

Syllabus ID 3752-002 Fall 2005
THE MUSEE ROSETTE ROCHON PROJECT
 A SERVICE-LEARNING, COMMUNICATION-INTENSIVE INTERIOR DESIGN STUDIO



Schedule: Monday, Wednesday, Friday, Room 417, 12:30-3:00 p.m.
 Leon Steele, Assistant Professor
 Office: 402-B Design Building, Tel: (225) 578-8462
 Consultations: Monday, Wednesday, Friday, 3:30 – 4:00
 Tuesdays and Thursdays 1:00 – 2:30
 APPOINTMENTS ARE PREFERRED

The Noah Principle: “No more prizes for predicting the rain; prizes only for building the ark.”

We will not simply talk of designing and making a difference. we will do so.

COURSE DESCRIPTION

Interior Design Studio III, ID3752, Prereq: ID 2751, ID 2775 or equivalent, 4 credit hours studio. Formulation of design concept / image: design implications of function, space, and scale.

COURSE INTRODUCTION

ID3752 is designed to build upon, not reintroduce, concepts and skills introduced in previous course work. . .in particular ID 1051, ID 2750, ID 2751, ID 2785, ID 2774, and ID 2775.

COURSE OBJECTIVES

To support the University Flagship Agenda, College, and Departmental educational requirements by engaging students in active, experiential learning with student-centered design exercises in preparation for writing, speaking, and other design-related professional responsibilities through community engagement with service-learning and CCELL (Center for Community Engagement, Learning, and Leadership), and the incorporation of communication-intensive principles specified by CXC (Communication Across the Curriculum).

COURSE GOALS

- To actively engage in the design of the educational experience
- To continue to develop a sense of responsibility for one’s own education
- To continue development of higher thinking skills through experiential learning
- To develop comprehension of how knowledge is acquired and applied
- To appreciate the methods of critical inquiry
- To advance communication techniques: writing, oral, visual, technological
- To provide relevant and meaningful service with powerful civic engagement
- To development skills in areas of research, organization, time management, and attention to details
- To development inter-personal and teaming skills
- To develop thoroughly integrated designs
- To develop better design appreciation, knowledge, and skills
- To design with respect to curricular requirements and those of CXC, CCELL
- To design with respect to project program requirements and client needs
- To demonstrate awareness of design details, construction components, furnishings, finishes and materials, equipment, codes, and life, safety, and welfare
- To demonstrate knowledge and appreciation of historic preservation, cultural differences, and other issues of diversity (historical, anthropological, and other)
- To develop experimentation and exploration skills associated with civic and ethical responsibilities expected of design professionals

COURSE OUTCOMES

Students will track individual achievement of course goals and objectives throughout the semester.

COURSE METHODOLOGY

The semester project is intended to foster an appreciation for fully developing interior spaces with a central focus on design communication utilizing and further developing various processes such as, but not exclusively, hand drawing and rendering, photography, research, writing, model making, technology, and oral presentation techniques.

Assigned projects, lectures and class discussions, reading, research, writing, field work, presentations and peer reviews, along with other methods of communication and evaluation are devised to expand the student’s knowledge of design and communication in preparation for upcoming semesters and professional practice.

Research assignments promote reading, comprehension, and writing skills, as well as resourcefulness.

Design assignments provide an opportunity to generate fully conceived and detailed designs focused on, but not limited to, interiors and other specific requirements noted in the project program.

Students are required to contribute to a class-project journal in which exploration of design ideas and design processes (schematics & sketches), and project notes and reflective thoughts are kept and commented or built upon as they pertain to the project. We will collectively develop strategies based on Learning Through Serving, by Cress, Collier, Reitenauer.

Computer-assisted design software is best used for **finalizing** design work and should not be used for design development.

Adjustments to the program for inclusion or deletion may be made at the discretion of the teacher.

TEXTBOOKS

Learning Through Serving, a Student Guidebook for Service-Learning across the Disciplines by Cress, Collier, and Reitenauer is required (\$19.95, Stylus Publishing, LLC)

Basic sources of reference should exist in your personal design library, online, and will be placed on reserve in the DRC as needed.

STUDIO POLICIES

- This studio is a learning environment. Participation in peer reviews is necessary as part of your education in critical thinking skills and should be taken seriously. Peer comments and other constructive observations are about learning and sharing and growing together. Superficial comments are not beneficial in this way.
- The teacher is not your secretary. Study and consult your syllabus, semester calendar, and course catalogs.
- Part of the educational experience and professional training is learning to be resourceful. Research your question to find the answer; learn where the answers can be found.
- Electronic communications will be utilized using Semester Book (or Blackboard when it is set up) and PAWS. You should check your e-mail daily.
- Studio is class time. Class time is work time. Students are expected to arrive to class on time fully prepared (with necessary equipment and supplies/materials) to work in studio for the duration of the class time unless otherwise dismissed.
- Having all of your own supplies and materials is part of being prepared for class. Please refrain from "borrowing" your classmates' supplies, books, and equipment without the owner's permission.
- Professional ethics and courtesy dictate that students conduct themselves accordingly during studio, desk critiques, presentations, on field trips, or during any class or Departmental function.
- Three unexcused absences will result in the notification of the Dean's Office with a recommendation that you be placed on academic probation. Standard University policy concerning attendance will apply and can be found in the *LSU General Catalog*.
- If you are unable to attend class, it is your responsibility to notify the teacher in advance (before class) at the above noted telephone number or e-mail address.
- When absent, it is the student's responsibility to secure from classmates (not the teacher) missed handouts, notes, or other information.
- Project deadlines must be adhered to.
- It is ALWAYS a good idea to back up your work frequently on more than one source.
- Handwork and other non-digital materials should be scanned and saved digitally as large file jpgs.
- Unfortunately, time constraints do not always permit the instructor to visit each student every day. Therefore, a sign-up sheet may be available.
- The studio must be kept clean and free of trash. All trash should be bagged daily and placed at the front of the classroom to assist the custodians.
- Please read and keep all handouts. Date them and file them.

Please understand that your attendance and participation during the full scheduled class period is necessary for several reasons:

- To fully benefit from course content and instruction.
- To learn to plan and execute work during a scheduled time period as preparation for work in professional situations.
- To further develop business-like work habits, time management and organizational skills, and benefit from group and team interaction.

NOTE: Potential employers often contact faculty members to recommend students for internships, and full- or part-time employment. The faculty member must base a recommendation upon performance witnessed in class. Regular attendance, punctuality, enthusiasm, professionalism, and responsibility in addition to design performance are a few of the traits looked for in a new employee. Therefore, it is critical that the student demonstrate these traits in the classroom as part of professional training.

ACADEMIC AND PERSONAL INTEGRITY

All Louisiana State University students are responsible for observing the highest standards of academic and personal integrity. The penalties for academic dishonesty are severe and ignorance is not an acceptable excuse. All cases of alleged academic misconduct will be referred to the Office of the Dean of Students. Consult the Code of Student Conduct for more information regarding academic misconduct.

PLAGIARISM:

Any work (writing, images, sketches, models, research, etc.) submitted for credit must be the student's own work. Otherwise creators of the works must be cited. Consult the *Code of Student Conduct* for more information regarding academic misconduct.

[http://appl003.lsu.edu/slas/dos.nsf/\\$Content/Code+of+Conduct?OpenDocument#5.1](http://appl003.lsu.edu/slas/dos.nsf/$Content/Code+of+Conduct?OpenDocument#5.1)

Committing Plagiarism. "Plagiarism" is defined as the unacknowledged inclusion of someone else's words, structure, ideas, or data. When a student submits work as his/her own that includes the words, structure, ideas, or data of others, the source of this information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through quotation marks as well. Failure to identify any source (including interviews, surveys, etc.), published in any medium (including on the internet) or unpublished, from which words, structure, ideas, or data have been taken, constitutes plagiarism.

FIDER ACCREDITATION

Text in bold type-face below indicates primary objectives, and the indicators determine whether or not and how the primary objective is being met. These are a few items to be cognizant of regarding your education and the accreditation review of the ID Program. Please include these in your "checklist" of project criteria.

Students understand and apply the knowledge, skills, processes, and theories of interior design.

Indicator:

Student work **MUST** demonstrate *competent schematic design skills*, including:

- k) ...preliminary specification of interior finishes (generic finish selections).

Student work **MUST** demonstrate *competent* design development *skills* in:

- m) ...detailed and developed furniture selection.
- o) ...selection and application of luminaires and lighting sources.

Student work **SHOULD** demonstrate design development *skills*, including:

- r) ...appropriate selection and application of art and accessories.
- v) ...Student work **MUST** demonstrate *competent skills* in preparation of contract documents as a system of drawings, schedules, and specifications. The actual components may vary from project to project, but a complete system must be evidenced. (These could include construction/demolition plans, power plans, lighting/reflected ceiling plans, finish plans, furniture, fixtures, and equipment plans, data/voice telecommunication plans, elevations, sections, and details, interior building specifications, furniture specifications, finish schedules, door schedules, etc.)

Students communicate effectively.

Indicator:

Student work **MUST** demonstrate *competence* in:

- c) ...presentation of color, materials, and furnishings (for example, sample boards, collages, mock-ups, digital representations).

Students design within the context of building systems. Students use appropriate materials and products.

Indicator:

- l) Student work **MUST** demonstrate that materials and products are appropriately selected and applied on the basis of their properties and performance criteria.

SAFETY and SECURITY LSU POLICE: 578-3231

- Be mindful of the safety and security of personal items and yourselves at all times.
 - If you work in the building after regular business hours and on weekends, you must notify campus police that you are in the building and again when you leave.
 - Keep studio doors locked when working after hours and when no one is in studio during the day.
 - Never work in the studio or travel around campus after dark alone.
 - Campus Transit provides shuttle service after dark. Use it. **578-5555**.
 - Hours of operation are Sunday through Saturday, 5:30–2:00 a.m.
 - Never prop open the building entry doors when they are locked.

It is the responsibility of the student to secure and protect that which is of personal value in studios and classrooms while school is in session.

END OF SEMESTER CLEANOUT

Storage in studios of student-owned materials and supplies is not permitted between semesters. At the end of each semester, it is the responsibility of each student to remove all personal belongings no later than 8:30 a.m. the Monday following commencement, after which time the studios are cleaned out and items disposed of.

FIELD TRIPS

Required field trips will occur during the semester (likely on weekends) with as much advance notice as possible to accommodate work schedules, babysitters, etc. All fieldtrips directly or indirectly associated with this project are **required**. The project may involve at least 2 **REQUIRED** weekend fieldtrips, at least one of which may be overnight.

The project can succeed only with mutually supportive team work, active and cooperative team participants, good time management and organizational skills, and superior quality work.

STUDENT EVALUATION

Below are definitions of University letter grades with Departmental revisions. It should be noted that in studio earning a grade is not achieved simply by a checklist method. While production, presentation, and assessment checklists are relevant to a completed project, there are many other factors that must be considered when awarding actual grades. In other words, completion of all assignments does not guarantee a passing grade, nor does completing all assignments competently guarantee an "A".

A = SUPERIOR work, DISTINGUISHED MASTERY of the course material, i.e., meeting *and exceeding* the expectations of the course or beyond the expectations of the project. *

B = Good Mastery of the course material

C = Acceptable Mastery of the course material

D = minimally acceptable achievement for credit in most non-major classes. Interior Design majors should be aware that a grade of "D" is not a passing grade in courses of the major.

F = Fail

* not simply quantity, but **QUALITY** as well.

COURSE ASSESSMENT

- Assessment criteria include quality of communication skills (written, oral, visual, and technological)
 - Mid-term grades are not required by the University for design studios and may not be posted.
 - Weekly team reports will be submitted by team leaders and used as part of the evaluation process. (TBD)
- Communication-intensive assessment: up to 40%** (required by CXC)
- Written communications up to 20%
 - Research, specification sheets, compilation of project book, journal, etc.
 - Visual communications are assessed at up to 20%
 - PowerPoint, web design, presentation boards (drawings, renderings, materials, etc.)
- Balance of assessments based on other curricular requirements: up to 60% (TBD w/students)**
- Presentation communications: _____
 - Quality of oral presentation (more than simply speaking)
 - Quality of support materials used in presentation
 - Final bound revision of project book: up to _____
 - Team work will be assessed: up to _____
 - Individual participant work will be assessed up to _____
 - Based on weekly reports and overall productivity
 - Field trips: up to _____ overall total
 - Participation
 - Productivity
 - Efficient, effective, professional

IMMEDIATE ASSIGNMENTS

Study syllabus.

Print out, sign, and submit the class-revised edition by specified date.

Purchase and read the required textbook immediately

Read the LSU Flagship Agenda:

www.lsu.edu/about

<http://appl003.lsu.edu/acadaff/flagship.nsf/index>

- Action Plans and Outcomes
- Benchmarks and Goals
- A Shared Vision for Louisiana

Musee Rosette Rochon:

www.rosetterochon.com

Metacognition: Definitions and Empirical Foundations, Douglas J. Hacker, University of Memphis:

www.psyc.memphis.edu/trg/meta.htm

Purchase or create a journal or notebook suitable for:

- notes, sketches, time notations, and color pencil, watercolor or marker renderings and schedules, contact information, etc. Guidelines TBD, but ultimately to be included in the class journal.

Consider for discussion the most productive way to form teams, the number and size of teams

EDUCATIONAL NOTES

This is a “top down / bottom up / coming together in the middle” studio designed for pro-active involvement of each of us in the educational experience and to maximize efficiency and productivity for the assigned project.

Guidelines for a set of “marching orders” are included for collective discussion and decision-making in the project program.

Critical thinking reflections are essential components for mapping the educational experience. These are not superficial, feel-good thoughts, but are about thinking about thinking. We are encouraged to periodically create poems associated with the work to help illustrate this reflective process.

Not all work will occur during studio hours. There is much work associated with this project and will be homework-intensive.

Personal critical assessment of your own work along with frequent peer assessments will occur in order to produce critical evaluations of our work, maintain consistently high standards, and keep us on track.

Desk critiques of drawings or other work will NOT be done by the teacher on computer screens. Print-outs of sufficient scale MUST be provided for red-lines and other remarks. It is important to retain these documents along with the final works.

NOTE: In the real world, things change. Often this is with little notice, frequently not in favor of the designer, and may involve deadlines or project criteria. We must learn to be flexible and accommodating.

SERVICE-LEARNING

Service-Learning, it is “a course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (from Bringle & Hatcher, 1995). For more information visit the Center for Community Engagement, Learning, and Leadership (CCELL) at www.ccell.lsu.edu.

“Service-learning is a method of teaching and learning in which students fulfill the learning goals of their academic courses while serving the community. Service-learning emphasizes hands-on experiences that address real world concerns as a venue for educational growth. The service experience provides a context for testing, observing, or trying out discipline-based theories, concepts, or skills. Likewise, the academic context enriches the service experience by raising questions about real-world concerns and providing a forum for probing these concerns in-depth.” (borrowed from the syllabus of Deborah Normand, LSU English, CCELL)

COMMUNICATION ACROSS THE CURRICULUM (CXC)

"The Communication across the Curriculum (CxC) Initiative promotes effective communication at Louisiana State University through communication-intensive courses, co-curricular programs, and support for students and faculty. The program engages with all of LSU's disciplines and professions in collaborative investigations of written, spoken, visual, and digital media as vehicles for learning and discovery, as well as for conveying information. The CxC Initiative recognizes differences in communication styles and media and reinforces shared goals such as effective style, imagination, accuracy, critical thinking, mutual understanding, and information literacy." <http://appl003.lsu.edu/acadaff/cxc.nsf/index>.

SUPPORT

LSU Writing Center offers free, individual peer tutoring to help all LSU students improve their writing skills. B-18 Coates Hall, by appointment, 578-4439.

Office of Disability Services (ODS), 112 Johnston Hall, assists students with disabilities that may affect course work for which accommodations may be required. Letters of accommodation from ODS should be presented to the teacher as soon as possible in order to discuss required accommodations.

LSU Library LiveAssistance, a real-time chat program that you can use when you have questions about using resources at the library, is accessed at <http://lib.lsu.edu/virtual/liveassistance.html> .

CCELL, noted above

CXC, noted above

DISCLAIMER:

The teacher reserves the right to alter the sequence, scope and content of the course to permit the introduction of new or innovative material or when current topics or guests can measurably add to the student's understanding of relevant issues. This will be done when necessary and according to the considered judgment of the teacher.

CONTINUATION IN ID 3752-002 INDICATES AN UNDERSTANDING AND ACCEPTANCE OF THIS SYLLABUS AND THE COURSE REQUIREMENTS.

Please print all pages, staple, and return a signed copy to your teacher, no later than Friday September 2.

Name (print) _____ id number: XXX / XX / _____

Signature: _____ date: _____ - _____ - _____

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06/14/05