

IND 5633

Readings in Design Studies

3 credits



Meeting Day:	Thursday
Meeting Time:	Periods 3-5 (12:50 – 3:50 pm)
Meeting Place:	CBD 0216 (105 Classroom Building)
Instructor:	Dr. Sheila J. Bosch
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Office Hours:	Wednesdays 1:30-3:30 or by appointment

Last Updated 9/9/2015

Course Description

This course is designed to help students in graduate programs write a literature review paper that is appropriate for a thesis or dissertation proposal, as well as for publication in a peer-reviewed journal. In order to create a rigorous literature review, substantial time will be devoted to critiquing previously written journal articles in the field of interior design on a variety of topics. The course will emphasize skills for writing the problem statement and conducting and writing the review of literature. Students will take IND 6639 (Research Methods in Interior Design) the following semester, which focuses more specifically on the appropriate design, analysis, and interpretation strategies that the student will use for his or her graduate research.

Course Objectives

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

- Access research databases and other scholarly information resources regarding person-centered design.
- Identify the various subject areas, major themes, and research issues in person-centered design research.
- Exhibit substantial knowledge in at least one specific domain within the person-centered design literature.
- Conduct a critical review of previously published, scholarly research.
- Identify future research needs in the field of person-centered design pertaining to his or her chosen domain.
- Manage the process of conducting a literature review, including reading, note taking strategies, coding/reference management, synthesis of information, and writing a literature review.
- Write a quality literature review paper according to author guidelines for a journal, selected by the student, that is suitable for publishing the literature review.

Course Domain/Boundaries

This course offers graduate students the opportunity to examine a specific area of environmental design knowledge working closely with a member of the IND faculty who has substantive interest in the proposed field of study. The subject matter of the course will relate to the student's research interests as well as the faculty member's area of expertise and

research inquiry. The primary products of this course are an extensive literature review, or systematic literature review, as well as a literature matrix that could serve as the foundation for the student's subsequent thesis/dissertation research.

The literature review project requires you to choose a mentor and topic. Each student will be working with a faculty-mentor on the project. In the beginning of semester, we will be discussing topic and mentor selection. It is important that the research topic not be too broad so that your project is manageable. Your faculty mentor may need to assist you in narrowing your focus of study. All students during the development of their paper are required to meet or collaborate (email correspondence is acceptable) with their faculty mentor at least twice during the semester.

Faculty Research Areas:

Bosch, Sheila: Evidence-based Design, Healthcare Design, Design of Learning Environments, Design for Older Adults

Carmel-Gilfilen, Candy: Pathways of Student Development, Crime Prevention in the Retail Environment, Healthcare Design

Cunningham, Erin: The History and Preservation of 19th and 20th Century Interior Spaces: social settlement houses, vernacular architecture, and public housing interiors

Meneely, Jason: Design strategies for enhancing creative performance, Using technology to support creative problem solving, Design thinking and pedagogy

Park, Nam-Kyu: Lighting Environments, Design for Special Populations & Therapeutic Environment, Sustainable Design, Culture and Design

Portillo, Meg: Color Planning, Design Creativity, Design Pedagogy and Thought Development, Narrative Studies

Valipoor, Shabboo: Healthcare Design, Environments for the Elderly, Sustainable Design Narrative Studies

Required Texts

- Ridley, D. (2012). *The Literature Review: A Step-by-Step Guide for Students*. Sage Study Skills Series.

Recommended Texts

- Booth, W. C., Colomb, G. G. & Williams, J. M. (2008). *The Craft of Research Third Edition*, Chicago, IL: The University of Chicago Press.
- *Concise Rules of APA Style* (2009). 6th Edition, Washington, DC: American Psychological Association.
- Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 4th Edition*, Thousand Oaks, CA: Sage Publications.
- Galvan, J. & Galvan, M. (2017). *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*, 7th Edition. New York: Routledge, Taylor & Francis.
- Machi, L. & McEvoy, B. (2016). *The Literature Review: Six Steps to Success*, 3rd Edition. Corwin, A Sage Company

Course Requirements

Reading Assignments and Discussion Questions: (all assigned journal articles, theses/dissertations). Oftentimes, you will be given discussion questions to ponder prior to coming to class. In pairs or small groups, you will spend time discussing your thoughts about each of the questions, then we will discuss them as an entire class. You will be expected to provide a thoughtful response, verbally. At times, you may be asked to write your answers to the questions prior to coming to class. Substantial reading assignments will be given each week, and you will be expected to come to class prepared to discuss the material. Student participation is a main component of this course. The goal, for all of us, is to create a mutually respectful space in which everyone feels comfortable sharing their ideas, asking questions, etc. You should, of course, always bring the assigned reading materials to class because we will spend a great deal of our time and energy discussing the readings; having the materials on hand makes for easy reference and ultimately, a much more productive discussion.

Discussion Facilitation: (your topic of study and any additional assigned topics)

Every student is required to act as a discussion facilitator at least once, and up to three times during the semester, depending on the number of students enrolled in the course. Facilitating a discussion requires that you be familiar with the topic(s) of study. In order to prepare yourself to facilitate a class discussion, you should:

- a. Identify at least three (3) peer-reviewed journal articles pertaining to the topic.
- b. Develop a set of at least 10 discussion questions. The assigned articles and discussion questions must be distributed to students two (2) weeks before the scheduled date of your discussion.
- c. Read and study the assigned materials (e.g., underlining important and/or interesting points, writing notes/comments/questions).
- d. Facilitate the discussion.

The Elevator Pitch: Each student will develop and deliver a concise and engaging summary of their chosen topic, its significance and key findings from the literature.

The Literature Review Matrix: (your topic of study)

Each student should prepare a literature review matrix (i.e., table) that includes a minimum of 15 **empirical research articles** on the topic of your study. Only empirical studies will be included in the literature review matrix. The matrix must include the following items for each article. **Note: you will need to write this in your own words and properly cite to avoid plagiarism.**

- *Citation.* Complete reference for the article formatted using the style delineated in the APA Manual.
- *Research Questions/Purpose.* Identify the questions and/or hypotheses that frame the research.
- *Research Design.* What research design was employed in the study?

- *Environmental Variables.* List the environmental variables studied, or list NA if not applicable.
- *Outcomes Variables.* List the outcome (dependent) variables studied, or list NA if not applicable.
- *Subjects:* Identify the size and most salient characteristics of the study population, as well as how subjects were selected.
- *Key Findings.* What are the major findings from the study?

Literature Review Paper: (for your topic of study)

The literature review has five goals and will be judged by how well they achieve each of the following:

- It shows an in-depth, detailed and nuanced understanding of a specific issue, topic or question regarding the built environment.
- It demonstrates an awareness of the theoretical issues and arguments raised and discussed in the literature on the topic.
- It shows an in-depth understanding of the strengths and weaknesses of the research literature on the topic.
- The ideas, concepts and arguments advanced in the paper are expressed with precision and rigor.
- The paper demonstrates the relevance of the topic for design practice or pedagogy.

The exact focus and strategy of the literature review is to be arrived at in consultation with the individual faculty member mentoring your topic of study. Although the length and structure of the literature review will depend on the type of material involved and the research question addressed, at minimum, the review needs to include the following sections:

- ***Introduction and Statement of the Problem.*** The first few pages should make it clear what your research is about (research objective) and why it is of interest (the problem or issue you are discussing, or your argumentative thesis).
- ***Significance:*** Why is the topic you are investigating important (i.e., why should people care about it?).
- ***Literature Review.*** The literature review, often divided into sub-sections, shows that the student has immersed him/herself in the subject, has read extensively about it, and has drawn ideas, concepts and arguments from a variety of sources.
- ***Conclusion.*** The conclusion summarizes the main argument of the literature review, demonstrating how the work enhances our understanding of the subject. Draw together the sections of the main body of the literature into a clear synthesis of current opinion. You will show that you have critically assessed the information you have read.
- ***Literature Review Matrix.***

*A minimum of 25 articles should be included as references in the review. At least 15 should be **empirical research articles**. The others may be articles that provide context, background and/or significance of your research topic. A written Review of the Literature consisting of*

approximately 20-30 double-spaced pages, plus the final literature matrix (properly cited), will be submitted at the end of the course. You should follow the author guidelines for the journal you have selected that would be appropriate for publication of your literature review.

Peer Review and Faculty Review: (of your draft literature review paper)

Peer review is a reading response activity to prepare you to be a critical reader and a good writer. You will provide a written peer-review (using Word track changes and comments) of a class mate’s draft literature review. During the in-class meeting, each member will share their comments and suggestions with the author to help improve his or her draft.

Additionally, each student is required to have a faculty member review a draft of their literature review and submit the written comments for a grade.

Course Work and Evaluation

▪ Reading Assignments & Discussion	10%
▪ Discussion Facilitation	15%
▪ Elevator Pitch	5%
▪ Literature Review Matrix	20%
▪ Literature Review Paper	40%
▪ Peer and Faculty Reviews	10%
 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

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 two absences will result in a 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.

Late assignments

All assignments - complete or incomplete - must be turned in on the due date and will be graded as they stand. Or, 20% of the total possible score will be deducted for day (or partial day) that an assignment is late. Assignments will NOT be accepted or graded if they are submitted more than 3 days after the due date. Students who seek an alternative to this rule must obtain permission from the instructor **PRIOR** to the due date.

Incomplete

The criteria by which a student may receive an incomplete are described in the University of Florida Graduate Catalogue (2016-2017), <http://gradcatalog.ufl.edu/>.

Literature Review

The final paper will not be accepted on the due date or graded unless your paper has received critical review by peers and faculty. Any paper without review will be considered a failure and (0) credit will be given for the paper.

Student Accommodations

Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see <http://handbook.aa.ufl.edu/policies.aspx>. 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.

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.

Academic Integrity and the UF Honor Code

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.