Instructor Information:

Instructor: David J. White, Assoc. Prof., SoA/SIUC  
Office: Quigley 131B > Quigley Hall  
Office Tel: 453-1241 (SoA Office Tel: 453-3734)  
E-mail: djwhite@siu.edu  
Office Hours: Mon & Wed: Noon-1:30pm (it is recommended that the student call beforehand to confirm availability.)

Course Description:
Continuation of ARC/ID121: Design Communication I. This course is a continuation of sketching and black & white drawing techniques. The introduction of color & color presentation techniques with emphasis on advanced architectural & interior design graphics & presentation composition. Prerequisites: ARC/ID 121 & major in architectural studies or interior design or consent of department. This course is a prerequisite to ARC/ID251 – Design I: Concept.

Course Objectives: Upon completion of this course, the student will:
• Understand basic principles of color theory & color application in graphic communication;
• Develop skills in drawing & presentation composition;
• Develop the ability to observe forms, space, textures, colors & materials for assessing their use in architectural and interior applications;
• Develop skills in a variety of media for graphic presentation;
• Develop skills in three-dimensional drawings, both projected & sketch methods;
• Develop skills in concept diagramming;
• Develop an understanding of ORDERING SYSTEMS & their applications to architectural & interior design.

Required Textbook:
PLUS online reading assignments.

Recommended but not required:  
Yee, Rendow.  
Drawing Shortcuts  
Leggit, Jim  
Doyle, Michael.  
Mills, C.B.  
Herzberger, E.  
Arcas, S.

Equipment & Supplies:

Note: All items below in plain text (i.e.: NOT in bold) are materials carried over from ARC121.

Organization & Note-taking materials:
• 3-ring binder or folder (approx. 1-1.5 inch), notebook & sketch book

Pads & Drawing Media:
• Tracing paper (roll or large sheets)  
• 11 x 14” Drawing pad  
• Marker Bond Pad – 14x17”

Pens & Drawing Media:
• Technical Pens/Micron Marker Pens (at least 3 discernible nib sizes) PLUS fine & medium tip black Sharpees.  
• ARC121 Drafting & drawing tools

Color media:
Color media will be utilized throughout the course & the student should begin to assemble a “collection” of pens, markers, water soluble paints, & colored pencils to support the design projects & required color palette exercises.

(Prismacolor) markers:
Lime peel  #124  Cool gray 20%  #109
Olive green  #028  Cool gray 50%  #112
Sand  #031  French gray 10%  #155
Sienna brown  #065  French gray 30%  #157
Brick white  #079  French gray 50%  #159
Eggshell  #072  French gray 70%  #161
Light tan  #095  Warm gray 20%  #100
Terra cotta  #082  Warm gray 40%  #102
Spruce  #185  Warm gray 60%  #104
Dark umber  #061  Warm gray 80%  #106
Brick beige  #078  Black  #098
Cloud blue  #144  Optional: Carmine red, jasmine, apple green

(Prismacolor) pencils: White, black, & peach
Adjustable color wheel

Acrylic paints: red, yellow, blue, white, & black
Generic color pencils: 10-12 pencil starter set
NOTE: Additional supplies will be needed throughout the course. These will include art boards, cardboard, museum board, paint brush(es), craft paper, plastic mixing palette, etc. Various materials will be announced for use within the framework of each assignment. As this is a studio course, various media will be utilized to accomplish a variety of projects.

For the course a student can anticipate spending $175-$200 in acquiring the required and supplemental materials necessary to complete course assignments. Purchase identified supplies before the class session each is required. Do not plan to leave class to retrieve &/or purchase required supplies.

Components of Overall Course Grade: The final grade for the course will be based upon critical evaluation of the work produced in the course. Two types of assignments will be administered - quizzes & technique development; both of which will test your ability to follow stated instructions and/or project specifications. NOTE: grade percentages & component values as noted are subject to change.

1. **Quizzes: 10%**. Three announced quizzes/tests will be administered during this course. The only opportunity to take these quizzes is at the time and on the day each is given. No make-up quizzes will be made available. Quiz dates: TBA.

2. **Technique Development: 90%**. Practical projects governed by criteria and specifications will be required for completion of this course. All projects will not necessarily carry the same value toward final grade. At any one time up to 3 projects may be in development simultaneously. Those projects are as follows:

   | Pr1  | Spatial Visualizations (Layout Design, Line Drawings, & Freehand Projections) | 100pts Due: TBA |
   | Pr2  | Color Grid (Color, Diagramming, & Ordering Systems) | 250pts Due: TBA |
   | Pr3  | Rendering Samplers (Color Rendering Techniques/ Entourage in Color) | 125pts Due: TBA |
   | Pr4  | Architectural Model (3D Small Team Project) | 125pts Due: TBA |
   | Pr5  | Final Project (Projections, Renderings, & Process Presentation) | 300pts Due: TBA |

Assignment Submittal: Work must be submitted on time & within the parameters defined by each project. Late work will be critiqued & reviewed, however a penalty of 20% for each day late will be accessed against that project’s overall possible points. Arriving to class later than 15 minutes late for a session for which an assignment is due is at the beginning of that session will result in an automatic 10% penalty of the possible points for that submission.

Performance Evaluation & Grading System: Just doing a project or working hard on something does not always guarantee that the project will be a total success. Time does not always translate to success, although dedication to development of a particular project will in the end teach many things about process & approach.

100-90.0% A … indicates that EXTRAORDINARY AND EXCEPTIONAL responses have been executed at every level within the project framework. It many times yields efforts above what is required of the project. The amount of time an individual contributes to completing a project does not always yield a grade of A. The grade of “A” means that you have accomplished superior achievement in satisfying the predominant aspects of the assignment.

89.9-80.0% B … defines work completed as SOLID. It is above average & the work produced has been accomplished in a coherent & satisfactory manner. As defined in the grade of “A”, just being in studio does not always yield a B grade. A “B” indicates that you are going about your work in a way which does indeed differentiate your product from “average”. Although there can be interpreted “grey” areas, the overall “B” work is meeting general expectations but may be lacking in some aspect(s) of the overall design solution product &/or presentation.

79.9-70.0% C … means that you have met BASIC expectation of the activity. You have participated & accomplished the work in an acceptable manner yet there is missing information in the design data, presentation data, overall solution product, &/or alignment with quality levels defined for the work produced. There may be components of a particular project that are correct while others are incorrect, resulting in a product that is inconsistent &/or lacking in a clear solution.

69.9-60.0% D - or - Below 60.0% F … demonstrates a serious LACK of UNDERSTANDING, COMPLETION, &/or SUCCESS in the project’s solution & product. The student that accomplishes one of these grades many times has not adhered to a set of required final requirements, or has demonstrated a complete disconnect from design to presentation. There may be a lack of understanding in expectation or in development. There also could be an associated missed deadline for the work, or a lack of attention to completion of the work.

Returned Work:

All assignments will be returned within a reasonable & timely manner, generally within 3 sessions following date of submittal.

Grade Contests: If a student believes an error on any scoring has been made in a grade, the instructor must be contacted during noted office hours within 3 days of the date that the assignment has been returned/discussed in class. If it is determined that a mistake has been made in the evaluation, the grade will be promptly corrected.

Statement on Academic Dishonesty: It is expected that all students are to be academically honest. Every effort will be made by the instructor & the department to discourage any acts of academic dishonesty. Students are expected to comply with the SIUC Student Conduct Code (amended May 22, 2001). Refer to the online Student Handbook available via the university’s website (www.siuc.edu/~policies/conduct.html) for the specifics of this code. To access an Information Booklet which contains information about the SIUC Student Conduct Code, Public Safety, Health, etc., visit: http://srr.siu.edu. /
**Attendance Policy:** Attendance for the complete duration of each class session is required. Oral attendance will be taken at the launch of each week’s 5 course sessions: **Monday AM, Tues AM, Wed AM, Wed PM, and Thurs AM.**

In order for an attendance to be credited, the student must be present the entire class period. A student arriving after attendance has been formally dismissed should inform the instructor of such during the first course break. The student called will be recorded as “tardy” for that session. Arriving later than 90 minutes after the beginning of a session will result in a recorded absence.

Each student is allowed 3 absences. **No distinction** will be made between excused & unexcused absences. Leaving studio early before class is officially dismissed will result in a recorded absence for that session. **Every** recorded absence after the allotted 2 will result in a 5% penalty deducted from the student’s final overall semester grade average. **4 tardy marks** (i.e.: arriving late to class) = **1 absence.**

If you should not attend a class session for any reason, you are solely responsible for the material discussed in class. The instructor will not repeat demonstrations & lectures missed as a result of an absence. Each student is strongly encouraged, therefore, to establish a course-buddy through which to retrieve such information. Handouts that may have been distributed during an absence period may be collected from the instructor.

**Sidebar:**
As noted, NO distinction will be made between excused & unexcused absences. Make arrangements to speak to the instructor, however, if you believe there may be a valid reason for an absence - such as a serious illness verified by a doctor, a death in the immediate family, or other dire circumstance which warrants your presence elsewhere (such as jury duty or court appointment). The instructor reserves the right to request documentation to support any absence. It will remain the discretion of the instructor to determine if the student will be provided the opportunity to make-up or submit projects that may have been due during the absence period.

**E-mail:** Distribution of course communications, handouts, & project sheets will be delivered by e-mail. It is a course requirement that each student check their siu.edu email account every weekday evening after 6pm during the full duration of this course in order to keep abreast of any such documents &/or course announcements that may be distributed through this manner.

**Studio Expectations & Policies:** Now is the time for each student to develop good studio habits. Arrive in the studio on time & stay for the entire class period. The student may also choose to work in the studio when class is not in session. The camaraderie that develops between students working in the studio can be very beneficial to academic development as architecture & interior design students. It is imperative that the workspace be kept tidy for the next user. Before leaving the studio, make sure that any workspace utilized is clean & no debris is left on the floor. The student remains solely responsible for all materials left in the studio/classroom. Students are encouraged to neatly & legibly print their name in permanent ink on all personal equipment.

Until otherwise informed, personal music devices, food, & chewing gum will **NOT** be allowed during scheduled studio session(s). Drinks may be brought to class. The student, however, accepts full responsibility of costs involved in replacing a classmate’s materials that may become soiled by the spillage of your drink. **Turn cell phones OFF before entering class.** If there should be some extraneous situation requiring that your phone remain "on", please inform the instructor before the beginning of that class session. Inability to abide by these restrictions will result in a recorded “tardy” for each instance.

**DISABILITY SUPPORT SERVICES**
If you think you may need an accommodation for a disability in taking this course, please let your instructor know at your earliest convenience. The sooner you can make your instructor aware of your needs you and the instructor can work with Disability Support Services (DSS; 618.453.5738, [http://disabilityservices.siu.edu/](http://disabilityservices.siu.edu/)) to help determine appropriate academic accommodations. Any information you provide is private and confidential and will be treated as such.

**QUIGLEY HALL EMERGENCY RESPONSE PROCEDURES  Su 2014**

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 at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety’s website [www.dps.siu.edu](http://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.

If an evacuation of Quigley Hall is required during an emergency (such as a fire), everyone (ALL School of Architecture students, faculty, and staff) should exit the building in an orderly manner & gather ASAP in the grassed area east of the
Quigley Courtyard and covered walkway. This will provide BERT team members to take a “head count” to determine if there are people unaccounted for at that particular time. In the case of a tornado threat, all persons are to go directly to the basement of the building.

If an evacuation of the Blue Barrack 0721 is required during an emergency (such as a fire), everyone (ALL School of Architecture students, faculty, and staff) should exit the building in an orderly manner & gather ASAP in the front of the Women’s Baseball Field located directly to the north of the Blue Barrack 0721. This will provide BERT team members to take a “head count” to determine if there are people unaccounted for at that particular time.

In the case of a tornado threat, all persons are to go ASAP to the basement of the Grinnell Hall located directly to the south of the Blue Barracks. In case of an earthquake, each student should seek shelter beneath a door frame or under one of the numerous sturdy drafting tables located throughout the barrack until which time you have been informed by a BERT member that it is safe to evacuate the building.

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 and Blue Barracks 0721 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.

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>AREA</th>
<th>LOCATION</th>
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</thead>
<tbody>
<tr>
<td>Food &amp; 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>Grasped Area NE of Loading Dock &amp; Auditorium</td>
</tr>
<tr>
<td>School of Architecture</td>
<td>4</td>
<td>Grassed Area East of Quigley Patio &amp; Covered Walkway</td>
</tr>
<tr>
<td>Blue Barracks</td>
<td></td>
<td>Front of Women’s Baseball Field (North end of bldg.)</td>
</tr>
<tr>
<td>General Classrooms &amp; Auditorium</td>
<td>1, 3, &amp; 4</td>
<td>Please instruct those outside faculty, students, &amp; visitors during an emergency</td>
</tr>
</tbody>
</table>

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In Conclusion:

- Keep this syllabus document, distributed course handouts, & emailed PDF files ready & available in the required binder, folder, and/or digital tablet. Bring these documents to every class session.

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**COUNCIL FOR INTERIOR DESIGN ACCREDITATION (CIDA)**

**STUDENT LEARNING EXPECTATIONS for this COURSE**

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 or at a primary or secondary level:

**Standard 3. Human Behavior**

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

**Standard 4. Design Process**

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.
4.e. Students are provided opportunities to solve simple to complex design problems.
4.f. Students gain exposure to a range of design research and problem solving methods.
4.g. Students are provided opportunities for innovation and creative thinking
4.h. Students are provided opportunities to develop critical listening skills.

Standard 6. Communication

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.

Standard 8. History

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

Standard 9. Space and Form

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.

Standard 10. Color

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

NATIONAL ARCHITECTURE ACCREDITING BOARD
PART TWO (II): SECTION 1-STUDENT PERFORMANCE — EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

The accredited degree program must demonstrate that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice. The school must provide evidence that its graduates have satisfied each criterion through required coursework. If credits are granted for courses taken at other institutions or online, evidence must be provided that the courses are comparable to those offered in the accredited degree program.

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.

The NAAB establishes 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 understanding or ability as defined below in the Student Performance Criteria (SPC) assigned to this course:

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

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

Source: National Architecture Accrediting Board, 2009 Conditions