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INTERIOR DESIGNERS INSTITUTE 1061 CAMELBACK RD NEWPORT BEACH CA 92660 P.949.675.4451 F.949.759.0667 www.idi.edu

**INTERIOR DESIGNERS INSTITUTE**

**COURSE SYLLABUS Winter 2020 Thursday 6:00pm – 9:15pm**

**Course:** 502 MIA Design Project, part I (2.5 units + 2.0 extern)

**Instructor(s):** Rick Fox, Architect [E-mail: rfox@idi.edu]

<b><u>Grade Point Summary:</u></b>	1. View film, <i>Objectified</i>	15 pts.
	2. Objects of Importance:	25 pts.
	3. Problem Seeking:	30 pts.
	4. Case Study Analysis:	30 pts.
	5. Precedent + Typology:	30 pts.
	6. Final Program Document:	50 pts.
	<u>Participation:</u>	<u>20 pts.</u>
	<b>Total:</b>	<b>200 pts.</b>

**Required Course Textbooks:** *MA 502 Design, Part 1 Course Packet*  
(Available through IDI student portal)

Brown, Tim. *Change by Design*.  
Harper Business, 2009.

Pena, William M. & Steven A. Parshall. *Problem Seeking*.  
*5<sup>th</sup> Ed.* Wiley, 2012.

**Related Course Texts (required):** The required texts for 503 Research Methods, Part 1 may be used during segments of this course.

**Recommended Textbooks:** Botti-Salitsky, Rose Mary. *Programming & Research: Skills for Interior Designers, 2<sup>nd</sup> Ed.* Bloomsbury, 2017.

**Supplies:** For this course you will need everything you have learned thus far in your life, and maybe more.



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### **Studio Objectives:**

Design is an *agent of change*, altering both the human-made and natural-world in important ways. Additionally, the role that design plays is itself changing, becoming more of a process of *change management*.

We will investigate and evaluate the impacts these changes are having on interior architecture by means of exploring three distinct yet interrelated emergent themes:

- i) The increasing influence of inter-disciplinary thinking and academia;
- ii) The role story telling plays in the 21<sup>st</sup> century design;
- iii) Micro-trends in human and social diversity;

Graduate-level students are expected to make a modest *contribution* to the field of interior architecture, and *advance* the body of interior design knowledge as well as the ethical, aesthetic and professional standards of the discipline. To this end, this three-part studio seeks to facilitate:

- i) the integration and consolidation of student's knowledge and skill-set accumulated during their undergraduate education and on-going professional experience;
- ii) an enhancement of student's critical, analytical and strategic thinking processes, including strengthening problem *identification* and problem-solving strategies;
- iii) student competency regarding increasing levels of rigor in how design solutions are justified in a *research-inspired* approach;
- iv) student competency in applying and extending research to interior design solutions.

### **Studio Values:**

A premium will be placed on the student's professional conduct, common courtesy and collaborative spirit. This extends to appropriate behavior regarding phone, and laptop use for personal calls, texting and other forms of instant messaging. The ability to take individual initiative and problem solve in the face of uncertainty and novel circumstance is a *fundamental* expectation given the level of professional development and graduate student status. Academic honesty is the cornerstone of graduate-level work and in this regard students will be expected to exercise critical and mature judgment, understand and promote time-honored standards of academic rigor; and adhere to a policy of academic honesty.

In addition, students are expected to make a positive contribution to the studio environment by collaborating with their peers and encouraging the intellectual and professional development of other students in the cohort.



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### **1<sup>st</sup> Quarter Focus:**

Students will identify and begin developing a Capstone Design Project, in conjunction with the studio professor and other graduate faculty, which explores and deepens student understanding of the field of interior architecture and the studio themes. The focus of this quarter is to refine the student's capacity for critical reflection, enhance problem *identification* skills, and strengthen analytical and pre-design skill set. Students will develop a professional-grade Design Programming Document to guide the design, development, and presentation of their Capstone Design Project during Part 2 and Part 3.

### **2<sup>nd</sup> Quarter Focus:**

Students will extend and *apply* research findings as well as existing and new *evidence* to the resolution of research-inspired interior architecture *problems*. The focus of this quarter is to incorporate credible findings into design solutions, use those findings to support and justify design decision-making, enhance the student's understanding of collaborative design techniques, and strengthen problem-solving approaches and skills. Students will consolidate their design work-products into a work-in-progress presentation at the end of the quarter.

### **3<sup>rd</sup> Quarter Focus:**

Students will consolidate and communicate research-inspired design *solutions*. The focus of this quarter is to identify relevant deliverables, whether standard or non-traditional, and create and complete those deliverables in a manner suitable for academic and professional presentation.

### **Grading Method for Parts 1, 2 & 3:**

Letter grades are based on standard percentages; A- C. Points will be deducted for late assignments at the discretion of the professor. To receive credit for this course **ALL** assignments must be turned in before the last day of class.

### **Attendance:**

The policy regarding absences, is articulated in the IDI course catalog which reads as follows:  
"Each student may have two total absences. However, more than two consecutive class meeting absences or three non-consecutive class meeting absences per course may result in the student being withdrawn from the course."

Be advise the policy will be enforced.



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## Course Outline:

### CLASS 1:

16 Jan 2020

### Introduction & Overview:

Review syllabus, Course Supplement, and introduce central themes of the design studio track.  
(Interdisciplinary research, Narrative, Micro-trends)

Delineate & distinguish interior architecture as distinct from architecture and interior design.

Presentation: *What Interior Architecture is...*

Assign Activity #1: Watch the film *Objectified*, identify its important themes, make notes and turn them in for credit. Prepare for in-class discussion.  
DUE next week

Reading completed by week 5: Brown, *Change by Design*.  
Reading completed by week 5: Pena, *Problem Seeking*.

Assign Activity #3: *Problem Seeking*  
DUE week 5

### CLASS 2:

23 Jan 2020

### Interdisciplinary Thinking:

Discussion of trends and factors affecting a *research-inspired* approach to interior architecture.

Role of critical reflection, argument & evidence in EBD

Presentation: *Lines of Argument*

*DUE this week:* Activity #1: Group discussion of important themes in the film. Submit notes for credit.

Assign Activity #2: *Objects of Importance*.  
Tell a 7 minute narrative about the future of interior architecture using 7 objects. You must bring them to class, NO photographs of these objects are permissible...don't ask.  
DUE next week.

Reading assignment for **next** week: Continue with Brown  
Continue with Pena



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**CLASS 3:**

30 Jan 2020

**Narrative Branding & Visual Story-telling:**

Discuss the now central role that narrative plays in the branding and marketing of goods and services, and the importance of visual story-telling in the design of branded environments.

*DUE this week:*            *Activity 2: Objects of Importance*  
7 minute presentation per student

Reading assignment for **next** week: Continue with Brown  
Continue with Pena

**CLASS 4:**

06 Feb 2020

**Change by Design:**

Presentation of Capstone Design Project IDEA.  
7 minute presentation per student.

Reading assignment for **next** week: Continue with Brown  
Continue with Pena

**CLASS 5:**

13 Feb 2020

**Problem-Seeking:**

Identify and discuss themes in *Change by Design* relevant to interior architecture.

*DUE this week:*            *Complete Change by Design (Brown)*

Examine the differences and similarities between programming and research within the field of interior architecture.

Examine the similarities and differences between *problem-seeking* and *problem-solving*. Demonstrate steps involved in problem-seeking and methods for managing information during the pre-design phase.

*DUE this week:*            *Complete Problem Seeking (Pena)*  
*Turn in:*                    *Activity #3: Problem Seeking – client goals*

Assign Activity #4: *Case Study Analysis*, based on reading assigned by professor  
DUE Class 8

Assign Activity #6: *Final Program Document*  
Commence project-specific programming  
DUE Class 12



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**CLASS 6:**

20 Feb 2020

**Design Research:**

Review and discuss specific design-based research methods: historic precedent; design precedent; case study analysis; and, typology. Case Study emphasis is on client-designer interaction during the pre-design phase, using excerpts from Alice T. Friedman's, *Women and the Making of Modern Architecture*.

Assign Activity #5: *Precedent + Typology Presentations*.  
DUE Class 10

**CLASS 7:**

27 Feb 2020

**Users are People too:**

Identify and discuss emerging trends in human and social diversity relevant for interior architecture. Discuss issues relevant to researching human subjects.

*DUE this week: nothing specific*

**CLASS 8:**

05 Mar 2020

**Lessons in Programming:**

Student presentations of case study.

*DUE this week: Activity #4: Case Study Analysis Presentations*  
10 minute presentation per student

**CLASS 9:**

12 Mar 2020

**Studio Session:**

Work in progress.

*DUE this week: nothing specific.*

**CLASS 10:**

19 Mar 2020

**Typology Presentations:**

Student presentations of specific typologies including summary of important examples; relevant historical and design issues; current trends and future directions; informational resources and research related problems.

*DUE this week: Activity #5: Precedent + Typology Presentations*  
10 minute presentation per student



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**CLASS 11**

26 Mar 2020

**Studio Session:**

Work in progress. Refinement and finalization of program.

*DUE this week: nothing specific*

**CLASS 12:**

02 Apr 2020

**Final Design Program:**

Submit and present Final Program Document.

*DUE this week: Activity #6: Final Program Document  
15 minute presentation per student*

***IMPORTANT:***

***Assign: Work-flow Program, DUE: Class 1 n***