

PART I (Senate Approval)						
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 1105					
Course Name	Basics of Interior Design					
Language of Instruction	English					
Type of Course	Theory&Practical					
Level of Course	Undergraduate					
Hours per Week	Lecture: 2	Laboratory:	Recitation:	Practical: 2	Studio: BB-34 & BB-35	Other:
ECTS Credit	4					
Grading Mode	Letter Grade					
Pre-requisites	None					
Co-requisites	None					
Registration Restriction	None					
Educational Objective	<ul style="list-style-type: none"> •To introduce students to the foundational elements and principles of design, emphasizing their interaction in creating effective visual compositions. •To provide students with a comprehensive understanding of Gestalt principles and how they enhance the perception and organization of design. •To develop students' ability to apply both design and Gestalt principles in practical tasks, enabling them to solve design problems creatively. •To help students explore the transition from 2D design to low-relief compositions, emphasizing depth, space, and figure-ground relationships. •To build a strong design vocabulary that enables students to articulate and critique visual compositions, both verbally and in writing. 					
Course Description	This course introduces students to the foundational elements and principles of design, with an emphasis on how design elements interact to create balanced, unified compositions. Students will explore Gestalt principles of visual perception, such as proximity, similarity, figure-ground, and continuity, and how they enhance the understanding and application of design principles. Through a series of hands-on practice exercises and reflective assignments, students will learn to create compositions that are visually compelling and conceptually sound. The course will also guide students through the process of transitioning from 2D compositions to low-relief work, where depth and spatial relationships play a crucial role. Group critiques and peer feedback will encourage critical thinking and collaborative learning.					
Learning Outcomes	LO1	To be able to apply by exploring multiple ideas and iterating through different interpretations in the design process.				
	LO2	To develop the ability to design and implement original, creative, and effective solutions.				
	LO3	To develop a deep understanding of design elements, principles, and related theories that encompass spatial definitions and organizations.				
	LO4	Within the scope of the interior design curriculum; to develop the ability to effectively apply design elements, principles, and related theories in two and three-dimensional design solutions.				
PART II (Faculty Board Approval)						
Basic Outcomes (University-wide)		Program Outcomes	LO1	LO2	LO3	LO4
	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.				

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	LO5
	S1	1	Introduction to Syllabus and Design Elements (line, shape, form, texture, color, space) Studio work I					
	S2	2	Exploration of Design Elements Classwork (Explore shape, form, texture, and color through guided exercises) Studio work II					
	S3	3	Design Principles I Studio work III					
	S4	4	Design Principles II Studio work IV					
	S5	5	Gestalt Principles Studio work V					
	S6	6	National Holiday					
	S7	7	Critics for Midterm					
	S8	8	MIDTERM EXAM WEEK					
	S9	9	Color Theory Studio work VI					
	S10	10	Gestalt & Design Principles					
	S11	11	Quiz					
	S12	12	Final Project Announcement					
	S13	13	Final Project Preparation and Critiques					
	S14	14	Final Project Preparation and Critiques					
	S15	15	Final Project Preparation and Critiques					
				FINAL				

Assessment Methods, Weight in Course Grade, Implementation and Make-Up Rules	No	Type	Weight	Implementation Rule	Make-Up Rule
	A1	Quiz	10%		
	A2	Project Development & Assignments (Portfolio)	20%		
	A3	Midterm	20%		

	A4	Final Project	50%					
	TOTAL							100%
Evidence of Achievement of Learning Outcomes	Students will demonstrate learning outcomes through weekly homework, in-class assignments, Midterm project portfolio and Final project portfolio.							
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
	Quiz	10%	A+	-		C+	60-64	2,4
	Project Development & Assignments (Portfolio)	20%	A	95-100	4,00	C	55-59	2,2
	Midterm	20%	A-	85-94	3,7	C-	50-54	1,7
	Final Project	50%	B+	80-84	3,3	D+	45-49	1,3
		100%	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	Course Teaching Hours					4x14=56 hr	
	Time expected to be allocated by student							
	2	Quiz					4x1=4 hr	
	2	Assignments (s)					3x8=24 hr	
	3	Midterm Project Preparation					7x1=7 hr	
	4	Midterm					1x4=4hr	
	5	Final Project Preparation					1x7=7 hr	
	6	Final					1x4=4hr	
TOTAL						106		
IV. PART								
Instructor	Name Surname	Asst. Prof. Dr. Buket ŞENOĞLU ; Prt. Lec. Parla ÖZKUL ; Lec. Dr. Setenay UÇAR						
	E-mail	buket.senoglu@antalya.edu.tr ; parla.ozkul@antalya.edu.tr ; setenay.ucar@antalya.edu.tr						
	Phone Number							
	Office Number							
	Office Hours	4 hours (according to school semestre)- For On-line courses students can reach the instructor via email to book for a one-to one meeting via microsoft teams·						
Course Materials	Mandatory							
	Recommended	1- Lauer, D. A., & Pentak, S. (2011). Design basics. Cengage Learning. 2- White, A. W. (2011). The elements of graphic design: space, unity, page architecture, and type. Skyhorse Publishing, Inc.. 3-Koffka, K. (2013). Principles of Gestalt psychology. Routledge. 4-Albers, J. (2013). Interaction of color. Yale University Press.						
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.						