



## ECTS COURSE INFORMATION FORM

School/Faculty/Institute	Faculty of Arts, Design and Architecture		
Program	B.Sc. in Interior Design	Required	

Course Code	INT 401			
Course Title in English	Interior Design V			
Course Title in Turkish	İç Mimari Tasarım V			
Language of Instruction	English			
Type of Course	Flipped classroom			
Level of Course	Undergraduate			
Semester	Fall			
Contact Hours per Week	Lecture:	Recitation:	Lab: 14	Other:
Estimated Student Workload	296 hours per semester.			
Number of Credits	10 ECTS			
Grading Mode	Standard Letter Grade			
Pre-requisites	INT 302			
Expected Prior Knowledge	<u>Six semesters of interior design studio</u>			
Co-requisites	None			
Registration Restrictions	Only Undergraduate Students			
Overall Educational Objective	To learn the complete design process for interior design of the dwelling that is located in a certain place around the world.			
Course Description	This studio project concentrates on the design of a dwelling that is located in a certain place around the world. Students are asked to prepare a prefabricated house that can be assembled in a city that is pre-given by the instructors. For the exterior shell of the house, students are expected to slightly modify max 5 rectangular solids (6m x 6m x 4m) and bring these			

	<p>together, in order to fit them to the terrain where the house is going to be built. The interior of the house should be designed by thinking thoroughly and carefully about domestic facilities, urban context and spatial relations (public, semi-public and private spaces).</p> <p>Students will take responsibility to pursue the design process from design program to details. They will come up with an architectural form, design details and select materials in line with the design concept and program they developed.</p>																		
<b>Course Description in Turkish</b>	<p>Bu proje stüdyosu, dünyanın belli bir yerinde bulunan bir konutun bütünsel bir anlayışla tasarımına odaklanacaktır. Öğrencilerden, eğitmenler tarafından önceden verilen dünyanın herhangi bir şehrine monte edilebilecek bir ev hazırlamaları istenmektedir. Evin dış kabuğu için, öğrencilerin azami 5 dikdörtgenler prizmasını (6m x 6m x 4m) biraz değiştirmeleri ve bunları evin inşa edileceği araziye sığdırmak için bir araya getirmeleri beklenmektedir. Evin iç mekanı, kentsel bağlam ve mekansal ilişkiler (kamusal, yarı kamusal ve özel alanlar) hakkında ayrıntılı ve dikkatli düşünerek tasarlanmalıdır.</p> <p>Öğrenciler proje programından başlayarak detayların geliştirilmesine kadar tasarım sürecinin sorumluluğunu alacaklardır. Proje içinde detayların tasarımı ve malzeme seçimleri tasarım konsepti ve proje programı doğrultusunda geliştirilecektir.</p>																		
<b>Course Learning Outcomes and Competences</b>	<p>Upon successful completion of the course, the learner is expected to be able to:</p> <ol style="list-style-type: none"> <li>1. understand interior design principles;</li> <li>2. envision designed space in different scales;</li> <li>3. understand relationship between interior space and user;</li> <li>4. comprehend role of detail and materials in design;</li> <li>5. deal with the function, aesthetic, equipment, material, and lighting needs of complex programs, propose visionary and future related design solutions;</li> <li>6. apply one's material and technology related advanced research skills (theoretical, on site, critical, etc.);</li> <li>7. demonstrate in-depth subject specialist skills and advanced knowledge of the characteristics, terminology and practice of Interior Design and ability to employ them in formal presentation of the project;</li> <li>8. demonstrate the design idea/design process/final project through advanced and technically accurate level of freehand and computer aided drafting and rendering techniques, model making, detail mock-ups, board presentations, and portfolios;</li> <li>9. integrate lighting design and HVAC (and possibly basic understanding of acoustics) into overall design concept at the advanced level;</li> <li>10. act as a confident advocate for the subject specialism of Interior Design, and the significance of design and creative thinking within the broader field of knowledge.</li> </ol>																		
<b>Relation to Program Outcomes and Competences: N=None S=Supportive H=Highly Related</b>																			
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5- Effective use of interdisciplinary research and design principles in the challenges he/she faces in the field.	<b>S</b>	
6- Acquiring the capability to creatively synthesize and bring together insight and knowledge from different sources to solve problems in designing interior space.	<b>H</b>	Project
7- Acquiring the ethic and methodological formation to design in line with social responsibility of the interior designer and sustainability of the practice of the profession.	<b>H</b>	Project
8- Approaching to and recognizing design and formation of space as a social and ethical practice.	<b>H</b>	Project
9- Having personal traits of creativity, leadership, and inquisitiveness that is required for innovation in design.	<b>S</b>	
10- Ability to pursuing interior design process in the framework of interdisciplinary and multi-dimensional relationships in local, national and global contexts.	<b>S</b>	
11- Ability to present design ideas by utilizing analog and digital presentation tools and in oral and printed form in national and international settings.	<b>H</b>	Project
12- Creating designs that are sustainable and respectful to diverse user needs, local and regional values, and natural and cultural heritage.	<b>H</b>	Project
13- Having vision of shaping future while being conscious of the social role and importance of interior design.	<b>H</b>	Project
14- Determining personal goals of the lifelong learning towards being an intellectual professional and being able to communicate with individuals and groups in national and international spheres for this purpose.	<b>S</b>	
15- Execution of interior design projects according to the national and international standards, professional etiquette, legal and institutional codes.	<b>S</b>	
16- Following most recent researches, discoveries, and practices to reach emerging thoughts, practices, and theoretical perspectives	<b>S</b>	
17- Defining design problems and forming critical approaches and sharing them with relevant stakeholders in the field after recognizing and criticizing contemporary spatial, environmental, urban and social problems.	<b>S</b>	Project
<b>Prepared by and Date</b>	Sibel Yasemin Özgan, 19.02.2020	
<b>Semester</b>	Fall 2019-2020	
<b>Name of Instructor</b>	Sibel Yasemin Özgan	
<b>Course Contents</b>	Week	Topic

1.	Introduction
2.	<p><b>Part 1: Who lives there?</b>  Bring the explicit scenario of the inhabitants. Generate an extensive perception and understanding of the context. This will help you to form the principles of your design.  Initial proposals, Design Brief, Inhabitants Scenario, Design scenarios, photographs, videos etc.</p>
3.	<p><b>Part 2: Where is the terrain that your house is blend into?</b>  Look, Stroll and Map Around your district. Analyze the near environment and the city in order to understand the urban fabric that comprises the sociological, cultural and economic levels of living.  Site analyses, mappings, brief, design proposals, design visualizations</p>
4.	<p><b>Part 3: How does the house feel like?</b>  Imagine the views from your site &amp; house and produce outlooks. Design a moodboard in order to reflect on the atmosphere.  1/100 site plans, design proposals and scenarios, spatial analyses, exploring the potentials of the project site, collages, sketches, models etc., moodboard</p>
5.	<p><b>Part 4: Layouts</b>  Work on the basic layout by deciding on fundamental design decisions.  Bubble Diagrams. 1/ 50 plans, sections, facades, conceptual diagrams</p> <p>1/ 50 plans, sections, facades, conceptual diagrams, renders</p>
6.	<p><b>Part 5: Materials</b>  Work on the primary material decisions</p> <p>Materials, renders, models etc.</p>
7.	<p><b>Part 6: Void and Facade</b>  How does the void look like? And how does it fit into the surrounding? Imagine these by working on the void and façade.</p> <p>Discussion on design principles and scenarios, 1/50 model, drawings, sketches, scenarios, photographs, videos etc.</p>
8.	<p>Discussion on design principles and scenarios, 1/50 model, drawings, sketches, scenarios, photographs, videos etc.</p>
9.	<p><b>Part 7: 3D Views</b>  - General Outlook  - Details  - Landscape</p> <p>Three Dimensional views of the general design ideas. Discussion on design principles and scenarios, collages, photographs, videos etc.</p>
10.	<p>collages, sketches, scenarios, photographs, videos, models etc. 1/50 Drawings, sketches, scenarios, photographs, videos, models etc.  1/100 and 1/50 Interior Design and design vocabulary</p>
11.	<p><b>Part 8: Technical Drawings</b>  Work on technical drawings  1/50 Drawings, sketches, scenarios, photographs, videos, models etc. 1/20 partial plan, section, facades, details</p>
12.	<p><b>Part 9: Technical Details</b>  Work on explicit details  1/20 partial plan, section, facades, 1/10 and 1/5 details</p>
13.	<p><b>Part 10: Final Design</b></p>

		Blend all these steps to design a unified whole and work on the final presentation. for the material Board, collect materials, fabrics colors etc. that will form your design.										
	14.	PREPARATION of the final boards										
	15.	Final Examination Period										
	16.	Final Examination Period										
<b>Required/Recommended Readings</b>	<p>Recommended Reading:</p> <p>Bachelard, G. (1964). <i>The poetics of space</i>. The Orion Press.</p> <p>Ching, F. D., &amp; Binggeli, C. (2017). <i>Interior design illustrated</i>. John Wiley &amp; Sons.</p> <p>Heidegger, M. (1971). Building dwelling thinking. <i>Poetry, language, thought</i>, 154.</p> <p>Ingold, T. (2002). <i>The perception of the environment: essays on livelihood, dwelling and skill</i>. Routledge.</p> <p>Preston, J. (2008) <i>Interior atmospheres</i>. AD Vol. 78. No. 3. Academy Press</p> <p>Relph, E. (1976). <i>Place and placelessness</i> (Vol. 1). Pion.</p> <p>Rice, C. E. (2007). For a Concept of the Domestic Interior: Some Historical and Theoretical Challenges. <i>Thinking Inside the Box: a reader in interior design for the 21st century</i>.</p> <p>Riggs, J. R. (1992). <i>Materials and components of Interior Design</i>. Prentice Hall.</p> <p>Zumthor, P. (2006) <i>Atmospheres: Architectural Environments – Surrounding Objects</i> (Basel: Birkhauser, 2006).</p>											
<b>Teaching Methods</b>	The course will have presentations by the instructor as well as extensive discussion by the class. The course follows the 'Flipped classroom' model, with all the presentations pre-recorded and available to the students prior to class.											
<b>Homework and Projects</b>	1 Project, 1 Seminar, 2 Interim Juries ,1 Final jury											
<b>Laboratory Work</b>	-											
<b>Computer Use</b>	Yes											
<b>Other Activities</b>	-											
<b>Assessment Methods</b>	<table> <tr> <td>1. Assessment tests on Blackboard</td> <td>0 points</td> </tr> <tr> <td>2. Quiz</td> <td>0 points</td> </tr> <tr> <td>3. Seminar:</td> <td>10 points</td> </tr> <tr> <td>4. Projects:</td> <td>60 points</td> </tr> <tr> <td>5. Final Presentation:</td> <td>30 points</td> </tr> </table>		1. Assessment tests on Blackboard	0 points	2. Quiz	0 points	3. Seminar:	10 points	4. Projects:	60 points	5. Final Presentation:	30 points
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**Course Administration**

Office: Sibel Yasemin Özgan

Email: [ozgans@mef.edu.tr](mailto:ozgans@mef.edu.tr)

Attendance is essential for this course. The students are responsible of watching the presentations in advance, as well as follow the instructions in each presentation and come prepared to class. Most of the class time will be allocated to discussion of concepts, ideas, approaches as well as individual works. Late submissions will not be accepted.

All students are responsible for behaving personally and academically in a way that is expected from a university student. That behavior includes but is not limited to respecting views and ideas of peers; not being involved in a discriminating behavior concerning race, religious beliefs, sexual orientation; always using one's own ideas in their projects. Plagiarism is not allowed and is a serious academic offense. All student work must be original work of the student that is the outcome of his/her intellectual efforts in the studio under the guidance of instructor.

Academic Dishonesty and Plagiarism: YOK Disciplinary Regulation

**ECTS Student Workload Estimation**

Activity	No/Weeks	Hours			Calculation	Explanation
		No/Weeks per Semester (A)	Preparing for the Activity (B)	Spent in the Activity Itself (C)		
Lecture	0	0	0	0	0	A*(B+C+D)
Lab etc.					0	
Midterm(s)	0	0	0		0	A*(B+C+D)
Assingment, Project, Presentation	14	4	12	4	280	A*(B+C+D)
Final Examination	1	8	8	0	16	A*(B+C+D)
Total Workload					296	
Total Workload/25					11,84	
ECTS					<b>12</b>	