

PORTLAND COMMUNITY COLLEGE

SYLVANIA CAMPUS

ID 133 SPACE PLANNING & DESIGN

CRN 41563 3 Credits

Fall Term 2010

Mondays 6:00p-9:50p

Lab 5:00p-6:00p

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SYLLABUS

Course Description:

This course studies functional and aesthetic design requirements in residential space planning, kitchens and storage spaces. Relates housing aspects to needs of individuals, families, and special groups. This course is transferable to a four-year institution and is applicable towards an Associate of Applied Science degree. Prerequisites: ID 131 or ARCH 201, ARCH 110, ARCH 124, and placement into MTH 60 and WR 121. Prerequisite/Concurrent: ARCH 100.

Instructional Materials:

Textbooks: *The House Handbook: Guidelines for Building or Remodeling Your Home.* Midwest Plan Service, 2006.

Creating the Not So Big House. Sarah Susanka. 2000 – you can get secondhand through Powell's, Half.com, Amazon.com, etc.

Optional Texts: *Space Planning Basics.* Mark Karlen.

The Not So Big House: A Blueprint for the Way We Really Live. Sarah Susanka. 1998
Architectural Graphics, Francis Ching, any edition

References: *Human Dimensions and Interior Space.* Julius Panero and Martin Zelnick.

Sylvania/Rockcreek 729 PANERO 1979

Housing Interiors for the Disabled and Elderly. Bettyann Boetticher Raschko. Sylvania 643.0880816 R37 1982

Course Activities and Design

This course will be presented by means of lecture, demonstrations, discussion, and work critique. The student's grade will be determined by a combination of studio exercises, testing, and class participation.

Skills:

The student will develop the following skills through this course:

1. Analyze and apply effective spatial design and furniture placement concepts to existing floor plans and the creation of new floor plans
2. Analyze and apply a client's needs to the creation of effective, well designed floor plans
3. Analyze the success of floor plans through individual and team critiques
4. Use architectural drafting standards to create drawings of proposed plans and solutions.

Concepts:

- furniture placement
- spatial layout
- ergonomics - people, activities, space
- architectural lettering
- architectural drafting
- client program
- universal, accessible, and adaptive design
- Americans with Disabilities Act
- interior space
- lot size and setbacks
- zones, adjacencies, alignments
- design process and review
- design prototypes
- building code application
- design process
- bubble diagrams

Learning Outcomes:

On completion of this course the student should be able to:

1. Use basic principles of spatial layout, and furniture planning to create well designed residential floor plans using architectural drafting skills that successfully meet the needs of a client's program.
2. Use their knowledge of universal and accessible design to make others aware and incorporate these design concepts into their environment.

Performance Tasks (Assessment):

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|--------------|--|
| Project #1 | Create a residential floor plan within an existing space that meets a client's spatial and furniture needs. |
| Project #2 | Create a residential floor plan within an existing space that demonstrates your understanding of designing for spatial and furniture needs as well as the application of universal design concepts and the Americans with Disabilities Act (ADA) as it applies to residential design. Put together a generic schedule of appliances, plumbing fixtures, and furniture. |
| Project #3 | Create a live/work floor plan for a small interior design firm in an existing house. Move walls and reconfigure spaces based on program and requirements for furniture and activities. Meet code requirements for accessibility and egress. Implement graphic tools for your presentation using image boards, floor plan, site plan, reflected ceiling plan, and interior elevations. Include a generic schedule of furniture, and schedules of appliances and plumbing fixtures which meet or exceed current Oregon code for energy or water use. |
| Extra Credit | Extra Credit options will be available for Projects 2 +3. These will be to do home energy analyses and/or appliance energy calculations using Energy Trust's web-based calculator. |
| In-Class: | There will be four in-class exercises relating to current subject matter. Materials will be turned in at the end of class for grading. In addition, you will be expected to participate in, and contribute to, all class discussions and in-class pin ups. |

Sketchbook: Students are highly encouraged to keep a sketchbook journal, looseleaf binder or folder of your design process to record your design ideas and support your knowledge of spatial relationship and effective layout for floor plan and furniture. This will aid in desk critiques.

Assignments & Grading:

Assignments are noted in the Class Schedule. All projects and exams will have a given number of points possible. The percentage breakdown for the term total is as follows:

Project #1	75 pts
Project #2	100 pts*
Project #3	200 pts*
In Class Exercises (25 pts each)	75 pts
Attendance & Participation [^]	50 pts
Total	500 pts*

*Extra credit points are not included in this matrix.

^ If you are feeling ill or have a fever do not come to class! It is your responsibility a) to get better and b) not risk the health of others.

Please contact me by email, phone, or text if you are going to miss class for an excused absence. Excused absences will not affect your grade. Any school closure will not be counted as an absence.

Grades will be awarded using the following PCC scale:

Percentage Range	Grade	Definition
90% - 100%	A	Superior Honor grade indicating excellence. Earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: superior examination scores, consistently accurate and prompt completion of assignments, ability to deal resourcefully with abstract ideas, superior mastery of pertinent skills, and excellent attendance. Probable success in a field relating to the subject or probable continued success in sequential courses.
80% - 89.9%	B	Above average Honor grade indicating competence. Earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: high examination scores, accurate and prompt completion of assignments, ability to deal well with abstract ideas, commendable mastery of pertinent skills, and excellent attendance. Probable continued success in sequential courses.
70% - 79.9%	C	Average Standard college grade indicating successful performance earned as a result of a combination of some or all of the following as outlined by the instructor in the course handout: satisfactory examination scores, generally accurate and prompt completion of assignments, ability to deal with abstract ideas, fair mastery of pertinent skills, and regular attendance. Sufficient evidence of ability to warrant entering sequential courses.
60% - 69.9%	D	Substandard but receiving credit Substandard grade indicating the student has met only minimum requirements as outlined by the instructor in the course handout. Earned as a result of some or all of the following: low examination scores, generally inaccurate, incomplete or late assignments, inadequate grasp of abstract ideas, barely acceptable mastery of pertinent skills, irregular attendance, insufficient evidence of ability to make advisable the enrollment in sequential courses. Does not satisfy requirements for entry into courses where prerequisites are specified.
0%-59.9%	F	Failure Non-passing grade indicating failure to meet minimum requirements as defined by the instructor in the course handout earned as a result of some or all of the following: non-passing examination scores, inaccurate, incomplete or late assignments, failure to cope with abstract ideas, inadequate mastery of pertinent skills, repeated absence from class. Does not satisfy requirements for entry into courses where prerequisites are specified.

Policies:

It is important you attend every class or make arrangements to get notes and handouts from a classmate. Attendance will be taken at every class, and a small portion of points allotted in the final grade for attendance and participation in class discussions. If you have any questions, problems, or need extra help, please be sure to talk to the instructor.

All students are required to use MyPCC at www.pcc.edu to receive announcements pertaining to this class, important links, and access to documents (files) such as this syllabus. I will post materials this on the course website as the term progresses. Also I will make announcements via the course website and/or mass emails, for example, if there is a school closure due to inclement weather. The student help desk is an excellent resource for assistance in how to use the system.

All projects are to be done in a professional manner. Late projects will be accepted but points will be deducted equal to 10% of the grade, and **must be turned in within 1 week of original due date.** This applies to all projects regardless of the reason for the delay; it also applies to any exam.
NO PROJECTS WILL BE ACCEPTED AFTER 5:00 PM, WEDNESDAY, DECEMBER 8, 2010.

In addition, students are responsible for reading and understanding the college catalogue and term schedule regarding the last day to drop a class for a "W" grade, the use of incomplete grades, grading policies in general, and school closure alerts.

PCC is committed to supporting all students. If you plan to use academic accommodations for this course, please contact your instructor as soon as possible to discuss your needs. Accommodations are not retroactive; they begin when the instructor receives the "Approved Academic Accommodations" letter from you (submitted in person for courses on campus; via email for Distance Learning courses). To request academic accommodations for a disability, please contact a disability services counselor on any PCC campus. Office locations, phone numbers, and additional information may be located at www.pcc.edu/resources/disability.