

SYLLABUS

Class	Location	<i>Margaret Lea Houston 00110</i>
	Day & Time	Lab: <i>Mondays & Wednesdays 9:00 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 – 1:30 pm</i>

COURSE DESCRIPTION

A study is made of contract interiors including commercial, retail, restaurant, and health care facilities. Focus is on a comprehensive solution implemented through a multiphase project including space planning, sections/elevation, perspectives, custom detailing, lighting, and specification.

Prerequisites: FACS 4330, ETCM 2363. (1-4). Offered alternate semesters. Credit 3.

TEXTS

- ***Required***
 - Baraban, R. S., & Durocher, J. F. (2010). *Successful Restaurant Design* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.
 - Penner, R. H., Adams, L., & Robson, S. K. (2013). *Hotel Design: Planning and Development* (2nd ed.). New York, NY: W. W. Norton & Company.
- ***Recommended***
 - Ballast, D. K. (2013). *Interior Construction and Detailing for Designers and Architects* (6th ed.). Belmont, CA: Professional Publications, Inc.
 - Kilmer, R., & Kilmer, W. O. (2016). *Construction Drawings and Details* (3rd ed.). Hoboken, NJ: John Wiley & Sons, Inc.
 - Nussbaumer, L. L. (2009). *Evidence Based Design for Interior Designers*. (1st, Ed.) New York, NY: Fairchild Books.
 - 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.
- Piotrowski, C. M. (2016). *Designing Commercial Interiors* (3rd ed.). Hoboken, NJ: Wiley & Sons, Inc.

COURSE OBJECTIVES

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

1. to design commercial (i.e. hospitality) environments that meet human physiological, psychological, and environmental needs based on client stated needs (as established in given projects).
2. to use creative thinking to generate original design solutions that solve the client stated needs (as established in given projects).
3. to think and express design ideas and solutions visually and volumetrically through rapid visualization, quick sketching, and drawings in two dimensional plans, elevations, and three-dimensional perspective views
4. to communicate design concepts and schematic as well as developmental design solutions through conceptual sketches, space planning, schedules, specifications, and among others.
5. to communicate and present design solutions relative to the project goals and objectives in a professional manner using technical knowledge and vocabulary, as well as construction drawings.
6. to put principles of sustainable design and adaptive use into practice.

IDEA OBJECTIVES

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course materials (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, etc.)
7. Developing skill in expressing oneself orally or in writing
8. Learning how to find and use resources for answering questions or solving problems
9. Learning to analyze and critically evaluate ideas, arguments, and points of view
10. Acquiring an interest in learning more by asking questions and seeking answers

STUDENT LEARNING OUTCOMES

Council for Interior Design Accreditation 2017 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.
- b) Student work demonstrates understanding of how social, economic, and cultural contexts inform interior design.
- c) Student work demonstrates understanding of how environmental responsibility informs the practice of interior design.

The interior design program provides:

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

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.
- b) the terminology and language necessary to communicate effectively with members of allied disciplines.
- c) technologically-based collaboration methods.
- f) Student work demonstrates the **ability** to effectively collaborate with multiple disciplines in developing design solutions.

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:

- a) contexts for interior design practice.
- f) elements of project management.

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

- k) legal recognition for the profession.
- n) public service.

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.
- e) apply human factors, ergonomics, and universal design principles to design solutions.
- f) apply wayfinding techniques to 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.
- b) express ideas in oral communication.
- c) express ideas in written communication.
- 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.
- f) The interior design program provides opportunities for students to develop active listening skills in the context of

professional collaboration.

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

Students understand significant movements, traditions, and theories in:

- b) interior design.
- c) furniture, decorative arts, and material culture.
- d) architecture.
- e) art.
- f) Students apply precedents to inform design solutions.

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.
- d) three-dimensional design solutions.

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.

Students understand:

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

Student work demonstrates understanding of:

- i) color in relation to materials, textures, light, and form.

Student work demonstrates the ability to appropriately:

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

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.

Student work demonstrates understanding of:

- b) how furnishings, objects, materials, and finishes work together to support the design intent.
- c) typical fabrication, installation methods, and maintenance requirements.
- d) appropriate design or specification of products and materials in relation to project criteria and human well-being.
- 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.

- 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.

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.

Students understand:

- b) the principles of acoustical design.
- c) appropriate strategies for acoustical control.

Students understand:

- d) the principles of thermal design.
- e) how active and passive thermal systems and components impact interior design solutions.

Students understand:

- f) the principles of indoor air quality.
- g) how the selection and application of products and systems impact indoor air quality.

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.

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

- b) base-building structural systems and construction methods.
- c) interior systems, construction, and installation methods.
- d) detailing and specification of interior construction materials, products, and finishes.
- e) the integration of building systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.

- f) monitoring systems including energy, security, and building controls systems.
- g) vertical and horizontal systems of transport and circulation including stairs, elevators, and escalators.
- h) Students understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

Students are able to:

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

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.

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

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

Students apply:

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

COURSE EVALUATION

Course Evaluations	
Research	100
Ideation & Schematic Design	100
Design Development	150
Construction Drawings	150
Final Design Submission	500
Total	1000

Please note that points are subject to change based on total requirements and student input.

Grading Procedures

1. All assignments and projects will be evaluated and graded for substantive content, design quality, soundness of planning, craftsmanship, presentation, creativity and specific criteria required in the assignment.
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

COURSE POLICIES

Attendance

Class attendance is expected for all classes and 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. A fourth and fifth absences will result in a 5 points deduction for each of these absences from the final grade. A sixth and seventh absence will result in a 10 points deduction for each of these absences from the final grade. A total of 8 absences will result in a failing grade and the last regularly attended class day will be reported to the Registrar's Office when grades are due. For example, if a student has a final grade of 94 and 4 absences, 5 points would be deducted from 94, so the grade recorded is 89 (B). Or if the student has 7 absences, 30 points would be deducted from the final grade (10 pts for the 4th and 5th absences plus 20 pts for the 6th and 7th absences), so the grade recorded is 64 (D). Or if the student has 8 absences, the grade recorded is an F. Total absences will be posted at the end of the semester in separate column in Blackboard.

It is the student's responsibility to make sure a tardy is recorded as a tardy and not as an absence, before the end of that class period. Five tardy will be counted equal to one absence. Absences resulting from extenuating circumstances which are accompanied by appropriate documentation 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.
LATE WORK and EARLY WORK WILL NOT BE ACCEPTED unless proper documentation which includes the date of absence is provided by the student.
2. Course work will only be received if turned in to 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 works are 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.

Classroom Behavior

1. Classroom disturbances should be avoided including:
 - a. Personal discussions and 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 they should ask to be excused.
 - d. No eating food or drinks allowed in the classrooms or labs.
 - e. Working on other course assignments, reading the newspaper, etc.
 - 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.

Returning Work

Due to accreditation procedures the department is required to keep student work done in major FCS, IT and ART 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 so that they have a copy for their portfolio. ART projects can also be photographed. Digital drawings should be reprinted for the department.
2. Students will be informed of the dates when works will be available to be picked up.

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

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.

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.

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 took 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 classes and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all the works. *See Student Syllabus Guidelines.*

Academic Dishonesty

Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom.
See Student Syllabus Guidelines.

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.

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.