SYLLABUS

Instructors

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Office Hours: T, 9:30 – 11:30 or by appointment

Course Description

Interior Design Foundations and communication begins the Interior Design Department's studio series. In this class, students will dive fully into interior design projects\exercises. Taking as departure the knowledge gained during previous studios, students will reflect on the built environment's implications on human behavior. Students will develop skills to aid their design process, such as creating "personas" to comprehend real users, considering ADA requirements in residential design, and exploring technological aids for smart living, amongst others. Furthermore, this course will have a robust component to help students develop their skills to communicate projects to a selected audience.

Three major projects will be assigned, each stressing particular aspects of design. Additionally, there will be several design exercises along the way.

Educational objectives

- To develop problem-solving skills applicable to conceptualizing, analyzing, and designing spaces intended for human habitation.
- To apply design elements and principles three-dimensionally toward producing functional and aesthetic interiors.
- To utilize all phases of the design process in planning a variety of residential environments.
- To integrate human factors (physical, psycho-social, and cultural) as planning and evaluation criteria
- To develop verbal and visual communication skills, the capability of making professional presentations of concepts and design solutions.

In accordance with the *Council for Interior Design Accreditation (CIDA) Professional Standards 2022* [1], this course will help students:

Standard 4. Global Context
d. exposure to current and emerging issues that are shaping contemporary society and the world.
e. exposure to a variety of cultural norms.
f. opportunities for developing multi-cultural awareness.

Standard 5. Collaboration
b. the terminology and language necessary to communicate effectively with members of allied disciplines
e. Student work demonstrates the ability to effectively collaborate with multiple disciplines in

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[1] https://www.accredit-id.org/professional-standards

developing design solutions.

Standard 7. Human-Centered Design
a) theories related to the impact of the built environment on human experience, behavior, and performance.
b) the relationship between the designed environment and human experience, wellbeing, behavior, and performance.
c) gather and apply human-centered evidence.
d) analyze and synthesize human perception and behavior patterns to inform design solutions.
e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions

Standard 8. Design Process
a. Student work demonstrates the ability to apply space planning techniques throughout the design process.
b. solve progressively complex design problems.
c. identify and define issues relevant to the design problem.2
d. synthesize information to generate evidenced-based design solutions.
e. use precedents to inform design concepts or solutions.3
f. explore and iterate multiple ideas.
g. design creative and effective solutions.
h. execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.
i . Students understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.

Standard 9. Communication
a. interpret and communicate data and research.
b. express ideas and their rationale in oral communication.
c. express ideas and their rationale in written communication.
d. express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.
e. express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

Standard 11. Design Elements and Principles
a. Students understand the elements and principles of design and related theories, including spatial definition and organization.
Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to:
c. two-dimensional design solutions.
d. three-dimensional design solutions.
Standard 12. Light and Color

a. Students are aware of the environmental impact of illumination strategies and decisions.
g. color terminology.
j. select and apply color to support design concepts.

Course Organization
Interior Design Foundations and Communication is a course where students learn through doing and reflecting upon their design explorations. The teaching approach encourages independence, self-teaching, critical thinking, and cooperative learning. Individual efforts and cooperative team activities will aid in developing the personal skills necessary for working in a professional setting.

Reading and Critical Evaluation
Although most learning in this class will occur through design exploration, there will be some reading assignments throughout the semester. These have been selected because they contain relevant information that will help you as you engage with the design projects and exercises. Preparation for class is essential and will be evaluated in class discussions, skill exercises, and through the application of the learned ideas about design in your design projects.

Required Texts
Required readings will be posted on canvas
Recommended Texts

- Steven B Webber. (2024) Interior Design Fundamentals (2nd edition).
- Gail Greet Hannah. (2002). Elements of Design: Rowena Reed Kostellow and the Structure of Visual Relationships
- Linda L. Nussbaumer. (2018) *Human Factors in The Built Environment*
- Kopec, D. A. (2018). *Environmental psychology for design*.
- Gordon, R. (2011). *Residential Design Studio.*
- Panero, J.& Zelnik, M. (2001) *Time-Saver Standards for Interior Design and Space Planning*

Information and Class Discussions
Course information will be presented primarily by the course instructors. Additionally, visiting guests will also contribute important information. In the process of developing their projects, students will also find it necessary to gather additional pertinent information found in reference books, online resources, and other sources.

Design Process
This course requires students to actively engage in the design process, work individually, work in groups for group assignments, and work with instructors throughout each project. Students must complete the stated requirements for each design project plus all the associated tasks assigned by their instructors on the respective due dates and times.

Students are also required to:
- Attend class with the necessary equipment
- Arrive at each class period prepared to participate in class activities
- Actively work on projects and assignments during each class period
- Actively work on projects outside of class time,
- Seek critiques from faculty regularly
- Respect the privacy and property of fellow students at all times
- Inform the instructors if they are going to miss a class for any reason

Attendance
Student participation is a main component of this course. Students are expected to attend all classes and participate with respect and consideration for classmates. Students must be present and working on studio assignments during scheduled studio hours. Instructors should be notified in advance in person, by phone, or by email of any necessary absence. Two absences will be allowed. Additional unexcused absences will result in a reduction of points for the project at hand, up to one letter grade. If you are absent more than 20% (6 absences), you may result in a failing grade at the instructors' discretion.

Critical reviews
Students are expected to seek consistent reviews by studio faculty during the scheduled studio/class sessions. It is the student's responsibility to be in studio, available for desk critiques, or to seek and arrange for an office review when necessary. Submitting a project without instructor feedback along the way may result in a substantial grade reduction.

Late assignments
All assignments - complete or incomplete - must be turned in on the due date and will be graded as they stand. If this is not possible due to justifiable reasons, the student must seek and obtain permission from the instructors and coordinate a new due date. Unexcused late projects will not be accepted or reviewed, and will be subject to a substantial grade penalty. Students who are not present for project presentations will also be penalized.

Grades for each project will be posted on Canvas under the Grades tab. This is also the place where you can upload your project files for grading under the assignment tab for each project.

Criteria for Grading
The final grade will be based on adding points from assigned exercises and projects. Project evaluations and comments will be provided for each project.

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

Incomplete Grades
Incomplete grade will only be granted due to extenuating circumstances. Students are required to provide proper evidence of the circumstances that prevent them from completing the required course work.

Criteria for Grades

IND Icebreaker (Elements of Design in the Interior Space)	10%
Project 1 (A *tiny House*)	40%
Project 2 (ADA *Residential*)	40%
Participation/Class exercises	10%
	100%

Grading Scale
A = 93–100% 4.0   C = 73–76.9% 2.0
A- = 90–92.9% 3.67   C- = 70–72.9% 1.67
B+ = 87–89.9% 3.33   D+ = 67–69.9% 1.33
B = 83–86.9% 3.0   D = 63–66.9% 1.0
B- = 80–82.9% 2.67   D- = 60–62.9% 0.67

Student Privacy Considerations
The following applies in the event some class sessions need to be audio visually recorded for any reason:
Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or

video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Academic Policies & Resources
Please follow the attached link to consistent and accessible communication of university-wide student resources. https://go.ufl.edu/syllabuspolicies

Academic Integrity
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.

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. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. 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 https://ufl.bluera.com/ufl/ Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Software use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

IND 2313   INTERIOR DESIGN FOUNDATIONS AND COMMUNICATION: Project Schedule*

* **Notes:** This calendar is a **general outline** of the course's main projects. Drawing Exercises will also be assigned/due throughout the semester to help build technical skills. The instructors reserve the right to alter the course in response to academic conditions and opportunities.

Wk	Dates	Sess	Content	Assignments / Projects Given
2	8/25	1	**LAUNCH Lecture:** Dominant, Subdominant, and Subordinate.	**Assign:** IND Icebreakers: **Elements of Design in the Interior Space** Exercise: Design Thinking Methodologies
	8/27	2	**STUDIO WORK**	
3	9/01	1	**HOLIDAY**	**NO CLASS**
	9/03	2	**STUDIO WORK Lecture:** Communication Basics.	**Due:** Class presentation Exercise: Using Design thinking
4	9/08	1	**Lecture:** Design Principles. Brand Identity and Communication	Creative exercises
	9/10	2	**STUDIO WORK**	**Due: Icebreakers Poster presentation.**
5	9/15		**STUDIO WORK**	**Assign: Project 1**: A Tiny House
	9/17		**PRESENTATIONS AND CRITIQUE**	Applying design thinking "From the core to the outside"
6	9/22		**STUDIO WORK Lecture:** Design process – Problem Framing	Persona Development.
	9/24		**DIGITAL MODELLING BASICS**	SketchUp fundamentals
7	9/29		**STUDIO WORK**	Project 2 Critique
	10/01		**DIGITAL MODELLING BASICS**	SketchUp fundamentals
8	10/06		**STUDIO WORK Lecture:** Color Theory	Project 2 Critique Furniture design and selection
	10/08		**DIGITAL MODELLING COMMUNICATION**	SketchUp/Lumion rendering
9	10/13		**PERSPECTIVE DRAWING**	

			Perspective Sketching Techniques	
	10/15		**FINAL DIGITAL MODELLING Rendered Floor plan**	Project 2 Working time.
10	10/20		**PRESENTATIONS AND CRITIQUE**	<mark>**Due: Project 1**</mark> <mark>**Assign: Project 2**</mark> – **Residential ADA**
	10/22		**Lecture:** Universal design and ADA. Concept development	Problem Framing Class Critique
11	10/27		**STUDIO WORK Lecture:** Low-Rise Dwellings	Problem Framing Class Critique
	10/29		**DIGITAL PRODUCTION**	Graphic composition
12	11/03		**STUDIO WORK Lecture:** From adjacency matrix to Block diagrams	Project 3 Preliminary Design Class critiques
	11/05		**DIGITAL PRODUCTION**	
13	11/10		**STUDIO WORK Lecture:** Important Spaces	Project 3 working time Class critiques
	11/12		**DIGITAL PRODUCTION**	
14	11/17		**STUDIO WORK Lecture:** Apartment Buildings	Project 3 working time Class critiques
	11/19		**STUDIO WORK**	Project 3 working time Class critiques
15	11/24		**Thanksgiving Holiday**	**NO CLASS**
	11/26		**Thanksgiving Holiday**	**NO CLASS**
16	12/1		**PRESENTATIONS AND CRITIQUE**	<mark>**Due: Project 2**</mark>
	12/3		**STUDIO CLEAN-UP**	