

ECTS Course Description Form

PART I (Senate Approval)

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| Offering School | Antalya Bilim University- School of Fine Arts and Architecture | | | | | |
| Offering Department | Interior Architecture and Environmental Design | | | | | |
| Program(s) Offered to | Interior Architecture & Environmental Design | | | | | Must |
| Course Code | IAED 1002 | | | | | |
| Course Name | Interior Design Studio II | | | | | |
| Language of Instruction | English | | | | | |
| Type of Course | Theory&Practical | | | | | |
| Level of Course | Undergraduate | | | | | |
| Hours per Week | Lecture: 4 | Laboratory: | Recitation: | Practical: 4 | Studio: BB-34 | Other: |
| ECTS Credit | 10 | | | | | |
| Grading Mode | Letter Grade | | | | | |
| Pre-requisites | IAED 1001 Interior Design Studio I | | | | | |
| Co-requisites | None | | | | | |
| Registration Restriction | Students who did not take or fail the IAED 1001 can not take this course. | | | | | |
| Educational Objective | The course acquaints the student with the profession of interior design including: design basics, planning, materials and elements, furniture, color and human factors. Course main objective is to improve students' knowledge and skills on decisions regarding light, color, texture, material and structure in respect to social and individual behaviors of users; to be address the scope of issues related to the space components that create the recreational area and sound room. | | | | | |
| Course Description | This course introduces the practices of the visual language of interiors by exploring the elements and principles of design. Ideas on interior space will be surveyed through size, scale, and the built environment. It will be applied in a conceptual design of recreational area and sound room. In this studio, the environmental, aesthetical, visual, cultural, structural, and functional fundamentals of design for both interior and exterior environmental will be practiced. | | | | | |
| Learning Outcomes | LO1 | Ability to Analyze and synthesize human perception and behavior patterns, using this information in design solutions. Solve complex design problems incrementally. | | | | |
| | LO2 | Ability to consider how contextual elements, such as precedents, experiences, expectations, and behaviors, influence design decisions to ensure they are contextually appropriate and empathetic for the environment. | | | | |
| | LO3 | Ability to draw plan and section of the designed space. | | | | |
| | LO4 | Ability to synthesize information to obtain evidence-based design solutions. | | | | |

PART II (Faculty Board Approval)

| | | Program Outcomes | LO1 | LO2 | LO3 | LO4 |
|----------------------------------|-------------|--|------------|---|-----|-----|
| | | Basic Outcomes (University-wide) | PO1 | Ability to communicate effectively and write and present a report in Turkish and English. | | |
| | PO2 | Ability to work individually, and in intra-disciplinary and multi-disciplinary teams. | | | | |
| | PO3 | Recognition of the need for life-long learning and ability to access information, follow developments in science and technology, and continually reinvent oneself. | | | | |
| | PO4 | Knowledge of project management, risk management, innovation and change management, entrepreneurship, and sustainable development. | | | | |
| | PO5 | Awareness of sectors and ability to prepare a business plan. | | | | |
| | PO6 | Understanding of professional and ethical responsibility and demonstrating ethical behavior. | | | | |
| Faculty Specific Outcomes | PO7 | Gain the ability of conceptualizing, applying, analyzing, synthesizing and evaluating information effectively (Critical Thinking). | | | | |
| | PO8 | Produce innovative ideas and products with creativity (Creativeness). | | | | |
| | PO9 | Gain the ability of leadership, entrepreneurship and self-leadership skills (Leadership and Entrepreneurship). | | | | |
| | PO10 | Care about the ethical values and principles; behave in accordance with these in professional and social life (Ethical Behavior). | | | | |
| | PO11 | Understand, define and reach the information that they need; use information effectively and share it with others (Information Literacy). | | | | |
| | PO12 | Use information effectively and communication technologies while learning, and can share their knowledge and experience with others using technology and visual means (Information and Communication Technology Literacy). | | | | |
| | PO13 | Global Context: To have a global perspective and consider social, cultural, economic, and ecological contexts in all areas of work. | | | | |

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| Discipline Specific Outcomes (program) | PO14 | Collaboration: To have the ability to collaborate with disciplines that the field interacts with. | | | | |
| | PO15 | Business Practice and Professionalism: To understand the principles, processes, and responsibilities that define the value of the profession to society. | | | | |
| | PO16 | Human-Centered Design: To integrate physical, social, and cultural dimensions of the built environment, considering human experience and behavior in the design process through analysis. | | | | |
| | PO17 | Design Process: To creatively solve a design problem using all aspects of the design process. | | | | |
| | PO18 | Communication: To have the ability to express and present ideas and thoughts effectively through verbal, written, and visual means, including in English, throughout the design and implementation process. | | | | |
| | PO19 | History: To have knowledge of the history of the profession and make design decisions sensitive to cultural heritage and historical/natural environments. | | | | |
| | PO20 | Design Elements and Principles: To be proficient in adopting design elements and principles in design approaches. | | | | |
| | PO21 | Light and Color: To apply principles and theories related to light and color in terms of environmental impact and human comfort effectively. | | | | |
| | PO22 | Products and Materials: To have knowledge of production, assembly, and maintenance requirements of interior fixtures, materials, and accessories, and to gain the ability to make selections and applications based on aesthetic, ergonomic, safety, and cost criteria. | | | | |
| | PO23 | Environmental Systems and Human Comfort: To apply principles related to environmental impact and human comfort, including acoustics, thermal comfort, indoor air quality, plumbing systems, and waste management. | | | | |
| | PO24 | Construction/Building/Structure: To understand the relationship between interior construction and its connection to basic building construction and systems. | | | | |
| | PO25 | Regulations and Guidelines: To be proficient in applying laws, regulations, and standards related to professional practice, including sustainability, fire safety, construction, materials, accessibility, intellectual and industrial property rights, and incorporating them into the design process. | | | | |

PART III (Department Board Approval)

| Course Subjects, Contribution of Course Subjects to Learning Outcomes, and Methods for Assessing Learning of Course Subjects | Subject | Week | Subject Explanation | LO1 | LO2 | LO3 | LO4 |
|--|---------|------|--|-----|-----|-----|-----|
| | S1 | 1 | - Introduction to Course, First Project and Syllabus Explanation - Concept Presentation | | | | |
| | S2 | 2 | - Individual Critics on Assignment 1-2: Concept and 1/50 Draft Plan Drawing - 1/50 Plan and Elevation Drawing | | | | |
| | S3 | 3 | - Individual Critics on Assignment 3-4: Mass Model, 1/50 Plan and Elevation Drawing -1/50 Plan, Elevation and Section Drawing | | | | |
| | S4 | 4 | -Individual Critics on Assignment 5-6: 1/50 Plan, Elevation and Section Drawing -1/50 Plan, Elevation, Section Drawings & Mass Model Making | | | | |
| | S5 | 5 | -Individual Critics on Assignment 7-8: Mass Model, 1/50 Plan, Section and Elevation Drawing -1/50 Plan, Elevation, Section, Isometric Drawings and Mass Model Making | | | | |
| | S6 | 6 | -National Holiday () -1/50 Plan, Sections, Elevation, Mass Model and Isometric Drawings | | | | |
| | S7 | 7 | Individual Critics on Assignment 11-12: Mass Model, Isometric Drawing, 1/50 Plan, Section and Elevation Drawing -Critiques and Questions | | | | |
| | S8 | 8 | ARA SINAV | | | | |
| | S9 | 9 | Introduction to Final Project | | | | |
| | S10 | 10 | -Individual Critics on Assignment 15-16: Concept, 1/50 Draft Mass Model and 1/50 Plan Drawing -1/50 Elevation and Section Drawing | | | | |
| | S11 | 11 | -Individual Critics on Assignment 17-18: 1/50 Plan, Elevation and Section Drawing -1/50 Plan and Section Drawing | | | | |
| | S12 | 12 | -Individual Critics on Assignment 19-20: 1/50 Plan, Elevation, Section Drawing and Digital 3D Model Making -Quiz | | | | |

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| | S13 | 13 | -Individual Critics on Assignment 21-22: 1/50 Plan, Elevation, Section and Digital 3D Model Developing -Individual Critics on Assignment 23: 1/50 Plan, Elevation, Section and Digital 3D Model Developing | | | | | |
| | S14 | 14 | -Individual Critics on Assignment 24: 1/50 Plan, Elevation, Section and Digital 3D Model Developing -Pre-Jury | | | | | |
| | S15 | 15 | -Individual Critics on Assignment 26: 1/50 Plan, Elevation, Section and Digital 3D Model Developing -Individual Critics on Assignment 27: 1/50 Plan, Elevation, Section and Digital 3D Model Developing | | | | | |
| | | | Final Jury | | | | | |
| Assessment Methods, Weight in Course Grade, Implementation and Make-Up Rules | No | Type | | Weight | Implementation Rule | | Make-Up Rule | |
| | A1 | Project Development | | 15% | Students weekly homeworks will be evaluated and graded. | | non | |
| | A2 | Quiz | | 5% | Drawin in studio | | non | |
| | A3 | Pre-Jury | | 10% | Presentation in studio/Submission | | non | |
| | A4 | Midterm | | 20% | Presentation in studio/Submission | | non | |
| | A5 | Final | | 50% | Presentation in studio/Submission | | non | |
| | TOTAL | | | | | | | 100% |
| Evidence of Achievement of Learning Outcomes | Students will demonstrate learning outcomes through weekly homework, in-class assignments, Midterm exams and Final exam. | | | | | | | |
| Method for Determining Letter Grade | Upon successful completion of all assessment methods, the total scores will be averaged and converted into a final letter grade using the following percentages and grading criteria. | | | | | | | |
| | ASSESSMENT METHOD | EFFECT ON GRADING | MARK | GRADE | VALUE | MARK | GRADE | VALUE |
| | Project Development | 15% | A+ - | | | C+ | 60-64 | 2,4 |
| | Quiz | 5% | A | 95-100 | 4,00 | C | 55-59 | 2,2 |
| | Pre-Jury | 10% | A- | 85-94 | 3,7 | C- | 50-54 | 1,7 |
| | Midterm | 20% | B+ | 80-84 | 3,3 | D+ | 45-49 | 1,3 |
| | Final | 50% | B | 75-79 | 3,00 | D | 40-44 | 1 |
| | | | B- | 65-74 | 2,7 | F | 0-39 | 0,00 |
| Teaching Methods, Student Work Load | No | Method | Explanation | | | | Hours | |
| | Time expected to be allocated by instructor | | | | | | | |
| | 1 | Lecture | Lecturing and practicing on whiteboard. Sample questions and answers to strengthen learning. In-class assignments. Exams. | | | | 4x14=52 hr | |
| | 2 | Practical | Supervised practical experience in a student's field of study that provides the opportunity to apply knowledge gained in an academic setting. | | | | 4x14=52 hr | |
| | Time expected to be allocated by student | | | | | | | |
| | 1 | Course Teaching Hours | | | | | 14x8=104 hr | |
| | 2 | Quiz | | | | | 1x4=4 hr | |
| | 3 | Pre-Jury Project Preparation | | | | | 1x16=16 | |
| | 4 | Pre-Jury | | | | | 1x4=4 hr | |
| | 5 | Homeworks | | | | | 28x1=28 hr | |
| | 6 | Midterm Project Preparation | | | | | 1x28=28 hr | |
| | 7 | Midterm Jury | | | | | 1x8=8 hr | |
| | 8 | Final Project Preparation | | | | | 1x50=50 hr | |
| 9 | Final Jury | | | | | 1x8=8hr | | |
| TOTAL | | | | | | | | 250 hours |
| IV. PART | | | | | | | | |
| Instructor | Name Surname | Asst. Prof. Dr. Mehmet Uğur KAHRAMAN ; Lec. Kadir Emre BAKIR ; Prt. Lec.Parla ÖZKUL | | | | | | |
| | E-mail | ugur.kahraman@antalya.edu.tr ; kadir.bakir@antalya.edu.tr ; parla.ozkul@antalya.edu.tr | | | | | | |
| | Phone Number | | | | | | | |
| | Office Number | | | | | | | |
| | Office Hours | | | | | | | |
| | Mandatory | | | | | | | |

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| Course Materials | Recommended | 1-Wim Pauwels (2011), Contemporary Architecture and Interiors Yearbook 2-Theo Stephan Williams (2010), The Interior Designer's Guide to Pricing, Estimating, and Budgeting 3-Mary Stewart (2002), . Launching The Imagination 4-Ingo Maurer & Susan Andrew (2000) , International Design Yearbook 2000 5-Frank Ching (1979), Architecture: Form, Space, and Order 6-Ernst Neufert(1936), Architect's Data, 5th edition 7-The Fundamentals of Interior Architecture by John Coles and Naomi House. 8-The Handbook of Interior Architecture and Design edited by Graeme Brooker and Lois Weintal. |
| Other | Scholastic Honesty | Violations of scholastic honesty include, but are not limited to cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Any for of scholastic dishonesty is a serious academic violation and will result in a disciplinary action. |
| | Students with Disabilities | Reasonable accommodations will be made for students with verifiable disabilities. |
| | Safety Issues | |
| | Flexibility | Circumstances may arise during the course that prevents the instructor from fulfilling each and every component of this syllabus; therefore, the syllabus is subject to change. Students will be notified prior to any changes. |

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