ID 391 Design Studio III: Context
Southern Illinois University - Carbondale 5 credits Fall 2016

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Office Hours: MTW 10:00 – 12:00 AM and by appointment

Course Description:
Interior Design of the personal environment at the individual level. Emphasis on residential design. Length: 16 weeks. Not for graduate credit.

Prerequisite:
Arc/ID 252, ID334, and ID331 concurrent enrollment, ID361 concurrent enrollment and interior design major or the consent of the Program Director.

Meeting Location and Time:
MW 1- 4:50  Quigley  Room 133
Course Objectives:

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

- Be able to more skillfully apply the principles and elements of design to realistic interior design problem solving;
- Become skillful at applying design principles and elements, and using the terminology required, as related to the built interior 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;
- To exhibit increased understanding of visual perception and the principles and systems of order that inform two- and three-dimensional interior design composition;
- Become more 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." 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 (see attendance policy). 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:

The required text for this course is The Interior Dimension by Joy Monice Malnar (this book is not in the bookstore, so it needs to be ordered on-line immediately). Additional readings will be provided as necessary. I recommend that you obtain access to A Pattern Language by Christopher Alexander – it is a classic exploration of the details of human interaction with the environment. If you do not own a copy of Architecture: Form, Space & Order by Francis Ching, you should purchase one for your own edification – it’s a valuable resource.

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 $150-250, and adjust your budget accordingly. Everyone should become aware of the various 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 to record information)

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
Course CD:

Students will be required to submit a CD labeled with their name, course and semester and containing pdf files of their final presentations and jogs 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 be 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 Professor and studio 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 to have 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. You are allowed 2 unexcused absences. **If you are absent 3 times w/o excuse, 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 four Design Theory Quizzes (over reading assignments), two design projects and class participation (including studio discussions & sketch book) in the following proportion:

- Quizzes: 4 @ 5% each = 20%
- Project 1: 5 weeks = 30%
- Projects 2: 6 weeks = 40%
- Class Participation: = 10%

100%

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:

Compleness 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

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:

*** See Hand-out Addendum ***
IMPORTANT DATES *
Semester Class Beginning ....... 09/22/2016
Last day to add full-term course (without Dean’s signature) ....... 09/28/2016
Last day to drop from the University with full refund ....... 09/28/2016
Last day to drop a full-term course for a credit refund ....... 09/04/2016
Deadline to apply to graduate at the end of this term ....... 09/16/2016
Last day to drop a full-term course (W grade, no refund) ....... 10/30/2016
Final examinations: ....... 12/12–12/16/2016
Commencement: ....... 12/17/2016
Note: For more detailed information on the above deadlines, please visit http://register.siu.edu/calendars. For add/drop dates that apply to shorter-than-full-term courses, please look at the Schedule of Classes search results at http://register.siu.edu/schedule/index.php.

FALL SEMESTER HOLIDAYS
Labor Day Holiday 09/05/2016
Fall Break 10/08–10/12/2016
Veteran’s Day Holiday 11/11/2016

WITHDRAWAL POLICY - Undergraduate only
Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for theses classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar’s office. For the proper procedures to follow when dropping courses and when withdrawing from SIU visit http://register.siu.edu/studentswithdrawal.php.

INCOMPLETE POLICY - Undergraduate only
An INCP grade may be assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments for the course. An INCP must be changed to a complete grade within one full semester (undergraduate students), or one full academic year (graduate students), from the close of the term in which the course was taken or graduation, whichever occurs first. Should the student fail to complete the remaining course requirements within the time period designated, the incomplete will be converted to a grade of F and such grade will be recorded in the student’s grade point average. For more information visit: http://register.siu.edu/grads/incomplete.php.

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit more than once. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Effective for courses taken Summer 2013 or later, only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. This policy will be applied to all transferable credit that in only the last grade will be used to calculate grades point average. Only those courses taken at the same institution are considered repeats under this policy. See fall policy at http://register.siu.edu/students/repeatclasses.php.

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog at http://gradschool.siu.edu/abow-grad-cat/.

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 contact DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityresources.siu.edu/

PLAGIARISM
Student Conduct Code http://ec.siu.edu/student-conduct-code/

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds 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://safety.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 caring and demonstrate to our students and their families that they are an important part of the community. For information on Saluki Cares: call(618) 453-1992, email salukicares@siu.edu, or visit http://salkicare.siu.edu.

SIU: EARLY WARNING INTERVENTION PROGRAM (EWI)
Students enrolled in courses participating in SIU’s Early Warning Intervention Program might be contacted by University staff during a seminar. More information can be found at the Core Curriculum’s Overview webpage: http://cscr.ucurriculum.siu.edu/program-overview/

EMERGENCY PROCEDURES
We ask that you become familiar with Emergency Preparedness @ SIU. Emergency response information is available on posters and flyers in buildings on campus, on the Emergency Preparedness @ SIU website, and through text and email alerts. To register for alerts visit: http://emergency.siu.edu/

STUDENT MULTICULTURAL RESOURCE CENTER
The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in Grinsell Commons, to see the resources available and discover ways you can get involved on the campus. Visit us at http://inclusive.diversity.siu.edu

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and in the library. For more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Lab: http://mathlab.siu.edu/courses/course-help.php

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://writenow.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/

MILITARY COMMUNITY
There are opportunities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at http://veterans.siu.edu

ADDITIONAL RESOURCES:
ADVISING: http://advising.siu.edu/
SIU ONLINE: http://online.siu.edu
SALUKI SOLUTION FINDER: http://salukifinder.siu.edu
MORRIS LIBRARY HOURS: http://library.lib.siue.edu/hours