## School of Human Sciences
### INDS 1311 Introduction to Interior Design

**FALL 2020**

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Course Time:</th>
<th>Prerequisites:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally Ann Swearingen, MFA, MA, RID</td>
<td>MW 1-2:15 p.m. (Web-Enhanced) 2 Modalities Face to Face OR Virtual</td>
<td>None</td>
</tr>
<tr>
<td>pronouns: she/her/hers</td>
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<table>
<thead>
<tr>
<th>Office:</th>
<th>Course Location:</th>
<th>Office Hours:</th>
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<tbody>
<tr>
<td>HMS South, 101C</td>
<td>HMSS 103</td>
<td>SFA Campus: M 2:15-2:45 pm, TU 11-12 Wed. 9-10 a.m., Thurs 9-9:30 a.m. and 1:30-3:30 p.m. Or by apt. Available for zoom or face to face meetings. Email for an appointment</td>
</tr>
</tbody>
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<tr>
<th>Phone:</th>
<th>Credits:</th>
<th>Email:</th>
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</table>
| Direct Office Line (936) 468-2048  
HMS Office: (936) 468-4502  
Cell: 8 a.m.-8 p.m.  
936 554-9596 | 3 hours (see justification below) | sswearingen@sfasu.edu |

### I. Course Description:
Overview of basic interior design concepts; relationships of principles and elements of design in interior environments, measurements, specifications, and resources used by professional designers. Concepts learned in this course are reinforced throughout the curriculum.

**Course Justification:** INDS 1311 Introduction to Interior Design is a 3 hour credit course. This course will typically be taught two days a week for 150 minutes for 15 weeks culminating with a 2-hour final exam week 16. Students have significant readings, daily quizzes, daily homework, projects, 2 major exams and a comprehensive final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

**TEXT BOOK:** Must purchase both books.

### II. Intended Learning Outcomes/Goals/Objectives:
The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.
In the College of Education at Stephen F. Austin State University, we value and are committed to:
Academic excellence through critical, reflective and creative thinking
Life-long learning
Collaboration and shared decision making
Openness to new ideas, culturally diverse people and innovation and change
Integrity, responsibility, diligence, and ethical behavior, and
Service that enriches the community

This course enhances student learning in the area of residential design and serves as one of the foundation courses in the Interior Design Program in the School of Human Sciences. It also aligns with the standards of the Council for Interior Design Accreditation (CIDA) to promote learning and understanding of health, safety, and welfare issues in the built environment. **Course content prepares students for successful completion of the National Council for Interior Design Qualification (NCIDQ) exam, the national certification exam for registered interior designers in the state of Texas.**

### Program Learning Outcomes

The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.

The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences.

The student will be able to identify basic fundamentals such as the elements and principles of design. *(PLO 4: Assessment 1).*

### Student Learning Outcomes

**Course content and objectives satisfy specific components from the CIDA 2020 Professional Standards. Through completion of this course, the student will:**

**Standard 3: Learning Environment and Resources**

e) Students have convenient access to a current range of information (bound, electronic, and/or online) about interior design and relevant disciples as well as product information and samples.

**Standard 4: Global Context**

a) Students understand that human and environmental conditions vary according to geographic location and impact design and construction decisions.

**Program Expectations**

d) Exposure to current and emerging issues that are shaping contemporary society and the world.

**Standard 6: Business Practices and Professionalism**

Students have awareness of the:

a) Contexts for interior design practice.
b) Impact of regional and global markets on design practices.
c) Breadth and depth of interior design’s impact and value.

**Program Expectations**

i) Career opportunities an interior design education can afford and the options for advanced study.
j) Role models who are qualified by education and experience in interior design.

**Standard 7. Human-Centered Design**

a) Theories related to the impact of the built environment on human experience, behavior and performance.

**Standard 9. Communication**
The interior design program provides opportunities for:
   b) Express ideas and their rationale in oral communication.
   c) Express ideas and their rational in written communication.
   f) Exposure to evolving communication technologies
   g) Students to develop active listening skills in the context of professional collaboration.

**Standard 11: Design Elements and Principles**
   a) Understand elements and principles of design, and related theories, including spatial definition and organization.
   c) effectively apply the elements, principles, and theories of design to 2D solutions

**Standard 12: Light and Color**
   g) demonstrate understanding of color terminology
   h) demonstrate understanding of color principles, theories, and systems
   j) gain ability to select and apply color to support design concepts
   l) use color solutions across different modes of communication

**Standard 13: Products and Materials**
   a) how furnishings, objects, materials, and finishes work together to support the design intent.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

*Course Assignments/ Activities: In-class/out-of-class assignments and quizzes (may be announced or unannounced), project/presentation, etc.*

*Instructional strategies may include: lectures, class discussion, group participation, guest speakers, and videos.*

*Use of Technology may include: Desire 2 Learn, internet assignments/activities/research, and word processing.*

*Students should clearly note Due Dates and Times. In class assignments will be due at the beginning of class. If a student is late to class the assignment will be considered late. It will be at the discretion of the professor to accept the assignment or not.*

1. INDS 1311 is a Web-enhanced course. Information notices will be posted on the course home page. The homepage includes tabs that indicate Content, Quizzes (exams and quizzes) and Dropbox (assignments) and Grades. Students are strongly encouraged to contact the instructor and/or other students via the homepage email icon, chats, and/or discussion postings.

2. Course content is delivered via class lectures and discussions, assigned readings, assignments, and directly relevant to the course content. **Students should check D2L on a daily basis for notices, mail, and assignments.** Neglecting to check D2L is NOT a valid excuse for missing an assignment due date.

3. **Students should check their grade points at least once a week.** Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

4. Assignments that are posted on the D2L Learning Management System are predominately saved in the Word 2007-2013 format. Students should make arrangements to secure the “patch” that will enable them to open these documents in advance, if they do not currently have or anticipate having access to the Word 2007-2013 software. It would be virtually impossible for the instructor to save work in multiple formats to accommodate for all individual software available. Check with Office of Instructional Technology (OIT) at 936-468-1919 with any technology question.
IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Daily Quizzes (announced)</th>
<th>Maximum points</th>
<th>Actual points</th>
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<tbody>
<tr>
<td>15 Daily quizzes prior to class starting (10 pts)</td>
<td>150</td>
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<tr>
<td>Total of Daily Quizzes</td>
<td>150 pts.</td>
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<table>
<thead>
<tr>
<th>Daily Grades</th>
<th>Maximum points</th>
<th>Actual points</th>
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<tbody>
<tr>
<td>Interiors Declaration</td>
<td>20</td>
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<tr>
<td>3-2-1 Video Assignment</td>
<td>20</td>
<td>.</td>
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<tr>
<td>Voc Chapter 3</td>
<td>20</td>
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<tr>
<td>Humanscale video</td>
<td>10</td>
<td>.</td>
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<tr>
<td>Quote by Ron Mace</td>
<td>20</td>
<td>.</td>
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<tr>
<td>Blind-smell, feel, touch</td>
<td>20</td>
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<tr>
<td>Inclusive Video (team project/ self select team member)</td>
<td>50</td>
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<tr>
<td>Overview of ASID &amp; IIDA</td>
<td>20</td>
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<tr>
<td>Guest Speaker: Oct. 7</td>
<td>20</td>
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<td>Residential Questions – C5</td>
<td>10</td>
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<td>Commercial Questions – C5</td>
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<tr>
<td>Chapter 5 questions</td>
<td>20</td>
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<tr>
<td>Variety of Prof. 321</td>
<td>20</td>
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<tr>
<td>Elements PPT</td>
<td>120</td>
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<td>Principles of Design PPT</td>
<td>100</td>
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<tr>
<td>Impact of Color</td>
<td>20</td>
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<tr>
<td>Color 2</td>
<td>30</td>
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<tr>
<td>Theme Project</td>
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(Miscellaneous Daily Grades—extra credit)

| Total of Daily grades | 630 pts. | . |

<table>
<thead>
<tr>
<th>Exams</th>
<th>Maximum points</th>
<th>Actual points</th>
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<tr>
<td>Exam #1 Ch 1 – 3 from text; Modules 1-5</td>
<td>100</td>
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<tr>
<td>Exam #2 Ch 4-7 from text; Modules 6-8</td>
<td>100</td>
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<tr>
<td>Final Exam: Comprehensive plus Emphasis on Fabric &amp; E &amp; P Modules 9-10 plus text Chapters 1-7 and Chapter 11.</td>
<td>150</td>
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### Total of Exams

<table>
<thead>
<tr>
<th>Community Service</th>
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<tr>
<td>6 hours of Community Service—required for all ID students</td>
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<tr>
<td>Optional (Participating in the Virtual Design Charrette will satisfy the entire 6 hours—this requirement is in all ID classes.) It is 6 hours total for all classes</td>
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**Total of Exams**

| 350 pts |

<table>
<thead>
<tr>
<th>Possible Points</th>
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<tbody>
<tr>
<td>1190</td>
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<table>
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<tr>
<th>Actual Points</th>
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<table>
<thead>
<tr>
<th>Semester Grade</th>
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#### Grading Scale:

- 1190 - 1071 = A
- 1070 - 952 = B
- 951 - 833 = C
- 832 - 714 = D Must Repeat course
- 713 - 0 = F Must Repeat course

*All ID students must make a C or better in all ID courses.*

*NOTE: A letter grade will be deducted from semester grade for having more than 3 unexcused absences.*

#### Performance Evaluation

Completing an assignment does not automatically merit a grade of A. Average work will receive a grade of C. To receive a grade of B or A, student must go above and beyond basic requirements of the assignment.

**A (Excellent)** Student's work is of exceptional quality, and the solutions show depth of understanding of the project requirements. Project is fully developed and presented well both orally and graphically. The full potential of the problem has been realized and demonstrated. An "A" indicates work that is exceptional, out of the ordinary, and **above and beyond what was required for the project**. Hard work does not always yield this. Several "all-nighters" does not always yield this.

**B (Good)** Student's work shows above average understanding and clear potential. All project requirements are fulfilled or exceeded and clearly and concisely presented. Being in class every day does not always yield this.

**C (Fair)** Student's work meets minimum objectives of course and solves major project requirements. Work shows normal understanding and effort. Quality of project, as well as the development of knowledge and skills is average. A "C" means you have done everything that was expected; you came to class, worked very hard, and generated a response to the problem that was average, acceptable. It does not mean you have failed. Completing a project and working hard does not guarantee satisfactory results.

**D (Poor)** Student's work shows limited understanding and/or effort.
Minimum problem requirements have not been met. Quality of project or performance as well as development and skills are below average.

**F (Failure)**  
Student's work is unresolved, incomplete, and/or unclear. Minimum course objectives or project requirements are not met, and student's work shows lack of understanding and/or effort. Quality of project or performance is not acceptable. Merely completing a project does not mean it earns at least a passing grade.

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**V. TENTATIVE SCHEDULE:** Students are expected to complete readings before class and be prepared to discuss the topic/s listed for each class day. For a Detailed Schedule what is required Before Class, Expectations During Class and Homework please view course calendar in D2L.

<table>
<thead>
<tr>
<th>Week / Module</th>
<th>Requirements &amp; Dates</th>
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</table>
| Week 1 / August 24-29th | • **Monday, August 24th**  
  • Read the Module Getting Started  
  • Go to Discussion and upload a short bio about yourself. State your name, where you are from and 3 things about yourself plus your major and why you have selected this major.  
  • Expectations: Each module will state what you MUST do before class, what our expectations are for class and your homework assignments. Note: At the very beginning of each class you will have a quick 3 minute quiz. Also note: Each week 2-3 people will be assigned to take notes for the class in One Drive, it is a document where you all can take notes simultaneously. The 2-3 students will take the notes and then YOU can download and add to. |
| Module 2 | |

**2 Class/ Wednesday, August 26th**

**Before class:** Read in your text book: 2nd edition of Interiors: Design, Process, and Practice by Stephanie Clemons. Read: Preface; Unit 1 Introduction to Interior Design & Chapter 1 The Value of Interior Design.

**In Class:** Be prepared to Discuss or define what an Interior Design is? What are ways the value of interior design affects you? What are the differences between human needs of territoriality and privacy? Be able to illustrate how interior designers impact global value through product specification?
**Homework:** Go to the website IFI International Federation of Interior Architects/Designers. Click on the Interiors Declaration. Read in its entirety. In Dropbox: Answer the two questions. What does it state about the value and relevance of interior design? What does it indicate about the role of interior design in culture and business? Be able to discuss in the next class.

<table>
<thead>
<tr>
<th>Week 2</th>
<th><strong>Day 1 Monday, August 31</strong></th>
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<tbody>
<tr>
<td><strong>Before class:</strong> Read Chapter 2 in Text &quot;Is Interior Design for You?&quot; Remember we have a 5 minute quiz at the beginning of class.</td>
<td><strong>Submit this/ Homework:</strong> How do you think designers use design thinking to solve the clients problem? Do you think the written, oral or graphic communication the designer might of used effective? Watch the video's <a href="https://www.youtube.com/watch?v=dKbMFDf1ftk">https://www.youtube.com/watch?v=dKbMFDf1ftk</a> then watch <a href="https://www.youtube.com/watch?v=O0sd20ABH4s">https://www.youtube.com/watch?v=O0sd20ABH4s</a> After watching are you able to identifying elements and skills of what an interior designer does? Video from Collaborative Design <a href="https://youtu.be/bViNyHGAK4I">https://youtu.be/bViNyHGAK4I</a></td>
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<tr>
<td><strong>In class:</strong> Be able to summarize the areas of study within interior design that contribute to career success? Determine why the field of interior design needs you and can benefit you? What is the Path to become a professional Interior Designer? What are CEU's or IDCEC? Why is communication so important? What is design thinking? Don't forget your homework assignment - will discuss. Come prepared you will be lost if you do not come prepared.</td>
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<tr>
<th>Week 2</th>
<th><strong>Day 2 - Wednesday, Sept. 2</strong></th>
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<tbody>
<tr>
<td><strong>Before</strong> the next class discuss your thoughts over the video's. List 3 things you learned from the video. List 2 things you found interesting and 1 thing you still have a question about. Bring it to class and upload before class in dropbox. Video 3-2-1</td>
<td><strong>Homework:</strong> Read Chapter 3 in the Text book The Human</td>
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<tr>
<td><strong>In Class:</strong> 5 minute quiz then Discussion on the video's. Discuss the 3 things you learned, 2 things you found interesting and the 1 thing you have questions about.</td>
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</table>
| Week 3  
| Sept. 7-13th  
| Module 3  
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<tr>
<th>&amp; Yes we have class Labor Day.</th>
<th>Impact of Interior Design.</th>
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</table>
| **Monday Sept. 7th**  
| **Before Class** Be able to list 10 Theories and describe them out of Chapter 3 "The Human Impact of Interior Design." Pages 48-59. Be able to really discuss 3 of the theories and how you see them used in an application. Bring a picture or illustration to class. We will use We present and you can share and talk.  
| **During Class:** We will discuss the Theories, show illustrations.  
| **Homework:** Be able to tell me the differences between 3 theories we discussed.  
| Read second half of Chapter 3 Designing for Human Comfort - pages 59-74. Lots of good stuff in this section. Be able to tell me what Anthropometrics, Ergonomics and Proxemics and what the differences are. Assignment name: Voc Chapter 3.  
| What is our Social and Environmental Responsibility? How can we design smarter? What is LEED? What are some materials we should use or specify and or NOT specify and why?  
| **2nd Class Wednesday, Sept. 9th**  
| **Before Class:** Make sure you have done your homework and ready to share? Discussion are so important.  
| **During Class** we will discuss the questions above - have illustrations that might assist others on knowing the differences of Anthropometrics, Ergonomics and Proxemics. Maybe have a list of materials that are Greener?  
| **Homework:** Vocabulary Assignment plus go to the Humanscale website. (in d2L- under Course tools. Go to the Resource tab and watch the Ergonomics Workstation video. Look at the bottom gray section at bottom of screen. Click on Download Library, Then search - video - Workstation. It is a 4 min. video - Explain to me 3 things you learned from the video, 2 things you found interesting and 1 thing you still have a question about. (Be ready to discuss the next class). Assignment Humanscale video |
### Week 4
Sept. 13-19th
Module 4

- **Monday, Sept. 14**
- **Before class** be ready to share what you learned on the Humanscale video in class. Read in textbook the section on Universal Design. Pages 74 - 76 and Designer Math Skills pages 77-78. Before class watch two of the video's under Module 4: By Chris Downey: Design with the blind in Mind & New Vision in Architecture.
- **During class** - We will discuss Inclusive Design - Universal Design and Design for Aging In Place - have some illustrations. Will show two short videos. What is inclusive Design and Why We need Universal Design.

**Homework Assignment:** which will be done during your class time for Sept. 16th. Do not show up in class. You are to get a partner. Find someone ahead of time, or get a friend to assist you. You are to arrive in two different buildings on campus. When you arrive at one of the buildings your partner must close their eyes till you get to the area. Then the other person will guide you through. Use a scarf or a cover over your eyes. See if you can identify the materials by the sound only. On a sheet of paper, write down the building you walked through and what you heard. (see D2L) Blind - smell/feel/touch. Read through the entire assignment beforehand. Be willing to share your experience in class next week.

**Wednesday, Sept. 16th** - Homework Assignment above done with partner.

### Week 5
Sept. 20-26
Module 5

- **Monday, Sept. 21**
- **Before Class:** Read in textbook 64-71 Human Impact: Social and Environmental Responsibility. Go to the website: [https://creedla.com/the-difference-between-green-design-and-sustainable-design/](https://creedla.com/the-difference-between-green-design-and-sustainable-design/) Be able to tell me in class the Three Pillars of Sustainability and the differences between Sustainable Design and Green Design. Research through magazines - materials that might be used in a Green building or home? What makes it Green, what would make it sustainable. What is Wellness and Well-being? What is the WELL Building Standard?
• **During Class** we will discuss LEED and WELL v2. May have a virtual guest speaker...... Secondly we will create partners for the next assignment.

• **Assignment**: Read in text book pages 72-78 Be able to tell me what inclusive design is and universal design. Watch the video: [https://www.youtube.com/watch?v=DRXxbgDMEcM](https://www.youtube.com/watch?v=DRXxbgDMEcM)

• **Wednesday, Sept 23**
  • **Before class** Review your readings of Human Impact pages 72-76
  • **During class & Homework**: Work with an assigned partner and create a short video illustrating what inclusive design is. Give 3-4 illustrations of an inclusive design. Define what it is. You can either use your phone and create a Youtube video, use zoom and create a video. Upload either the video or link in D2L. Assignment due Saturday. We will share in class next week.

| Week 6  
Sept. 27 – Oct. 3  
Con’t Module 5 | **Monday, Sept. 28th** |
|---|---|
| • **Before Class**: Make sure your video link is uploaded in D2l.  
• **During Class**: Review video's of inclusive design  
• **Homework**: Review the first 3 Chapters for EXAM 1 scheduled for Sept. 29th - ONLINE. | |

| Week 7  
Module 6  
The Profession of Interior Design  
Oct. 4-10 | **Monday, Oct. 5** |
|---|---|
| • **Monday, Oct. 5**  
• **Before Class**: Read Chapter 4 in text book: pages 83-96 The Profession of Interior Design - Yesterday and today  
• **During Class**: We will discuss misconceptions of the | |
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Oct. 11-17</th>
</tr>
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<tbody>
<tr>
<td>Module 7</td>
<td>Interior Design</td>
</tr>
<tr>
<td>Specialty Areas of Practice</td>
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</tbody>
</table>

- **Monday, Oct. 12**
- **Before Class**: Read Chapter 5: Pages 110-141. Plus have 3 questions ready to ask about items related to residential.
- **During Class**: Panel of professionals: Residential and specialty designers: Kitchens, multifamily, Aging, trends, etc.
- **Homework**: Residential Questions - C5 in Dropbox.

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Oct. 18-23</th>
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<tbody>
<tr>
<td>Module 7 Cont.</td>
<td>Wed / Starts Module 8</td>
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</table>

- **Monday, Oct. 19th**
- **Before Class**: Review Chapter 5
- **During Class**: Panel of Professionals from a variety of backgrounds.
- **Homework**: 3 things you learned. Dropbox Variety of Professions 3,2,1
- **Wednesday, Oct. 21 - Starts Module 8**
### Before Class: We will skip over to Unit 2: Design Fundamentals Read Chapter 7 Introducing the interior design process. - pages 174-188

**During Class:** Discuss Good and Bad design; Brainstorming; sketching - externalizing; how do you identify the problem.

**Homework:** Be ready to discuss next class period other means a designer can use to express a concept to a client during the Schematic Design phase? Be willing to share in class. (nothing to turn in)

| Week 10  
| Oct. 25-31 
<table>
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<th>Module 8 Con’d</th>
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<tr>
<td><strong>Monday, Oct. 26th</strong></td>
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<tr>
<td><strong>Before Class:</strong> Read Pages 189-212</td>
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<tr>
<td><strong>During class:</strong> Discuss the Phases of the Design Process (all 7) be able to discuss each and illustrate.</td>
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<tr>
<td><strong>After class:</strong> Prepare for Quiz over Chapter 7 (25 pts)</td>
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<td><strong>Wednesday, Oct. 27th</strong></td>
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<tr>
<td><strong>Exam 2 over Chapters 4-7 (online)</strong> Know your vocabulary words in addition.</td>
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| Week 11  
<p>| Nov. 1-7th |</p>
<table>
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<tr>
<th>Module 9 Elements and Principles</th>
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<tr>
<td><strong>Monday, Nov. 2</strong></td>
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<tr>
<td><strong>Before Class:</strong> Read Chapter 8 Elements and Principles of Interior Design 216-234</td>
</tr>
<tr>
<td><strong>During Class:</strong> Have Interior examples of Line, Shape, Form and Space</td>
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<tr>
<td><strong>After Class:</strong> Read again Pages 216-234</td>
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<td><strong>Wednesday, Nov. 4</strong></td>
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<tr>
<td><strong>Before Class:</strong> Have Interior examples of Texture, Pattern, Color &amp; Light</td>
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<tr>
<td><strong>During Class:</strong> Share your examples and discuss examples of Texture, Pattern, Color &amp; Light.</td>
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<tr>
<td><strong>After Class:</strong> Assemble a digital PPT illustrating a Good usage of using an Element and a Bad example. Label each and write a small summary with identification. See Elements Assignment in Dropbox.</td>
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| Week 12  
<p>| Nov. 8-14th |</p>
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<th>Module 9 Con’t</th>
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<tbody>
<tr>
<td><strong>Monday, Nov. 9th</strong></td>
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<tr>
<td><strong>Work Day on your Elements of Design</strong> - Project due by 11:30 p.m.</td>
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<tr>
<td><strong>Wednesday, Nov. 11th</strong></td>
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</table>
### Before Class:
Read Chapter 8: Pages 234 - 246

### During Class:
Be able to discuss the Principles of Design perhaps have examples to share

### After Class/ Homework:
Start your PPT Assignment on Principles of Design (Due Tuesday, Nov. 17th at 11:30 p.m.)

### Monday, Nov. 16
- **Before class** - work on Principle assignment
- **During class** - Discuss other theories of Design,
- **After Class** - Finalize PPT Assignment on Principles of Design

### Wednesday, Nov. 18
- **Before Class**: Read Chapter 9 on Color and Light - Bring an illustration to class on the impact of Color and the impacts of human behavior. (article and perhaps an illustration.) In addition, review Chapter 11 Interior Materials and Finishes as an overview to depict the appropriate finishes.
- **During class**: Discuss Chapter 9 - Color and Light - Behavior of Color. (look in Dropbox for extra credit if you did the before class) (Review the Theme project that is due online and final board in gallery Dec. 2nd by 11:00 a.m.)
- **After Class/Homework**: You have two choices on homework:
  1. Choose two countries and research the color meanings and association in both. How are they similar to and different from those in the United States? How would the differences impact the designs you might create for people in those countries? Create an illustrated digital report showing the color meanings and associations in these countries. Upload in D2L and be willing to discuss in class OR 2. Study your use of color in the clothes you wear for the next 10 days. Take a picture of yourself each morning as you leave for school, work or church. Did you choose the colors for a reason? At the end of the 10 days, line up the photos of your clothing choices and study the clothing color palette. How does the color palette describe you? How does it relate to current trends? Write a summary. How influential do you think client trends are to planning an interior design? Remember upload either in D2L under Color Assignment 2. Be thorough.

### Thanksgiving
- **Note students do not return to campus after Thanksgiving**
everything is remote. Note your last assignment uses fabric samples: Please use the resource room prior to departing for Thanksgiving. Remember to pick up after yourself, please. Be a true professional.

| Week 15  
Nov. 29-Dec. 5 | • Monday, Nov. 30th:  
• Before Class: Review Global and Cultural Impact on Color usage & Psychological Aspects of Lighting. Finalize your homework assignment from Wednesday, Nov. 18th.  
• During Class: Discuss in class your homework assignment and discuss Global and Cultural Impact on Color  
• Wednesday, Dec. 2  
• Prepare for the Final Exam / No class / Chapters 8 & 9/ Theme boards due online by 10 a.m. and in gallery by noon if in Nac, if not bring next semester to visually display. Make sure partners names are on board. Work on good quality pictures. May need overall pictures of front and back, then close up pictures if texture is emphasized. |

| Week 16  
Dec. 7-11  
Finals Week | • Final Exam will Open Monday Dec. 7th at 10 a.m. and Close Wednesday, Dec. 9th at 11:30 p.m. |

NOTE: **** (This syllabus/timeline is subject to change. All changes will be announced in class and/or posted in D2L. It is your responsibility to note them).

WATCH FOR POSTED DATES OF DESGIN CEU’S in GALLERY for any changes. CEU’s are recorded in your schedule. You will want to select 3 to attend for extra credit.

VI. Readings (required)


**LiveText Statement:**

LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in
other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure. Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Student Responsibilities
It is each student's responsibility to read the chapters described in the class schedule as assigned. Course information will be announced in class or posted online via homepage icons, announcements, assignments, assessments, discussion, email, and grade book. Students are expected to check the homepage daily, respond to announcements and emails, and submit assignments on time. Students will use APA style in writing for this course for all submissions.

It is the responsibility of each student to read and print the Syllabus and Course Timeline. Assignment due dates and exam dates are non-negotiable. Late work will not be accepted.

Class Attendance and Excused Absence: Policy 6.7
Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. We want to help you in anyway but you must communicate with the professor.

1. Email Etiquette Policy (adapted from Dr. John Janowiak at UNC Chapel Hill)
   a. When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.
      i. Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: Dear Dr. Shepherd
   b. When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.
   c. If you have a request, say it politely. You can start with “I would like to ...”, “I wonder if you can ...”, “May I ...”, “Is it possible to ...,” “Do you mind ....” DO NOT WRITE: “I want to know ...,” “I want you to...,” “Send this to me ...,” “Tell me when ....” Just adding the word “please” does not mean that you are being polite.
   d. Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore, identify yourself as a student in the class you are enrolled in, such as: “Dear Dr. Shepherd, I am a student enrolled in your on-line HMS 440 course.” Also, I will assume if you do not fill in the 'Subject' line that your communication is not very important. Please send complete emails.
   e. Be concise.
   f. Always, re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).
   g. When making an appointment, you can suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday]; however, I am available...” Do not say, “I am not available on [Monday].”
In conclusion, if you do not use a formal salutation and my name (Dr. Shepherd) or you are and what class you are enrolled/inquiring; your e-mail message will not be read or responded to.

In the event of widespread technical difficulty, (i.e., hurricane) due dates for assignments and exam deadlines will be adjusted. Each student should have a backup plan for submitting assignments and taking exams on or before the due date in case of individual technical difficulty. Individual computer problems and inability to access internet is not an excuse for missed or late assignments or missed exams. Students are advised to not wait until the last few minutes to submit assignment or log on to take exams. Submit assignment and log on to exams early enough that you can implement a backup plan if necessary.

Each student should check their grade points regularly. Any grade point discrepancies must be resolved within one week after assignment grades have been posted, otherwise the posted grade points are considered final.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


**Final Exam**

Date and time for final exam is established by the university and is not to be changed. Plan to take the final exam for this course on the day and time posted on the Course Timeline.

It is the policy of this professor that once an exam has been passed out for an in class exam if any students complete the exam and leave the room, then no additional students if late will be able to enter the room to begin the exam.

**Contacting the Instructor**

Students are encouraged to promptly contact the instructor with questions or individual concerns not addressed in the syllabus or other course information. Although a course may be fully or partially online, students are welcome to meet face-to-face. Office hours and contact information are provided in the course syllabi. Occasionally the instructor may have responsibilities (i.e., attending a conference, meeting across campus) that will interfere with posted office hours and alternate office hours will be posted. Students needing an individual office conference are advised to make an appointment to avoid conflicting with appointments of other students. Emails should be sent to the instructor through the D2L system.
IX. Other Relevant Course Information:

**The Syllabus**
Students must read and adhere to the policies of the course syllabus. The syllabus states objectives, requirements, supplies, and grading criteria for each course.

**Student Code of Conduct for Interior Design and Interior Merchandising classes:**

*Interior Design/Interior Merchandising/Construction Management Policy*
Unacceptable conduct includes but is not limited to the following:
- Ringing cell phones during class—turn phones off or set to silent
- Talking on cell phone in any class
- Texting in class
- Checking email or blogs (ie. facebook, twitter) in class—computers are for classroom activities only
- Head phones/ear buds discourage studio interaction and synergy. Do not utilize these items during class meetings.
- Doing homework for other courses in class
- Bringing children to class—this is against University policy, so if you having a problem, please get with me and we will zoom that day.
- Discussing grievances in front of class or in hall—make appointments to talk with professors in their offices
- Dominating professors’ time in class—it is important that all students get equal time.
- Missing class excessively
- Arriving tardy to class—this is disruptive
- Coming to class unprepared—keep a close eye on the class schedule and always check D2L before class if your professor uses this tool.
- Taking long breaks during studios—it is acceptable for students to get a beverage or take a restroom break during studios if the professor is not lecturing—these breaks should not exceed 5 minutes in length. If the professor allows, beverage may be brought into the studio but no food is allowed.
- Missing deadlines for assignments and projects is not allowed. Students should consult the professor in special circumstances.
- Having beverages in class without knowing the professor’s policy.

**Student Grievance Procedures**
If you have a concern about a course you should always speak to the professor as soon as possible. If your concern is grade related, especially a final course grade, you must speak to the professor within five days of receiving the grade as stated in the Grade Appeals procedure of the *SFA Student Handbook*. If you do not resolve your concern you should then meet with the Coordinator of the Program. If more assistance is needed you should then meet with the Director of Human Sciences. If you still have not resolved your concern you may file a formal Grade Appeal to the Faculty Grade Appeal Committee as stated in the *SFA Student Handbook*. For problems other than grade issues, speak with the professor of the course first, Program Coordinator second, and the School Director.
**Professional Dress Policy**
There are times throughout the Interior Design/Interior Merchandising program when students are required to wear “professional dress.” This attire might be needed to present a project, to visit a showroom or to interview for an internship. Building a professional wardrobe can be an expensive challenge; therefore, a student may begin with a basic suit (three pieces) and add one or two items to the wardrobe each semester. This will provide you with adequate professional clothing throughout the program and give you a wardrobe for your internship and first job.

**Final Exam Policy**
Final exam date and time are established by the university and are not to be changed by the faculty. Students may not ask to change the final exam date or time without having a legitimate reason. If this is the case, then the student must submit a letter to the School Director which then must be approved by all HMS faculty before a date change will occur.

**Work Retention Policy**
The Design Faculty reserves the right to retain student work for the upcoming CIDA site visit. It is the responsibility of the student to photograph or duplicate projects for portfolios before graduation. All projects can be returned to the student after the CIDA site visit. In order to receive a notification, it is the responsibility of the student to maintain current contact information with the SFA Interior Design Faculty. The professors reserve the right to dispose of any project not picked up within 6 months of the CIDA site visit.

**FOOD for THOUGHT**
A food pantry at SFA is located on the 3rd floor of the Student Center 3.301 to assist / alleviate hunger among students. This is not a University-funded service. It is supported by volunteers and by charitable contributions and donations. All items are offered as available. Please note if you are unable to come during the regularly scheduled distribution time, anyone in the 3rd floor Student Affairs office can unlock the pantry for you at any time!

For students with caregiver responsibilities...
While I maintain the same high expectations for all students in my classes regardless of parenting/caregiver status, as a mother and grandmother myself, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.

For students in need of mental health services....

The profession of teaching is a complex, service-oriented endeavor that requires one to maintain physical and mental health. If you find yourself experiencing issues related to mental health, SFASU offers FREE counseling service to all students.

“In keeping with our philosophy of promoting positive mental health and safety,
counseling services assist SFA students in overcoming obstacles to their personal and academic goals. We accomplish this through individual and group counseling for student and through outreach, presentations, training and consultation for the campus community.”

For more information:  http://www.sfasu.edu/counselingservices/

If you or someone you know is ever in immediate danger of significant self-harm, please contact 911.

**Did you know….**
You can ask for a Chosen First Name. Log on to my SFA and go to Personal Information.

You can decide on the modality of attending class but you MUST be in attendance with your mic and camera on, and be engaged.

If you need assistance with your core classes you can go to the AARC in the library to get assistance. It is a great resource!

If you don’t understand how d2L works and have questions: contact Center for Teaching and Learning. 936 468-1919.

Friday’s are spirit day: We encourage everyone to wear purple. So start shopping.

**INDS faculty are here to assist you, if you have questions, please go and visit with them.**