Contract Design 1

Int 3280: Fall 2013

COURSE DESCRIPTION

This is a studio design course focusing on designing non-residential interior environments. Emphasis is placed on critical thinking, programming, design development, and ADA, barrier-free, and/or universal design considerations in relation to effective visual communication, code compliance, materials selection, and FF & E specifications. Design process sketches, hand and CAD drawing formats are employed. **3 credit hours**

PREREQUISITES

INT 1140, 2160, 3160
ART 1050, 2060, and 2220 (concurrent enrollment for ART 2220 only)

This course addresses the following current CIDA Accreditation Standards:

Standard 2- Global Perspective for Design: Global impact on design decision making as related to ecological, socioeconomic, and cultural influences, with exposure to a variety of business & organization structures.

Standard 3:   Human Behavior: Behavioral science and human factors influencing design decisions.

Standard 4:   Design Process: programming, synthesis, analysis, ideation, & problem solving.

Standard 5:   Collaboration: leadership and teamwork in interdisciplinary collaboration & consensus building.

Standard 6:   Communications: all aspects of professional presentation both verbal and graphic.

Standard 7:   Professionalism and Business Practice in contemporary society exploring all types of businesses, market sectors, client types, and typical elements of practice.

Standard 10: Color: Use in professional presentation methodologies.

Standard 11: FF &E and Finish Materials: all aspects of evaluation, budgeting, selection,   specification, installation, and maintenance.

Standard 12: Environmental Systems & Controls: principles of lighting, acoustical control, indoor air quality, and thermal controls.

Standard 13: Interior Construction and Building Systems: structural, distribution, non-structural, control systems, and vertical building circulation.

Standard 14: Regulations: laws, codes, and guidelines including fire, egress, federal, local, and those related to accessibility.

This course addresses the following Service Learning Standards:
1a. Ethical awareness: Students will discuss and analyze their core beliefs and the origins of their belief systems
as they relate to the service learning experience and the students' identity as interior design professionals. Students will self-determine how their beliefs are reinforced, clarified, reversed or modified as they analyze their role as civic leaders.
1b. Connect theory and practice: Students will analyze, connect and/or extend knowledge (facts, theories, etc.) from one's own academic discipline to civic engagement and to one's own participation in civic life.
2. Ethical issue recognition: Students will recognize ethical issues that are presented through multifaceted models and contextual complexities. Students will identify relationships between structural and social connections during pre-design research. Students will annotate their drawings to demonstrate those relationships as they were addressed through design.
3. Students will be exposed to people who are different from them; and in light of new understanding, reflect upon their own place in the world and how this relates to them as citizens and as interior design professionals. Design students will discuss their sense of responsibility toward the population of 'others', identify their power to impact the lives of 'others' through the act of design, and demonstrate design solutions that honor social sustainability and integrate ecological sustainability.
4. Students will make a final public presentation; to a jury of peer professionals and one or more communities (High Point University, Community or representatives of the population served by the design activity).
5. Students will write reflection narratives; that demonstrate a clear integration of theory and practice, in the context of how the design activity related to and addressed ethical issues. Annotated presentation drawings will cite the theorist and identify how the designer implemented a solution based upon design theory, social sustainability, social justice, and ethical standards.

See general Course Objectives for further detailed descriptions.

The Service-Learning interior design project is the Youth Network center in High Point.
Students will work in small teams to renovate and repurpose a private residence for use as a learning center for elementary school aged children. The center consists of a kitchen, bathroom and 5 rooms, to be designed to accommodate a variety of activities.
The design will reflect the organization's mission, and will reinforce current and future programming that will meet the community's needs. With a small budget for renovation and a grant provided by High Point University, student designers will identify the products and materials required to execute the chosen design(s), utilizing HPU preferred vendors. HPU students may also assist in the physical execution of the proposed design solution.
Students will conduct predesign research through literature reviews, precedent studies and site visits. They will investigate learning theories, community connectivity theory, developmental theory and others. The will compiled a list of questions and interview administrators as clients. They may also have the opportunity to conduct predesign research with the student children that will be the end users of the learning environment. The clients will share their goals and preferences, community ethics, budget and timeline. Dr. Nichols and the students will visit the site, measure it and take photographs that will be posted on Blackboard.
Classroom discussions will analyze the designers' role as citizen and civic leader, recognizing the structural constraints in non-profit organization's budgets versus community needs. The design solutions presented by the teams will be critiqued by the clients, shedding further light on the significant and varied needs of the local population, and how the environment is both a symbol of community and a learning-gathering space for local families. Students will also document the FF&E for the project, identifying sustainable products and materials, and the created a timeline for staging in the products and materials as budgets allowed, if required.
The real-world experiential learning associated with the service-learning project will enabled students to gain a sense of responsibility and to feel empowered as professionals and leaders. While this project may not show as a "gem" in their portfolio, it will introduce them to a population of 'others' unlike themselves, manifested the meaning of 'community', and demonstrated how they, as emerging design professionals, can influence, change and heal the world, through their specific skills and personal power. A course goal is that students apply the experience to their professional lives and commit to pro-bono design work as routine, ethical means of giving back to their communities.

Course Objectives:

- Student will gain a deeper understanding of how sustainability, human behavior theories, context and culture influence design solutions. *This will be within the context of a Service Learning project.*
- Student will advance research skills through conducting evidence-based design and field research. *This will be within the context of a Service Learning project.*
- Students will practice the application of information to design problem seeking and problem solving. *This will be within the context of a Service Learning project.*
- Student will develop their ability to interpret and synthesize information through the ideation phase, and to generate multiple creative responses.
- Students will demonstrate an understanding about the interrelationship between building systems, energy, data, communications, power and security in interior space and integrated furniture systems.
- Students will review space planning using vertical circulation systems.
- Students will demonstrate an understanding of laws, codes, standards and guidelines that impact life safety, health and welfare. *This will be within the context of a Service Learning project.*
- Student will demonstrate an understanding of the impacts of structural and non-structural systems to interior design solutions.
- Student will advance skills in contract documentation and specifications. *This will be within the context of a Service Learning project.*

Instructor Contact Information:

Dr. Jane Nichols   **Class schedule**: T-Th 7:50-10:50 a.m. Contract 1 Sect. 01
206 Norton Hall   **Office Hours:**   T-Th 1:00-3:00 / W-F 11:00-1:30pm
336-841-9565   **By Appointment: Leave messages by email**
jnichols@highpoint.edu

TEXT: Required

Piotrowski, Christine M. and Elizabeth A. Rogers (2007) **Designing Commercial Interiors**.

Hoboken,NJ: John Wiley & Sons, Inc. Second Edition.

Kopek, D. (2012) Environmental Psychology for Designers.

TEXT: Suggested References (and former class texts): You should have & use these.

Ballast, D.K. (2005). *Interior Construction Detailing for Architects and Designers*, 3rd ed.. Belmont, CA:

Professional Publications.

Bingelli, C. (2003). *Building Systems for Interior Designers.* New York: John Wiley & Sons, Inc.
Bonda, P. & Sosnowchik, K. (2007). *Sustainable Commercial Interiors*. New York: John Wiley & Sons, Inc.
Ching, F.D. (2008) *Building Construction Illustrated*, 4th Ed. New York: John Wiley & Sons, Inc.
Kilmer, W.O. & Kilmer, R. (2003). *Construction Drawings and Details for Interiors: Basic Skills* New York:

John Wiley & Sons.

Koomen-Harmon, S. & Kennon, K.E. (2005). *The Codes Guidebook for Interiors*, 3rd ed. New York:

John Wiley & Sons.

Kubba, S. (2003). *Space Planning for Commercial and Residential Interiors*. New York: McGraw-Hill.

McGowan, M. & Kruse, K. (2004). *Interior Graphic Standards, Student Edition.* New York: John Wiley &

Sons, Inc.

MATERIALS

In addition to the equipment, supplies, and media employed in previous INT studio labs, the following items **will be needed**:

1. Sketchbook with removable pages to document your design process from initial thoughts through final design details. This can be a simple 3 ring binder with punched sketch paper. It must have your name on the front for the instructor. All notes, inspirations, president studies, and other relevant research will be kept in this book. This tool will function as witness to your original design progression. * **As part of your presentation requirements, these pages are to be scanned and saved in PDF format for your portfolio. Your sketchbook and CDs of PDF's are to be turned in with each project.**
2. **2** - USB flash drives, compact exterior drives, or blank CDs
3. Matt or presentation boards as required. **White, cream, beige, or grays only!** Booklet binding materials or have them done in Robert's print shop or Staples.
4. Drafting templates, mylar hand and/or software programs of 1/8" & 1/4" scale commercial lounge furniture, office furniture (casegoods and seating) & systems furniture.
5. Assorted *permanent* fine line black markers and other sketching pens

    Other supplies that may be needed if project(s) require actual models:
    White foam board in various thicknesses
    Foam board adhesive or hot glue gun
    Straight pins (for temporarily anchoring foam board in place)

> **Note: You can only save up to 80% of the total device memory or it will crash or freeze per HPU's IT dept. Back up all drawings on your O drive, and on both flash drives. Keep them in different places for safety.**

SAVE YOUR WORK FREQUENTLY – "O" drives are *not accessible* from on-campus dorm rooms or off-campus locations. You may elect to e-mail your CAD file to yourself as an "attachment" to work on the file from your personal home computer. Every year seniors lose work because of overloaded drives. **IT cannot get it back.**

Reprographic / Print Shops

- **Duncan-Parnell**
  4275 Regency Drive, High Point – 855-1211
  tomh@duncan-parnell.com
- **HPU Media Services**, Lower level, Smith Library
- **HPU Print Shop**, Lower level, Robert's Hall
- **Reprotech Graphics, Inc.**
  1005 Burke St., Winston- Salem – 748-1587
- **Sharpe Images**
  1020 Burke Street, Winston-Salem – 724-2871   email CAD files to:www.sharpeimages.com
- **Sir Speedy**
  117 W. Lexington Avenue, High Point – 889-6322
- **Staples**
  2645 N. Main Street, High Point – 887-0043
- **Steed's Service Co., Inc.**
  109 Pineywood Street, Thomasville – 475-0745
- **Trasco**
  1206 E. Wendover Avenue, Greensboro – 275-1301 or 1-800-632-0398

INTERIOR DESIGN STUDIO POLICIES & PROCEDURES:

In order to assure students the best possible study and design conditions, the following studio policies and procedures have been implemented:

1. Students are expected to be in class on time and have assignments, conceptual sketches, details, design solutions, and other visual thinking / communication vehicles *as assigned* completed and ready for individual discussion with the instructor.

2. Laptops may be used for web research only.

3. Cell phones are to be on vibrate during class, and texting not permitted during studio work time.

4. You may bring in MP3 players/iPods and headphones to listen privately to your own music **during work time only.** If it is loud enough to hear with someone standing or sitting next to you, it is too loud. You are not permitted to listen during lecture or presentations.

5. No food or drink except a water bottle with lid is permitted in the studio, and that should be kept in your backpack or on the floor. If you need a break, please use the table in the atrium for food or other beverages.

Critiques

Students will be awarded critique points as check, check plus, or check minus during class sessions when desk critiques are indicated. Students must be prepared to participate in studio class critiques. Be ready to discuss and ask questions to help clarify your design assignments, and to defend design decisions relevant to the project. Students who do not participate in desk critique opportunities will loose project points, thus affecting their final grade.

Check Dates (Design Milestones)

In order to keep students on task and assure all will finish on time, appropriate time will be allocated to each phase of the design project. Students will be expected to produce and turn in completed sections of the overall project at specific turn-in dates, with the final phase due on the final due date along with the other completed sections. Points will be awarded for each check date. The amount of points assigned will reflect the complexity of that phase. Students who miss check dates will negatively impact the overall grade awarded for that project, which will impact their course grade.

* *The instructor reserves the right to reject any work not seen in process*
 during the course of the class. Evidence will be recorded in each
 student's sketchbook and shown and discussed during crits and checks.

Code of conduct: Students will conduct themselves in a professional manner in all interior design studio classrooms. No derogatory comments regarding fellow classmates or their work will be tolerated. No derogatory comments regarding instructors will be tolerated. No offensive language, inappropriate or pornographic communication on computer files or inappropriate use of the room technology will be allowed; this means that you cannot show personal movies or DVD's on the AV equipment. The studios are for work, not social gatherings. Interior design deadlines are firm unless prior permission is given by the instructor. It is the general policy of the interior design faculty not to accept late work.

Teamwork: As in all professional design practices, portions of projects will be done via team assignment. Teams will be assigned randomly. Use studio time for teaming, group-work, and generally learning from your neighbor. Experiences gained through team studio participation will provide valuable work experience and will reflect how you interact with other future design professionals. You will receive teamwork and group team grades. Make every effort to pull your weight with your team members. Your team will evaluate your participation, and this evaluation will skew your grade appropriately for that phase of the project.

Students are responsible for knowing CAD lab availability, print shop availability and turn around times for printing, plotting, and binding booklets. Students must plan the scope of their work to be completed on time.

No projects will be accepted late due to an inability to or arrange for printing , plotting , binding, etc.

RESPECT fellow class members. Keep noise to a minimum, and don't disturb other students' equipment, belongings, or work in progress. If you leave the lab for more than an hour, pick up your work so that someone else can use the computer or drafting board.

Clean drafting boards after use. Brush down surfaces and remove debris. Use spray cleaner and paper towels to clean off excessive dirt. It is normal for tabletops to acquire graphite dust and smudges. If parallel bars are broken, please inform the instructor. Please be gentile with the wire.

CLASS PREPAREDNESS, DEADLINES and MAKE-UP POLICY

Assignments are due on the date and time assigned, generally at the beginning of the class, *unless noted otherwise*.

Projects must be handed in person. Projects are not accepted on behalf of another student If you are unable to attend class (due to illness or other emergency) the day a project or assignment is due, unless prior arrangements have been made with the instructor.

You must come to a studio class with the necessary tools and materials needed to work during the entire studio period. You will not be permitted to go back to your dorm to get something you should have had ready for class.

EQUIPMENT

Students are not to load unauthorized software on the computers. Students are responsible for maintaining current copies of drawings on their drives. Do not relocate computers, monitors, or keyboards without permission and supervision by an instructor. Do not copy, delete, or move files without instruction by an instructor. Also, report any equipment (hardware or software failures to the instructor or to the IT department @ ext. 4357 *[HELP]* (the *HPU HelpDesk).*

SPECIAL ACCOMMODATIONS

Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. Student's need for accommodations must be made at the beginning of a course. Accommodations are not retroactive. High Point University is committed to meeting the needs of students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.
STUDENTS WITH DISABILITIES: Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. A student's need for accommodations must be

made at the beginning of a course. Accommodations are not retroactive. If you have additional questions, contact Rita Sullivant, Director of Disability Support at rsulliva@highpoint.edu or 336-841-9061

HPU WRITING CENTER

The Writing Center, on the fourth floor of Smith Library, provides writing assistance at any stage in the writing process, from invention through revision, for students at all levels, from freshman to graduate. The Center is staffed by student writing consultants and will be open Sunday through Thursday from 1:00 p.m. to 10:00 p.m., starting Tuesday, September 6th. Appointments for twenty-five or fifty-minute sessions may be made on the fourth floor of Smith Library at the Grades First kiosk using an HPU Passport or student ID number. Consultants at the Writing Center do not proofread or edit students' papers for them, but they do work with students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and personal writing styles. For more information, please visit the Writing Center in 430 Smith Library, or contact the Center's Faculty Coordinator, Dr. Joe Goeke, at jgoeke0@highpoint.edu or (336) 841-9633.

CIDA-Council for Interior Design Accreditation

For purposes of Council for Interior Design Accreditation (CIDA), the Interior Design Program, will retain, at the end of each semester, selected completed student work. All computer work and power point or other publication software output is to be saved in PDF format for portfolio and student record. Students who require portions of their projects be photographed for portfolio preparation must arrange with instructors to have work photographed *on site* as needed. No work being kept for the accreditation visit may leave the premises of Norton Hall – NO EXCEPTIONS. We are going up for review again in 2013. Work retained for the CIDA visit may be retrieved after the CIDA visit in 2013.

University Policies:
Students must adhere to University policy as found in the *Student Guide to Campus Life*.
- **Attendance Policy:** The HPU School of Art & Design has adopted a universal policy toward attendance. Immediately following the third absence, the student will be placed on Class Attendance Probation. You will be notified after the second absence by the Professor. If you miss one more class after being placed on probation (bringing the total to four), then you will be dropped from the class with a grade of W, WA, or FA as appropriate (see 2011-2012 Undergraduate Bulletin, pp. 38-39). These absences are not considered to be "free absences;" HPU does not differentiate between 'excused' and 'unexcused' absences. In addition, three late arrivals to class equal one absence. If you are late, then you must speak to the professor after class or the mark of absence will not be removed.
- In order to ensure the highest quality learning experience, you must attend and actively participate in each class. Only under extreme circumstances will the Attendance Policy be reconsidered. Students are responsible for all material and assignments made regardless of whether or not they are in class.

Academic Integrity: Honor Code
The High Point University Honor Code affirms that:
- We, the students of High Point University, believe that honesty and integrity are essential to student academic development. Therefore, we assert the following:
- Every student is honor-bound to abstain from cheating.
- Every student is honor-bound to abstain from collusion.
- Every student is honor-bound to abstain from plagiarism (see below).
- Every student is honor-bound to report a violation of the University Honor Code.

Full details of the High Point University Honor Code are found in the Student Handbook. Every member of the university community is expected to be familiar with the Honor Code. *In Interior*

Design, tracing or copying other student's work or computer files is considered to be plagiarism, unless students are advised to do so by the instructor.

Projects must be completed in their entirety to receive a grade of "C" or better. Projects missing components will be considered incomplete.

Note also that grades of "A" and "B" will be given only when work clearly exceeds the minimum project requirements and reflect such components as motivation and attitude.

A significant part of the grading process for course projects includes whether or not the student abided by the project guidelines, executed the project in a neat and organized manner, presented the project with full knowledge of the material, and participated in classroom (critique) discussion.

Budget your time to get your work done and always have a "Plan B" so your work can get to class even if you can't. **Late work will be accepted only under extreme extenuating circumstances and with appropriate documentation**

GRADING SCALE

10-point scale with +/- as adopted by the University and explained in the
High Point University Catalog.

Point System-Course Student Evaluation Rubric:

Project 1: Individual Project

Project 2: Team Project, Service Learning

QUIZZES & Mini-projects	10%	(3@ 3% each)
Design Assignments--In class	10%	
Class Discussion/Critiques	10%	(This includes work checks)
Project 1 (Individual)	40%	
Project 2 (Team)	30%	
TOTAL	100%	

- Specific Evaluation Criteria for assignments and projects will be addressed separately. Handouts with detailed descriptions, rubrics and point allocations for each project/assignment will inform student of specific requirements. Evaluation will be both subjective and objective. Peer and guest critiques may be included in assessment. Please review criteria checklist as you work through the assignment/project.

- If you are not present, you will not be allowed to make up work without prior approval. Attendance is critical for success in this course.