

**COURSE OUTLINE**  
**Residential Design IND1015**  
**Dr. Ann Roccon IIDA, CKD, Instructor**  
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**Shaun Wightman: Department Chair**  
**(772)462-7705**

**3 Credit Hours**

**Introduction:**

This class is a residential interior design using the fundamentals of design and space planning. Drafting and drafting equipment is part of class. Working on a Habitat house as a service learning Project. Please come to class prepared to take notes and work.

**Description**

In this course, floor plans will be analyzed for function and aesthetics. Color theories and schemes will be applied to design projects. Typical furniture sizes will be learned and incorporated into various room arrangements. Fundamental design problems will give the student experience in applying elements and principles of design into conceptual design process. The colored pencil technique will be used on presentation boards. Drafting boards and instruments will also be used. This course has service learning incorporated into the course. Proper IRSC code of conduct for attire, professionalism and demeanor will be adhered to at all Habitat functions.

**Pre-Requisites:**

IND1020: Principles of Interior Design

**Co-Requisites:**

IND1301: Technical Design I

IND1401: Interior Design Graphics

**Assessed Degree Program Learning Outcome:** To apply critical thinking through problem solving. Assessment will be recorded based on the final project assigned in Week 2 as listed in the schedule.

**Learning Outcomes and Objectives**

1. Identify elements and principles of design including line, shape, pattern, texture, space and color as they relate to residential room. (**Analysis:** Identify)
2. Describe elements and principles of design as they relate to residential room. (**Comprehension:** Describe)
3. Identify functional and nonfunctional residential floor plans. (**Analysis:** Identify)
4. Combine interior elements and principles of design into a residential room setting. (**Synthesis:** Combine)
  - a. Illustrate the significance of scale and proportion as a major design requirement. (**Application**)

- b. Analyze the significance of scale and proportion as a major design requirement. **(Analysis)**
- c. Identify the different types of balance. **(Comprehension)**
- d. Appraise the importance of balance in designing interiors. **(Evaluation)**
- e. Illustrate the different types of rhythm and its importance in good designing. **(Application)**
5. Indicate the different types of rhythm and its importance in good designing. **(Knowledge)**
6. Analyze the different types of rhythm and its importance in good designing. **(Analysis)**
- a. Identify the design principle of emphasis with its contribution to interior design. **(Comprehension)**
- b. Assemble the design principle of emphasis with its contribution to interior design. **(Synthesis)**
- c. Illustrate the design principle of unity, and unify a variety of diverse forms and colors that will result in harmony. **(Application)**
- d. Analyze the design principle of unity, and unify a variety of diverse forms and colors that will result in harmony. **(Analysis)**
- e. Illustrate the effectiveness of line as an essential component in designing. **(Application)**
- f. Analyze the effectiveness of line as an essential component in designing. **(Analysis)**
- g. Identify shape analysis and its effects in interior design. **(Comprehension)**
- h. Illustrate shape analysis and its effects in interior design. **(Application)**
- i. Examine shape analysis and its effects in interior design. **(Analysis)**
- j. Discover the elements of space and the dramatics which can be created through modulation. **(Analysis)**
- k. Analyze the elements of space and the dramatics which can be created through modulation. **(Analysis)**
- l. Identify the elements of texture and ornament and their influences on interior design. **(Comprehension)**
- m. Illustrate the elements of texture and ornament and their influences on interior design. **(Application)**
7. Analyze residential space allocations utilizing user needs and principles. **(Analysis: Analyze)**
8. Select correct furniture dimensions and sizes for a residential design. **(Evaluation: Select)**
  - a. Combine furniture pieces to create groupings and areas in a residential design both functionally and aesthetically. **(Synthesis)**
  - b. Measure areas, convert dimensions, and translate them into a standard 1/4"=1'0" scale demonstrating skill of drafting and knowledge of symbols. **(Application)**
  - c. Recognize standard architectural symbols. **(Knowledge)**
  - d. Draw standard architectural symbols. **(Application)**
  - e. Utilize standard drafting equipment. **(Application)**
9. Identify products and sources available to professional residential interior designers. **(Knowledge: Identify)**
10. Demonstrate knowledge of color contrast, harmonies, and relationships. **(Application: Demonstrate)**

11. Combine fabrics, textures, and colors aesthetically to create color schemes incorporating varied scopes of color theories (including functional needs, materials characteristics, and performance criteria). (**Synthesis**: Combine)
12. Present graphic ideas to client utilizing the rendering technique of colored pencils on vellum. (**Synthesis**: Present)
13. Show project presentation and professionalism in board display. (**Application**: Show)
14. Transform graphic ideas into an Oral Presentation. (**Synthesis**: Transform)
15. Demonstrate the use of the drafting board and instruments in preparing drawings. (**Application**: Demonstrate)
16. Assess career opportunities in the field of Interior Design Technology. (**Evaluation**)
  - a. Evaluate opportunities most suited to the student's aspirations. (**Evaluation**)

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17. Appraise the personal qualities which contribute to employability in the interior design field. (**Evaluation**)
  - a. Evaluate own personal qualities which contribute to job success. (**Evaluation**)
  - b. Plan the purchasing of furnishings for an apartment over a period of time. (**Synthesis**)

**Assessment of Learning Outcomes:** Learning outcomes are determined by measuring the ability of each student to retain the learning outcomes of the course. Performance-based methods, such as completion of assigned projects, general knowledge tests, oral and written presentations of assignments, group discussions, observation of mastery of critical skills and analysis of the final product will determine the final grade on this course.

#### **Outline of Course Work:**

Do the necessary textbook reading and corresponding homework before coming to class. Take notes during each lecture and presentation. Present and explain course projects in both team and individual presentations. Use the instructor's comments and suggestions to improve your work.

#### **Texts:**

Residential Housing & Interiors, 2005, Kicklighter & Kicklighter, Goodheart-Willcox Co.  
~Required Text~

Residential Housing & Interiors Workbook, 2005, Kicklighter & Kicklighter, Goodheart-Willcox Co.  
~Required Text~

#### **Grading Division**

- 30 points maximum – Final Oral Project Presentation
- 20 points maximum – Final Exam
- 20 points maximum – Projects
- 20 points maximum – Pop/Quizzes/Homework
- 10 points maximum – Attendance and Punctuality

### Grading Scale

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

### Course Requirements:

- Completion and presentation of a final rendered design project with full set of CDs.

### Policy on Late Work or Make-Up Exams

Work handed in over one week late will have 10 points automatically removed from their grade. Visual Presentation will be handed in on the dates indicated and Oral Presentation will be given on the dates assigned. Only in extreme circumstances will late presentation be considered for grading and are subject to approval by the instructor.

### Withdrawal and Attendance Policy

It is the student's responsibility to withdraw from the class by **October 31, 2016** with a grade of "W".

Excessive absences (more than 2 for a class that meets twice a week) will result in administrative withdrawal or a grade of "F". Each minute a student arrives late or leaves early will cost him/her a point. 30 minutes or more away from class will be considered an absence.

### Classroom Policy

- It is the student's responsibility to turn off cell phones during class.
- If an emergency call is needed, the student is to step out of the class to take or make the call.
- No iPods or mp3s during class unless approved by the instructor.
- The lecture or discussion will start 5 minutes after the period has started.
- No talking (private conversations) during lectures. □ No business transactions during class time.

### Outline of Course Work:

Do the necessary textbook reading and corresponding homework before coming to class. Take notes during each lecture and presentation. Work at Habitat Jobsite 12 hours during the semester and attend a Habitat House Ceremony for a family receiving the Key. Present and explain course projects in both team and individual presentations. Use the instructor's comments and suggestions to improve your work.

### Special Needs

If you have any special needs or requirements pertaining to this course, please discuss them with the instructor early in the term.

**Syllabus Disclaimer**

This syllabus is subject to change at the discretion of the instructor. Changes will be distributed when appropriate as an addendum to the syllabus. The course goals, objectives, and student competencies do not change.

**REQUIRED READING:**

Residential Housing and Interiors, Clois E. Kicklighter and Jean C. Kicklighter, GoodheartWilcox Company, Inc. 2005

- Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30

Residential Housing and Interiors Student Activity Guide, Clois E. Kicklighter and Jean C. Kicklighter, Goodheart-Wilcox Company, Inc. 2005

- Entire workbook

**SUPPLEMENTAL READING/ADDITIONAL REFERENCES:**

Residential Construction, Jerry Germer, NKBA.2006

- Chapters 1, 7, 10, 11, 12

Kitchen and Bath Systems, Jerry Germer, NKBA.2006

- Chapters 7, 10

Kitchen Planning, Julia Beamish, Kathleen Parrott, et al., NKBA 2006

- Chapter 11



