ArC/ID 121: Design Communications I Syllabus
Section 002 - FALL 2015

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OFFICE HOURS: 1:00-3:00 T/Th and 3:00-5:00 pm M/W or by arrangement

COURSE DESCRIPTION: (4 credit hours)
This course offers an introduction to basic drawing and graphic modeling skills for architecture and interior design graphic communication. Students will receive instruction in two and three dimensional visualization of form and space. Topics include: Basic freehand drawing and drafting skills. Orthographic projection, paraline drawing, sketching, drawing and project composition, perspective geometry and projection and model building. Drafted and freehand drawings of actual and proposed environments are considered including analysis of light, shade, materials, textures and various contextual elements. Studio, lecture, and demonstrations are included in learning. Prerequisite: Major in architectural studies, interior design or consent of SOA director.

COURSE OBJECTIVES:
Upon completion of this course, the student will:

Develop skills in drawing and presentation composition.
Develop skills in 2 and 3 dimensional drawing for communication of information.
Develop the skills and understanding to execute drawings standard of the profession.
Develop skills in visual perception and presentation composition.
Develop the skills necessary to build precise architectural models.

REQUIRED TEXTBOOKS:

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EQUIPMENT AND SUPPLIES:
SOLD IN A KIT at SALUKI CRAFTS (Approx cost $125)
T-square 24” with plastic edges
45 degree inking triangle #8
30/60 degree inking triangle #10
3 irregular curves set of three with inking edge
Triangular architect’s scale
Drawing pencils (2H, 2B and 4B)
Erasers: Pink pearl and white plastic
Stainless steel erasing shield
Drafting brush
Drafting tape: ¼” x 400”
Circle template: (40+ circles from 1/16” to 2 ¼” T88)
Elliptical template
Clearprint pad (8 ½” x 11”)
12” x 18” self healing cutting mat
Cutting knife with safety cap and blades
12” stainless steel metal rule with cork back
12” roll yellow buff (trace)
11” x 14” drawing pad (premium recycled, perforated)
Micron pens (3 with varying ink thicknesses)
Compass with adaptor
2 mechanical pencils (0.5mm)
Spare lead (HB, 2H, 4H)

Also required but not part of the prepared kit
White glue (Elmer’s, SOBO, or Eileen’s Tacky)
Cleaning solution or wipes
Furniture template
Three ring binder
18” x 24” newsprint pad
Charcoal pencil (soft or medium)
LYRA graphite pencils: 6b or 9b (SOFT used for sketching)

Recommended
Art Bin or Tackle box
Dry cleaning Pad
Permanent markers
Hole punch

NOTE: Additional supplies will be needed throughout the semester. Various materials will be announced for use within the framework of each problem, but the student should come prepared to class. The course is a studio course, thus various media will be utilized to accomplish various tasks. There will be assigned times for studying various components of the problems prior to final presentation. The media for each of the various efforts may be very different but will be defined as the problems align.

COURSE TOPICS: PERCENTAGES OF TIME:

Drawing From observation 25%
Freehand sketching and Entourage of both 15%
Orthographic and paraline drawing and shade and shadow studies 5%
Presentation of design problems 20%
SUMMARY CONCEPT BOOKLET: THE ARCHY LOG 30%
Participation in the life of the studio (STUDIO CULTURE) 5%
EVALUATION:
The final grade for the course will be based upon critical evaluation of the work produced in the course. Three types of assignments will be given, all of which will test your ability to follow stated instructions and problem specifications. Sketches, technique development projects, and all other supplementary problems:

WORK SUBMITTAL:
Work must be submitted ON TIME, and WITHIN THE PARAMETERS defined by each individual project. Media that is utilized in final presentation work will be defined by the problems, but the student may indeed experiment with various media in both 2d and 3d as each problem progresses. NOTE: LATE WORK WILL BE REVIEWED AND CRITIQUED, but a penalty of 10% for each day late will be assessed against the project’s overall grade. This criteria comes as benefit to COMPLETE EACH PROBLEM THOROUGHLY and in a TIMELY WAY. In future studios and in the professional work environment, there is some allowance for “slower submittals” but in fairness to those students who managed their time and worked toward a completion deadline, the implementation of this rule will be employed.

GRADES:
Each student will receive a grade summary at midpoint in the semester. If a student is not performing up to the expectations of the course, that student may be advised at that time to drop the course. Students who do not officially withdraw from the course before the drop deadline will receive a grade based upon their semester average, which will include a zero for all missed assignments. Continual non-attendance of a course does not automatically drop a student from enrollment in the course. The grade breakdown is listed on the supplement to this course.

GENERAL DISCUSSION OF GRADING EXPECTATIONS FOR EACH LEVEL:
Each project will have with it an associated set of objectives or expected behavioral outcomes. Our criteria for all courses within the architectural division of the SOA (School of Architecture) are aligned with objectives defined by the NAAB accrediting agency. Our criteria for all courses within the Interior design division of the SOA (School of Architecture) are aligned on objectives defined by the CIDA accrediting agency.

We all assign meanings to grades. It is my intention in this discussion of “grades” throughout the semester is to have you understand expectations at each grade level. We can then be more aware of the various criteria utilized to evaluate each of the problems. These are intended to satisfy fundamental design issues at this point in your architectural and interior design careers.

A GRADE:
An A indicates extraordinary, exceptional responses at every level within the project framework. It many times yields an effort above what is asked in the problem statement. The amount of time contributed to an individual project does not always yield the grade of A. This can be frustrating to a student new to a design education. Time does not always translate to success, although dedication to developing a particular project will in the end teach you about the process of approaching a design solution. A grade of “A” does suggest that you have accomplished SUPERIOR work in many aspects of the problem.

B GRADE:
The grade of B defines the work that you have done as SOLID. It is above average and the work produced in an accomplished and coherent way. As defined in the grade of A, just being in studio does not always yield a B grade. A grade of B does indicate that you are going about your work in a way which DOES indeed differentiate yours from AVERAGE. There can be interpreted some ambiguity or uncertainty of meaning in some areas, but the overall B work is meeting expectations, yet lacks rigorous development in aspects of the overall design solution or presentation.
C GRADE:
A “C” grade means that you have met BASIC expectations of the projects. You have participated. You have accomplished the work in a somewhat acceptable manner. Yet, there is definitely missing information in the design data, presentation data, overall solution, process, or alignment with quality level of skill defined for work produced. This again may feel to be ambiguous or a gray area for you, but there will be step by step evaluation of the work in progress, and suggestions for areas improvement. Just doing a project or working hard on something does not always guarantee that the project will be a total success. That is a difficult thing to understand in terms of the beginning design student. There may be some components of a particular project that are correct and others that are incorrect. The C grade assignment has many of the factors of inconsistency that create an unclear solution and a lack of a sustained development.

D OR F GRADE:
Both of these grades demonstrate a VERY SERIOUS LACK OF UNDERSTANDING, COMPLETION, or SUCCESS in your solution. The student that earns one of these grades for a particular problem many times has not adhered to a set of requirements, or there is a disconnected understanding of the process of design solution and presentation. These grades reflect a lack of understanding in expectations or in design development. There also could be an associated missed deadline for the work reflecting poor attention to completion of the project. If you sense a lack of understanding in the beginning of an assigned problem or are having difficulty continually developing a problem solution, please just set a time with me to work on these aspects.

THE STUDIO:
The studio is home to many students and therefore must be maintained to allow each student to work in a productive atmosphere. BE PROFESSIONAL in your use of the space. We have a newly designed space within which to share our experiences and the mindful studio environment must be maintained. This is a policy that benefits us all in our ability to learn and accomplish what is asked of us. I am included in this dialogue. If you are one to work with a “separated sound environment”, you may conscientiously do that. ALWAYS ALLOW for framework of the studio instruction which requires periodic assembly of the entire class in order to observe some aspect of another student’s work that benefits us all, or to explain further an example that the group may be having difficulty with.

CELL PHONES:
I realize that cell phones are a distraction, yet are tremendous part of all of our lives. We utilize them for both text and spoken communication, but I ask that you FOCUS on the class material during studio. I am not asking you to turn off your phone, but especially during lecture times, DO NOT ANSWER a TEXT OR A CALL, or you will then be asked to turn off your phone. This is done for you and for your classmates. This is a new experience and it takes some learning as how to best create a working “fit” for yourself in this new environment.
It is a good policy to do your work in that studio time, but you will have to finish after the official class times quite often. We do not require a laptop computer until the beginning of the SOPHOMORE year, but I know most of you own one and have used them through your educational experience. We will utilize them as support and for media searches, as well as for storage of photographic images. A combination of hand and computerized drawing will become key to this course.

FOOD:
After “official studio time” there is usually no restriction about not having a snack in the studio, with the exception of not impacting others and being courteous. During the class period, beverages will be allowed, but be VERY CAREFUL not to spill. This can later prove to be detrimental to final projects, the computer, and other elements being developed within the design projects.

CLEAN UP AFTER YOURSELF in the case of a spill. Again this may seem like common sense, but we have had many occasions to observe people walking away from their personal responsibilities and if each person watches out for their own area and takes responsibility, we all benefit.
NEW COURSE guidelines for both NAAB and CIDA

The architectural program is accredited by NAAB accrediting agency and the interior design program is accredited by CIDA. Both groups define various requirements be met at the various levels of training. In YEAR ONE the following apply:

**NAAB: National Architecture Accrediting Board**

The following SPC’s (student performance criteria) that apply directly to our work. There are others that figure in such as collaborative thinking, but these listed are PRIMARY to this year one course of study. The NAAB establishes performance criteria (SPC’s – Student Performance Criteria) to help accredited degree programs prepare students for the profession while encouraging educational practices suited to the individual degree program. In addition to assessing whether student performance meets the professional criteria, the visiting team will assess performance in relation to the school’s stated curricular goals and content. While the NAAB stipulates the student performance criteria that must be met, it specifies neither the educational format nor the form of student work that may serve as evidence of having met these criteria. Programs are encouraged to develop unique learning and teaching strategies, methods, and materials to satisfy these criteria. The NAAB encourages innovative methods for satisfying the criteria, provided the school has a formal evaluation process for assessing student achievement of these criteria and documenting the results. For the purpose of accreditation, graduating students must demonstrate an understanding or ability as defined below in the Student Performance Criteria (SPC) assigned to this course.

Understanding: The capacity to classify, compare, summarize, explain and /or interpret information. Ability: Proficiency in using specific information to accomplish a task, correctly selecting the appropriate information, and accurately applying it to the solution of a specific problem, while also distinguishing the effects of its implementation.

**ABILITY IN:**
A1: Professional Communication Skills
A2: Design thinking skills
A4: Architectural design skills
A5: Ordering Systems

Fundamental design skills.

**UNDERSTANDING OF:**
Formal ordering system skills.

**CIDA: (Council for Interior Design Accreditation)**

The following are professional standards 2011: Student learning Expectations.

Student learning expectations are identified by three levels of learning:

AWARENESS: Familiarity with specified data and information that is demonstrated in student work.

UNDERSTAND/UNDERSTANDING: a thorough comprehension of concepts and their interrelationships.

APPLY/ABILITY/ABLE: Competent entry-level skills that must be demonstrated in completed student work.

Student work is broadly defined to include all tangible work produced by students such as projects, research papers, completed exams, class exercises, recorded presentations, etc.

This course demonstrates student performance that meets the following CIDA accreditation criteria either in whole or in part:

4g: Students effectively are provided with opportunities for innovation and creative thinking.
9a: Students effectively **apply the elements and principles of design to two dimensional** design solutions.

9b: Students **effectively apply the elements and principles of design to three dimensional** design solutions.

10c: Students **appropriately select and apply color** with regard to multiple purposes.

**E-MAIL:**
An SIUC e-mail account may be established via the on campus technical services. Most likely you already have one assigned, but if not:

You may access them by going to the SIUC information technology homepage (http://www.infotech.siu.edu). This page will answer issues such as setup of account, updating of password, and other associated information pertaining to any of the web based applications.

The accounts established are **Kerberos ID accounts** (Click the link for Kerberos ID creation).

As stated above, the School of Architecture requires a laptop computer of all students at the beginning of your SOPHOMORE year of studies, but many of you now have them currently. Students who do not have a personal computer may access the internet via the computer stations in the School of Architecture resource library on the first floor of Quigley, and there are other locations on campus enabling you to access the web as well.

**UNIVERSITY DISABILITY SERVICES:**
If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with **Disability Support Services** (DSS) to help us determine appropriate academic accommodations.

DSS (tel: 618.453.5738)

DSS typically recommends accommodations through a verification form provided to the student. Any information you provide is private and confidential and will be treated as such. http://www.disabilityservices.siu.edu

**STUDENT LIFE POLICIES:**
There is available to all students online, an informative guidebook defining student policies and procedures as well as information related to counseling services and other support services provided to the student body. Please review this document at your convenience and refer to it when situations or questions arise that need further explanation and clarification.

http://www.studentlife.siu.edu/policies.html

**FINAL EXAMINATION SCHEDULE:**
Please refer to the online schedule for the **Final Examination Schedule**. In the design studio, many times we have “final projects” and not written finals, but we will meet during our prescribed finals time for conclusion of the course and to ready the studio space for the upcoming semester. That website is:


**EMERGENCY PROCEDURES:**
Southern University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC EMERGENCY RESPONSE PLAN AND BUILDING EMERGENCY RESPONSE TEAM (BERT) Program.
Emergency response information is available on posters in buildings on campus, available on BERT’s website, [http://www.bert.siu.edu](http://www.bert.siu.edu) Department of Safety’s website, [http://www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in Emergency Response guideline pamphlets.

Know how to respond to each emergency.

Cathy A. Hagler  
*Executive Director of Administration*

**SALUKI TECH SERVICES in MORRIS LIBRARY:**  
IT support for student computer problems is 618-453-5155  
Students can also go to the library on the first floor for personal computer support problems. The walk-in computer support center is located in MORRIS LIBRARY 161A. They call it SALUKI-TECH and the

**SALUKI-TECH hours are:**

- MON-THURS: 7:30am to 11pm  
- FRI: 7:30am to 9pm  
- SAT: 11:00am to 7pm  
- SUN: 1:00pm to 9:00pm

**SALUKI-TECH services offered**

- General Troubleshooting  
- Software installs  
- Virus Removal  
- OS installs and upgrades  
- Hardware upgrades  
- Wireless set up for desktops, laptops, phones and tablets  
- Reznet configuration  
- Sales of flash drives, hard drives, routers, MS Office and cables

**ANALYSIS TOPICS**  
**Studio Projects**  
15% Problem 1- Storyboarding  
15% Problem 2- Mapping  
10% Problem 3- Art of the Mask  
12% Problem 4- The Cube Re+Defined  
52%

**Sketches**  
3% Problem 5- Free Hand object drawing (12 total)- *Live Work Environment*  
2% Problem 6- Free Hand Spatial (3 total)- *Live Work Environment: detail*  
2% Problem 7- Abes’s nose  
1% Problem 8-Your hand & object  
15% Problem 9- Sketch Log will consist of (15 total)  
23%

**Written Works**  
10% Problem-10 through 19 (Words explaining your reasoning with an analytical thought process)  
10%

**Archy Log**  
A demonstration of your development by organizing graphics, words, and images that represent your clear thinking, talent, and acquired skill.
**INSTRUCTIONAL SCHEDULE and PROJECT DUE DATES**  
* (Subject to change)  
**Note:** This course meets twice weekly, on Tuesday and Thursday

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<td>Wk 1</td>
<td>8/25 &amp; 8/27</td>
<td>COURSE INTRODUCTION</td>
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<td><strong>PROBLEM 1:</strong> STORYBOARDING</td>
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<td>Wk 2</td>
<td>9/01 &amp; 9/03</td>
<td>Presentations of concepts - sketch</td>
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<td>Wk 3</td>
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<td>Design Development &amp; written pr.</td>
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<td>Wk 4</td>
<td>9/15 &amp; 9/17</td>
<td>Critique 1 - intro Archy:log</td>
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<td><strong>PROBLEM 2:</strong> Mapping</td>
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<tr>
<td>Wk 5</td>
<td>9/22 &amp; 9/24</td>
<td>Presentation of concepts &amp; DD</td>
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<tr>
<td>Wk 6</td>
<td>9/29 &amp; 10/01</td>
<td>Design Development &amp; sketch pr.</td>
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<td>Wk 7</td>
<td>10/06 &amp; 10/08</td>
<td>Design Development &amp; Critique 2</td>
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<td>Wk 8</td>
<td>10/13</td>
<td><strong>NO CLASS</strong> (Fall Break)</td>
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<td>10/15</td>
<td><strong>PROBLEM 3:</strong> The Mask</td>
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<td>Wk 9</td>
<td>10/20 &amp; 10/22</td>
<td>Presentation of concepts &amp; written</td>
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<tr>
<td>Wk 10</td>
<td>10/27 &amp; 10/29</td>
<td>Design Development &amp; Critique 3</td>
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<td><strong>PROBLEM 4:</strong> THE CUBE re + Defined</td>
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<td>Wk 11</td>
<td>11/03 &amp; 10/05</td>
<td>Presentation of concept &amp; Written analysis</td>
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<tr>
<td>Wk 12</td>
<td>11/10 &amp; 11/12</td>
<td>Second submittal of Archy:log – DD</td>
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<td>Wk 13</td>
<td>11/17 &amp; 11/19</td>
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<td>Wk 14</td>
<td>11/24</td>
<td>Archy log review / Sketch &amp; written pr.</td>
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<td>11/26</td>
<td><strong>NO CLASS</strong> (Thanksgiving Break)</td>
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<td>Wk 15</td>
<td>12/01 &amp; 12/03</td>
<td>Sketch &amp; Written Work</td>
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<td>Wk 16</td>
<td>12/08 &amp; 12/10</td>
<td>ARCHY: log completion</td>
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<td>Due: AFTER CLASS, THURS. 12/10/15</td>
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For a complete review of the SIUC 2015-2016 Academic Calendar, visit:  
[http://registrar.siu.edu/calendars/academic1516.html](http://registrar.siu.edu/calendars/academic1516.html)

**FINAL EXAMINATION SCHEDULE**  

Final meeting and discussion – no exam  
Tues. 12/15/15 - 8:00 – 10:00 am