



# CHILDREN'S DISCOVERY CENTER

Miami University  
Department of Architecture +  
Interior Design  
ARC 303 Fall 2013  
Interior Design Studio  
Course Syllabus

## Course

### ARC 303

Interior Design Studio, 6 Credits  
Monday, Wednesday, Friday  
1:00-4:50

## Instructor

### Kimberly Burke

Available before and after class  
phone (513) 708-7611  
email Kim\_Burke@mail.msj.edu

## Text

### No required texts

## Studio

### Course Description

Intermediate problems in interior design integrating aesthetic, social, technical, and graphic communication requirements. Emphasis on retail, institutional, hospitality, and preservation and reuse project types.

## Standards

### CIDA Standards

#### Primary

Standard 5: Collaboration - Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

- 5a. Students have awareness of team work structures and dynamics.
- 5b. Students have awareness of the nature and value of integrated design practices.
- 5c. The interior design program includes learning experiences that engage students in collaboration, consensus building, leadership, and team work.

#### Secondary

- 4d. synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
- 4e. Demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.
- 5d. The interior design program includes learning experiences that engage students in interaction with multiple disciplines representing a variety of points of view and perspectives.
- 9a. Students effectively apply the elements, principles, and theories of design to two-dimensional design solutions.
- 9b. Students effectively apply the elements, principles, and theories of design to three-dimensional design solutions.
- 9c. Students effectively apply the elements, principles, and theories of design to Students are able to analyze and discuss spatial definition and organization.
- 10c. appropriately select and apply color with regard to its multiple purposes.
- 10d. apply color effectively in all aspects of visual communication (presentations, models, etc.)
- 11c. Students select and apply appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.





## Evaluation

Grades are a reflection of the level of effort you have given your work. Your final grade is based on (1) your accuracy and depth of research/knowledge on quizzes, exercises, (2) the level of effort you devote to the design projects you present. A pronounced emphasis on craft, sophistication of design, attention to

### These are the meanings assigned to each letter grade:

Rockman, D. *The Art of Teaching Art*, (2000) Oxford University Press; New York, p. 241.

A - Superior: excellent effort and accomplishment in in-class and out-of-class work, that rises WELL above the prescribed requirements of the assignments.

- Scholarship: Strong, showing evidence of thought and insight.
- Initiative: Work exceeds assignments, showing independent resourcefulness.
- Attitude: Positive benefit to class.
- Cooperation: a leader in group activities; attentive, prepared and spontaneous.
- Individual Growth/Improvement: Marked and growing.

B - Good: a fine effort and accomplishment that completes the prescribed requirements of the assignments.

- Scholarship: Accurate and complete.
- Initiative: Good when stimulated by some desirable achievement.
- Attitude: Beneficial to group.
- Cooperation: Good in group work and critiques.
- Individual Improvement: showing marks of progress and responding to stimulation.

C - Satisfactory: fulfillment of all class requirements: student meets all prescribed assignments but with minimal effort or growth.

- Scholarship: Barely meeting assignments and showing evidence of needing encouragement.
- Initiative: Apparent in work and activities only some of the time.
- Attitude: Generally neutral, but not disruptive to the work of others
- Cooperation: Lacking positive engagement in the learning process, i.e. in critiques and other class activities.
- Individual Improvement: Very ordinary. Definite development of individual approach missing.

D - Below Average, a below-average effort in which all class objectives may not be met, or met poorly.

- Scholarship: Not meeting all assignments and requirements of instructor.
- Initiative: Lacking.
- Attitude: Indifferent, with little or no application of self to projects.
- Cooperation: Just fair at times and lacking at other times.
- Individual Improvement: Barely or not at all noticeable.

F - Failing: a lack of effort that results in a failure to meet class objectives.

## **Attendance Policy**

Attendance is mandatory. Our limited time together dictates that class must start promptly, that each student remains the entire class session, and that everyone has all assigned work prepared for presentation (no make-up / late work will be accepted). Attendance for every class is required. Anyone missing two classes without prior approval will be dropped one full letter grade for your final grade. Missing two classes for any reason will result will be dropped two letter grades for the semester. Two late arrivals or early departures from class of more than fifteen minutes without notifying me and gaining approval are the equivalent of one unexcused absence. If you are sick please notify me prior to the start of class and have a doctor's note upon your return to class. You will be responsible for any missed work.

## **Late Work Policy**

Late work will not be accepted. If a student misses class due to an excused absence and turns in a doctor's note, the work will be accepted on the date of the students return to class. Students are responsible for finding out the material covered in class and will be expected to contact the instructor and will be required to complete the required homework. Missed work due to an unexcused absence will not be accepted.

## **Structure and Protocol**

Class meets from 1:00-4:50. Please be in class on time ready to work for the entire class time and be prepared to show your work at any time as well. Use your time in studio wisely. There is one faculty with many students and therefore you will be expected to work independently as well as with each other while in studio. Although this project is not a team project, you should begin working to build a cooperative environment. Students that work in studio are always more successful because of their ability to share ideas and talents.

We will be working with students and faculty in Over-the-Rhine several times throughout the semester. We will have a conversation the first day of class to work out transportation details. We will need to "give back" to the students and we have been asked to share our talents and include them in the design process...in essence teach them about design and share your work with them.

In addition to our visits to Over-the-Rhine, students will also conduct several site visits including Cincinnati Museum Center, COSI, Children's Museum Indianapolis, Fernald Preserve, Parky's Farm.





## Statement of Student Responsibilities

(from SECTION 06L.103 of Student Handbook):

The Divisional Academic Appeals Boards, in adjudicating any academic grievances, will take note of the following minimum standards of student responsibility.

- A. Attending class in accordance with University regulations (Part VII of Chapter 1 Undergraduate Academic Regulations);
  - B. Being attentive during class, and participating constructively in class discussions;
  - C. Doing the work assigned in each course to the best of his or her ability, and submitting it on time;
  - D. Showing respect for instructors and fellow students at all times;
  - E. Abiding by University regulations prohibiting academic misconduct (see Part V of Chapter 1 Undergraduate Academic Regulations);
  - F. Endeavoring to ensure that the learning environment is free from all forms of prejudice that negatively influence student learning, such as those based on age, ethnicity, gender, mental or physical impairment, race, religion, sexual orientation, or gender identity.
- back” to the students and we have been asked to share our talents and include them in the design process...in essence teach them about design and share your work with them.



## Academic Integrity

The two areas of concern regarding this course in addition to copying stem from the following:

1. "Plagiarism" Quoting or paraphrasing the information or language of someone else without naming the source
  2. "Original material" All submitted work must be original designs generated specifically in response to this course and it's assigned projects
- Please consult the College Catalog and the Student Handbook for additional information.

## Resources

Ohio Revised Science Standards and Model Curriculum Grades K -8 <http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/Science/Grades-K-8-Science-Standards-and-Model-Curriculum-Nov-2012.pdf.aspx>

The Archdiocesan of Cincinnati Graded Course of Study (GCS) <http://valuesforalifetime.com/curriculum>

Cincinnati Area GIS <http://cagisonline.hamilton-co.org/cagisonline/index.html>

## Lower Price Hill Riverfront Vision Session Project: May 4, 2013

Lower Price Hill Riverfront Vision Session will bring together the Lower Price Hill, East Price Hill, Riverside and Sedamsville communities to develop a vision for the Lower Price Hill Riverfront (aka Former Hilltop Site in Lower Price Hill). This 14 acre parcel was acquired by the City of Cincinnati and recently rezoned RF-R (Riverfront Recreational). The community believes that there is a major opportunity for this land to serve our residents in a positive and sustainable way.



## Lower Price Hill Riverfront Vision Session Summary

The results of the visioning session were both interesting and unexpected. The attendees agreed the focus should be a natural river park unlike any other parks in the area. Void of the typical ball fields and playgrounds, the Lower Price Hill gateway park hopes to reclaim the riverfront ecosystem as a recreational and educational experience. With safe access to the river's edge, the park will include:

- Native plants
- Minimal hardscape
- Safe, easy access to water's edge
- Indoor/Outdoor classroom
- Environmental Station
- Disbursed exhibits / kiosks
- Research: weather/river gages
- Natural cultivation / landscape / Various types
- Earthworks - Amphitheater, Mounds
- Children's Interactive Science Discovery Center.

## Children's Interactive Science Discovery Center.

A primary feature of the park will be the Children's Interactive Science Discovery Center. The center will primarily serve as a way to connect K-8 inner-city school children to nature by creating a safe yet engaging environment that fully supports the common core curriculum for science. The space will serve the needs of both teachers and children as well as the needs of the community by helping them to learn and appreciate the natural world. The facility must fit within the general concept for the park but function for the students as well as the general public with both indoor and outdoor spaces that are multipurpose and engaging

<b>Research</b>	<p>Interview teachers and students in the target markets</p> <p>The K-8 core curriculum for Science and related fields of study</p> <p>Child development and behavior analysis for K-8</p> <p>Site Visits</p> <p>Case Studies</p> <p>Precedence Studies</p>
<b>Concept</b>	<p>The park has been identified as the "Gateway to the West" with a rich cultural heritage that includes strong historical ties to the rail roads, the Underground Rail Road, the incline, riverboats. Students will work from the site and its roots to create a workable concept before they proceed to schematic designs.</p>
<b>Programming</b>	<p>Since the Center is in the visioning stages, each student will propose a program for the space that will be between 4,000-8,000 square feet of indoor space. The building must include restroom facilities to serve the needs of the park that must be accessed from the outside as well as the inside. There will need to be meeting spaces both inside and outside and the design must incorporate a connection between the spaces. The space must be designed to be used year round with sustainable design practices in mind.</p>
<b>Organization/ Circulation/ Space Planning</b>	<p>Students will need to decide the size of the building and the architectural style/form that will be appropriate. Although architecture is not the focus of the studio, we are looking for diverse proposals so the building architecture may be different for different students. Students will be given help in locating building plans that meet their criteria. Space planning must allow for flexibility of spaces and exhibits. Anytime you have interactive displays you will want the ability to rapidly change to give patrons a reason to return.</p>
<b>Codes</b>	<p>The facility must adhere to all ADA and fire codes and Ohio building codes.</p>
<b>Visualization</b>	<p>Since the people viewing the proposals will not have an architectural or design background it will be important to have an easily understood presentation that appeals to children as well as adults. You will need to show how the users will interact and engage with the environment...not an easy task.</p>
<b>Materials</b>	<p>This project presents many unique challenges in the selection and application of materials. It is in a public park, must appeal to children and be responsible to the environment. Spend time researching your materials to make smart choices that are accurately represented in your presentations.</p>
<b>Deliverables</b>	<p>Students will produce both a poster and an bound book and PDF document not to exceed 12 pages. Content will be determined by the needs of each project but will need to include plans, sections, and elevations. Sizes TBD.</p>





### **Lower Price Hill Riverfront Site:**

The 14 acre site are bordered by the Ohio River, the Mill Creek, and the Sixth Street Viaduct. Minutes from Downtown and across Route 50 from the community of Lower Price Hill, the recently rezoned property has remarkable views of the City.





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## **Charrette Outline**

Read the article: Adults are from Earth by Randy White.

Each student will be given a section of the Ohio Revised Science Standards and Model Curriculum Grades K through Eight.

After reviewing the standard you will design an interactive exhibit to engage children from the target age and teach them about the particular standard. You will present your design to the class on Friday at 1:00. The format of the presentation is up to the individual student but each project should fulfill the following criteria:

## **Evaluation Criteria:**

- 1. User Needs:** Does the exhibit appeal to children
- 2. Interactivity:** How easily can children interact with the exhibit?
- 3. Project Goals:** How successful is the exhibit in teaching the science standard?
- 4. Creative Problem Solving:** How creative is the exhibit?
- 5. Visual Communication:** How well is the exhibit presented and understood.



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## **Research**

- I. Site Visit
- II. Case Study
- III. Precedence Study
- III. Child Development
- IV. Primary Research



**I. Site Visit:** Students will work in teams on the site visits. Plan to spend several hours at each site visit. Each team will prepare a 8.5 x 11 pdf graphic presentation to present to the class that will include the following information.

- A. One Park with a public structure:
  - Miami Whitewater
  - Parky's Farm
- B. One Museum/Interactive Exhibition space.
  - COSI
  - Cincinnati Children's Museum
  - Cincinnati Zoo
  - Indianapolis Children's Museum
- C. Class Trip to Fernald Preserve

**II. Case Study:** Each student will find one similar facility to the Children's discovery Center. You will find out as much information as possible about the facility as possible (refer to the case study outline) and prepare a graphic PDF 8.5 x 11 presentation to share with the class.

**III. Precedence Study:** Each student will find a relevant precedence study which is an excellent example of architecture/interior design from around the world that offers extraordinary insight into the Children's Discovery Center. You will find out as much information as possible about the facility as possible (refer to the case study outline) and prepare a graphic PDF 8.5 x 11 presentation to share with the class.

**IV. Child Development in School age children K-8:** Working in groups you will explore child development and share your findings with the class.

- A. Behavioral Theories
- B. Developmental Milestones
- C. Physical Growth
- D. Motor Development
- E. Cognitive Development
- F. Social Emotional Development
- G. Socio Economic status

**V. St. Francis Seraph.** We will be visiting St Francis Seraph elementary school in Over-the-Rhine to work with the students and teachers. Our first visit will be Wednesday September 4.

#### **IV. Primary Research**

A. Observations of Users:: You will need to spend several hours on your site visits to include time to observe the users and workers in the spaces.

- Who are they? Give a description of the users you observe in as much detail as possible
- What are they doing?
- How long are they doing it? Keep track of how long they are engaged in an activity

B. Interview the users: While you are in the space,

- Find out why they came...
- What they think of the space....
- What they like about the place....
- What they do not like...

## OUTLINE FOR SITE VISITS/CASE STUDIES/PRECEDENCE STUDIES

This is just an outline of information to help you get started. You may or may not be able to obtain all of the information on the list or you may find other information that may be more important. Use your best judgment to assess and disseminate.

A. Drawings/Diagrams: Try to locate building drawings...include photos/sketches/diagrams to help tell your story.

- o Plans
- o Sections
- o Elevations
- o Circulation
- o Parti
- o Public/Private

B. Context: Describe the surroundings

- o Site
- o Approach

C. Exterior/Structure

- o Materiality
- o Interface with the site

D. Entry

- o First Impressions
- o Concept
- o Circulation/Journey

E. Destinations/Programmatic Spaces

- o Interactive spaces
- o Waiting spaces
- o Observation spaces
- o Necessary spaces
- o Operational spaces
- o Other spaces

F. Organization

- o Sequence of Spaces
- o Separation of Spaces, (Open vs. Closed/Public vs. Private)
- o Adjacencies

G. Interior

- o FF&E
- o Ambiance
- o Use of Space and Volume

H. Environmental

- o Lighting: Day lighting. Artificial
- o Acoustics
- o Sustainability
- o Ventilation if obvious
- o ADA/ Fire Safety





**St. Francis Seraph School**  
14 E. Liberty Street  
Cincinnati, OH 45202  
513.721.7778  
Contact: Jamie Klauke  
cell 513.259.9608

### **Mission Statement**

As a Catholic Faith Community, we at St. Francis Seraph School are dedicated to sharing the powerful love of Jesus Christ by providing an atmosphere in which students develop spiritually, academically, socially, emotionally, physically, and aesthetically. Students will become literate, confident, faith-filled, self-disciplined, and independent learners who demonstrate positive attitudes and appropriate social and emotional behaviors. They will develop essential life skills through the study of religion, instruction of basic skills and high level thinking skills in academic disciplines and the arts.

### **Our Mission**

We will meet at St Francis Seraph School at 1:30. We will have 15 minutes to present, 2:00-2:15 to students in grades three through eight. We will put together a visual presentation to be displayed on the smart boards at the school. The intent is to get the school children interested in participating in an after-school program where we will teach them about design and include them in our design process. We will be able to gain valuable information from the students by interacting directly with our target users.

At least two Miami students will present to each classroom of school age children.

Third Grade  
Mrs. Hayes  
Hayes.n@sfsschool.org

Fifth Grade  
Mr. McDonough  
Mcdonough.d@sfsschool.org

Seventh Grade  
Mr. Farrell  
Farrell.m@sfsschool.org

Fourth Grade  
Mrs. Martin  
Martin.s@sfsschool.org

Sixth Grade  
Mr. Clements  
Clements.j@sfsschool.org

Eighth Grade  
Ms. Baker  
Baker.j@sfsschool.org

## Resources

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## Tentative Schedule

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
1	Aug 26 Lottery	Aug 28 research	Aug 30 research
2	Sep 2 No class	Sep 4 St. Francis visit	Sep 6
3	Sep 9	Sep 11	Sep 13
4	Sep 16	Sep 18	Sep 20
5	Sep 23	Sep 25 St Francis visit	Sep 27
6	Sep 30	Oct 2	Oct 4
7	Oct 7 Mid Term Present	Oct 9 Mid Term Presentations	Oct 11 Mid Semester Holiday
8	Oct 14	Oct 16 St. Francis visit	Oct 18
9	Oct 21	Oct 23	Oct 25
10	Oct 28	Oct 30	Nov 1
11	Nov 4	Nov 6	Nov 8
12	Nov 11	Nov 13 St Francis visit	Nov 15
13	Nov 18	Nov 20 St. Francis to Miami	Nov 22
14	Nov 25	Nov 27 Thanksgiving Holiday	Nov 29 Thanksgiving Holiday
15	Dec 2 Final Presentation	Dec 4 Final Presentation	Dec 6 Exit interviews
Exams	Dec 9-12		