

# DESIGN INNOVATION SYLLABUS

**INSTRUCTOR:** Genesis Okken, MID, NCIDQ

Office: Arch 346 | Virtual Office: <https://ufl.zoom.us/j/7169838934> | E: [gokken@dcp.ufl.edu](mailto:gokken@dcp.ufl.edu)

**OFFICE HOURS:** T/R 1-3 pm; Virtual Office Hours F 1-3 pm

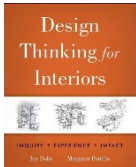
**COURSE WEBSITE:** <https://elearning.ufl.edu/>

**CLASS TIMES:** T 8:30-9:20 am; R 8:30-10:25 am; room **RNK 225**

## COURSE COMMUNICATIONS:

Please post general questions to the “General Questions” class discussion board. For other questions and issues, please send an email through the Canvas system or to the instructor’s email directly.

## 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

- On reserve at the Library. EBook can be found under “Course Reserves” in Canvas



Jones, Lynn & Phyllis Allen. Beginnings of Interior Environments (11th edition), Upper Saddle River, NJ: Prentice Hall, 2014. ISBN: 978-0-13-278600-3.

**MATERIALS AND SUPPLIES FEES:** N/A

## PURPOSE OF COURSE:

The course explores 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 spheres of design influence in the world through new building forms as well as in creative adaptations.

To delve into the study of innovation, this course will focus on the design engagement framework with impact markers as well as other creative theories and cases. 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 creative process. Further, we will examine creative processes such as memorable spaces and places offering purposeful and imaginative solutions necessary for the

world in which we live. Narrative cases will be studied throughout the course, not only to better understand creativity in individuals, but will reveal team dynamics, client interactions, and end user perceptions inherent to design innovation.

## **COURSE OBJECTIVES:**

This course fulfills a “Humanities” (H) [general education requirement](#) at the University of Florida. A minimum grade of C is required for general education credit.

Student Learning Outcomes facilitating an understanding of the humanities:

- Identify, describe, and explain the history, underlying theory and methodologies used in the fields of innovation, creativity and design.
- Identify and analyze precedent when studying design innovation in the context of interior design and allied fields.
- Analyze and interpret design narratives on innovation using frameworks and theories.
- Awareness of methodologies from narrative inquiry and evidence-based design to understand the value and assessment of creativity and design innovation.
- Identify and analyze key elements, biases and influences that shape thought within the interior design field as well as the broader disciplines associated with design innovation and creativity. Approach issues and problems within design and creativity from multiple perspectives using narrative inquiry.
- Communicate knowledge, thoughts and reasoning clearly and effectively through reflections and presentations.
- 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<sup>1</sup> (CIDA Standards):

- 4b) Student work demonstrates an **understanding** of how social, economic, and cultural contexts inform interior design.
- 5a) Students have an **awareness** of the nature and value of integrated design practices.
- 6c) Students have an awareness of the breadth and depth of interior design's impact and value.
- 7b) Student work demonstrates the **understanding** of the relationship between the natural and built environment as it relates to the human experience, wellbeing, behavior, and performance.
- 11a) Students **understand** the elements and principles of design, including spatial definition and organization.
- 12b) Students are **aware** of the environmental impact of illumination strategies and decisions.

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<sup>1</sup> 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 (2022) established by the Council for Interior Design Accreditation (CIDA).

- 12e) Students have **awareness** of a range of sources for information and research about color.
- 12f) Students **understand** how light and color in the interior environment impact health, safety, and wellbeing.
- Student work demonstrates **understanding** of color terminology, color principles, theories, and systems.
- 13a) Students are **aware** of the influence of furnishings, objects, materials, and finishes on human environmental wellbeing.

## INSTRUCTIONAL METHODS:

*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 (30 minutes) are each worth 15 points. Quizzes are administered through the “Assessment” tool on Canvas e-Learning.

*Design Reflections.* Throughout the semester, students will be assigned written reflections that assess an aspect of the course content presented in assigned lessons or readings. Each reflection is worth 100 points. Students will submit their Reflection directly or upload completed Reflections through the “Assignment” tool in Canvas. **The use of Chat GPT and similar algorithms to create the written reflection is prohibited for all assignments and will be treated as plagiarism. Instances will be reported to the Dean of Students through the Honor Code Incident Report. We want to see you strengthen your critical thinking and communication skills, therefore this is not an instance where AI is appropriate.**

*Design Thinking and Innovation Exercises.* Understanding different ways of approaching the creative problem-solving process is critical for future designers. We will explore the design thinking process and its many iterative phases in both individual and group exercises throughout the semester. Some of the innovation exercises focus on exploring the strengths of different innovative personas based off of Tom Kelley’s book, “The Ten Faces of Innovation” as well as assessing products of innovation. We will discuss what makes a product innovative and what makes a person an innovator.

*Participation.* Students are expected to arrive to class on time, remain in class for the duration of instruction, and attend every scheduled class period. Engaged participation is critical to the success of this course, and therefore students are expected to focus on course content during the class period, participate in discussions, and participate in any activities, etc. that arise during class time. Lack of engaged participation can result in a deduction from the participation grade.

A 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.

## MAKE-UP & ASSIGNMENT POLICY:

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>.

## UF POLICIES:

**ACCOMMODATING STUDENTS WITH DISABILITIES.** Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this

documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**ACADEMIC MISCONDUCT.** All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code, view at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> . 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.

**NETIQUETTE - COMMUNICATION COURTESY.** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Violations may result in penalties to relevant assignment and/or participation grades. Please refer to UF's Netiquette guide: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

**COURSE EVALUATIONS.** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under **GatorEvals**, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/).

### **GETTING HELP:**

For issues with technical difficulties for E-learning in Canvas, please contact the UF Computing Help Desk at:

- [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- (352) 392-HELP - select option 2
- <https://request.it.ufl.edu>

**Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS 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.

Academic Resources:

- [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.

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](#).

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

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

**GRADING POLICIES:**

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., Breaking Boundaries, or Make a Difference). Each of these assessments or assignments must be completed in the allotted time period. Late submissions will not be accepted. Rubrics are posted on Canvas under each assignment and project.

<b>ASSIGNMENT</b>	<b>PERCENTAGE</b>
<b>Quizzes</b>	40%
<b>Design Thinking &amp; Innovation Exercises</b>	20%
<b>Design Reflections</b> (200-250 word essays)	30%

**Participation** (attendance, creativity exercises and informal module activities)

10%

100%

### GRADING SCALE:

<b>A</b>	93-100	4.0
<b>A-</b>	90-92.9	3.67
<b>B+</b>	87-89.9	3.33
<b>B</b>	83-86.9	3.0
<b>B-</b>	80-82.9	2.67
<b>C+</b>	77-79.9	2.33
<b>C</b>	73-76.9	2.0
<b>C-</b>	70-72.9	1.67
<b>D+</b>	67-69.9	1.33
<b>D</b>	63-66.9	1.0
<b>D-</b>	60-62.9	0.67
<b>E</b>	0-59	0.0

Information regarding UF's grading policy can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

### SCHEDULE:

<b>MODULE</b>	<b>DATES</b>	<b>CONTENT</b>	<b>DUE</b>
1	<b>WK 1</b> [08/22-08/25]	<b>Start Here – Introduction &amp; Expectations</b>	<ul style="list-style-type: none"> <li>• <b>Readings:</b> Syllabus</li> <li>• <b>Quiz 1</b> – Syllabus &amp; Plagiarism</li> <li>• <b>Self-Intro Discussion Posts</b> (Part 1 Due Thursday by 11:59pm; Part 2 Due Sunday by 11:59 pm)</li> <li>• Acquire required texts</li> </ul>
		<table border="1"> <tr> <td style="text-align: center; vertical-align: middle;"><i>No Classes</i></td> <td> <b>TUESDAY 8/20</b>   <b>THURSDAY 8/22</b> <ul style="list-style-type: none"> <li>• Welcome + Course Intro</li> <li>• Discuss Self-Intro Discussion Posts (2 parts)</li> <li>• Why does design matter?</li> <li>• Breaking Boundaries Project sign-up</li> </ul> </td> </tr> </table>	
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2	<b>WK 2</b> [08/26-09/01]	<b>Design Defined</b>	<ul style="list-style-type: none"> <li>• <b>Readings:</b> Dohr &amp; Portillo, Ch1 <i>Introduction to Design Engagement</i></li> <li>• <b>Quiz 2</b> (Due Sunday by 11:59pm)</li> </ul>
		<table border="1"> <tr> <td> <b>TUESDAY 8/27</b> <ul style="list-style-type: none"> <li>• Exploring “Design” from different schools of thought</li> <li>• Why does Design Matter? - Design as a Profession</li> </ul> </td> <td> <b>THURSDAY 8/29</b> <ul style="list-style-type: none"> <li>• Discussion and Intro to Design as a tool and the Design Thinking Process</li> <li>• <i>Design Thinking &amp; Innovation Exercises</i></li> <li>• Team building meet-and-greet session</li> </ul> </td> </tr> </table>	
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3	WK 3 [09/02-09/08]	<b>Design Narratives</b>		<ul style="list-style-type: none"> <li>• <b>Readings:</b> Jones, Ch1 <i>Understanding Interior Design</i>; Dohr &amp; Portillo, Ch 2 <i>Why Narrative Inquiry?</i></li> <li>• <b>Quiz 3</b> (Due Sunday by 11:59pm)</li> </ul>
		<b>TUESDAY 9/03</b>	<b>THURSDAY 9/05</b>	
		<ul style="list-style-type: none"> <li>• Video: Empathy – The Human Connection to Patient Care</li> <li>• What's your story? Why Narrative Inquiry is Important to Designers.</li> </ul>	<i>Innovation Spotlight: Penguins in 21C Museum Hotels</i>  <i>Design Thinking &amp; Innovation Exercises</i> <ul style="list-style-type: none"> <li>• Problem Finding/ Initiating narratives</li> </ul>	
4	WK 4 [09/09-09/15]	<b>Impact Marker – Innovation</b>		<ul style="list-style-type: none"> <li>• <b>Reading:</b> Dohr &amp; Portillo, Ch 7 <i>Impact Marker: Innovation</i></li> <li>• <b>Quiz 4</b> (Due Sunday by 11:59pm)</li> </ul>
		<b>TUESDAY 9/10</b>	<b>THURSDAY 9/12</b>	
		<ul style="list-style-type: none"> <li>• How do we get from seeds of creativity to innovation?</li> <li>• What are the Four P's of Creativity [+ Persuasion]?</li> </ul>	What's killing your creativity?  <ul style="list-style-type: none"> <li>• <i>Design Thinking &amp; Innovation Exercises</i></li> </ul>	
5	WK 5 [09/16-09/22]	<b>Impact Marker – Engagement</b>		<ul style="list-style-type: none"> <li>• <b>Reading:</b> Select pages from Dohr &amp; Portillo, Ch 3 <i>Impact Marker: Process of Engagement</i> [pp.57-65; 80-84]</li> <li>• <b>Quiz 5</b> (Due Sunday by 11:59pm)</li> </ul>
		<b>TUESDAY 9/17</b>	<b>THURSDAY 9/19</b>	
		<ul style="list-style-type: none"> <li>• What is the Process of Engagement?</li> <li>• How can we Develop Creative Confidence?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we Engage within Teams?</li> </ul> <i>Design Thinking &amp; Innovation Exercises</i> <ul style="list-style-type: none"> <li>• Team building</li> <li>• Defining the Problem</li> </ul>	
6	WK 6 [09/23-09/29]	<b>Impact Marker – Civility &amp; Empathy</b>		<ul style="list-style-type: none"> <li>• <b>MaD Checkpoint 1</b> (Thursday's class)</li> <li>• <b>Reading:</b> Dohr &amp; Portillo, Ch 4 <i>Impact Marker: Contextual Civility</i> &amp; Ch 5 <i>Impact Marker: Empathy</i></li> <li>• <b>Quiz 6</b> (Due Sunday by 11:59pm)</li> </ul>
		<b>TUESDAY 9/24</b>	<b>THURSDAY 9/26</b>	
		<ul style="list-style-type: none"> <li>• Markers of Impact: Contextual Civility</li> <li>• Markers of Impact: Empathy</li> </ul>	<i>Design Thinking &amp; Innovation Exercises</i>	
7	WK 7 [09/30-10/06]	<b>Innovating for Human-Centered Design</b>		<ul style="list-style-type: none"> <li>• <b>MaD Milestone 1</b> due by Thursday's class</li> <li>• <b>Reading:</b> Jones, Ch 2 <i>The Value of Interior Design: Health, Safety, and Welfare</i></li> <li>• <b>Quiz 7</b> (Due Sunday by 11:59pm)</li> </ul>
		<b>TUESDAY 10/01</b>	<b>THURSDAY 10/03</b>	
		<i>Rescheduled Breaking Boundaries Presentations</i>  How can Design Impact Health, Safety & Welfare?	<i>Design Thinking &amp; Innovation Exercises</i>	
8	WK 8-9 [10/07-10/20]	<b>Innovative Composition for Communication</b>		<b>WK 8</b> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Jones, Ch 3 <i>Elements and Principles of Design</i></li> <li>• <b>Design Reflection 1:</b> Evaluating Spaces for Elements &amp; Principles of Design (Due Sunday by 11:59pm)</li> </ul> <b>WK 9</b> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Jones, Ch 4 <i>Color &amp;</i></li> </ul>
		<b>TUESDAY</b>	<b>THURSDAY</b>	
		<b>08 Oct:</b> <ul style="list-style-type: none"> <li>• What are Elements &amp; Principles of Design?</li> </ul> <b>15 Oct:</b> <i>Design Thinking &amp; Innovation Exercises</i>	<b>10 Oct:</b> Deep Dive – Light & Color  <i>Design Thinking &amp; Innovation Exercises</i>	

		<ul style="list-style-type: none"> <li>Developing ideas</li> </ul>	<b>17 Oct:</b> Discussion + color exercises	pages 185-194 (on lighting) <ul style="list-style-type: none"> <li><b>Quiz 8</b> [Covers content for the entire module] (Due Sunday by 11:59pm)</li> </ul>
9	<b>WK 10</b> [10/21-11/27]	<b>Innovating with Place Identity</b>		<ul style="list-style-type: none"> <li><b>MaD Milestone 2</b> due by Thursday's class</li> <li><b>Reading:</b> Dohr &amp; Portillo, Ch 6 <i>Impact Marker: Place Identity</i></li> <li><b>Quiz 9</b> (Due Sunday by 11:59pm)</li> </ul>
		<b>TUESDAY 10/22</b> How do we Consider Place Identity in Design?	<b>THURSDAY 10/24</b> <i>Design Thinking &amp; Innovation Exercises</i>	
10	<b>WK 11</b> [10/28-11/03]	<b>Innovating with Space Planning</b>		<ul style="list-style-type: none"> <li><b>Reading:</b> Jones, Ch 7-8 <i>Space Planning</i></li> <li><b>Design Reflection 2:</b> Assessing an Apartment Floor Plan (Due Sunday by 11:59pm)</li> </ul>
		<b>TUESDAY 10/29</b> <ul style="list-style-type: none"> <li>How do we consider strategic 'space-planning'?</li> </ul>	<b>THURSDAY 10/31</b> <i>Design Thinking &amp; Innovation Exercises</i>	
11	<b>WK 12</b> [11/04-11/10]	<b>Innovating for Sustainable Futures</b>		<ul style="list-style-type: none"> <li><b>Design Reflection 3:</b> Innovation in Sustainability</li> <li><b>Assign</b> guest lecture video for discussion in class 11/23</li> </ul>
		<b>TUESDAY 11/05</b> <ul style="list-style-type: none"> <li>Defining Sustainability in the Built Environment and Sustainable Futures</li> </ul>	<b>THURSDAY 11/07</b> <i>Design Thinking &amp; Innovation Exercises</i>	
12	<b>WK 13</b> [11/11-11/17]	<b>Innovating with Technology</b>		<ul style="list-style-type: none"> <li><b>Watch all Videos</b> listed on the module page</li> <li><b>Design Reflection 4:</b> Lessons on Innovation with Technology</li> </ul>
		<b>TUESDAY 11/12</b> <ul style="list-style-type: none"> <li><i>Okken at CIDA site visit</i></li> <li><i>Watch videos on module page</i></li> </ul>	<b>THURSDAY 11/14</b> <i>Design Thinking &amp; Innovation Exercises</i>	
13	<b>WK 14</b> [11/18-11/24]	<b>Innovating with Form &amp; Material Culture</b>		<ul style="list-style-type: none"> <li><b>Reading:</b> Jones, Ch 11 <i>Furniture</i></li> <li><b>Final MaD Presentation Submissions</b> Present in Thursday's class (Submit files in Canvas by 11:59 pm)</li> </ul>
		<b>TUESDAY 11/19</b> Innovations in Form & Material Culture Course Evals	<b>THURSDAY 11/21</b> <i>Discussing innovations in material culture and residential design</i>	
14	<b>WK 15</b> [11/25-12/01]	<b>Thanksgiving Break</b>		
		<b>TUESDAY 11/26</b> No classes	<b>THURSDAY 11/28</b> No classes	
15	<b>WK 16</b> [12/02-12/08]	<b>Innovating for Making a Difference</b>		<ul style="list-style-type: none"> <li><b>Quiz 10</b> (Due Sunday by 11:59pm)</li> </ul>
		<b>TUESDAY 12/03</b> Presenting solutions for impact	<b>THURSDAY 12/05</b> <i>Reading Day</i>	

**Disclaimer:** This syllabus represents current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.