



Interior Architecture, College of Professional Studies
University of Wisconsin, Stevens Point

I.A. 326 Lighting Design-Semester 1, 2019-2020

Course Description: Lighting design and technology applied to interior architectural spaces.

Meeting Time: Section 1--3:30-4:45 PM Tuesday and Thursday
Place: 307 CPS
Instructor: Christine Burch
Office: 336C CPS
Phone: 715-346-4528
E-mail: cburch@uwsp.edu
Office hours: Tuesday and Thursday, 4:45-5:45 PM or by appointment

Course Objectives:

- Define and apply the basic physical principles of vision, perception and light and the fundamental terminology that describes these concepts.
- Analyze and interpret existing lighting solutions using concepts from lighting research sources.
- Define and describe the impact of light and color on human health, psychological well-being and human behavior.
- Investigate and apply the types of lamps and luminaires used in residential and commercial interior spaces
- Identify and apply sustainable principles to lighting design.

Text:

Required (rental)-Winchip, Susan, *Fundamentals of Lighting, 2nd Edition*
Supplementary readings will be posted on *Canvas* and/or handed out in class.

Grading:

Your grade is based on your overall performance in class as well as the successful completion of the required lighting project. Final course grades are calculated using the following formula:

Quizzes, journal, assignments, online/in-class exercises	47%
Professionalism and contribution to course activities	7%
Lighting Design Project including preliminary journal	46%

Project Phases:

Programming	30 points
Conceptual Development	75 points
Contract Documentation	100 points
Presentation Materials	50 points

(non I.A. majors will have an alternate project-discuss this with me)

Percentage and Letter Grade Equivalents:

100 - 93%	A	73 - 77%	C
90 - 92%	A-	70 - 72%	C-
88 - 89%	B+	68 - 69%	D+
83 - 87%	B	60 - 67%	D
80 - 82%	B-	59 - %	F
78 - 79%	C+		

Notes on grading procedures, attendance and class expectations:

1. We will be using Canvas as our online course management system. Students will receive information on how to use Canvas as well as specific assignments for discussions of course material.
2. Canvas contains materials for the course including readings, assignments, Internet links and other relevant information. Some of the assignments may have a discussion component that will allow for small group discussions and critiques online. This activity will provide you with the opportunity to read what other students in your group have written, compare it to your understanding of the concept or design solution discussed and comment on it. Posting to the discussion forums will be demonstrated in class.

We will be using the Canvas grade book. You are encouraged to check the grade book frequently. In the event that an entry error has occurred, you must report it promptly so that changes can be made in a timely manner. Do not wait until the final week of classes to report errors that occurred early in the semester. Individual student grades are confidential.

The URL to access Canvas is <https://www.uwsp.edu/canvas>

Your UWSP user name and password is also your login for Canvas.

3. Course work is evaluated on a grading sheet with point values assigned to individual portions of the project. Total point values for the work depend on the complexity of the assignment. The instructor spends a great deal of time evaluating student work and evaluations are as fair and objective as possible; therefore, grades are not negotiable (mathematical computation errors on points assigned should be brought to the instructor's attention however).
4. Late work is not accepted for a grade, and incompletes are not given either on individual projects or as a semester grade; exceptions may be made for extreme extenuating circumstances at the instructor's discretion. Be certain that you turn in whatever work is completed on the due date to receive partial credit.
5. Attendance is essential to the learning process and crucial to this course. It is expected that students will come to class on time and stay the entire period. More than three class absences may result in a failing grade. Once the class session has begun, please do not leave the room and then re-enter unless it is an emergency. It is disrespectful and disruptive to the instructor and the rest of the class if students come to class late or leave the room before we are adjourned. If you must leave class early, please inform the instructor in advance. Please turn off all cell phones and beepers prior to class.
6. Required readings (both text book and supplementary) should be done prior to lecture on the week indicated in the course schedule. There will be additional readings assigned throughout the semester and frequent quizzes on the reading material.
7. Class periods will consist mainly of lectures, in-class exercises, progress critiques by student colleagues/instructor and, at times, working on your projects with class collaboration and interaction. In the professional world, design is a collaborative activity and is an important part of your educational experience.
8. In-class exercises occur frequently in this class. You must be present in class on those days to receive the points for these activities. **There is no make-up for missing these activities.**
9. It is always in your best interest to notify the instructor in advance if you must be absent from class. You are responsible for obtaining any material covered during the class you missed from your peers or

instructor. Please have a student pick up any handouts and take notes for the day that you are absent. Keep in mind, however, that assignments are still due on specified due dates.

10. Critiques and presentations are held regularly over the course of the semester. Students are expected to demonstrate an ability to discuss their design intentions and concepts and explain how their proposal satisfies the project criteria. Students are also expected to provide constructive input and feedback to fellow students during these sessions. Students are strongly encouraged to ask questions when they do not understand the assignments or course expectations.
11. **Academic Integrity:** Academic integrity refers to the “integral” quality of the search for knowledge that a student undertakes. The work a student produces, therefore, ought to be wholly his or hers; it should result completely from the student’s own efforts.
A student will be guilty of violating Academic Integrity if he/she – a) knowingly represents work of others as his/her own, b) uses or obtains unauthorized assistance in the execution of any academic work, or c) gives fraudulent assistance to another student.
11. **Required Field Trip:** A required field trip to Juno Lighting in Chicago is scheduled for **Wednesday, October 23**. An additional fee to cover transportation may be required.

Required Materials:

While this is not a studio class, several projects require you to sketch and perform some drawing and model-building tasks. These materials will allow you to complete your projects.

- Notebook/spiral for class notes
- Folder for assignments
- Journal for sketching interior spaces and recording notes. This might be an 8 ½” x 11” pad of sketch paper, but no smaller than 5”x7” approximate. This will be a journal dedicated to lighting observations and ideas, and research for your lighting project. You may need to make photocopies of your journal entries, so consider the flexibility of the binding.
- 3-5 highlighter pens in different colors. “Light” colored design markers will also work. These are for drawing “light” on concept plans.
- (5) grey-scale design markers in values from extremely light to black. Pantone, Prismacolor or AD are possible brands.
- An 18” or 24” wide roll of trace paper.
- Drafting supplies for creating floor plans and reflected ceiling plans.
- A camera (digital or film) to take photos of interior spaces. A cell phone camera is fine.

UWSP COMMUNITY BILL OF RIGHTS AND RESPONSIBILITIES

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to:

<http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>

AMERICANS WITH DISABILITIES ACT

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more

information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

STUDENT ISSUES

The first step in handling course and other student concerns is to contact the Associate Dean. If the situation remains unresolved, students can contact the Associate Vice Chancellor for Teaching, Learning, and Strategic Planning. See the *University Handbook*, [Chapter 7](#), Section 5, the formal grounds for a grade appeal.

The Division of Interior Architecture is committed to making all experiences, within the classroom setting, across the UWSP campus, as well as within the community, open, inclusive, equitable, and supportive to all people. We therefore promote academic forms of **Inclusive Excellence** in our courses and within our major.

What Is Inclusive Excellence? Inclusive Excellence is our active, intentional, and ongoing commitment to bridge differences with understanding and respect so all can thrive." The Association of American Colleges & Universities (AAC&U) Inclusive Excellence initiative focuses on teaching and learning and advocates four goals: 1. Achieving academic equity in inclusive, welcoming settings. 2. Teaching and learning the skills, knowledge, and mindsets needed to make constructive contributions in an increasingly diverse society. 3. Creating a climate in classrooms and on campus that supports all students. 4. Getting students working together across social groupings.

The Division of Interior Architecture is supportive of UWSP's mission to:

"establish a comprehensive and well-coordinated set of systematic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life."

<http://www.uwsp.edu/acadaff/Pages/inclusiveExcellence.aspx>



Professional Standards set forth by the Council for Interior Design Accreditation are used to evaluate interior design programs that **prepare students for entry-level interior design practice** and **position them for future professional growth**. CIDA Website [Link](#) for more information on CIDA [Professional Standards](#).

CIDA Professional Standards are applied to the University of Wisconsin – Stevens Point Program courses. Each course is paired with appropriate standards.

NOTICE TO STUDENTS: Student work is an important part of the accreditation review process. Student work from Interior Architecture courses required for the BFA degree is selected and saved over three years before each accreditation site visit (next one is in 2017-2018). Students will be notified if their work is to be included in the archival process for the accreditation site visit review.

Application of CIDA Professional Standards for each course is listed on these forms and included with the respective course syllabus for student, faculty, and site visitors' reviews.

**Interior Architecture Program Course:
IA 326 Lighting Design
Spring 2019**

Standard 12. Light and Color

Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Student Learning Expectations

a) Students are aware of the environmental impact of illumination strategies and decisions.

Students understand:

b) the principles of natural and artificial lighting design.

c) strategies for using and modulating natural light.

d) Students competently select and apply luminaires and light sources.

e) Students have awareness of a range of sources for information and research about color.

f) Students understand how light and color in the interior environment impact health, safety, and wellbeing.

Student work demonstrates understanding of:

i) color in relation to materials, textures, light, and form.