



# Interior Design Studio

## Course Details

**Course Designator & Number: FLOR 3502**

**Number of Credits: 3**

**Language of Instruction: English**

**Contact Hours: 75**

**Instructor: Professor Carlo Archilli** (M.Arch., Licensed Architect)

## Course Description

The course provides a professional dimension to the field of contemporary interior design through investigations into its history, theory, analysis and methods applied to the Italian context. The location in Florence is essential in illustrating the relevance of Italy in forming the foundations of modern concepts in design. Students will complete projects involving Italian clients, using historic precedents for adaptive use or renovation of spaces in central Florence.

Building upon knowledge and skills acquired in previous studios, students will explore the sense of place and the contribution of artifacts to interior environments. Special attention will be placed on the pre-design, programming, and schematic design phases of the process as students explore multiple concepts and design solutions for projects.

## Learning Outcomes

Upon completion of this course, students will be able to:

- Synthesize previous design work to develop a total solution.
- Utilize observation and written materials in the programming process.
- Apply applicable codes and other standards related to health, safety, and welfare.
- Examine creativity as it relates to the problem, concept, function, and human needs.

- Consider context (i.e., demographics, physical site, history, and culture) as an influence on design decisions.
- Understand the meaning and contribution of artifacts & architectural details in establishing a sense of place.

In addition to the time in studio each week, the workload expectations for this class include:

- Sourcing and reviewing of readings/graphics in addition to those provided by the instructor.
- Reflection and articulation of what is being learned.
- Writing assignments related to project presentations.
- Researching answers to questions posed in class.
- Class discussions with faculty and students.

Students are also expected to show initiative in exploring assignment topics, and supplement the provided basic resources with independent research into precedents, theory, and trends.

Every student's experience will be unique, but a basic expectation would be that the minimum time commitment outside of class would be at least equal to that spent in study.

## Course Objectives

The purpose of the course is to extend the student's viewpoint beyond simple solutions of form and color and to encourage thoughtful exploration of detail and materials. In this studio students will explore complex Interior design problems sited in the historic center of Florence. Projects will have an emphasis on design of cultural and commercial spaces. Students will be exposed to modern-day needs of Italy that encompass a broad variety of design circumstances. Considerable research will be involved as students will learn to recognize virtues of the Italian design process.

## Methodology

The course is structured by:

- Lectures, class discussion, and studio critiques.
- Field trips for the purposes of information gathering and site analysis.

- Reading assignments with written reports and various design exercises. It is the student's responsibility to cover all material assigned, either from the required text, handouts or books placed on reserve. Outside research will be assigned.

## Experiential Learning & Field Visits

Field trips and construction site visits will be crucial for incorporating outside experiences into the course. This will take the form of field trips to relevant locations and it will be more project-based field work with students regularly visiting or working at one site as part of a course project. For example, a reuse of a historic building for contemporary living may have a demonstration plot at a public building which students can visit regularly as a hands-on learning technique.

## Course Prerequisites

Four semesters of Interior Design studios, or equivalent, or portfolio review.

## Required Reading / Materials

No textbooks, readings and resources will be available. The course's Moodle site is the primary location for readings and assignments. Articles:

- Stephanie Watson Zollinger, *Effective Design Critique Strategies Across Disciplines*, Ed.D., Jody Nyboer Ph.D.
- S. Reznikoff, *Interior Graphic and Design Standards* (Whitney Library of Design)

Weekly articles will be handed out from Domus, Casabella, Ottagono, Area, Architectural Review.

## Additional Resources

- Identità della cultura italiana 2023, XXI Convegno, didapress, Firenze
- Caniggia G., Maffei G.L., Buildings as individuations of building types. In *Interpreting basic building - Architectural composition and building typology*, Florence: Alinea Editrice 2001, pp.75-117
- Chen A., *Architectural Record* mag.ne 06/2009 The utilitarian Docks de Paris makes a fashion statement
- Capanni F., *Space, Light, Architecture* noédizioni 2009 Forlì

Achilli C., AND mag.ne 26/2014 pp. 69-75 Space Cubed: 4 Case Studies

## **Materials**

- Laptop computer with i7 or i9 Dual Core processor or equivalent/32MB of RAM/Software Autocad, 3d Studio Max & Vray. Sketchup
- Tracing Paper, 30 cm roll
- Thick black permanent marker
- Thin black pen 1mm
- Medium weigh Pen 2mm
- Architectural Scale 1:20 a 1:100

# Grading

## Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Participation in class	10%
1st Design Project (Individual Projects)	40%
2nd Design Project (Individual Projects)	40%
Sketchbook	10%
<b>Overall grade</b>	<b>100%</b>

## Assignment Details

### First Design Project (Individual) 40%

Students develop a project for a residential space in a Florentine historical Palazzo (notified building). The project will focus on restoration and reuse of the historical space for residential use. Students will be asked to produce plants, sections, elevations, 3-D models, renderings and interior design scale. Each student will then present the project in class.

### Second Design Project (Individual) 40%

Starting from the historical urban context of “le Murate” (former convent and former jail in the Florence city center), students will have the opportunity to transform the original building into a commercial space, specifically into hotel / hospitality facilities, producing plants, sections, elevations, 3-D models, renderings and interior design scale. The project will be presented and critiqued in class.

### Sketchbook 10%

The sketchbook collects a minimum of 10 hand-drawings and notes from onsite classes, visits and construction site experiences.

# Course Content

The course is structured around lectures, discussions, readings and both group and individual exercises. A variety of concepts and principles will be introduced in lectures and other forums which are intended to transform into research and inquiry processes to which the students and faculty together will find design solutions. Individual desk crits and group design reviews will take place during studio time and are structured to generate theoretical discussions, sharing of information, collaboration and exploration of ideas in the search for excellence in conceptual and design proposals.

## General notes:

- Interior design students must advance their designs through sketching, drafting, and research. Students should always come to class prepared to present their design development.
- Feedback and Questions: this course should be a valuable learning experience for all students. Their feedback regarding the class is appreciated at any time during the semester. It is easiest to reach the professor by email or right before or after class, or an appointment can be set up.
- Email: please understand that the professor responds to emails between the hours of 12:30–6:30 p.m. Monday–Thursday.

## Unit 1

- Introduction to Studio and instructor's professional background
- Introduction to 1<sup>st</sup> Design Project: Le Murate, Firenze

## Unit 2

- Pre-design site analysis, visit the site. Work on research binder.
- Visit interior design spaces in Florence
- Lecture: the concept of Made in Italy in Interior Design

## Unit 3

- Lecture: Case study I
- Concept Progress Check
- Concept Pin Up

## Unit 4

- Concept development
- Desk Critiques
- **Mid-Project Presentation 1**

## Unit 5

- Lecture: Case study II
- Schematics and 3D development
- Desk Critiques

## Unit 6

- Lecture: The work of Carlo Scarpa
- Renderings and detail
- Desk Critiques

## Unit 7

- **Final Presentation Project 1**
- Introduction to Project 2: Hotel Palazzo Piccolomini (16th century)



## Unit 8

- Break

## Unit 9

- Orvieto: students will be assigned an exercise to complete during their trip to Orvieto, Umbria
- Research and concept

## Unit 10

- Lecture: Case study III
- Schematics and 3D development
- Desk Critiques

## Unit 11

- Concept Progress Check
- Concept Pin Up

## Unit 12

- Renderings and detail
- Desk Critiques
- **Mid-Project Presentation 2**

## Unit 13

- Lecture: Case studies IV

- Schematics and 3D development
- Desk Critiques

## Unit 14

- Lecture: Case studies V
- Renderings and detail
- Schematics/Presentation and model work

## Unit 15

- Work on presentation and model
- Final Presentations Project 2

# Policies

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## Penalty for Extra Absences

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. **If you miss more than one class meeting for courses meeting once a week or two class meetings for courses meeting more than once a week without evidence of medical need, your final grade for the class will be dropped by a third of a letter grade for each extra absence** (check the Academic Handbook for the attendance policy in place at the Florence Program). When missing class, it is the student's responsibility to find out what information was given in class, including any announcements made.

Missed assignments: a valid doctor's certificate dated on the day of the absence is required to make up for any missed assignment (paper due, presentation due, project due, test, quiz, midterm, final, and all other graded activities). Failure to provide such evidence will automatically result in an "F"/"0" grade for the assignment. No exceptions allowed.

See the Academic Handbook for guidelines on providing a valid medical certificate.

## **Use of Electronic Devices in Class**

All electronic devices, including cell phones and laptops, must be turned off during class time. Failure to comply with this policy will be factored into the participation grade for the course and may lead to disciplinary measures.

## **University of Minnesota Policies & Procedures**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### **Scholastic Dishonesty**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### **Student Conduct**

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).