



Interior Design Studio I

IDS 271

David Matthews – 740-331-2428 (txt only) – matthej3@utk.edu - matthej3.squarespace.com

Introduction:

Design is a verb.

Design is an intellectual act.

Interior Design Studio I, IDS 271 introduces students to processes of digital and physical methods of making and building in the design process. Students are to engage creatively and thoughtfully in the design of architecturally- based environments. Design process, conceptual and abstract thinking, and critical implementation of physical and cyber media are investigated within this course.

Howard Gardner, in *The Unschooled Mind*, describes different levels of learning and understanding. Currently you may be considered a "Traditional Student." You have learned by being tested on knowing content, concepts, and mastering the literacies. In this course, you will start becoming a "Disciplinary Expert." You now will have to master concepts and skills of Interior Architecture so you can apply knowledge in new situations. In this course, you are expected to create, present, and evaluate new ideas with intellectual and critical thought. Your knowledge is not limited to "text-and-test" setting--your abilities will be tested in new situations where the outcomes are not known by the student nor the instructor.

Design, by definition, is the creation of something new, in part or whole, something that has never existed before. History can be a strong influence in the context of the design process, but ultimately the designer is working with new opportunities and new problems that require new and unique design proposals. Students will be engaging new ideas of design as an intellectual act to develop disciplinary expertise in interior design.

Course Description:

Principles of spatial organization; creative problem solving and communication techniques for micro-interior environments. Emphasis on visual communication, freehand sketching, perspective drawing, color rendering, and model building.

Contact Hour Distribution: 6-hour studio.

(RE) Prerequisite(s): Architecture 101 and 171 and 172.

6.000 Credit hours

6.000 Other hours

Learning Objectives:

- Critically and intellectually implement processes and techniques of physical and cyber media in the design process.
- Experiment with transformational process design to assist in the discovery of new ideas and concepts of environmental design.
- Learn skills related to cyber and physical design process.
- Learn to communicate design ideas via cyber and material technologies.
- Develop critical judgment of ones own and peer design process and design products.
- Enhance creative and independent thinking skills.
- Implement critical thinking and intellectual thought as an essential aspect of the act of designing.
- Learn to work with high productivity standards.

Instructor's Objectives

- Provide a learning experience that is relevant and significant to important issues within design and broader cultural issues outside the field of design.
- Provide a learning opportunity to allow students to achieve educational experiences competitive on an international level.
- Provide a learning experience that is challenging and potentially rich in individually-based outcomes.
- Enhance learning through facilitation and consultation with students in independent and group interactions.
- Support student's journey as they explore the process of becoming an interior designer.

Meeting with the Instructor:

All students are strongly encouraged to meet and discuss with the instructor any concerns with the course. This includes, but is not limited to policies outlined in this introduction, evaluations, or other matters concerning academic performance or classroom procedures. It is the desire of the instructor to enable excellence in learning for all students. Communication is essential to provide a positive learning environment. Please do not hesitate to communicate concerns, comments, or suggestions to the instructor in a professional and useful manner. Even if you just want to sit down and have a discussion about design, technology, or your future. Please see the instructor outside of class by appointment.

Attendance:

Attendance is required in this course. You are allowed **three** absences for any reason. More than three absences will result in a failing grade in the course.

To be counted present for class the student must:

- Show up for class on time.
- Be engaged in scheduled class activities for the entire class period.
- Stay in class for the entire period.
- If a student needs to complete class activities in a remote location they must receive permission from the instructor prior to leaving class. (You are encouraged to work in the location best suited for your project. Check in with the instructor prior to leaving the studio/classroom.)
- The instructor will provide an attendance sheet each class period. It is the responsibility of the student to sign the attendance sheet on the day attendance is taken. An unsigned attendance sheet, for any reason, constitutes an absence.

If a student does not meet the above policies they will be counted absent.

It is the discretion of the instructor to allow students to make up work or have extended due dates due for an absence of any reason. Only missed days due to illness or emergency in the immediate family, or as outlined in the University of Tennessee Student Handbook, will be considered for extensions and make up. Students must be prepared to provide evidence to the reason of the absence if they desire to have extended due dates or to make up work.

It is the sole responsibility of the student to acquire assignments, gather class notes, or find similar information due to an absence of any reason.

In the unusual circumstance of the instructor not being present at the beginning of the class period students are not to leave studio but use the time as a work period. Another faculty member may be contacted to take attendance.

Academic Integrity:

You are strongly advised to review the University's policies on dishonest scholastic work as outlined Hill Topics. These policies place full responsibility on the student for the content and integrity of all work submitted. The issue of integrity is a priority in the Interior Design program and the College of Architecture and Design and is a matter that is the basis of the ethical standards of the design profession. University of Tennessee policies and procedures for academic integrity are in full implementation within this course.

Collaboration: Learning from others by sharing ideas, knowledge, and your work with others essential for developing fully as a student. Within this course you are expected to collaborate and share your ideas with others to receive a positive evaluation and grade. You are encouraged to build upon ideas of others and attribute original ideas to the peers, faculty, and others who you have learned from. While submitted work for evaluation must be of your own hand, collaboration to develop ideas and learn techniques from peers is essential for success.

College of Architecture and Design Studio Policy: Please review the Studio Culture Policy at: <http://www.arch.utk.edu/Resources/studioculturepolicy.shtml> This course will adhere to the principles outlined in the document linked above.

Work Load:

Since this is a studio course, you will demonstrate knowledge, creative and independent thinking through the making of models, drawings and other forms of communications graphics. Design is a profession that is based in the idea of practice. Expect to learn from your mistakes and trial and error. To reach a level of excellence associated with a grade of "A" you will be expected to illustrate how you improve your design by learning from practice. As a general rule, at minimum, you can expect to spend 2-3 times the time outside of the classroom as you do in class. As a twelve contact hour course, you can expect to work 24-36 hours a week outside of class on your projects.

Studio Participation:

While in the studio during class please make sure you consider the following:

- **Do not expect to have studio time to work on your project.** The instructor may schedule group critiques, discussion sessions, and technology demonstrations. You are expected to participate in all organized class activities.
- **Only work on studio projects from this course during class time.** (Please refrain from working on projects for other classes or surfing the web, using email, social networking and or messaging for recreational purposes.)
- **Keep non-studio communication to a minimum.** Please be discrete with cell calls, texting, etc...during class time.

Required Materials:

- Architecture Form, Space, and Order by Frank Ching.
- Personal computer, related hardware, and software as specified Interior Design technology requirement.
 - o formZ
 - o Adobe Creative Suite 5.5
 - o Adobe Lightroom 3
 - o iMovie
 - o AutoCAD
- Lynda.com monthly subscription
- Squarespace.com annual basic subscription
- 4X8X3/4 sheet of plywood, hardware and locks to secure your computer in studio
- Sketch book – (8.5X11 or larger)
- Dedicated pen/pencil for sketch book
- x-acto knife and 25 blades
- 24" steel ruler
- 18" X 24" cutting surface
- pencils (hb or softer) for sketching
- eraser
- hot glue gun and glue sticks
- white glue
- Miscellaneous materials such as cardboard, scrap plastics, etc.. for model making.
- Other materials as necessary to complete independent direction in project completion.

Evaluation:

You will receive evaluations in the course but the only letter grade will be assigned at the end of the course. Design and learning are non-linear activities and evaluations will reflect the non-linear process. An evaluation is not a grade. Evaluations are to provide useful feedback to aid in effectively learning the subject matter. Students will be provided evaluative comments in the form of verbal desk critiques, verbal formal critiques, and written evaluation forms. It is the responsibility of the student to proactively engage the evaluation process. If at any time a student requires an evaluation or comments concerning their project, they are to ask the instructor during class time or during office hours. The instructor also reserves the right to allow students to work independently and discover answers or ideas for themselves. This course is to assist in the development and cultivation of strong independent thinking skills.

Learning is a delicate balance of discovery and knowledge. There will be times the instructor will refrain from answering questions directly so students will have the opportunity to discover and learn independently. Refraining from answering a question or providing direct feedback is typically an indication that the instructor is confident that the student possesses the ability to solve the issues themselves and feels that it is important for the

student to learn through experimentation, research, or other self-initiated means.

Turn in your work on time. Projects will only be evaluated if all criteria/requirements are completed in full and are submitted by the due date.

Seek critical input from the instructor and your peers: Much of design education is based on the ability of the student to initiate proactively critical dialogue concerning their design work. The student should first create a tangible design idea in the form of a drawing, model, sketch or other representation. Then the student initiates a discussion with the instructor and peers to test and critically evaluate issues inherent within the work. It is the responsibility of the student on a daily basis to complete the following tasks:

- It is the sole responsibility of the student to proactively seek input and discussion of their projects with the instructor and peers if they feel they are not receiving the feedback required to grow and develop as a student.
- Create tangible design ideas that are represented in drawings, models, sketches, digital images or expressed in other media.
- Be ready with questions to assist in generating a discussion with the instructor based on design work represented in drawings, models, sketches, digital images or expressed in other media.

The instructor will meet with students in class that are prepared with a substantial amount of new work and are interested in engaging in critical and intellectual discussions concerning their design projects.

Use the following evaluation criteria to develop quality work. Students in this course will be critically evaluated on the following criteria:

Communication: The ability to articulate ideas and concepts to others with clarity and insight. This includes, but not limited to, written, verbal, and visual communication skills. Does your work clearly represent your ideas and or thoughts? How do others perceive and understand your ideas? How did the designer listen and implement critical review from peers and the instructor?

Process: The ability to engage and express ideas and methods of design over time in a manner that improves the overall quality of the project. Projects are to reflect ideas that are transformed, developed, and clearly display change over time-- demonstration of active experimentation, trial and error, mistakes, and refinements. Presentation of multiple ideas, scenarios, and or alternative concepts. Documentation of decision making in the creation of design proposals. Engagement in the breadth and depth of design investigations. Breadth is the ability to robustly investigate alternate points of view or multiple approaches to design. Depth is the ability to demonstrate deep learning, refinement, and development of essential topics, processes, or ideas directly related to the project or assignment. You are to demonstrate reflective thinking as part of the design process.

Craft: The ability to create images, models and projects with skill, practice and attention to detail. This includes, but is not limited to, craft in written, verbal, and visual communication skills. How does the selection and manipulation of media relate to the creation and outcome of the project/piece(s)? Does the designer engage in experimentation, development, and refinement with media used to express design ideas? How did the selection of media/materials influence the design?

Creativity, Imagination, and Innovation: Does the work demonstrate ingenuity, originality, significant refinement, and/or creative processes and outcomes? How do you transform ideas of others to create original or innovative ideas?

Application of Knowledge: Techniques and knowledge learned in instructor led demonstrations, previous class assignments and activities, prerequisite coursework, and independent research are to be applied in the development of projects.

Significance: Does the project/piece create meaning and or relationships to important and current cultural issues? Is there a fundamental seriousness to the design? Does the design present a sense of magnitude? How was important knowledge or research used in the design? (Michael Benidikt, *For an Architecture of Reality*, 1987)

Presence: Does the project have the ability robustly sustain itself within the context of the of the course or opportunities of the design process? Does the design assert itself on its own terms? Does the design proposal have a tautness, attentiveness, assertiveness? (Michael Benidikt, *For an Architecture of Reality*, 1987)

Relevance: Does the work or piece have important relationships to the discipline of interior design, important cultural issues, or meaning to the users or occupants? How does the design proposal relate to non-interior architecture topics or fields of study?

Program Requirements: How did the designer engage and resolve program requirements? What is the relationship of people and the design? How do users occupy the space, touch materials, see light, hear sounds, and feel emotions? How are issues of human disabilities, special populations, cultures, safety, renewable/sustainable materials investigated and presented in the design proposal?

Synthesis: How do the above issues (significance, innovation, presence, relevance, craft...) interrelate? Are new proposals developed by combining design ideas? Do your design ideas work independently or together?

Overall Quality of Product: Gestalt effect of completed project. Is the total experience of the project greater than the sum of the parts?

Other Considerations: Are there other considerations that should be taken into account that impacts the critical evaluation process?

Independent Thinking: Depth of creative thought is primary to the independent thinking evaluation. Independent thinking must be clearly demonstrated in all aspects of the course including, but not limited to, verbal participation in the classroom, design ideation, and design solution. Students must clearly demonstrate that they have the ability to go beyond requirements in the course or class activities as outlined by the instructor in meaningful and thoughtful methods. You must explicitly be able to demonstrate in each assignment how you have met this requirement.

Professional Attitude. Students are to express and articulate clearly their view toward the topics in this course in a method reflects the quality of a professional in the field of interior architecture. It is the ethical responsibility of the student to support the learning community in this course in a positive and constructive manner. Maintaining a positive learning community is parallel to expectations one will experience in supporting a positive work environment after graduation.

Engage and Build a Community of Learners: You are expected to be part of a positive learning environment by engaging and sharing your work, ideas, knowledge, and techniques with others in a manner that raises the overall quality of learning for all in the course. You are expected to work in studio outside of class time to engage and build a strong team culture. You are to express ideas and concepts in a manner that provides not only to yourself but to the community of learners in this course.

Disagreement and Controversy: You will be asked to contribute to discussions and topics that may raise different opinions. Deep learning can occur during times of disagreement and controversy. Your ability to engage and contribute in a positive manner during controversial discussions is central in a positive professional attitude evaluation.

Professional attitude includes, but is not limited to, the ability to maintain and contribute to a positive learning environment, professional attitude towards classmates, guests, and the instructor. To receive a positive evaluation, professional attitude must be clearly demonstrated on a consistent and daily basis. Do not take this portion of the course for granted--you are expected to demonstrate professional maturation processes within the course. The ability to receive and give critical feedback, respond to challenging situations with a positive attitude, and support an excellent working studio environment are all essential to receiving high marks in professional attitude evaluations.

Grading

Excellence cannot be summarized by an "A" if you are to become a disciplinary expert. To emphasize deep development of intellectual evaluation processes, letter grades will only be provided via the University of Tennessee grade posting system at the end of the semester. Evaluative feedback will be given to students in the methods and criteria listed above. It is the responsibility of the student to meet with the instructor if they require information on their academic status in the class. If any student is in doubt regarding their academic status, it is the student's responsibility to make an appointment to meet with the instructor during scheduled office hours.

Projects will only be graded, and or evaluated, if all project criteria are completed in full. Projects must be submitted by the due date to receive full credit. Late work is lowered by one letter grade (10%) each day it is passed due.

- Course Projects and Assignments 50% of total grade
- Final Design Presentation 25% of total grade
- Independent Thinking 15% of total grade
- Professional Attitude 10% of total grade (In some circumstances such as, but not limited to, students contributing to a negative educational experience for peers, may result in more than a 10% reduction in the final grade or withdrawal failing from the course.)

Grading will be based on:

- Quality of your products you produce in class assignments as per evaluation criteria.
- Instructor observations of your actions and attitude in the classroom environment as per the issues outlined in the professional attitude, independent thinking, and evaluation criteria.
- Quality of your ideas as perceived by the instructor in the products you produce and actions in the classroom. These qualities are assessed as per the evaluation and independent thinking criteria.
- Progress and improvement throughout the class, meaning students must be willing to change and improve their work over time and demonstrate substantial growth for the entire duration of the course.

Grading Scale

All students will be graded in the context of being a second year design student with the appropriate knowledge and prerequisite coursework. It should be clearly understood that evaluations and grades are made in this context. Further course work builds upon the knowledge and experiences of this course. Successful completion of projects and assignments are in the context of a second year student and future courses will have expectations of significant improvement compared to work created in this course.

Final grades are given under the following guidelines:

(A) Excellent and superior academic work. A clear and thorough demonstration to the knowledge of the topics studied in the course as presented by the instructor. The student must also clearly demonstrate the ability to critically apply knowledge, skills, processes and ideas studied in the course with independent thought, insight, integrity, and thoughtful creative expression. Students must clearly demonstrate that they have the ability to go beyond requirements in the course or class activities as outlined by the instructor in meaningful and thoughtful methods.

(B) Above average, approaching excellence in academic work. A clear and thorough demonstration to the knowledge of the topics studied in the course. The student clearly demonstrates the ability to critically apply knowledge, skills, processes, and ideas studied in the course with limited implementation of independent thought and creative expression. The student may go beyond course requirements as outlined by the instructor, but may not have realized or demonstrated the full potential independent thinking, integrity, insight, and creative expression within the course.

(C) Average academic work. A clear understanding and knowledge of central topics, skills, processes and ideas studied in the course or class activity. The student sufficiently demonstrates the ability to critically apply knowledge, skills, processes, and ideas studied in the course. Limited or misdirected independent thinking or effort to go beyond course requirements.

(D) Below average academic work. Minimal acceptable understanding and knowledge of central topics, skills, processes, and ideas studied in the course or class activity.

(F) Unacceptable academic work. Inability to demonstrate minimal understanding of central topics, skills, processes, and ideas studied in the course or class activity.

Digital Media Policy:

All electronic files created for course work in Interior Design program are the responsibility of the student. Each student is to maintain back-up files for all work. Students are only to hand in copies of electronic files for course assignments.

Lost, damaged, or erased computer files will be considered incomplete work and may be evaluated as if the assignment or project was not completed.`

You are to maintain a back-up copy of all course work on a back-up hard drive. You are strongly encouraged to make back-up copies of your work on a daily basis.

Student web pages are not backed up on the server. Each student is responsible for maintaining a back-up of web pages created in the course. If the server fails, students will be asked to restore their web site from their back up copies.

It is the student's responsibility to maintain their own personal computer in studio. The University of Tennessee Office of Information Technology can provide support for Windows and Macintosh operating system questions, some software, and hardware issues.

You are to maintain a computer in studio. Please contact the provider of your home owners insurance to properly cover your computer and related equipment incase of unexpected damage or theft.

Review and be familiar with the website guidelines as posted at:

<http://matthej3.squarespace.com/squarespace/2010/8/27/rules-for-id-student-websites.html>