

**El Paso Community College**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<u>Interior Design Technology</u>								
<b>COURSE RUBRIC AND NUMBER</b>	<u>INDS 1341</u>								
<b>COURSE TITLE</b>	<u>Color Theory and Application</u>								
<b>COURSE CREDIT HOURS</b>	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>2</u></td> <td style="text-align: center;"><u>:</u></td> <td style="text-align: center;"><u>2</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>3</u>	<u>2</u>	<u>:</u>	<u>2</u>	Credits	Lec		Lab
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Credits	Lec		Lab						

**I. Catalog Description**

Studies color theory and its application to interior design. **(2:2). Lab fee.**

**II. Course Objectives**

Upon satisfactory completion of this course, the student will be able to:

- A. Analyze the major color theorists and color theories and determine the most effective use of each system in interior design presentations.
  - 1. Brewster, Prang, or Palette system
  - 2. Munsell System
  - 3. Ostwald System
- B. Utilize the Standard Color Wheel: Primary, Secondary and Tertiary colors
- C. Identify warm, cool, and neutral colors and the three dimensions of color
- D. Identify the effects of adjacent colors, light, and texture on the human response to color (psychology and physiological effects of individual colors).
- E. Develop color schemes using a color board that includes correct terminology and identification of fabric color, styles, texture, end-use, and maintenance.
- F. Recognize the effects, thoughts, and use of color in multiculturalism
- G. Explain the interactions between color and the elements and principles of design
- H. Design and create proper application of color to interior backgrounds
- I. Discuss the law of chromatic distribution
- J. Develop color board presentation skills to include design concept, board assembly, planning, composition, craftsmanship, and presentation
- K. Integrate all of the elements to create the proper client-designer relationship, with an emphasis on selling the client the final design job
- L. Develop and produce design concepts in written, verbal, and automated formats and demonstrate creative thinking.
- M. Demonstrate skills in planning and conducting presentations in front of instructor and peers.
- N. Demonstrate professionalism as in following instructions, preparation, timeliness, responsibility, and good conduct
- O. Identify and utilize tools, software, and equipment learned in all the interior design classes to include:
  - 1. Computers, printers, plotters, scanners, copiers, projectors, matboard cutter, labeler, glue gun, and pressmount
  - 2. Microsoft Word, Excel, PowerPoint, and Publisher; Autocad; and Adobe Photoshop
  - 3. Architectural scale, triangles, manual drafting, mechanical pencils, furniture templates, and measuring tape

4. Presentation materials-matboards, foamboard, adhesives, exacto knives, metal rulers, markers, vellum, and prisma color
- P. Describe the function and maintenance of a fabric and product library

### **III. THECB Learning Outcomes (WECM)**

1. Describe and apply various color systems.
2. Perform color mixing techniques to achieve required hues, values, and intensities.
3. Define physical and psychological characteristics of color.
4. Create a variety of color projects.

### **IV. Evaluation**

#### **A. Test & Projects**

1. Student have a total of one (2) performance/objective examination and (8) demonstration projects during the semester.
2. Numerous demonstration projects of varying length are to be completed during the laboratory period and submitted to the instructor by each student.
3. Lab projects will be graded on the basis of creativity, application of design concepts from the test, and lecture, and presentation of the project.
4. Class participation, daily assignments and attendance will be noted and included in the overall class grade.

#### **B. Grading Scale**

90 - 100	=	A
80 - 89	=	B
70 - 79	=	C
69- below	=	F

### **V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

### **VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.