ID 451: PROGRAMMING II
FALL 2015

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OFFICE HOURS: 12-1:30pm T/TH and 1-2:30pm M/W: additional times by appointment

COURSE DESCRIPTION: (3 credit hours)
This course is the preparatory course for ID-492-4 INTEGRATION. The concept of the two semester sequence is to provide the student with an in depth research problem that once solved in terms of data gathered, can now be developed into a design solution or multiple design solutions based on that body of research and objectives. This course is not for Graduate credit.

The course includes:

PROJECT RESEARCH: physical, library and web searches and data gathering. Preparation and design of the instruments for information gathering, analysis of the data and assembly of that research into a useable program document.
Students shall prepare the graphic presentation as well, for the collected and assembled data and will provide the university with ONE COPY (in hard copy and in digital format), retaining another copy for their files for use in the spring semester design studio: ID-492-4 Integration.

LAB: Three Hours
Prerequisites: ID 392 and major in interior design or consent of school director.

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

1) Initiate a complex interior design project. Space allocations will alter from student to student but there will be an estimated thirty (30) programmed spaces defined as minimum for all problems that are developed. All square footages will be reviewed and approved by the instructor. Various net to gross ratios and local codes shall govern as the program evolves. The minimal Square footage of the programmed areas will be thirty thousand and no/100 (30,000 useable SF). There shall also be designed into each program, one highly developed, integrated, vertical means of circulation.

2) Utilize the information gathering techniques learned in ID252 as a basis for the preparation of a comprehensive program document.

3) Create a system of information gathering and storing that will allow each project to become an individual “undergraduate thesis” effort. There should be demonstration of solid methodologies for collection of data, organization of the collected data, the interpretation of that data and the written and verbal communication of the discovered results of that information retrieval.

4) Develop questionnaires and email interview procedures for data gathering. Attain knowledge and skills to establish and work with information sources and potential clients.

5) Refine their abilities to do industry research and expand upon their knowledge and working abilities with the interior design marketplace.
6) Be familiar with the tools of programming such as the adjacency diagram and the blocking diagram as well as fire stopping and compartmentation.

7) Be familiar with the application of all local codes and how those codes impact the public and design decisions.

8) Understand how to develop a MISSION STATEMENT, GOAL STATEMENTS and PERFORMANCE CRITERIA.

9) Gain understanding of our design field in the “global marketplace” and to integrate their thinking into the design solutions that are created as a result of the preparation of their program document.

10) Apply the learned procedures of interior design programming to a complex set of variables and varying building typologies.

11) Utilize various software applications to gather, store and organize collected data. The integration of that process with that of verbal communication skills, organizational skills and other interpersonal skills shall be reinforced throughout the programming effort.

TEXTBOOKS
Supplementary handouts aligned with each of the topics will be supplied to the students and other readings shall be assigned to accompany the specific problems and concepts.

RECOMMENDED TEXTBOOKS:

COURSE TOPICS: PERCENTAGES OF TIME:
1. Creation of the problem typology and develop website connections and contacts from which to being the information gathering process. 10%
2. Data Gathering 35%
3. Organization of the gathered data 20%
4. Creation of the physical program document 35%

100%

GRADES:
GENERAL DISCUSSION OF GRADING EXPECTATIONS FOR EACH LEVEL:

We all assign meanings to grades in a design studio setting. It is my intention in this discussion of grades throughout the semester to better have you understand my expectations at each grade checkpoint.
A GRADE:
An A indicates extraordinary, exceptional responses at every level within the project framework. It many times yields efforts above what is asked of the problem. The amount of time contributed to an individual project does not always yield the grade of A. This can be frustrating because time does not always translate to success, although dedication to development of a particular project will in the end teach many things about development and approach. A grade of “A” does suggest that you have accomplished SUPERIOR work in many aspects of the problem.

B GRADE:
The grade of B does define the work that you have done as SOLID. It is above average and the work produced has been accomplished in a coherent and satisfactory 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 “gray” areas, but the overall B work is meeting expectations, yet lacks something 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 levels defined for work produced. This again may feel to be a gray area for the student, but there will be step by step evaluation of the work in progress, and a suggestion of areas for improvement. Sadly, 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.

D or F GRADE:
Both of these grades demonstrate a VERY SERIOUS LACK OF UNDERSTANDING, COMPLETION, or SUCCESS in solution. The student that accomplishes for a particular problem one of these grades many times has not adhered to a set of required final requirements, or there is a complete disconnect from design to presentation. There may be a lack of understanding in expectation or in development and there also could be an associated missed deadline for the work or a lack of attention to completion in the work. If the student senses a lack of understanding to begin a problem or develop a problem, set a time with me to discuss any concerns you may have.

ATTENDANCE:
Attendance is expected for ALL class sessions. Each student will be allowed a maximum of three (3) unexcused absences. There shall be a 1/3 letter grade drop for each unexcused absence in excess of three (3) class sessions missed. It is the student’s responsibility to notify the instructor via email of excused absences (example: death in the family, authorized university travel).

NON COMPLIANCE:
Work submitted should follow the given guideline as specified in each assignment. Failing to do so will result in an F.

SPECIAL CONCERNS and ACADEMIC EXPECTATIONS:
If there is any concern that you have pertaining to your performance in this class, please inform me so that we can discuss your concerns. Schedule a time to meet via email. Unless students are assigned to work
together for a specific project and to submit work as a team, it is expected that each student is responsible for his/her own work. You should perform the work yourself. If you have technical questions regarding any issue in this course, computer files, drawings, etc. do not hesitate to ask in order to avoid non compliance with assignment requirements and schedules.

**STUDENT CONDUCT CODE:**
http://www.siuc.edu/~policies/conduct.html
Read this for clarification and procedure related to your rights, obligation and behavior. Furthermore this includes being respectful of your studio-mates, their work, their property, and the property provided to your via the School of Architecture.

**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:**

**EMERGENCY PROCEDURES:**
Southern Illinois 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 The Department of Safety’s website, http://www.dps.siu.edu (disaster drop down) and in the Emergency response Guideline pamphlet. Know how to respond to each Emergency.

Cathy A. Hagler, Executive director of Administration