MEETING TIME: FRIDAY's 8:30-11:20 am
CREDIT HOURS: 3
PREREQUISITES: Open to Interior Architecture Students eligible for enrollment in IARC 4/588 Winter Term 2014
GRADING SYSTEM: P/NP only
IARC 445 - PASS requires minimum equivalent grade of C-
IARC 545 - PASS requires minimum equivalent grade of B-

COURSE OBJECTIVES: To prepare for the Comprehensive Terminal Design Project in the winter and spring terms, this course focuses on critical thinking as a means to identify, research and prepare defining questions for sustained conceptual development and design investigation. Students will be guided through a series of varied and iterative assignments to aid in developing strong and meaningful conceptual design intentions for their new comprehensive interior architecture project program. Project subjects will address the implications of theoretical, social, cultural and aesthetic design issues, as well as recognizing the importance of existing building conditions within surrounding urban, suburban or rural contexts. In this course, we will also address and integrate information concerning user population/s, project programming, as well as beginning code and life safety issue research.

The final product for the term will be a written and graphic proposal. The written portion includes: A Statement of Intention with the critical questions to be explored in the project; a beginning “short” and “long” program; the building history and site description; summaries of topical research/case-studies; and an annotated bibliography. The graphic portion includes: documentation in map formats of the chosen location; different drawing and diagram formats showing neighborhood context; site and building and climate contexts; existing “as-builts;” and, images describing related research or inspirations. All of the research and writing work will be utilized, updated and added to during the following two-term design sequence.

COURSE CONTENT/METHODS: The course balances three types of work: individual research, individual and group discussions, and public presentations. Several writing exercises encourage students to develop and strengthen their analysis and critique abilities. Assignments aid in formulating new ideas for design investigations, how to conceive of critical thesis questions, and how to develop interior design information into useful programs. Methods for appropriate site and building selection are presented to the class in various formal and less formal formats for critique and discussion. Additional methods for working with known building and project typologies as well as developing familiarity with less typical approaches to developing project types will be explored throughout the term.