

EID 200 COURSE SYLLABUS

Class hours: MWF 1:30 – 3:20

Office: Eiben 211

Office hours: MWF 12:30 – 1:30

Email: elizabeth.lockard@chaminade.edu

COURSE DESCRIPTION:

EID 200 Fundamentals of Interior Design (4cr)

Introduction to the basic concepts, theories, applications, and practice of interior design; as well as the development of technical skills and design methodologies through several design exercises and projects. Emphasis of the course is on understanding both how building interiors are experienced by its users, and the relationship between the built and natural environments.

CLASS FORMAT:

There will be three design projects, along with several class assignments during the course of the semester. Each project will increase in complexity and duration, building on the skills you are developing, and culminating in a final interior design project that will utilize all of the skills you have acquired throughout the course. The first half of each class will focus on either a lecture topic or on technical instruction; the second half of each class will be dedicated to activities, studio work and/or desk crits. Students are expected to bring their project materials to work on in each class. In-class participation and collaboration with your peers is strongly encouraged.

DESIGN METHODOLOGY:

Design is not about right or wrong solutions; it is exploratory by nature. In this class, you will be exposed to a variety of methods and strategies; therefore, the more you experiment, the more you will discover different ways to solve a design problem. It is important to keep in mind that the creative process is neither linear nor finite, but rather an iterative one. One of the goals of a design education is to recognize and cultivate each individual's unique creative voice. But developing creativity demands the courage to take risks; and originality requires non-conventional thinking. Resist temptation to imitate or conform, and don't be concerned with making something 'beautiful' nor try to avoid making something 'ugly' as this will only cause anxiety and inhibit your creativity. The emphasis in this course should be on *exploration*. Making mistakes along the way is the best way to learn, and a willingness to experiment will be encouraged. Feedback is to help you improve and grow, and should not be taken as criticism or an indication of your work's value or quality.

EVALUATION CRITERIA:

- quality and creativity of design work
- thoroughness and proficiency in presentation
- contribution of ideas and engagement in class
- willingness to experiment and to challenge yourself
- rigor
- professional demeanor

This will be a demanding and challenging course, and requires a lot of time outside of class, so manage your time accordingly. Should you have to miss a class, please inform the instructor in advance when possible; in any case, you will be responsible to make up any missed work *on your own*. Please make arrangements with one of your classmates to review what was missed in class; do not expect the instructor to repeat the lecture or make special accommodations due to absence. Any unexcused late

submissions will be marked down by one letter grade. Any assignments submitted over one week late will not be accepted. In the event of three unexcused absences or three unexcused tardies your course grade will be lowered by one letter grade. Please show the same respect and courtesy to your classmates and instructor that you expect to be shown.

GRADING:

Your final grade will be weighted as follows:

| | |
|---------------|-----------|
| Exercises | 20% |
| Project #1 | 20% |
| Project #2 | 25% |
| Project #3 | 30% |
| Participation | <u>5%</u> |
| | 100% |

REQUIRED MATERIALS

- * 18" roll of sketching trace paper
- * architectural scale (engraved plastic with colored stripes)
- * 3 mechanical pencils (0.3mm, 0.5mm, 0.7mm)
- * lead (2H/0.3mm, HB/0.5mm, 3B/0.7mm)
- * 18"x 24" pad of unlined vellum paper
- * hard & gummy erasers or erasing stick
- * erasing shield
- * adjustable triangle (10")
- * drafting tape or dots
- * drafting brush
- * circle template
- * plumbing fixtures template (elevation & plan views)
- x-acto knife and blades
- cutting mat
- metal cutting edge
- scissors
- white glue (tacky glue recommended)
- chip board sheet
- foam-core sheet
- sketchbook (pocket size, spiral binding, unlined paper)

Supply packages are available at the CUH Bookstore

- * these materials are also required for EID 202

OTHER REQUIRED ITEMS

Sketch Journal: Each student is expected to maintain a sketch journal throughout the course of the semester and beyond. As this is a personal tool there are no requirements as to the format or type of instruments you use, but the quality of the paper should be good (lined notebook paper is not acceptable). You should have your journal in your possession at all times and entries should be made on a regular, if not daily, basis.

Course Binder: All handouts, assignments, exercises, and process work should be kept in a binder that will be submitted at the end of the semester.

Laptop: It is strongly advised that you invest in a laptop that can run the various design software. Please see the E+ID website for specifications.

COURSE LEARNING OUTCOMES:

Scope of the Profession

Students should be familiar with the scope of the profession and what is entailed in the field of Interior Design. [CIDA 6, 7, 8, 10, 15, 16] [PO 1, 2, 3, 4, 5] – EMERGING

Concepts & Principles

Students should understand and apply architectural and interior design vocabulary and principles to simple design projects. [CIDA 8, 11, 12] [PO 3] – EMERGING

Human Factors

Students should understand how design influences health, safety, welfare, and quality of life issues. [CIDA 4, 7, 16] [PO 4] – EMERGING

Design Methodology

Students should begin to develop a wide variety of exploratory design and presentation methods based on the problem-process-purpose approach that is the foundation for design. [CIDA 5, 8] [PO 2, 5] – EMERGING

Critical Thinking

Students should exercise basic critical thinking/analytical skills and begin to develop public speaking/self-expression skills. [CIDA 8, 9] [PO 2] – EMERGING

EID PROGRAM OUTCOMES:

- 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.

Refer to CUH Student Handbook for mandatory adherence to the following policies:

- **Academic Honesty**
- **ADA Accommodation**
- **Title IX Compliance**
- **E+ID Professional Code of Conduct**

EID 200 COURSE SCHEDULE

Week #01:

M 8/26 - Course introduction; facilities tour
W 8/28 - **Elements & Principles of Design**
F 8/30 - **Color & Light**

Assignment:

pick up supply kits
E&P #1
C&L #2

Week #02:

M 9/02 - [Labor Day]
W 9/04 - **Spatial Analysis (site visit)**
F 9/06 - Begin spatial synthesis exercise; Tool tutorial

SA #3
SS #4

Week #03:

M 9/09 - Spatial synthesis exercise desk crits
W 9/11 - Present spatial synthesis; **Materials board**
F 9/13 - Materials board exercise desk crits
Begin project #1 (residential layout);
Assign family profiles and plan types

MB #5

Week #04:

M 9/16 - Present materials boards
W 9/18 - **Programming**
F 9/20 - **Space Planning**

PROG #7; SP #8
develop program for project
zoning & bubbles

Week #05:

M 9/23 - **Design Process**
W 9/25 - **Design Thinking**
F 9/27 - Project #1 desk crits

DP #6
blocking & revision

Week #06:

M 9/30 - Project #1 desk crits
W 10/02 - Presentation preparation
F 10/04 - **Presentation #1 (residential layout)**
Begin project #2 (transformer apt)
Modelbuilding: tools & materials

floor plan & revision
final drawing
build study model
transformable elements

Week #07:

M 10/07 - Modelbuilding: techniques
W 10/09 - **Human Factors**
F 10/11 - Project #2 desk crits

finish study model
A/E/P #9
zoning/layout

Week #08:

M 10/14 - [Discovery Day]

W 10/16 - **Safety, Health & Accessibility**

F 10/18 - Project #2 desk crits

revise layout
build model shell

Week #09:

M 10/21 - Project #2 desk crits

W 10/23 - Project #2 desk crits

F 10/25 - Project #2 desk crits

Week #10:

M 10/28 - Presentation preparation

W 10/30 - Presentation preparation

F 11/01 - **Presentation #2 (transformer apt)**

Begin project #3 (art gallery)

build model interior
photo interior; PPT

choose concept & images

Week #11:

M 11/04 - **Architectural Elements**; discuss concepts

W 11/06 - **Building Construction**; discuss artifacts

F 11/08 - Project #3 desk crits

AE #10

BC #11

zoning & circulation

Art Walk (Friday @5pm)

Week #12:

M 11/11 - [Veterans' Day]

W 11/13 - **History of Design Styles**

F 11/15 - Project #3 desk crits

DS #12

build model shell; blocking

Week #13:

M 11/18 - Project #3 desk crits

W 11/20 - **The ID Profession & Organizations**

F 11/22 - Project #3 desk crits

revise blocking

P&O #13

develop floor plan

Week #14:

M 11/25 - Project #3 desk crits

W 11/27 - Project #3 desk crits

F 11/29 - [Thanksgiving weekend]

develop section

develop façade & storefront

Week #15:

M 12/02 - Presentation preparation

W 12/04 - Presentation preparation

F 12/06 - Presentation preparation

Week #16:

M 12/09 - **Presentation #3 (art gallery)**

1:15 – 3:15

Tu 12/10 - **Presentation #3 (art gallery)**

11:00 – 1:00

COURSE POLICIES

Attendance Policy

Students are expected to regularly attend all their registered courses. Student should notify their instructors by email when illness or other circumstances prevents them from attending class. Student must make arrangements to complete missed assignments on their own; this is not the responsibility of the instructor. Three unexcused absences or tardies may lead to a grade reduction for the course. Six unexcused absences may result in being withdrawn from the course by the instructor.

Late Work

Any assigned coursework not submitted by the prescribed deadline will be considered late, and will be subject to grade reduction at the discretion of the instructor. Should you be unable to complete an assignment on time, you should contact the instructor in advance to discuss the circumstances.

Mobile Devices

Out of consideration for your classmates, please set your cell phone to silent mode during class. Use of cell phones during class time is prohibited, except for emergencies.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. If you would like to determine if you meet the criteria for accommodations, contact the Counseling Center at (808) 735-4845 for further information.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated. If you or someone you know has been harassed or assaulted, please report this matter promptly to either the Dean of Students or the Counseling Center.

Refer to CUH Student Handbook for further information on the following policies:

- **Academic Honesty**
- **ADA Accommodation**
- **Title IX Compliance**
- **Academic Conduct**

| Marianist Values | Native Hawaiian Values |
|--|--|
| Education for formation in faith | (Mana) E ola au i ke akua ('Ōlelo No'eau 364) - May I live by God |
| Provide an integral, quality education | (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) - Acquire skill and make it deep |
| Educate in family spirit | ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) - Recognize others, be recognized, help others, be helped; such is a family relationship |
| Educate for service, justice and peace | (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) - Education is the standing torch of wisdom |
| Educate for adaptation and change | (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) - All knowledge is not taught in the same school |