I BASIC COURSE INFORMATION
School/ Department: School of Design/ Interior Design/ Alison Snyder, Chairperson
Type of Course: Seminar
Class Meetings: Thursday 02:00 - 04:50PM/ 3 credits
Enrollment Capacity: 10
Location: Pratt Studios, Room 202

II INSTRUCTOR CONTACT INFORMATION
INT 403-01 Karin Tehve (coordinator), Associate Professor ktehve@pratt.edu
INT 403-02 Sheryl Kasak, Adjunct Associate Professor skasak@pratt.edu
INT 403-03 Alex Schweder, Visiting Associate Professor aschwede@pratt.edu
INT 403-04 John Nafziger, Visiting Assistant Professor jnafzige@pratt.edu
INT 403-05 Annie Coggan Crawford, Adjunct Assistant Professor acogganc@pratt.edu
INT 403-06 Melissa Cicetti, Visiting Associate Professor mcicetti@pratt.edu
INT 403-07 Marcelo López-Dinardi, Visiting Associate Professor mlopezdi@pratt.edu
Office Hours are by appointment. Please email your section professor to arrange a time to meet.

III COURSE DESCRIPTION

Bulletin Description
Directed Research is a course intended to guide students in the research and development of a thesis project. As such, this course expands and builds upon the readings, analysis, and research undertaken in previous courses to address theoretical, social, cultural, and physical design issues. In this course students will assemble the components of a design brief that will be used to continue to guide the project during the thesis design semester.

Detailed Description
Directed Research is a course intended to guide students in the research and development of a thesis project. A thesis project is an opportunity to begin to define oneself as a designer in terms of topic, methodology, and intention. A good thesis project will use design to engage and take a position on broader cultural and theoretical issues. As such, this course expands and builds upon the readings, analysis, and research undertaken in previous courses to address theoretical, social, cultural, and physical design issues. Each year the faculty choose a theme that students are required to respond to in their thesis research and design projects. The theme may be interpreted in a variety of ways and there are a number of ways to approach the theme: 1) pair the theme with another word/concept, 2) work with the opposite of the theme, 3) work with synonyms of the theme. The theme and the course offer a realm for conversation and critique with an advisor, among peers, and in the broader spectrum of the discipline and practice of Interior Design. In this course, students will have an opportunity to explore this theme and develop their own conceptual and methodological approach to this theme. Through readings, discussions, pinups, and individual reviews, students will assemble the components of a design brief that will be used to continue to guide the project during the thesis design semester. Students will be expected to prepare a design brief containing information and background research on various aspects of their thesis project.

1 Published bulletin description (accessed 07.13.17):
Offers instruction in and discussion of design programming and design methodology. It consists of the preparation of a design program for the Senior Thesis to be prepared the following (spring) semester. The first six weeks of the semester will be spent in lecture and seminar sessions, providing instruction in program development and in discussion of programming techniques and the selection of a thesis project, including the thesis site. The remainder of the semester will be spent primarily in individual and/or small group discussions, providing guidance in the detailed development of individual thesis design programs.
Goals
Students will develop an understanding of:
1. A variety of visual and verbal communication tools; in posing questions, documenting research and proposing ideas.
2. Precedent research and analysis, and methodology research.
3. Program analysis and development
4. Required components of a design brief
5. Conceptual and practical groundwork for a thesis project
6. Research and process necessary for programming
7. Contemporary issues affecting the discipline and practice of Interior Design

Student Learning Objectives:
Students will be able to:
1. Demonstrate resourcefulness, proficiency and literacy in modes of research, beginning in a study of research methods, tools and techniques, excavating precedents for an approach and process.
2. Develop documentation through a variety of analog and digital presentation tools, two-dimensional and three-dimensional media, appropriate to the framework of communication.
3. Define the framework and methodology in which to explore their ideas. This framework shall include a written statement of intent, site selection, research documentation, full scale material or formal studies, etc.
4. Produce a well-researched and coherently presented design brief, indicating a process of investigation and outcomes for the following semester.
5. Complete a detailed historical precedent analysis
6. Complete a detailed contemporary case study analysis
7. Prepare a detailed program
8. Analyze an existing site
9. Produce a clear design concept and thesis statement
10. Research appropriate standards and precedents related to sustainable practice, material research, environmental quality, and technology.
11. Listen critically and give constructive feedback to peers in critiques

IV COURSE REQUIREMENTS
Deliverables Overview
Students will be expected to prepare a design brief containing information and background research on various aspects of their thesis project. Required components include: statement/concept, strategy/materials/methods, site, program, as well as precedent(s), and research. A detailed list is contained in the Design Brief Guide.
You will be required to submit your work in digital form for final assessment and the department’s archive during the last week of class.

Individual Assignments
Each assignments addresses the components described above.

Design Brief/ Book
The design brief will be presented in digital and print format (see class schedule). It should contain both visual and written materials gathered during your research as well as documentation of your own analysis and initial design ideas.
### Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Due</th>
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<tbody>
<tr>
<td>08.29</td>
<td>Lottery + Overview</td>
<td>Questionnaire/ Initial reading/ Assignment 1</td>
</tr>
<tr>
<td>09.05</td>
<td>Lecture 01</td>
<td>Assignment 2</td>
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<td></td>
<td>Individual or small-group Reviews</td>
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<tr>
<td>09.12</td>
<td>Pin-Up And Discussion</td>
<td>Assignment 3</td>
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<tr>
<td>09.19</td>
<td>Lecture 02</td>
<td>Assignment 4</td>
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<tr>
<td>09.26</td>
<td>in-house group review</td>
<td>Physical Pin-up</td>
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<td>Assignment 5</td>
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<tr>
<td>10.03</td>
<td>Lecture 03</td>
<td>Assignment 6</td>
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<td></td>
<td>Individual or small-group Reviews</td>
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<tr>
<td>10.10</td>
<td>MID TERM BREAK- NO CLASS</td>
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<tr>
<td>10.17</td>
<td>Lecture 04</td>
<td>Assignment 7</td>
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<td></td>
<td>Individual or small-group Reviews</td>
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<tr>
<td>10.24</td>
<td>Mid Review w/ jurors</td>
<td>Assignment 8</td>
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<tr>
<td>10.31</td>
<td>Lecture 05</td>
<td>Assignment 9</td>
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<td></td>
<td>Individual or small-group Reviews</td>
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<td>11.07</td>
<td>Pin-Up And Discussion</td>
<td>Assignment 10</td>
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<td>11.14</td>
<td>Lecture 06</td>
<td>Assignment 11</td>
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<td></td>
<td>Individual or small-group Reviews</td>
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<td>11.21</td>
<td>Writing workshop</td>
<td>Assignment 12</td>
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<tr>
<td>11.28</td>
<td>Lecture 07</td>
<td>Assignment 13</td>
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<td></td>
<td>Individual or small-group Reviews OR Pin-up</td>
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<tr>
<td>12.05</td>
<td>NO CLASS- STUDIO DAYS</td>
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<tr>
<td>12.12</td>
<td>Final Review w/ jurors</td>
<td>Physical Pin-up</td>
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<tr>
<td>12.15</td>
<td>DESIGN BRIEF DUE (digital only)</td>
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### Assessment and Grading:

**Methods of Assessment:**  
Students will be evaluated on the following:  
- Concept Development: 10%  
- Precedent Analysis: 10%  
- Research: 10%  
- Program Development: 10%  
- Site: 10%  
- Design Strategy: 10%  
- Class Participation: 10%  
  - Student engages in discussion regarding their own and their studio-mates’ work in a constructive manner.  
- Final Design Brief/ Presentations: 30%  
  - Student is able to present or discuss project at any stage with clarity and precision. Final book is clear, concise and complete. Weight will be given to mid-term and final reviews.

**Grading Standards:**  
All undergraduate students must maintain a cumulative GPA of 2.0 (equivalent of a C) to remain in Good Standing. An undergraduate student whose GPA falls below a 2.0 at any time may be subject to academic discipline.
Grade descriptions are currently under departmental review, please see Student Handbook for more information. For institute grade descriptions please see Bulletin.

### V POLICIES

Institute-wide policies listed in the “Community Standards” section of the bulletin:

All students must adhere to Institute-wide policies listed in the student handbook and Institute Bulletin under “Community Standards.” These include policies on attendance, academic integrity, plagiarism, computer, and network use.

#### Attendance:

Attendance is recorded by the Faculty. There are no excused absences or cuts. Students are expected to attend all classes. Any absences may affect the final grade. **(3) absences may result in course failure at the discretion of the instructor.** Instructors are responsible for holding all scheduled classes and giving make-up classes for canceled sessions. Students are expected to attend these classes. Unexcused absences and tardiness may affect final grade. In the case of any absence, it is the student’s responsibility to obtain assignments from fellow students.


Students who must miss class due to religious holidays should inform their instructors and advisor in advance to make appropriate arrangements at the beginning of the semester. Absences in case of an emergency or illness will need to be accompanied by admissible documentation.

#### Policy on students with disabilities:

Learning Access Center Accommodations

Pratt Institute is committed to the full inclusion of all students. If you are a student with a disability and require accommodations, please contact the L/AC (Learning Access Center, formally the Disability Resource Center) to schedule an appointment to discuss these accommodations. Students with disabilities who have already registered with the L/AC are encouraged to speak to their professor about accommodations they may need to produce an accessible learning environment at the beginning of the semester. email: lac@pratt.edu telephone: 718.802.3123


#### Academic Honesty

Students are expected to conduct themselves in a manner that reflects the ethical ideas of the profession. Any act of academic dishonesty not only raises questions about an individual’s fitness to practice design, but also...
demeans the academic environment in which it occurred. Plagiarism, i.e. the presentation as one’s own work of words, drawings, ideas and opinions of someone else, is a serious instance of academic dishonesty. The submission of any piece of work (written, drawn, built, or photocopied) is assumed by the school to guarantee that the thoughts and expressions in it are literally the student’s own, executed by the student. For clarity on what constitutes plagiarism see the Academic Integrity Code in the Bulletin. The Writing and Tutorial Center staff is available to clarify issues of academic standards and to provide writing and tutorial help for all Pratt students.

Additional applicable school, departmental, or personal course policies:

A note on progress/ process:
Presentation of new work is required for each and every class and is a part of the evaluation for every aspect of the student’s production. Students are expected to bring in studies, drawings, research, etc. for EACH class, as per assignments. Failure to do so will be considered an absence for the day’s class. At minimum, a student should complete weekly assignments; there is also opportunity to respond to their professor’s criticism from the previous class; independent inquiry expanding from discussions is expected regularly. Student engages each assignment with rigor, demonstrating an iterative process.

One’s thesis should develop in complexity and detail over course of the semester. The body of ideas and methods should engaged should expand. It is expected (and evaluated) that students use feedback from class to their advantage. Final book demonstrates a level of development appropriate to the beginning thesis project in the spring and a conceptual unity between the components- that is, the relationship of each component to one another and the thesis statement is clear.

Any of the components described MAY shift as the thesis develops in studio in the spring semester. Each student will receive a progress report at mid semester (after the mid-term review) and at the end of the term. Any student not performing in a way that suggests long-term success will receive a mid-term warning.

RESOURCES

Site Information
The department keeps a number of resources on the Learning Management System (LMS), including readings and a database of site information. You will be given a list of sites from which to choose, once you know what site you would like to work with, you should be able to find drawings and/or AutoCAD files available for you. Here are instructions to access the site files on LMS:
1) Log on to Pratt LMS
2) On your LMS course page, you should see a heading called “INT Database”
3) Use the Enrollment Key/Password: INT_Database1
4) In INT Database, you will see a heading called “Site Information.” In this section you will find a .pdf of the sites selected for this year. You will also see a folder called “Site Files” that contains the available site drawings and information.
5) After you have reviewed the .pdf list, go into the Site Files folder and you will find the sites listed by borough and address. Each site folder will have relevant dwg, jpg, and pdf files. There is different information available for each site, but at the minimum every site should have plan drawings. Click on the individual files to download them.
BIBLIOGRAPHY

Required Readings

Neil Leach, *Camouflage*

Recommended Readings/ Resources

Additional readings may be assigned as required by the professor, depending on your project development. The following represent readings specific to CONTINGENCY:


Theaster Gates, Precondition
Actions of Architecture, Jonathan Hill
Use Matters, Kenny Cupers
Lisa Robertson, Seven Walks and Occasional Works From the Office of Soft Architecture

The following readings are recommended to help you with precedent and site analysis, programming, design strategy, and concept development:

Voordt, T. and Wegen, H. *Architecture in Use*. 2005
Weinthal, Lois, ed. *Toward a New Interior*. 2011
Weston, Richard. *Key Buildings of the Twentieth Century*. 2010