

## Course Syllabus

Course Name           Designed Environment and Human Behavior

Course Number       AAI450

Course Prerequisites AAI473

Meeting Times

Meeting Room

Instructor Name

Instructor Email

Instructor Office

Instructor Phone

Instructor Cell Phone

Office hours

---

## Course Overview

Course Description

Effects of interior spaces, architecture, and urban settings on human well-being and functioning.

Course Objectives

- Discuss evolutionary theories pertaining to gender preferences, norms, and behaviors.
- Demonstrate the application of a design theory.
- Discern between a neurobiological and a social learning response.

- Depict the uses of symbolism and metaphor to communicate a thought or message.
- Discuss the implications of human lifespan development on design.

## Compliance with CIDA Standards

Standard 4 Global Context Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

*Standard 4 Description* This standard ensures that graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions.

### Standard 4 Objectives

- Students understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.
- Student work demonstrates understanding social, economic, cultural, and physical contexts inform interior design

Standard 7 Human Centered Design Interior designers apply knowledge of human experience and behavior to designing the built environment

*Standard 7 Description* Graduates understand theories of human-centered design, and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing

### Standard 7 Objectives

- Demonstrates an understanding of theories as they related to the impact of the built environment on human experience, behavior, and performance.
- Demonstrate a relationship between the natural, built, virtual, and technological environments as they relate to human experience, wellbeing, behavior, and performance.
- Demonstrates the ability to gather and apply human-centered evidence.
- Analyze and synthesize human perception and behavior patterns to inform design solutions.

Standard 8 Design Process Interior designers employ all aspects of the design process to creatively solve a design problem.

*Standard 8 Description* Graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issue.


#### Standard 8 Objectives

- Demonstrate space planning techniques throughout the design process.
- Apply knowledge and skills learned to solve progressively complex design problems.
- Identify and define issues relevant to the design problem.
- Synthesize and apply information to generate evidenced-based design solutions.
- Demonstrate creative and effective solutions.
- Develop an understanding of the importance of evaluating the relevance and reliability of information and research impacting design solutions

#### Standard 9 Communication Interior designers are effective communicators

*Standard 9 Description* Graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

#### Standard 9 Objectives

- Demonstrate an ability to interpret and communicate data and research.
  - Express ideas and their rationale in oral communication.
  - Express ideas and their rationale in written communication.
  - Express ideas and their rationale developed in the design process through visual media: ideations drawings and sketches.
  - Express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.
- 

## Required Books and Materials

Environmental Psychology for Design 3<sup>rd</sup> Edition (2018) by Dak Kopec. Published by Bloomsbury Press.

ISBN-13: 978-1563674242

[Designed Environment and Human Behavior 3<sup>rd</sup> Edition](#) is available from Amazon

Cost: \$92.48 As of May 30, 2021

Please see supplemental attachment titled IAD Syllabus Supplement for additional program required books and materials that may be used for this course.

## Course Calendar

### Week One

Class One Introduction to the course and discussion of class assignments and Chapter One Environmental Psychology for Design 3<sup>rd</sup> Edition Introduction

Class Two Class discussion of image submission and presentation of vernacular design.

### Week Two

Class One Chapter Two Environmental Psychology for Design 3<sup>rd</sup> Edition Foundational Theories

Class Two Class discussion of image submission and presentation of assorted Theoretical preference models in action.

### Week Three

Class One Chapter Three Environmental Psychology for Design 3<sup>rd</sup> Edition Human Condition.

Class Two Class discussion of image submission and presentation of gender-based design.

### Week Four

Class One Chapter Four Environmental Psychology for Design 3<sup>rd</sup> Edition Psychobiology of Behavior

Class Two Class discussion of image submission and presentation based on a psychobiological factor.

#### Week Five

Class One Chapter Five Environmental Psychology for Design 3<sup>rd</sup> Edition Biology of Sensation

Class Two Class discussion of image submission and presentation based on a sensory enchantment.

#### Week Six

Class One Chapter Six Environmental Psychology for Design 3<sup>rd</sup> Edition Sensation and Perception

Class Two discussion of image submission and presentation based on a cognition and environmental understanding.

#### Week Seven

Class One Chapter Seven Environmental Psychology for Design 3<sup>rd</sup> Edition Cognitive Interpretations

Class Two Presentation of Self Reflection Collage

#### Week Eight

Class One Chapter Eight Environmental Psychology for Design 3<sup>rd</sup> Edition Color and Wayfinding

Class Two discussion of image submission and presentation based on the uses of color and wayfinding used within design.

#### Week Nine

Class One Chapter Nine Environmental Psychology for Design 3<sup>rd</sup> Edition Infant-Child Development

Class Two discussion of image submission and presentation based on the developmental needs of infants and children.

#### Week Ten

Class One Chapter Ten Environmental Psychology for Design 3<sup>rd</sup> Edition Senior Citizens

Class Two discussion of image submission and presentation based on the natural aging process.

Week Eleven

Class One Chapter Eleven Environmental Psychology for Design 3<sup>rd</sup> Edition Disabilities

Class Two discussion of image submission and presentation based on appropriate accommodations.

Week Twelve

Class One Chapter Twelve Environmental Psychology for Design 3<sup>rd</sup> Edition Place

Class Two discussion of image submission and presentation of different forms of third places.

Week Thirteen

Class One Chapter Thirteen Environmental Psychology for Design 3<sup>rd</sup> Edition Natural and Semi Natural Environments

Class Two discussion of image submission and presentation based on Biophilia, Bio Dominance, and Bio Phobia.

Week Fourteen

Class One Final Presentations

Class Two Final Presentations

Week Fifteen

Study Week No class

Week Sixteen

Final Exam



## Course Assignments

Assignment One

Ten Application and Presentation Images 200 points.

Each week students will submit an image pertaining to an ideas or concept discussed from the previous class. Students should be prepared to show the image and discuss the strengths and weaknesses of the design based on one or more topics discussed in class.

## Assignment Two

One 16x20 at 300DPI Self Reflection Collage worth 300 points

Step One each student will identify images that represent parts of oneself, and how the person conceptualizes themselves in relation to the rest of the world.

Step Two Using photoshop isolate the image by removing the backgrounds.

Step Three arrange those images in to some meaningful arrangement that demonstrates

- Creativity
- Complexity
- Strong use of metaphor and symbolism

Step Four Develop the final collage as a singular representation of you see yourself in relation to the world. Be sure to use layering, color vibrancy, and size as indicators how much the world sees versus how much you hide from the world, how loud you think a given part of you is to the world, and the level of importance the attribute contributes to yourself self-perception.

Grading will be based on the student's ability to follow directions, general aesthetics, level of creativity, complexity of the collage, effectiveness of message delivery, and overall collage presentation.

## Assignment Three

One 16x20 at 300DPI rendered three-point perspective of a large open loft space in a former industrial warehouse located in either Montreal, Toronto, or Vancouver. This assignment is worth 500 points.

Step One will be to develop a bulleted list describing the site profile. Be sure to include among important factors issues pertaining to:

- Climate
- Daylighting
- Crime Rates

- Transportation.

Step Two is to develop a fictitious occupant profile complete with name, age, gender, ethnicity, cultural background, sexual orientation, occupation, education level, annual income, and political affiliation. Students are required to go beyond identification of each factor to identify the value and meaning as they relate to the design and design preferences. This step is to be presented as a narrative with key information bolded.

Step Three will be to identify five specific needs of the occupant required from their environment. These five needs must be presented in a bulleted list.

Step Four will be to review five journal articles published in the past five years. Two or three journal articles must apply to, and support information provided as part of the factors listed in step two. Two or three of the journal articles must apply to one or more of the five bulleted issues identified in step three.

Each journal article must be assessed by identifying the research goal, the method used to gather information, the implementation strategy, sample size, the findings, and the limitations. This information must be presented in bulleted list. Please do not develop narratives.

Step Five is to develop a rendered perspective of the loft space. Each design solution should be clearly seen and addressed in the rendering. Additionally, the rendering must also include singular design elements and elements in aggregation that demonstrate the use of:

- Nature
- Custom built features
- virtual or simulated elements
- Modern technological feature
- Biophilia
- Bio dominance
- Bio phobia

Be aware that all work generated in this course belongs to the UNLV School of Architecture and will be retained for accreditation or for use in promotional materials. Make sure to have copies made for your personal portfolios or for personal uses.





## Point Allocation and Distribution

<b>Assignment</b>	<b>Points</b>
Image Selection and Discussion	200
Self-Reflection Collage	300
Rendered Perspective of Loft Space	500
Final Exam	200

1,200 total points available for this course.

Grading Scale The university grading scale with pluses and minuses will be used in this course. The following standard cutoffs will be used to determine your final grade:

93.3 & above A

90.0 to 93.2 A-

86.7 to 89.9 B+

83.3 to 86.6 B

80.0 to 83.2 B-

76.7 to 79.9 C+

73.3 to 76.6 C

70.0 to 73.2 C-

66.7 to 69.9 D+

63.3 to 66.6 D

60.0 to 63.2 D-

Less than 60 F



## Classroom Rules and Policies

The following guidelines constitute policies and the student's receipt and acceptance of a course syllabus containing a course instructor's rules on these shall constitute acceptance of these policies.

### Studio and Classroom Standards, Policies, and Etiquette

- The School of Architecture maintains standards of design quality in student work and personal conduct in the classroom, design studios, and within extracurricular activities.
- The classroom and design studio are considered learning environments predicated on the presence and appropriate behaviors pertaining to participation, dialogue, initiative, and learning which includes sharing thoughts, discussing ideas, and exploring concepts

### Bullying, Group Think, and Gang Warfare

- Bullying is defined as loud, aggressive, and inappropriate language used at a fellow classmate or instructor during class or studio or while engaged in classroom or studio exercise. This includes, email, text messages, and voice mail, and face to face interaction.
- Group think is when one person engages other classmates in negative dialogue pertaining to some aspect of the course or studio assignment which turns into collective shared thought.
- Gang warfare is when a student lobby's his or her peers to join him or her in some sort of revolt against an instructor or fellow classmate.
- Any student found to be engaged in any of the above will be first given a written warning and then reported to the school's Director. A third offence will entail removal from the course and a written report submitted to the university academic and student affairs.

### Lodging a Complaint

- Any student who has a complaint about an instructor or classmate must first speak with the course instructor.
- If satisfaction has not been achieved the student can then take their complaint to the program coordinator.
- If satisfaction has still not been achieved the student can then take the complaint to the Associate Director.

- If satisfaction continues to be unachieved then the student can take their complaint to the School Director.
- If satisfaction continues to be unachieved then the student can take their complaint to the Associate Dean.
- If satisfaction continues to be unachieved then the student can take their complaint to the Dean.
- Any violation in this chain will result in a decrease of one letter grade of the student's final grade.

#### Use of Electronic Devices

- Use of electronic devices during lectures, presentations, project reviews and structured group activities are prohibited.
- Lap top computers are permitted during class when their use is part of the course.
- Under no circumstance is a student permitted to audio or visually record an instructor or fellow classmate without written permission.
- Permitted audio or visual recording cannot be uploaded to any electronic platform or disseminated to any other person without written consent of every person appearing in the video and every voice contained within the recording medium.
- Violation of this policy WILL result in the removal of the violator from class, an automatic failing grade, and report, with recommendation, to student affairs for expulsion from the University for violation.

#### Ethics

- Under no circumstance is a student allowed to:
  - Plagiarize- Defined as using work from a previous course to satisfy requirements for another class (self-plagiarism) to use any portion of copy and pasted section from a website, or video.
  - Violate Copyright Infringement- The unauthorized use of images, video, or music. It is expected that students will only use images, sounds, and video they have

specifically created, have purchased from a stock site, or have written permission from the original creator.

- Unethical Behaviors- Bullying, group think, and gang warfare (see definitions above) are not allowed.
- Lying and forgery- Any engagement in the act of deception by lying to an instructor or forging a doctor, lawyer, etc. note constitutes dishonesty and will be reported to student and academic affairs with the recommendation for expulsion.

#### Grievances

- If a student has an issue with any aspect of the course including interpersonal conflicts the student has the right file a grievance. This grievance must first be presented to the instructor for resolution.
- If the issue continues, the grievance must be presented to the program coordinator.
- If the situation is still not resolved, then the grievance will go the director of the school.
- If resolution is still not achieved, then the students should take their grievance to the Dean of the college.
- Only after all these avenues have been exhausted should the student go outside of the college to resolve their grievance.



#### Provost's Statements

##### Fall 2021 Syllabus Policies

##### *Public Health Directives*

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found on our [public health website](#). Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](#), including being administratively withdrawn from the course.

##### *Academic Misconduct*

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility,

and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](#).

### *Auditing Classes*

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

### *Classroom Conduct*

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as pagers and cellular phones, or potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course. Since the COVID-19 pandemic forced most instruction to be delivered remotely starting on March 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

### *Copyright*

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws.

Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. [Additional copyright policy information](#) is available.

#### *Disability Resource Center (DRC)*

The UNLV [Disability Resource Center](#) (SSC-A, Room 143, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

#### *Final Examinations*

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#).

#### *Identity Verification in Online Courses*

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#), which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](#), which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

### *Incomplete Grades*

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

### *Library Resources*

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation website](#). You can also [ask the library staff questions via chat and text message](#).

### *Missed Classwork*

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the [Missed Classwork policy, under Registration Policies](#), on the [Academic Policies webpage](#).

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the

instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

### *Rebelmail*

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

### *Tutoring and Coaching*

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](#), or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

### *UNLV Writing Center*

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](#), located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

### *Statement for Inclusion*

#### *Diversity Statement*

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic



information, veteran status, or political affiliation. Please see [University Statements and Compliance](#).

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.