

Syllabus

Introduction to Interior Design

Angeles Mission College - Spring 2013

Course number: ID 102-3 Units (CSU)
Professor/Instructor: Achin Kundu
Instructor e-mail: akundu1000@aol.com
Meeting times: Tuesday, (3229 LEC) 6:50PM - 10:00PM, 02.4.13 through 5.30.13
Location & Office hrs: Bungalow Class Room 6, 5:00 pm – 6:30 pm
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Text: Residential Housing & Interior by Clois E. Kicklighter/Joan C.Kicklighter
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The Professor/Instructor:

Achin Kundu received a bachelor degree in Architecture from the University of Calcutta and a master degree in Urban and Regional Studies from the University of Southern California. He has taught various Architecture classes at several colleges in India, Iran and USA. Mr. Kundu worked as a senior designer at *Behr Browers Architects* in Thousand Oaks from 1995 to 2005. While there, he worked on the renovation of the Mann Chinese Theater, and designed the 6-screen addition to the complex. Mr. Kundu worked with the architecture firm *Van Tilburg, Banvard & Soderbergh* from 2005 to 2009. At present he is working with Walt Disney Corp. as a Senior Concept Designer, and brings a unique perspective on Interior Design from a practicing Interior Designer/Architect's point of view.

COURSE DESCRIPTION

This course enables students to explore their creativity in the field of interior design. Identification of the elements and principles of design are emphasized. Other topics included are furniture arrangement basics, floor plan evaluation, area planning and careers. FCCLA may be an integral part of this course.

CORE STANDARDS, OBJECTIVES, AND INDICATORS

STANDARD 1

Students will identify structural and decorative design, patterns of design, and professional Presentation techniques.

Objective 1: Identify structural (simple lines, no ornamentation, cannot be separated without destroying object) and decorative design (Applied ornamentation to an object, can be separated without destroying object).

a. Identify pattern illustrations and explain the use of pattern: naturalistic/realistic, conventional/stylized, geometric, and abstract.

Objective 2: Students will practice various methods of interior design presentation.

a. Demonstrate professional lettering and labeling, such as block/architectural lettering, legends or information boxes, etc.

b. Use professional mounting techniques for color, design or presentation boards.

Objective 3: Demonstrate professional lettering and mounting techniques.

STANDARD 2

Students will identify and explain the basic elements of design or “tools” used to create a design-line, shape, form, space, texture, pattern, and color.

Objective 1: Identify, explain and use the basic elements of design

a. Identify and create examples of line. (horizontal/vertical/curved/diagonal)

b. Identify feelings created by lines. (Vertical/strength and formality, horizontal/restful and informal, curved/delicate and feminine, diagonal/action, movement and excitement.)

c. Differentiate between shape (2 dimensional outline of an object—Ex. square, circle, triangle, etc.) and form (3 dimensional object—Ex. cones, cylinders, spheres, cubes, etc.)

d. Explain the meaning of “form follows function”.

e. Identify and explain the use of space/area in which the designer has to work(positive is filled space and negative is empty space).

f. Identify and explain the effect of texture as used in interior design (visual/tactile, effects of light, informal/formal).

g. Explain the meaning of the following types of patterns: natural/realistic (reproduces a motif from nature in its natural form), conventional/stylized (uses designs from nature in a simplified or adapted way), geometric (decoration is made up of geometric shapes or stripes), abstract (departs from nature—inspiration for the design isn't recognizable).

Objective 2: Present examples of the elements of design and explain each concept in writing.

Objective 3: Identify and explain the use of color. (hue)

a. Identify and explain the components of a color wheel.

b. Understand that primary colors cannot be mixed from other pigments.

c. Understand that secondary colors are made by mixing equal amounts of two primary colors.

d. Understand that six tertiary/intermediate colors are made by mixing an equal amount of a primary and a secondary color.

Objective 4: Create a color wheel identifying primary, secondary, and tertiary/intermediate colors.

a. Explain how tints (add white), tones (gray or the color's complement) and shades (add black) are created.

b. Identify and explain the terms intensity (the brightness or dullness of a hue created by adding its complement) and value (the lightness or darkness a hue created by adding black for shades, white for tints or pastels or gray for tones. Bold and intense colors should be used sparingly or as accents.

Objective 5: Create tints, tones and shades.

a. Identify and create/present visual examples of major color schemes: monochromatic(one color), analogous/adjacent(colors next to each other on color wheel),neutral/achromatic(black,white,gray,and brown is sometimes used),accented neutral(neutral with accents of color),complementary(colors directly across from each other on the color wheel),triad(3colors equidistant on the color wheel).

b. Warm colors generally tend to close in space; advance and create feelings of warmth, activity and excitement.

c. Cool colors or using white generally tend to expand space; receding and create feelings of cool, calm, and relaxed.

Objective 6: Create or present visual examples of major color schemes.

a. Color is affected by texture, artificial lighting and natural lighting.

b. Identify neutral colors (white, black and grey, but understanding that brown, beige, tan and cream are often used like neutrals).

STANDARD 3

Students will identify and explain: scale, proportion, balance, rhythm, emphasis/focal point and Harmony.

Objective 1: Identify and explain the basic principles of design—"the rules or guidelines of designs"

a. Discuss how scale relates to the size of a design in relation to the surrounding area where it is placed.

b. Understand that proportion is the ratio of the parts to the whole

c. Determine whether a ratio is effective or not, such as 2:3

d. Explain the types of balance and how it is used to create feelings in a room: symmetrical/formal (mirror-image of parts on each side of a center point), asymmetrical/informal (different objects on either side of a central point)

e. Identify examples of rhythm: repetition (shapes, forms, lines, or colors that are repeated in a design), gradation (sizes of shapes go from large to small or color values go from light to dark), radiation (objects radiate out in nearly every direction from a central point), opposition (abrupt change in line or color), and transition (curved line that leads the eye from one point or area to another).

f. Explain how emphasis (focal point) is used and identify ways to create it—furniture groupings, lines, color, accessories, pattern.

g. Explain how harmony is achieved when unity ("theme" created by repetition or similarity of objects) and variety (what is done outside of the "theme" to provide relief from sameness) are effectively combined.

Objective 2: Present examples of the principles of design and explain each concept in writing

STANDARD 4

Students will explain the design and function of interior space.

Objective 1: Compare the characteristics of floor plans and living zones and how they relate to family Activities/needs.

a. Identify common floor plan symbols (doors, windows, sinks, upper and lower cabinets, range, refrigerator, tub, shower, toilet, fireplace, stairs, light switch, 110 and 220 outlet, ceiling light.)

Objective 2: Identify and label common floor plan symbols.

a. Label a floor plan with the three appropriate basic living zones (living/social, sleeping/private, service/work) Discuss living zones and their impact on housing

b. Discuss and identify the circulation patterns of family, guests, work and service. (Should provide easy access from entry to other parts of home, rooms should not be cut in half, bathrooms located next to bedrooms and kitchen near the garage/service entrance)

c. Discuss and identify living zones (living/social, sleeping/private, service/work).

d. Identify and evaluate an open versus a closed floor plan. (Closed floor plans separate rooms enclosing them with walls and an entry door for noise reduction and privacy. Open floor plans have few walls, save on costs of building materials, and home tends to appear more spacious.)

Objective 3: Evaluate basic kitchen design and function

a. Evaluate basic kitchen function—placement of appliances, near areas of use, traffic circulation

b. Identify the work triangle (measure from center of sink, to center of refrigerator and back to center of range/stove) Helps evaluate kitchen efficiency.

c. Identify basic kitchen shapes (corridor, L-shape, one wall (most economical), U-shape (most efficient), island and peninsula).

d. Identify elements of a well-designed kitchen (adequate storage, lighting, counter space and work triangle).

e. Discuss current trends in kitchen design (such as countertop materials, flooring, appliances, etc.).

Objective 4: Label a floor plan with the three living zones, and indicate the functions of each zone.

Objective 5: Apply the guidelines of furniture arrangement

a. Discuss basic guidelines of furniture arrangement (function, scale, proportion focal point, activity grouping, balance, location of outlets, traffic patterns, arrangement of furniture and clearances.)

b. Discuss differences between primary and secondary conversation areas.

Objective 6: Using a floor plan, create a furniture arrangement incorporating principles and elements of design and space planning.

Class Objectives:

At the completion of this course, the student will be able to develop an understanding of interior design, including color selection, space planning, furniture selection and backgrounds. This is a beginning class and presents an overview of the field. The student will understand concepts required for implementing design solutions to meet the various requirements of the client.

Student Learning Outcomes:

After completion of this course the student will be able to:

- 1 Create interior spaces using sound design practices for small residence and restaurant.
- 2 Select color, materials, furniture and backgrounds for interiors, both residential and commercial.
- 3 Appropriately create space plans with furniture for residential space.
- 4 Implement design solutions to meet requirements of the client for residence and restaurant.
- 5 Choose color, texture, additional elements and principles of design to establish the correct design criteria for a given interior space.

Required Text and Supplies

Residential Housing and Interiors/ author Kicklighter. The student will be expected to have the TEXT 2ND WEEK OF CLASS. NO EXCEPTIONS. The class assignments may be based on assignments in these texts:

1. Residential Housing and Interiors - Instructors Resource Guide ISBN 13-978-1-59070-304-5
2. Residential Housing & Interiors - Student Activity Guide ISBN 13-978- 59070-305-2

Required Supplies:

3 ring binder with clear plastic sheets. At least 18 sheets - (for VPC).

Paper for taking notes, pens, pencils including a set of colored pencils, AD markers.

Personal supply of decorating magazines that include floor plans. (Can use magazines from class library)

2 PIECES OF BLACK MAT FOAM CORE BOARD FOR FINAL PROJECTS. 18x24 MEASUREMENTS.

Scissors, glue, glue stick, graph tape. (To be discussed in class).(1/4 INCH = 1 FOOT) PAD OF GRAPH PAPER.

Ruler (not metric or engineer scale), but just plain ruler in clear plastic preferred.

Recommended locations for purchase: Mission bookstore, Michaels Crafts, CSUN Bookstore and Continental Art Supply in Reseda, Swains-Woodland Hills, and Dick Blick's in Pasadena and online.

CLASS CONTENT AND ACTIVITIES

PROJECT 1

Field Trip: Select a well known building in Los Angeles area or neighborhood of your choice

Observe the building as a designer's point of view, and create a photographic documentation.

- **Photo journalism:** view the elements presented through the eyes of a designer - not a tourist.
- **Take photographs** - creative photographs of what you see from a designer's perspective
 - flooring
 - ceiling
 - lighting
 - special features
 - doors & windows
 - ladies' or men's room elements of design
 - tiles
 - fixtures
 - stall dividers
 - laminated doors
 - wall covering
 - etc...
- **think** about what has been done *and* why
- **present** your photos using a one(or more) line note/explanation under each picture in a three ring binder

A group project will be done with culinary art students for various restaurants of their choosing. We will break up into an appropriate number of groups to consult with them for a design concept of their chosen restaurant. We will meet with these culinary students at chosen class times in order to gather information needed to complete the designs. A color board will be conceived by us (Interior Design Students) studying all aspects of the restaurants to be designed [The board will include samples of flooring, wall color, (color chips), pictures from magazines of furniture, lighting, accessories, concept ideas, window treatments, and any other ideas to show how the restaurant should look.] (The culinary students will have a pretty good idea of what they want). But, it is our place, as designers to "put it together" in a neat and designer way, guiding them with good interior design principles. Some extra outside meetings may be necessary to complete the project. The culmination of this project will be to have a joint-effort-presentation in a chosen campus location for the public presentation of our boards and the restaurants along with samples of the food from the various proposed restaurants. A floor plan of the restaurant will be made teaming up with the interior design drafting class. They will prepare the floor plan and your responsibility for this will be to get the needs of the restaurant establishment and approximate the size of the rooms so the drafting students will have the information they need to get the floor plan completed. Two grades will be

earned for this project for the class. One grade will be for the board and consultation with the culinary students. The other grade will be earned from the final night presentation to the public at which you are required to participate and attend. Your cooperation, interest, and enthusiasm along with professionalism are most important because this will be how the interior design department and culinary department will be recognized as viable and critical courses of study here at Mission College.

PROJECT 2

Model Home Critique:

Visit a model home of your choosing. I have provided some options for you below. Write a 3 page essay, double-spaced on the model home that interested you most. Explain why you chose this model home. Please include the name of the builder and the development, location, number of bedrooms, bathrooms, and square footage. Use a minimum of 50 interior design related terms in your essay that you have been taught during this course. Be as descriptive as possible. Take us room by room through your essay, and take as many photographs to record your trip. You must attach a model home brochure and a business card from their office. Do not download a brochure off the internet.

PROJECT 3

Final Design Project:

Using the model home brochure from your previous assignment, select the largest room of the house. Draw the selected room on vellum in ink. Choose whichever scale fits best for your individual project board.

1. Furniture layout suitable for the proper use of the room
2. Select finishes for floor (such as tile, stone, carpet, etc.), walls (such as paint, wallpaper, wood paneling, etc.), and ceiling (such as drywall, acoustic, wood beams, etc.)
3. Select properly coordinated furniture from magazine, or designer’s brochure. Cut and paste pictures on the color board.
4. Choose suitable furnishings (such as drapes, area rugs, upholstery, etc.) that are properly color coordinated, you may utilize materials from the classroom design library in bungalow 6.
5. Select accessories from catalogs, books, or magazines. Cut and paste to the color board.

A board for this project will be required and should show the color scheme with color chips, show fabric samples of the windows, show floor samples both carpet and hard flooring or whatever you use. Pictures of the furniture should be shown and pictures of the window treatments should be included. These pictures can be found in magazine and catalogs. A floor plan of the house should be done in one-quarter inch scale (to be explained in class later). A space for the heating and cooling systems (HVAC) for the heating of air and water should be addressed. If the plan you choose has a utility room is to your advantage. Make sure that space for vehicle parking be included and can be added to the square foot age of the house if not included in the floor plan. Size for the boards should be 18"x24". Some of the pictures you find may have to be recopied or reduced in size to fit the 18"x24" format. Lettering on the presentation board must be neat and legible (prefer computer generated or typed and neatly hand done). More info and explanation about this project will follow as the class progresses along. If you are absent you need to check with your study-buddy to get this information. Handouts will be given to you by the instructor. You will have some class time given to this project as per the schedule in this syllabus. Due date for this project completion:

Meeting thirteen, all concepts from the text and lecture for the class will be incorporated as part of these projects to give you (the student) an actual project to work with and utilize the studied information.

VPC (Visual Pictorial Collection) - Separate Project for separate grade. This collection will be put together in a three ring binder using plastic sheet protectors. These pictures will be collected from magazines and be related to the projects and the assignments. You will collect a total of fifty magazine pictures. The due date on this project will be: Meeting Fifteen.

All grades will be averaged together to get a final grade for the course.

Grade numerical equivalents:

Grading:

Quizzes (6 quizzes x 5 points each)	= 30%
Term Projects	= 30%
Final Exam (Project)	= 30%
Attendance	= 10%
Total	=100%

Grading Scale:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
Below 60	= F

Extra credit for a trip to the Pasadena Showcase House of Design. A handout of information for this will be forthcoming. Speakers will be a part of the schedule as they are available. Field trips may be instituted as a part of the course study, but will probably be minimal.

The following basic class activity schedule (subject to change for unforeseen reasons):

Meeting one: Feb.5, 2013

Initial orientation to course parameters and activities.
Syllabus review.

Meeting two : Feb.12, 2013

Chapter one review. (Fundamentals of housing and space planning)
Chapter two review. (Evaluating floor plans)
Chapter three review. (Planning living areas [public areas])
Chapter four review. (Planning sleeping areas [private areas])

Meeting three: Feb.19, 2013

Chapter five review. (Service and work areas [public areas])
Chapter six review. (Design elements)
Chapter seven review. (Color)

Meeting four: Feb.26, 2013

Chapter fourteen review. (Floors)
Chapter eighteen review. (Lighting)

Meeting five: March.5, 2013

Chapter ten review. (Textiles)
Chapter eleven review. (Furniture styles)
Chapter twelve review. (Furniture construction and selection)

(Meeting six: March. 12, 2013

Chapter eight review. (Wood masonry and concrete)
Chapter nine review. (Metals, glass, ceramics, and plastics)
Chapter thirteen review. (Walls)

Meeting seven: March.19, 2013

Chapter fifteen review. (Ceilings and roofs)
Chapter sixteen review. (Windows and doors)

Meeting eight: March. 26, 2013

Chapter seventeen review. (Stairs and halls)
Chapter twenty-nine review. (Careers in housing)
Chapter thirty review. (Keeping a job and advancing a career)

March 29, 2013 - April 05, 2013 Spring Break (College Closed)

Meeting nine: April. 9, 2013

Chapter nineteen review. (HVAC, electrical and plumbing systems)

Meeting ten: April. 16, 2013

Third meeting with culinary students. (Last meeting before final presentation)

Meeting eleven: April.23, 2013

Chapter twenty review. (Climate controls, fire places, and stoves)

Meeting twelve: April. 30, 2013

Chapter twenty-one review. (Security, communication, and home automation)
Chapter twenty-two review. (Energy and water conservation "Green Stuff")

Meeting thirteen: May.7, 2013

Chapter twenty-three review. (Health and Safety)
Chapter twenty-four review. (Exterior design)
Model House Project Board Due.\

Meeting fourteen: May. 14, 2013

Attendance to the presentation will be substitute for the class session.

Meeting fifteen: May. 21, 2013

VPC Due.

Chapter twenty-five review.

(Landscaping)

Chapter twenty-six review.

(Remodeling, renovation, and preservation)

Meeting sixteen: May. 28, 2013

Final Exam and Submission of final project

FINAL EXAM REQUIRES MANDATORY ATTENDANCE TO RECEIVE A PASSING GRADE. Possible assigned field trips will be included during the semester to assist in your completion of homework assignments on your own time. 4 weeks notice will be given for group field trips and a required form is to be filled out and turned in by all students.

Please not come to me with absence excuses, unless it has been a proven emergency situation for not attending class.

Classroom Policies:

- Students must sign the attendance roster at the beginning of each class. Attendance = 10% of your semester grade.
- Students must conduct themselves in a professional manner while in class. The use of loud or profane language or disruptive behavior will result in the student being dropped from the class at the instructor's discretion.
- Plagiarism is not tolerated in this class. Plagiarism is defined as "*to take and use as one's own the concepts, ideas or writing of another*".
- Students who stop attending class must notify admissions that they want to be dropped from class. **It is your responsibility to drop.** Failure to do so will result in a grade of "F" in this class.

Supplies: Refer to the instructor's handout for details about any supplies that may be required.

Student Responsibilities: Disabilities

If you are a student with a disability and will be requesting accommodations, it is your responsibility to contact Disabled Students Programs & Services (DSPS). LAMC provides a range of services to allow persons with disabilities to participate in educational programs and activities. If you desire support services, contact the office of Disabled Students Programs & Services (DSPS). DSPS office is located in Instructional Building room 1018. To make an appointment, please call 818.364.7732.

The instructor has the right to make changes as necessary to this syllabus