

Interior Architecture Ohio University College of Fine Arts School of Art + Design

ART 3620, Interior Architecture Studio IV  
Professional Design Development Studio  
Spring 2016  
Tuesday & Thursday: 1:30 - 4:20

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"Athens Depot" photo by Matt Ziff



"Green Window" photo by Matt Ziff

## Course Syllabus

**Course:** ART 3620  
**Call #:** 6464  
**Credit Hours:** 4  
**Meeting Time:** TTH: 1:30 pm - 4:20 pm  
**Location:** Grover Center W330

## **Course Description**

Emphasis placed on innovative and creative architectural detailing, communication issues and standards of architectural construction documents, application of building codes, and application of accessibility and universal design issues.

Students will create a set of construction documents that include code analysis, plans, sections, details, schedules, and specifications. Final Construction documents must be created in electronic format. Students must maintain a computer in the design studio as a part of this course.

## **Learning Objectives:**

Critically and skillfully use professional processes, methods, and techniques in creating construction documents.

To be able to address, understand, and document issues of construction and fabrication, sustainability, li safety, accessibility, and universal design in process development work and in final documents.

Experiment in the discovery of new ideas and concepts of architectural design and detailing by using transformational processes such as bio mimicry, site specific contextual design, parametrics, and tectonics.

Learn skills related to understanding and creating construction documents and specifications.

Learn to communicate design ideas with architectural construction document standards.

Develop critical judgment of one's own and peer design process and design products.

Enhance creative and independent thinking skills.

Implement critical thinking and intellectual thought as an essential aspect of the act of designing.

Learn to work with high productivity standards.

## **Instructor's Objectives**

- Provide a learning experience that is relevant and significant to important issues within design and broader cultural issues outside the field of design.
- Provide a learning opportunity to allow students to achieve educational experiences competitive on a national and international level.
- Provide a learning experience that is challenging and potentially rich in individually-based outcomes.
- Enhance learning through facilitation and consultation with students in independent and group interactions.

## **Meeting with the Instructor:**

All students are strongly encouraged to meet and discuss with the instructor any concerns with the course. This includes, but is not limited to policies outlined in this introduction, evaluations, or other matters concerning academic performance or classroom procedures. It is the desire of the instructor to enable excellence in learning for all students.

Communication is essential to provide an positive learning environment. Please to not hesitate to communicate concerns, comments, or suggestions to the instructor in a professional and useful manner. Even if you just want to sit down and have a discussion about design, technology, or your future please see the instructor during office hours or by appointment. The instructor will strive to provide excellence in education for all students in a manner that does not compromise program and or ethical standards.

Please meet the instructor during scheduled office hours, 1:00pm 3:00pm MTWTH. If you are unable to meet during the listed office hours you may make an appointment for another time.

## **Attendance:**

Attendance of the course is required.

You are allowed three\* absences of class periods without effect on your course grade.

Each absence beyond three (3) will result in a half letter grade reduction in your total course grade.

Absence from eight (8) or more studio classes will result in a **failing grade for the course**.

All students must attend all final exam periods for final presentations.

To meet attendance policies students must:

- Show up for class on time.

- Be engaged in scheduled class activities for the entire class period.

- Stay in class for the entire period.

If a student needs to complete class activities in a remote location they must receive permission from the instructor prior to leaving class.

The instructor will provide an attendance sheet each class period. It is the responsibility of the student to sign the attendance sheet on the day attendance is taken. An unsigned attendance sheet, for any reason, constitutes an absence.

If a student does not meet the above policies they will be counted absent.

It is the discretion of the instructor to allow students to make up work or have extended due dates due for an absence of any reason.

Only missed days due to illness or emergency in the immediate family will be considered for extensions and make up. Students must be prepared to provide evidence to the reason of the absence if they desire to have extended due dates or to make up work.

It is the sole responsibility of the student to acquire assignments, gather class notes, or find similar information due to an absence of any reason.

In the unusual circumstance of the instructor not being present at the beginning of

the class period students are to use the time in class as a work period. Another faculty member may be contacted to take attendance.

**\* Each student may miss one (1) class period beyond the above requirements for internship interviews.**

**The interview must be documented prior to missing the class period and have a written note from the interviewer to be excused. (You may not be excused during final exam periods.)**

## Required Texts:

Building Codes Illustrated, by F.D.K. Ching

Paperback: 448 pages

Publisher: Wiley; 1 edition (March 14, 2003)

Language: English

ISBN-10: 0471099805

ISBN-13: 978-0471099802

Construction Drawings and Details for Interiors: Basic Skills, by Kilmer & Kilmer

Paperback: 256 pages

Publisher: John Wiley & Sons; 1 edition (March 25, 2003)

ISBN-10: 0471109533

ISBN-13: 978-0471109532

Approximate Price: \$20. Required.

## Recommended Text:

Interior Architecture Now, by Jennifer Hudson

Publisher: Laurence King Publishers (September 27, 2007)

ISBN-10: 1856695204

ISBN-13: 978-1856695206

Approximate Price: \$10.00.

## **Academic Integrity:**

You are strongly advised to review the University's policies on dishonest scholastic work.

These policies place full responsibility on the student for the content and integrity of all work submitted.

The issue of integrity is a priority in the Interior Architecture program and is a matter that is the basis of the ethical standards of all design professions.

All Ohio University policies and procedures for academic integrity are in full effect within this course.

## **Work Load:**

Since this is a studio course, you will demonstrate knowledge, creative and independent thinking through the making of models, drawings and other forms of communications graphics.

Design is a profession that is based in the idea of practice. Expect to learn from your mistakes.

To reach a level of excellence associated with a grade of "A" you will be expected to illustrate how you improve your design by learning from trial and error.

It may require much more time than expected to complete a course assignment or project.

## **Assignments:**

Assignments will be given in class and described in Project Statement documents made available to you. You are expected to meet the deadlines as they are outlined on the assignments.

You will be expected to work on new assignments while revising old assignments at the same time.

## **Studio Participation:**

While in the studio during class please make sure you consider the following:

The instructor may schedule group critiques, discussion sessions, and technology demonstrations. You are expected to participate in all organized class activities.

Only work on studio projects. (Please refrain from working on projects for other classes or surfing the web, using email, and or instant messenger for recreational purposes.)

Please turn off cellular phones during class time.

## **Evaluation:**

**1.** Projects will only be evaluated if all criteria are completed in full and are submitted by the due date.

**2.** Design and learning are non-linear activities and evaluations will reflect this non-linear process.

An evaluation is not a grade. Evaluations are to provide useful feedback to aid in effectively learning the subject matter.

Students will be provided evaluative comments in the form of verbal desk critiques, verbal formal critiques, and written evaluation forms. It is the responsibility of the student to proactively engage the evaluation process. If at any time a student requires an evaluation or comments concerning their project, they are to ask the instructor during class time or during office hours.

The instructor also reserves the right to allow students to work independently and discover answers or ideas for themselves.

It is the desire of the instructor to develop and cultivate strong independent thinking skills. Learning is a delicate balance of discovery and knowledge.

**3. Much of design education is based on the ability of the student to initiate proactively critical dialogue concerning their design work.**

The student should first create a tangible design idea in the form of a drawing, model, sketch or other representation.

Then the student initiates a discussion with the instructor and peers to test and critically evaluate issues inherent within the work. It is the responsibility of the student on a daily basis to complete the following tasks:

**A.** It is the sole responsibility of the student to proactively seek input and discussion of their projects with the instructor and peers.

**B.** Create tangible design ideas that are represented in drawings, models, sketches, digital images or expressed in other media.

**C.** Be ready with questions to assist in generating a discussion with the instructor based on design work represented in drawings, models, sketches, digital images or expressed in other media.

The instructor will only meet with students in class that are prepared with a substantial amount of new work and are interested in engaging in critical and intellectual discussions concerning their design projects.

**4. Students in this course will be evaluated on the following criteria:**

**A. Communication and Clarity:** The ability to communicate ideas and concepts to others with clarity.

This includes, but not limited to, written, verbal, and visual communication skills.

Does your work clearly represent your ideas and or thoughts? How do others perceive and understand your ideas? How did the designer listen and implement critical review from peers and the instructor?



**B. Craft:** The ability to create images, models and projects with skill, practice and attention to detail.

This includes, but is not limited to, craft in written, verbal, and visual communication skills.

How does the selection and manipulation of media relate to the creation and outcome of the project/piece(s)?

Does the designer engage in experimentation, development, and refinement with media used to express design ideas?

How did the selection of media/materials influence the design?

**C. Process:** The ability to engage and express ideas and methods of design over time.

Projects should reflect ideas that are transformed, developed, and clearly display change over time--demonstration of active experimentation, trial and error, mistakes, and refinements.

Presentation of multiple ideas, scenarios, and or alternative concepts.

Documentation of decision making in the creation of design proposals.

Process includes, but is not limited to, breadth and depth of design investigations.

Breadth is the ability to robustly investigate alternate points of view or multiple approaches to design. Depth is the ability to demonstrate deep learning, refinement, and development of essential topics, processes, or ideas directly related to the project or assignment.

**D. Significance:** Does the project/piece create meaning and or relationships to important and current cultural issues?

Is there a fundamental seriousness to the design?

Does the design present a sense of magnitude? How was important knowledge or research used in the design? (Michael Benidikt, *For an Architecture of Reality*, 1987)

**E. Innovation/Creativity:** Does the work demonstrate ingenuity, originality, significant refinement, and/or creative processes and outcomes?

**F. Presence:** Does the project have the ability robustly sustain itself within the context of the of the course or opportunities of the design process?

Does the design assert itself on its own terms?

Does the design proposal have a tautness, attentiveness, assertiveness?  
(Michael Benidikt, *For an Architecture of Reality*, 1987)

**G. Relevance:** Does the work or piece have important relationships to the discipline of interior design, important cultural issues, or meaning to the users or occupants?

How does the design proposal relate to non-interior architecture topics or fields of study?

**H. Program Requirements:** How did the designer engage and resolve program requirements?

What is the relationship of people and the design?

How do users occupy the space, touch materials, see light, hear sounds, and feel emotions?

How are issues of human disabilities, special populations, cultures, safety, renewable/sustainable materials investigated and presented in the design proposal?

**I. Synthesis:** How do the above issues (significance, innovation, presence, relevance, craft...) interrelate?

Are new proposals developed by combining design ideas?

Do design ideas work independently or together?

**J. Overall Quality of Product:** Gestalt effect of completed project. Is the total experience of the project greater than the sum of the parts?

**K. Other Considerations:** Are there other considerations that should be taken into account that impacts the critical evaluation process?

**5. Independent Thinking:** Depth of creative thought is primary to the independent thinking evaluation.

Independent thinking must be clearly demonstrated in all aspects of the course including, but not limited to, verbal participation in the classroom, design ideation,

and design solution.

Students must clearly demonstrate that they have the ability to understand and excel at meeting the requirements of the course.

**6. Professional Attitude.** Students are to express and articulate clearly their view toward the topics in this course in a method that reflects the quality of a professional in the field of interior architecture.

It is the ethical responsibility of the student to support the learning community in this course in a positive and constructive manner.

Maintaining a positive learning community is parallel to expectations one will experience in supporting a positive work environment after graduation.

Professional attitude includes, but is not limited to, the ability to maintain and contribute to a positive learning environment, professional attitude towards classmates, guests, and the instructor. To receive a positive evaluation, professional attitude must be clearly demonstrated on a consistent and daily basis. Do not take this portion of the course for granted--you are expected to demonstrate professional maturation processes within the course. The ability to receive and give critical feedback, respond to challenging situations with a positive attitude, and support an excellent working studio environment are all essential to receiving high marks in professional attitude evaluations.

**7. Evaluations are not letter grades.** Excellence cannot be summarized by an "A" if you are to become a disciplinary expert.

To emphasize deep development of intellectual evaluation processes, letter grades will only be provided via the Ohio University grade posting system at the end of the quarter. Evaluative feedback will be given to students in the methods and criteria listed above. It is the responsibility of the student to meet with the instructor if they require information on their academic status in the class.

If any student is in doubt regarding their academic status, it is the student's responsibility to make an appointment to meet with the instructor during scheduled office hours.

## Grading

Projects will only be graded, and or evaluated, if all criteria are completed in full and are submitted by the due date.

As per program policy students who make below a C (2.0) for the course will have to repeat the course.

<b>Course Projects and Assignments:</b>	<b>80% of total grade</b>
<b>Independent Thinking:</b>	<b>10% of total grade</b>
<b>Professional Attitude:</b>	<b>10% of total grade</b>

(In some circumstances such as, but not limited to, students contributing to a negative educational experience for peers, may result in more than a 10% reduction in the final grade or withdrawal failing (WF) from the course.)

## Grading Scale

All students will be graded in the context of being a third year (300 level, Junior Studio) design student with the appropriate knowledge and prerequisite coursework.

It should be clearly understood that evaluations and grades are made in this context.

Further course work builds upon the knowledge and experiences of this course.

Successful completion of projects and assignments are in the context of a third year student and future courses will have expectations of significant improvement compared to work created in this course.

**Final grades are given under the following guidelines:**

**(A) Excellent and superior academic work.**

A clear and thorough demonstration of the knowledge of the topics studied in the course as presented within the course by the instructor. Excellence in all area of studio work.

The student must also clearly demonstrate the ability to critically apply knowledge, skills, processes and ideas studied in the course with independent thought and creative expression.

The Interior Architecture program is dedicated to bringing the best educational opportunities to students. To demonstrate you have the abilities to work for award winning design firms or attend graduate school at the highest level equates to a grade of A.

This requires the student to have a high level of commitment to the description of A above. The choice to engage in this commitment belongs to the student. An "A" is what the student earns by producing excellent work in every regard.

**(B) Above average, very good, but not excellent, academic work.** A clear and thorough demonstration to the knowledge of the topics studied in the course. The student clearly demonstrates the ability to critically apply knowledge, skills, processes, and ideas studied in the course with limited implementation of independent thought and creative expression.

**(C) Average academic work.** A clear understanding and knowledge of central topics, skills, processes and ideas studied in the course or class activity. The student sufficiently demonstrates the ability to critically apply knowledge, skills, processes, and ideas studied in the course Limited or misdirected independent thinking or effort to go beyond course requirements.

**(D) Below average academic work.** Minimal acceptable understanding and knowledge of central topics, skills, processes, and ideas studied in the course or class activity.

**(F) Unacceptable academic work.** Inability to demonstrate minimal understanding of central topics, skills, processes, and ideas studied in the course or class activity.

## **Digital Media Policy:**

All electronic files created for course work in Interior Architecture are the responsibility of the student.

Each student is to maintain back-up files for all work.

Students are only to hand in copies of electronic files for course assignments.

Lost, damaged, or erased computer files will be considered incomplete work and may be evaluated as if the assignment or project was not completed.

You are to maintain a back-up copy of all course work on cd-r, cd-rw, or other digital media.

You are strongly encouraged to make back-up copies of your work on a daily basis.

It is the student's responsibility to maintain their own personal computer. CNS can provide support for Windows and Macintosh operating system questions, some software, and hardware issues.

CNS can be contacted at 593-1222.

