ARC/ID 122  Design Communications II  
School of Architecture  College of Applied Science and Arts  Southern Illinois University Carbondale  
SPRING 2016  4 Credit Hours  

Instructor: Prof. David A. Nurnberger  
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Tel: 618.453.8319  
E-mail: dnurnberger@siu.edu  
Office hours: Mon. & Wed. 12:00-3:00 pm  

COURSE DESCRIPTION: (4 credit hours)  
Continuation of Design Communication I. This course is a continuation of sketching and black and white drawing techniques. The introduction of color and color presentation techniques with emphasis on advanced architectural and interior design graphics and presentation composition. Prerequisite: ARC 121 and architectural studies or interior design majors or consent of department.  

COURSE OBJECTIVES:  
Upon completion of this course, the student will be able to:  
Understand basic principles of color theory and color application in graphic communication.  
Develop skill in drawing and presentation composition.  
Have the ability to observe forms, textures, colors, and materials for their use in architectural applications.  
Develop skills in a variety of media for graphic presentation;  
Develop skills in three dimensional drawings, both projected and sketch methods.  
Develop skills in concept diagramming.  
Develop an understanding of ordering systems and their application to architecture and interior design.  

REQUIRED TEXTBOOKS:  

RECOMMENDED TEXTBOOKS:  
Leggitt, Jim. (2010). Drawing Shortcuts: Developing quick drawing skills Using today’s technology  
Curtis, Brian. Drawing from Observation ISBN 0-7-241024-8  

EQUIPMENT AND SUPPLIES required for ARC 122:  
ORGANIZATION and NOTE-TAKING MATERIAL  
Three ring binder (approx. 1.5 -2 inch bind)  
PADS AND DRAWING MEDIA:  
    #41 Tracing Parchment pad (14” x 17”)  
    #39 Layout Opaque bond paper chalk white (14” x 17”)  
    Strathmore premium recycled sketch pad (11” x 14”)  
PENS AND DRAWING MEDIA:  
    Drafting and drawing tools from ARC 121 KIT (purchased fall semester)  
        Technical pens, fine line markers and miscellaneous drawing pens and pencils  
COLOR MEDIA:  
Much of the color media utilized by the course will again be similar to the Drawing media definition. Color media will be utilized throughout and the student should begin to assemble a “collection” of pens, markers, water colors, colored pencils to support the design projects and required color palette exercises.
PRISMACOLOR MARKERS.
This is a MINIMUM Listing: you may purchase as many other colors as you desire to give the
greatest flexibility in solving color related problems within the context of the ARC/ID 122.
COLORS ARE:
Lime peel (#124), Olive Green (#028), Sand (#031), Sienna brown (#065), Brick white (#079),
eggshell (#072), light tan (#095), terra cotta (#082), Spruce (#185), Dark umber (#061), Brick
beige (#078), Cloud blue (#144), Cool gray 20% (#109), Cool gray 50% (#112), French gray 10%
(#155), French gray 30% (#157), French gray 50% (#159), French gray 70% (#161), Warm gray
20% (#100), Warm gray 40% (#102), warm gray 60% (#104), Warm gray 80% (#106), Black
(#098)
OPTIONAL: carmine red, jasmine, apple green. (plus other colors you want to experiment with)

DERWENT MARKERS are also another manufacturer of markers, pencils, etc. and they work
well with any various color work that we would be accomplishing in the course.

PRISMACOLOR PENCILS: white, black, and various other support colors


NOTE: Additional supplies will be needed throughout the semester. These will include art boards,
cardboard, museum board, corrugated cardboard, paint brushes, plastic mixing palettes, etc. Various
materials will be announced for use within the framework of each problem, but the student should come
prepared to class. Various media will be utilized to accomplish tasks. The media for each of the various
efforts may be very different but will be defined as the problems align.

EQUIPMENT PURCHASED IN FALL SEMESTER as part of ARC 121 Requirement: STILL IN USE:
T-square 24” w/ 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
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
11” x 14” drawing pad (premium recycled, perforated)
Micron pens (3 with varying ink thicknesses)
Compass and adaptor
2 mechanical pencils (0.05mm) Spare lead (HB, 2H, 4H)

REQUIRED: but not part of the above kit that was purchased in the FALL SEMESTER – ARC 121)
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

2
RECOMMENDED:

Art bin or tackle box
Dry cleaning pad
Hole punch
Permanent markers (the KIT for ARC 122 will include a greater quantity of markers)

ATTENDANCE:
Attendance is expected for ALL class sessions. There shall be a 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: Health issues: death in the family, authorized university travel)

NON COMPLIANCE:
Work submitted should follow the given guideline as specified in each assignment.

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. If my office hours are in conflict with your other classes, schedule an alternate time with me. 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 issues in this course, computer files, drawings, etc do not hesitate to ask in order to avoid noncompliance with assignment requirements.

STUDIO PROBLEMS:

A) **BUILDING IMPACTS: 37%**
   Influences of the fundamentals on the design and understanding of spaces and places

   **Problem #1:** Intrusions & Intersections: Recreation Center
   15 points

   **Problem #5:** Pavilion Building (team and individual)
   Individual Research - 2 points
   Quality of individual work in team effort - 5 points
   Design, implementation and construction team – 15 points

B) **COLOR & COLOR THEORY: 27%**
   **Problem #2:** Complementary Window
   15 points

   **Problem #3:** Lichtenstein
   Team - 12 points
   Innovation and interpretation emphasis

C) **ART OF MAKING AND PROPORTIONING SYSTEMS: 28%**

   **Problem #4:** The Fibonacci Bloc
   Study & analysis of the initial “fibby” form
   Implementation of the form in study format
   Final Product.
   8 points

   **Problem #4:** The Fibonacci Bloc
   Study & analysis of the initial “fibby” form
   Implementation of the form in study format
   Final Product.
   20 points

D) **SKETCHBOOK: 8%**
   Midterm and final submittal – at least one sketch for every class – dated
   Sketch topics must include diversity similar to ARC/ID requirements
   8 points

**UNIVERSITY GRADING SCALE:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
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<tr>
<td>79-70</td>
<td>C</td>
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<tr>
<td>69-65</td>
<td>D</td>
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<tr>
<td>64-00</td>
<td>F</td>
</tr>
</tbody>
</table>
WORK SUBMITTAL:
ALL work must be submitted ON TIME, and WITHIN THE PARAMETERS defined by each project.  
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 in fairness to those students who manage their time and work toward a completion deadline.

STUDIO PERFORMANCE:
If a student is not performing up to the expectations of the course, that student may be advised 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.

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. It is my intention to distribute rubrics that explain clear methods of evaluation that align with accrediting objectives. We will discuss the various interpreted meanings of each criterion as they relate to the studio problems.

THE STUDIO:
The studio is home to many students and therefore must be maintained to allow each student’s use of it not to be hindered. BE PROFESSIONAL in your use of the space.

CELL PHONES: I ask that cell phones be turned off if possible during studio time. If you choose to put your phone on vibrate, this too can be a “mental distraction”. It is a good policy to focus on the work of the studio while in that time block. All of these things are reality within the professional environment and yet there has to be a learned focus on the work in place.

FOOD: After “official studio time” there is usually no requirement again with the exception of not impacting others and being courteous. Within the class period, beverages will be allowed, but be VERY CAREFUL not to spill. This can later on prove to be detrimental to final projects, the computer, and other elements being developed within the design projects. CLEAN UP AFTER YOURSELF

The SOA requires a laptop computer of students in the SOPHOMORE year, but many of you now have them available currently and you have the SIUC provided DELL tablets. 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.

QUIGLEY HALL EMERGENCY RESPONSE 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 at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
**Procedures:** If an evacuation of Quigley Hall is required during an emergency, ALL School of Architecture students, faculty, and staff (from all three programs) are to gather ASAP after exiting in the grassed area east of the Quigley Courtyard and covered walkway area to determine if there are people unaccounted for at that particular time. There are four SoA faculty members that are part of the SIUC Quigley Hall BERT Team (Brazley, Frisch, Kidd, White, and Wojnarowski) who will be facilitating the necessary emergency procedures. There are BERT Posters located in numerous public areas throughout Quigley with Quigley Team emergency phone numbers.

*Do not hesitate to call 911* if you have any sense of emergency and there isn’t a faculty or staff person available to immediately assist – 911 Staff are highly qualified and prepared professionals to make a response decision and to give you advice over the phone.

### QUIGLEY HALL EMERGENCY RESPONSE MEETING AREAS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>AREA</th>
<th>LOCATION</th>
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</thead>
<tbody>
<tr>
<td>Food and Nutrition</td>
<td>1</td>
<td>Woody Hall grassed area West of Quigley Main Entry</td>
</tr>
<tr>
<td>Child Development Laboratory</td>
<td>2</td>
<td>North Side Quigley beyond Fenced Area</td>
</tr>
<tr>
<td>Social Work</td>
<td>3</td>
<td>Grassed Area NE of Loading Dock and Auditorium</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>4</td>
<td>Grassed Area East of Quigley Patio and the Covered Walkway</td>
</tr>
<tr>
<td>College of Education - Pre-School</td>
<td>5</td>
<td>Grassed Walkways Area beyond South Entry</td>
</tr>
<tr>
<td>General Classrooms &amp; Auditorium</td>
<td>1, 3, &amp; 4</td>
<td>Please instruct those outside faculty, students, and visitors during an emergency</td>
</tr>
</tbody>
</table>

**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 to be met at the various levels of training. In YEAR ONE the following apply:

**NAAB: Architecture**

The following are the “SPC’s” (student performance criteria) that apply directly to our work. There are others that figure in such as collaborative thinking, etc, but these are primary.

**ABILITY IN:**
- Design thinking skills
- Visual Communication skills
- Fundamental design skills

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

**CIDA: (council for interior design accreditation) interior design:**

The following are professional standards 2011: Student learning expectations.
3a: Students **understand** that social and behavioral norms may vary from their own and are relevant to making appropriate design decisions.

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

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

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

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

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

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

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

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

8e: Students **apply historical precedent** to inform design solutions.

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.

10a: Student work demonstrates understanding of color principles, theories, and systems.

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

10d: Students **apply color effectively in all aspects of visual communication** (presentations, models, etc)
### INSTRUCTIONAL SCHEDULE and PROJECT DUE DATES

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATES</th>
<th>Projects &amp; Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk. 1</td>
<td>1/19</td>
<td>Intro &amp; Problem 1 Intrusions &amp; Intersections, Data Collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sketch evaluation and Lighting influences (natural &amp; electric)</td>
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<tr>
<td>Wk. 2</td>
<td>1/26</td>
<td>Colors and material finishes, circulation, Questions</td>
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<tr>
<td></td>
<td>28</td>
<td>Full size 4 square foot mock up for presentation</td>
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<tr>
<td>Wk 3</td>
<td>2/02</td>
<td>PRESENT PROBLEM 1 – Problem 2 Complementary Window</td>
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<tr>
<td></td>
<td>04</td>
<td>Explanation and examples, research &amp; analysis</td>
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<tr>
<td>Wk 4</td>
<td>2/09</td>
<td>Color Theory and openings</td>
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<tr>
<td></td>
<td>11</td>
<td>Mock up and studio desk crits</td>
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<tr>
<td>Wk 5</td>
<td>2/16</td>
<td>PRESENT PROBLEM 2 – Problem 3 Lichtenstein (team)</td>
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<td></td>
<td>18</td>
<td>Team dynamics, Innovation and interpretation</td>
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<tr>
<td>Wk 6</td>
<td>2/23</td>
<td>Studio</td>
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<td></td>
<td>25</td>
<td>Mock up and desk crits</td>
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<tr>
<td>Wk 7</td>
<td>3/01</td>
<td>PRESENT PROBLEM 3 – Problem 4 The Fibonacci Bloc</td>
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<td></td>
<td>03</td>
<td>Study &amp; Analysis</td>
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<tr>
<td>Wk 8</td>
<td>3/08</td>
<td>1st submission of sketchbook</td>
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<tr>
<td></td>
<td>10</td>
<td>Studio development</td>
</tr>
<tr>
<td>Wk 9</td>
<td>3/15 &amp; 17</td>
<td>NO CLASS (Spring Break)</td>
</tr>
<tr>
<td>Wk 10</td>
<td>3/22</td>
<td>Studio development</td>
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<tr>
<td></td>
<td>24</td>
<td>Studio development</td>
</tr>
<tr>
<td>Wk 11</td>
<td>3/29</td>
<td>Mock up</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>PRESENT PROBLEM 4 – Problem 5 Pavilion</td>
</tr>
<tr>
<td>Wk 12</td>
<td>4/05</td>
<td>Analysis</td>
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<td></td>
<td>07</td>
<td>Schematic Pin-up</td>
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<tr>
<td>Wk 13</td>
<td>4/12</td>
<td>Design Development</td>
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<td></td>
<td>14</td>
<td>Design Development</td>
</tr>
<tr>
<td>Wk 14</td>
<td>4/19</td>
<td>Studio team implementation</td>
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<tr>
<td></td>
<td>21</td>
<td>Team Construction process</td>
</tr>
<tr>
<td>Wk 15</td>
<td>4/26</td>
<td>Team Construction process</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Mock up</td>
</tr>
<tr>
<td>Wk 16</td>
<td>5/03</td>
<td>PRESENT PROBLEM 5</td>
</tr>
<tr>
<td></td>
<td>05</td>
<td>2nd submittal of sketchbook</td>
</tr>
<tr>
<td>Wk 17</td>
<td>as listed</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

Final Exam schedule:

Section 001 – Tues 5/10/16 @ 8:00-10:00 AM

Section 003 – Thurs. 5/12/16 @ 12:30-2:30 PM
Syllabus Attachment

Spring 2016

http://pvcaea.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 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://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 sacares@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. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. 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 strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.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 Labs: http://math.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://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: https://salukinet.siu.edu/sp/home/displayLogin

ADVISEMENT: http://advisement.siu.edu/

PROVOST & VICE CHANCELLOR: http://pvcaea.siu.edu/

SIU ONLINE: http://online.siu.edu/

Spring 2016 REO/Reader

IMPORTANT DATES

Semester Class Begins: ................................. 01/19/2016
Last day to add a class (without instructor permission): 01/24/2016
Last day to withdraw completely and receive a 100% refund: 01/31/2016
Last day to drop a course using SalukiNet: .......................... 04/03/2016
Last day to file diploma application (for name to appear in Commencement program): .......................... 03/12/2016

Final examinations: ........................................... 05/09-05/13/2016

Note: For outreach, internships, and short course drop/delay dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS

Martin Luther King, Jr.’s Birthday Holiday 01/18/2016
Spring Break 03/12—03/20/2016

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 initiated 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://registrar.siu.edu/catalog/undergraduatecatalog.html

INCOMPLETE POLICY – Undergraduate only

An INC is assigned when, for reasons beyond their control, students are 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://registrar.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, D, 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://registrar.siu.edu/catalog/undergraduatecatalog.html

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/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://disabilityservices.siu.edu/

PLAGIARISM

Student Conduct Code: http://orr.siu.edu/student_conduct_code/


MORRIS LIBRARY HOURS

http://www.lib.siu.edu/about