IND5212c ARCHITECTURAL INTERIORS I
University of Florida • College of Design, Construction and Planning • Department of Interior Design

Meneely & Park • Fall 2019

SYLLABUS

Jason Meneely, Associate Professor
Office: ARCH, Room 352
Email: jmeneely@ufl.edu

Dr. nam-Kyu Park, Associate Professor
Office:
Email: npark@ufl.edu
Office Hours: TBA

STUDIO DESCRIPTION
Architectural Interiors I continues the Interior Design Department's studio series.   Students are expected to build upon and expand knowledge and skills acquired during previous studios.   This studio will continue to explore and apply theoretical concepts, design processes, graphic communications, sustainable practices, technical knowledge, and regulations related to interior design.   In particular, this studio focuses on pre-design research and programming—how to effectively work with building users and others to identify needs and to develop a program that addresses those needs and results in spaces that satisfy and inspire.

EDUCATIONAL GOALS
The two primary educational goals of the course are:

1) To understand the planning and execution of interior architecture as a participatory process that engages building users and other stakeholders to create appropriate spaces that support identified activities and needs while meeting psychological, physiological, aesthetic, and other needs.

2) To learn the skills required to undertake pre-design research and produce high-quality programming documents and schematic design proposals. The specific goals are derived from the 2017 Council for Interior Design Accreditation (CIDA) standards including, but not limited to, the following:

> **Standard 4. Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.**
> 4b) Students are **aware** that building technology, materials, and construction vary according to geographic location.
>
> **Standard 5. Collaboration - Interior designers collaborate and also participate in interdisciplinary teams.**
> 5a) the nature and value of integrated design practices.
> 5b) the terminology and language necessary to communicate effectively with members of allied
>   disciplines.
> 5c) technologically-based collaboration methods.
> 5d) team work structures.
> 5e) leadership models and the dynamics of collaboration.
> 5f) Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing
>   design solutions.
>
> **Standard 7. Human-Centered Design - Interior designers apply knowledge of human experience and behavior to designing the built environment.**
> 7a) the impact of the built environment on human experience, behavior, and performance.
> 7c) methods for gathering human-centered evidence.
> 7d) analyze and synthesize human perception and behavior patterns to inform design solutions.
>
> **Standard 8. Design Process - Interior designers employ all aspects of the design processto creativly solve a design problem.**
> 8a) Student work demonstrates the ability to apply space planning techniques throughout the design
>   process.

8b) solve progressively complex design problems.
8c) identify and define issues relevant to the design problem.
8d) execute the design process: pre-design, schematic design, and design development.
8e) synthesize information to generate evidence-based design solutions.
8f) explore and iterate multiple ideas.
8g) design original and creative solutions.
8h) Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.
8i) exposure to a range of problem identification and problem-solving methods.
8j) opportunities for innovation and risk taking.
8k) exposure to methods of idea generation and design thinking.

Standard 9. Communication - Interior designers are effective communicators.
9a) distil and visually communicate data and research.
9b) express ideas in oral communication.
9d) express ideas developed in the design process through visual media: ideation drawings and sketches.
9f) The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration.

Standard 11. Design Elements and Principles - Interior designers apply elements and principles of design.
11a) Students understand the elements and principles of deisgn, including spatial definition and organization.
11b) explore two- and three-dimensional approaches across a range of media types.
11c) apply principles and elements of design to two-dimensional design solutions.
11d)) apply principles and elements of design to three-dimensional design solutions.

Standard 12. Light and Color - Interior designers apply the principles and theories of light and color effectivly in relation to environmental impact and human wellbeing.
12j) select and apply color to support design concepts.
12k) select and apply color to multiple design functions.
12l) use color solutions across different modes of design communication.

Standard 13. Products and Materials -   Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.
13b) how furnishings, objects, materials, and finishes work together to support the design intent.
13e) Students select and apply products and materials onthe basis of their properties and performance criteria, including ergonomics, environmental attributes, life saftey, and life cycle cost.
13f) Students are able to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.

Standard 16. Regulations and Guidelines - Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.
16d) movement: access to the means of egress including stairwells, corridors, exitways.
16i) federal, state/provincial, and local codes and guidelines.
16j) barrier-free and accessibility regulations and guidelines.

COURSE REQUIREMENTS
Students must actively engage in the design process and work individually, within groups, and with instructors throughout each project.   The role of faculty members in this course is to coach, facilitate, and offer advice in reaction to work produced by the student designer/teams.   To ensure student progress therefore it is essential that you complete the stated requirements for each design project plus all the associated tasks assigned by your instructors on the respective due dates and times.

Students must also:

- Attend class on time and have materials, drawing tools, and work at each class period.
- Complete daily assignments, work on projects outside of class time, and arrive at each class period prepared for class activities and for participation in them.

- Participate in team work assignments such that all team members feel that each member has contributed equal effort in the final product.
- Seek critiques from faculty and students on a consistent and regular schedule.
- Work quietly and respect the privacy and property of fellow students at all times.
- Keep work organized and documented.
- Inform the instructors ahead of the event if you are going to miss a class for any reason.

COURSE POLICIES
Process Walls

All students are required to "work" on the walls. Each student or project team will be asked to claim a section of the studio wall, not simply to display their work but to serve as their primary thinking space, a vertical extension of their desk that evolves throughout the course of the project. Since the "process walls" continuously morph, they give your instructors a daily measure of how the class is approaching the project; which helps them quickly target areas of need, focus classroom discussions, and identify students that may require extra guidance and support. The process walls also energize the classroom, encouraging a culture of sharing, collaboration, and active ideation.   We will also use the process walls to conduct lightning critique sessions. <u>The space in front of all walls must remain clear for circulation (albeit tight minimal circulation). NO STUDENT DESKS OR OTHER PERSONAL SPACES ARE ALLOWED TO TOUCH THE WALLS</u>

Studio Assignments

Studio grades are based on the completion of a series of studio assignments (a percentage is presented representing the assignments portion of the overall studio grade). More detail for each assignment and a grading rubric will be further explained in separate handouts.

Project 1: Individual Project	**45%**
(Concept Development, Design Development, Design Communication, Competition Submission)	
Project 2: Team Project	**45%**
(Pre-Design Research, Programming, Concept Dev., Design Dev., Design Communication, Formal Client Presentation)	
Graduate Level Inquiry Assignment	**5%**
Studio Exercises, Checkpoints, & Participation	**5%**
	100% Total

The scale for letter grades is as follows:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	59 and Below

Attendance Policy
<u>Three or more unexcused absences will result in the lowering of a student's final studio grade. Final studio grades will be lowered 5% starting with the third unexcused absence. Each additional unexcused absence will further reduce the final grade by 5%.</u>

Attendance at all studio reviews–including, but not limited to, the mid-project and final reviews is mandatory. Any student not attending a review, not contacting the professor and/or not producing a valid excuse will be penalized.

Working in studio is essential as it establishes a collective energy for the design process and fosters creative exchanges between students. If a student is not producing their work in studio, his or her grade will be penalized.

Late Assignments
All assignments—complete or incomplete—must be turned in on the due date and will be graded as they stand. If a student's work is incomplete, the professors have the right to cancel that student's presentation to the design jury.   Students who seek an alternative to this rule must attain written permission from instructors prior to the due date. The projects will be evaluated based on what is turned in at that time. **NO UNEXCUSED LATE PROJECT WILL BE ACCEPTED. LATE PROJECTS WILL BE GIVEN A FAILING GRADE.**

Incomplete Grades
The criteria by which a student may receive an incomplete grade (I*) are described at
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html#incomplete
Please note that the instructor is not required to assign incomplete grades. It is at the instructor's discretion as to the extenuating circumstances that may warrant adequate excuse for not completing required course work.

Class Field Trips
The class field trips may take place outside of the scheduled studio hours.   All students are required to attend.   Absence from a field trip, without a previously arranged excuse, will result in a student's grade being lowered one letter grade.

Honor Code
All University of Florida students are expected to comply in full to the University of Florida Student Honor Code.   This honor code details academic honesty expectations at the University of Florida.   It is essential all students review this policy to understand the scope of these standards as well as the magnitude of infractions.   It is each student's responsibility to read, understand, and follow these guidelines.   All assessments (tests, quizzes, final exams, etc.), design studio projects, and any other assignments in UF's Interior Design Department are subject to Honor Code policy.   Consequently, all instructors will strictly enforce the UF Honor Code in studio and classroom settings, which is the University of Florida's expectation as well as reflecting the profession of interior design's ethical standards.   To review the honor code, visit: http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php.

Special Honor Code Issues for Interior Design Students
It is common in design related fields to take inspiration from various sources.   While we encourage inspiration from any source it is the responsibility of the student to always maintain a clear delineation between inspirations from **OTHER SOURCES** and **YOUR AUTHENTIC** work. This applies both to in process-work as well as final classroom deliverables.   Any violations of this policy will be considered plagiarism.

Special Accommodations
Student requesting classroom accommodation must register with the Disability Resource Center at UF's Dean of Student's office.   The Dean of Students Office will review each case and provide documentation to the student who in turn will provide this documentation to instructors when requesting accommodation.   See:
http://www.dso.ufl.edu/drc/getstarted.php. http://www.dso.ufl.edu/drc/getstarted.php.

RECOMMENDED TEXTS
Programming and Research: Skills and Techniques for Interior Designers
Rosemary Botti-Salitsky
Fairchild Publishers, 2009
Other supplemental texts placed on Canvas eLearning course site.

WORK PRODUCTS
All work produced in class is property of the University of Florida Department of Interior Design. Instructors may elect to keep samples of student work for CIDA accreditation purposes.