

interior design II | residential

particulars

Item 1673 | 5 Credits

Room L116 | TTh 6:30-9:10

Office Hours : MW 10-noon + 5:30-6 and by appointment

Dan Beert | dan.beert@bellevuecollege.edu | 425.564.4041

prerequisite

indes 165, 170, and 260 with a C- or better, or entry code

course description

Focuses on the problem-solving discipline of the design process and its application to residential design. Students develop concepts to achieve design goals and apply theoretical knowledge and technical skills to their design solutions as they work on a variety of professionally relevant interior design projects. Studio format.

learning outcomes

After completing this class, students should be able to:

1. Develop a design concept. (e.g. through collage, schematics, sketches, models)
2. Apply and manipulate the elements and principles of design to achieve specified goals in the designed environment.
3. Apply theoretical knowledge and technical skills to concepts and solutions for residential spaces.
4. Identify ergonomics, anthropometry and proxemics in the development of residential space.
5. Identify furniture and equipment needs in the development of residential space.
6. Explain the use of specific materials according to the specific function, code and creative purposes in the development of residential space.
7. Identify and apply codes and regulations in the development of residential space.
8. Develop final design documents (e.g. drafted floor plans, renderings, material boards and models).
9. Develop selected design drawings to support the final design (e.g. elevations, reflected ceiling plan, and details).
10. Write specifications for furniture, equipment and architectural finishes to support the final design
11. Organize conceptual and final drawings, materials and models to support an oral presentation of the final design.

objectives

A combination of individual and group research to identify programming issues and gather evidence to support design decisions, presenting this research in written, graphic, and oral presentation.

Project-based learning: 1) Apply design research within a process of phased design. 2) Present design strategies and solutions in critique, mid-term, and final presentations, using visual and oral communication techniques.

Final designs will fully document programming, schematic, and design development, providing a record of each student's progress and achievement.

grading | requirements

Most students express a greater interest in constructive feedback – how they might improve – than on what grade they might receive. Nevertheless, grades are a necessary part of evaluating student learning, reflecting levels of achievement in relation to the course outcomes.

Grades are confidential and will not be discussed before, during or after class. So please make an appointment to meet with me. Discussing grades privately promotes a more candid discussion, as well as more personalized learning goals.

Grades are assigned using descriptors from the Bellevue College general description of achievement:

http://bellevuecollege.edu/policies/3/3000_Grading.asp

- A Outstanding achievement:** mastery of learning outcomes; ability to interpret, integrate, and apply *beyond* the context of the course using critical and creative thinking skills; exceeds requirements; interpret and apply objectives in new, unique, creative ways; consistent leadership in class participation activities
- B High achievement:** high level competence and abilities to interpret, integrate, and apply *within* the context of the course using critical and creative thinking skills; consistently meets most requirements; contributes regularly to class participation activities
- C Satisfactory achievement:** satisfactory competence level; competent ability to interpret, integrate, and apply *within* the context of the course using critical and creative thinking skills; satisfies minimum requirements; satisfies minimum class participation activities
- D Poor achievement:** minimum competence in *some* learning outcomes; usually meets minimum requirements; inconsistent or infrequent contribution to class participation activities
- F Unsatisfactory achievement:** cannot demonstrate competence in many or fundamental outcomes; submitted work assignments frequently do not meet minimum requirements; does not satisfy minimum requirements for attendance or contribution to class participation activities

grading scale

If you're not familiar with the 12-point grading scale, here's how it breaks down:

Letter grade	Points	Your total grade is calculated by multiplying the points earned at each review milestone and final deliverable by the weighted percent for each event or deliverable, then totaled for a final point average.
A+	12	overall distribution of grades
A	11	
A-	10	80% Milestones and deliverables : quality and timeliness
B+	9	
B	8	20% Class participation : present and engaged, with professionalism and contributions to class success
B-	7	
C+	6	evaluation process
C	5	
C-	4	Grading will be based on criteria established for each project milestone and final deliverable, as well as design effort, project completion, class participation, and attendance.
D+	3	
D	2	
D-	1	
F	0	

evaluation, milestones, deliverables, and participation

Given the iterative, exploratory nature of third-year design studio activity, grades issued early in the quarter are not necessarily an indicator of future achievement. Work produced later in the quarter takes on increasing importance in evaluating the final grade. Thus, showing continued progress throughout the quarter is strongly encouraged. For instance, work presented in the final presentation that shows little or no improvement over the final weeks of the quarter demonstrates a level of complacency that is inconsistent with high achievement. To succeed in a highly competitive profession, designers must continually evaluate and improve the design while time remains to do so.

As important as grades, if not more so, is the feedback received in individual and group critiques, and learning from feedback given to fellow students; whose strategies or concepts may serve as lessons which others may want to emulate or avoid. It's in these critiques sessions that lasting impressions of the nature of your work product and process are formed. This figures heavily into the overall assessment of your achievement for the course.

Other than the critique process, students are evaluated using a combination of written comments and verbal feedback. Some assignments will be assessed with written comments. Rubrics outlining the grading criteria are used to evaluate formal assignments and major presentations (midterm, previews and final).

The project schedule defines milestones for reviewing project progress. These milestones may be in-class critiques, desk crits, or submittals packaged for my review. Deliverables are project documents, including drawings, sketches and diagrams, written analysis and specifications, details and contract documents, material samples, and presentation-related media.

Students must submit work at each milestone, submit all assignments on time, participate in class activities, be on time to class, notify the instructor if they are unable to attend regular class sessions, and attend all formal presentations. Failure to present at the final critique may result in failing the class.

books

Required textbook

- *The Interior Plan* : Roberto J. Rengel

Instructor's Library

- To help fuel your ideas, I will bring a collection of books to class, which you may check out for *no longer than one week at a time*.
- These books must be signed out using the form provided.

Student Resources

- Students are encouraged to find other relevant sources of inspiration, and consult with the Library Media Center, which is expanding its interior design subject titles. Please bring book or electronic media suggestions to them.

supplies | tools

Bring drawing tools to every class, including pens, pencils, architectural scale, tracing paper, and color marking tools. I will require sketches and diagrams. Bring a laptop if you prefer not to use the PCs in the studio. Either way, you'll have a choice of digital design tools that should include AutoCAD and SketchUp, Photoshop and InDesign, and any other tools you are comfortable using.

At this level of the curriculum, students are expected to use a variety of tools and techniques, and should be on the way to developing a degree of mastery using specific tools and techniques that they used in previous studios, and have given them good results.

That said, this class is also a good place to practice using other tools and techniques suggested by what others are doing. Please contribute what you have learned so that the entire class can achieve a higher level of success. I will also encourage you to experiment with new methodologies.

philosophy | expectations

philosophy

Design is thinking and doing.

No one can think it or do it for you. In my experience, the most valuable lessons I learned were those I taught myself, whether drawing, software, design management, and anything else I wanted to master. This is how I continue to learn new things. That's the philosophy you must adopt to succeed in this class.

It all begins with an idea, a problem, a vision. How can I communicate that? What tools would make that possible? How do I use that tool – or combination of tools – to work out an idea, solve a problem, or communicate a vision?

Maybe it takes hours to figure out a way that I can use the tools or approaches to achieve my goal – a task that, once I know how to do it, may take only a minute – but the lessons I learn really *stick*.

This is how best to learn anything. Solving problems just because they are assigned to you is much less motivating, and the learning much less sticky. Start with an idea or goal. Bring that problem to your work and solve it on your own – be resourceful in using the resources available to you – and you'll be an expert on that task.

And the lessons you learn will stay with you. The most important lesson is learning how to learn; learning to work on your work.

expectations

I believe in evidence-based design: Emphasizing the importance of using credible data in order to influence the design process. We will devote time up front to gathering facts, identifying issues related to the project type, and establishing goals that will lead to a responsible, relevant, and rigorous design process. Designers must justify their solutions based on the evidence available, and students are encouraged to dedicate themselves to evidence-gathering and analysis with the same enthusiasm they explore their design solutions.

We will explore concept-generation from a variety of perspectives, methodologies, and definitions.

Students are expected to read and write at college level to succeed in this class. Reading is the foundation of a *literature review*, one of the first steps in the research process, and a necessary part of maintaining your professional knowledge base. Writing is necessary in order to identify issues, analyze and document historic precedent, design research, programming, concept generation, design thinking; and to describe material and furniture specifications, and design solutions.

Students are encouraged to use concept-generating and design communication techniques that they have learned in other classes, and which they feel are most successful. However, you may be encouraged to try new methods.

In an effort to create objective evaluations of student achievement, and encourage candor in discussing strengths and shortcomings of presented work, some early assignments may be assessed confidentially, rather than openly.

Students are encouraged to attend every class. Attendance may be recorded, though students who do not wish to attend should realize that their participation will be reflected in the work they produce, regardless of whether or not attendance is recorded.

The instructor reserves the right to refuse to grade work that has not been presented previously for review.

It is the student's responsibility to account for any information they may miss by not attending class.

When class is in session, take advantage of the time to work quietly or in collaboration with others. Even if you have already visited with the instructor, you should report any time you are leaving class early.

Please sit together with other students so that it is easier to work together, and for the instructor to work with you as a group. We may use L113 for presentation, discussion.

Please don't hesitate to seek me out, no matter how confused or intimidated you might be – or how busy I might seem. Get my attention. I'm here to provide guidance on any design and technical issues that may arise during the course.

Please let me know if you have difficulty understanding an assignment. If you have specific concerns with the expectations of the class, your work, or the method of instruction, bring them to my attention.

Please contact me by phone or email if you cannot attend class to make arrangements with myself or with fellow students regarding assignment or lecture information. Consider this as your first job. How would your employer respond if you failed to show up and left no explanation or warning?

Please bring to class – and to all your work – a personal commitment to rigor, creativity, exploration, vision, curiosity, and a deep interest in innovative design.

You will be working in the BC computer lab using both the PCs, software, various scanners and printers. I AM NOT RESPONSIBLE FOR ANY EQUIPMENT WHICH IS NOT WORKING OR MALFUNCTIONING. If you choose to use the printers and scanners you must do so at your own risk- be aware of the equipment and supplies before a project is due. I will not accept late work due to equipment or supply limitations.

affirmation of inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

arts and humanities student information

student procedures and expectations:

<http://bellevuecollege.edu/artshum/policy.html>

commitment to student growth & development:

<http://bellevuecollege.edu/artshum/AHGdlns-StdntGrwth.htm>

student code

“Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.”

The Student Code, Policy 2050, in its entirety is located at:

http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

disability resource center

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. Please visit the DRC if you have any questions about classroom accommodations whether you are a student or a faculty member.

If you are a student who has a disability or a learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC staff as soon as possible.

The DRC office is located in B132 or you can call our reception desk at 425-564-2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Remember if you are someone who has either an apparent or non apparent disability and requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

public safety 425.564.2400

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week.

Public Safety is located in K100 and on the web at:

<http://bellevuecollege.edu/publicsafety/>

Please read and obey all posted lab use policies, and comply with all requests by Public Safety or custodial staff.

final exam schedule

The Interior Design Department publishes a schedule of final presentations, coordinating the various courses so that all students and instructors have a reasonable opportunity to attend all presentations.

All students are encouraged to attend other final presentations.

recognition of syllabus

The syllabus is a contract between the student and instructor, establishing the learning outcomes and context, as well as the expected conduct, rights, and responsibilities of students in this class. It is important that you understand and are prepared for the learning experience ahead by understanding the syllabus contents.

Please sign below, as confirmation that you've read the syllabus and that you will discuss with the instructor any issues that you consider confusing, problematic, or open to dialogue with the entire class. If your discussion is of a personal nature, please make an appointment with me, rather than discuss it during class.

Please print name _____

Signature _____

Date _____