

## EID 471 SYLLABUS

Class hours: T/Th 10:00 AM - 12:50 PM

Office hours: By appointment (Online)

Email: [ming.hu@chaminade.edu](mailto:ming.hu@chaminade.edu)

Venue: Online

Time: Tuesday meet online (10:00am to 12.50pm) and Thursday individual work

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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.

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

## Course Description

This capstone studio will implement an *‘āina -based* design approach that is intended to serve local communities in Hawai‘i. In the context of Hawai‘i, *Aloha ‘Āina* (love of the land) is a powerful core value for the people of Hawai‘i, representing a deep connection between land, nature and people. A primary aim of this studio is to generate, test, and validate an *‘āina -based* approach to the design of a space suitable for **Maunalua Fishpond Heritage Center**. The outcome of the design would be a space that is physically *safe and comfortable*, as well as psychologically *supportive and healing*.

*‘āina*-based design approach has three fundamental components: ***bioclimatic design, community engagement*** and ***locally-sourced material***. The specific design parameters that the study will explore include *material, climate quality, space layout, natural view, and lighting* of the interior space.



## Course Structure and Assignments

Class meets **online once a week** with instructor (except noted on syllabus), during which students will work exclusively on their design projects; there will be no formal lectures, although there will be scheduled formal and informal presentation, and 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.

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 site analysis, 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. This includes the creation of interior visuals, materials specifications, and detailed design.

The **Service-learning module** is an integral part of the course. Students will demonstrate the understanding of *'āina* -based design approach through working with Maunaloa Fishpond Heritage Center (MFHC). The work includes but is limited to design service in addition to this capstone project for MFHC.

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**

(Module 0) Site visit + Course preparation	10%
(Module 1) Research + Site Analysis + Predesign	10%
(Module 2) Conceptual Design deliverables	10%
(Module 3) Schematic Design deliverables	25%
(Module 4) Design Development deliverables	25%
(Module 5) Service Learning modules	20%

### **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

### **REQUIRED TEXTS** (found in Sullivan Library)

Interior Design Illustrated (Francis D.K. Ching, Corky Binggeli, 2012) Wiley: 9781118090718

### **RECOMMENDED SUPPLEMENTS** (most found in Sullivan Library)

- Codes Guidebook for Interiors (Harmon & Kennon) 4th Ed, Wiley: 978-0-470-14941-6
- Interior Graphic Standards (McGowan & Kruse), Wiley, 978-0-471-46196-8, 2010  
ADA|ADAAG Guidelines
- International Building Code 2018: <https://up.codes/viewer/hawaii/ibc-2018>
- The Measure of Man & Woman (Tilley 2001) ISBN: 978-0-471-09955-0
- Building Codes Illustrated (Ching & Winkel) ISBN: 978-0-470-90357-7
- Cradle to Cradle (McDonough) ISBN: 978-0865475878

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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

### Tentative Semester Timetable (the service-learning module are suggested time)

<b>Module 0</b>	Week 1	01/10	No class
		01/12	Self-introduction
	Week 2	01/17	<b>Site visit (introduction from Chris Cramer)</b>
		01/19	Project / Course Introduction
<b>Module 1</b>	Week 3	01/24	Student discussion with MFHC board members
		01/26	Research / Analysis Site
	Week 4	01/31	<b>Presentation of site study (online)</b>
		02/02	Site visit other culture heritage centers (on your own)
	Week 5	02/07	<b>Presentation of precedent study (online)</b>
		02/09	<b>Service-learning module</b>
<b>Module 2</b>	Week 6	02/14	Concept Design
		02/16	Concept Design
	Week 7	02/21	<b>Concept Design Workshop (in-person)</b>
		02/23	Scheme Design

<b>Module 3</b>	Week 8	02/28	Scheme Design
		03/02	Scheme Design
	Week 9	03/07	Scheme Design (guest lecture)
		03/09	Service-learning module
	Week 10	03/14	<b>Schematic Design Workshop (online)</b>
		03/16	Design Development (Stage 1)
	Week 11	03/21	No Class
		03/23	No Class
<b>Module 4</b>	Week 12	03/28	Design Development (Stage 1)
		03/30	Design Development (Stage 1)
	Week 13	04/04	<b>Design Development (Interim Review online)</b>
		04/06	Design Development (Stage 2)
	Week 14	04/11	Design Development (Stage 2)
		04/13	Service-learning module
	Week 15	04/18	Design Development (Stage 2)
		04/20	Design Development (Stage 2)
	Week 16	04/25	<b>Design Development Final Review (online)</b>

### **Existing Culture Heritage Center (suggest for visit)**

Mānoa Heritage Center

Hawaii Heritage Center

Honoka‘a Heritage Center

### **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.