

San José State University
School of Art + Design, Interior Design
dsIT 34 • Interior Architecture Foundation Studio
Spring 2019

Instructor:	Faith Tan
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Office Hours:	Monday: 1050am to 1150am Wednesday: 1050am to 1150am
Class Days/Time:	Tuesday & Thursday: 8am to 1050am
Classroom:	IS 241
Prerequisites:	DSIT 15, DSIT 29, Corequisite: DSIT 33

Course Format

Technology Intensive, Hybrid Course

This course adopts a technology intensive, hybrid delivery format that includes hands-on techniques such as sketches and model-making, and technological techniques such as computer and wood shop skills, both online and in person. Internet connectivity is encouraged, and a laptop that is powerful enough and meets the minimum requirements to run the appropriate software for this class.

Course Description

This course is an in-depth exploration of the comprehensive development of innovative and functional interior spaces. Students use the technical and conceptual aspects of architectural drawing and architectural model making and the theoretical and conceptual methodologies used to formulate interior architectural space to design an interior. The course emphasizes design theory, process, programming and human factors. There is a focus on small-scale commercial building typologies and interior design for retail spaces. Internet connectivity is encouraged, and a laptop that is powerful enough and meets the minimum requirements to run the appropriate software for this class.

Course Learning Outcomes

Upon successful completion, students will be able to:

- Deploy an iterative process of creative form-finding to generate design propositions that engender understanding of the role of material, form and context in the design and experience of space.
- Employ appropriate representational media, including digital technology, to convey essential elements at each stage of the design process with refinement of graphic presentation.
- Apply basic organizational, spatial, structural and construction principles to the conception and development of interior and exterior spaces, building elements and components.

- Respond to natural and built site conditions and characteristics in the development of a design project that accommodates a given program.
- Comprehensively analyze and evaluate a building interior to address issues of space planning related to a proposed program and context.
- Provide coherent design rationale based on programmatic and formal precedents employed in the conceptual development of interior architecture design project.

Required Texts/Readings

Textbook

Francis D. K. Ching, *Architecture: Form, Space, and Order*. 4th Edition, New York: Van Nostrand Reinhold Publication, 2010.

Other Readings

Joseph DeChiara, Julius Panero, Octtin Zelnik, *Time-saver Standards For Interior Design And Space Planning*, 2nd Edition, New York: McGraw-Hill Professional Publishing, 2001.

Julius Panero, Octtin Zelnik, *Human Dimension & Interior Space: A Source Book of Design Reference Standards*, New York : Whitney Library of Design, 1979

David A, Lauer, *Design Basics*, 2nd Edition, New York: Holt, Rinehart and Winston Inc., 1985

Online References

1. Adobe Photoshop: www.archdaily.com/881660/how-to-make-beautiful-stylized-floor-plans-using-photoshop
2. Freehand drawing skills : <https://www.archdaily.com/801871/10-essential-freehand-drawing-exercises-for-architects>
3. Retail Design: www.designboom.com/tag/retail-interiors

Equipment, Materials and Technological Requirements

Shop Access

Pay the Shop Safety Test fee as soon as possible at the Bursar's Office, Student Services Center.

Pay directly into the shop fee fund 62089, and keep your receipt as proof of payment. You will take the shop safety test in class time during the first week or two of class (date to be announced). Your fee must be paid prior to taking the test.

Computer

Each student will need a laptop that is powerful enough and meets the minimum requirements to run the appropriate software for this class. Ensure that you have ample storage space on the hard drive, and/or on high quality reliable external drive, for large graphic intensive files.

Software: Adobe Creative Suite, Microsoft Office Suite (or equivalent), AutoCAD, Autodesk Revit

You will use these software applications and newer versions and variations on them throughout your academic career and as you move into the profession. These software applications are mandatory.

Sketchbook / Art folder

Document your sketches in a sketchbook no smaller than 5.5"x8.5", or file your sketches in an art folder. You may also compile your sketches within a press-hard cover file. Please sketch on plain white paper or trace paper only. Do not use a ruled or gridded notebook.

Pens and Pencils for Drawing

3 Sakura Pigma Micron drawing pens, BLACK, different sizes (thin, medium, thick)

Pencils for sketching

Model-Making Materials

Students are responsible for purchasing material as required for assignments. Materials may include: wood, acrylic, paper, plastics, rockite, chipboard, and other materials suitable for model making

Presentation Materials

High quality paper for print-outs, professional printing services as required for assignments

Basic Supplies

These are basic supplies which you should have throughout the semester, and should bring with you to the studio, every class:

- architectural scale
- cutting knives: Olfa *and* X-acto knife *and* blades
- drafting tape
- erasers (Mars white plastic #526-50)
- hot glue gun and glue sticks
- Aleene's tacky glue (preferable), or other white glue
- lead pointer/sharpener (handheld)
- lead holders (at least 2) and leads (H, 2H, 4H, 6H)
- push pins – one box (100 or 200)
- sketching pencils (variety)
- steel cutting rulers (raised edge for finger protection during cutting) with cork backing 14" and 36" - tracing paper rolls (14")
- triangles: 10" adjustable, 30° and 60° 4" and 8", 45° 4" and 14"
- safety glasses for the wood shop and other model work
- dust mask – Preferably, buy a high-quality respirator mask designed for use with both particulates and vapor, and use this when working with paints, solvents or other volatile materials, as well as dust.

You will require access to the wood shop this semester, for the laser cutter and traditional wood working tools. The charge is \$20 for the safety test (date to be announced). Pay the fee before the second class session.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

The course is organized around lecture and studio work: lectures will introduce topics and assignments and provide an overview of issues and outline the design principles and communication concepts that you are expected to investigate. Studios will be a period of focused exploration – primarily through modeling, sketching and digital drawing – of design issues and communication skills. Finished projects and work in progress will be presented and discussed during each class

session to make important points about design. Each pin up will be graded and included in your overall grade for that assignment. It is expected that your work will be printed out and pinned up within the first 15 minutes of class. If it is not you will receive a grade of 0 for that assignment.

Project 1A

Formal design exploration that begins with a series of study models and culminates in a conceptual structure with potential interior spatiality. The assignment is divided into three parts that will span the first quarter of the semester. Specific details of the assignment, including deliverables for each of the three parts, will be issued in a separate document to be posted on Canvas. Deliverables and dates to be announced, and subject to change based on instructor assessment of class progress.

Support of learning outcomes:

- Collaborative work leading to design outcomes to understand the dynamics of teamwork in design projects.
- Learn how to “read” design as a social expression as well as a technical achievement from hands-on exercises in drawing and modeling.
- Learn to observe the immediate surroundings and develop a sensitivity to the natural and curated habitats that we live in.

Project 1B

Following the collaborative findings from Project 1A, this assignment is divided into three parts that will span the next quarter of the semester. This segment focuses on the development of spatial experiences through sketch models. Specific details of the assignment, including deliverables for each of the three parts, will be issued in a separate document to be posted on Canvas. Deliverables and dates to be announced, and subject to change based on instructor assessment of class progress.

Support of learning outcomes:

- Deploys an iterative process of creative form-finding to generate design propositions that engender deeper understanding of the role of material, form, context in the design and experience of space.
- Employs appropriate representational media, including digital technology, to graphically convey essential formal elements at each stage of the design process.
- Applies basic organizational, spatial, structural and construction principles to the conception and development of interior spaces.
- Demonstrates refined sensitivity to three-dimensional spaces.

Project 1C

Expanding on the findings of Project 1A & 1B, students will research a range of strategies for concepts, materials, form, color, spatial organization, etc. including case studies for social and historical contexts behind real-life projects, field assessments of allotted site, and analysis of pertinent content for academic study of a professional career as an interior architect. Students will then conduct a detailed analysis of an existing local site (one site assigned for all students) for which they will iteratively develop design solutions culminating in an interior design proposal for that site. Specific details of the assignment, including deliverables, will be issued in a separate document to be posted on Canvas. Deliverables and due dates will be announced, and are subject to change based upon instructor assessment of class progress.

Support of learning outcomes:

In addition to further developing outcomes established in projects 1A and 1B, this last segment of the project supports the following:

- Applies basic organizational, spatial, structural and construction principles to the conception and development of interior and exterior spaces, building elements and components.

- Responds to natural and built site conditions and characteristics in the development of a design project that accommodates a given program.
- Comprehensively analyzes and evaluates a building interior to address issues of space planning related to a proposed program and context.
- Provides coherent design rationale based in programmatic and formal precedents employed in the conceptual development of an interior architecture design project.

Sketchbook

The sketchbook is an important tool for developing design ideas and communicating them to others for iteration and further development. Use it to take notes on presentations and pinups, to document and develop your ideas visually, and to document things you see that may help you grow as a designer or solve specific design problems related to your projects. This supports all the other learning goals for this class. You are expected to bring your sketchbook to all studio sessions and have it with you during desk critiques, pinups and presentations. Your sketchbook will be reviewed at every segment of the project.

Participation

Teaching is a two-way dialogue layered within a broader discourse that involves an entire class. Class participation grades will be based on preparedness for in-class desk critiques and pinups and your role in the class discussions. Attendance is expected at all class sessions and the student’s presence throughout the entire class time is required. Students must be present for in class critiques, students who arrive late will not be allowed to present. Your participation is graded because it is vital to all the specified learning outcomes for you and for your fellow students. It also provides the professor with important opportunities to assess your progress and tailor instruction to most effectively address your learning needs and ensure your progress.

Students are expected to attend all classes, as they are responsible for material discussed therein, and active participation is essential to ensure maximum benefit to all class members. Consecutive absences must be verified by excuse slips within 3 days from absence.

Final Examination or Evaluation

There is a final presentation for this class. The final presentation consists of a Pin-Up session supported by a PowerPoint Presentation, and constitutes the final opportunity for evaluation of student work in the course. Students are expected to put together the complete work of Project 1 for a final presentation to showcase their works in a professional way. It will be conducted on the date provided on the schedule herein. All presentation dates are subject to change with notice.

Grading Information

Your final grade for this class will be based on class participation in reviews and studio sessions and the successful completion of assignments. The assignment grade will be based on a set of criteria including the thoughtfulness and originality of the concept, rigorous and iterative experimentation, the application of the design principles you have learned, and the time and care you have invested in making models, final objects, renderings and presentations.

Breakdown:

Sketchbook:	5%
Project 1A	15%
Project 1B	15%
Project 1C	60%
Class Participation:	5%
Total:	100%

Grading Percentage Breakdown

97-100 = A+
93-96 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
59 and below = F

- A – Excellent. Indicates work of a very high character; the highest grade given. This grade is reserved for work that shows leadership and inspiration, demonstrating significant insight developed to its fullest extent and presented with exquisite craftsmanship.
- B – Good. Indicates work that is definitely above average, though not of the highest quality. This work shows thorough exploration and development, and is well presented with good craftsmanship, but it may not rise to the highest level of excellence.
- C – Fair. Indicates work of average or medium character. Work in this category demonstrates complete fulfillment of the stated requirements and an understanding of the issues covered, but does not exceed the expectations of understanding, development, or execution.
- D – Pass. Indicate work below average and unsatisfactory. The lowest passing grade. Though work may meet the minimum requirements, it lacks depth, development or is unsatisfactorily crafted.
- F – Fail. Indicates work that the student knows so little of the subject that it must be repeated in order that credit may be received. Work in this category may be unfinished, unimaginative, underdeveloped or poorly executed, and shows minimal understanding of issues.

Classroom Protocol

Conduct yourself in a mature and professional manner at all times. Remember that your classmates and your instructor may constitute part of your professional and social networks in the future. You are in the process of building positive, productive relationships, some of which may last a lifetime. You are also establishing a reputation among your colleagues. Behave accordingly. Your time in school is as much about building these relationships as it is about learning specific skills and developing your unique critical intellectual points of view.

Give your full attention and engagement to the work at hand – whether during tutorials or lectures by the instructor, comments during critiques and presentations, or one-on-one discussions.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester's [Policies and Procedures](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Attendance

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. Excuse-slips may be needed in the event of continuous absence from class and/or missing key classes. The full policy language can be found at <http://www.sjsu.edu/senate/docs/F15-3.pdf>

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Course Schedule | dsIT 34 | Spring, 2019

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 24	<i>Thu</i> : Introductory Lecture • Project Introduction Exercise 1 assigned Discussion
2	Jan 29 Jan 31	<i>Tue</i> : Lecture Exercise 1 due Project 1A Part 1 assigned Discussion <i>Thu</i> : Lecture Studio Work Project 1A Part 1 due Project 1A Part 2 assigned
3	Feb 5 Feb 7	<i>Tue</i> : Lecture Studio Work <i>Thu</i> : Lecture Project 1A Part 3 assigned Studio Work

4	Feb 12	<i>Tue</i> : Lecture Project 1A Part 3 due Project 1B Part 1 assigned
	Feb 14	<i>Thu</i> : Studio Work
5	Feb 19	<i>Tue</i> : Project 1A Part 2 due Project 1A Due (Pinup) Peer Critique Review Sketchbook
	Feb 21	<i>Thu</i> : Lecture Project 1B Introduction Project 1B Part 1 due
6	Feb 26	<i>Tue</i> : Lecture Project 1B Part 2 assigned Project 1B Part 3 assigned Studio Work
	Feb 28	<i>Thu</i> : Field trip Site verification
7	Mar 5	<i>Tue</i> : Lecture Studio Work Project 1B Sketch plans Project 1B Part 2 due Study Model commences
	Mar 7	<i>Thu</i> : Project 1B Part 3 Sketch elevations Study Model in progress
8	Mar 12	<i>Tue</i> : Study Model in progress
	Mar 14	<i>Thu</i> : Peer Desk Critique Studio Work
9	Mar 19	<i>Tue</i> : Revit versions of drawings: plan, long sections, axonometric views
	Mar 21	<i>Thu</i> : Studio Work Drawings ready for submission
10	Mar 26	<i>Tue</i> : Project 1B Part 3 Study Model Due PinUp Review of Project 1A&B Review Sketchbook
	Mar 28	<i>Thu</i> : Lecture Project 1C Part 1 Assigned
11	Apr 2	<i>Tue</i> : No class – Spring Recess
	Apr 4	<i>Thu</i> : No class – Spring Recess
12	Apr 9	<i>Tue</i> : Lecture Project 1C Part 2 assigned Studio Work
	Apr 11	<i>Thu</i> : Studio Work

13	Apr 16	<i>Tue</i> : Preliminary ¼" scale plan, and rough concept sketches of other drawings desk critiques
	Apr 18	<i>Thu</i> : Lecture Project 1C Part 2 due Studio Work
14	Apr 23	<i>Tue</i> : ¼" scale study model due – exterior walls and floors of foamcore, interiors of white museum board, acrylic or basswood desk critiques
	Apr 25	<i>Thu</i> : Midterm Presentation of Project 1C Previous hand sketches or other roughs/place holders of ALL DELIVERABLES due. Desk Critique
15	Apr 30	<i>Tue</i> : ¼" scale preliminary long and short sections and 2 perspectives due Studio Work Project 1C Part 3 assigned
	May 2	<i>Thu</i> : Final edit of Project 1C Part 1 Scaled model
16	May 7	<i>Tue</i> : Revised drawings (all) and Photoshop-enhanced perspectives due Project 1C Part 1 Scaled model due
	May 9	<i>Thu</i> : Draft versions of all deliverables and layout Project 1C Part 3 PPT due
17	May 14	<i>Tue</i> : No class – Dead Day
	May 16	<i>Thu</i> : Trial Run PPT Presentation of Project 1A, 1B, 1C work for final edits and feedback
Final Exam	May 21	Final Review of Project 1 all deliverables due (pinup+ppt)