

FACS 1360-05,06
BASIC PRINCIPLES OF DESIGN
SPRING SEMESTER 2018
DEPARTMENT OF FAMILY AND CONSUMER SCIENCES
COLLEGE OF HEALTH SCIENCES

CLASS LOCATION: MLHB Rm 315
LAB LOCATION: MLHB Rm 315
INSTRUCTOR: Trish Ramsay
Office Location: MLHB, Rm 213
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Phone: 936-294-2221
Office Hours: M/W 9:30-10 am 2-3pm
F 1-3pm

CLASS MEETING TIME: M/W 5-6:50pm

COURSE DESCRIPTION: Specific attention is given to fundamental art elements and principles of design as they function in the lives of individuals and their environments. Opportunities are provided for a variety of experiences with art media through lecture and demonstration. Practical application in two-dimensional and three-dimensional projects is made through laboratory experiences. (2-2). 3 Credit Hours

COURSE CONTENT:

This course will include a combination of lecture, class discussions, assignments and tests. Elements and principles of design will be identified through use of books, PowerPoint and media presentations, bulletin boards and displays. Hands-on project development will provide a practical avenue through which these concepts will be investigated and applied.

TEXT: Pipes, A., *Introduction to Design*, Second Edition, Pearson Prentice Hall, 2009.

COURSE SUPPLIES: See Supply List on Blackboard

IDEA OBJECTIVES:

In this course, our focus will be on the following major objectives as assessed by the IDEA course evaluation system:

1. **IMPORTANT:** Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. **IMPORTANT:** Learning to apply course material (to improve thinking, problem solving, and decisions)
3. **ESSENTIAL:** Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

COURSE OBJECTIVES:

Objectives set for FACS Teacher Education Program

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

1. appreciate creative artifacts and works of human imagination related to fine art, fashion, interiors, and architecture
2. analyze creative artifacts and works of the human imagination related to fine art, fashion and design of interiors.
3. synthesize and interpret artistic expression.
4. understand fundamentals of design theories and design composition that apply to two-dimensional and three-dimensional art, interior spaces and fashion.
5. recognize characteristics of the art elements and principles of design as depicted in works of fine art, fashion, interiors, and architecture with importance placed on elements of space, line, mass, shape, texture, and color, and principles of design including scale, proportion, balance, rhythm, emphasis and harmony.
6. investigate practical means by which the art elements and principles of design relate to coordinating visual appeal in interior design and fashion design through use of fabrics, finishes, and accessories.
7. develop critical thinking and visualization skills related to visual merchandising and marketing of fashion, interiors, or other approved merchandising products in two and three dimensional design displays.
8. develop successful communication skills in written and oral form applied to concept development.
9. develop visual communication skills applied to assignment solutions through sketching and rendering in marker and color pencil media.

10. be able to understand and apply color principles and theories to two dimensional projects and three-dimensional displays.
11. develop creative solutions to problems through the application of art elements and principles of design including:
 - a. interior planning based upon analysis of the function of a space, furniture selection, and interior details in residential interiors.
 - b. apparel design based upon analysis of the body's shape and posture, textile fabrication, and apparel construction elements.
 - c. application of color materials and furnishing illustrated in collages and sample boards.
12. consider different points of view and work effectively with others to support a shared purpose.
13. expand knowledge of civic responsibility and be engaged in the regional, national and global communities.
14. illustrate knowledge gained in lecture and laboratory experiences through the application of project development to career opportunities related to fields in Family and Consumer Sciences.

2017 CIDA Standard: 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.
- c) 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.
- 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.
- b) the terminology and language necessary to communicate effectively with members of allied disciplines.
- c) technologically-based collaboration methods.

Students **understand**:

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

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

Student work demonstrates **understanding** of:

- 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.

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:

- 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.

f) Students **apply** precedents to inform design solutions.

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. **1**

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.

Student work demonstrates **understanding** of:

g) color terminology.

h) color principles, theories, and systems.

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.

Objective set for the Texas Core Curriculum Component Area V. Creative Arts

SLO 1: Students completing FACS 1360, Basic Principles of Design, will have an appreciation of creative artifacts and works of human imagination related to fine art, fashion, interiors, and architecture.

SLO 2: Students completing FACS 1360, Basic Principles of Design, will be able to analyze creative artifacts and works of human imagination.

SLO 3: Students completing FACS 1360, Basic Principles of Design, will be able to synthesize and interpret artistic expression.

SLO 4: Student completing FACS 1360, Basic Principles of Design will be able to communicate critically, creatively, and innovatively about works of art.

THECB Skill 1 Critical Thinking: Students completing FACS 1360, Basic Principles of Design are able to identify relevant aspects of design problems such as goals, objectives and performance criteria.

THECB Skill 2 Communication: Students are able to use visual sketches as design and communication tools (ideation drawings). Students are able to produce competent visual presentation drawings across a range of appropriate media.

THECB Skill 4 Teamwork: Students apply team work within lectures and assignments in FACS 1360, Basic Principles of Design by working together to critique illustrations of art and either a fashion or interior item.

THECB Skill 6 Social Responsibility: Students completing FACS 1360, Basic Principles of Design, will expand their knowledge of civic responsibility and being engaged in regional, national and global communities through lecture and assignments.

Grading:

1. Final grades will be determined by an average of the following: 6 major projects, Tests, in-class exercises, PowerPoint assignments, Bulletin Boards and Display Case work, your attendance and participation.

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

Examinations:

Tests will be given on the date and time scheduled in the syllabus calendar. There are no make-up examinations given. Please make note of dates given in the schedule.

COURSE POLICIES:

Attendance:

Class attendance is expected for all classes and labs, 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. **THERE ARE NO PERSONAL DAYS.** 4 absences will result in a half a

letter grade reduction from the final grade. 5 absences will result in a full letter grade reduction. A TOTAL OF 8 ABSENCES WILL RESULT IN A FAILING GRADE FOR THE COURSE.

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 as one absence and will be subject to point deduction for excessive absences.

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.**

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.

Assignments, etc:

1. All course work should be turned in on the date and at the time scheduled. Late work will be deducted one letter grade.
2. Course work will only be received if turned into the instructor. Never leave your work with someone else or outside the office suite, unless specified by the instructor.
3. In accordance with the university catalog, the final exam may not be taken unless all work is turned in. Date of the final **CAN NOT BE CHANGED.**
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 tests and assigned projects.

Classroom Rules of Conduct:

Be aware that this is a shared classroom. The student's work area including floor space should be clean of all papers, pencil marks, paint, and markers before leaving the classroom.

NO CELL PHONES. Cell Phones should not be visible during class and set to vibrate mode or turned off.

With instructor approval, students may record lectures, take notes via laptop computer, etc., provided 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.

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.

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.

No eating food or drinks allowed in the classrooms or labs.

Working on other course assignments unless you are finished with your project

Leaving the classroom early is not permitted without notifying the instructor before the start of class.

Returning Work:

Due to accreditation procedures the department is required to keep student work samples done in major FACS, ITEC and ARTS courses. Some student work will be collected and held by the department until after our accreditation. Students will be informed by Dr. Burleson when work will be available for pick up. For your own records, please digitally document your project before turning it in.

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center.

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.

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom.

Visitors in the Classroom: Only registered students may attend class. Exceptions may be made on a case-by-case basis by the professor. Students wishing to audit a class must apply to do so through the Registrar's Office.

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.

Academic Grievances:

Should you have a dispute concerning grades, excessive absences, instructor's alleged unprofessional conduct and the like, please see the following link

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

Link to Student Syllabus Guidelines:

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

Other Art/Design Sources:

Cheatham, Frank, *Design Concepts and Applications*

Ching, Frank, *Interior Design Illustrated*

Dantzic, Cynthia, *Design Dimensions*

Doyle, Michael, *Color Drawing*

Gatto, Joseph, *Color and Value*

Ocvirk, Otto et. al. *Art Fundamentals*

Rowe, Peter, *Design Thinking*

www.thisiscolossal.com (Contemporary Art, Design and Visual Culture)

www.houzz.com (Remodeling and Decorating Ideas for the Home)

www.mocoloco.com (Modern Contemporary Design)