Syllabus

INSTRUCTOR

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Office Hours: Tuesday/Wednesday – 3:30-4:30pm or by appointment

COURSE INTENTIONS

The course provides students with an understanding of design innovation in interior design and allied fields. Impacted by individual, social and environment factors, design innovation surfaces in creative personality traits, processes, products and environments. Through the study of precedent as well as theories of creativity and space, this course will examine innovation at play in contexts ranging from the workplace to healthcare and learning environments. Further we will study innovations in sustainability in design competition work. Opportunities to examine innovation will be discussed in new building forms as well as in the creative adaptation of existing spaces.

To explore innovation, this course will focus on the design engagement framework with impact markets as well as other creative theories and methods of study. In particular, narrative inquiry, will be explored as a vehicle for examining innovation since it provides some access into the mind of the designer and into perceptions of memorable spaces and places offering purposeful and imaginative solutions necessary for the world in which we live. Throughout the course, narrative cases will be studied not only to better understand creativity in individuals but will reveal team dynamics, client interactions and end user perceptions. As design professions continue to become increasingly collaborative and interactive, it is necessary to study innovation in relation to client, end user and stakeholder engagement.

Educational Objectives

This course fulfills a "Humanities" (H) general education requirement at the University of Florida.

Student Learning Outcomes facilitating an understanding of the humanities:

Students are able to recognize the influences (and potential biases) of individual, social, and environmental factors on definitions of design innovation.

- Students are able to learn from precedent when studying design innovation in the context of interior design and allied fields.
- Students are able to understand creativity and design innovation from related and sometimes competing worldviews.
- Students are able to analyze and interpret narratives on design innovation using frameworks and theories.
- Students have awareness of methodologies from narrative inquiry and evidence-based design to understand the assessment of creativity and design innovation.

- Students are able to apply precedent and theory in a design intervention in the built environment in which they design, observe and communicate their process and results.

Student Learning Outcomes facilitating an understanding of the interior design discipline[1] (CIDA Standards):

Standard 4. Global Context. Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work:

- 4a) Students are **aware** that building technology, materials, and construction vary according to geographic location.
- 4b) Student work demonstrates an **understanding** of how social, economic, and cultural contexts inform interior design.
- 4d) The program provides exposure to the current and relevant events that are shaping contemporary society and the world.

Standard 5. Collaboration. Interior designers collaborate and also participate in interdisciplinary teams:

- 5d) Students **understand** teamwork structures and responsibilities.

Standard 6. Business Practices and Professionalism. Interior designers understand the principles and processes that define the profession and the value of interior design to society.

Students have an **awareness** of:

- 6b) the impact of a global market on design practices.
- 6c) the breadth and depth of interior design's impact and value.

Students **understand**:

- 6h) professional ethics and conduct.

The program provides exposure to:

- 6i) career opportunities an interior design education and afford and the options for advanced study.
- 6k) legal recognition for the profession.
- 6l) professional organizations.
- 6m) life-long learning.
- 6n) public service.

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[1] Students successfully completing this course will demonstrate an awareness of fundamental design concepts and issues, thus broadening their understanding of innovation within the context of interior design. Discipline-specific learning outcomes for this course support selected accreditation standards (2018) established by the Council for Interior Design Accreditation (CIDA).

Standard 7. Human-Centered Design. Interior designers apply knowledge of human experience and behavior to designing the built environment.

- 7e) Student work demonstrates the **ability** to apply human factors, ergonomics, and universal design principles to design solutions.

Standard 9. Communication - Interior designers are effective communicators.

- 9b) Students are **able** to express ideas in oral communication.
- 9c) Students are **able** to express ideas in written communication.

Standard 11.Design Elements and Principles. Interior designers apply elements and principles of design.

- 11a) Students **understand** the elements and principles of design, including spatial definition and organization.

Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

- 12b) Students **understand** the principles of natural and artificial lighting and design.
- 12e) Students have **awareness** of a range of sources for information and research about color.

Student work demonstrates **understanding** of:

- 12g) color terminology.
- 12h) color principles, theories, and systems.

Standard 13. Products and Materials. Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

- 13a) Students are **aware** of the influence of furnishings, objects, materials, and finishes on human wellbeing.

Standard 16. Regulations and Guidelines. Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

- 16a) Students have **awareness** of the origins and intent of laws, codes, and standards.
- 16e) barrier-free and accessibility regulations and guidelines.

COURSE ORGANIZATION

Schedule

Tuesday/Wednesday - 2:00 - 3:15pm (5th period, ARC 411), Thursday - 2:00-4:45pm (5th-6th period, ARC 411)

Required Texts
- Dohr, Joy H. & Margaret Portillo. Design Thinking For Interiors: Inquiry + Experience + Impact. Hoboken, NJ: John Wiley & Sons, 2011. ISBN: 978-0-470-56901-6
- Jones, Lynn & Phyllis Allen. Beginnings of Interior Environments (11th edition), Upper Saddle River, NJ: Prentice Hall, 2014. ISBN: 978-0-13-278600-3

This course is also participating in *UF All Access*, which is a program designed to provide the most affordable option for materials to everyone in this course. The required course materials listed above are available through UF All Access in an e-book type format and would be delivered digitally through Vital Source should you decide to participate. If you feel you need additional print support, please visit the University Bookstore located in the Reitz Union. To opt in to the program, please go to https://www.bsd.ufl.edu/G1C/bookstore/allaccess.asp.

Format
- Student learning will occur through module lessons containing assigned readings, instructor presentations, related videos, quiz assessments, reflections, and in some weeks additional assignments will be due.
- Students will work in assigned pairs for the Make a Difference and Deep Dive projects (unless the instructor has given instructions to work individually).
- Outside work includes locating a design client in the community, site visits, project administration and assessment.
- All assignments, quizzes and projects will be administered/submitted on Canvas.
- The Make a Difference project (with an assigned milestone and a final submission) offers a learning opportunity for students to apply course concepts in a real life context.
- The course contains 6 lesson weeks consisting of readings, assessments, assignments and required submissions.
- The course instructor will be happy to respond to any questions either in person or on-line. Additionally the instructor will available during set office hours.

The instructor reserves the right to alter the course in response to opportunities or extenuating factors.

ASSIGNMENTS AND GRADING SCALE
At the end of each module, students are to complete a variety of assessments typically including a quiz, reflection and in some weeks a project (e.g., Deep Dive, or Make a Difference). Each of these assessments or assignments must be completed in the allotted time frame. Late submissions will not be accepted.

Criteria for Grades

Quizzes (on-line quizzes)	40%
Make A Difference Project (including milestone and final submission)	30%
Reflections (200-250 word essays)	15%
Deep Dive (Presented PowerPoint/Prezi and on-line submission)	10%
Participation (5% deduction for every unexcused absence)	5%
	100%

Quizzes

All quizzes are comprised of 15 multiple-choice and/or true/false questions. Each quiz draws from course presentations, videos and assigned readings to assess student knowledge of the content presented each week. The timed quizzes (20 minutes) are each worth 15 points. Quizzes are administered through the "Assessment" tool on Canvas e-Learning.

Reflections

Students are required to complete a written reflection (200-250 words) about an aspect of the course content presented in assigned lessons or readings. Each reflection is worth 10 points. Students will submit their Reflection directly or upload completed Reflections through the "Assignment" tool on Canvas e-Learning.

Deep Dive Project

At the start of the semester the instructor will assign a topic with a published essay for your team to review and build upon in an original PowerPoint or Prezi (8-10 slides). You may find a PDF copy of your assigned essay on the "Resource" tool on Canvas e-Learning. Students will work individually to complete this assignment. This project affords an in-depth look at a focused area of design innovation and is worth 50 points. Topics have ranged from evidence-based design to social responsibility in the built environment. Students will upload their completed Deep Dive project through the "Assignment" tool on Canvas e-Learning for review.

Make a Difference Project

This project is adapted from an IDEC challenge to encourage students nationwide and beyond to use their creativity to make daily existence better for human beings (or other living things) or the earth. At the start of the semester the instructor will assign partners to complete this team project (unless the instructor has given instructions to work individually). This project provides students with the opportunity to create a real-life design intervention and is worth a total of 150 points. Essentially, the project involves:

- Finding a real-life problem in the community that could be made better through some type of design intervention.
- Creating and installing a small, meaningful design solution, either temporary or permanent.
- Assessing what happens when people encounter and use their environmental idea.[2]

Utilizing the provided IDEC template, students will upload a PDF of their Final Make a Difference project through the "Assignment" tool on Canvas e-Learning for review.

Participation

Students are expected to arrive to class on time, remain in class for the duration of instruction, and attend every scheduled class period. A 5% deduction from the participation grade will be assessed for each unexcused absence. Prior notice and proper documentation (a doctor's note, signed waiver, etc.) is required to excuse an absence from class. The course instructor reserves the right to deduct participation grades for excessive (3 or more) tardiness. The

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[2] This project is adapted from the Interior Design Educator's Council Social Responsibility Network's project inspired by Bryan Bell, founder of Design Corps, a non-profit group dedicated to world betterment through design. The idea is simple, but potentially profound.

instructor may also provide a 5% bonus in participation grades for individuals who actively contribute to class discussion, activities, or course learning objectives.

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	0.0

Information in regard to UF's grading policy can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

COURSE POLICIES

Attendance
Attendance in class is mandatory. Attendance is essential to the learning process. Students are expected to arrive to class on time, remain in class for the duration of instruction, and attend every scheduled class period. It is expected that students will be both present and on time for each class session, and that the instructor will be notified in advance of any necessary absence in person, by phone or by email.

Project Due Dates
Projects and assignments are to be turned in as specified. No projects will be accepted late except by special permission of the instructor. The quizzes must be taken at the scheduled times. You must notify the instructor before the quiz is scheduled if there are extenuating circumstances. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Classroom Climate
Equitable participation in this class requires the use of inclusive language, methods, and materials. Students are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others. Students are also encouraged to identify language, methods, and materials used in this course that do not contribute to an inclusive classroom climate.

Special Accommodations
Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see

http://www.dso.ufl.edu/drc/getstarted.php. The Dean of Students Office will review the case and, if appropriate, provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Academic Integrity

All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code, view at:

http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php. The Honor Code outlines the expectations for student conduct in regard to academic honesty. All students should review this policy to understand the range and scope of the standards and the seriousness of any infractions of the code. The policy places full responsibility on students to know and adhere to these standards for academic integrity. All examinations, quizzes, design projects, and assignments in the Department of Interior Design are subject to this policy. Maintaining strict academic integrity is a priority of the Department of Interior Design and all instructors will fully enforce the UF Honor Code in their studios and classes. A strict adherence to the Honor Code is expected by the University of Florida and reflects the ethical standards of the interior design profession.

Student Work

The Department of Interior Design reserves the right to retain any student work completed in the curriculum for accreditation purposes, including IND 1020: Design Innovation.