

Course Syllabus for Degree in Desing

Name of the subject	<i>Introduction to projects</i>
Year	First
Mention	Interiors
Teaching staff name	David Pablo / Raul Fidalgo
Number of credits ECTS	8 ECTS
Language of instruction	English

Description of the subject / Objectives

Introduction to Projects is a project-based course aimed at integrating the knowledge acquired in the instrumental and theoretical subjects of the curriculum. The main objective is to introduce students to the practice of spatial design and project development, with special attention to methodological processes and the assimilation of discipline-specific content, such as: basic notions of ergonomics, an introduction to construction processes, scaled drawing techniques, the creation of material palettes, and concept development.

Likewise, special emphasis is placed on drawing, understood as a fundamental tool for representation and expression in the field of design.

Additionally, the course aims to provide students with referential resources and to foster the development of critical thinking applied to project practice.

Competences and Learning Outcomes

Integrate theoretical and instrumental knowledge into the design process.

- Applies knowledge from other subjects in simple design proposals.
- Demonstrates the ability to combine theory and practice in design exercises.

Apply basic methods and procedures of design and spatial planning.

- Plans and develops basic design and representation processes.
- Defines spaces based on elementary design methodologies.

Use drawing as a fundamental means of representation, communication, and expression.

- Represents ideas and projects through scaled drawing and various graphic techniques.
- Uses drawing to communicate design concepts and solutions.

Recognize and apply introductory concepts of ergonomics and construction processes.

- Incorporates elementary ergonomic criteria into project definitions.
- Takes basic construction aspects into account in proposals.

Select and organize materials and references for the configuration of conceptual and constructive palettes.

- Creates material and concept palettes suited to project requirements.
- Justifies the selection of materials and references used.

Develop analytical and critical thinking skills in relation to design and space.

- Coherently argues design decisions with sound reasoning.
 - Demonstrates critical capacity regarding design processes and outcomes.
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Content

Introduction to the Design Process

- Presentation of the project methodology in design.
- Relationship between theoretical knowledge and practical application.
- The role of research and references in the creative process.

Drawing and Representation

- Freehand drawing as a tool for exploration and expression.
- Introduction to technical drawing and scaled drawing.
- Graphic resources for project communication (plans, elevations, sections, diagrams).

Ergonomics and Human Dimension

- Basic principles of ergonomics applied to spatial design.
- Scales and user proportions in relation to the environment.
- Practical exercises representing the user and their interaction with space.

Introduction to Construction Processes

- Basic materials and construction systems.
- Relationship between concept and technical possibilities.
- Application exercises: translating design ideas into viable solutions.

Material Palettes and Concepts

- Selection and combination of materials as part of the design language.
- Exercises in creating visual and conceptual palettes.
- Justification and presentation of material choices.

Critical Thinking and Analytical Skills

- Reading and analysis of reference projects.
 - Discussion and constructive critique of one's own work and peers' work.
 - Introduction to the argumentation of design decisions.
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Teaching methodology

The course is approached from a practical and applied perspective, where learning is built through the development of design exercises. Theoretical content is not delivered as independent blocks but rather presented in the form of brief theoretical capsules, integrated within the workflow of each exercise. In this way, knowledge is directly connected to the needs and challenges faced by the students.

The structure of the sessions is primarily organized in a workshop format, where the classroom becomes an active and collaborative workspace. Students work on the development of exercises with the support and guidance of the teaching staff, who act as facilitators of the process.

The moments of presentation and introduction of the exercises serve to contextualize the activities and establish the working objectives. Sessions also include spaces for discussion, critique, and collective review, fostering critical thinking and argumentation skills.

In summary, the methodology combines:

- Practical and experimental work, as the central axis of learning.
- Brief theoretical capsules, delivered when needed within the process.
- Workshop dynamics, focused on active participation and personalized guidance.
- Presentations and collective critiques, as tools for shared learning.

EVALUATION- Training activities

What is evaluated?

The assessment of the course will be carried out continuously through the different practical exercises developed throughout the semester. Each exercise will receive a specific grade that takes into account the following aspects:

- **Ability to generate original spaces:** proposals resulting from a deep reflection on space, with a clear and well-founded spatial concept.
- **Ability to communicate the project without words, in an expressive yet rigorous and coherent way:** graphic representation should allow the project to be understood and experienced in the absence of verbal explanations. There must also be alignment between the graphic representation and the design intentions.

Ordinary and Extraordinary Calls

Evaluation in ordinary call (continuous evaluation)

1st Semester

- EX01 – 20%
- EX02 – 20%
- EX03 – 20%
- EX04 – 20%
- EX05 – 20%

2nd Semester

- EX06 – 25%
- EX07 – 25%
- EX08 – 25%
- EX09 – 25%

According to the school's general evaluation regulations, in order to pass the course, all assessable elements must be submitted and must obtain a minimum grade of 4 to be averaged. If any element is not submitted, its grade will be an NP ("no presentado" not submitted) and the final grade for the regular exam period will also be an NP.

If any of the assessable elements do not reach a grade of 4, the final grade for the course will be evaluated as an NA. In both cases, the course cannot be passed during the regular exam period, and the student will have to take the extraordinary exam period according to the following point.

Evaluation in extraordinary call

Students who do not pass the course in the regular session at the end of the class period may present themselves for the extraordinary recovery session, the dates of which are indicated in the academic calendar.

In extraordinary examinations, the professor will personally decide the assessment method for each student, based on the circumstances that have prevented them from passing the subject in the ordinary examination period. However, two main cases can be identified:

- a. Students who have attended class more or less regularly, for whom the instructor can attest to an acceptable level of engagement with the course material and who have submitted a portion of the required assignment: In this case, the student will need to complete the missing assignments or improve them to pass the course. In the case of written exams, if these have been failed, the student will need to retake them. The instructor may decide to change the content of the assignments to ensure that the student demonstrates a minimum level of knowledge of the course material.
- b. Students who have not attended class or whose attendance has been irregular and who have practically not submitted any assignments during the course and therefore the teacher cannot attest to a minimum follow-up and knowledge of the contents: In this case, in addition to completing the required submission during the course (with modifications to avoid plagiarism or

not) and possibly having to do some extraordinary task, the student will have to compulsorily take a level test (written or oral exam, workshop practical test, etc.) to pass the subject.

The weighting percentages and minimum grades to be obtained for each assessable element will be defined by the professor in each case. The teacher will inform the affected students about the assessment method in the resit (extraordinary) exam session. It is the students' responsibility to find out by their own means the requirements to be met in this session.

Class attendance and general regulations

Students are obligated to attend classes. Failure to comply with this rule may result in the loss of the right to continuous assessment (regular exam period) for the course.

In this course, the general regulations indicated in the ESDI academic guidelines apply. In particular, regarding class attendance, please note the following:

- The minimum attendance percentage to maintain the right to continuous assessment is 80%. This means that students can have a maximum of 20% unexcused absences.**
- In the case of excused absences, even if there are a large number of excused absences, this does not exempt students from having to take the courses and continuous assessment properly. This means that they must submit the tasks required by the teacher and take the scheduled exams.**
- When the total number of absences, including excused and unexcused absences, reaches 30%, the student may also lose the right to continuous assessment.**
- The teacher will consult with the tutor or academic coordination before taking and communicating the decision to lose the right to continuous assessment for a student.**

The punctuality at the start of the classes is important: after 10 minutes from the start of a class, exam, or assignment submission, students will not be allowed to enter the classroom unless they can justify their tardiness with a valid document. Renfe Cercanías delay certificates are not considered valid documents to justify being late. Due to the frequent delays of Renfe, it is necessary to plan trips in advance to allow enough time to arrive to class on time.

Attendance at a class is considered complete if the student attends the entire class from the beginning to the end. Students who leave the class before the end without speaking to and justifying their absence to the instructor will receive an absence for the entire class. Communicating with the instructor does not necessarily mean that the student will not have an absence; this decision is at the discretion of the instructor based on the reason for the student's absence.

The use of technological devices (computers, tablets, mobile devices, etc.) may be restricted or even prohibited by the professor if misuse is evident. Specifically, if they are used in the classroom to perform tasks unrelated to the subject being taught. This rule may be applied individually or collectively.

Sources of information

- Pensar la arquitectura. Zumthor, Peter, Ed. GG
- La Casa: Crónica de una Conquista. Torres, Daniel, Ed. Norma
- La buena vida. Ábalos, Iñaki, Ed. GG
- Arquitectura de andar por casa, Lope de Toledo, Luis
- <https://www.dezeen.com/interiors/>

Other information

Important Note: The content of this course syllabus may be modified during the academic term if the professor deems it necessary, in accordance with the development of the course and the needs of the group. Any proposed changes will be communicated by the professor in class prior to the publication of the updated syllabus.