COURSE DESCRIPTION & OBJECTIVES:

This student directed comprehensive project gives each Interior Architecture student a forum to explore ideas and issues that are important to them as researcher, investigator and individual, demonstrate knowledge and skills from previous coursework and to develop a strong independent research investigative process. The comprehensive project is a long-standing tradition whereby students take responsibility and work in a semi-autonomous way from programming (fall) through design (winter and spring). Broad expectations for students developing projects in the course include the following:

- The project must have some social relevance either through exploration of existing program/use types or through exploration of new types or combinations.
- The project must be comprehensive such that it includes design development at many different levels of scale (from site to detail)
- The project must be comprehensive in that technical issues as well as aesthetic are considered in the design solution.
- The project must include vertical circulation and be the “right size” to allow for complex planning of spaces and of detailed development. 2-3 stories and 20,000 to 30,000 square feet.
- Research, programming and design process must be documented as a part of the final product.

In this term students develop project proposals and programming requirements for individual design projects that they are personally interested in AND which represent a feasible real-life project that tackles the solution to a social issue. Written explorations, applied research, and investigative questions are used to explore multiple ideas for projects at once in order to select one project for further development and eventually design. Students will refine ideas into a feasible project proposal. Final project proposals include a written abstract and project summary, user group case studies, analysis of preliminary code requirements, building programs (detailed and diagrammatic) and the selection(s) of a site and building that is appropriate to the context of the project. Each student will also practice presenting their work to their peers and reviewers throughout the term.

SPECIAL OBJECTIVES:

- Develop a project proposal using research techniques and secondary sources
- Learn how to write and develop investigate/thesis questions that drive the objectives and criteria of the project proposal and design in future terms
- Investigate and analyze preliminary user needs to create a detailed program
- Research and propose an appropriate building(s) and site to meet unique project needs and components
- Learn how to develop a feasible project that intends to solve a social problem or create a unique combination of programs in order to meet a perceived social need.
- Learn to orally present work and ideas in a straightforward and succinct way – utilizing graphics, data and text as support.

METHODS OF WORKING:

- Class time will be spent in modes of listening/learning via lectures, in group work and discussions, and on individual development of project proposals.
- Diagrams, tables, charts and other graphics will be used as analytical tools and generative tools
- Students are expected to develop capabilities in writing problem statements and investigative questions, organizing complex program data and integrating graphics with written information.
- Each project will have unique methods of research and investigation though the class with engage in group exercises that enhance individual project development.
- Contribution to group discussions by all students is critical in this course. Students will be expected to develop an independent outlook and grow as researchers through critiques of peers’ work.