

SYLLABUS

Class	Location	<i>Margaret Lea Houston 00315</i>
	Day & Time	<i>Lab: Mondays & Wednesdays 9:00 am – 10:50 am Arranged: Fridays 10:00 am – 10:50 am</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 Tuesdays and Thursdays 9:30 am – 10:45 am</i>

COURSE DESCRIPTION

A study is made of interiors through analysis of space and structure. Focus is on a comprehensive solution implemented through a multiphase project including space planning, elevations, isometric, specifications, and finish selection.

Prerequisites: FACS 3337 and 3338, ETCM 2363. (1-4). Usually offered alternate semesters. Credits: 3.

Content: Commercial Design, Clinical Office Design

TEXTS

- ***Required***
 - Ballast, D. K. (2013). *Interior Construction and Detailing for Designers and Architects* (6th ed.). Belmont, CA: Professional Publications, Inc.
 - Nussbaumer, L. L. (2009). *Evidence Based Design for Interior Designers*. (1st, Ed.) New York, NY: Fairchild Books.
 - Stegmeier, D. (2008). *Innovations in Office Design: The Critical Influence Approach to Effective Work Environments*. (1st, Ed.). Hoboken, NJ: John Wiley & Sons, Inc.
- ***Recommended***
 - Kilmer, R., & Kilmer, W. O. (2016). *Construction Drawings and Details* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.
 - Nussbaumer, L. L. (2016). *Human Factors in the Built environment* (1st ed.). New York, NY: Bloomsbury Publishing Inc.
 - Winchip, S. M. (2011). *Sustainable Design for Interior Environments* (2nd ed.). New York, NY: Fairchild Books.
- ***Reference***
 - Bonda, P., Sosnowchik, K., & Minchew, S. (2014). *Sustainable Commercial Interiors* (2nd ed.). New York, NY: Wiley & Sons, Inc.
 - Dechiara, J., Panero, J., & Zelnik, M. (2001). *Time-Saver Standards for Interior Design and Space Planning* (2nd ed.). New York, NY: McGraw-Hill.
 - Dickinson, J. I., & Marsden, J. P. (2009). *Informing Design* (1st ed.). New York, NY: Fairchild Books.
 - Harmon, S. K., & Kennon, K. E. (2014). *The Codes Guidebook for Interiors* (6th ed.). Hoboken, NJ: Wiley & Sons, Inc.

- Mitton, M. (2003). *Interior Design Visual Presentation: A Guide to Graphics, Models, and Presentation Techniques* (2nd ed.). New York, NY: Wiley & Sons, Inc.

COURSE FORMAT

This course will include a combination of discussion, field study, and studio critiques. Projects include timed practical, multi-phase projects and oral presentations. Drafting quality is emphasized along with organizations of word processed forms and schedules, and presentation board assembly. 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 FCS 469 Internship.

EXPECTATIONS FOR ENTERING STUDENTS

Each student entering this course should be capable of:

1. developing designs via sketching and computer aided drafting
2. accessing internet through use of a personal or university provided computer
3. researching topics, materials, building components, etc.
4. building models and rendering with markers and computers to enhance communications of project
5. basic knowledge of building codes and building construction
6. communicating in written and oral forms.

COURSE OBJECTIVES

Upon completion of this course the student should have the ability to:

1. design commercial environments that meet human physiological, psychological, and environmental needs based on client stated needs
2. use creative thinking to generate original solutions that solve client needs
3. think and express design ideas and solutions visually and volumetrically through drawings in two dimensional plan and elevation views, and three-dimensional perspective and isometric views
4. make selections and presentations of furnishings, decorative elements, materials and finishes appropriate for commercial design based upon active learning and critique of design solutions
5. develop design solutions that address community or public service issues
6. communicate concept development and schematic design solutions and express them through concept statements, space planning, schedules, specifications
7. graphically communicate design ideas through rapid visualization and quick sketching
8. to develop detailed layouts for furniture, fixtures, and equipment and communicate them in a professional manner
9. comprehensively demonstrate an understanding of an entire project from conception through presentation professionally through presentation, dress, written work and speech
10. work with other students in a team structure

STUDENT LEARNING OUTCOMES

2017 Council for Interior Design Accreditation Standards will be addressed and upon successful completion of the course, it is expected students will meet the following:

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

- a. Students are **aware** that building technology, materials, and construction vary according to geographic location. (P)

Student work demonstrates **understanding** of:

- b. how social, economic, and cultural contexts inform interior design. (S)
- c. how environmental responsibility informs the practice of interior design. (S)

The interior design program provides:

- d. exposure to the current and relevant events that are shaping contemporary society and the world.
- e. exposure to a variety of cultural norms.
- f. opportunities for developing multi-cultural awareness.

Standard 5. Collaboration - Interior designers collaborate and also participate in interdisciplinary teams.

Students have **awareness** of:

- a. the nature and value of integrated design practices. (S)
- b. the terminology and language necessary to communicate effectively with members of allied disciplines. (S)
- c. technologically-based collaboration methods. (S)

Students **understand**:

- d. team work structures. (S)
- e. leadership models and the dynamics of collaboration. (S)
- f. student work demonstrates the **ability** to effectively collaborate with multiple disciplines in developing design solutions. (P)

Standard 6. Business Practices and Professionalism - Interior designers understand the principles and processes that define the profession and the value of interior design to society.

Students have **awareness** of the:

- c. breadth and depth of interior design's impact and value. (S)
- d. components of business practice. (S)

Students **understand**:

- f. elements of project management. (S)

Program Expectations

The interior design program provides exposure to:

- i. career opportunities an interior design education can afford and the options for advanced study. (S)
- j. role models who are qualified by education and experience in interior design. (S)

The interior design program provides exposure to the role and value of:

- k. legal recognition for the profession. (S)
- l. life-long learning. (S)
- m. public service. (S)

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. (S)
- b. the relationship between the natural and built environment as it relates to the human experience, behavior, and performance. (S)
- c. methods for gathering human-centered evidence. (P)

Student work demonstrates the **ability** to:

- d. analyze and synthesize human perception and behavior patterns to inform design solutions. (P)
- e. apply human factors, ergonomics, and universal design principles to design solutions. (P)
- f. apply wayfinding techniques to design solutions. (P)

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. (P)

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

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

The interior design program includes:

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

Standard 9. Communication - Interior designers are effective communicators.

Students are **able** to effectively:

- a) distill and visually communicate data and research. (P)
- b) express ideas in oral communication. (S)
- c) express ideas in written communication. (S)
- d) express ideas developed in the design process through visual media: ideation drawings and sketches. (S)
- e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences. (S)
- f) The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration. (P)

Standard 10. History and Theory - Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and art when solving design problems.

a) Students **understand** the social, political, and physical influences affecting historical changes in design of the built environment. (S)

Students **understand** significant movements, traditions, and theories in:

- c) furniture, decorative arts, and material culture. (S)
- d) architecture. (S)
- f) Students **apply** precedents to inform design solutions. (P)

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

a) Students **understand** the elements and principles of design, including spatial definition and organization. (S)

Student work demonstrates the **ability** to:

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

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

- c) two-dimensional design solutions. (S)
- d) three-dimensional design solutions. (P)

Standard 12. Light and Color - Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

a) Students are **aware** of the environmental impact of illumination strategies and decisions. (S)

Students **understand**:

- b) the principles of natural and artificial lighting design.
- c) strategies for using and modulating natural light. (P)
- d) Students competently select and **apply** luminaires and light sources. (P)
- e) Students have **awareness** of a range of sources for information and research about color. (S)
- f) Students **understand** how light and color in the interior environment impact health, safety, and wellbeing. (S)

Student work demonstrates **understanding** of:

- g) color terminology. (S)
- h) color principles, theories, and systems. (S)
- i) color in relation to materials, textures, light, and form. (S)

Student work demonstrates the **ability** to appropriately:

- j) select and apply color to support design concepts. (S)
- k) select and apply color to multiple design functions. (S)
- l) use color solutions across different modes of design communication. (P)

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. (S)

Student work demonstrates **understanding** of:

- b) how furnishings, objects, materials, and finishes work together to support the design intent. (S)

- c) typical fabrication, installation methods, and maintenance requirements. (S)
- d) appropriate design or specification of products and materials in relation to project criteria and human wellbeing. (S)
- e) Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost. (P)
- 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. (P)

Standard 14. Environmental Systems and Comfort - Interior designers use the principles of acoustics, thermal comfort, and indoor air quality in relation to environmental impact and human wellbeing.

- a) Students are **aware** that design decisions relating to acoustics, thermal comfort, and indoor air quality have an environmental impact. (S)

Students **understand**:

- b) the principles of acoustical design. (S)
- c) appropriate strategies for acoustical control. (S)
- d) the principles of thermal design. (S)
- e) how active and passive thermal systems and components impact interior design solutions. (P)
- f) the principles of indoor air quality. (S)
- g) how the selection and application of products and systems impact indoor air quality. (P)

Standard 15. Construction - Interior designers understand interior construction and its interrelationship with base building construction and systems.

- a) Students have **awareness** of the environmental impact of construction. (S)

Student work demonstrates **understanding** that design solutions affect and are impacted by:

- b) base-building structural systems and construction methods. (S)
- c) interior systems, construction, and installation methods. (S)
- d) detailing and specification of interior construction materials, products, and finishes. (S)
- e) the integration of building systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing. (P)
- f) monitoring systems including energy, security, and building controls systems. (S)
- g) vertical and horizontal systems of transport and circulation including stairs, elevators, and escalators. (S)
- h) Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents. (S)

Students are **able** to:

- i) read and interpret base-building construction documents. (S)
- j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specification appropriate to project size and scope. (S)

Standard 16. Regulations and Guidelines - Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

- a) Students have **awareness** of the origins and intent of laws, codes, and standards. (S)

Student work demonstrates **understanding** of laws, codes, and standards that impact health, wellness, security, and fire and life

safety, including:

- b) sustainable environment guidelines. (S)
- c) compartmentalization: fire separation and smoke containment. (P)
- d) movement: access to the means of egress including stairwells, corridors, exitways. (P)
- e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems. (S)
- f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc. (S)

Students **apply**:

- g) industry-specific regulations and guidelines related to construction. (S)
- h) industry-specific regulations and guidelines related to products and materials. (P)
- i) federal, state/provincial, and local codes and guidelines. (P)
- j) barrier-free and accessibility regulations and guidelines. (P)

IDEA Objectives: I= Important E=Essential

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions) *E
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course *I
4. Acquiring skills in working with others a member of a team
5. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) *I
6. Developing skill in expressing oneself orally or in writing
7. Learning how to find and use resources for answering questions or solving problems
8. Learning to analyze and critically evaluate ideas, arguments, and points of view

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	
NEXT Research	100
NEXT Ideation & Schematic Design	100
NEXT Design Development	150
NEXT Construction Drawings	150
NEXT Final Project Submission	500
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

3. **A grade of C or above is required for credit toward a degree in interior design and as a prerequisite for the FACS 4331, Commercial Design II and FACS 4369, Internship in the interior design program.**

COURSE POLICIES

Attendance:

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

Attendance is required and as a senior you should consider the time in this course as you would a job: attend, participate, get your work done, do your best, and showcase your talents. Excessive absences that depreciate student quality of work will result in a lower grade.

Absences resulting from extenuating circumstances which are accompanied by appropriate documentation from the Office of Student Life will be evaluated on an individual basis.

Assignments:

1. All course work due in each course should be turned in on the date and at the time scheduled. **LATE WORK WILL NOT BE ACCEPTED unless proper documentation which includes the date of absence is provided by the student.** 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.
2. Course work will only be received if turned into the instructor. Never leave your work with someone else or outside the office suite.
3. In accordance with the university catalog, you may not take the final exam unless all work is completed and turned in.
4. 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.

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 borrowed 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 Behavior

1. Classroom disturbances should be avoided including:
 - a. 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.,
 - b. no eating food or drinks allowed in the classrooms or labs,
 - c. working on the computer during the discussions,
 - d. use of personal phones, texting, computers for non-class work. Please also consult [Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728](#)
 - e. working on other course assignments, reading the newspaper, etc., and
 - f. 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.

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.

Additional information can be obtained at the SHSU web-site.

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. All 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/>

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. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Director of the Office of Services for Students with Disabilities, Lee Drain North Annex, or by calling 936.294.3512, TDD 936.294.3786. **NOTE: No accommodation can be made until the student registers with the Office of Services for Students with Disabilities (SSD).**

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

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](#)

Q-DROPS

A Q-drop is a drop made after the last date for tuition refunds (12th class day for fall/spring; 4th class day for summer) but before the date for which a drop would result in the grade of 'F' as published in the Academic Calendar.

Students will be allowed no more than five Q-drops during their academic career at Sam Houston State University. Classes that are dropped prior to the Q-drop date will not count toward the limit. Students who have used their limit of five Q-drops will need to petition their respective dean to drop a class. If the dean refuses to grant permission to drop a class, a student will be required to remain in the class.

This limit will take effect with the start of the fall 2004 semester. Any drops accumulated prior to the fall 2004 semester will not be included in the five Q-drop limit, nor will Q-drops from other universities.

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.