

## **A D E S   3 6 4 0 :   S P A C E   P L A N N I N G   I I I ,   S P R I N G   2 0 2 6**

Section 501: TR 11:00 – 1:50 pm, Section 502: TR 3:00 – 5:50 pm, Classroom: ART 255

### **COURSE SYLLABUS**

Instructor: Natalie Ellis, PhD, IIDA, LEED BD+C

Office hours: T/Th 5-6 pm or by appointment

Office: ART 256A, E-mail: [natalie.ellis@unt.edu](mailto:natalie.ellis@unt.edu)

### **COURSE DESCRIPTION:**

3 Hours. Design and documentation of non-residential environments.

Prerequisite: ADES 2640, ADES 3620

### **REQUIRED TEXT:**

Rengel, R. J. (2020). *Shaping Interior Space*. 4th Edition, New York: Fairchild Publication, Inc. ISBN: 978-1-5013-2670-7

Harmon, S. K., & Kennon, K. (2022). *The Codes Guidebook for Interiors*. 8th Edition. Hoboken, New Jersey: John Wiley & Sons. ISBN-13: 978-1119720959. The newest Edition is preferred.

Harmon, S. K., & Kennon, K. (2022). *Study Guide for the Codes Guidebook for Interiors*. 8th Edition. Hoboken, New Jersey: John Wiley & Sons. ISBN-13: 978-1-119-72088-1. The newest Edition is preferred.

Kilmer, R., & Kilmer, O. (2021). *Construction Drawings and Details for Interiors*. 4th Edition. Hoboken, New Jersey: John Wiley & Sons. ISBN: 978-1119714347

### **SUPPORTING TEXT:**

AIA (2016). *Architectural Graphic Standards*. 12th Edition. Hoboken, New Jersey: John Wiley & Sons. ISBN-13: 978-1118909508

Augustin S. (2009). *Place Advantage: Applied Psychology for Interior Architecture*. New Jersey: John Wiley & Sons. ISBN: 978-0470422120

McGowan, M. & Kruse, K. (2006). *Specifying Interiors*. 2nd Edition. New Jersey: John Wiley & Sons. ISBN-13: 978-0471692614

### **COURSE CONTENT:**

This course expands on basic design competency areas and introduces the student to the components required to design and document non-residential projects. Through the context of studio assignments, the student will develop design concepts and prepare the required documentation. The student will develop expertise in both content and methodology as required to execute non-residential projects.

**The course instructor may modify the syllabus anytime to enhance instruction, clarify content, or incorporate new information or opportunities. It is the student's responsibility to stay informed of changes.**

### **COURSE OBJECTIVES:**

Through the completion of course assignments, students will acquire competency in the following areas:

- Furniture planning and specifications, including "typical" layouts, systems furniture, and ergonomic considerations
- Basic space planning techniques, including square footage analyses, organizational strategies, block plans, and circulation patterns
- Project documentation, including floor plans, reflected ceiling plans, elevations, details, and schedules

Through the completion of course assignments, students will develop the following technical style reference materials in both "hard" and "soft" formats:

- Style manual including sheet layout, font styles, note rationale, and symbol library as required for construction documents
- Typical file of furniture layouts
- Typical file of interior details (reinforced by ID Detailing)
- Typical file of accessibility standards (based on TAS requirements)
- Source list including books, journals, and websites for course topics

Through the completion of course assignments, students will review and continue to develop competence in the following areas:

- Design concept development and implementation
- The design process and process documentation
- Drawing series and documentation
- Oral, written, and graphic presentation skills
- Team collaboration skills

Through the completion of course assignments, students will be introduced to the following areas:

- Non-residential interior project types including but not limited to corporate, hospitality, retail, and healthcare
- Non-residential interior project scope requirements including but not limited to tenant development and lease-space planning, site adapts construction documents and working drawings (CD's), and furniture, furnishings, and equipment specifications (FF&E)
- Building codes and barrier-free requirements for non-residential interiors
- Interior building systems and components, including but not limited to wall systems, lighting systems, and surface treatments (reinforced by ID Building Systems)
- Design theories, human perception, and behavior patterns
- Knowledge and design implications on ergonomics, color, wayfinding, etc.
- Sustainability and green design issues

### **COURSE STRUCTURE:**

This course is in a studio format with a lecture and lab component incorporated into **six** contact hours per week. The approach to the studio is that of a professional office work environment. Course content, work habits, and studio etiquette are all consistent with the requirements of an interior design career. Field trips and guest lecturers will be scheduled as scheduling allows. The coursework consists of multiple assignments, quizzes, and several design projects. Students will work in studio and lab as required and participate in discussions, presentations, and critiques during class hours. In consideration of the group, the environment, and the facilities, please be respectful. No food or drinks are allowed in the class. No mobile phones are to be audible during class hours unless permitted by the instructor: no radios, tape, CDs, or MP3 players during class hours. No pets and guests are allowed in class. Lastly, university furniture and equipment are to be treated with care.

### **Teaching Philosophy and Background**

The interior design studio coursework is student-centric and focused, using team-based learning and Kolb's experiential learning theories. Course content is delivered in a lecture/group discussion manner and undergirded by student-based activities for long-term learning retention. The course requires students to develop independent thinking, time management, and graphic communication skills. In addition, the approach leverages sequential studies to reinforce the theory and rationale behind the design process as students layer new knowledge into their studio projects. For more information, please follow my mentoring link:

<https://sites.google.com/view/advocateandmentor/home>

## Rules of Engagement

Rules of engagement refer to how students are expected to interact with each other and their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that uses cruel and derogatory language based on race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Respect your instructor and classmates in any communication online or face-to-face, even when their opinions differ from yours.
- Collaboration and cooperation with others and group efforts are necessary.
- Attentive listening to all speakers (students and instructor).
- Honesty and integrity with ethical behavior and how all decisions are made.
- There is a natural respect for others and their opinions, and having an open mind. Interaction with everyone in class demonstrates politeness and respect.
- Having reverence for learning: students take the initiative to expand their knowledge base. A student's intellectual and academic curiosity is central to this behavior need.
- There is a display of emotional maturity using appropriate non-verbal expressions. Each student should act from a positive frame of reference for all.
- The students' reflective practice is demonstrated as they accept and incorporate suggestions. The student should strive toward accurate self-analysis regarding their strengths and weaknesses.
- Flexibility is present, and students accept less-than-ideal situations when necessary. When appropriate, the student should implement ideas suggested by others, and their behavior demonstrates empathy for others and openness to cultural diversity.
- Students demonstrate responsibility for on-time assignment submissions or following extension guidelines. It says that the student is prepared for each day's events, manages their time effectively, takes the initiative to get materials and notes when absent, and seeks to locate needed resources to complete work.
- Students adapt to the class environment and show the ability to take the next step in working through a situation independently.
- Students demonstrate professionalism by not talking or texting during class or doing work for other courses. The students' mannerisms reflect professionalism through eye contact, posture, and emotional demonstration. Seeking to develop and demonstrate appropriate communication skills is imperative.
- Attendance, poise, self-confidence, dependability, responsibility, adaptability, resourcefulness, and rapport with other students and instructors demonstrate the student's skills. These attributes are highly valued and contributory to course contribution evaluation. Additionally, the student's drawing and software skills, rapport with instructors, work attitude and cooperation, and reaction to suggestions and criticism are valued as skills that will serve through your professional practice.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individuals' experiences.
- Use your critical thinking skills to challenge other people's ideas instead of attacking individuals.
- Avoid using all caps while communicating digitally. This communication style may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts, as tone can be challenging to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Remember that online posts can be permanent, so think before you type.

Flagrant demonstrations that run counter to these declarations will be detailed by email to the student, and correction measures will be discussed to move toward a positive outcome for everyone.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information.

### **STUDENT EVALUATION:**

Students will be evaluated based on process and product. In other words, not only is the final product important but also ***the students' design reviews with the instructor are critical***. The majority of work in class will focus on studio lectures and practical work. . Students must complete their work independently unless specified. Each project will be evaluated after the announced due date. Upon successful completion of all assignments and projects, total project scores and daily grades will be averaged and converted into a final letter grade using the following percentages. ***Please note that failure of any one project will lead to failing this course. In other words, all projects must be successfully completed to pass this course.***

Higher than 90	(excellent)	= A	Exceptional Work: Student goes above and beyond to a superior level.
80 – Lower than 90	(good)	= B	Above Average Work: The student goes above and beyond to a good quality level.
70 – Lower than 80	(average)	= C	Student meets the requirements to reach a competent level.
60 – Lower than 70	(poor)	= D	(no credit for Interior Design major)
Lower than 60	(failure)	= F	(no credit for Interior Design major)

### **Project Points**

Project One	= 100
Project Two	= 200
<u>Project Three</u>	<u>= 100</u>
Total	= 400

All work is due in the classroom no later than the date and time specified on the project schedule. No work will be considered after the due date unless an Absence Verification form has been submitted (see Attendance Policy).

### **Expanded Rubric Understanding or how I grade:**

I expect the best from students in real life. Be willing to take risks and show that you are growing, pushing, and striving. I build my grading rubric around the following understandings.

#### **I. D Level of Competence**

The student has submitted work that "kind of" has something to do with the intended instruction. The result has the following impacts:

- a. The work appears rushed, hurried, and incomplete
- b. The work was submitted but did not appear to be a valid attempt for the student to accomplish.
- c. There is little developmental content in the student's submittal. While some required work is found, there are missing elements.

#### **II. C Level of Competence**

The work submitted **directly** connects to the intended instruction. The result has the following impacts:

- a. Everyday work is present, but the outcome with the primary use of skills is at an elementary level.
- b. An effort responds to skills needed, but only the primary entry-level degree.

**III. B Level of Competence**

The work submitted **directly** connects to the intended instruction. PLUS, the result has the following impacts:

- a. The skills needed to produce an outcome are evidenced. PLUS, the student is pushing to learn beyond what they were initially taught (before and including the present course) when beginning instruction of the needed skills. **All work was submitted.**
- b. There is an approach to completing the work well with visual, graphic, and annotative contributions.
- c. Some errors should have been caught if work had consistently developed steadily throughout the assigned period.
- d. The work would benefit from further consideration and feedback.

**IV. A Level of Competence**

The work submitted **directly** connects to the intended instruction. The result has the following impacts:

- a. The skills needed to produce an outcome are evidenced. PLUS, the student is pushing to learn beyond what they were initially taught when beginning instruction of the needed skills.
- b. There is little to no error.
- c. The student left nothing behind in their work; all work plus is present.
- d. The submitted work excels above the student's expected capability.
- e. The submitted work reflects an outcome that has developed steadily over the assigned time (a day or a month).
- f. Feedback comments have been integrated into the work, whether from the studio or outside of studio critique.

**ATTENDANCE POLICY:**

Attendance is mandatory, communication between student and instructor is required, and late work cannot be accepted without an Approved Absence Form (or a Doctor's excuse). Absences in excess of three (3) will result in a final grade discount of 10% for each absence over 3. - Example, you miss four (4) classes, your grade is dropped by one letter grade.

***Attendance Record:***

Attendance will be taken at the start of class. A tardy will be recorded for anyone coming to class 15 minutes late. Arriving later than 15 minutes requires explanation, and may be counted as an absence.

The instructor will not repeat material missed due to absence. Student with more than four (4) absences should contact the instructor about completing the project or course. Please contact the instructor in the event of extenuating circumstances. The best method of contacting the instructor is via email.

**TECHNICAL ASSISTANCE:**

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UNT IT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Live chat: <https://it.unt.edu/helpdesk/chatsupport>

Phone: 940-565-2324

In Person: Sage Hall, Room 330

Hours and Availability: Visit <https://it.unt.edu/helpdesk> for up-to-date hours and availability

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)  
(<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

**LATE WORK:**

***No late work will be considered without a discussion prior to due date with the instructor.*** Unless otherwise noted, assignments and projects are due at the beginning of the class period designated. Late assignments and projects will be reduced by one (1) letter grade for each additional late class period. Students with unexcused absences will receive a score of "0", and CANNOT turn in work that was due that day. No emails of work will be accepted unless specified. Students with excused absences may make up missed work within 2 class periods after returning to class, unless otherwise excused by the instructor.

**INCOMPLETE:**

An Incomplete is reserved solely for extenuating circumstances (such as a major illness or severe family crisis) and will be granted at the discretion of the instructor. If an Incomplete is granted, the student must complete the unfinished work on or before the date specified by the instructor when the Incomplete is granted. An Incomplete Contract must be completed prior to the end of the semester and filed in the Department Office. Failure to complete the entire work assignment on or before the specified completion date will result in a final grade of an "F" with no consideration given to partially completed work.

**RETENTION / REPRODUCTION OF STUDENT WORK:**

The Department has the right to retain any and all student work for CIDA accreditation reviews for a period of up to two (2) years. It is the student's responsibility to document their work for personal purposes. Students will be allowed to photograph their works prior to retention. After the next CIDA accreditation review, students may retrieve their original work. It is the student's responsibility to retrieve their work in a timely manner; after two months, any work remaining will be destroyed.

The Department reserves the right to display student work at any time for the purpose of public relations and to reproduce student works in any form. The instructor may request duplication of exemplary student work to be retained for use in future classes or program promotion.

The CIDA review and interior design profession is critique based. Therefore, as part of the professional curriculum and evaluation process for successful interior designers, current and past student work may be publicly identified, displayed, critiqued, and used as teaching tools. Works of currently enrolled students may also be used in this educational process and students enrolling in this major will automatically consent to engage in these activities, as this is a natural educational process within a studio setting.

**ACADEMIC DISHONESTY AND PLAGIARISM POLICY:**

Each student's work will be generated independently unless otherwise noted. Electronic drawings, assignments, and examinations are original work and should not be shared between students unless specified. University plagiarism policies govern all work assigned in this course.

Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, and submitting the same paper/work for different classes without permission. Unfortunately, incidents of academic dishonesty, especially plagiarism, have been increasing throughout colleges and universities in the United States. Plagiarism occurs when you deliberately or unintentionally use another person's language, ideas, design, or materials and present them as your work without properly acknowledging and citing the source. The University of North Texas considers plagiarism a serious form of academic dishonesty. Avoid plagiarism by carefully and correctly citing your sources whenever you use someone else's words, equations, graphics, or

ideas. If you are unsure of something and are worried you may be plagiarizing, see me. Cite sources carefully, thoroughly, and meticulously; when in doubt, cite.

The university, college, department, and I expect you to conduct your own papers/design and to provide full and accurate citations for any specific ideas or language—words, phrases, sentences—that you take from outside sources, including the internet. For the university's policy on Academic Integrity, please refer to the website at <https://facultysuccess.unt.edu/academic-integrity>. Any act of academic dishonesty in this class may result in receiving an F on the assignment/project/test, dismissal from class with a final grade of F, and even suspension or expulsion from the university, depending upon the severity of the violation.

#### **AMERICAN DISABILITIES ACT:**

The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <https://studentaffairs.unt.edu/office-disability-access>

#### **DISABILITIES ACCOMMODATION:**

Please notify the instructor if you have a disability that requires accommodation. It is also recommended that you register with the UNT Office of Disability Accommodation, Student Union, Room 318. The College of Visual Arts and Design policy on accommodation is available upon request in the CVAD Dean's offices. Further questions and problems on accommodation may be addressed to Associate Dean Eric Ligon, School Accommodation Liaison, Art Building, Student Advising.

#### **ACCEPTABLE STUDENT BEHAVIOR:**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](#) (<https://deanofstudents.unt.edu/conduct>) to learn more.

#### **STUDENT SUPPORT SERVICES:**

##### ***Mental Health***

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center \(<https://studentaffairs.unt.edu/student-health-and-wellness-center>\)](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services \(<https://studentaffairs.unt.edu/counseling-and-testing-services>\)](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team \(<https://studentaffairs.unt.edu/care>\)](https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services \(<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>\)](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling \(<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>\)](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

### **INCLUSIVE LEARNING ENVIRONMENT**

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation so we will work as a class to collaborate in ways that encourage inclusivity.

### **COURSE RISK FACTORS:**

This class has been assigned a level 2 Risk Rating. Students in this course are exposed to significant hazards, but are not likely to suffer any bodily harm. Emergency measures for Level 2 risk ratings are covered by a brief lecture and/or printed handout. Items or risks that students may be exposed to during this course: X-acto Knives and blades or similar cutting devise, Mat cutter, Xylene markers, and other similar equipment common to Art and Interior Design work.

### **CONFIDENTIALITY STATEMENT:**

Programmatic information, base building drawing and documentation, electronic files, and hard copies have been provided for this class by a professional design firm. These materials are for instructional use only and may not be mass-produced or distributed for any purpose other than to fulfill course requirements for this class.

### **STUDENT RIGHTS AND RESPONSIBILITIES:**

Each University of North Texas student is entitled to certain rights associated with higher education institutions. See [www.unt.edu/csrr](http://www.unt.edu/csrr) for further information.

### **BUILDING EMERGENCY PROCEDURES:**

In case of emergency (the alarm will sound), please follow the building evacuation plans posted on each floor of your building and proceed to the nearest parking lot. In case of tornado (campus sirens will sound) or other weather-related threat, please go to the nearest hallway or room on your floor without exterior windows and remain there until an all-clear signal is sounded. Follow the instructions of your teachers and act accordingly.

### **STUDENT PERCEPTIONS OF TEACHING (SPOT):**

The Student Perceptions of Teaching (SPOT) is required for all UNT organized classes. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

### **FINAL DISCLAIMER:**

The instructor reserves the right to alter this syllabus if and when necessary.

### **STUDENT ACKNOWLEDGEMENT:**

Please thoroughly read the syllabus, schedule, and Permission to Use Student Work Form. Once you understand the syllabus and publication policies, sign the student acknowledgment form on the next page and turn it in to the instructor.

**ADES 3640: SPACE PLANNING III, SPRING 2025**

Section 501: TR 11:00 – 1:50 pm, Section 502: TR 2:00 – 4:50 pm, Classroom: ART 255

**Student Acknowledgement Form**

Please print your name. Your contact information should be primary so that the instructor can communicate you ASAP in emergent cases. Please clarify numbers and alphabets in your email address.

Student name: \_\_\_\_\_

Phone number: \_\_\_\_\_

UNT E-mail: \_\_\_\_\_

I acknowledge that I have read the course syllabus and understand its information, such as course structure, grading and attendance policies, risk factor rating, etc. I hereby agree to the syllabus and its provisions.

ADES 3640: Space Planning III, Section 501  
 ADES 3640: Space Planning III, Section 502

Course number, title, and section (please check)

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Risk Factor Rating

Student signature

Date

I  agree  do not agree to the terms and conditions outlined in the *Permission to Use Student's Work* contract posted on CVAD website (<https://cvad.unt.edu/design/interior-design-downloadable-information> ).

Student signature

Date

Natalie Ellis, PhD, IIDA, LEED BD+C

Instructor name

Instructor Signature

Date