PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

VISUAL COMMUNICATION: STUDIO II
IDT 1215

Class Hours: 4.0             Credit Hours: 4.0
Laboratory Hours: 0.0         Revised: Spring 2011

Catalog Course Description:

An introduction to three-dimensional sketching techniques that promote creative, visual and volumetric thinking. Emphasis on rapid visualization, illustrative sketching, perspective, rendering and paraline drawings.

Entry Level Standards:

Students will need basic architectural drafting skills to accomplish projects in the last half of the course.

Prerequisites:

None

Textbook(s) and Other Course Materials:

Required:

Recommended books:

Materials:
Spiral Bound Sketch Book, 11”x14” or smaller (8 ½” x 11” minimum)
Drafting supplies as needed
Assorted B drawing pencils
Workable fixative, spray can
Shading stump
Prismacolor Pencils (12 pack or larger set)
Markers (light, basic colors and grey tones; Prismacolor, Pantone, Chartpak, or Design Marker brands)
Colorless blender marker
Disposable pens (Micron is a good brand) in assorted tip sizes, including very fine
Vellum sheets or roll for project drawings
Model construction materials: foam core board, Elmer’s glue, straight pins
Matt knife and Exacto knife
Folder with brads (for turning in work)
24” or longer metal ruler with cork back
Dry cleaning pad (scum bag)
Fine point white eraser
18” trash
Residential furniture and plumbing templates, ¼”
Optional, but very helpful: large triangles
Foam core and illustration board for projects

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to course  Drawing and Sketching Theory; Drawing on the Right Side of the Brain</td>
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<tr>
<td>2</td>
<td>Drawing Exercises: Engaging the Right Brain  Handout: Drawing/sketching assignments for the semester (to be done outside of class)  Basic Drawing Exercises: Line, Shape, Form, Shade, Shadow, Tone</td>
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<tr>
<td>3</td>
<td>Drawing Exercises: Learning to See; Judging Proportions</td>
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<tr>
<td>4</td>
<td>Drawing Exercises: Shade and Shadow</td>
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<tr>
<td>5</td>
<td>Introduction to One-point Perspective Drawing: Freehand and Mechanical  <strong>Project 1</strong>: Living Room Perspective Drawing and Presentation Board  Draw one-point perspective (floor plan provided); develop furniture details; wall, window, floor and ceiling features and details.</td>
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<tr>
<td>6</td>
<td>Introduction to color rendering  Rendering with Colored Pencil (demonstration); Project 1</td>
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<tr>
<td>7</td>
<td>Board Development: layout, titleblocks, labeling, sample mounting</td>
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<tr>
<td>8</td>
<td>Class presentations, Project 1: Living Room Boards</td>
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<tr>
<td>9</td>
<td>Begin Project 2, small residential design (less than 800 sq. ft.)  Review drafting conventions for kitchen, bath, closets  Review design process  Conceptual tools: bubble diagrams, block diagrams  Research Assignment</td>
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<tr>
<td>10</td>
<td>Floor plans, elevations, conceptual sketches</td>
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<tr>
<td>11</td>
<td>Conceptual models  Space, Circulation and Fenestration Analysis</td>
</tr>
<tr>
<td>12</td>
<td>Axonometric drawing</td>
</tr>
<tr>
<td>13</td>
<td>Final development, Project 2</td>
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<tr>
<td>14</td>
<td>Class presentations, Project 2  Quick Sketching with Ink</td>
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</tbody>
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II. Course Goals*:

The course will:

A. Demonstrate and provide opportunity for students to understand basic concepts of drawing, graphic composition, and rendering. (I)

B. Encourage Students to apply drawing, rendering, drafting, and modeling skills to projects and exercises as a means of visual thinking and a method of communication in interior design. (II, III)

C. Guide students in developing rapid visualization skills, a critical tool for interior designers (I, II)

D. Reinforce student understanding of codes, standards, and regulations used in designing interior spaces by providing opportunities to apply them to a residential micro-environment and a small multi-room space.

E. Foster student ability to do design research to acquire technical and product information, as well as design inspiration and geographic or historical perspective. (IV, V)

*Roman numerals after course objectives reference goals of the IDT program (Career Program Goals and General Education Goals are listed at: http://www.pstcc.edu/departments/curriculum_and_instructions/syllabi/)

III. Expected Student Learning Outcomes*:

Students will be able to:

1. Illustrate objects and communicate design ideas by using free-hand sketching techniques in pencil and ink (A, B, C)

2. Draw a one-point perspective of an interior space using either a free-hand method or by mechanical grid method. The perspective would include graphic representation of furniture and features and details of walls, ceiling, and floors. (A, B)

3. Develop and lay out an architectural presentation board, with the understanding that careful craftsmanship is as important as the design elements shown on the board, and adhering to architectural conventions such as title-block placement. (A, B)

4. Color render drawings using a single color medium (colored pencil) to enhance elevation and perspective drawings. (A, B)

5. Utilize the design process and specific programming tools in developing a small residential design. Research design from a specific geographical region and produce bubble and block diagrams, rough floor plans, schematic sketches, then a final floor plan and model. (D, E)

6. Understand standards and codes related to design of residential spaces including kitchen, bath, sleeping and living areas (D)

7. Review and practice drafting and lettering skills while developing a design project. (A, B)

8. Build a scale model of a small residential multi-room space (A, B)
9. Draw an axonometric view of a small residential multi-room space, including furniture details. (A, B)

10. Develop quick drawing skills using both pencil and ink for communicating design ideas to clients. (C)

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Drawing, Sketching and Rendering Exercises: 35% of grade

**Outside-of-class:** Sketchbook drawings will be assigned and will be done on bond or other 8-1/2” x 11” paper, punched, and put into a small ring binder to turn in. Spiral sketchbooks may also be used. Interim turn-in dates will be given. Interim grades will be averaged with the final turn-in grade. This work will count as 20% of the final course grade.

**In-Class:** Other drawing, sketching, and rendering exercises will be done in class throughout the semester. Turn-in dates will be announced. Exercises count as 15% of the final course grade.

B. Projects and daily assignments: 55% of grade

Project 1: 25%
Project 2: 30%

A detailed description of each project will be given and the majority of the work for each project MUST be done in class. Projects may have intermediate turn-ins or desk checks to help you "stay-on-track". All design work must be your own original work. Projects count as 55% of the final course grade.

Projects must be turned in on time whether completed or not; late projects will not be accepted.

C. Classroom performance: 10% of grade

This portion will be evaluated by the instructor based on attendance, being on time to class, turning in assignments on time, participating in class discussions, contributing to development of a positive, supportive learning environment for all students.

**Studio Performance Expectations:**

Arrive on time prepared to work.

Take notes and ask questions during instruction/discussion sessions.

Use time in class productively; student is expected to be in class for the full class time except for breaks as needed.

Treat the studio as if it were a workplace; professional conduct is expected.

Meet deadlines for turning in projects, including intermediate desk checks.

D. Grading Scale:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>92 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>82 – 91%</td>
<td>B</td>
</tr>
<tr>
<td>70 – 81%</td>
<td>C</td>
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</table>
V. Policies:

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of the Learning Division, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of the Learning Division.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

• Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.

• Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.

• Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.

• Taking an exam for another student.

• Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.

• Any of the above occurring within the Web or distance learning environment.

C. Accommodations for disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated, should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at www.pstcc.edu/departments/swd/.

D. Other Policies:

Cell Phones:

It is inconsiderate of classmates and the instructor to allow a cell phone to ring or to text message in class. No phone calls should be made or taken during class, and texting is not permitted in class.