PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

VISUAL COMMUNICATION: STUDIO II
IDT 1216

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Revised: Spring 2013

NOTE: This course is designed for transfer credit to ETSU.

Catalog Course Description:

An introduction to three-dimensional sketching techniques that promote creative, visual and volumetric thinking. Emphasis is 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:

IDT 1310

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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<tbody>
<tr>
<td>1</td>
<td>Introduction to course and Drawing and Sketching Theory</td>
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<tr>
<td>2</td>
<td>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</td>
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<td>6</td>
<td>Introduction to color rendering</td>
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<tr>
<td>7</td>
<td>Board Development: layout, title blocks, labeling, sample mounting</td>
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<tr>
<td>8</td>
<td>Semester Project: Single Family Home-to be developed by each student</td>
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<tr>
<td>9</td>
<td>Programming if single family home, review of stairs, kitchens and baths.</td>
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<tr>
<td>10</td>
<td>Develop floor plan and define style</td>
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<tr>
<td>11</td>
<td>Floor plans, elevations, conceptual sketches</td>
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<tr>
<td>12</td>
<td>Conceptual models: Space, Circulation and Fenestration Analysis</td>
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<tr>
<td>13</td>
<td>Perspective and Rendering</td>
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<tr>
<td>14</td>
<td>Finish Boards</td>
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<tr>
<td>15</td>
<td>Final Presentation</td>
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The above schedule is subject to change in the event of extenuating circumstances. Verbal changes to the schedule, etc. will most likely be given in class. You are responsible for attending each class or for obtaining important information from fellow classmates.

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 Interior Design Technology program.

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. Execute a one-point perspective of an interior space using either a free-hand method or by mechanical grid method. (A, B)

3. Represent graphically furniture, features and details of walls, ceiling, and floors within a perspective. (A, B)

4. Develop and lay out an architectural presentation board. (A, B)

5. Demonstrate an understanding that careful craftsmanship is as important as the design elements applied in the presentation (A, B)

6. Adhere to architectural conventions such as title-block placement. (A, B)

7. Render drawings using a single color medium (colored pencil) to enhance elevation and perspective drawings. (A, B)

8. Utilize the design process and specific programming tools in developing a small residential design. (D, E)

9. 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)

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

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

12. Construct a scale model of a small residential multi-room space (A, B).

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

IV. Evaluation:

A. Testing Procedures:

   N/A

B. Laboratory Expectations:
Drawing, Sketching and Rendering Exercises: 35% of grade

Projects and daily assignments: 55% of grade
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. Field Work:
N/A

D. Other Evaluation Methods:

Class Participation: 10% of grade
This portion of the course grade is based on the student's overall involvement while in the classroom and will include participation in class discussions and activities, submittal of assignments on time and in a professional manner, working diligently in class when appropriate (especially in studio and lab classes), exhibiting a respectful, professional attitude to fellow classmates and the instructor, and a general contribution to the overall development of a positive, supportive learning environment.

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.

E. Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>80-87</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>70-77</td>
</tr>
<tr>
<td>D</td>
<td>65-69</td>
</tr>
<tr>
<td>F</td>
<td>below 65</td>
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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 Academic Affairs, 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 Academic Affairs.

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.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

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 http://www.pstcc.edu/sswd/.