



INSTRUCTOR:

Lesley Sager

Faculty Associate & ID coordinator

lhsager@wisc.edu

Room 3128

Office hours: T & TH 11 -12

COURSE DETAILS:

TIME: Tuesday and Thursday 1:20 - 3:10

WHERE: Room 2255 NNH

COURSE DESCRIPTION

DS224 Interior Materials and Finishes introduces students to the building materials and finishes used in interior applications. Students will gain an awareness of the building envelope as a means to understand how buildings are constructed and how materials play a significant part in the building construction as well as the interior. The course will address the history of interior materials and finishes, their applications, and environmental impacts.

OBJECTIVES:

Students will:

1. Be able to use appropriate terms when discussing materials and finishes.
2. Be able to identify common uses of materials and finishes in an interior.
3. Summarize the history of various materials and finishes as it pertains to their use in interiors.
4. Describe how materials and finishes are produced.
5. Describe how materials meet code requirements for interior use.
6. Describe and analyze the physical characteristics and properties of materials and finishes for specific interior uses.
7. Analyze the environmental impact of using materials.
8. Evaluate how well the materials and finishes will meet the specific needs of a design project.

REQUIRED TEXTS:

1. Knowles & Boehr, **A Comprehensive Guide for Selecting Interior Finishes**, Pearson, 2014

RECOMMENDED TEXTS:

2. Williams, Theo Stephan, **The Interiors Designer's Guide to Pricing, Estimating and Budgeting**. New York: Allworth Press 2005
3. McGowan, Maryrose, **Specifying Interiors**. Hoboken, NJ: John Wiley & Sons. 2007 (2nd addition)

COURSE ORGANIZATION:

This course encourages independent as well as collaborative learning. The goal is to develop strong critical thinking skills and self-teaching as a means to prepare the student for professional practice.

READINGS AND ON-LINE ASSIGNMENTS:

Students are expected to come to class prepared for discussions, and to work on exercises, and design projects. The readings and on line assignments are essential to achieve the necessary understanding of the materials and finishes addressed in this course. Course information will be presented through readings, lectures, guest presentations, face to face discussions, and projects. Projects will require students to gather, explore, and evaluate materials and finishes, and present their findings to students.

COURSE REQUIREMENTS:

This course requires regular attendance and participation in all class activities, assignments, projects, and class discussions. Students will be learning in and out of class. Students will be required to be prepared for class by doing the weekly reading assignments and quizzes. Evidence of understanding will be evaluated through thoughtful participation in class discussions, the completion of assignments, and group projects. Students are expected to complete the requirements for each design project plus all in class activities by the respective due dates and times.

ATTENDANCE:

Attendance and student participation is critical. Students must be present and prepared for discussions during class hours. The instructor should be notified in advance in person or by email of any necessary absence. Students will earn 2 points for each class attended provided that they are on time and prepared to work. Unexcused absences may result in a reduction of course grades. Students may make up two absences through the successful completion of a relevant Hanley Wood University CEU.

SPECIAL NEEDS?

I wish to fully include persons with special needs in this course. Please let me know if you require any special accommodations in the curriculum, instruction or assessments of this course to enable you to fully participate. Confidentiality of any information shared with me will be respected.

UW Policy states that: Students must inform the instructor of need for accommodation of any special needs (recognized disabilities, absences for athletic meets, etc.) by the end of the second week of class. Students must also inform the instructor in advance of days they will be absent for religious holidays. Instructors will try to make reasonable accommodations in accordance with university policies. Please let me know should something unexpected arise during the course of the semester.

GRADING:

Research presentations	275 points (11 mini presentations 25 points each)
Final Group Packets	90 points
Final Design Project	100 points
On-line short answers	120 points (12 entries 10 points each)
On-line quizzes	220 points (11 quizzes 20 points each)
Attendance (on-line posts)	135 points (5 points per class – 3 points if late)
Peer evaluations	60 points (12 peer evaluations - 5 points each)

TOTAL 1000 POINTS

EXERCISES, ATTENDANCE, OBSERVABLE EFFORT AND GROWTH:

- Attendance (one unexcused absence allowed; inform of health emergencies at time of event)
- Effective use of class time (prepared to work and making progress on projects/assignments)
- Prepared for and participate in group discussions, presentations, and critiques.
- Evidence of effort to apply criticism and improve across the semester.
- Understanding/command of concepts and content information
- Demonstration of critical thinking and creativity at the college level

- g. Effective use of communication skills as demanded by assignments

STUDENT WORK WILL BE EVALUATED BASED ON THE FOLLOWING SCALE:

100 – 95% A

94 – 90% AB

89 – 85% B

84 – 80% BC

79 – 75% C

74 – 70% D

Below 69% F

Grade Reduction for unexcused late projects depends on the number of days late, knowledge of progress, and thoroughness of the work. Projects more than 7 days late will not be accepted for grading. The final project may not be more than 3 days late in order to meet UW deadlines for filing final grades. Requests for project extensions should be discussed with instructor prior to the due date.

General Operation Procedures:

1. Academic honesty and high standards are expected of all students
2. Projects must meet specified format requirements (i.e. size/binding, labeling, etc.) or may be returned for modifications prior to grading
3. Students are responsible for obtaining information or announcements missed due to late arrival or absence.
4. It is not appropriate to schedule work or other appointments during class time
5. Make-up exams and grades of incomplete are given subject to UW policies and procedures, including informing instructor of need in advance.

There are many services on campus that can help students that are having difficulty. Here are a few helpful links to useful resources:

Master list of student services available at: www.wisc.edu/studentlife/studnetservices.php

University Health Service: www.wisc.edu/homejsp?catid=36

GUTS (Greater University Tutoring Service) www.guts.studentorg.wisc.edu/indexexp

Tutoring help and other assistance in SOHE classes through SOHE Student Affairs Office, 262-2608

CLASS SYLLABUS

WEEK #	IN CLASS	PROJECTS and HOMEWORK
WEEK 1 Intro to the Course	Thursday (9/07): <ul style="list-style-type: none"> • Introduction to the Course • Introduce Project 1 	Read: Chapter 1 - Intro to Selecting Materials Do: <ul style="list-style-type: none"> • Begin Project 1: Collecting Finish Materials (Due Sept 14th in class) • Short Answer: Building Codes– submit on line (Sept.12th by 1:00 pm) • Submit: Attendance Reflection (Sept. 11th 11:59 pm)
WEEK 2 Metal	Tuesday (9/12): <ul style="list-style-type: none"> • Presentation on Metals • Work on Material Boards Thursday (9/14): <ul style="list-style-type: none"> • Present Project 1 in groups • Complete peer evaluation • Guest speaker – Frank Kaiser (Parkwood Chicago Inc.) need to confirm Super nice guy who has presented several time. I will reach out to him. 	Read: Chapter 2 – Metals Do: <ul style="list-style-type: none"> • Short Answer: Metal – submit on line (Sept. 12th by 1:00 pm) • Present Project 1: Finish Materials • Quiz – Metals (Sept. 18th 11:59 pm) • Submit: Peer Evaluation (Sept 18th 11:59pm) • Submit: Attendance Reflection (Sept. 18th 11:59 pm)
WEEK 3 Wood	Tuesday (9/19): <ul style="list-style-type: none"> • Presentation on Wood • Work on research page for Metal Thursday (9/21): <ul style="list-style-type: none"> • Present Project 2: Metal - in groups • Complete peer evaluation • Guest speaker – need 	Read: Chapter 3 – Wood Do: <ul style="list-style-type: none"> • Short Answer: Wood – submit on line (Sept. 19th by 1:00 pm) • Project 2: Metal reseach • Quiz – Wood (Sept. 25th 11:59 pm) • Submit: individual research on Metals (Sept. 25th 11:59 PM) • Submit: Peer Evaluation (Sept 25th 11:59 pm) • Submit: Attendance Reflection (Sept. 25th 11:59 pm)
WEEK 4 Stone	Tuesday (9/26): <ul style="list-style-type: none"> • Presentation on Stone • Work on research page for Wood Thursday (9/28): <ul style="list-style-type: none"> • Present Project 3: Wood - in groups • Complete peer evaluation • Guest Speaker: Karlyn Johnson – (Cambria) 	Read: Chapter 4 – Stone Do: <ul style="list-style-type: none"> • Short Answer: Stone – submit on line (Sept. 26th 1:00 pm) • Project 3: Wood research • Quiz – Stone (Oct. 2nd 11:59 pm) • Submit: individual research on Wood (Oct. 2nd 11:59 pm) • Submit: Peer Evaluation (Oct. 2nd 11:59 pm) • Submit: Attendance Reflection (Oct. 2nd 11:59 pm)
WEEK 5	Tuesday (10/3): <ul style="list-style-type: none"> • Presentation on Concrete 	Read: Chapter 5 – Concrete Do:

<p>CONCRETE</p>	<ul style="list-style-type: none"> • Work on research page for Stone <p>Thursday (10/5):</p> <ul style="list-style-type: none"> • Present Project 4: Stone in groups • Complete peer evaluation • Guest Speaker: need 	<ul style="list-style-type: none"> • Short Answer: Concrete - submit on line (Oct. 3rd 1:00 pm) • Project 4: Stone research • Quiz – Concrete (Oct. 9th 11:59 pm) • Submit individual research on Stone (Oct. 9th 11:59 pm) • Submit: Peer Evaluation (Oct. 9th 11:59 pm) • Submit: Attendance Reflection (Oct. 9th 11:59 pm)
<p>WEEK 6</p> <p>Gypsum and Plaster</p>	<p>Tuesday (10/10):</p> <ul style="list-style-type: none"> • Presentation on Gypsum and Plaster • Work on research page for Concrete <p>Thursday (10/12):</p> <ul style="list-style-type: none"> • Present Project 5: Concrete in groups • Complete peer evaluation • Guest speaker: Danielle Spakowitz, EJ Welch Company – need to confirm or change 	<p>Read Chapter 6 – Gypsum and Plaster</p> <p>Do:</p> <ul style="list-style-type: none"> • Short Answer: Gypsum - submit on line (Oct.10th 1:00 pm) • Project 5: Concrete research • Quiz – Gypsum and Plaster (Oct. 16th 11:59 pm) • Submit individual research on Concrete (Oct. 16th 11:59 pm) • Submit: Peer Evaluation (Oct. 16th 11:59 pm) • Submit: Attendance Reflection (Oct. 16th 11:59 pm)
<p>WEEK 7</p> <p>Brick</p>	<p>Tuesday (10/17):</p> <ul style="list-style-type: none"> • Presentation on Brick • Work on research page for Gypsum <p>Thursday (10/19):</p> <ul style="list-style-type: none"> • Present Project 6: Gypsum and Plaster in groups • Complete peer evaluation • Guest speaker: need 	<p>Read: Chapter 7 – Brick</p> <p>Do:</p> <ul style="list-style-type: none"> • Short Answer: Brick - submit on line (Oct. 17th 1:00 pm) • Project 6: Gypsum and Plaster • Quiz – Brick (Due Oct.23rd 11:59 pm) • Submit individual research on Gypsum (Oct. 23rd 11:59 pm) • Submit: Peer Evaluation (Oct. 23rd 11:59 pm) • Submit: Attendance Reflection (Oct. 23rd 11:59 pm)
<p>WEEK 8</p> <p>Ceramic</p>	<p>Tuesday (10/24):</p> <ul style="list-style-type: none"> • Presentation on Ceramics <p>Thursday (10/26):</p> <ul style="list-style-type: none"> • Guest speaker: Lin Lindner, Terra Domas Design Group 	<p>Read: Chapter 8 – Ceramics</p> <p>Do:</p> <ul style="list-style-type: none"> • Short Answer: Ceramics - submit on line (10/24 1:00 pm) • Quiz – Ceramics (Due Oct.30th 11:59 pm) • Submit: Attendance Reflection (Oct. 30th 11:59 pm)
<p>WEEK 9</p> <p>Glass</p>	<p>Tuesday (10/31):</p> <ul style="list-style-type: none"> • Presentation on Glass • Work on research page for Ceramics <p>Thursday (11/2):</p> <ul style="list-style-type: none"> • Present Project 7: Ceramics in groups • Complete peer evaluation • Guest Speaker: Koreen Pelot – Herman Miller (need to confirm) or change 	<p>Read: Chapter 9 – Glass</p> <p>Do:</p> <ul style="list-style-type: none"> • Short Answer: Glass - submit on line (Oct 31st 1:00 pm) • Present Project 7: Ceramics research • Quiz – Glass (Nov.6th 11:59 pm) • Submit individual research on Ceramics (Nov. 6th 11:59 pm)

		<ul style="list-style-type: none"> • Submit: Peer Evaluation (Nov. 6th 11:59 pm) • Submit: Attendance Reflection (Nov. 6th 11:59 pm)
WEEK 10 Paint	<p>Tuesday (11/7):</p> <ul style="list-style-type: none"> • Presentation on Paint and Coatings • Assign final project <p>Thursday (11/9):</p> <ul style="list-style-type: none"> • Present Project 8: Glass in groups • Complete peer evaluation • Guest Speaker: Susan E. Sienkowski (Sherwin Williams) 	<p>Read: Chapter 10 – Paint and Coatings</p> <p>Do:</p> <ul style="list-style-type: none"> • Short Answer: Paint - submit on line (11/07 1:00 pm) • Present Project 8: Glass research • Quiz – Paint & Coatings (Nov.13th 11:59 pm) • Submit individual research on Glass (Nov. 13th 11:59 pm) • Submit: Peer Evaluation (Nov. 13th 11:59 pm) • Submit: Attendance Reflection (Nov. 13th 11:59 pm)
WEEK 11 Plastic	<p>Tuesday (11/14):</p> <ul style="list-style-type: none"> • Presentation on Plastics • Work on final project <p>Thursday (11/16):</p> <ul style="list-style-type: none"> • Present Project 9: Paint & Coatings • Complete peer evaluation • Guest Speaker: Shannon Cooper, 3Form 	<p>Read: Chapter 11 – Plastics</p> <p>Do:</p> <ul style="list-style-type: none"> • Short Answer: Plastic- submit on line (11/14 1:00 pm) • Present Project 9: Paint and coatings • Quiz – Plastic (Nov. 20th 11:59 pm) • Submit individual research on Paint (Nov. 20th 11:59 pm) • Submit: Peer Evaluation (Nov. 20th 11:59 pm) • Submit: Attendance Reflection (Nov. 20th 11:59 pm)
WEEK 12 Field Trip	<p>Tuesday (11/21):</p> <ul style="list-style-type: none"> • Field trip for Final Project (TBD) <p>Thursday:</p> <ul style="list-style-type: none"> • THANKSGIVING 	<p>Do:</p> <ul style="list-style-type: none"> • Begin final project (Dec. 15th in class) • Submit: Attendance Reflection for Tuesday only (Nov. 27th 11:59 pm)
WEEK 13 Fibers and Textiles	<p>Tuesday (11/28):</p> <ul style="list-style-type: none"> • Presentation on Fibers and Textiles • Work on final project <p>Thursday (11/30):</p> <ul style="list-style-type: none"> • Present Project 10: Plastic in groups • Complete peer evaluation • Guest Speaker: Stephanie Savage, Maharam Textiles 	<p>Read: Chapter 12 – Fibers and Textiles</p> <p>Do:</p> <ul style="list-style-type: none"> • Short Answer: Fibers - submit on line (11/28 1:00 pm) • Present Project 10: Plastic • Submit individual research on Plastic (Dec. 4th 11:59 pm) • Submit: Peer Evaluation (Dec. 4th 11:59 pm) • Submit: Attendance Reflection (Dec. 4th 11:59 pm)

<p>WEEK 14</p> <p>Fibers and Textiles</p>	<p>Tuesday (12/05):</p> <ul style="list-style-type: none"> • Work on final project • Work on research page for Fibers and Textiles <p>Thursday (12/07):</p> <ul style="list-style-type: none"> • Present Project 11: Fibers and Textiles • Complete peer evaluation • Guest Speaker: Need 	<p>Do:</p> <ul style="list-style-type: none"> • Project 11: Fibers and Textiles • Quiz – Fibers and Textiles (Dec. 11th 11:59 pm) • Submit individual research on Fibers and Textiles (Dec. 11th 11:59 pm) • Submit: Peer Evaluation (Dec. 11th 11:59 pm) • Submit: Attendance Reflection (Dec. 11th 11:59 pm)
<p>WEEK 15</p>	<p>Tuesday (12/12): Present Final Projects and Hand in Books!</p>	<p>Do:</p> <ul style="list-style-type: none"> • Complete books! • Submit: Peer Evaluation on books (Dec. 12th 11:59 pm) • Submit: Attendance Reflection (Dec. 12th 11:59 pm)



Project 1: Collecting Finish Materials (Due 9/15)

Material Awareness

This project is intended to you with our materials library as well as increase your awareness of the variety of materials available. In addition, the project has a design aspect: selecting and arranging finishes in a way that expresses a one-word design concept.

Select one of the following words: Luxurious, Playful, Natural, Formal, Minimalist, and Modern. Your task is to collect materials that together express the concept implied by the terms. You are encouraged to include as many materials as can be arranged on a 11 x 17" or 15 x 15" board without overcrowding it, but no less than six. The materials should be arranged to support the design concepts in an aesthetically pleasing manner. Do not be concerned about where these materials will be used, but rather choose them for their contribution to the overall concept. Research the materials and identify some of their uses so that you can discuss them with your group.

Put the word, your name, date, and course number along with your notes on the different materials on the back of the board.

In small groups, you will present how the materials express the concepts. The discussion will provide the opportunity to identify the materials and discuss their appropriate application in an interior.

Peer evaluation: each student will document how well one of their peers presented their concept through the selected materials and how they were arranged.

Project 2: Metals (Due 9/22)

Material Analysis

Select a type of metal (copper, stainless steel, iron, brass, and bronze) and prepare a visual and oral presentation for your group. Each student must select a different metal. Since, ultimately your research will be compiled into a group book for you to use as future reference, be sure to develop a consistent format. You may use Power Point or other digital presentation methods. Your research can come from the textbook as well as other sources and must include the following:

1. Describe the metal, including its characteristics, source, method of production, and maintenance requirements.
2. Describe the environmental impact of the metal, including its sustainable characteristics, life cycle costs, and the effects on indoor air quality

3. Describe and show pictures of how the metal is used in (5) five interior settings (furniture, floors walls, ceilings, fixtures...) – be sure to include at least one that you find interesting, and inspiring. **List the sources.**
4. Describe what is required when specifying your selected metal and list the relevant standards, CSI Masterformat Divisions, and organizations (see the learn@uw “important information” section for more information)
5. List 3-5 resources for finding information about products made from this metal.

Peer evaluation: each student will document how well the other students presented their materials both orally and visually. As well as the depth in which they researched the product and their ability to find a new and interesting application for the metal.

Project 3: Wood (Due 9/29)

Material Analysis

Select a type of wood (maple, cherry, mahogany, oak, and walnut) and prepare a visual and oral presentation for your group. Each student must select a different wood. Since, ultimately your research will be compiled into a group book for you to use as future reference, be sure to develop a consistent format. You may use Power Point or other digital presentation methods. Your research can come from the textbook as well as other sources and must include the following:

1. Describe the wood, including its characteristics, source, method of production, and maintenance requirements. In the case of veneers, include the type of substrate needed.
2. Describe the environmental impact of processing the wood. Include its sustainable characteristics, life cycle costs, and the effects on indoor air quality
3. Describe and show pictures of how the wood is used in (5) five interior settings (furniture, floors walls, ceilings, fixtures...) – be sure to include at least one that you find interesting, and inspiring. List the sources.
4. Describe what is required when specifying your selected wood and list the relevant standards, CSI Masterformat Divisions, and organizations.
5. List 3-5 resources for finding information about products made from this wood. You may also include products where there are other woods used as well.

Peer evaluation: each student will document how well the other students presented their materials both orally and visually, as well as the depth in which they researched the product and their ability to find a new and interesting application for the wood.

Project 4: Stone (Due 10/06)

Material Analysis

Select a type of stone (granite, marble, slate, limestone, quartz composite) and prepare a visual and oral presentation for your group. Each student must select a different stone. Since,

ultimately your research will be compiled into a group book for you to use as future reference, be sure to develop a consistent format. You may use Power Point or other digital presentation methods. Your research can come from the textbook as well as other sources and must include the following:

1. Describe the stone, including its characteristics, source, method of extraction, fabrication, and maintenance requirements.
2. Describe the environmental impact of extracting the stone and its fabrication. Include its sustainable characteristics, life cycle costs, and the effects on indoor air quality
3. Describe and show pictures of how the stone is used in (5) five interior settings (furniture, floors walls, ceilings, fixtures...) – be sure to include at least one that you find interesting, and inspiring. List the sources.
4. Describe what is required when specifying your selected stone and list the relevant standards, CSI Masterformat Divisions, and organizations.
5. List 3-5 resources for finding information about manufacturers and products made from this stone.

Peer evaluation: each student will document how well the other students presented their materials both orally and visually, as well as the depth in which they researched the product and their ability to find a new and interesting application for the stone.

Project 5: Concrete (Due 10/20)

Material Analysis

Each student selects an application of concrete (examples of application include countertops, furniture, walls, or floors). Examples of methods of producing concrete include poured in place, precast or concrete masonry units. Since, ultimately your research will be compiled into a group book for you to use as future reference, be sure to develop a consistent format. You may use Power Point or other digital presentation methods. Your research can come from the textbook as well as other sources and must include the following:

1. Describe the application of concrete, including its characteristics, source, method of production, installation, and maintenance requirements.
2. Describe the environmental impact of producing concrete. Include its sustainable characteristics, life cycle costs, and the effects on indoor air quality
3. Describe and show pictures of your selected application and how it is used in (5) five interior settings. – be sure to include at least one that you find interesting, and inspiring. List the sources.
4. Describe what is required when specifying your selected application and list the relevant standards, CSI Masterformat Divisions, and organizations.
5. List 3-5 resources for finding information about companies that produce your selected application.

Peer evaluation: each student will document how well the other students presented their materials both orally and visually, as well as the depth in which they researched the product and their ability to find a new and interesting example of their chosen application.

Project 6: Gypsum and Plaster (Due 10/27)

Material Analysis

Each student selects an application of plaster and gypsum (examples of plaster application include plaster moldings, Venetian plaster, or veneer plaster.) Since, ultimately your research will be compiled into a group book for you to use as future reference, be sure to develop a consistent format. You may use Power Point or other digital presentation methods. Your research can come from the textbook as well as other sources and must include the following:

1. Describe the application of plaster or gypsum, including its characteristics, source, methods of production, installation, and maintenance requirements.
2. Describe the environmental impact of producing plaster or gypsum board. Include its sustainable characteristics, life cycle costs, and the effects on indoor air quality
3. Describe and show pictures of your selected application and how it is used in (5) five interior settings. – be sure to include at least one that you find interesting, and inspiring. List the sources.
4. Describe what is required when specifying your selected application and list the relevant standards, CSI Masterformat Divisions, and organizations.
5. List 3-5 resources for finding information about products made from your selected application.

Peer evaluation: each student will document how well the other students presented their materials both orally and visually as well as the depth in which they researched the product and their ability to find a new and interesting application for the concrete.

Project 7: Ceramics (Due 11/10)

Material Analysis

Each student selects a type of ceramic tile (examples of tiles are: glazed, mosaic, porcelain, terra-cotta..). Since, ultimately your research will be compiled into a group book for you to use as future reference, be sure to develop a consistent format. You may use Power Point or other digital presentation methods. Your research can come from the textbook as well as other sources and must include the following:

1. Describe the type of tile, including its characteristics, source, method of production, installation, and maintenance requirements.
2. Describe the environmental impact of producing the tile. Include its sustainable characteristics, life cycle costs, and the effects on indoor air quality
3. Describe and show pictures of how the tile is used in (5) five interior settings (furniture, floors walls, ceilings, fixtures...) – be sure to include at least one that you find interesting, and inspiring. List the sources.

4. Describe what is required when specifying your selected tile and list the relevant standards, CSI Masterformat Divisions, and organizations.
5. List 3-5 resources for finding information about manufacturers that produce this type of tile.

Peer evaluation: each student will document how well the other students presented their materials both orally and visually, as well as the depth in which they researched the product and their ability to find a new and interesting application for the tile.

Project 8: Glass (Due 11/17)

Material Analysis

Each student selects a type of glass application (choose from those listed in the book or a new product on line). Since, ultimately your research will be compiled into a group book for you to use as future reference, be sure to develop a consistent format. You may use Power Point or other digital presentation methods. Your research can come from the textbook as well as other sources and must include the following:

1. Describe the type of glass application, including its characteristics, source, method of production, installation, and maintenance requirements.
2. Describe the environmental impact of producing the glass. Include its sustainable characteristics, life cycle costs, and the effects on indoor air quality
3. Describe and show pictures of how the glass is used in (5) five interior settings (furniture, floors walls, ceilings, fixtures...) – be sure to include at least one that you find interesting, and inspiring. List the sources.
4. Describe what is required when specifying your selected glass and list the relevant standards, CSI Masterformat Divisions, and organizations.
5. List 3-5 resources for finding information about manufacturers that produce this type of glass.

Peer evaluation: each student will document how well the other students presented their materials both orally and visually, as well as the depth in which they researched the product and their ability to find a new and interesting application for glass.

Project 9: Paint and Wallpaper (Due 11/22)

Material Analysis

Each student selects a type of paint or wallpaper (choose from those listed in the book or a new product on line). Since, ultimately your research will be compiled into a group book for you to use as future reference, be sure to develop a consistent format. You may use Power Point or other digital presentation methods. Your research can come from the textbook as well as other sources and must include the following:

1. Describe the type of product and its application, including its characteristics, source, method of production, installation, and maintenance requirements.

2. Describe the environmental impact of producing the product. Include its sustainable characteristics, life cycle costs, and the effects on indoor air quality
3. Describe and show pictures of how the product is used in (5) five interior settings. Be sure to include at least one that you find interesting, and inspiring. List the sources.
4. Describe what is required when specifying your selected paint or wallpaper and list the relevant standards, CSI Masterformat Divisions, and organizations.
5. List 3-5 resources for finding information about manufacturers that produce the paint or wallpaper.

Peer evaluation: each student will document how well the other students presented their materials both orally and visually, as well as the depth in which they researched the product and their ability to find a new and interesting about the material.

Project 10: Plastics (Due 12/01)

Material Analysis

Each student selects a product made out of plastic (vinyl wallcovering, plastic laminate, vinyl composition tile, solid vinyl tile, solid surface, etc.) Since, ultimately your research will be compiled into a group book for you to use as future reference, be sure to develop a consistent format. You may use Power Point or other digital presentation methods. Your research can come from the textbook as well as other sources and must include the following:

1. Describe the plastic product and its application, including its characteristics, source, method of production, installation, and maintenance requirements.
2. Describe the environmental impact of producing the product. Include its sustainable characteristics, life cycle costs, and the effects on indoor air quality
3. Describe and show pictures of how the product is used in (5) five interior settings. Be sure to include at least one that you find interesting, and inspiring. List the sources.
4. Describe what is required when specifying your selected product and list the relevant standards, CSI Masterformat Divisions, and organizations.
5. List 3-5 resources for finding information about manufacturers that produce the plastic product.

Peer evaluation: each student will document how well the other students presented their materials both orally and visually, as well as the depth in which they researched the product and their ability to find a new and interesting about the material.

Project 11: Fibers and Textiles (Due 12/13)

Material Analysis

Each student selects a type of fiber (wool, silk, cotton, rayon, nylon, etc.) Since, ultimately your research will be compiled into a group book for you to use as future reference, be sure to develop a consistent format. You may use Power Point or other digital presentation methods.

Your research can come from the textbook as well as other sources and must include the following:

1. Describe the type of fiber, include its characteristics, method of production, applications installation, and maintenance requirements.
2. Describe the environmental impact of producing the fiber. Include its sustainable characteristics, life cycle costs, and the effects on indoor air quality
3. Describe and show pictures of how the fiber is used in (5) five interior settings. Be sure to include at least one that you find interesting, and inspiring. List the sources.
4. Describe what is required when specifying your selected fiber and list the relevant standards, CSI Masterformat Divisions, and organizations.
5. List 3-5 resources for finding information about manufacturers that produce the plastic product.

Peer evaluation: each student will document how well the other students presented their materials both orally and visually, as well as the depth in which they researched the product and their ability to find a new and interesting about the material.

Project 12: Materials Sample Binder/Books (Due 12/15)

Materials Binder

As a group, compile all of the materials and finishes researched and presented throughout the semester. Synthesize redundant areas and refine documentation into a well-organized format and a graphically appealing book with a cover, table of contents and bibliography.