



IND 2635: Designed Environments & Human Behavior Interactions

SPRING 2016 COURSE SYLLABUS

Tuesdays 11:45 – 12:35 (Period 5) Rinker 230 AND
Thursdays 10:40-12:35 (Periods 4-5) Rinker 225

Instructor: Sheila J. Bosch, PhD, LEED AP, EDAC

Email: sheilabosch@dcp.ufl.edu

Phone: 352.294.1439 (office). Email is the preferred form of communication. I will do my best to respond to your email within 24 hours.

Office Hours: Thursdays 1:30 – 3:30 pm or by appointment

Office Location: ARCH348

Canvas: The syllabus, course assignments, due dates, additional reading material, grades and other course-related information will be available in Canvas. You are responsible for checking Canvas regularly to track assignments, due dates, etc. You must post your completed assignments to Canvas by the start of class on the due date unless otherwise instructed. Please email the assignments to the instructor, on time, if you experience technical difficulties with Canvas.

Course Description: This course is dedicated to understanding human-environment interactions, also known as environment-behavior studies. Students will learn about foundational theories and a variety of research methods for understanding environment-behavior relationships, explore human responses to various types of environmental conditions, and strengthen their understanding of the impact of interior design on contemporary society.

This is a Gordon Rule Course (6,000 word count). Enhancing writing skills is an important component of this course.

Course Objectives:

- Demonstrate an understanding of approaches to identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs.
- Demonstrate an understanding of the value of interior design to contemporary society, as well as the breadth and depth of interior design's impact and value.
- Work collaboratively in teams.
- Complete UF Institutional Review Board (IRB) training.
- Demonstrate an understanding of the interrelationships of human experience and behavior with the natural and/or built environment.
- Describe various methods for gathering evidence to inform a design solution.
- Demonstrate the ability to gather, analyze, and respond to patterns of human experience and behavior in a variety of contexts.
- Demonstrate the ability to apply human factors and ergonomic principles, as well as universal design principles.
- Effectively distill and visually communicate data and research appropriate to a range of purposes and audiences.
- Express ideas effectively in oral and written communication.
- Demonstrate an awareness of a range of sources for information and research about a variety of environment-behavior issues, including color, as they relate to health, safety, welfare, and human behavior.

~~and Supplies Fee: Approximately \$9.00~~

Required Text:

Kopec, D. (2012). *Environmental psychology for design (2nd ed.)*. New York, NY: Fairchild Books.

Optional Reference Texts:

Gifford, R. (2013). *Environmental psychology: Principles and practices (5th ed.)*. Optimal Books.

American Psychological Association (2009). *Concise rules of APA style (6th ed.)*. Washington, DC: American Psychological Association.

Course Policies

Course Work and Evaluation

• Post-occupancy Evaluation	15%
• Group Presentation(s)	20 15%
• Papers	30 25%
• Peer-review Critiques	5%
• In-class Assignments	15 0%
• IRB online training	5%
• Exam(s)	25 25%
Total	100%

Grading Scale

A = 93–100%	4.0
A- = 90–92.9%	3.67
B+ = 87–89.9%	3.33
B = 83–86.9%	3.0
B- = 80–82.9%	2.67
C+ = 77–79.9%	2.33
C = 73–76.9%	2.0
C- = 70–72.9%	1.67
D+ = 67–69.9%	1.33
D = 63–66.9%	1.0
D- = 60–62.9%	0.67
E = 0–59.9%	0.0

Laptops, Cell Phones, Tablets: Please **bring** your mobile devices to class and use them during the period for course-related purposes only. Having access to relevant information sources is important in creating an active learning environment. You may need these devices for in-class assignments. You may NOT use mobile devices during any exam.

Attendance: Attendance in every class period is expected. Understanding that sickness or other unfortunate circumstances outside of your control may occur, you will be allowed to miss no more than two classes without questions. However, your assignments are still due on the originally scheduled due date, unless you make other arrangements with the instructor **PRIOR** to the due date. Each missed class after that will result in a 2% reduction of your final grade, unless the absence is excused and the reason for the absence verified (e.g., doctor's note). If you know in advance of a class that you will be missing it, please inform the instructor. Each student is expected to be on time for class to avoid distractions for the instructor and the other students.

Tardiness: Arriving on time for each class and staying for the entire length of the class is expected. Arriving more than 10 minutes late or leaving more than 10 minutes early three times will equal one unexcused absence.

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Late assignments

All assignments are due at the beginning of the class period on the due date. Assignments - complete or incomplete - must be turned in on the due date and will be graded as they stand. Students who seek an alternative to this rule must obtain permission from the instructor prior to the due date. The work will be evaluated based on what is turned in at that time. No unexcused late work will be accepted. The late work will be given a failing grade. No late work will be reviewed.

Exams: Exams must be taken at the scheduled times. You must notify the instructor BEFORE the schedule exam time if there are extenuating circumstances.

Commented [MP1]: You may want to reserve the CIRCA lab in ARCH—if you want to proctor on-line exams.

Disputed Grading: Any objection regarding grading of any project/paper/exam etc. must be submitted in writing within 2 weeks of receiving the grade. You must include an explanation of why you think your answer was correct or why you should have received a higher grade.

Course Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

CIDA-related Course Standards¹

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Standard 4. Global Context

Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

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Intent: This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions, while effectively considering variations in design practices and delivery.

a) Students have an **awareness** that technology, materials, and construction vary according to geographic location.

Note: does not address the other components of Standard 4.

¹ As per Professional Standards 2017 DRAFT – April 2015

Standard 5. Collaboration

Interior designers participate in multi-disciplinary collaborations.

Intent: This standard ensures graduates understand the role of interior designers, the value of interior design, and are prepared to work effectively in teams and in leadership roles across disciplines.

Students have **awareness** of:

- a) the nature and value of integrated design practices.
- b) terminology and language that will enable them to communicate effectively in an interdisciplinary environment.

Note: does not address the other components of Standard 5.

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Standard 6. Business Practices and Professionalism

Interior designers understand the fundamental principles and processes that define the profession of interior design and the value of interior design to society.

Intent: This standard ensures graduates understand the various accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships of the influence of design, design responsibility, and ethics.

Students **understand**:

- a) the value of interior design to contemporary society.
- c) the breadth and depth of interior design's impact and value.

Note: does not address the other components of Standard 6.

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Standard 7. Human-Centered Design

Interior designers apply knowledge of human experience and behavior to designing the built environment.

Intent: This standard ensures that graduates identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs.

Student work demonstrates **understanding** of:

- a) the interrelationship of human experience and behavior to the natural and built environment.

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b) various methods for gathering evidence to inform a design solution.

Student work demonstrates the **ability** to:

c) gather, analyze, and respond to patterns of human experience and behavior in a variety of contexts.

d) apply human factors and ergonomic principles.

e) apply universal design principles.

Standard 9. Communication

Interior designers are effective communicators.

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Intent: This standard ensures that graduates can communicate and share information visually as well as through speech, writing, and listening. Design communication also involves the ability to listen to and interpret external information.

Students are **able** to:

a) effectively distill and visually communicate data and research appropriate to a range of purposes and audiences.

b) express ideas effectively in oral communication.

c) express ideas effectively in written communication.

d) express beginning and more refined ideas with media appropriate to a range of purposes and audiences.

e) express ideas effectively through the integration of oral, visual, and written work.

Standard 12. Color

Interior designers apply color effectively in communication and design work.

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Intent: This standard ensures graduates understand the art and science of color. Graduates should be able to integrate color in the design process and apply color to enhance the human experience.

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a) Students demonstrate an **awareness** of a range of sources for information and research about color in relation to health, safety, welfare, and human behavior.

Note: does not address the other components of Standard 12.

University Policies

Evaluation Options for the University Writing Requirements (Gordon Rule)

Courses like this, that offer Writing Requirements (aka Gordon Rule) Credit, will have two assessment options: Gordon Rule –Y (passed, for students meeting the writing requirements of the section; Gordon Rule – N (not passed). The student will then receive no credit towards the Gordon Rule requirements, although the student may still pass the class itself.)

The writing evaluation [Y/N] does not directly affect the course grade or the student's grade point average. It will only determine whether the student gets the course word credit towards the total (24,000 words) needed to complete the Gordon Rule writing requirement. Also note that as per University policies, even with satisfactory (Y) writing, the student will not get course word credit if their course grade is less than a C nor if any of the papers are not turned in.

Incomplete

The criteria by which a student may receive an incomplete are described in the University of Florida Graduate Catalogue (2015- 2016) at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#incomplete>

Student Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Integrity and the UF Honor Code

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor

Proposed Schedule (This is subject to change by the instructor)

Week (Date)	Topics/Activities	Readings (Read prior to class)	Assignments
Week 1 1/5/16	Syllabus overview; Ch1 An Introduction to Environmental Psychology		Register with MyIRB at http://irb.ufl.edu/myirb/registration-3rd.html and complete required training (CITI or NIH) for IRB2 by 1/12/16 (NOTE: this may take 2-4 hours to complete) http://irb.ufl.edu/irb02/required-training-for-irb-02.html
1/7/16	Introduction to post-occupancy evaluations (POEs); Introduce Marston Science Library POE project	Assigned readings (see Canvas)	Register with MyIRB at http://irb.ufl.edu/myirb/registration-3rd.html and complete required training (CITI or NIH) for IRB2 by 1/12/16 (NOTE: this may take 2-4 hours to complete) http://irb.ufl.edu/irb02/required-training-for-irb-02.html
Week 2 1/12/16	Foundational Theories of Environmental Psychology	Ch2 and assigned readings (see Canvas)	Due: Submit certification of IRB 02 training (CITI or NIH)
1/14/16	IRB application requirements; Marston Science Library POE protocol development (in teams); Introduction of group presentation 1 assignment and Paper 4 assignment		Develop Marston POE protocol presentation
Week 3 1/19/16	Graduate student guest speakers	Ch3 and assigned readings (see Canvas)	Due: Submit team's draft presentation on Marston POE protocol and draft IRB application.
1/21/16	10 minute group presentations (each group) of proposed Marston POE		Due: Group presentation 1, Submit POE protocol, and IRB application

Commented [MP2]: Students can add & drop classes during the first week of the semester.

	protocol; Class to decide on final POE protocol		
Week 4 1/26/16	The Environment Called Home; The Community and Neighborhood; Introduce Paper 1 assignment	Ch10 – 11 and assigned readings (see Canvas)	Due: Group draft IRB application
1/28/16	Watch movie, “Life as a House”	Assigned readings (see Canvas)	Work on theory paper
Week 5 2/2/16	The Human Condition	Ch5 and assigned readings (see Canvas)	Work on theory paper
2/4/16	In-class activity/discussion related to Ch5	Assigned readings (see Canvas)	Due: Submit Paper 1, Theory and Life as a House (1,000 – 1,500 words) Submit in-class activity
Week 6 2/9/16	Information Management; Introduce Paper 2	Ch6 and assigned readings (see Canvas)	Work on Paper 2
2/11/16	In-class activity/discussion related to Ch6 (focus on color and culture);	Assigned readings (see Canvas)	Submit in-class activity, if required
Week 7 2/16/16	Infants, Toddlers, and Childhood; The Elderly Population	Ch7 – 8 and assigned readings (see Canvas)	Work on Paper 2
2/18/16	In-class activity/discussion related to Ch7 – 8	Assigned readings (see Canvas)	Submit in-class activity, if required
Week 8 2/23/16	EXAM 1		Obtain EDAC Study Guide 1 and begin reading (free at: https://www.healthdesign.org/edac/get-your-free-copy-study-guide-1)
2/25/16	Wayfinding exercise	Assigned readings (see Canvas)	Submit in-class activity, if required

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Week 9	SPRING BREAK—NO CLASS		
Week 10 3/8/16	Healthcare	Ch14 and assigned readings (see Canvas)	
3/10/16	In-class activity/discussion related to Ch14	EDAC Study Guide 1 reading completed and other assigned readings (see Canvas)	Due: Submit Paper 2 (2,000–3,000 words) Submit in-class activity, if required
Week 11 3/15/16	Learning and Education	Ch12 and assigned readings (see Canvas)	
3/17/16	In-class activity/discussion related to Ch12	Assigned readings (see Canvas)	Submit in-class activity, if required
Week 12 3/22/16	Office Environments	Ch13 and assigned readings (see Canvas)	
3/24/16	In-class activity/discussion related to Ch13	Assigned readings (see Canvas)	Submit in-class activity, if required
Week 13 3/29/16	Retail and Service Environments	Ch16 and assigned readings (see Canvas)	
3/31/16	In-class activity/discussion related to Ch16	Assigned readings (see Canvas)	Submit in-class activity, if required
Week 14 4/5/16	Resorts and Recreation	Ch15 and assigned readings (see Canvas)	
4/7/16	<i>Group Presentation 2—Marston Library POE Findings</i>		Due: Submit group presentation file
Week 15 4/12/16	Persons with Disabilities	Ch9 and assigned readings (see Canvas)	Due: Submit Paper 4, Marston POE individual report due (3,000–3,500 words)

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4/14/16	In-class activity/discussion related to Ch9 (focus on ergonomics and universal design)	Assigned readings (see Canvas)	Submit in-class activity, if required
Week 16 4/19/16	EXAM 2		
4/21/16	READING DAY – NO CLASS		

Commented [MP3]: The exam cannot be scheduled during slated reading days.