



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

## Historic Preservation: Online Course Syllabus

### COURSE OBJECTIVE & REQUIREMENTS:

- Through research and investigation students, in teams of 2, will research existing buildings in the local Southern California area. They will submit a **Statement of Significance** on their selected building and create an online **Verbal Presentation & digital and physical boards and notebook** to convey the significance of their building plus a design solution to restore historical continuity to the community. Class readings will cover the history, techniques and processes required in conserving historical buildings.
- The **Statement of Significance** will be approximately 2 to 5 typed pages including a cover sheet, pictures and bibliography. The original and one copy are required on the sixth (6) week of class. Significant parts of the **Statement** will be incorporated into the **Rehabilitation (Adaptive-Use) Proposal/Project** and the final Power Point on the twelfth (12) week of class.
- The **Rehabilitation (Adaptive-Use) Proposal** assignment will fact find using Evidenced Based Design (EBD) Techniques to support each team's intended Rehabilitation (Adaptive-Use) concept for their selected building site.
- A verbal presentation of the **Rehabilitation (Adaptive-Use) Proposal/Project** shall be presented online the final night with a min. of three (3) digital presentation boards and any additional media desired. This presentation will provide the audience with a brief historical summary of the building and the proposed **rehabilitation (Adaptive-Use) concept**. The **Rehabilitation (Adaptive-Use) Proposal/Project** will be presented using Power Point is not to exceed 10 minutes in length. A custom designed, free standing element shall be incorporated into the adaptive use project. This component should be a logical feature based on the proposed project. Physical, printed boards will be submitted as well and delivered to IDI.
- All work will be prepared according to college standards based on the MLA Handbook (8<sup>th</sup> ed.) for proper parenthetical documentation and bibliographical formatting.
- All assignments will be posted and submitted digitally on Canvas. All assignments must be submitted by the end of class the day they are due for full credit.

## **SUMMARY:**

This course has been designed to expose students to the process of researching historically significant buildings in Southern California and applying preservation alternatives to the sites selected. Upon completion of a **Statement of Significance** students are required to present their work in the form of a brief online oral presentation on the history of the monument plus the **Rehabilitation (Adaptive-Use) Proposal/Project** as would be presented to a preservation commission or city council. This presentation will consist of a **Rehabilitation (Adaptive-Use) Proposal/Project** as it relates to their monument plus digital presentation boards showing the original building and the proposed method of preservation.

By researching the history of older buildings, students will be required to investigate local sources online for reference materials as found in local libraries, historic associations, building departments and internet sites. In addition, students will interface online or by phone with the community and public agencies to find current information on their buildings and what impact their proposed projects would have on the community. Photo documentation, site measurements and construction of comprehensive presentation boards will be required.

The combination of historical research and local research will increase student awareness on historically significant buildings and their sense of place in the community. The final presentations will utilize skills students have developed in previous classes to clearly communicate the proposed project and to expose the student to similar presentations required at board reviews and public hearings in their own communities.

## **GRADING:**

Total points possible are 215 and the breakdown is as follows:

### **Individual Class points:**

80 pts. Quiz #1, Quiz #2 & Quiz #3 & 4 (20 pts each based on Tyler)

10 pts. 1 - Reaction Paper

### **Team Points:**

25 pts. **Statement of Significance** (MLA footnoting & bibliography)

25 pts. **Rehabilitation (Adaptive-Use) Proposal** – Assignment

25 pts. **Project Notebook** - Assignment

50 pts. **Verbal Presentation & Boards** - Assignment

Min. of 3 digital Boards - Plus Power Point

## **CLASS PROTOCOL:**

**Attendance**            -2 point deduction for classes missed

-1 point deduction for each tardy or leaving class early

- Mandatory completion of ALL assignments and attendance.
- Online Presentation of project and digital boards on week 12 required or automatic failure.
- Quizzes given at beginning of class via **Canvas**. No makeup quizzes will be administered.
- Two absences and your grade is lowered a full letter grade. 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 that course. Attendance is considered an important habit to acquire in becoming a mature, responsible member of the professional community.

**Students must complete all assignments to pass the class regardless of point totals.**

## **REQUIRED TEXTBOOKS:**

Tyler & Ligibel, Historic Preservation: An Introduction To Its History, Principles and Practice, 3<sup>rd</sup> Ed. New York: W.W. Norton & Co., 2018.

**Note:** All quizzes are based on this text.

Joseph Gibaldi and Walter S. Achtert, MLA Handbook for Writers of Research Papers, 8<sup>th</sup> Ed., New York: MLA (Modern Language Association).

**Note:** This book provides the documentation requirements for your thesis – (Online version will work)

Evidence Based Design: A Process for Research and Writing. Kopec, David and E. Sinclair, Bruce Matthes. NJ: Prentice Hall, 2012.

**Note:** This book provides guidelines for proposal assignment.

## **OPTIONAL REFERENCE BOOKS:**

Programming and Research: Skills and Techniques for Interior Designer. Botti-Salitsky, Rose Mary. NY: Fairchild Books, 2009.

Kilmer, W. Otie and Rosemary Kilmer, Construction Drawings and Details for Interiors, New York: Wiley & Sons, 2003.