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

Catalog Course Description:

Application of oral and graphic presentations of interior design solutions. A variety of skills, techniques and methods to visually communicate design concepts. Application of perspective, sketching, rendering and other methods to graphically delineate three-dimensional space.

Entry Level Standards:

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

Prerequisites:

IDT 1105, IDT 1216, IDT 1310

Textbook(s) and Other Course Materials:


Materials:

- Drafting supplies as needed
- Drawing pencil(s)
- Shading stump
- Colored Pencils (Prismacolor brand; basic set of 12 or more)
- Markers (Prismacolor, Pantone, Chartpak, or Design Marker brands)
- Colorless blender marker
- Disposable drawing pens in assorted tip sizes, including very fine (Micron is one brand)
- Illustration board, vellum, and foam core as needed for projects
- Matt knife & blades
- Sticky back (as needed)
- 1” 3-ring binder and oversize divider sheets (course notebook)
- Folder with brads (for turning in work)
- 24” metal ruler with cork back
- Dry cleaning pad (scum bag)
- Fine point white eraser
- 18” trash
- Tape, glue, and adhesives for mounting board presentations
- Optional: large triangles, and at least one triangle of any size with inking edge

### 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, Course objectives; Review Syllabus</td>
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<tr>
<td>2</td>
<td>Handout: Sketchbook assignments for semester (to be done outside of class; review strategies for “Drawing on the right side of the brain”; sketching with pencil and ink</td>
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<tr>
<td>3</td>
<td>Project 1: Color Copy Rendering; mixed media demonstration (markers needed)</td>
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<tr>
<td>4</td>
<td>Work on Project 1 (considerable amount of work must be done in class)</td>
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<tr>
<td>5</td>
<td>Develop Project 1 board</td>
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<tr>
<td>6</td>
<td>Project 1 presentation; Project 2 Introduction: Birdseye Perspective Board</td>
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<tr>
<td>7</td>
<td>Work on Project 2 (considerable amount of work must be done in class)</td>
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<tr>
<td>8</td>
<td>Develop board for Project 2</td>
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<tr>
<td>9</td>
<td>Present Project 2; Introduce Project 3: 2-Point Perspective</td>
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<tr>
<td>10</td>
<td>Work on drawing and rendering - Project 3(considerable amount of work must be done in class)</td>
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<tr>
<td>11</td>
<td>Project 3 presentation; Introduce Project 4: Multiple space design (board and scale model)</td>
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<tr>
<td>12-14</td>
<td>Work on Project 4 (considerable amount of work must be done in class)</td>
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<tr>
<td>15</td>
<td>Final Exam week – Final Presentation of Project 4</td>
</tr>
</tbody>
</table>

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. Provide students with an opportunity to graphically present design ideas, solutions and architectural renderings and illustrations by using various methods, materials, techniques and media. (I, II, III)

B. Encourage students to refine their skills in executing one- and two-point perspectives, other 3-dimensional methods of graphic presentation, sample boards and presentation boards and models (I, II, III).

C. Guide students in further developing their rapid visualization skills. (III)
D. Challenge students with design problems that require application of codes, standards, and regulations to develop successful design solutions. (I, II, IV, V)

E. Require students to do design research to acquire technical and product information and to use this information when developing design solutions. (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. Execute one-and two-point perspectives mechanically and freehand. (A, B, C)
2. Use perspectives, axonometrics, quick sketches, and thumbnail sketches as a means of graphically communicating a design solution. (A, B, C)
3. Choose appropriate material samples and use them effectively and attractively to create sample boards for design projects. (A, B, E)
4. Fabricate presentation boards in an effective and attractive manner in the completion of a design project using various methods and materials (A, B)
5. Select and use various media for architectural rendering. (A, B)
6. Demonstrate an ability to communicate design ideas through freehand sketching. (C)
7. Conduct a literature search on a specific type of housing and use the results to inform the design and the design presentation. (D, E)
8. Build a conceptual model of a residential space. (A, B)

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

IV. Evaluation:

A. Testing Procedures:

N/A

B. Laboratory Expectations: 90%

**Drawing, Sketching and Rendering Exercises:** 15% of grade

**Outside-of-class:** Sketchbook drawings will be assigned on the first day of class 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. Interim turn-in dates will be given. Interim grades will be averaged with the final turn-in grade. This work will count as 15% of the final course grade.

**Projects and daily assignments:** 75% of grade

A detailed description of each project will be given, along with a grading sheet that explains the grading criteria. A 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 75% of the final course grade.

NOTE: All projects and exercises will be due at a specified time.
C. Field Work: N/A

D. Other Evaluation Methods: 10%

**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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<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>
</tr>
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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 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/.