COURSE SYLLABUS						
Course Title	**Course Code**	**Semester**	**Course Hour/Week**		**Credit**	**ECTS**
Wet Space Design	INAD 427	1	**Theory** 3	**Practice** 0	3	5
Course Type	Compulsory Courses	Department Elective	Faculty Elective	University Elective	CoHE (YÖK) Compulsory	Other
		x				
Level of Course	Associate Degree (Short Cycle)		Undergraduate (First Cycle)		Graduate/ Doctoral (Second /Third Cycle)	
			x			

Language of Instruction	English

Course Instructor(s)	Instr.Mojtaba Karimnezhad	E-mail: mojtaba.nezhad@arucad.edu.tr Office:
Course Objectives	The course aims to analyze different categories of wet spaces—public, commercial, and private—providing students with the opportunity to explore fundamental design principles and trace the evolution of spaces such as kitchens, bathrooms, and toilets. It also addresses technical and human factors, including hygiene, safety, accessibility, and ergonomic considerations. Additional topics include flexibility through modular systems and standardization. Students will develop and apply their skills through hands-on modular wet-space design projects that consider spatial organization, adaptability, materials, color, texture, accessories, lighting, and cost planning.	
Course Learning Outcomes	Upon successful completion of this course, students will demonstrate knowledge and understanding of:	
	Students will be able to:	**Teaching Methods** / **Evaluation Methods**
	Knowledge	
	1. Describe the stages of design, production, and implementation in wet space design.	Lecture / Midterm Review
	2. Identify various design approaches and stylistic interpretations of wet spaces.	Lecture / Midterm Review
	3. Explain cultural influences on wet space design.	Lecture / Midterm Review

	4. Summarize fundamental technical aspects of service systems in wet spaces.	Lecture (Technical and Material Considerations)	Midterm Exam
	Skills		
	5. Apply functional and spatial organization principles to a modular wet space design.	Lecture + Studio/Project Work	Midterm Review (Initial Layout Proposal)
	6. Develop lighting, color, and material selections that support a wet space design concept.	Lecture (Material Selection, Lighting, Color) + Studio/Project Work	Final Project
	7. Design a modular wet space that incorporates flexibility and standardization.	Lecture (Flexibility and Modularity) + Studio/Project Work	Final Project
	8. Produce technical detailing that integrates service systems within a wet space design.	Lecture (Technical Detailing) + Studio/Project Work	Final Project
	General Competitiveness		
	9. Generate conceptual and creative design solutions for wet spaces informed by the interior space concept.	Studio/Project Work + Discussion	Final Project / Jury
	10. Evaluate and resolve challenges related to integrated system design in wet spaces.	Studio/Project Work + Final Discussion & Review	Final Project / Jury
	11. Justify design decisions with reference to philosophical perspectives on related design issues.	Discussion + Final Review	Final Project / Jury
Course Content	In today's context, wet spaces have evolved beyond their purely functional purpose to become reflections of lifestyle, status, and contemporary design trends. This course explores the categorization of wet spaces as public,		

	commercial, and private environments, enabling students to understand both the fundamental design principles and the historical development of spaces such as kitchens, bathrooms, and toilets. In addition to aesthetic and functional considerations, the course addresses key technical aspects, including hygiene, safety, accessibility, and human-centered spatial organization. The course also examines flexibility through modularity and standardization. Students will engage in practical design exercises focused on modular wet spaces, considering various aspects of design, including spatial layout, adaptability, material and color selection, texture, accessories, lighting, and cost estimation. Each student is expected to submit a comprehensive report integrating these elements with their design proposals.

COURSE OUTLINE/SCHEDULE

Week	Topic	Implementation (theory/practice)	Required Reading, Preliminary preparation
1	Course Introduction, Overview.	T	No need for preliminary preparation.
2	**Understanding Wet Spaces:** Functions, Typologies & User Needs. **Explanation of the Course Semester Project & Group Formation.**	T	Preparation for the first stage of the Semester Project.
3	**Lecture:** Wet Spaces — Bathrooms.	T	Start the project: research.
4	**Lecture:** Wet Spaces — Kitchens.	T	Continue working on the project.
5	**Lecture:** Technical and Material Considerations.	T	Continue working on the project.
6	**Lecture:** Design Principles in Wet Spaces.	T	Continue working on the project.
7	**Lecture:** Functionality & Ergonomics in Wet Spaces.	T-P	Continue working on the project.
8	**Review of the First Stage of the Semester Project.** **Midterm Exam.**	T-P	Continue working on the second stage of the project: initial layout proposal.
9	**Lecture:** Material Selection in Wet Spaces.	T-P	Continue working on the project.
10	**Lecture:** Lighting in Wet Spaces.	T-P	Continue working on the project.
11	**Lecture:** Color in Wet Spaces.	T-P	Continue working on the project.
12	**Lecture:** Flexibility and Modularity in Wet Spaces.	T-P	Continue working on the project.
13	**Lecture:** Technical Detailing.	T-P	Continue working on the project.
14	**Final Adjustments & Completion.**	T-P	Apply the given feedback.
15	**Final Discussion and Overall Review of the Course.**	T-P	No need for preliminary preparation.
16	**FINALS EXAM WEEK**	—	—

Required Course Material(s) / Reading(s)/ Text Book(s)	Zelnik, M. (2001). *Human dimension and interior space: A source book of design reference standards*. Watson-Guptill. **CALL NUMBER: REF NA2542.4 .P356 1979** Dodsworth, S., & Anderson, S. (2015). *The fundamentals of interior design*. Bloomsbury Publishing. **CALL NUMBER: NK2110 .D63 2020** Badenduck, N. (2022). *Interior design concept: Critical practices, processes and explorations in interior architecture and design*. Routledge. **CALL NUMBER: NA2850 .B33 2023**
Recommended Course Material(s)/ Reading(s) /Other	Asensio, P. (2006). *Ultimate kitchen design*. teNeues. Baden-Powell, C. (2005). *Architect's pocket book of kitchen design*. Elsevier. Ching, F. D. K., & Binggeli, C. (2005). *Interior design illustrated*. John Wiley & Sons. Conran, T. (2002). *Kitchens: The hub of the home*. Conran Octopus Publishing Group. Knott, M. F. (2011). *Kitchen and bath design: A guide to planning basics*. John Wiley & Sons.

ASSESSMENT		
Learning Activities	NUMBER	WEIGHT in %
Mid-Term Exam	1	40
Quiz		
Assignment		
Project		
Field Study		
Presentation / Seminar		
Other		
Contribution of Final	1	60
TOTAL	2	100

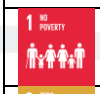
No	**PROGRAMME LEARNING OUTCOMES**	**Level of Contribution (1 = lowest / 5 = highest)**				
		1	**2**	**3**	**4**	**5**
KNOWLEDGE *Understanding and knowing — theoretical, historical, and conceptual foundations*						
1	Demonstrate comprehensive knowledge of visual and spatial design language, encompassing fundamental principles of form, function, space, material, ergonomics, ecology, and society, as well as technical knowledge, in the production of human-centered interior environments.					**X**
2	Critically engage the history of interior architecture, art, and design, drawing on research methodologies to inform culturally sensitive and contextually grounded design practice.			**X**		
3	Understand interior architecture as a holistic and interdisciplinary profession, articulating the relationship between spatial design, architecture, art, and environmental stewardship.			**X**		
4	Understanding of theoretical, historical, cultural, ecological, and universal accessibility dimensions of interior design to inform				**X**	

	responsible, inclusive, and environmentally conscious spatial decision-making.					
SKILLS *Doing and making — technical, creative, and methodological abilities*						
5	Develop and communicate design concepts through diverse visualization tools — including hand drawing, and digital modeling — demonstrating competency in contemporary representational technologies for professional design communication.			**X**		
6	Produce technically proficient sketches, technical drawings, and documentation according to professional standards, applying both analog and digital tools in spatial problem-solving.					**X**
7	Apply systematic, research-based critical thinking in design processes and problem-solving, addressing contemporary spatial and ergonomic demands with research-driven design strategies.				**X**	
8	Produce design models, cost estimations, and technical documentation for project realization, incorporating sustainable design strategies and adaptive reuse methodologies for heritage and contemporary environments.					**X**
COMPETENCIES *Professional behavior and attitude — ethical, creative, and lifelong practice*						
9	Articulate a personal creative vision and present design proposals verbally, visually, and textually across a range of media, upholding the high standards of creative excellence, considering legal and ethical practices.				**X**	
10	Demonstrate commitment to continuous self-development, lifelong learning, and professional ethics, contributing to the cultural and intellectual enrichment of local, regional, and global communities.		**X**			
11	Demonstrate proficiency in innovative design tools and emerging technologies, integrating traditional craftsmanship with contemporary digital methods to expand the boundaries of interior spatial design.	**X**				
12	Collaborate effectively in interdisciplinary and intercultural teams, demonstrating leadership, communication, and project management competencies in design and professional contexts.			**X**		

ECTS / STUDENT WORKLOAD				
ACTIVITIES	**NUMBER**	**UNIT**	**HOUR**	**TOTAL (WORKLOAD)**
Course Teaching Hour (X weeks * total course hours)	15		3	45
Preliminary Preparation and self- study	12		2	24
Mid-Term	1		25	25
Preliminary Preparation and self- study for Mid-Term				
Quiz				
Assignment				
Project				
Field Study				
Presentation / Seminar				

Preliminary Preparation and self- study for Final				
Final Examination/ Final Project/ Dissertation	1		35	35
TOTAL WORKLOAD				
TOTAL WORKLOAD / 25				129
ECTS				5.16

ETHICAL RULES WITH REGARD TO THE COURSE
Plagiarism Disclaimer Detected and undetected plagiarism is a serious offense at any time and can have devastating effects on your degree results and future professional life. Plagiarism is easy to avoid if you ensure that you properly identify and acknowledge your sources and do not copy directly from visual examples, designs, or notes that have themselves been taken word-for-word from your sources.

The Course Contribution to Sustainable Development Goals SDGs		
	SDG 1: No Poverty	
	SDG 2: Zero Hunger	
	SDG 3: Good Health and Well-Being	X
	SDG 4: Quality Education	
	SDG 5: Gender Equality	
	SDG 6: Clean Water and Sanitation	X
	SDG 7: Affordable and Clean Energy	X
	SDG 8: Decent Work and Economic Growth	X
	SDG 9: Industry, Innovation and Infrastructure	X
	SDG 10: Reduced Inequalities	
	SDG 11: Sustainable Cities and Communities	X
	SDG 12: Responsible Consumption and Production	X
	SDG 13: Climate Action	X

	SDG 14: Life Below Water	
	SDG 15: Life on Land	X
	SDG 16:Peace, Justice and Strong Institutions	X
	SDG 17:Partnership for the Goals	X

ASSESSMENT DETAILS AND EVALUATION CRITERIA	
Final grades will be determined based on the course learning activities and the assessment details for the final examination or project, as outlined below, in accordance with the University's Education and Examination Regulations. Students are required to attend at least 70% of the classes. The maximum allowable absenteeism is 30%. **Midterm 40%** **Final 60%**	
PREPARED BY	Instr.Mojtaba Karimnezhad
UPDATED	September 2025.
APPROVED	