



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

INTERIOR DESIGNERS INSTITUTE
Master of Interior Architecture Program

COURSE SYLLABUS **Winter 2022** **Thursday 6:00pm – 9:15pm**

Course: **505 Design Project, part 2 (2.5 units + 2.0 extern)**

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

<u>Grade Point Summary:</u>	1. Work-flow Program:	5 pts
	2. Place-making Activity:	15 pts
	3. Design Milestone #1:	30 pts.
	4. Design Milestone #2:	30 pts.
	5. Design Milestone #3:	30 pts
	6. Design Milestone #4:	30 pts.
	7. Final Progress Critique:	40 pts.
	<u>Participation:</u>	<u>20 pts.</u>
	Total:	200 pts.

Required Course Textbooks: In addition to the required texts from 502 Design, part 1 the following additional texts are **required**:

Brooker, Graeme. *Adaptation: Strategies for Interior Architecture and Design*. Bloomsbury, 2017.

Unwin, Simon. *Analysing Architecture: The Universal Language of Place-making, 5th Ed.* Routledge, 2021.

Related Course Texts: The required texts from 503 Research Methods, Part 1 may be used during segments of this course, at the discretion of the professor.

Recommended Texts: In addition to the required text for this course, the following is relevant and highly recommended:



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Studio Objectives: (RECAP from Part 1)

The field of design is changing the designed- and natural-world in important ways. 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 role of design in the 21st century;
- ii) Micro-trends in human and social diversity;
- iii) The increasing influence of academia and inter-disciplinary thinking;

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: (RECAP from Part 1)

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 circumstances 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.

Recap of 1st 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.



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2nd Quarter Focus:

Students will extend and apply research findings as well as existing and new *evidence* to the resolution of research-inspired interior design *problems*. The focus of this quarter is to incorporate credible findings into spatial 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. The design emphasis of this quarter is on the spatial development, composition, enclosure, and 3-D spatial quality of the project's interior architecture. Students will consolidate their design work-products into a work-in-progress presentation at the end of the quarter.

In addition to traditional design deliverables & work-products, students will explore design processes and methods that incorporate the "4th dimension" and visual story-telling. Specifically, students will explore how interior architectural space is experienced *over time*. See, **Tim Brown p. 138 for 2nd edition [Tim Brown, p. 132 (1st edition)]** for clarification. Students are encouraged to develop *rapid visualization* methods for communicating their design ideas.

IMPORTANT NOTE: The design and selection of ALL interior finish materials, lighting fixtures, and furnishings is NOT part of this studio. But WILL occur as the FIRST mandatory milestone in Design Studio part 3.

3rd Quarter Focus:

Students will consolidate and communicate research-inspired design *solutions*. The focus of next quarter is to identify relevant presentation 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. NO points will be given for late assignments unless prior arrangements have been made with the studio professor. However, to receive credit for this course ALL assignments must be turned in before the last day of class.

Special Grading Criteria for Part 2:

In addition to submitting the stipulated course assignments (Work-flow Program, and Place-Making) that apply to all students, each student will prepare, and present for grading, four (4) design-based activities ("milestones") approximately 15 minutes each to be given on the dates stipulated.



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Work-Flow Program

Prior to arriving on the first day of Quarter 2, each student must develop a detailed work-flow program that will serve as their individualized approach to the design of their Capstone Design Project. Students are responsible for proposing which design activities and tasks they consider most relevant and productive FOR THEIR PROJECT, and in consultation with the studio professor, who may suggest revisions or alterations to streamline or augment work-load associated with design deliverables, will finalize their program, and prepare it for final approval by the professor *prior to* commencing work.

Work-flow programs consist of all four (4) design-based activities (known as ‘milestones’) which shall be selected from the lists of deliverables below. *At least one* (1) activity shall be selected from the “**Group A**-Traditional” list; and *at least one* (1) activity from the “**Group B**-non-traditional” list. The fourth milestone **MUST** be a scaled hand-drawn space plan of your facility.

As part of the Workflow program, each student shall select three (3) chapters from the Unwinn text that are relevant to the production of each of their four milestones. Students are expected to integrate the relevant concepts and themes from the reading into their work, and **SHOW** clear evidence of this integration during presentation. Additionally, the student shall select three (3) adaptation strategies from the Brooker text that they wish to explore during this quarter.

As such the work-flow program will include those other ‘non-milestone’ activities that may be needed to reach each successive milestone.

Work-Flow Format

The work-flow program must *graphically* depict the sequence and duration of each of the tasks and milestones. In addition, students must provide a brief description of what each milestone entails, including the anticipated amount of time associated with the activity, and a description of how the milestone **AND** the selected chapter readings relates to the development of their capstone project or furthers their research goals.



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List of Deliverables

Group A: Traditional Design Deliverables (ONE MINIMUM selected from Group A)

Specialized materials and/or systems design-research (as needed for spatial ordering);
Photo-documentation studies of specialized spatial features or ordering principles;
Design concept-diagram packet;
Spatial Ordering | Composition studies (form, space & order);
Detailed behavior-mapping studies;
Schematic design studies of significant interior spaces (free-hand);
Perspective sketch studies (free-hand);
Physical study models (scaled);
Virtual 3-D study models;

Group B: Non-traditional Design Deliverables (ONE MINIMUM selected from Group B)

Analysis and critique of a relevant design theory as it informs spatial ordering;
Detailed Place-making studies based on Unwin readings;
Physical Prototypes (full-size or scaled-down)
Visual story-telling in any media;
Story-boards / Visual-graphic Scenarios / graphic novels;
“Experience blueprints”; (see Brown p. 132; 2nd edition) [Brown p. 126; 1st edition]

Fourth Milestone

Space planning studies (free-hand of architecture only);

End-of-Quarter Design Process Critique

The final design presentation for this course shall include a presentation of all four milestones, along with the relevant conceptual principles from both textbooks, AND final CAD-drawn space plans (architecture + furniture) of the entire facility.



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Course Outline:

- CLASS 1:** **Introduction, Overview & Work-flow:**
13 Jan 2022 Finalization of student work-flow programs *prior to today*.
Each student to review course syllabus, and re-cap strengths & weaknesses from Design 502 part 1, and explore opportunities for part 2. Lecture on: Place-making.
- Bring to class:* *Activity #1: Work-flow Program as finalized by professor*
- Assign Activity #2: Place-making Assignment
Based on Reading assigned by professor
- CLASS 2:** **Adaptation Strategy & Place-making:**
20 Jan 2022 Discuss design in the “4th dimension”, see Brown p. 132.
Review Place-making issues and adaptation strategies.
Lecture on: Design in the Fourth Dimension.
- CLASS 3:** **Place-making**
27 Jan 2022 Discuss Place-making issues (and chapters) each student plans to review and employ during design phase Milestones #1, #2 and #3.
Lecture on: Form & Function.
- DUE this week:* *Activity #2: Place-making*
- The precise assignments and activities each student will submit on the stipulated presentation dates are based on the approved work-flow program, but the deadlines are **firm**.
- CLASS 4:** **Design Milestone #1:**
03 Feb 2022 Student presentations of design work based on the sequence of assignments established in each work-flow program.
- Reading assignment: Individual student basis
- DUE this week:* *Design Milestone #1*



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CLASS 5:

10 Feb 2022

Studio Session:

Studio Session, and individual desk critiques.
Reading assignment: Individual student basis

CLASS 6:

17 Feb 2022

Design Milestone #2:

Student presentations of design work based on the sequence of assignments established in each work-flow program.

DUE this week: Design Milestone #2

CLASS 7:

24 Feb 2022

Studio Session:

Studio Session, and individual desk critiques.
Reading assignment: Individual student basis

CLASS 8:

03 Mar 2022

Design Milestone #3:

Student presentations of design work based on the sequence of assignments established in each work-flow program.

DUE this week: Design Milestone #3

CLASS 9:

10 Mar 2022

Studio Session:

Studio Session, and individual desk critiques.

CLASS 10:

17 Mar 2022

Design Milestone #4:

Student presentations of design work based on the sequence of assignments established in each work-flow program.

DUE this week: Design Milestone #4

CLASS 11:

24 Mar 2022

Studio Session:

Studio Session, and individual desk critiques.

CLASS 12:

31 Mar 2022

Design Progress Critique:

Review and critique of *accumulated* design work for the *entire* Capstone Design Project for purposes of refining the central design concepts and design solutions, and identifying areas that require further development in anticipation of design presentation and final graduate exhibition occurring during Design 508.

*DUE this week: Activity #7: Design Progress Presentation
40-minute presentation per student*