

Course: AAI 180 - 1002
Credits: 3
Prerequisites: Admission to the School of Architecture
Studio Instructor:
Meeting Time:
Location:
Office Hours:

Course Description: The development of fundamental design communication skills and knowledge which are integral to the complex process design decision making. The exploration of design theories and applications of methodologies basic to development of design concepts, as well as the two and three-dimensional representation of design products.

Pedagogic Objectives:

1. Provide a general introduction to design communication techniques, two and three dimensional delineation techniques
2. Theoretically study and analyze the elements and principles of design
3. Explore and develop methodologies involved in design and planning of interior architectural settings correlated with specific human goals and objectives

Learning Outcomes:

1. Students will be able to identify and define the elements and principles of design
2. Students will be able to apply design communication techniques in two- and three-dimensional delineation
3. Students will be able to apply methodologies involved in design and planning of interior architectural settings with an emphasis on specific human goals and objectives

Course Content:

- Design Drawings
- Architectural Lettering and Line Skills
- Architectural Conventions and Graphic Standards
- Visual and Oral Presentation Techniques
- Principles of Design
- Elements of Design
- Color Theories
- Orthographic Drawings
- Axonometric Drawings
- Creative and Analytical Design Process

Course Completion Requirements:

- Completion of each assigned project in compliance with project statement requirements
Incomplete projects are not considered for evaluation
- Studio attendance and participation in class discussions

Course

Related Costs:

It is estimated that each course within the Interior Architecture and Design program will require an additional cost of a minimum of \$500

This course complies with the following Council for Interior Design Accreditation (CIDA) 2018 Professional Standards*:

*Compliance with project-specific Council for Interior Design Accreditation (CIDA) 2020 Professional Standards:

Standard 8. Design Process

Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

Student Learning Expectations

- a) Student work demonstrates the ability to **apply** space planning techniques throughout the design process. Student work demonstrates the ability to **apply** knowledge and skills learned to:
- b) solve progressively complex design problems.
- c) identify and define issues relevant to the design problem.
- d) synthesize information to generate evidenced-based design solutions.
- e) use precedents to inform design concepts or solutions.
- f) explore and iterate multiple ideas.
- g) design creative and effective solutions.
- h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
- i) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.

Standard 9. Communication

Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Student Learning Expectations

Students are **able** to effectively:

- a) interpret and communicate data and research.
- b) express ideas and their rationale in oral communication.
- c) express ideas and their rationale in written communication.
- d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.
- e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

Standard 11. Design Elements and Principles

Interior designers apply elements and principles of design.

Intent: This standard ensures graduates are able to apply design elements, principles, and theoretical context to formulate and compose creative and aesthetic solutions.

Student Learning Expectations

- a) Students **understand** the elements and principles of design and related theories, including spatial definition and organization.

Student work demonstrates the **ability** to:

- b) explore a range of two- and three-dimensional design solutions using a variety of media.

Students effectively **apply** the elements and principles of design and related theories throughout the interior design curriculum to:

- c) two-dimensional design solutions.
- d) three-dimensional design solutions.

Standard 12. Light and Color

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

Student Learning Expectations

- a) Students are **aware** of the environmental impact of illumination strategies and decisions.

Students **understand**:

- b) the principles of natural and artificial lighting design.
- c) strategies for using and modulating natural light.
- d) Students competently select and **apply** luminaires and light sources.
- e) Students have **awareness** of a range of sources for information and research about color.
- f) Students **understand** how light and color impact health, safety, and wellbeing in the interior environment.

Student work demonstrates **understanding** of:

- g) color terminology.
- h) color principles, theories, and systems.
- i) color in relation to materials, textures, light, and form.

Student work demonstrates the **ability** to appropriately:

- j) select and apply color to support design concepts.
- k) select and apply color to multiple design functions.
- l) use color solutions across different modes of design communication

Studio and Classroom Standards, Policies, and Etiquette

The following guidelines constitute policies and the student's receipt and acceptance of a course syllabus containing a course instructor's rules on these shall constitute acceptance of these policies.

The Interior Architecture and Design Program maintains standards of design quality in student work and personal conduct in design studios which are congruent with the mandate assumed by other professional programs accredited by the Council for Interior Design Accreditation and (CIDA) and the School of Architecture. The design studio therefore is considered a learning environment predicated on presence, participation, dialogue, initiative and learning by doing. Sharing thoughts, discussing ideas and seeking feedback are important aspects in the testing, development, and refinement of design concepts.

In this context each design project is considered an experiment, where successful experiments must be based on sound reasoning, fact, knowledge, rigorous method, historical precedent and a valid concept. Through the design process one seeks to find unique design solutions to an identified problem by appropriately responding to design criteria with minimal undesirable, unforeseen side effects.

Because the activity of design is time-bound, design studio is time-bound. Hence, the strategic management of time is crucial to a quality design studio experience.

Use of Electronic Devices During Lecture, Group Discussion, Project Review and Presentation Policy

The absence of unnecessary distractions and interruptions being essential for an effective learning environment, the Interior Architecture and Healthcare Design Programs require that each and every student refrain from the use of personal electronic devices during lectures, presentations, project reviews, and structured group activities. Laptop computers are permitted in design studios when their use is integral to assigned work in progress.

Classroom and Studio Etiquette

Arrive on time; no food, chewing/bubblegum, chewing tobacco, or beverages, except water.

The following standards supplement the Grading System as listed in the current Undergraduate Catalog.

Letter Grade Description

A Superior: Represents comprehensive excellence. Not only does the work fulfill all requirements in an excellent and professional manner but goes beyond the given requirements aiming at standards higher than requested. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of thoughtful work on a regular basis. This work is of a quality that is instructive to the studio critic and exemplary to the rest of the class and sets a standard for the course.

B Above Average: Represents work that can be distinguished as being of truly "good" quality. The work is free of significant flaws, is comprehensive in scope and exceeds all minimum requirements. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. This work is of a quality that is exemplary for the course.

C Average: Represents satisfactory and average performance. The work is free of major flaws, is comprehensive in scope, and meets all minimum requirements. Intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. The student and studio critic can take "satisfaction" in the average resolution of the course.

Students in the Interior Architecture and Design Program must attain a minimum grade of "C-" in all coursework taken within the School of Architecture as a part of the completion of their major course requirements. Students who attain any grade

below a “C-” in any course within their major must retake that course and attain a minimum grade of “C-” in order to advance towards graduation.

Students in the Healthcare Interior Design Program must attain a minimum grade of “B” in all coursework taken within the School of Architecture as a part of the completion of their major course requirements. Students who attain any grade below a “B” in any course within their major must retake that course and attain a minimum grade of “B” in order to advance towards graduation.

D-F Failing: Represents substandard work that is not passable. The work has not fulfilled requirements, or has not been completed on time, or does not appropriately address the issues raised by the course and is unacceptable.

I Incomplete: An “incomplete” on a project can only be given in exceptional cases in which failure to complete the assignment is a direct result of verifiable documented illness or injury requiring a visit to a medical facility, a death in the immediate family, military or legal obligations, or other equally serious reasons that can be documented in acceptable written form (such as medical records or legal notification). When possible, all outstanding circumstances that might impact the completion of a project should be brought to the instructor’s attention in advance. In addition, documentation for excused absences must be provided no later than the third class meeting following the event or the absence(s) will be counted as unexcused and no Incomplete can be given. All incomplete work is subject to late penalties as per the studio critic’s policy.

An “incomplete” in a course is only given in exceptional cases where there is/was a serious excusable reason for not completing course requirements (see above). The quality of work in the course up to that point has been satisfactory and passing (see Academic Policies section of the Undergraduate Catalog for further details).

Instructors are permitted to assign + or – to grades. However, there is no grade of “A+” within these guidelines.

Projects submitted after due dates are subject to one grade reduction.

Any student in any course who accumulates three or more unexcused absences will be sent a warning letter specifying a date by which (s)he must meet with the studio critic to discuss the reasons for the absences; if (s)he has not met with the studio critic by that date, the studio critic will either initiate an administrative drop or assign a grade of F.

University Policies

Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of

other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](http://www.unlv.edu/provost/copyright) is available at <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course

requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries' Research Consultation](http://guides.library.unlv.edu/appointments/librarian) website: <http://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](#) questions via chat and text message at: <http://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=6&navoid=531) webpage, <https://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students, and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is

located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Studio Clean-up

The studio must be left clean and orderly at the end of the semester. Please remove all drawings not kept by the department such as, scratch paper, debris, shelves, storage units and tools, etc. You will not be issued a passing final grade until the area around your desk is clean. In other words, you have not passed the course until your area is clean.

Ownership of Presentation Materials

The Program will keep presentation materials at the end of the semester. The materials serve several functions to the Program and to UNLV. They are used to document student outcomes during accreditation. These materials will include all process work to completed projects.

GRADE POINT SUMMARY

Weekly Assignments	[20%]
Quizzes	[15%]
Completed Drawing Check	[15%]
Final Project	[30%]
Final Exam	[20%]

INITIAL STUDIO MATERIALS LIST

2 pencils [mechanical or wood]
Large Sketchbook
Architectural Scale
18" ruler
minimum 30" t-square
24"x36" drawing board
45 degree triangle
30 degree/60 degree triangle
Micron Pens 01(2), 03(3), 05(3), 08(2)
Trace Paper Roll (18" and 24" rolls)
Vinyl White Eraser
Westcott C-Thru Architectural Template
Artist Tape
Set of Colored Pencils [Student or Artist Grade 36 colors]
Set of Alcohol base Sketch Markers [Brush/Chisel Tips]
* Students are expected to purchase colors that appropriately convey project materials and project brands*
Marker Paper Pad 14x17 [50 sheets]
24" Flexible Curve
White Gel Pen
X-Acto Knife #2 w/replacement Blades
Tacky Glue
3/16" Foam boards will be needed for mounting the final project

REQUIRED TEXTS

Human Dimension & Interior Space: A Source Book of Design Reference Standards by Julius Panero and Martin Zelnick

RECOMMENDED/REFERENCE TEXTS

The Interior Plan: Concepts and Exercises 2nd Edition by Roberto Rengel

Drawing For Architects: How To Explore Concepts, Define Elements, and Create Effective Built Design through Illustration by Julia McMorrough

Times-Saver Standards for Interior Design and Space Planning 2nd Edition by Joseph Dechiara

Interior Design Illustrated by Francis DK Ching

Design Drawing Illustrated by Francis DK Ching

Building Construction Illustrated by Francis DK Ching

Construction Drawings and Details for Interiors 3rd Edition by Rosemary Kilmer

Interior Design Illustrated: Marker and Watercolor Techniques 2nd Edition by Christina M. Scalise

DEFINITION OF INTERIOR DESIGN

Interior design is a multi-faceted profession in which creative and technical solutions are applied within a structure to achieve a built interior environment. These solutions are functional, enhance the quality of life and culture of the occupants and are aesthetically attractive. Designs are created in response to and coordinated with the **building shell** and acknowledge the physical location and social context of the project. Designs must adhere to code and regulatory requirements, and encourage the principles of **environmental sustainability**. The interior design process follows a systematic and coordinated methodology, including research, analysis and integration of knowledge into the creative process, whereby the needs and resources of the client are satisfied to produce an interior space that fulfills the project goals.

Interior design includes a scope of services performed by a professional design practitioner, qualified by means of education, experience and examination, to protect and enhance the health, life safety and welfare of the public. These services may include any or all of the following tasks:

- Research and analysis of the client's goals and requirements; and development of documents, drawings and diagrams that outline those needs.
- Formulation of preliminary space plans and two and three dimensional design concept studies and sketches that integrate the client's **program** needs and are based on knowledge of the principles of interior design and theories of human behavior.
- Confirmation that preliminary space plans and design concepts are safe, functional, aesthetically appropriate, and meet all public health, safety and welfare requirements, including code, **accessibility**, **environmental** and **sustainability** guidelines.
- Selection of colors, materials and finishes to appropriately convey the design concept and to meet socio-psychological, functional, **maintenance**, lifecycle performance, environmental, and safety requirements.
- Selection and specification of furniture, fixtures, equipment and millwork, including layout drawings and detailed product description; and provision of **contract documentation** to facilitate pricing, procurement and installation of furniture.
- Provision of project management services, including preparation of project budgets and schedules.
- Preparation of construction documents, consisting of plans, elevations, details and **specifications**, to illustrate **non-structural** and/or **non-seismic partition** layouts; power and communications locations; **reflected ceiling plans** and lighting designs; materials and finishes; and furniture layouts.
- Preparation of construction documents to adhere to regional building and fire codes, municipal codes, and any other jurisdictional statutes, regulations and guidelines applicable to the interior **space**.
- Coordination and collaboration with other allied design professionals who may be retained to provide consulting services, including but not limited to architects; structural, mechanical and electrical engineers, and various specialty consultants.
- Confirmation that construction documents for non-structural and/or non-seismic construction are signed and sealed by the responsible interior designer, as applicable to jurisdictional requirements for filing with code enforcement officials.
- Administration of **contract documents**, bids and negotiations as the client's agent.
- Observation and reporting on the implementation of projects while in progress and upon completion, as a representative of and on behalf of the client; and conducting post-occupancy evaluation reports.

