Arc/ID 251 – 001 Design I: Concept – 4 credits
Southern Illinois University - Carbondale Fall 2015

Instructor: Steven Turnipseed AIA
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Office Hours: T-TH 9:00 – 12:00 AM and by appointment

Course Description:
Introduction to the basic principles and elements of design by means of practical and abstract applications. Development of two- and three-dimensional solutions and presentations for conceptual design problems. Emphasis is on three-dimensional thinking and communication.

Prerequisite:
ARC 122 and major in architectural studies or interior design or the consent of the school director.

Meeting Location and Time:
MWF 9:00 – 11:50 AM. Quigley Room 118-120 (center)
Course Objectives:

The intent of this course is to introduce basic design elements and principles through hands-on experience. Upon completion of this course, the student will:

- Be able to recognize and gain successful experience in the application of the principles and elements of design;
- Become familiar with design principles and elements, and the terminology required, as related to the built environment;
- Become familiar with and competent in the two- and three-dimensional presentation of abstract and practical design solutions to assigned problems;
- Become competent in the organization of research and the discussion of design principles and elements;
- Be able to complete and present assigned studio projects to instructor’s satisfaction;
- Understand the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural and interior design composition, and urban design;
- Become aware of issues relating to the basic relationships between design and the environment.
Educational Philosophy:

I assume that you are at this university to acquire and mature the life-long self-discipline that is referred to as "education." I personally think that education is composed of two very integrated components – acquiring **knowledge** and acquiring **skills**. I believe true education involves the ability to **think** and the ability to **do**. There are skills that are necessary to acquire knowledge, and there is knowledge required in order to acquire skills – so they are not separable. Besides this, **it may be useless to know how to do something without the discernment to know what is appropriate to do**, and likewise, **to know what needs to be done without having the ability to take action**. Thinking enriches configuration, and doing enables implementation! Education results in informed action.

I feel design is **creative decision-making** – ranging from the decision to pursue a physical solution to an opportunity in the first place to the decision to conduct post-occupancy evaluations of the finished construction. The tens of thousands of decisions that must be made require a creative **decision-making process** within which to make those decisions in an effective way. Knowledge informs that process, and skills enable that process. It’s that simple!

In this studio, I will serve as a motivator and encourager to the education process in which **you yourself must desire to participate**. I adhere to Amy Freeman Lee’s suggestion that "**to make things easy, per se, especially for students, to render false praise, and to lower standards, permit people to wallow in their own mediocrity and prevent them from realizing their maximum potential.**"¹ I will encourage you to become knowledgeable and skillful, responsive to context, confident without arrogance, an effective communicator & collaborator, self-critical & contemplative, compassionate and a pursuer of excellence. In other words, a Designer!

¹ Excerpted from the late Amy Freeman Lee’s adaptation of her keynote address to the Texas Society of Architects’ 39th Annual Meeting in San Antonio, published in the January/February 1979 Issue of Texas Architect.

Methodology:

This is a **studio design course**. However, lectures may be given at any time during the studio period for the clarification of studio assignments, for demonstration of techniques, and for the presentation of information, concepts, ideas, questions, etc.

Each student is expected to **arrive on time and to be prepared** to work, to present or to review their project progress at any time during the scheduled studio period.

Each student is expected to keep a comprehensive **journal/sketch book** of their design research, thoughts, ideas and sketches for the semester. Your Journal/Sketch Book will serve as the starting point for all desk reviews of your projects, and will be used to assess progress on the design at any point in time, so it should accompany the student at all times. The format of this journal is up to the individual student, but it must be orderly and bound in some fashion. Sketches from this journal will likely be used for final design presentations.

Each student is expected to **participate actively** in each session by asking and answering questions, by exploring solutions and by discussing notes, concepts and ideas in an informal manner. Advance preparation is expected for each studio session.

Studio will be used for design work, for design crits, for discussions and presentations – **everyone is expected to be in studio working the entire period**. Please have all materials and supplies at your desk for critiques, review, and work.
Because very little design is actually produced by a single person, we will learn to seek and accept other people’s input and help for the refinement of our designs. There may be team assignments as part of the overall design process.

Textbooks:

There is no required text for this course. Experiencing Architecture by Steen Eiler Rasmussen – may be required for your Arc 231 Architectural History Class and is very applicable to our studio work. Reading will be required from time to time from Architecture: Form, Space & Order by Francis Ching. If you do not own a copy you should purchase one for your own edification – it’s a valuable resource. This book can also be accessed electronically through the SIUC library at:

https://vufind.carli.illinois.edu/vf-sic/Record/ebl_1408728/Holdings

Supplies/Equipment:

The student is responsible for providing all supplies required to complete this course in a professional manner. Anticipate that projects this semester could require $150-200, and adjust your personal budget accordingly. Everyone should become aware of the various material suppliers (local, St. Louis, internet) and their associated costs, and should share this information with the studio.

Journal/Notepad/Sketchpad (carried with you at all times for recording of information and ideas)

Roll of 12” Tracing Paper

Writing/sketching Instruments (pens, pencils, markers, straight edge, etc.)

Basic model-building tools (cutting board, exacto knife, many replacement blades, straight edge, glue, tape, pins, clamps, band aids, etc.)

Lap-top Computer – we will be using cadd programs this semester.

Course CD:

Students will be required to submit a CD - labeled with their name, course and semester - containing pdf files of their final presentations and jpps at 600 dpi of all original drawings used for each project. Get into the habit of scanning all your original sketches and drawings.

Studio Space:

This studio is our professional ‘home’ and should be treated with respect. If you make a mess, clean it up. Although the studio time should be fun, there is no excuse for disrespect or vulgarity – everyone should act and be treated professionally. Do not mess with other student’s work. Do not take things that are not yours. Do not emailing, texting or tweeting during studio, lectures or presentations. Music is by headphones only, and only during general studio work times. Volume should be such that you can hear general comments that the professor may make without being specially notified. Complete respect for the other Professors and studios we share this space with is expected!

It is school policy that spray paint can not be used on campus unless used in an approved, properly ventilated spray booth.
Everyone who would like a key to the studio will be issued one – these are State property, and must be returned at the end of the semester in order to receive your final grade in this class. Lost or stolen keys will cost you $10 each. Security of the studio space can not be guaranteed, so secure all personal items at all times.

Lock up the studio and turn out the lights if you are the last one out.

Please refer to the *SIUC SOA Studio Culture Policy* for a description the fundamental properties and expectations of the studio setting.

**Attendance & Special Concerns:**

*Attendance is required* in the design studio.

*If you are absent 3 times, your FINAL GRADE will drop 1 letter grade. If a student is tardy or leaves the studio early w/o permission 3 times, it will count as one absence.* An excused absence, as defined in the university’s guidelines and with prior notification to the instructor of absence, may be accepted. Remember that the class continues, that the student is expected to keep up with current class work, and that the student is responsible for gathering the information to catch back up with the class.

For extended illnesses, it is the student’s responsibility to initiate conversation with the instructor to determine an appropriate course of action. *IF ANY REASON exists which may prevent you from giving your full and undivided attention to the successful completion of this class you MUST advise your faculty immediately.* If there is any problem or concern that you have which might impact your performance in the class, please inform the instructor the first week of class.

**Grading Policy:**

Projects are due on the date and at the hour specified for submittal. Late projects will be considered for evaluation only with prior approval by the instructor.

**Evaluation:**

Your evaluation in this class will be based your performance on three design projects and class participation (including studio discussions & sketch book) in the following proportion:

<table>
<thead>
<tr>
<th>Project 1:</th>
<th>4 weeks</th>
<th>25%</th>
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<tbody>
<tr>
<td>Project 2:</td>
<td>5 weeks</td>
<td>30%</td>
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<tr>
<td>Project 3:</td>
<td>6 weeks</td>
<td>35%</td>
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<tr>
<td>Class Participation:</td>
<td></td>
<td>10%</td>
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<td></td>
<td>100%</td>
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</tbody>
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Grading Scale:

90 -100 A  Extremely Outstanding work exceeding all requirements & expectations and exhibiting unusual ability and exploration;

80 - 89 B  Outstanding work that exceeds program requirements in significant ways and exhibits enthusiasm and initiative;

70 - 79 C  Very good work that meets all program requirements & expectations in a comprehensive & professional manner;

60 - 69 D  Work that falls short of program requirements in significant areas and that reveals performance below course level expectations;

59 or less F   Work that falls well short of requirements and expectations and indicates need for remedial instruction;

INC- Incomplete will be used only in exceptional circumstances that are beyond the control of the student. The student must be passing the course.

Grading Rubric – Projects

Each Project will be assessed on a 100 point scale:

Completeness 10 points
Design Process 20 points
Design Solution 50 points
Presentation Quality 20 points

Student Conduct Code

It is each student's responsibility to know and comply with the SIUC Student Conduct Code and the “Studio Culture Policy” as described in the Architecture Student Handbook

www.infotech.siu.edu/salukiware/mac/html/gradcat/conduct.htm
Syllabus Attachment

Fall 2015

http://pvcaa.siu.edu/

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subjected to the same kinds of accountability and the same kind of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or salukicares@siu.edu, http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strains of society, nationalities, ethnicities, lifestyles, and affiliations. Learning and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusiveresources.siu.edu

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website: Tutoring: http://tutoring.siu.edu/Math Lab: http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: http://salukinet.siu.edu/ cp Home/dispay/login
ADVICEEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/

IMPORTANT DATES
Semester Class Begins: 08/24/2015
Last day to add a class (without instructor permission): 08/31/2015
Last day to withdraw completely and receive a 100% refund: 09/06/2015
Last day to drop a course using SalukiNet: 11/01/2015
Last day to file diploma application (for name to appear in Commencement program): 09/18/2015
Final Examinations: 12/14-12/18 2015

More, the outreach, intern, and short course drop/add dates, visit Registrar’s Academic webpage: http://registrars.siu.edu

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FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/07/2015
Fall Break 10/18-10/21/2015
Veteran’s Day Holiday 11/11/2015
Thanksgiving Vacation 11/23-11/29/2015

WITHDRAWAL POLICY
Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be inititated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrars.siu.edu/pdfs/gradcatalog1314.pdf

INCOMPLETE POLICY: Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following, the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. For more information please visit http://registrars.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrars.siu.edu/pdfs/gradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://graduate.siu.edu/about-siu/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://dsservices.siu.edu

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about
The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria below. The knowledge and skills defined here represent those required to prepare graduates for the path to internship, examination, and licensure and to engage in related fields. The program must provide student work as evidence that its graduates have satisfied each criterion.

The criteria encompass two levels of accomplishment:

- **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.

II.1.1 **Student Performance Criteria (SPC):** The NAAB establishes SPC to help accredited degree programs prepare students for the profession while encouraging education practices suited to the individual degree program. The SPC are organized into realms to more easily understand the relationships between each criterion.

**Realm A: Critical Thinking and Representation.** Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include
- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Assessing evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

**This class meets 2014 NAAB requirements for Architectural Education Accreditation in the following areas:**

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the general public.
A.2 Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

COUNCIL FOR INTERIOR DESIGN ACCREDITATION (CIDA)
PROFESSIONAL STANDARDS 2011
STUDENT LEARNING EXPECTATIONS

There are thirteen standards that apply to Student Learning Expectations. In order to be accredited, an interior design program must comply with all these standards as well as three additional standards relating to program mission, goals, curriculum, and administration.

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:

2. Global Perspective for Design. Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.
2.b. Students understand the implications of conducting the practice of design within a world context.

2.c. Students understand how design needs may vary for a range of socio-economic stakeholders.

3. Human Behavior. The work of interior designers is informed by knowledge of behavioral science and human factors.

3.a. Students understand that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.

4. Design Process. Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

4.a. Students are able to identify and define relevant aspects of a design problem (goals, objectives, performance criteria).

4.b. Students are able to gather, evaluate, and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation).

4.c. Students are able to synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.

4.d. Students are able to demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.


5.a. Students have awareness of teamwork structures and dynamics.

5.b. Students have awareness of the nature and value of integrated design practices.

6. Communication. Entry-level interior designers are effective communicators.

6.a. Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

6.c. Students are able to use sketches as a design and communication tool (ideation drawings).

6.d. Students are able to produce competent presentation drawings across a range of appropriate media.

6.f. Students are able to integrate oral and visual material to present ideas clearly.

8. History. Entry-level interior designers apply knowledge of interiors, architecture, art, and the decorative arts within a historical and cultural context.

8.e. Students apply historical precedent to inform design solutions.
9. Space and Form. Entry-level interior designers apply elements and principles of two- and three-dimensional design.

9.a. Students effectively apply the elements and principles of design to two-dimensional design solutions.

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

9.c. Students are able to evaluate and communicate theories or concepts of spatial definition and organization.


10.b. Student work demonstrates understanding of the interaction of color with materials, texture, light, form and the impact on interior environments.

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

10.d. Students apply color effectively in all aspects of visual communication (presentations, models, etc.)

13. Interior construction and Building Systems. Entry-level interior designers have knowledge of interior construction and building systems.

13.f. Student work demonstrates understanding that design solutions affect and are impacted by vertical circulation systems.