IARC 488 / IARC 588
MEETING TIME: Monday/Wednesday/Friday 1:00-4:50 pm
CREDIT HOURS: 8
PREREQUISITES: IARC 4/545 Fall Term 2012
GRADING SYSTEM: P/NP only

STUDIO OBJECTIVES/CONTENT/METHODS:

The two studios in the comprehensive full-year sequence build on learning acquired in professional and elective coursework, and on previous studio experience. In Winter term, students concentrate on combining their fall 2012 topical research, thesis investigations and programming to develop new and appropriate concepts and strategies for their sustainable adaptive reuse interior designs. In addition, students will refine and utilize precedent and case-study investigations, enhance their programs and behavioral knowledge through selected interviews, and will update and utilize associated code and life safety information.

Several linked assignments will allow for “testing” design possibilities to achieve a strong detailed schematic design and a written preliminary report by the winter term’s end. Spring term culminates in a finished design development project and a finished report (the “book”).

Both Winter and Spring terms include a series of interim “pin ups” and a public, middle and final design review with different methods, formats and goals assigned. “Topical dialogues” or “group critiques” will be interspersed throughout. Continued critical thinking, writing, public speaking and peer critiquing—both individually and in collaboration—will aid each person’s design process and result in deepening creative, organizational and professional leadership skills.

Students shall:
• Conduct themselves professionally with faculty and peers.
• Engage in the collaborative learning process, by expanding verbal communication skills and constructive criticism and by participating actively in studio discussions
• Work independently (and with faculty and peers) to continue research and consideration of multiple social and environmental issues pertaining to their project and its contribution to the field. Students will utilize precedent and case studies to advance their theoretical/hypothetical conceptual and functional project work.
• Improve their understanding and skills in interior design programming and gain independence in their analysis skills.
• Improve site analysis and structural skills by developing a complete understanding through 2D and 3D visual presentations. Students will explore and understand how their site and building function with regard to exterior and interior contextual, technical, programmatic, and social constraints.

• Improve their understanding and ability to implement life safety and other building and universal design codes and requirements.

• Explore and analyze and define their project through multiple design approaches (including material selection) related to sustainability and green issues.

• Explore and analyze multiple alternatives for design solutions, and to illustrate their design revisions and refinements throughout the term.

• Exhibit competent time management skills including the ability to multi-task. Students are expected to examine and advance their studio design work through parallel reading, writing and project assignments. These will be submitted, reviewed, and refined over the course of both terms.

• Document their design processes throughout the term.

• Ultimately improve their ability to convey information, analysis, intentions, and design concepts coherently through graphics, verbal presentations and writing.

GRADING AND ATTENDANCE POLICIES:

IARCH 4/588 students are expected to attend all studio meetings, be on time, and stay for the entire session. Excused absences (such as illness or personal emergency) shall be reported to the instructor prior to the missed class if at all possible. Verification of illness forms can be obtained from the Student Health Services. Students who have missed 2 classes, unexcused, are to meet with the instructor before returning to studio.

Performance in IARC 4/584 will be graded on a Pass/No Pass (P/NP) basis only. Performance and grading will be based upon Attendance and Participation as well as Design Process, Communication, Integrating Design Theory, Design Materials and Technical Consideration, Professional Skill and Understanding, Special Objectives and Demonstrated Understanding of the Coursework, and Intellectual and Design Skill Growth over the duration of this Studio. These areas of evaluation are listed on the Exit Interview Form for the Interior Architecture Program. Performance and grading will also take into account student preparedness and all work related to research and design assignments, pin-ups and the mid and final reviews. Each student is expected to complete all assignments as well as mid-term and final project requirements. Because the work done this term is the basis for completing your project next term it is very important that you move forward in your design work. Except for extenuating circumstances, there will be no incompletes granted for the design project, nor for the preliminary report. If it is determined that a student has not completed the schematic design phase and receives a “no pass” the student will be asked to take time off from school and return in spring of next year to complete the comprehensive project.

Please note Graduate students will be asked to expand from the given final review and preliminary report requirements to satisfy the UO Graduate School concern for graduate work differential (specifics to be expressed and defined).

Note about Archives:

All original drawings and models completed as part of course requirements are the property of the Program and Department and may be retained permanently by the Department. Students whose work is selected for inclusion in the Program and Department archives will have the opportunity to photograph or otherwise reproduce the work for their portfolios.

Disability: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor in the first week of the term. Please request that the Counselor for Students with Disabilities send a letter verifying your disability.

Plagiarism and Integrity: It can be difficult to define these issues when we are working creatively, yet they may exist. Whether in research or in design, it is important to present your own work and to cite documentation of the work of others, if you are quoting in any way. If you do not understand these issues or how they relate to this Course and its work, please see the Instructor for further explanation.