

# IND3215 ARCHITECTURAL INTERIORS I

University of Florida • College of Design, Construction and Planning • Department of Interior Design

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**Fall 2020, 5 credits**

**location: online**

**meeting times: M/W/F (8:30am – 11:30am)**

**website: <http://elearning.ufl.edu>**

## INSTRUCTORS

### Jason Meneely

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## 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.

## PREREQUISITE KNOWLEDGE AND SKILLS:

To enroll in this course, students must have successfully completed IND 2214 Intro to Architectural Interiors. In this course, we will also build on the knowledge and skills that students gained through the following courses: IND 2313 Interior Graphics; IND 2422 Interior Finishes and Materials; IND 2635 Design Environment and Human Interaction; IND 2460C Computer-3D Design

## COURSE OBJECTIVES

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 process to creatively 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) distill 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 design, 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 effectively 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 on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, 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.
- Maintain a professional and respectful climate during zoom meetings and team work. Since this course is collaborative in nature, we expect students to be engaged with their zoom camera on while maintaining professionalism.
- 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 keep their process work updated with **Miro**. Each student or project team will be asked to use not simply to display their work but to serve as their primary thinking space. Since the "process walls (Miro)" 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 (Miro) to conduct lightning critique sessions.

### **Studio Grades**

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.

<b>Project 1: Destination Restaurant with Retail</b> – (Team Project)	<b>40%</b>
(Pre-Design Research, Concept Development, Design Dev., Design Communication)	
<b>Project 2: Steelcase Next Competition</b> – (Individual Project)	<b>50%</b>
(Pre-Design Research, Concept Development, Design Dev., Design Communication, Competition Submission)	
<b>Studio Exercises, Checkpoints, &amp; Participation</b>	<b>10%</b>
	<b>100% Total</b>

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

## **RECOMMENDED TEXTS**

None. Supplemental texts may be 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.

## **MATERIALS & SUPPLY FEES**

Note that this fall, students are not paying any Materials & Supply Fees or Equipment Fees since class will not be on campus.

### **Course Technology:**

Access to and on-going use of a computer is required for all students. Course work will require use of a computer and a broadband connection to the Internet. In addition, students are required to have speakers and a webcam for some videoed assignments. For technology related issues the UF computing help desk can be reached at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP - select option 2

### **Attendance Policy**

Three or more unexcused absences will result in the lowering of a student's final studio grade. Final studio grades will be lowered a letter-grade starting with the third unexcused absence. Each additional unexcused absence will further reduce the final grade by a letter-grade.

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.

### **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.**

### **Make-up Policy:**

Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide enough appropriate documentation for the absence will be given a reasonable period of time to make up the late work. Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### **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.

### **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.

### **UF Policies:**

**University Policy on Accommodating Students with Disabilities:** "Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc](http://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."

**University Policy on Academic Conduct:** 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 honesty 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 or TAs in this class.

**Class Demeanor or Netiquette:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Students must be respectful to one another, even when there are differing opinions. UF netiquette guidelines can be found at: [Netiquette Guide for Online Courses](#)

Consequences might negatively affect an assignment grade, or for very severe cases, a report to the university administration.

### **Online course evaluation**

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 semesters, 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>.

### **Getting Help:**

For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132 (contact them in advance)

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

## **Campus Resources:**

### **Health and Wellness**

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

### **Academic Resources**

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

[Career Connections Center:](#) Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support:](#) Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center:](#) Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio:](#) 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process](#).

## **Course Schedule:**

### **Critical Dates:**

Project 1 – **Destination Restaurant with Retail: 10/11/2020**

Project 2 – **Steelcase Next Competition: 12/06/2020**

### **A Weekly Schedule of Topics and Assignments:**

For detailed schedule of assignments and class activities, see course Schedule on Canvas.

Disclaimer: This schedule represents our current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity.

### IND3215 Preliminary Course Schedule

WK	DAY	DATE	CLASS SCHEDULE	DUE DATES
1	M	8/31	<b>Course Overview</b> <b>Intro Project 1: Destination Restaurant with Retail – (Team Project)</b>	
	W	9/2	<i>Precedent, Possibilities, and Risk-taking Benchmarking/Predesign Research</i>	
	TH	9/3		<b>Presentation Files Due (11:55 PM in Canvas)</b>
	F	9/4	<b>Class Presentations</b> to share <i>Benchmarking/Predesign Research</i>	
2	M	9/7	<b>Holiday: Labor Day</b>	
	W	9/9	<i>Concept Development</i>	
	F	9/11	<i>Concept Development/ Schematic Design</i>	
3	M	9/14	Schematic Design	<i>Steelcase Question + Answer period begins</i>
	W	9/16	Schematic Design	
	F	9/18	Schematic Design	
	S	9/20		<b>P1: Design Schematic Due (5:00 PM in Canvas)</b>
4	M	9/21	Design Development	
	W	9/23	Design Development	
	F	9/25	Design Development	
5	M	9/28	Design Development / Design Communication	
	W	9/30	Design Development / Design Communication	
	F	10/2	<b>Holiday: Homecoming</b>	
6	M	10/5	Design Communication	<i>Steelcase Registration and Q+A periods both close</i>
	W	10/7	Design Communication	
	F	10/9	Design Communication	
	S	10/11		<b>P1: Final Files Due (5:00 PM in Canvas)</b>
7	M	10/12	<b>Final Class Presentations</b>	
	W	10/14	<b>Intro Project 2: Steelcase Competition (Individual Project)</b> <i>Precedent, Possibilities, and Risk-taking</i>	
	F	10/16	<i>Benchmarking / Predesign Research</i>	

	S	10/18		<b>Presentation Files Due (11:55 PM in Canvas)</b>
8	M	10/19	<b>Class Presentations</b> to share <i>Benchmarking/Predesign Research</i>	
	W	10/21	Concept Development	
	F	10/23	Concept Development	
9	M	10/26	Schematic Design	
	W	10/28	Schematic Design	
	F	10/30	Schematic Design	
	S	11/1		<b>P2: Presentation Schematic Due (11:55 PM in Canvas)</b>
10	M	11/2	Design Development	
	W	11/4	Design Development	
	TH	11/5	Design Development	
	F	11/6	Design Development	
11	M	11/9	Design Development	
	W	11/11	<b>Holiday: Veterans Day</b>	
	F	11/13	Design Development	
12	M	11/16	Design Development / Design Communication	
	W	11/18	Design Development / Design Communication	
	F	11/20	Design Development / Design Communication	
13	M	11/23	Design Communication	
	W	11/25	<b>Holiday: Thanksgiving</b>	
	F	11/27	<b>Holiday: Thanksgiving</b>	
14	M	11/30	Design Communication	
	W	12/2	Design Communication	
	F	12/4	Design Communication	
	S	12/6		<b>P2: Final Files Due (5:00 PM in Canvas)</b>
15	M	12/7	<b>Final Class Presentations</b>	
	W	12/9	<b>End of Class</b>	<b>Deadline to Submit Competition Entry to Steelcase</b>