

SYLLABUS

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| Class | Location | <i>Margaret Lea Houston 00302</i> |
| | Day & Time | Lecture: <i>Mondays & Wednesdays 12:30 pm – 1:50 pm</i> |
| Instructor | Name | <i>Dr. Mandana Motamed</i> |
| | Contact Information | Office Location: <i>Margaret Lea Houston, Room 119G</i> Phone: 936-294-1241 Email: mxm194@shsu.edu Address: 1700 University Avenue, Huntsville, TX 77340 |
| | Office Hours | <i>Mondays & Wednesdays 11:00 am – 12:15 pm</i> <i>Tuesdays and Thursdays 9:30 am – 10:45 am</i> |

COURSE DESCRIPTION

This course provides an introduction to the complex process of planning spaces. This course will focus on implementing the programmatic investigation of human needs, desired spatial quality and building parameters. Students will explore space planning variations within residential and small commercial applications.

Prerequisites: FACS 1360, may be taken concurrently. (3-0) Credit 3.

Content: Interior space planning methods and procedures

TEXT

- **Required**
 - Karlen, M., & Fleming, R. (2016). *Space Planning Basics* (4th ed.). Hoboken, NJ: John Wiley & Sons, Inc.
 - Rengel, R. (2014). *Shaping Interior Space* (3rd ed.). New York, NY: Bloomsbury.

DRAFTING SUPPLIES

1. Pad of Tracing Paper, 9"x 12"
2. Drafting Pencils – (3) Mechanical style – (2) 0.5 one with 2H and one with 4H leads, (1) 0.7 pencil with HB lead.
3. Drawing Pens - (2) Fine point and medium point. Suggested brand Sharpie. These are used for sketching
4. Triangle, Architects or Draftsman Style – plastic (be sure on type, DO NOT purchase Mechanical or Civil)
5. White Plastic Eraser (block or pencil style)
6. Plastic Residential plumbing/kitchen template, ¼" = 1'0" scale
7. Plastic Furniture template, ¼" = 1'0" scale
8. Stapler, staples, braded folders, note book

Note: Textbooks, drafting and drawing supplies are an investment. Purchase and maintain good quality products with care. **Do not leave supplies in hot cars, extreme cold, or high humidity. All equipment, materials and textbooks are required** and should be brought to lab.

EXPECTATIONS FOR ENTERING STUDENTS

Student should have appropriate knowledge of:

1. Basic elements of design including space, line, texture, shape and form, color and value
2. Basic principles of design balance, unity and harmony, emphasis, rhythm, scale and proportion
3. Basic manual drawing skills in pencil and pen
4. Accessing internet through use of a personal or university provided computer

COURSE FORMAT:

This course will include instructional discussion, demonstrations and studio critiques of design drawings. The student is expected to read discussion material and produce work including assignments outside of lecture and discussion time. Assignments development should make use of neat, freehanded drawing skills. Project descriptions and requirements have been developed to simulate the real work and time commitments of practicing interior designers as this course prepares the student for FACS 4369, Internship.

COURSE OBJECTIVES:

Upon completion of this course, students should be able to:

1. interpret the relationship of occupants and space needs in terms of physiological, psychological, cultural and economical to promote individual quality of life
2. apply principles of interior design theory to design development and understand how they impact individuals and the environment
3. synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements
4. demonstrate creative thinking and originality through presentation of a variety of ideas, approaches and concepts
5. understand the space planning process and implement bubble and block diagrams
6. implement in beginning space planning influencing factors that impact the function and use of spaces including human factors, barrier-free design, daylighting and building systems and codes
7. communicate concepts through rough plan drawings

CIDA 2017 Standards: For the interior design program

Standard 4. Global Context - Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Student work demonstrates **understanding** of:

b) how social, economic, and cultural contexts inform interior design.

The interior design program provides:

d) exposure to the current and relevant events that are shaping contemporary society and the world.

Standard 7. Human-Centered Design - Interior designers apply knowledge of human experience and behavior to designing the built environment.

Student work demonstrates **understanding** of:

- a) the impact of the built environment on human experience, behavior, and performance.
- b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.
- c) methods for gathering human-centered evidence.

Student work demonstrates the **ability** to:

- d) analyze and synthesize human perception and behavior patterns to inform design solutions.

Standard 8. Design Process - Interior designers employ all aspects of the design process to creatively solve a design problem.

- a) Student work demonstrates the ability to **apply** space planning techniques throughout the design process.

Student work demonstrates the ability to **apply** knowledge and skills learned to:

- b) solve progressively complex design problems.
- c) identify and define issues relevant to the design problem.
- d) execute the design process: pre-design, schematic design, and design development.
- e) synthesize information to generate evidenced-based design solutions.
- f) explore and iterate multiple ideas.
- g) design original and creative solutions.
- h) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.

The interior design program includes:

- i) exposure to a range of problem identification and problem solving methods.
- j) opportunities for innovation and risk taking.
- k) exposure to methods of idea generation and design thinking.

Standard 9. Communication - Interior designers are effective communicators.

Students are **able** to effectively:

- a) distill and visually communicate data and research.
- d) express ideas developed in the design process through visual media: ideation drawings and sketches.
- e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Standard 11. Design Elements and Principles - Interior designers apply elements and principles of design.

Student work demonstrates the **ability** to:

- b) explore two- and three-dimensional approaches across a range of media types.

Students effectively **apply** the elements and principles of design throughout the interior design curriculum to:

- c) two-dimensional design solutions.

Standard 13. Products and Materials - Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

- a) Students are **aware** of the influence of furnishings, objects, materials, and finishes on human wellbeing.

- f) Students are **able** to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.

IDEA Objectives:

I= Important

E=Essential

1. **Gaining factual knowledge (terminology, classifications, methods, trends) *E**
2. Learning fundamental principles, generalizations, or theories
3. **Learning to apply course material (to improve thinking, problem solving, and decisions) *E**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course *I
5. Acquiring skills in working with others a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

7. Gaining a broader understanding & appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems *I
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

Many of the other listed IDEA objectives are part of this course, however are not part of the objectives that are evaluated.

COURSE EVALUATION:

| Course Evaluations | |
|---------------------------|-------------|
| Exercises | 120 |
| Assignments | 480 |
| Tests | 400 |
| Total | 1000 |

Grading Procedures:

1. All assignments and projects will be evaluated and graded for substantive content, design quality, soundness of planning, presentation, creativity, and specific criteria required in the assignment or project.
2. Grades are allotted on the following grading scale based on the total points possible for each course:
90% - 100% = A
80% - >90% = B
70% - >80% = C
60% - >70% = D
 >60% = F
2. **A grade of C or above is required for credit toward a degree in interior design** and as a prerequisite for the FACS 3337, Design Process in the interior design program.

COURSE POLICIES:

Attendance:

Class attendance is expected for all classes and attendance will be taken during each class period. Each class period should be attended with the necessary supplies and materials for working.

As stated in the University catalog, students are allowed to take three hours of absences for the purpose of personal illness, family funerals, university activities or legal matters. <http://www.shsu.edu/dotAsset/b719129b-9593-424f-9d5a-920e2eda6890.pdf> **There are No personal days.** Each of the fourth and fifth absences will result in 5 points deducted for each of these absences from the final semester grade (half a letter grade). The sixth and seventh absence will result in 10 points deducted for each of these absences from the final semester grade (a full letter grade deduction for each absences). **A total of 8 absences will result in a failing semester grade.** Class absences will be counted only from the actual day of enrollment for the individual student. Total absences, tardies and point deductions will be posted at the end of the semester in separate (non-calculated) columns in Blackboard.

Example: If a student has a final grade of:

94 and 4 absences (- 5 pts) the grade recorded is 89 a “B”

94 and 7 absences (-30 pts, 10 pts for the 4th and 5th and 20 pts for the 6th and 7th) the grade recorded is 64 a “D”

94 and 8 absences the grade recorded is an “F”

It is the student's responsibility to make sure a tardy is recorded as a tardy and not an absence from class before the end of that class period. **Five tardies will be counted equal to one absence.** Leaving the classroom early is only permitted with notifying the instructor before the start of class. Abuse of leaving early will result in accumulation of absences in the same manner as tardies.

Absences resulting from extenuating circumstances accompanied by appropriate documentations from the Office of Student Life will be evaluated on an individual basis. Attendance in 50% of the course is required to pass the course along with completing all course requirements. A student who misses 50% or more of the class periods even with documentation of extenuating circumstances should drop the course.

Assignments:

1. All course work due in each course should be turned in on the date and at the time scheduled. Time management is essential for the student to develop. **LATE WORK WILL NOT BE ACCEPTED** unless proper documentation which includes the date of absence is provided by the student.
2. Late work will receive a 5% reduction in points for each day late, which includes days counted through the weekend, spring break and/or holidays. **Late work received after the group of work has been received, evaluated and returned to the class will only be evaluated for a maximum of 50% of the possible points.**
3. Course work will only be received if turned into the instructor. Never leave your work with someone else or outside the office suite.
4. In accordance with the university catalog, you may not take the final exam unless all work is completed and turned in.
5. There is no extra credit accepted in this course. The only way a student can improve the course grade is to improve the work performance on test and assigned projects.

Examination:

Examinations will be given on the date and time scheduled in the syllabus calendar.

Returning Work: Due to accreditation procedures the department is required to keep student work done in major FACS, ETCM and ARTS courses. Work will be returned to the student to inform the student of their evaluation and grade. Select work will be collected and held by the instructor until after the accreditation site.

1. Each student should photograph their work before turning it in to the instructor for evaluations. ARTS projects can also be photographed. ETCM drawings should be reprinted for the department.
2. Students must notify the program director in order for projects to be returned to them.

Personal Belongings: During lab activities and exams/quizzes, students will/may be required to store their belongings in open bins and/or shelving. These dates are clearly spelled out on the class schedule. Please plan accordingly in order to properly store your valuables.

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/syllabus/>

Academic Dishonesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resources materials.

If a student is involved in cheating on an exam, that person will receive a grade of “0” on that exam. If a student is involved in cheating on a second exam or the final examination, that student will receive an “F” for the course.

If a student is involved in misrepresenting work, the work will receive a “0” or if a student allows someone else to borrow work, that work will receive a “0”. Most work is to be done by the individual student and is not team work unless stipulated.

Misrepresented methods can include but are not limited to:

1. copying work of another student, (Friends working together should take extra care to have work that is different; so it does not appear to be copied.)
2. tracing a drawing of another student
3. plagiarizing published work, (In writing enhanced courses written work is subject to be reviewed through Turn-it-in.com to check for plagiarized work.)
4. using the computer to generate work that is to be hand generated
5. allowing someone else to complete an assignment or work for the student.

Please consult [Procedures in cases of Academic Dishonesty AP 810213](#)

Classroom Rules of Conduct:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

1. Classroom disturbances should be avoided including:
 - a. Personal discussions, talking or passing notes during lectures. Discussion should relate to course topics.
 - b. No personal discussion of grades. Honor a student’s right to privacy. Conference time may be set with the instructor if individual discussion is required.
 - c. No sleeping in class is permitted. Please, do not put your head down on the desk or table. If a student is ill the student should ask to be excused.
 - d. No eating food or drinks allowed in the classrooms or labs.
 - e. Working on the computer during lectures or discussions.
 - f. Working on other course assignments, reading the newspaper, etc....
 - g. Leaving the classroom early is not permitted without notifying the instructor before the start of class.
2. The student’s work area (i.e. table floor space, etc.) should be clean of all papers, pencil marks, paint, and markers before leaving the classroom.

University Policy regarding student use of Electronic Devices in the Classroom

The following statement should be placed in the syllabus, which allows for faculty members to make exceptions, but as a general rule the policy is as follows.

CELL PHONES

As members of the classroom community, all students have a responsibility to others who are a part of that community. The goal is to produce an environment that is conducive to learning. Students are to treat faculty and other students with respect. Cell phones, laptop computers, pagers, and similar devices have become increasingly a part of life in our society; however, when used in the classroom environment they can become disruptive. Laptop computers, if allowed, may be used for note taking purposes if they are not disruptive to other class members.

Students are to turn off cell phones, pagers, and other similar electronic equipment while in the classroom.

When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the use by students of cell phones, pagers, or similar communication devices during scheduled class-time is prohibited unless specifically permitted by the instructor. All such devices should be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class.

If there is an emergency situation for a student, that student should inform the instructor and place himself/herself in a seat near the door where an exit for a phone call would be only minimally disruptive. With instructor approval, students may record lectures, take notes via laptop computer, etc., provided that they do not disturb other students in the process. Other exceptions to this policy may be granted at the discretion of the instructor.

Any use of cell phones or other electronic devices during a test period is prohibited. Even the visible presence of a cell phone or other device during the test period will result in a zero for that test. Use of a cell phone during a test could result in a charge of academic dishonesty (see student code of conduct reference below). During the test these instruments should be left at home or stored securely in such a way that they cannot be seen or used by the student.

Please consult [Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728](#)

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations. **NOTE: No accommodation can be made until the student registers with the Office of Services for Students with Disabilities (SSD).** E-mail: disability@shsu.edu, Web Address: www.shsu.edu/disability.

Please consult [Students with Disabilities AP 811006](#)

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work.

Please consult [Student Absences on Religious Holy Days AP 861001](#)

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Academic Grievance Procedures for Students (AP 900823)

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

Please consult [Academic Grievance Procedures for Students AP 900823](#)