



INTD 2110

Design for Human Behavior

synchronous

fall 2020

tu/th 11:15-12:35

on-line/ in-person for lab activities

College/School	College of Business & Technology	Department	Engineering, Engineering Technology, and Surveying
Course Number	INTD 2110	Course Title	Design for Human Behavior
Semester Hours	3 Credit hours		
Instructor: Liz Lewis lewisje@etsu.edu			

This is a writing intensive course approved to meet ETSU writing intensive requirements. As a writing intensive course, it introduces students to programming, various writing formats, and research procedures. Course content addresses the relationships between built environments and occupant behavior. Topics include aesthetics, anthropometrics, ergonomics, proxemics, territoriality, wayfinding, and other environmental/behavioral concepts.

Catalog Description

Exploration of the relationships between the designed environment and the behavior, feelings, and values of occupants. Introduction to anthropometrics, ergonomics, proxemics, territoriality, wayfinding, and other environmental/behavioral concepts.

*This is a writing intensive course; please let your instructor know if you feel you may have difficulty meeting the writing requirements.

Required Textbook(s)

Piotrowski, Christine M. (2011). *Problem Solving and Critical Thinking for Designers*. New Jersey: Wiley & Sons, Inc. ISBN 978-0-470-53671-1

Additional Readings will be required from online sources or provided via handout.

Highly Recommended Reference Text

Ching, Francis D. K. (2008). *Building Construction Illustrated*. New York: John Wiley & Sons. ISBN 978-0470087817

Note: Edition year is not important for this volume. Older versions are fine.

Guthrie, Pat. (2012). *Interior Designer's Portable Handbook*. New York: McGraw-Hill. ISBN: 978-0071782067

Course Goals

Upon completion of this course, students will be able to:

1. Exhibit skill in design research and technical writing.
2. Identify psychological effects of various elements and principles of design.
3. Recognize stress producing environmental conditions and recommend remedies.
4. Create supportive physical and psychological environments through effective programming.
5. Incorporate appropriate proxemics, and anthropometrics into the design process.
6. Identify and plan way finding systems in built environments.

CIDA Standards Met

Standard 4. Global Perspective.

Student work demonstrates understanding of:

- how social, economic, and cultural contexts inform interior design. **4b**

The interior design program provides:

- exposure to the current and relevant events that are shaping contemporary society and the world. **4d**
- exposure to a variety of cultural norms. **4e**

Standard 5. Collaboration

Students have awareness of:

- the nature and value of integrated design practices. **5a**
- the terminology and language necessary to communicate effectively with members of allied disciplines. **5b**
- technologically-based collaboration methods specific to the built environment disciplines. **5c**

Students understand:

- the dynamics of team collaboration and the distribution and structure of team responsibilities. **5d**
- Student work demonstrates the ability to effectively collaborate with multiple disciplines in developing design solutions. **5e**

Standard 6. Business Practices and Professionalism The interior design program provides exposure to:

- contexts for interior design practice. **6a**
- breadth and depth of interior design's impact and value. **6c**

Students understand:

- elements of project management. **6f**
- professional ethics and conduct. **6h**

Standard 7. Human-Centered Design

Student work demonstrates understanding of:

- theories related to the impact of the built environment on human experience, behavior, and performance. **7a**
- the relationship between the natural/built environment as it relates to human wellbeing experience behavior performance. **7b**
- methods for gathering human-centered evidence. **7c**

Student work demonstrates the ability to:

- analyze and synthesize human perception and behavior patterns to inform design solutions. **7d**
- apply human factors, ergonomics, and universal design principles to design solutions. **7e**
- apply wayfinding techniques to design solutions. **7f**

Standard 8. Design Process

Student work demonstrates the ability to apply space planning techniques throughout the design process. **8a**

Student work demonstrates the ability to apply knowledge and skills learned to:

- solve progressively complex design problems. **8b**
- identify and define issues relevant to the design problem. **8c**
- execute the design process: pre-design, schematic design, and design development. **8d**
- synthesize information to generate evidence-based design solutions. **8e**
- explore and iterate multiple ideas. **8f**
- design original and creative solutions. **8g**

Students understand the importance of evaluating the relevance/reliability of information and research. **8h**

The interior design program includes:

- exposure to a range of problem identification and problem-solving methods. **8i**
- opportunities for innovation and risk taking. **8j**
- exposure to methods of idea generation and design thinking. **8k**

Standard 9. Communication

Students are able to effectively:

- distil and visually communicate data and research. **9a**
- express ideas & their rationale in oral communication. **9b**
- express ideas & their rationale in written communication. **9c**

- express ideas & their rationale developed in the design process through visual media: ideation drawings/sketches. **9d**
- express project solutions using a variety of communication techniques/technologies appropriate to a range of purposes /audiences. **9e**

The interior design program provides opportunities for:

- exposure to evolving communication technologies. **9f**
- students to develop active listening skills in the context of professional collaboration. **9g**

Standard 10. History and Theory

Students understand the social/political/physical influences affecting historical changes in design of the built environment. **10a**

Students understand significant movements, traditions, and related theories in:

- interior design. **10b**
- furniture, decorative arts, and material culture. **10c**

Students apply precedents to inform design solutions. **10f**

Standard 11. Design Elements and Principles

Students understand the elements and principles of design and related theories, including spatial definition and organization. **11a**

Student work demonstrates the ability to explore two- and three-dimensional approaches across media types.

11b

Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to:

- two-dimensional design solutions. **11c**
- three-dimensional design solutions. **11d**

Standard 12. Light and Color

Students are aware of the environmental impact of illumination strategies and decisions. **12a**

Students understand how light and color in the interior environment impact health/safety/wellbeing. **12f**

Standard 13. Products and Materials

Students are aware of the influence of furnishings/objects/materials/finishes on human/environmental wellbeing.

13a

Student work demonstrates understanding of:

- how furnishings, objects, materials, and finishes work together to support the design intent. **13b**

Standard 15. Construction

Students understand the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents. **15h**

Students are able to:

- contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope. **15j**

Method of Assigning Grades

Assignments	15%
AIA Project*	20%
Refuge Design Project*	25%
Blog*	20%
Final Exam	10%
Effort, Attitude, and Ingenuity	10%

*You must pass the research and writing portion with a "C" in order to pass this class.

A Note on Effort Attitude and Ingenuity

Interior design is, in large part, effort, attitude and ingenuity and these three concepts can be grouped under "professionalism". You cannot succeed in interior design without these elements paired with your knowledge base and skill set. I feel it is important that part of your grade be based upon this, in tandem with accrual of points. This is how I define and will grade upon each of these concepts:

Effort: Effort is quite simply your demonstrated willingness to try. Completing reading assignments and class participation is a requirement. Asking questions or pointing out “real life” scenarios of topics discussed in class is a plus. Repeatedly changing subjects or lengthy off-topic discussions is a minus.

Attitude: Your attitude towards projects and lectures can be assessed by the manner in which you conduct yourself in the classroom and on field trips. Complaining about assignments is not allowed. Begging for extensions is unprofessional. When you embrace projects and get animated about them, it is infectious and your projects will reflect your level of excitement.

Ingenuity: Ingenuity is an assessment of your resourcefulness. Professionally, at times you will already have all of the necessary skills and knowledge to complete a project, but often you will not. Your task as a designer will be to determine the best course of action using the tools you have available and to seek out answers independently. Sometimes a design solution is pure talent, sometimes it is luck, and sometimes it is hard work. Often it is a combination of the three.

Interior Design Grading Policy

Projects will be weighted in proportion to the time spent and the complexity of the assignment. A minimum semester grade of D cannot be earned unless *ALL projects for the semester have been handed in*. If any one project is not turned in, a grade of F will be assigned for the semester.

Projects will be evaluated on quality of the design, drawing and presentation. *Grades of A contain all of the requirements for that project **AND** be of superior quality and quantity*. Hand in just what was asked for and you will receive a C.

Weather Policy: If the university is open but conditions where you live are such that you feel you cannot safely make it to class, you will not be marked absent if you contact the instructor (by e-mail) prior to the class meeting.

Since I am commuting over the mountains from another state, there will be days when the weather makes travel impossible, however officially ETSU is still in session. On these days, I will conduct class on-line. You may join from your workstation or the studio on campus

COVID policy: While I've made a sincere attempt to create a flexible plan for teaching during the pandemic, the reality is that I cannot predict the future. Course meetings, learning activities, and assignments may change if we need to move quickly to a different operational stage of the university's pandemic framework.

We will meet synchronously (during the scheduled class time) and you will need to be online for the entire time. The zoom classroom link will be posted on D2L.

There will be several meeting days for lab activities, as posted in the course schedule. The remainder of the class days will be on-line.

To assist you in getting Zoom to work, I'll open the classroom at least 20 minutes prior to class starting so we can troubleshoot, if necessary.

When you come into the classroom:

COVID POLICIES:

Masks/Face Coverings:

Wearing a mask or other approved face covering to class is required. Wearing a mask that covers your nose and mouth communicates the care and respect you have for yourself, the care and respect you have for those you live with, and the care and respect you have for other members of this classroom community. The best evidence we have, from public health professionals, is that wearing masks is one of the best ways to protect against the spread of COVID-19 and other airborne illnesses.

For the safety of your classmates, if you forget your mask a few masks will be available each day to distribute. If you choose not to wear a mask, you will not be able to attend class face to face. Students with medical conditions that inhibit their ability to wear masks should register through disability services.

Course expectations, especially regarding face-to-face meetings, may change depending on the local realities of the COVID-19 virus. Course meetings, learning activities, and assignments may change if we need to move quickly to a different operational stage of the university's pandemic framework."

Studio desks

To help keep the cleanest possible environment you will be required to clean your desk at the start of each class or time in the studio. Failure to do so will put your classmates at risk of infection. If you insist on not cleaning your area you risk your access to the studios and require you to move to an online mode of course delivery.

When you join remotely:

To assist you in getting Zoom to work, I'll open the classroom at least 20 minutes prior to class starting so we can troubleshoot, if necessary.

Items for best online class experience:

1. A VERY good network connection
 - a. You will be accessing the needed computer applications online for free (directions to follow later next week) and having a fast connection that is reliable will keep your frustration down.
 - b. If you are considering downloading/purchasing the needed software, make sure it is working BEFORE class meets. Check with instructor for software needs.
2. Two monitors HIGHLY recommended
 - a. let's you see the instructions and work on the other monitor.
3. A 3-button mouse!!
 - a. software we use does not lend itself to a trackpad. You need finer movements than a trackpad offers.
4. Camera required
 - a. either a built-in laptop camera or a USB one that plugs into your computer.
 - i. A phone screen is too small to see the directions but can work in an emergency.

5. Headphones/mic
 - a. many have found that headphones/earbuds/earphones help block out background noise and helps the instructor hear your questions.
 - b. make sure that works before class starts

6. Set up a “desk” where you can work
 - a. research shows having a dedicated workspace gives best results
 - b. while online you need to keep your camera on so be aware of what surroundings your camera will show.
 - c. Get out of bed. This is a professional meeting.

7. Attendance will be monitored. See individual course syllabi for exact requirements/procedures
 - a. taken at the start of class so be on-time.
 - b. leaving early will count as an absence.

IMPORTANT NOTE:

If you cannot make it into lab on your assigned day you must contact me **prior** to missing class and I will happily assist you with what you've missed. Also, and this is very important: DO NOT UNDER ANY CIRCUMSTANCES COME TO CLASS SICK, WITH A FEVER, COUGHING, etc. These courses are meant to prepare you for the professional world. In your post-graduate career, professional courtesy is important to your success in this field. This class is your job. Call-in sick.

PROGRAM POLICIES:

Information Management:

D2L (Desire - to - learn):

The vast majority of course information will be on D2L. You need to have access to the ETSU d2l website. You can access the website from the [main page of the ETSU website](#) or by going [here](#). You will be held responsible for information posted on this website – CHECK THE WEBSITE DAILY!

E-Mail:

Every student will be required to have an ETSU e-mail address so that I can pass on information that pertains to the class. You can obtain an address [HERE](#):

Commercial e-mail provider (i.e. hotmail/yahoo) is not acceptable. E-mail will be used to post notices and other information to your ETSU Goldmail account only. You will be held responsible for the information posted - CHECK YOUR MAIL DAILY!

Accreditation Documentation

In order to establish a record of student work for purposes of accreditation projects may be retained by the department. If they are needed for interviews, please contact the instructor.

Attendance Policy

The material for every class builds on all previous classes. For that reason, **regular attendance is mandatory** in this course. Note that **regular attendance** means being present for the **entire class meeting**. Late arrivals and leaving **before class is dismissed** is considered an absence. Three **tardies** constitute one absence.

- Penalties for absences apply to the **final graded item**, as shown in the following table:

Class Meets	Penalty Points	Each Absence Beyond
3 times per week	5/day	3
2 times per week	7.5/day	2
1 time per week	15/day	1
Summer	15/day	1

All excused absences must be verifiable and documented, i. e. hospital admittance. Absences will be excused only by the **discretion** of the instructor. Going to work, leaving early for the weekend, holiday, etc. are not excused absences.

*See Attendance and Assignments: Acceptable absences and late assignments below for further information.

All students are held countable for handouts (hard copy or electronic), any schedule changes, and other announcements made during the lecture periods. Employment and sports practice must not conflict with regular attendance unless prior arrangements have been made.

Acceptable absences and late assignments:

1. An excused absence for illness or other situations as listed below are to be verified, and the instructor will be notified in advance or on the day of the absence.
2. If the absence is due to factors beyond the control of the student such as injury or illness of the student or a member of the student's immediate family (parents, brother, sister, spouse, children), it is an excused absence.
3. Death of any of the above, of a fiancé or fiancée, or of a very close friend will be considered excusable if acceptable explanation is provided to the instructor.
4. Attendance at a wedding as a member of the wedding party will be excused with acceptable explanation of the function that the student is to perform. The student must obtain permission of the instructor IN ADVANCE.
5. Out of town trips for activities scheduled and sponsored by the university. The student must notify the instructor IN ADVANCE of such activities.
6. Other circumstances to be negotiated between the instructor and student.

Assignment Policy

Assignments are due on the day and time indicated. All assignments submitted after this time will result in a lowering of the project grade by **one full letter grade** and **½ a letter grade** each additional class day it is late.

The opportunity to submit late assignments is available only with a documented excuse. This must be verified with the instructor and a due date negotiated. Any student experiencing a major health problem or family crisis should confer with the instructor to make special arrangements for course responsibilities.

ALL projects and assignments **MUST** be completed to pass the course.

If you receive a **grade lower than a "C"** in an interior design course you need to make an appointment with the program coordinator and the instructor for the course to have a discussion about your readiness to advance to the next interior design course.

Written assignments might be checked for plagiarism with a program called TurnItIn. This program checks your papers against websites and a paper database. You can check the results on D2L.

Assignment Information

Clarification on assignment/project requirements will be given in class through verbal communication, written communication, and/or electronic means. Since everyone's design is unique, what is said to one student about any one particular issue on the assignment/project may not have relevance to another student solutions. This is not changing requirements, but only clarifies each individual situation. This will be fair to all students and to the instructor.

Each class has some additional costs to the student, such as the cost of materials and supplies to complete projects.

Studio courses usually require the completion of large projects throughout the semester; therefore, students will be responsible for the majority of costs of the projects.

Academic Honor Code

East Tennessee State University is committed to developing the intellect and moral character of its students. To that end, all instances of plagiarism, cheating, and other forms of academic misconduct shall be punished in accord with Tennessee Board of Regents policy. Any knowledge of conduct of this nature should be reported to the proper authorities. Not reporting instances of academic misconduct represents a fundamental break with honor code policy and, although this offense is not punishable, reflects a callous disregard for yourself, your classmates, and your professors. Penalties for academic misconduct will vary with the seriousness of the offense and may include, but are not limited to: a grade of F on the work in question, a grade of F for the course, reprimand, probation, suspension, and expulsion. For a second academic misconduct offense, the penalty is permanent expulsion.

Student Conduct:

Students will conduct themselves in a manner that promotes learning. Disruptive behavior (whisper during lectures and discussions, texting or other social networking) and disrespectful attitudes will not be tolerated. You can be asked to leave the class for the day if behavior is disrupted to fellow classmates. For further details refer to:

<http://catalog.etsu.edu/content.php?catoid=6&navoid=171> - Student Disciplinary Policies

If you are found to be guilty of misconduct these are the procedures to follow:

<http://www.etsu.edu/academicintegrity/default.aspx>

Students are responsible for learning the content of any course of study in which they are enrolled. Under university policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should first contact the instructor of the course. If the student remains unsatisfied, the student may contact the department head that offers the class to initiate a review of the evaluation.

Instant Messaging or Other Social Networking:

The use of instant messaging in class is prohibited. Use your class time to do class work and not chatting with friends. You WILL have plenty to do in class. The purpose of this policy is to eliminate outside interference in the classroom. The atmosphere of the classroom is to promote learning, and the interruption of chatting interferes with this learning process.

Cellular Phone Policy

Use of cellular phones in the classroom will not be permitted. Phones must be turned off. If

the phone has not been turned off and it rings, it must not be answered, but immediately turned off. The purpose of this policy is to eliminate outside interference in the classroom. The atmosphere of the classroom is to promote learning, and the interruption of cellular phones interferes with this learning process. If you have issues for the day that may need you to answer your phone please talk with your instructor BEFORE class starts.

Disabled Student Services Policy

It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to eligible students through Disability Services. Disability Services is located in the D.P. Culp Center, Room 326, phone 439-8346 or

<http://www.etsu.edu/students/disable/>

Bibliography, Recommended Readings, and/or Supplemental Materials

- Gifford, R. (1997). *Environmental Psychology: Principles and Practice*. 2nd Edition. Boston: Allyn & Bacon.
- Scott-Webber, L. (1998). *Programming: A problem Solving Approach for Users of Interior Spaces*. Houston, TX: Dame Publications.
- Arthur, P. & Passini, R. (1992). *Wayfinding: People, Signs, and Architecture*. New York: McGraw Hill.
- Altman, I. (1975). *The environment and social behavior*. Monterey, CA: Brooks/Cole.
- Barnes, R. D. (1981). *The perception of choice in architectural environments*. Doctoral dissertation. University of Wisconsin, Madison.
- DeLong, A. J. (1976). "The use of scale models in spatial-behavioral research. *Man-Environment Systems*, 6, 179-182.
- Sebba R., & Churchman, A. (1983). "Territories and territoriality in the home." *Environment and Behavior*. 15, 191-210.
- Sommer, R. (1969). *Personal space*. Englewood Cliffs, NJ: Prentice-Hall.

Current readings from selected journals and publications:

Environment and Behavior

Journal of Personality and Social Psychology

Environmental Psychology

American Behavioral Scientist

Journal of Interior Design

Other References:

- Alexander, C., Ishikawa, S., Silverstein, M., Fiksdahl-King, I., and Angel, S. (1977). *A pattern language*. New York: Oxford University Press.
- Bucknell Information Services & Resources. APA (American Psychological Association) Citation Style Guide [Electronic Version]. *Publication Manual of the American Psychological Association*, (5th ed.). Retrieved February 2, 2005 from <http://www.apastyle.org/electref.html>.
- Dewey, R. (2003, January) APA Research Style Crib Sheet [Electronic Version]. *APA Publication Manual Crib Sheet*. Retrieved February 2, 2005 from <http://www.wooster.edu/psychology/apa-crib.html>.

Marshall, C. & Rossman, G. B. (1995). *Designing Qualitative Research*. Thousand Oaks, CA: Sage Publications, Inc.

Reznikoff, S.C. (latest edition). *Interior Graphic & Design Standards*. New York: Van Nostrand Reinhold.

CBAT **Communications Lab**

Q: What is the CBAT Communications Lab?

A: The CBAT Communications Lab is a lab set up to help students with writing projects and oral presentations for CBAT classes. Guidance and advice is given on every aspect of the writing process, from brainstorming to the final draft. Advice is given for grammatical concerns and APA formatting. Constructive criticism can be obtained. For oral presentations, the presentation, which has the option of being recorded, is viewed and constructive criticism is given by a tutor.

Q: How does the CBAT Communications Lab work?

A: For writing projects, students sit with a tutor and review a copy of the draft while discussing issues, errors, or general concerns about the piece of writing. While the CBAT Lab is not an editing service, tutors will sit with students to help find errors and determine the most appropriate way to fix those errors. For oral presentations, the student performs the presentation and then discusses the strengths and weaknesses of the presentation with a tutor. If a student brings a form of media storage, (writable disc or jump drive) then a copy of the presentation can be given to the student.

Q: Where is the CBAT Communications Lab and when is it open?

A: The CBAT Lab is located in room 124 of Sam Wilson Hall, near the vending machines.

Q: Do I have to make an appointment to get help from the CBAT Communications Lab?

A: Appointments are not necessary to receive help from the Lab. However, any student without an appointment is seen on a first-come first-serve basis. Students should keep in mind that the lab is much busier during mid-term and finals, and most tutoring sessions last 30 to 60 minutes.

Q: How is the CBAT Communications Lab different from the CFAA in the library?

A: While both operate in a similar manner, the CBAT Lab specializes in the business and technological writing form and the CBAT standard of APA formatting. The CBAT Communications Lab also works with instructors in order to understand their paper/presentation requirements.

Q: What if I am taking an online course and not on campus?

A: Instructors teaching online courses have the option of opening a drop box for their students on the CBAT Communications Lab D2L site. If your class has this option, you may submit papers or a recording of a presentation for review to the drop box.