pp. 13-19, 31-41

Week #06:

M 9/27 - The human factor *
W 9/30 - Modelbuilding: tools & materials
F 10/1 - Lab: project #2 presentations

BOIE, pp. 11-13, 36-39
IDVP, pp. 181-204

Week #07:

M 10/04 - Architectural elements (WWD); assign project #3
W 10/06 - Modelbuilding: techniques
F 10/08 - Lab: project #3

BOIE, pp. 337-346, 361-380
IDVP, pp. 205-224

Week #08:

M 10/11 - Safety, health, accessibility, and codes
W 10/13 - Drafting: rendering (contour, shadow)
F 10/15 - Mid-term Exam; Lab: project #3

BOIE, pp. 31-44
IDVP, pp. 143-165

Week #09:

M 10/18 - Furnishings, fixtures, fabrics BOIE, pp. 199-218, 263-278
W 10/20 - Drafting: axonometric / oblique IDVP, pp. 93-98
F 10/22 - Lab: project #3

Week #10:

M 10/25 - Lighting BOIE, pp. 165-184
W 10/27 - Drafting: perspective IDVP, pp. 98-104
F 10/29 - Lab: project #3 presentations

Week #11:

M 11/01 - Building systems (construction); assign final project BOIE, pp. 141-152
W 11/03 - Building systems (MSIE) BOIE, pp. 154-159
F 11/05 - Lab: final project

Week #12:

M 11/08 - Project scheduling & budgeting * BOIE, pp. 403-409
W 11/10 - Project management
F 11/12 - Lab: final project

Week #13:

M 11/15 - History of design styles BOIE, pp. 52-79
W 11/17 - Presentation media
F 11/19 - Lab: final project

Week #14:

M 11/22 - Sustainability BOIE, pp. 44-45, 185, 236-7,
W 11/24 - Lab: final project 281, 326-330, 357, 368, 412-19
F 11/26 - [Thanksgiving weekend] IDVP, pp. 225-243

Week #15:

M 11/29 - Presentation techniques
W 12/01 - Portfolio design IDVP, pp. 245-279
F 12/03 - Final Project presentations

Week #16:

M 12/06 - Th 12/09 - Final Exams

* Lecture will include in-class exercises.

PROJECT OVERVIEW

PROJECT #1: **Analysis of a Public Space**

1 week

Part I Analysis (perception):

The purpose of this exercise is to develop a conscious awareness of your physical surroundings and the feelings they elicit. Referring to what you have learned in the first week's lectures, come up with *affective* adjectives to describe your perceptions of the space, and then try to identify the components that evoke those responses. For example, a church may make you feel closer to the divine, or it may make you feel insignificant; it may feel somber or it may feel uplifting. What are the elements that give rise to those reactions?

Part II Analysis (function):

Observe and identify different functions or uses of the space other than its primary function, as well as the various user types within that space. Determine what factors may play a role in how the space is perceived. Consider time of day, duration of inhabitation, movement (circulation), activity, congregation, etc., as well as how the space is experienced through all of the senses. Suggest ways in which the public space could be improved.

Deliverables:

Analytical sketches, photos, written description

PROJECT #2: **Residential Space**

2 weeks

Exercise:

Working with an existing exterior structure and a list of furnishings with measurements, create a layout for a home for a family of four. Spaces should include: living area, eating area, food preparation, entry area, closets, a full bathroom, a half bathroom, and three bedrooms. Layout should include interior walls, stairs, window and door openings, and furniture/fixture placement. Propose one unique feature in the home; it could be a special room, window, furnishing, or something else of your choosing.

Deliverables:

Floor plan, section, interior elevation

PROJECT #3: **Compact / Mobile Space**

3 weeks

Exercise:

Urban dwellers in Tokyo live in very compact spaces, and as a result must learn to design their spaces in not only a highly efficient but also innovative manner. Spaces often have to perform double duty: for example, a living space during the day may be converted into a sleeping space at night. You may choose one of three design scenarios: a sliver building, a cube, or an L-shaped space. Incorporate at least one moving element (sliding, pivoting, swinging, folding, or rolling) that transforms the space in some way.

Deliverables:

Floor plan, section, interior elevation, 1/2" scale furnished model with moving part(s)

PROJECT #4: Art Gallery / Restaurant

4 weeks

Exercise:

Your final project is to design a storefront exhibition space in Chinatown. Each student will choose what is to be exhibited, whether it is artwork or collectibles; it should be something that is of personal interest to you and that you are familiar with.

Consider how the objects should be displayed as well as viewed. The interior space will consist only of a public viewing zone and a private zone for the collector/artist/curator. Critical aspects to consider: viewing, circulation, lighting, streetfront display. How does the interior support the display of the artwork without detracting attention from it?

Collect images or photographs of the objects to be exhibited. Decide how those objects are to be displayed in the interior space and how they should be experienced. Let the character of the artwork inform your spatial design.

Deliverables:

Floor plan, section, interior elevation, materials palette, an 'experiential' representation showing a sample of the artwork, 1/4" scale furnished model, process sketches and analyses