



Syllabus
Designed Environment & Human Behavior Interactions
M 12:50 - 1:40 Rinker 230
W 11:45 – 1:40 Rinker 210

2015
IND 2635/5638
Campbell

Instructor:

Nichole Campbell, PhD, LEED - Green Associate

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ARCH 344

Office hours:

MF 11:35am-12:35pm or by appointment

M – Period 6 (12:50-1:40) in Rinker 230
W – Periods 5 & 6 (11:45-1:40) in Rinker 210

IND 2635/5638 Designed Environment and Human Behavior Interactions introduces material from the field most commonly called Environment and Behavior Studies (EBS). EBS is the study of how people interact with the physical environment. By providing the appropriate analytical tools and practice using those tools, this course seeks to enhance understanding of how environments impact physiological, informational, and social needs throughout one's lifetime.

This is a Gordon Rule Course (6000). Writing papers is a major skill that you will develop throughout the semester.

Course Objectives and Standards

Assigned readings, presentations, papers and discussions focus on understanding environmental psychology and its relationship to design disciplines. Students will learn how to evaluate both the physical and social aspects of an existing building. The aim is to provide students with the knowledge and skills to determine whether or not, and how, a building satisfies users' needs, capabilities and desires.

Course Policies

Laptops – Laptops are not allowed in class. Students are welcome to take handwritten notes to supplement the instructor's PowerPoint presentations available to students on Sakai.

Cell phones – During exams, phones should not be kept on your person. (Leave them at the instructor's table during the exam.)

Attendance – Attendance is crucial in this class. Attendance will be taken during each class period. THREE UNEXCUSED ABSENCES LOWERS YOUR FINAL COURSE GRADE BY ONE LETTER GRADE.

Lateness/Tardiness – Arriving on time for each class and staying for the entire length of the period is expected. ARRIVING MORE THAN 10 MINUTES LATE OR LEAVING MORE THAN 10 MINUTES EARLY THREE TIMES WILL EQUAL ONE UNEXCUSED ABSENCE.

Course Policies Continued

Contacting the Instructor – Email is the best and most efficient means of contacting instructors. Do note that it may take up to 24 hours to respond to questions via email.

Disputed Grading – Any objection regarding grading of any project/paper/exam question(s)/etc. must be submitted in writing which includes an explanation of why you think your answer was correct or the material should have received a higher grade.

Late Work – All assignments are due at the BEGINNING of the class period on their assigned due dates. No assignments will be accepted late except by special permission of the instructor. Unless there are exceptional extenuating circumstances, late assignments will only be accepted up to 24 hours late and will receive a 1 full letter grade deduction.

Exams – Exams must be taken at the scheduled times. You must notify the instructor BEFORE the scheduled exam time if there are extenuating circumstances.

CIDA-related Course Standards

Given that the Interior Design program at the University of Florida is accredited by the Council for Interior Design Accreditation (CIDA), all courses in our curriculum are required to meet a number of standards that ensure the effectiveness and quality of our students' education. IND 2635/5638 Designed Environments and Human Behavior Interactions meets the following CIDA standards:

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 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.

Standard 3: Human Behavior

The work of interior designers is informed by knowledge of behavioral science and human factors.

Student Learning Expectations:

- a) Students understand that social and cultural norms may vary from their own and are relevant to making appropriate design decisions.

Student work demonstrates:

- b) understanding and the ability to appropriately apply theories of human behavior.
- c) the ability to select, interpret, and apply appropriate ergonomic and anthropometric data.
- d) understanding and the ability to appropriately apply universal design concepts.

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) evaluate, select, and apply information and research findings to design.

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.

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) integrate oral and visual material to present ideas clearly.

Standard 7: Professionalism and Business Practice

Entry-level interior designers use ethical and accepted standards of practice, are committed to professional development and the industry, and understand the value of their contribution to the built environment.

Student Learning Expectation—Students understand: the contributions of interior design to contemporary society.

In order to cultivate these skills, students must be 'active learners', and not passive recipients. Active learning requires doing of one sort or another, and in this course that means reading assignments and then writing preceded by observations, analysis based on careful and rigorous thought, and synthesis of written discoveries and conclusions. It also means presenting ideas to others.

Course Learning Expectations

- Knowledge: Explore significant design theories, facts, principles, and common terms of the field of Environment and Behavior Studies.
- Comprehension: Understand and interpret as well as compare and contrast basic concepts and principles of EBS to use as organizing models for explaining the interaction of people with the physical environment.
- Application: Utilize these organizing models as tools to practice the application of EBS knowledge in design applications.
- Analysis, Synthesis & Evaluation: Demonstrate, through writing, an understanding of how people both shape and are shaped by the dimensions of space, materials, lighting, color, finishes, details, forms, and furnishings that make up buildings inside and out.
- Worldview Expansion: Develop and expand your appreciation and understanding of culturally diverse philosophies concerning people and their interaction with the environment.

Required Reading

Required Text:

- NONE!!! Articles on Sakai.

Optional Reference Texts:

- American Psychological Association (2005) Concise Rules of APA Style. Washington, DC.
- Ching, Francis. (2007). Architecture, Form, Space and Order, 3rd Edition. New York: John Wiley & Sons.
- Gifford, R. (2002). Environmental Psychology: Principles and Practice. British Columbia: Optimal Books.
- Kopec, Dak (2006). Environmental Psychology for Design. New York, Fairchild Publications, INC.

Additional articles prepared by the instructor will be handed out for class discussions during the semester. Many related reading materials can be found at <http://www.informedesign.umn.edu>

Grading

Grades for the course will be calculated based on the following distribution:

<u>E&B Grading Breakdown</u>		
Exam 1	100	10%
Exam 2	100	10%
Final Exam	200	20%
Building Analysis Discussion	75	8%
Papers (4 @ 75pts ea)	300	30%
Critiques (4 @ 25 pts ea)	100	10%
In-class assignments & Participation	50	5%
TOTAL	925	100%

Final letter grades for the course will be based on the following criteria:

Grading Scale

A	93-100	4.0
A-	90-92.9	3.67
B+	87-89.9	3.33
B	83-86.9	3.0
B-	80-82.9	2.67
C+	77-79.9	2.33
C	73-76.9	2.0
C-	70-72.9	1.67
D+	67-69.9	1.33
D	63-66.9	1.0
D-	60-62.9	0.67
E	0-59.9	0.0

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

Evaluation Options for the University Writing Requirements (Gordon Rule)

Courses like this, that offer Writing Requirements (aka Gordon Rule) Credit, will have two assessment options: Gordon Rule –Y (passed, for students meeting the writing requirements of the section; Gordon Rule – N (not passed. The student will then receive no credit towards the Gordon Rule requirements, although the student may still pass the class itself.)

The writing evaluation [Y/N] does not directly affect the course grade or the student's grade point average. It will only determine whether the student gets the course word credit towards the total (24,000 words) needed to complete the Gordon Rule writing requirement. Also note that as per University policies, even with satisfactory (Y) writing, the student will not get course word credit if their course grade is less than a C nor if any of the papers are not turned in.

Teaching Philosophy

I believe the most effective teaching engages students in active learning to both understand and apply the course material. In order to engage the range of learning styles, multiple approaches (i.e. discourse, activities, reading, peer critique, etc.) will be used to explore this area of study's knowledge base. From this, students will be offered practical hands-on opportunities to apply to this new knowledge.

Teaching Methods and Course Structure

Critique: Your instructors and peers will critique your written work. We will monitor your efforts by supplying comments/critiques of each of the 5 individual papers.

Participation: During class, everyone is invited and expected to ask questions and make comments that are thought provoking and appropriate. Throughout the entire semester our objective is to coach you into becoming better at thinking critically and writing well –by active involvement in assessing the built environment.

Teamwork: Knowledge and understanding is achieved in each paper (including group critiques) and team presentation. Your writing demonstrates that you are thinking in a critical manner about the readings and class material. To do that, your papers and presentations must confront and assess the reading's strengths and weaknesses. Finally, the papers and presentations must reflect creativity and problem solving by suggesting how the information can be applied to interior design.

Given the collaborative nature of most of the assignments in this course, interaction among student teams is desirable; but the intention and degree of assistance must be appropriate to the assignment and learning objectives. No one in the class may claim a grade for teamwork if they did not contribute a fair share. Students may be given the opportunity to anonymously evaluate their own team efforts as well as those of their team member, and to have dissimilar contributions reflected accordingly in their grades

Student Accommodations

Students requesting classroom accommodation must first register with the Disability Resource Center at University of Florida Dean of Students Office, see <http://www.dso.ufl.edu/drc/getstarted.php>. The student who must then provide this documentation to the instructor when requesting accommodation.

Academic Integrity and the UF Honor Code

All students at the University of Florida are expected to adhere fully to University of Florida Student Honor Code, view at <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. 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.

Syllabus Summary:

- We will have 3 exams FORMATTED LIKE THE LEED GREEN ASSOCIATE EXAM. Our class exams are based on lecture material.
- When papers are INITIALLY due, they will be submitted to group members for critique. In the following class, group members, who will have read and filled out a critique sheet, will submit their critique sheets and comments to the paper's writer. Following this, your paper needs to be revised then turned in along with your rough draft and critique sheets for grading by the instructor.
- Each group will lead one building analysis discussion. **The group leading discussion will not be required to turn in a paper for that topic.** *PRESENTING GROUPS MEET WITH THE INSTRUCTOR AT LEAST ONE WEEK PRIOR TO YOUR PRESENTATION TO DISCUSS YOUR PLAN AND SUBMIT THE QUESTIONS YOU WILL BE ASKING WHILE LEADING DISCUSSION.

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AGENDA		DUE
Wed Jan 7	Overview + Theories of Human - Environment Relationship	
Mon Jan 12	Divide into Teams + Expectations on critiquing papers +EBS Introduction to Theory	
Wed Jan 14	Unit 1 - Physical Needs -Ergonomics/Anthropometrics (Work & Learning Environments) + Acoustics	
Mon Jan 19	HOLIDAY - NO CLASS	
Wed Jan 21	Lighting + Color + Lighting & Color In-Class Exercise/Research Assignment	
Mon Jan 26	Physical Needs for Special Populations - Universal Design + Age Suit Exercise	
Wed Jan 28	Building Analysis Discussion 1 - Group 1 (Work/Learning places - Ergonomics/Anthropometrics & Universal Design + Acoustics, Lighting, & Color)	Paper 1 DUE to groups + Group 1 leads discussion
Mon Feb 2	<u>Test 1</u>	Paper 1 critiques DUE
Wed Feb 4	Unit 2: Informational Needs - Perception Overview + Perception (Children's Environments)	Revised Paper 1 DUE
Mon Feb 9	Perception (Children's Environments) Cont. + Cognition	
Wed Feb 11	Cognition (Cont.) + Perception & Cognition + Wayfinding in the Built Environment	
Mon Feb 16	JUNIOR FIELD TRIP - NO CLASS	
Wed Feb 18	JUNIOR FIELD TRIP - NO CLASS	
Mon Feb 23	Perception & Cognition brief review + In class exercise	
Wed Feb 25	Building Analysis Discussion 2 – Group 2 Perception, Cognition, & Supporting Wayfinding Needs for Special Pop.)(Information Processing Standpoint)	Paper 2 DUE to group + Group 2 lead discussion
Mon Mar 2	SPRING BREAK - NO CLASS	
Wed Mar 4	SPRING BREAK - NO CLASS	
Mon Mar 9	Preference	Paper 2 Critiques DUE
Wed Mar 11	Preference (continued) + Restorative Environments (Hospitals)	REVISED Paper 2 Due
Mon Mar 16	Restorative Environments (Hospitals) + In-Class Applying Research to Design Exercise	

Wed Mar 18	Building Analysis Discussion 3 Fostering emotional Security, Preference, Restorative and Sustainable Environments – Group 3	Paper 3 Due to Group + Group 3 leads discussion
Mon Mar 23	<u>Test 2</u>	Paper 3 Critiques DUE to Group
Wed Mar 25	Proxemics/Personal Space, Territory & Defensible Space	Revised Paper 3 DUE
Mon Mar 30	Proxemics/Personal Space, Territory, Defensible Space & Privacy (cont)	
Wed Apr 1	Fostering emotional security + Guest Presentation = applying personal space, territory, defensible space & privacy research to design + Feng Shui (Residential Environments)	
Mon Apr 6	Unit 4 - Feng Shui (Cont.)	
Wed Apr 8	Building Analysis Discussion 4 – Group 4 leads discussion Proxemics/Personal Space, Privacy, Territory & Defensible Space	Paper 4 DUE to group + Group 4 leads discussion
Mon Apr 13	Health & well-being impacts of social needs + Third Place	Critiques for Paper 4 DUE
Wed Apr 15	Social Life of Small Urban Spaces + Socializing in Interior Social Spaces + Application of Research in Retirement Community Design	REVISED Paper 4 DUE
Mon Apr 20	Review + in class exercise	
Wed Apr 22 Last Day of Class	Building Analysis Discussion 5 - Group 5 (Social Needs)	Paper 5 DUE to groups + Group 5 leads Discussion
SAT Apr 25	NO CLASS - <u>SUBMIT ASSIGNMENT ONLINE by noon</u>	Critiques for Paper 5 DUE
Mon Apr 27	NO CLASS - <u>SUBMIT ASSIGNMENT ONLINE by noon</u>	Final Paper 5 Due
Wed Apr 29	<u>Cumulative FINAL EXAM 12:30pm-2:30pm</u>	

