

Syllabus

ID 440 Contract Design II

TIME/PLACE: M/W, 9:00 – 11:50 a.m.
Interior Design Studio (IDS) Room 107

INSTRUCTOR: Claire Hamilton, ASID

OFFICE: Interior Design Studio, 301

TELEPHONE/ 601-266-6437

E-MAIL: Claire.hamilton@usm.edu

ID Website: <http://www.usm.edu/interiordesign/>

Course Website: <http://ocean.otr.usm.edu/~w135249>

OFFICE HOURS: Mon/Wed: 8:00 – 9:00 and 1:30 – 3:00
Tue/Thurs: 8:00 – 9:30 and 1:30 – 2:30
Friday: By appointment only

(Office hours will not be honored during the week of final exams. If you need to meet with the instructor during this week, please schedule an appointment.)

COURSE DESCRIPTION: 3 credit hours / Studio - Lecture
Advanced problems in commercial interiors with an emphasis on hospitality, retail, and medical or institutional projects.

PREREQUISITES: See University catalog for current prerequisites.

TEXTBOOK(S): **REQUIRED** (Same books as ID 439 Contract Design I)

Americans with Disabilities Act and Architectural Barriers Act Accessibility Guidelines. (latest edition). U.S. Architectural & Transportation Barriers Compliance Board, Washington, D.C. (1-800-344-3555)

Harmon, S. (2005). *The codes guidebook for interiors.* (4th Ed.). New York: John Wiley and Sons.

Piotrowski, C. & Rogers, E. (2007). *Designing commercial interiors.* (2nd Ed.). New York: John Wiley and Sons.

REFERENCES

Baraban, R. & Durocher, J. (2010). *Successful restaurant design* (3rd Ed.). New York: John Wiley and Sons.

Berger, C. (2005). *Wayfinding: Designing and implementing graphic navigational systems.* Switzerland: Roto Vision.

Calori, C. & Vanden-Eynden Desgin. (2007). *Signage and wayfinding design: A complete guide to creating environmental graphic design systems.* New York: Wiley and Sons.

- Cote' R. & Harrington, G. (2009). *Life safety code handbook*. Quincy, Maine: National Fire Protection Association.
- Dechiara, J., Panero, J., & Zelnick, M. (2001). *Time-Saver standards for interior design and space planning*. New York: McGraw Hill.
- Diamond, Jay. (2011). *Contemporary visual merchandising and environmental design*. (5th Ed.). Upper Saddle River, NJ: Prentice Hall.
- Karlen, M. & Kilmer, R. (2009). *Lighting design basics*. New Jersey: John Wiley and Sons.
- Kilmer, O. & Kilmer, R. (2009). *Construction drawings and details for interiors*. (2nd Ed.). Hoboken New Jersey: John Wiley and Sons.
- Kopec, K. (2006). *Environmental psychology for design*. New York: Fairchild Books.
- Mahnke, F. (1996). *Color environment and human response: An interdisciplinary understanding of color and its use as a beneficial elements in the design of the architectural environment*. New York: John Wiley and Sons.
- Marberry, S. & Zagon, L.. (1995). *The power of color: Creating healthy interior spaces*. New York: John Wilen and Sons.
- McGowan, M. & Kruse, K. (2004). *Interior graphic standards*. Hoboken, New Jersey: John Wiley and Sons.
- Nussbaumer, L. (2009). *Evidence based design for interior designers*. New York: Fairchild Books.
- Panero, J. & Zelnik, M. (1979). *Human dimension and interior space*. New York: Whitney Library of Design.
- Ramsey, C. & Sleeper, H. (1995). *Architectural graphic standards*. New York: John Wiley and Sons.
- Reznikoff, S.C. (1989). *Specifications for commercial interiors*. New York: Whitney Library of Design.
- Rutes, W., Penner, R. & Adams, L. (2001). *Hotel design: Planning and development*. Towbridge, England: Cromwell Press.

COURSE OBJECTIVES:

The following 2009 Council for Interior Design Accreditation (Formally FIDER) standards will be evaluated this semester and will include:

Standard 2. Global Context for Design

Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student work demonstrates *understanding* of:

- a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.
- d) exposure to contemporary issues affecting interior design

Standard 3. Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

- a) Students **understand** that social and cultural norms vary from their own and are relevant to making appropriate design decisions.

Student work demonstrates:

- b) **understanding** and the **ability** to appropriately **apply** theories of human behavior.
- c) the **ability** to select, interpret, and **apply** appropriate ergonomic and anthropometric
- d) **understanding** and the **ability** to appropriately **apply** universal design concepts.

Standard 4. Design Process

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Students are **able** to:

- a) identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
- b) gather appropriate and necessary information and research findings to solve the problem (evidence base design).
- c) evaluate, select, and apply information and research findings to design.
- d) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
- e) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.

Program Expectations:

The Interior Design Program includes:

- f) opportunities to solve simple to complex design problems
- g) exposure to a range of design research and problem solving methods
- h) opportunities for innovation and creative thinking
- i) opportunities to develop critical listening skills.

Standard 5: Collaboration

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Program Expectations:

- c) Collaboration, consensus building, leadership, and teamwork.
- d) Interaction with multiple disciplines representing a variety of points of view and perspective.

Standard 6: Communication

Entry-level interior designers are effective communicators.

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

Students are **able** to:

- b) express ideas clearly in oral and written communication.
- c) use sketches as a design and communication tool (ideation drawings).

- d) produce competent presentation drawings across a range of appropriate media.
- e) produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related.
- f) integrate oral and visual material to present ideas clearly.

Standard 7. Professionalism and Business Practice

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectations

Students **understand**:

- c) The elements of business practice (business development, financial management, strategic planning, and various forms of collaboration and integration of disciplines.)
- e) professional ethics

The interior design program provides exposure to the role and value of:

- h) professional organizations.
- i) life-long learning.
- j) public and community service.

Standard 9. Space and Form

Entry-level interior designers apply the theories of two- and three-dimensional design, and spatial definition and organization.

Students effectively **apply** the elements, principles, and theories of design to:

- a) two-dimensional design solutions.
- b) three-dimensional design solutions.
- c) Students are **able** to analyze and discuss spatial definition and organization.

Standard 10. Color and Light

Entry-level interior designers apply the principles and theories of color and light.

Student work demonstrates **understanding** of:

- a) color principles, theories, and systems.
- Students:
- c) appropriately select and **apply** color with regard to its multiple purposes.¹
 - d) **apply** color effectively in all aspects of visual communication (presentations, models, etc.)

Standard 11. Furniture, Fixtures, Equipment, and Finish Materials.

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Students have **awareness** of:

- a) a broad range of materials and products.
- c) Students select and **apply** appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.
- d) Students are **able** to layout and specify furniture, fixtures, and equipment.

Standard 12. Environmental Systems and Controls

Entry-level interior designers use the principles of lighting, acoustics, thermal comfort, and indoor air quality to enhance the health, safety, welfare, and performance of building occupants.

Students:

- b) competently select and **apply** luminaires and light sources.

Standard 13. Interior Construction and Building Systems

Entry-level interior designers have knowledge of interior construction and building systems.

Student work demonstrates **understanding** that design solutions affect and are impacted by:

- a) structural systems and methods.
- b) non-structural systems including ceilings, flooring, and interior walls.
- c) distribution systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.
- d) energy, security, and building controls systems.

Standard 14. Regulations

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Students have **awareness** of:

- a) sustainability guidelines.
- b) industry-specific regulations.

Student work demonstrates **understanding** of laws, codes, standards, and guidelines that impact fire and life safety, including:

- d) movement: access to the means of egress including stairwells, corridors, exitways.

Students select and **apply** appropriate:

- g) federal, state/provincial, and local codes.
- h) standards.
- i) accessibility guidelines.

POINT SYSTEM:	Project 1:	PAVE Competition	160 points
	Field Trip	Hotel Tours	10 points
	Speaker:	Visual Merchandising	5 points
	Project 2:	Part I: Hotel Concept Development	125 points
	Project 2:	Part II: Hotel Project	400 points
	Project 2:	Part III: Wayfinding	100 points
	Assignment:	Professionalism	100 points
	Checks:	Hotel	100 points
	Total Points:		1000 points

- A = 900-1000 (90%-100% superior work)
- B = 800-899 (80%-90% above average work)
- C = 700-799 (70%-79% average work)
- D = 600-699 (60%-69% below average)
- F = below 599 (0-59% failure)

NOTE: The instructor reserves the right to make changes in the above point system and assignments as necessary. Grading scale listed is based on a point system of 1000 maximum.

Policy Statement:

A copy of the course policy is available on my website. Please print out a copy for your files and make sure you understand the attendance and grading policy. I will go over the policy during the first class.

Handouts:

Students will be responsible for getting their own handouts for this course. These are available on my website at <http://ocean.otr.usm.edu/~w135249>

ADA Statement:

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:

The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232 **Fax:** (601) 266-6035
Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.