

IND3215 ARCHITECTURAL INTERIORS I

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

Meneely & Campbell • Fall 2015

SYLLABUS

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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.

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 Council for Interior Design Accreditation (CIDA) standards including, but not limited to, the following:

Standard 2: GLOBAL CONTEXT FOR DESIGN

Entry-level interior designers have a global view and weigh design decisions within the parameters of ecological, socio-economic, and cultural contexts.

Student Learning Expectations

Student work demonstrates **understanding** of:

- a) the concepts, principles, and theories of sustainability as they pertain to building methods, materials, systems, and occupants.

Students **understand**:

- b) globalization and the implications of conducting the practice of design within a world market.
- c) how design needs may vary for different socio-economic populations.

Program Expectations

The interior design program provides:

- d) exposure to contemporary issues affecting interior design.
- e) exposure to a variety of business, organizational, and familial

Standard 4: DESIGN PROCESS

Entry-level interior designers need to apply all aspects of the design process to creative problem solving. Design process enables designers to identify and explore complex problems and generate creative solutions that support human behavior within the interior environment.

Student Learning Expectations

Students are **able** to:

- a) identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
- b) gather appropriate and necessary information and research findings to solve the problem (evidence-based design).
- c) evaluate, select, and apply information and research findings to design.
- d) synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
- e) demonstrate creative thinking and originality through presentation of a variety of ideas, approaches, and concepts.

Program Expectations

The interior design program includes:

- f) opportunities to solve simple to complex design problems.
- g) exposure to a range of design research and problem solving methods.
- h) opportunities for innovation and creative thinking.

Standard 5. COLLABORATION

Entry-level interior designers engage in multi-disciplinary collaborations and consensus building.

Student Learning Expectations

Students have **awareness** of:

- a) team work structures and dynamics.
- b) the nature and value of integrated design practices.

Program Expectations

The interior design program includes learning experiences that engage students in:

- c) collaboration, consensus building, leadership, and team work.
- d) interaction with multiple disciplines representing a variety of points of view and perspectives.¹

Standard 6. COMMUNICATION

Entry-level interior designers are effective communicators.

Student Learning Expectations

- a) Students **apply** a variety of communication techniques and technologies appropriate to a range of purposes and audiences.

Students are **able** to:

- b) express ideas clearly in oral and written communication.
- c) use sketches as a design and communication tool (ideation drawings).
- d) produce competent presentation drawings across a range of appropriate media.
- e) produce competent contract documents including coordinated drawings, schedules, and specifications appropriate to project size and scope and sufficiently extensive to show how design solutions and interior construction are related.
- f) integrate oral and visual material to present ideas clearly.

Standard 10. COLOR AND LIGHT

Entry-level interior designers apply the principles and theories of color and light.

Student Learning Expectations

Student work demonstrates **understanding** of:

- a) color principles, theories, and systems.
- b) the interaction of light and color and the impact they have on one another and interior environments.

Students:

- c) appropriately select and **apply** color with regard to its multiple purposes.
- d) **apply** color effectively in all aspects of visual communication (presentations, models, etc.)

Standard 11. FURNITURE, FIXTURES, EQUIPMENT, AND FINISH MATERIALS

Entry-level interior designers select and specify furniture, fixtures, equipment and finish materials in interior spaces.

Student Learning Expectations

Students have **awareness** of:

- a) a broad range of materials and products.
- b) typical fabrication and installation methods, and maintenance requirements.
- c) Students select and **apply** appropriate materials and products on the basis of their properties and performance criteria, including environmental attributes and life cycle cost.
- d) Students are **able** to layout and specify furniture, fixtures, and equipment.

Standard 14. REGULATIONS

Entry-level interior designers use laws, codes, standards, and guidelines that impact the design of interior spaces.

Student Learning Expectations

Students have **awareness** of:

- a) sustainability guidelines.
- b) industry-specific regulations.

Student work demonstrates **understanding** of laws, codes, standards, and guidelines that impact fire and life safety, including:

- c) compartmentalization: fire separation and smoke containment.
- d) movement: access to the means of egress including stairwells, corridors, exitways.
- e) detection: active devices that alert occupants including smoke/heat detectors and alarm systems.
- f) suppression: devices used to extinguish flames including sprinklers, standpipes, fire hose cabinets, extinguishers, etc.

Students select and **apply** appropriate:

- g) federal, state/provincial, and local codes.
- h) standards.
- i) accessibility 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 textbooks, 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. 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

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.

Individual Design Project – Concept Development and Design (40%)

Design Charrette Project -- 5%

Group Design Project– Pre-Design Research, Programming, Concept Development, & Design (50%)

Studio Exercises & Participation (5%)

Attendance Policy

Three or more unexcused absences will result in the lowering of the final studio grade by one letter.

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 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.

Grades

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

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B-	80-82	D-	60-62
C+	77-79	E	59 and Below

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 valid 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 ACCOMODATIONS

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>.

REQUIRED 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 will keep samples of student work.

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Preliminary Course Schedule

WK	DAY	DATE	CLASS SCHEDULE	DUE DATES
1	M	8/24	Introduction Project 1: Steelcase Next Competition <i>Co-Working Space</i> <i>Precedent, Possibilities, and Risk-taking</i>	
	W	8/26	<i>Precedent, Possibilities, and Risk-taking</i>	P1: Precedents Due (beginning of class)
	F	8/28	TBA:	
2	M	8/31	<i>Schematic Design – Concept Development</i>	
	W	9/2	<i>Schematic Design</i>	P1: Concept Presentation Due (on wall beginning of class)
	F	9/4	<i>Schematic Design</i>	
3	M	9/7	Holiday: Labor Day	
	W	9/9	<i>Schematic Design</i>	
	F	9/11	<i>Schematic Design</i>	
4	M	9/14	<i>Schematic Design</i>	
	W	9/16	In process Client Wall Critique	P1: Schematic Presentation Due (on wall beginning of class)
	F	9/18	Design Development	
5	M	9/21	Design Development	
	W	9/23	Design Development	
	F	9/25	Design Development	
6	M	9/28	Design Development	
	W	9/30	Design Development	
	F	10/2	Design Communication	P1: Finalized Design Development Due (on wall beginning of class)
7	M	10/5	Design Communication	
	W	10/7	Design Communication	
	F	10/9	Design Communication	
8	M	10/12	Design Communication	
	W	10/14	Design Communication	
	R	10/15		Project 2 Final Due (11:59 PM in Canvas)
	F	10/16	Charrette Intro. / Schematic Design	
9	M	10/19	Charrette	Charrette Schematic Design Due (on wall beginning of class)
	W	10/21	Charrette	
	F	10/23	Charrette	
	Sun	10/25		Charrette Final Due (12 noon in Canvas)
10	M	10/26	Introduction: Site Visit Project 2: Haile ANU Project (Ageless New Urbanism) Social Spaces for All Ages <i>Benchmarking</i>	
	W	10/28	<i>Pre-Design Research / Concepts</i>	P2: Benchmarking / Directives Due (beginning of class)

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	F	10/30	<i>Pre-Design Research / Concepts</i>	
11	M	11/2	<i>Schematic Design</i>	P2: Concepts / Pre-Design Research Due (on wall beginning of class)
	W	11/4	Schematic Design	
	F	11/6	Holiday: Homecoming	
12	M	11/9	Schematic Design	
	W	11/11	Holiday: Veterans Day	
	F	11/13	Design Development	P2: Schematic Presentation Due (on wall beginning of class)
13	M	11/16	Design Development	
	W	11/18	Design Development	
	F		Design Development / Design Communication	
14	M	11/23	Design Communication	P2: Finalized Design Development Due (on wall beginning of class)
	W	11/25	Holiday: Thanksgiving	
	F	11/27	Holiday: Thanksgiving	
15	M	11/30	Design Communication	
	W	12/2	Design Communication	
	R	12/3	Design Communication	Project 2 Final Due (11:59 PM in Canvas)
	F	12/4	Program Books	
16	M	12/7	Program Books / Presentation	
	T	12/8	Presentation Prep	P2: Program Books Due (11:59 PM in Canvas)
	W	12/9	Final Presentation (Last day of Classes)	Be ready to formally present!