ID 4700  
**Lighting & Detailing**  

**Fall 2015**

**Meeting days/time:** CRN 50057 SECTION 001: Monday/Wednesday/Friday 11:30pm–12:20pm

**Instructor:** Sarah Urquhart, MFA, LEED AP ID+C  
NCIDQ Certificate No. 26765  
Assistant Professor of Interior Design  
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**Office Location:** Family Life 320D  
**Office Hours:** By Appointment

**Textbooks:**
- INTERIOR LIGHTING FOR DESIGNERS 5th Ed  
  Author: Gordon  
  ISBN: 9780471099550
- ARCHITECTURAL WOODWORK STANDARDS 2nd Ed  
  Author: Architectural Woodwork Institute  
  Signup for AWI Student Membership & the book is Free!  
  Please plan to sign up immediately so your book arrives in  
  time for the detailing part of the course.  
  Visit: [http://www.awinet.org/assoc_subscribe.asp](http://www.awinet.org/assoc_subscribe.asp)

**Software:** Revit 2015 or newer  
ELUM Revit Plugin (instructor will provide free license key but student will be  
responsible for downloading and installing)

**Materials:** Set of warm OR cool gray Prismacolor (or equivalent) markers

**Course Description:** This is a current topics course that will provide an introduction to lighting  
design and interior detailing. This will include technical terminology, qualitative  
and quantitative measures of light, and application of lighting principles and  
equipment to interior environments. The detailing portion of the course will  
explore detailing practices for millwork, finishes, and rest rooms.

**Instructional Methods:** This course is taught using a variety of instructional methods including lecture,  
class discussion, small group work, & project based learning.

**IDEA Objective:** Developing specific skills, competencies, and points of view needed by  
professionals in the field most  
closely related to this course  
Please note, this objective corresponds to the IDEA evaluation survey at the  
end of the semester.
Course Outcomes: By the end of the semester, students will be able to:
1. Design using light as a material
2. Select luminaires in accordance with human psychological needs and appropriate codes and regulations.
4. Run photometric calculations and understand what they mean.
5. Create appropriate detail drawings for a variety of interiors applications

Requirements: On Time Attendance through duration of class period.
Excellence in completion of all assignments and exams.
Active participation in class discussion.

Attendance: Attendance will not be taken. It is assumed you are here because you are invested in learning content that will give you a significant edge as an entry level designer. However should you plan to be absent for whatever reason, it is expected that you would give your instructor notice as a professional courtesy, just as you would your place of employment.

Late Work Policy: Late work is not accepted without documented extenuating circumstances. Every effort will be made to accommodate legitimate situations. Computer or internet issues do not qualify for extenuating circumstances! Back up your work to a central location (think Google Drive!) or make other arrangements such as using one of “The Sisters” in the ID office during the time your computer is down.

Extra Credit Policy: Extra credit may be offered periodically through a variety of means.

Canvas Submission Policy: All written work will be submitted on Canvas and will be evaluated with the Turn-it-in software for plagiarism. All Canvas submissions are due by 3:00 am Mountain Time on the night of the assignment due date which is of course technically the next day. Deadlines will not be extended for online submission issues. We all know that technology is not always reliable. Students are responsible for planning ahead.

Extenuating Circumstances Policy: The term “extenuating” circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedule to secure employment, (4) change in work schedule as required by employer, (5) judicial obligations, or (6) other emergencies deemed appropriate by the instructor.

Classroom & Computer Policy: Laptop, tablet or phone use is acceptable for in class purposes such as taking notes, participating in digital class activities, or looking up answers to questions. However disruptive use of, including but not restricted to, social networking websites, personal email, movie streaming, or headphones will result in being excused from class and being counted absent. Also please keep your laptop and other personal property secured, as loss of personal property is your responsibility.

Student Work Use Policy: Utah State University reserves a royalty free, non-exclusive right to use student works for purposes of University archival and academic reference and for research purposes. Student work in this course may be retained by the department, program or professor for the purposes of accreditation documentation, display, and may be featured in images, in print or online.
Grading Scale:  
A  100-93%  B  86-83%  C  76-73%  F  59% and below  
A-  92-90%  B-  82-80%  C-  72-70%  
B+  89-87%  C+  79-77%  D  69-60%  

Grades will be rounded to the nearest tenth. From there, hitting the next letter grade is based on performance. An 89.9 is a B not an A. The move to 90.0 must be earned and will be based on the level of excellence as defined by each assignment rubric.

Grading Breakdown:  
20% – Observation Journal  
40% – Assignments  
20% – Quizzes  
20% – Final Project  

Quiz Policy: Quizzes will completed on Canvas on your own. Quizzes are open book and will be a mix of multiple choice and essay questions covering the reading material.

ADA Statement: The Americans with Disabilities act states: “Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program.” If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille.

Plagiarism Statement: Plagiarism includes knowingly “representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (Code of Policies and Procedures for Students, Article V, Section 3A.1). The penalties for plagiarism are severe. They include “#1) warning or reprimand and #2) grade adjustment” (see: Article VI, Section 1A). Other penalties may also be imposed at the Dean’s discretion. These include probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, referral to psychological counseling, and other appropriate disciplinary actions. For additional information on the honor code, please see the provost's website at http://www.usu.edu/provost/faculty/teaching/doc/Syllabus_resources_USU_policies.pdf
Inclusion Statement: No student is permitted to create a threatening, intimidating, or harassing environment in this course. Classroom civility is a part of the Student Code, and infractions will be pursued through the Student Conduct Coordinator. This course will be conducted in a safe and tolerant environment, and any person who detracts from that environment will be instructed to leave without the ability to make up coursework.

Syllabus Change Policy: This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.
Observation Journal
LEARNING GOALS
Help students learn to become observers of their environment and learn to quantify observations and perceptions in order to understand why design solutions work.

PROJECT
Students will work in pairs and will be expected to turn in an observation report each week. These observations may occur locally in town, or where ever the students decide to go, but must be completed in person unless otherwise noted by the instructor. Additionally, please aim to look off campus. A wide enough variety of spaces does not exist on campus for sufficient exposure. A prompt sheet will be provided each week to guide the students in what to look for. It is expected that 2 to 3 good paragraphs will be included in each report and as many student taken images as necessary to illustrate key points or discoveries. These observation reports will be submitted online in Canvas. Students will be graded on depth of description and use of lighting vocabulary.

Lighting Design I
LEARNING GOALS
Explore using light as a material & visually illustrate a lighting concept.

PROJECT
Students will select a program and floor plan. This may be a current or past project. If needed, the instructor can also provide a program and floorplan. Using gray markers, hand render elevation and/or wireframe perspective views to illustrate the desired emotional background, lighting placement, intensity, and play of light for at least 2 different space types (i.e. a corridor and a cash wrap area). Write a paragraph describing the desired feel and accompanying lighting strategy for each space.

Lighting Design II
LEARNING GOALS
Work with light color spectrums in tandem with materials. Run preliminary lighting calculations. Consider day lighting in tandem with artificial lighting.

PROJECT
Students will select a program and a floorplan. It is acceptable to continue on from assignment I or choose a new space. If needed the instructor can provide a program and a floorplan. Select an appropriate color temperature for your lighting design. Select typical appropriate luminaires that are available in the color temperature and lighting distribution for your application. Assemble representative cutsheets for each type of luminaire. Run preliminary lighting calculations.

Lighting Design III
LEARNING GOALS
Select appropriate luminaires
Create lighting layouts

PROJECT
Students will select a program and a floorplan. It is acceptable to continue on from assignment I or choose a new space. If needed the instructor can provide a program and a floorplan. It is suggested that the student select a space they have already modeled in Revit or are modeling for another project since the modeling
itself is outside the scope of the project and will significantly increase workload. If needed, the instructor can provide a model. Select appropriate luminaires to execute a lighting concept. Assemble a PDF of all luminaire cutsheets. Create an appropriate lighting layout. Modify the ceiling plane as necessary to facilitate your design. Run photometric lighting calculations using ELUM. Create a properly tagged, dimensioned and labeled Reflected Ceiling Plan (RCP).

**Interior Detailing I**
LEARNING GOALS
Learn to document existing conditions

PROJECT
The student will choose 2-3 built in conditions to document (based on complexity, 3 if at least 2 are basic, 2 if both are complex). The instructor must approve the student's selections base on photographs. The student must have physical access to the site and be able to take photographs and spend time measuring. The student will create one section and one elevation view for each condition.

**Interior Detailing II**
LEARNING GOALS
Learn to communicate design intent for custom work.

PROJECT
Students may choose to create at least 3 highly detailed, appropriately scaled detail views for an application of their choice. The instructor must approve the student selected application prior to the start of the project. The student and instructor will establish criteria and goals for each of the three drawings based on the application.

**Quizzes**
LEARNING GOALS
Show mastery of reading content

PROJECT
One quiz per module will be taken online on Canvas. These are open book quizzes on the reading content. Questions will be either multiple choice or essay. The number of questions will depend on the amount of content covered in the module. Quizzes will be timed.

**Final Project**
LEARNING GOALS
Show mastery of content

PROJECT
This course is designed to provide exposure to lighting design and detailing practices. The goal of the final project is to create a portfolio ready piece to illustrate your lighting design knowledge. Students must apply lighting design and detailing to a project of their choice. The final deliverable must include at least a lighting layout, photometric calculations, luminaire cutsheets, and at least 2 detail drawings. Students must have project approved at least 4 weeks before end of the semester.
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Tentative Schedule

Color Key: Assignment Given, Assignment Intermediate Deadline, Assignment Deadline, Activity Day

01.07.15  Wednesday  
Syllabus  
MBTI Test  
Reading Partner Signup  
http://www.discordia-inc.co.uk/misc/mbtitest.html  
http://www.typefinder.com/view/types  
Reading Response 1 Assigned

01.12.15  Monday  
Designs Causing Discomfort  
Chapter 1 Lecture  
Proxemics Exercise

01.14.15  Wednesday  
Chapter 2 Lecture  
DUE: Reading Response 1  
CH 1 & 2 Discussion  
Human Dimensions Exercise  
Human Dimensions Assigned  
Reading Response 2 Assigned  
Typical Dimensions Assigned

01.19.15  Monday  
Martin Luther King Day  
NO CLASS

01.21.15  Wednesday  
Chapter 3 Lecture  
Typical Dimensions Jeopardy  
Activity Day  
DUE: Human Dimensions Exercise  
Chair Design Assigned

01.28.15  Wednesday  
Chapter 4 Lecture  
Preliminary Chair Design Due  
Typical Dimensions Jeopardy Face Off

02.02.15  Monday  
Exam Review  
Reading Response 3 Assigned

02.04.15  Wednesday  
Exam 1 - CH 1-4 + Typical Dimensions

02.09.15  Monday  
Chapter 6 Lecture  
DUE: Reading Response 3  
Reading Response 4 Assigned  
Ergonomic Analysis Assigned

02.11.15  Wednesday  
Chapter 7 Lecture

02.17.15  Tuesday - Monday Class Schedule  
DUE: Ergonomic Analysis  
STEMFest Project Start  
User Profile & Inspiration Image Assigned

02.18.15  Wednesday  
1st Sociology Meeting

02.23.15  Monday  
Chapter 5-6 Lecture

02.25.15  Wednesday  
DUE: Reading Response 4  
Chapter 7 Lecture

03.02.15  Monday  
Chapter 8 Lecture  
Sociology Project Assigned

03.04.15  Wednesday  
Exam 2 - Ch 5-8

03.09.15  Monday  
Fall BREAK - NO CLASS

03.11.15  Wednesday  
Fall BREAK - NO CLASS

03.16.15  Monday  
Work on Sociology Project

03.18.15  Wednesday  
Joe Beck Architect Visiting at 1:30

03.23.15  Monday  
Work on Sociology Project

03.25.15  Wednesday  
NO CLASS
Human Factors Applied: Residential

03.30.15 Monday
Stir Competition Assigned
Work on Sociology Project

04.01.15 Wednesday
Work on Sociology Project

04.06.15 Monday
Work on Sociology Project

04.08.15 Wednesday
Work on Sociology Project

04.13.15 Monday
Work on Sociology Project

04.15.15 Wednesday
Sociology Presentation TBD

04.20.15 Monday
In Class Critique

04.22.15 Wednesday
In Class Critique

04.28.15 Monday
Final Exam