

HID 673
Design Communication I.
6 Credits
Fall Semester
Prerequisite Course(s)

Course Description:

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

Project based design studio learning is structured to address design communication techniques; two and three - dimensional delineation techniques; the elements and principles of design; methodologies involved in design and planning of interior spaces correlated with specific human goals and objectives; design drawings; and creative and analytical design process.

I. Course Learning Objectives:

Upon completion of the course, students will be able to:

- apply free-hand and constructed drawing techniques
- produce competent design drawings
- produce orthographic and axonometric drawings
- use sketches as design and communication tools
- integrate and express ideas clearly in graphic, oral and written communication
- use conventions and graphic standards
- comprehend theories and concepts of spatial definition and their interrelationships
- understand color principles and theory
- creatively apply the elements and principles of design

II. Texts, readings, and instructional resources:

Required Texts:

Drafting Basics: Studio Companion Series 2

Author: Donna Lynne Fullmer, Publisher: Fairchild

ISBN: 978-1609010959

Design Basics: Studio Companion Series 1

Author: Donna Lynne Fullmer, Publisher: Fairchild

ISBN: 978-1609010928

Recommended Texts:

Hand Drafting for Interior Design by D. Wirtz

Elements of Color by J. Itten

Designing with Color: Concepts and Applications by C. Dorosz Interior Design Visual Presentation by M. Mitton

Architectural Drawing & Light Construction by E. J. Muller

Design Drawing by F. Ching

Interior design illustrated by F. Ching

Drawing, A Creative Process by F. Ching

III. Assignments, evaluation procedures, and grading policy

Academic Requirements:

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 "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.

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). 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.

School of Architecture Grading Policy

Any course required for a major in which a grade of C+ or less is received for a graduate level course, the course must be repeated with an earned grade of B- or above.

- Grading - Evaluation of Student Performance:
- Projects – 70% of the semester grade
- On time and complete projects are evaluated for completion and compliance with assignment specifications
- Late projects receive a letter grade reduction
- Completion of projects includes a final comprehensive portfolio
- Exercises – 20% of the semester grade
- On time and complete exercises coinciding with the assigned projects are evaluated for completion and compliance with assignment specifications
- Participation, Presentation and Attendance – 10% of the semester grade
- Competent project presentations, participation in studio exercises and discussion and on-time and consistent attendance evaluated as a crucial component

Academic Requirements in compliance with Council for Interior Design Accreditation (CIDA) Professional Standards:

I. Design Process

Application of all aspects of the design process to creative and innovative problem solving to enable designers to identify and explore complex problems and generate design responses that support human behavior within the interior environment.

Student Learning Expectations

Students are able to:

- a) identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
- b) gather, evaluate, and apply appropriate and necessary information and research findings to solve the problem (pre-design investigation).
- c) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
- d) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.

II. Communication

Development of effective communication.

Student Learning Expectations

- a) Students apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.
Students are able to:
- b) express ideas clearly in oral and written communication.
- c) use sketches as a design and communication tool (ideation drawings).
- d) produce competent presentation drawings across a range of appropriate media.
- e) integrate oral and visual material to present ideas clearly.

III. Space and Form

Application of the design elements and principles of two - and three-dimensional design.

Student Learning Expectations

Students effectively apply the elements and principles of design to:

- a) two-dimensional design solutions.
- b) three-dimensional design solutions.
- c) Students are able to evaluate and communicate theories or concepts of spatial definition and organization.

IV. Color

Application of all aspects of color principles and theories.

Student Learning Expectations

Student work demonstrates understanding of:

- a) color principles, theories, and systems.
- b) the interaction of color with materials, texture, light, form and the impact on interior environments.
Students:
- c) appropriately select and apply color with regard to its multiple purposes.
- d) apply color effectively in all aspects of visual communication (presentations, models, etc.)

Administrative Requirements:

Studio Standards and Policies

The 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. 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.

IV. Weekly Schedule:

- WEEK 01 Course introduction and overview
Project 1.0 – Drafting Basics I
Assigned reading: Drafting Basics – Studio Companion Series 2
Drafting Tools PP. 2 – 29
- WEEK 02 Assigned reading: Drafting Basics – Studio Companion Series 2
Lines PP. 30 – 51
Hand drafting techniques and practice
Assigned reading: Drafting Basics – Studio Companion Series 2
Architectural Lettering PP. 82 – 93
Architectural lettering and guidelines
Exercise 1.1 – Drafting
Dimensions and notes
- WEEK 03 Studio drafting and individual desk review
Exercise 1.2
Studio drafting and individual desk review
Project 2.0 – Design Basics I – Color, Elements & Principles
Assigned reading: Design Basics – Studio Companion Series 1
Color Theory PP. 50 – 69
- WEEK 04 Color Wheel & Color Theories lecture and exercise assignment
Color Contrasts lecture and exercise assignment
Exercise 2.1 – Color Wheel
Color contrast exercise and individual desk review
Color Harmonies lecture and exercise assignment
Exercise 2.2
- WEEK 05 Color harmonies exercise and individual desk review
Assigned reading: Design Basics – Studio Companion Series 1
The Elements of Design
PP. 1 – 20
The Elements of Design lecture and exercise assignment
Exercise 2.3 – Color Harmonies
- WEEK 06 Elements of design exercise and individual desk review
Assigned reading: Design Basics – Studio Companion Series 1
Principles of Design
PP. 21 – 41
Principles of Design
Exercise 2.4 – Elements and Principles of Design
Exercise and individual desk review
- WEEK 07 Project 2.0 studio work and individual desk review
Exercise 2.5 – Principles of Design
Project 2.0 studio work and individual desk review
- WEEK 08 Project 3.0 – Design Basics II – Design Process Project 2.0 – Design I
Assigned reading: Design Basics – Studio Companion Series 1
The Design Process
PP. 70 – 109
Programming procedures
Schematics tools and techniques

	Exercise 3.1 – Programming Design Development
WEEK 09	Exercise 3.2 – Schematic Design Design Process studio work and individual desk review Exercise 3.3 – DD Design Process studio work and individual desk review
Project 3.0 –	Project 4.0 – Drafting Basics II – Orthographic Drawings Design II Assigned reading: Drafting Basics – Studio Companion Series 2 Orthographic Drawings PP. 52 – 81
WEEK 10	Design Process studio work and individual desk review
WEEK 11	Orthographic Drawings – Overview class lecture Drafting Standards lecture and exercise assignment Drafting Standards exercise and individual desk review
WEEK 12	Plans lecture and exercise assignment Exercise 4.1 – Standards Plans exercise and individual desk review Plans exercise and individual desk review
WEEK 13	Elevations & Sections lecture and exercise assignment Exercise 4.2 – Plans Elevations & Sections exercise and individual desk review Elevations & Sections exercise and individual desk review
WEEK 14	Details lecture and exercise assignment Exercise 4.3 – Elevations and Sections Details exercise and individual desk review
WEEK 15	Axonometric lecture and exercise assignment Axonometric exercise and individual desk review Exercise 4.3 – Axonometrics Axonometric exercise and individual desk review Orthographic Drawings studio work and final desk review
WEEK 16	Project 4 – Drafting II Final Project Presentation Portfolios due

V. Standard Provost's Statements

<http://www.unlv.edu/provost/policies-forms#P>

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

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 information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to 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 at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

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, visit <http://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** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)