NOTE: This course is not designed for transfer credit.

Catalog Course Description:

Interior architecture, decoration and decorative arts within cultural context, ancient through nineteenth century. Emphasis on Italy, England, France and America.

Entry Level Standards:

The student is expected to be able to read on the college level, to write using correct spelling and grammatical structure and to utilize basic research techniques.

Prerequisites:

None

Textbook(s) and Other Reference Materials Basic to the Course:


Lecture Notes (IDT 1030) available in the Copy Center.

Additional reading available on reserve in the ERC.

I. Week/Unit/Topic Basis:

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<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>Introduction</td>
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<td>Classical periods of Antiquity</td>
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<td>Egypt</td>
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<td>Greece</td>
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<td>2</td>
<td>Classical periods of Antiquity</td>
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<td>Rome</td>
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<td>Pompeii</td>
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<td>3</td>
<td>TEST #1</td>
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<td>Middle Ages</td>
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<td>Byzantine</td>
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<td>4</td>
<td>Middle Ages</td>
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<tr>
<td></td>
<td>Romanesque</td>
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<td>Gothic</td>
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<td>5</td>
<td>Italy</td>
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</table>
Renaissance
Baroque

6 TEST #2
France
Renaissance

7 France
Baroque
Regence'
Rococo/Louis XV

8 France
Neoclassic/Louis XVI
Directoire
Empire
Revival Styles

9 TEST #3
England
Tudor/Elizabethan
Jacobean
Cromwellian

10 England
Carolean/Restoration/Stuart
William and Mary

11 TEST #4
England
Queen Anne
Early Georgian
Middle Georgian
Chippendale

12 Late Georgian/Neoclassic
Adamesque period
Hepplewhite and Sheraton Furniture
Regency

13 TEST #5
America
Colonial

14 America
Georgian
Federal
Greek Revival
Victorian (English and American)

15 Final Exam Review

16 FINAL EXAM
The above schedule is subject to change. Verbal changes to the schedule will be given in class, and you are responsible for attending each class or for getting important information from a classmate. You may be notified of schedule changes by e-mail, so check it regularly.

II. Course Objectives*:

A. Recognize and classify historic interiors, architecture, furniture and decorative arts. I, II

B. Use appropriate design terminology in defining styles of historic interiors, architecture, furniture and decorative arts. I, II, V

C. Understand that a relationship exists between design forms of historic interior architecture and related elements to other arts related areas. I, II, VI

*Roman numerals after course objectives reference goals of the IDT program.

III. Instructional Processes*:

Students will:

1. Develop research methodology using the internet, manufacturer’s sources available through CD-rom, as well as ERC sources. Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

2. Develop a professional work ethic by regularly attending class, being punctual, cooperating with fellow classmates and showing a positive attitude. Personal Development Outcome, Transitional Strategy

3. Complete assignments requiring application of learned theories. Communication Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome

4. Analyze historic styles and trends and classify and apply them according to cultural and social status. Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Information Literacy Outcome, Transitional Strategy

5. Engage in collaborative activities working in team settings to complete required assignments. Communication Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy

6. Develop time management skills in order to complete required lab work on time in a professional manner. Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy

7. Learn appropriate technologies. Technological Literacy Outcome

8. Engage in teamwork to facilitate cooperative learning. Active Learning Strategy

9. Read assigned essays and participate in class discussion. Communication Outcome, Active Learning Strategy

10. Use related equipment and tools. Personal Development Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy

*Strategies and outcomes listed after instructional processes reference Pellissippi State’s goals for
strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*

Upon successful completion of this course, the student should be able to:

1. Identify or categorize the stylistic period of interiors, architecture, furniture, and decorative arts. A, B
2. Recall, orally and written, the stylistic period of interiors, architecture, furniture and decorative arts. A, B
3. Provide reasons for the designation of specific styles of interiors, architecture, furniture and decorative arts. A, B
4. Define and use design terminology accurately in defining styles as reflected in text, lecture, or standard dictionary of interior design. A, B, C
5. Associate, match, and identify elements which are consistent with specific stylistic periods of structural or decorative elements for furniture and interiors and architecture. A, B, C
6. Recognize similarities between design forms which are the focus of courses on interior architecture and other arts such as costume, literature, fine arts, etc. C
7. Discriminate between space plans which reflect unique influences and to recognize characteristic features which are typical of specific periods of study. A, B

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures: 85% of grade

Announced Tests: 70% of grade
Announced tests covering material from the textbook, from the additional readings and from lecture will account for 70% of your grade. Tentative dates for the tests are provided on the schedule. Any student having a 95 average for all tests will NOT be required to take the final exam.

Final Exam: 15% of grade
A final exam scheduled the last day of class will account for 15% of your grade and will cover all material of the course. Any one having a test average of 95 will be exempt from the final exam.

Make-up Tests:
A test can only be made-up with approval of the instructor. Prior arrangements must be made to constitute grounds for a make-up test. You must contact the instructor before the original test time in order to arrange a make-up test. Contact made after original test time will not be accepted. You will be required to take a make-up test the day you return from an absence. Any make-up test MUST be taken within two (2) days of the original test date. YOU are responsible for making arrangements to take the make-up test. Only one make-up test per semester will be allowed in any one class.

B. Laboratory Expectations:

N/A
C. Field Work:

N/A

D. Other Evaluation Methods: 15% of grade

Project:
A project relevant to the study of historic interiors, furniture, architecture and decorative arts will be assigned and will comprise 15% of your grade.

E. Grading Scale:

Grade Breakdown:
- Announced Tests: 70%
- Final Exam: 15%
- Project: 15%
- TOTAL: 100%

Grading Scale:
- A = 90—100
- B+ = 87—89
- B = 80—86
- C+ = 77—79
- C = 70—76
- D+ = 67—69
- D = 60—66
- F = Below 60

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course (Pellissippi State Catalog). Individual departments/programs/disciplines, with the approval of the vice president of Academic and Student Affairs, may have requirements that are more stringent.

IDT 1030 Class Attendance:
Class attendance for the full period is mandatory for all students. A significant portion of test material and important information is given in class. You are responsible for all materials and information given during class. In the event of an absence, information about upcoming classes should be obtained from fellow classmates or the instructor prior to the next class period. It is not the responsibility of the instructor to seek you out to distribute past materials. Attendance will be taken only at the beginning of the class. Parking problems, car problems, babysitter problems and work scheduling problems do not constitute excused absences. You will be marked late at five minutes after the class is scheduled to begin. Habitual tardiness could result in the lowering of your final grade with five tardies being equal to one absence. An absence (excused or unexcused) does not constitute reason for non-submittal of a project or exercise which is due on the day of the absence. If a test, quiz, reading assignment, project, exercise, etc. is due the next class period following an absence (excused or unexcused) you are still responsible for completion of said assignment.

TWO unexcused absence is permitted without penalty. Students having THREE unexcused absences will receive a penalty of one letter grade for the semester. Students having MORE THAN THREE unexcused absences will receive an automatic failing grade for the semester.
Verification for an excused absence must be submitted to the instructor upon return to class after the absence. The instructor will not request your excuse but will consider the absence unexcused if documentation is not provided.

B. Academic Dishonesty:

In keeping with college-wide policies, the student is expected to adhere to the general rules and regulations relevant to academic and classroom misconduct as outlined in the College Catalog & Handbook.