

# EID 471 - Senior Studio: Commercial

## Syllabus – Spring 2022

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Venue: Online (until January 31<sup>st</sup>), and then T.B.C.  
Time: Tuesday and Thursday from 8.30am to 11.20am

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### Catalog Description

This capstone studio course focuses on the execution of a complex commercial project from design concept to design development, and serves as a bridge between academic and professional practice. As a culmination of everything learned in the curriculum, the semester-long interior design project will demand a thorough and in-depth understanding and application of problem-solving skills, technical knowledge, theory, and research. Project deliverables will incorporate oral, written, and various graphic presentation formats.

### Prerequisites

Prerequisite: EID 319, EID 321 EID 370, EN 102, COM 101  
Co-requisite: EID 370

### Course Structure and Assignments

Class meets twice a week, during which students will work exclusively on their design projects; there will be no formal lectures or specialized instruction, although there will be informal seminars on specific topics.

To reflect the nature of professional practice, students will work in teams for part of the project. Because of the intensive nature of the studio, delegation of responsibilities, project organization, and effective time management will be crucial to the successful completion of the project.

Before starting the major design assignment, you will complete a one-week 'design audit' of an existing commercial building in Waikiki. This will consist of an observational visit, and data gathering using photographs and notes (more than one visit may be necessary), with presentation of your findings the following week. Design audits are essential to identify the strengths and weaknesses of a given environment, and how that environment might be improved to achieve a range of requirements.

The main assignment is divided into four principal stages, the first two of which will be done in teams: Research, Concept Design, Scheme Design, and Design Development. The Research stage begins with typological and precedent research that will lead to the formulation of a design brief supported by organizational diagrams. The Concept Design stage begins with the identification of a site and/or building envelope, and the creation of outline floor plans. The Scheme Design stage encompasses final plans and sections, bringing together the research and concept work into a unified presentation. The second half of the semester is the Design Development stage, which will be undertaken individually. This includes the creation of interior visuals, materials specifications, and detailed design.

As you transition from academia to professional practice, students will assume the responsibility for the decisions about how the course will be run, including what kind of project you want to do (within the parameters set by the instructor), how you will organize and complete the work, and what deliverables will be produced by the end of the semester. You will be expected to make informed and thoughtful decisions, take ownership of your learning, work collaboratively and negotiate differences with your classmates, and learn to present your collective choices with a convincing rationale.

### **Grade Weighting**

Design Audit (x2)	10%
Research	15%
Conceptual Design deliverables	15%
Schematic Design deliverables	20%
Design Development deliverables	40%

## Evaluation Criteria

- Evidence of that you have understood the project's particular requirements and have articulated a convincing response
- Quality and creativity of your design work
- Thoroughness and quality of your presentation
- Technical proficiency
- Contribution of ideas and engagement in class
- Willingness to experiment and to challenge yourself
- Visual, oral, and written communication skills
- Ability to collaborate effectively and respectfully

## References

Material will be provided as the semester progresses.

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## Student Learning Outcomes

Students should be able to:

- Identify and design for the specific needs and requirements of a complex commercial project. (*CIDA 3, 4*)
- Conduct appropriate research as part of the design process. (*CIDA 4*)
- Demonstrate command of a wide range of professional skills: design methods, professional ethics, cultural sensitivity, business principles, teamwork, project organization, time management. (*CIDA 5, 7*)
- Work optimally and effectively within legal, code, budget, site, and client parameters, as well as within applicable standards and guidelines. (*CIDA 14*)
- Communicate a thoughtful and thorough design concept and rationale through oral, written, and various visual media. (*CIDA 6*)
- Execute a comprehensive design presentation package that reflects in-depth knowledge of space-planning, materiality, programming, site issues, and building construction. (*CIDA 11, 12, 13*)

## Characteristics of a Marianist Education

The following are characteristics of the approach to education engaged at Marianist schools, including Chaminade University:

- Educate for formation in faith
- Provide an integral quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

## Semester Timetable

(Online classes are in [blue](#). Times and events are subject to change)

Week 1	01/11	Course Introduction Design Audit #1 (building visit)
Week 2	01/18	Design Audit presentation Assignment Intro.
Week 3	01/25	Research Research
Week 4	02/01	Formulation of Brief <b>Presentation of Research and Brief</b>
Week 5	02/08	Site Identification/Analysis Site Identification/Analysis
Week 6	02/15	Concept Design Concept Design
Week 7	02/22	<b>Presentation of Concept Design</b> Scheme Design
Week 8	02/29	Scheme Design Scheme Design
Week 9	03/08	<b>Presentation of Scheme Design</b> Design Development (Stage 1)
Week 10	03/15	Design Development (Stage 1) Design Development (Stage 1)
Week 11	03/22	No Class No Class
Week 12	03/29	Design Development (Stage 1) Design Development (Stage 1)
Week 13	04/05	<b>Design Development (Interim Review)</b> Design Development (Stage 2)
Week 14	04/12	Design Development (Stage 2) Design Development (Stage 2)
Week 15	04/19	Design Development (Stage 2) Design Development (Stage 2)
Week 16	04/26	<b>Design Development Final Review (1)</b> <b>Design Development Final Review (2)</b>

## **Academic Honesty**

Students are responsible for honoring academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism. Questions of academic dishonesty in a particular class are first reviewed by the instructor who must make a report with recommendations to the Dean of Humanities and Fine Arts. Consequences for academic dishonesty may range from an "F" grade for the work in question to an "F" grade for the course to suspension or dismissal from the University.

Violations of academic integrity include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

## **Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students. All accommodations MUST be approved through the Director of Counseling Services, Dr. June Yasuhara. To make an appointment, please email at [jyasuhar@chaminade.edu](mailto:jyasuhar@chaminade.edu) or call (808) 735-4845.

## **Title IX Compliance (A Healthy Student Environment)**

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 at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center: 808-735-4845.