SYLLABUS

COURSE DESCRIPTION

This is an introductory-course for the Interior Architecture Graduate Program. This design studio introduces students to the planning of interior environments, addressing both the contents of the environments and the process of interior space planning. Topics include the making of rooms, the design of effective spatial sequences, functional relationships among project parts, arrangement of furniture, planning effective circulation systems, making spaces accessible, and designing safe environments with efficient emergency egress systems.

Exercises throughout the course facilitate learning by encouraging students to apply ideas and concepts immediately after learning about them.

COURSE ORGANIZATION

Design Studio 4 is a course where students will explore issues that generate spatial and programmatic responses in designing interior architecture. There will be a focus on how human factors affect the vertical and horizontal composition of space within interior spaces. This course has a studio structure supplemented by instructional activities such as seminars, lectures, skill building exercises, and group discussions.

The focus of work in this studio is developing interior architecture design skills. Thus, we direct learning activities to teach students how to competently and appropriately design interiors of buildings. We seek to generate creative design resolutions through engaging various design processes.

We want the students to develop the ability to reflect on design projects and to evaluate them through various individual and community activities, e.g. individual critical reviews with instructors or group reviews with other students, design professionals, or other professionals. Through these activities, the student will offer design proposals for review, and make suggestions and critical judgments about improving and revising designs. Through active group participation in studio activities, the student will learn the importance of teamwork, individual discipline, and self-regulation.

The main task will be conceptualize interior spaces using mapping, models and other various drawing types. Focusing on experimenting with the possibilities of interior architecture, we will study how to manipulate interior space considering client, program, adjacency, circulation, privacy, and support areas to competently design interior space.

The students will be introduced to issues involved in a typical design process. Content and issues introduced in the previous 3 Design Studios are reinforced with the addition of more complex issues and sophisticated questions. Architectonic problems become less abstract and we are expected to consider pragmatic issues associated with program, contextual fabric and natural systems.

A primary goal of the course is to introduce principles and ideas that influence and ultimately shape interior architecture. The course will be divided into the sequential problems that explore the issues that may arise in the design process.

At different points along this progress, the students will submit their work for evaluation and grading. They will also pin-up for interim and mid-review and this work will be evaluated by outside reviewers and the instructors. Students will make Final Presentations of their designs to a panel of interior design and industry professionals who will evaluate certain aspects of the project. Other presentations to project stakeholders may also be required.
OBJECTIVES

In this course the students will have the opportunity to:

- Gain understanding of theories of human behavior and interior environments to provide a unique, comfortable, and efficient interior environments.
- Understand the relationship between the human feelings while experiencing the interior spaces
- Understand users responses to interior spaces.
- Learn how to create original work, and understand how to incorporate the ideas of others in the proper way.
- Introduce the process of design problem solving, using graphic drawings as a means of representation, and review basic design concepts and terms.
- Learn to follow a process and demonstrate the ability to: apply 2-dimensional design elements and principles in interior design projects, apply 3-dimensional design elements and principles to the development of the spatial envelope, and apply color in interior design projects.
- Develop analytical skills, including: program analysis, site analysis, building analysis, and the analysis of information gathered from appropriate resources, and understanding the relationship between them.
- Cultivate competent schematic design skills, including: concept/design guidance development, the ability to visualize concepts through sketching perspectives, plans, sections, and elevations, and by building physical study models that explore spatial composition, space planning, and preliminary exploration of interior finishes.
- Introduce design development skills through the production of layout of furniture, fixtures, and equipment.
- Applying principles of lighting and materials to create an effective interior environment.
- Express design ideas, design explorations, and solutions using presentation techniques that demonstrate basic skills in use of various hand and digital media.
- Strengthen the ability to express ideas clearly in oral presentations, critiques, and interviews. Students will improve their ability to communicate clearly in writing project programs, concept statements, reports, and research papers.

COURSE REQUIREMENTS

This course requires that students actively engage the design process, work individually, work within groups, and work with instructors throughout each project. Students must complete the stated requirements for each design project plus all the associated tasks assigned by their instructors on the respective due dates and times. Students are required to perform a variety of activities in this course and they earn grades according to their performance regarding them.

The instructors will evaluate your work regarding how well it demonstrates that you have achieved the learning goals outlined above. These objectives fall into five broad categories:

1. Demonstration of good habits of mind especially in the areas of critical thinking and creativity,
2. Demonstration of knowledge acquired regarding Principles and Techniques apply to interior design,
3. Demonstration of effective design process,
4. Demonstration of effective use of graphic and verbal communication tools, and
5. Demonstration of attendance and effective use of studio time.

In addition the student have to:

- Attend class and have all text books, drawing tools, computer materials, reference books and work present at each class period.
- Complete daily assignments.
- Work on projects outside of class time, arrive at each class period prepared for class activities and for participation in them.
- Participate in team work assignments such that all team members feel that each member has contributed equal effort in the final product.
• Work individually or in small groups on studio projects during class time when the instructors are giving
desk critiques with other students.
• Work quietly and respect the privacy and property of fellow students at all times.
• Keep work organized and documented.
• Ask permission to leave class for any reason that requires them to be out of the room for more than five
minutes.
• Inform the instructors if they are going to miss a class for any reason.

GRADING
The grades that students earn will be based on the instructors’ evaluation of their performance on assigned
exercises and projects, on class participation, use of effective design process, and results from project reviews
and critiques. Students are usually required to earn a C or better in major courses.

Grade Scale
94-100% A
90-93% A-
87-90% B+
84-87% B
80-84% B-
77-80% C+
74-77% C
64-73% D
0-63% F

Here is the breakdown of grading (subject to change with notification to students)

Interior Design Process
Pre-Design/Research 20%
Schematic design development (process, resolution, and communication) 70%
• Midterm 25%
• Final 45%

Attendance & CD submission
(challenges overcome, peer review, and participation) 10%

INCOMPLETE GRADE
The criteria by which a student may receive an incomplete grade (I) are described in the current Graduate
Catalog. Please note that the instructors are not required to give incomplete grades. It is the instructor's
discretion as to what extenuating circumstances warrant adequate excuse for not completing required course
work. The instructors for GRAD 3 define extenuating circumstances that warrant an incomplete as:

1. the extended illness of the student (proven through medical records)
2. extended illness of family for whom the student is the sole support member (proven through medical
records)
3. death in the student's family.

LATE WORK
All assignments - complete or incomplete - must be turned in on the due date and will be graded as they stand.

Policy on Religious Holy Days
A student who notifies you at least two weeks in advance that he/she wishes to observe a religious holy day
must be excused from class without penalty. While the student should be held responsible for the material, he/
she must be given a reasonable amount of time to make up any work missed.

ACADEMIC MISCONDUCT
Academic misconduct will not be tolerated. It is your responsibility to read the definition of academic misconduct in the School of Architecture’s Student Information Guide and to make sure that you do not participate in any activities that are part of or contribute to academic misconduct.
Plagiarism
This Policy views plagiarism as one form of academic misconduct, and adopts the definition of the university’s Code of Academic Integrity, according to which plagiarism is: “the deliberate use and appropriation of another’s works without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for the ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism.”

Availability of Information
All Interior Design students are expected to know what constitutes academic misconduct and to be willing to abide by all university policies on academic conduct and integrity. In order to facilitate this, The Interior Design Department will prominently post and distribute information and links on these policies, and will strongly encourage students to review the Code of Academic Integrity, which is part of the FIU Student Handbook.

STUDENTS WITH DISABILITIES
Students with disabilities, as defined by law, have the right to receive appropriate accommodations if their disabilities make it difficult to perform academic tasks in the usual way or in the allotted time frame. However, in order to receive accommodation, students with disabilities must register with the Disability Resource Center. This office will keep the student’s written request, notify a faculty member who has a student with a disability enrolled in his/her class, and indicate what kinds of arrangements must be made. If a student indicates a disability and you have not been notified by the Disability Resource Center, contact that office to make a referral.

There are a number of resources available to students with disabilities and their teachers. The Office of Disability Services can provide sign language interpreters, note takers, readers, and research assistants for students who are unable to use the library. It can also assist faculty in adapting tests for disabled students and it can provide some specialized equipment.

REQUIRED BOOK
None required

INTERIOR DESIGN REFERENCE BOOKS (recommended)
- The interior Plan. Concepts & Exercises by Roberto J. Rengel
- Shaping Interior Spaces by Roberto J. Rengel
- Architecture Form, Space and Order by Francis Ching
- Interior Designer’s Portable Handbook by Pat Guthrie
- Interior Design Graphic Standards
- Interior Design Timesaver Standards

CLASS BLOG
Please request permission to join the WordPress class at: https://fiinteriordesign4.wordpress.com

This document outlines the course and is not a legal contract. The instructors reserve the right to make changes to the course description, organization, and the grading requirements as necessary.