**SCHOOL OF HUMAN SCIENCES**  
**INDS 2206.051 LAB**  
**Fundamentals of Design**  
**FALL 2020**

| **Instructor:** Jennifer Luque, RID, LEED AP ID+C | **Course Time & Location:**  
T: 9:00 – 10:40 am  
HMS South, Room 105.  
And via Zoom in the course in Brightspace |
|---|---|
| **Office:** HMS South, 102A | **Office Hours:**  
T 1-2:30 pm  
Face-to-face and virtual office hours will be held simultaneously. If a committee/faculty meeting is called during office hours, a note will be posted on the office door and notification sent via Brightspace.  
*Please see note below about virtual office hours.*  
*Other times by appointment.* |
| **Office Phone:** | **Credits:**  
1 hour |
| **Other Contact Information:**  
HMS Office (936) 468-4502  
May leave a message | **Email:**  
Use the email feature in Brightspace |

*Virtual Office/Student Hours:* I conduct my office hours as if we were visiting in person. I want to see your face and get to visit with you. If you came to my physical office for office hours and another student was there, you would wait in the hall until your turn. What that means for you now that we are meeting on Zoom is that when you follow the link below and log on to the office hours, you will be placed into a "waiting room." You will see a message explaining that I will let you in shortly. If there is no student there already, I will immediately let you in. If you have to wait for a few minutes, that means I am meeting with someone else. Do not worry; I will get to you in the order that you entered the waiting room. Even it is past the time for my office hours to end, I will get to everyone who logs on. If you have to wait, please be patient and know that I have not forgotten you are there.

I. **Course Description:**
Interior design fundamentals and presentations for three-dimensional interiors; color theory and principles applied to the development of the spatial envelope of interior volume; illustrations of spaces through a variety of black, white and color media. Concepts learned are reinforced throughout the curriculum.

Course Justification: INDS 2206 Fundamentals of Interior Design Lab is a 2-hour credit course. This course typically will be taught twice a week for 1 hour and 40 minutes for 15 weeks culminating for 15 weeks. Students complete a sketchbook, process notebook, marker/pencil renderings, residential project, and final exam. These activities require a minimum of 4 hours of preparation time outside of the classroom each week.

Prerequisites: None

The James I. Perkins College of Education Diversity Statement: The PCOE is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.
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 and Interior Merchandising Programs 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.

### Student Learning Outcomes

To support the Program Learning Outcomes, especially “adequate preparation for employment in his/her specific discipline,” the course content and objectives satisfy specific components from the CIDA 2020 **Professional Standards**. Through completion of this course, the student will:

**Standard 8: Design Process**
- a) apply space planning techniques throughout the design process

**Standard 10: History and Theory**
- b) understand significant movements, traditions, and theories in interior design.

**Standard 11: Design Elements and Principles**
- a) understand the elements and principles of design, including spatial definition and organization.
- b) explore two- and three-dimensional approaches across a range of media types.
- c) effectively apply the elements, principles, and theories of design to two-dimensional design solutions.

**Standard 12: Color and Light**
- e) exhibit awareness of a range of courses for information and research about color.
- g) understand color terminology.
- h) understand color principles, theories, and systems.
- i) understand color in relation to materials, textures, light, and form.
- j) select and apply color to support design concepts.
- l) select and apply color solutions across different modes of design communication.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Course Assignments/Activities: In-class/out-of-class assignments may include:

- For Standard 8: sketching, drafting
- For Standard 10: information gathering/research, sketching, perspective drawing, material finish selection
- For Standard 11: sketching, drafting, perspective drawing, material finish selection, rendering with markers/pencils
- For Standard 12: color theory exercises, rendering with markers/pencils, material finish selection, presentation board preparation

Quizzes may be announced or unannounced and cover any of the activities identified. See the list of assignments and activities provided under the heading of Evaluation and Assessments in this syllabus.

Instructional strategies may include lectures, class discussion, group participation, demonstrations, wall critiques, guest speakers, internet sources, and videos.

Use of technology may include the use of Brightspace, internet assignments/activities/research, Power Point presentation, and word processing.

Students should check their Brightspace email and grade points daily. Brightspace email is the method by which the professor communicates with students outside of class. Also, any discrepancies in grade 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.
IV. Evaluation and Assessments (Grading):

SEMESTER SCORE SHEET
Human Sciences 206.051

LECTURE

<table>
<thead>
<tr>
<th>Projects</th>
<th>Potential Points</th>
<th>Earned Points</th>
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<tbody>
<tr>
<td>Sketch Book</td>
<td>100 points</td>
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<tr>
<td>Process Notebook for Residential Project</td>
<td>50 points</td>
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<tr>
<td>Practice Renderings</td>
<td>25 points</td>
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<tr>
<td>Value Study of Floor Plan</td>
<td>25 points</td>
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<tr>
<td>Residential Project Presentation Boards</td>
<td>200 points</td>
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<td>Final Exam</td>
<td>50 points</td>
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<td><strong>Total Score</strong></td>
<td><strong>450 points</strong></td>
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<td>Bonus: Guess Speaker Analysis submitted to Dropbox</td>
<td>15 points</td>
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<td><strong>Semester Total</strong></td>
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Grading Scale: 405 - 450 = A  360 - 404 = B  315 - 359 = C  270 - 314 = D*  0 - 269 = F

Notes:
* Majors in ID and IM must make a C or better in all design/merchandising courses.
* A letter grade will be deducted for more than two (2) unexcused absences.

Also: Watch for posted dates of design lectures in HMS South. You can earn bonus points for attending and submitting a written analysis of the presentation (see Lab scoresheet of Evaluations and Assessments). The Speaker Analysis form is available in the INDS 2106 Lab course in Brightspace.
<table>
<thead>
<tr>
<th>M/W Dates</th>
<th>Lecture</th>
<th>Lab</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong>&lt;br&gt;Aug 24</td>
<td>Introduce syllabus and course procedures. Introduction to Design Process. For next class, purchase vellum pad and Munsell book. Bring vellum pad, mechanical pencil, and eraser each day (bring Munsell later).</td>
<td>Introduce <em>Design for a Friend</em> project and interview classmate (programming exercise). Reserve lockers, if desired. HW: Type program and select images for classmate.</td>
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<td>Aug 26</td>
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<td>Informal presentation to classmate. Introduce Parker Condo Project. Practice reading plans. Homework: Select an inspiration room and select and print furniture pieces.</td>
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<td><strong>WEEK 2</strong>&lt;br&gt;Aug 31</td>
<td><em>No Labor Day Holiday.</em> Discuss project notebook. Introduce architectural lettering criteria.</td>
<td><strong>Inspiration Picture and Furniture Selections due</strong>&lt;br&gt;Discuss/write design concepts and share.</td>
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<tr>
<td>Aug 31</td>
<td></td>
<td>Furniture paper templates due (cut out). Discuss furniture layouts and clearances. Begin rough furniture template layouts in class—photograph/print three for homework.</td>
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<tr>
<td>Sept 2</td>
<td>Floor plan critiques. <strong>Bring drafting kit (purchase at B&amp;N).</strong> Introduction to perspective drawing.</td>
<td>Quiz #1.&lt;br&gt;Refine furniture layout. Perspective exercises.</td>
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<tr>
<td>Sept 7</td>
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<td><strong>Quiz #2.</strong> Finish drawing furniture in 1-pt. perspective when quiz is completed. Discuss project statements.</td>
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<tr>
<td>Sept 21</td>
<td>Residential Floor Plan (with cutout templates) due.</td>
<td>Fabrics and Finishes due. Decide which accessory, casegoods, and upholstery piece to draw in 1-pt perspective. Begin drawing furniture/accessory perspectives.</td>
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<tr>
<td>Sept 28</td>
<td>Furniture pieces in perspective due (3). Homework: Complete furniture and scan into computer along with each of the fabric selections you chose. These items need to be brought to class on a jump drive. Be sure that you save all of these items to your jump drive and bring to class.</td>
<td>Work in class with professor to clean up furniture pieces for board layout and add fabric pattern lightly.</td>
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<tr>
<td>Sept 30</td>
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<td>Revise project statements in class per critique. Type and print concept and project statements. Be sure to save both statements to your jump drive.</td>
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<tr>
<td>Date</td>
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<td>WEEK 7</td>
<td><strong>Oct 5</strong></td>
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<td></td>
<td>Discuss board layout in PowerPoint (see projects from last semester).</td>
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<td><strong>Homework: Board layout. Bring rendering supplies</strong> (colored pencils and markers) to next class.</td>
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<td></td>
<td>Begin working on layout in class using PowerPoint. Be sure you are keeping a backup file on the jump drive.</td>
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<tr>
<td>Oct 7</td>
<td>Bring laptop to show instructor layout in PowerPoint. Demonstration on marker and colored pencil usage. Practice rendering techniques.</td>
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<td>WEEK 8</td>
<td><strong>Oct 12</strong></td>
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<td><strong>Refined board layout due.</strong> Print board layout in class on 8-1/2” X 11” paper to check colors.</td>
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<td>Demonstrate rendered floor plan assignment. Continue rendering exercises.</td>
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<tr>
<td>Oct 14</td>
<td><strong>Rendered floor plan exercise due. Class critique.</strong> Bring original furniture pieces which were scanned into the computer and printed onto computer paper to class. Bring about 4 copies of each to class. Practice rendering furniture pieces for board.</td>
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<td>WEEK 9</td>
<td><strong>Oct 19</strong></td>
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<td>Discussion of student progress. Recap project requirements.</td>
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<td>Continue rendering furniture. Complete these for homework. Begin rendering project floor plan.</td>
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<tr>
<td>Oct 21</td>
<td>Demonstration of floor plan rendering for project. Work on light, shade and shadow study of residential floor plan with pencil. Bring HB and B pencils to class.</td>
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<td>WEEK 10</td>
<td><strong>Oct 26</strong></td>
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<td></td>
<td>Continue shading and shadow study in class. Homework: Clean-up original floor plan. This plan should contain all flooring and fabric patterns. Clean outlines only. No shading.</td>
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<td></td>
<td>Scan and file on jump drive. Bring 1 printed copy to class.</td>
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<tr>
<td>Oct 28</td>
<td>Turn in floor plan to instructor. In class exercise on rendering a floor plan. Be sure to have colored pencils and markers.</td>
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<td>WEEK 11</td>
<td><strong>Nov 2</strong></td>
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<td><strong>Process Notebook due.</strong> Progress on rendering floor plan exercises. Begin rendering project floor plan.</td>
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<td></td>
<td>Render project floor plan.</td>
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<td>Nov 4</td>
<td>Progress on floor plan rendering.</td>
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<td>WEEK 12</td>
<td><strong>Nov 9</strong></td>
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<td></td>
<td>Progress on floor plan rendering.</td>
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<td>Explore presentation board layout.</td>
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<td>Nov 11</td>
<td>Finalize Residential Project presentation board layout with concept and project statements, title block, and fabrics/finishes.</td>
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<td>WEEK 13</td>
<td><strong>Nov 16</strong></td>
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<td>Final revisions on Residential Project digital presentation board.</td>
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<td>Continue final revisions.</td>
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<tr>
<td>Nov 18-20</td>
<td><strong>Residential Project due.</strong></td>
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VI. Readings (required)
Drafting kit available at Barnes & Noble (SFA campus)

Supplemental Readings:

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: Found at https://www.sfasu.edu/policies

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.

**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, 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/](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/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; and/or;
- 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 within 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., Active Military Service (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.


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 Policy

Want to be successful in class? Please avoid the following:

- Visiting with classmates during lecture or lab work time.
- Ringing cell phones during class—turn phones off or set to silent and keep them in your purse or backpack.
- Texting in class.
- Checking email or blogs (ie. facebook, twitter) in class—computers are for classroom activities only.
- Using headphones/ear buds as they discourage studio interaction and synergy. Stow these items away during class.
- Doing homework for other courses in class.
- Bringing children to class—this is against University policy.
- 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 course calendar and always check BRIGHTSPACE before class.
- Taking long breaks during studios—it is acceptable for students to get a beverage or take a quick 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. Students should consult the professor in special circumstances.
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 program coordinators before a date change will occur.

Smoking Policy
Per university policy, SFA is a tobacco-free campus.

Work Retention Policy
The Interior 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.
Rendering Supplies
Colored Pencils: Box of 24 Berol Prismacolor pencils—Professional, not Scholar—or other comparable brand

Art Markers: Copic Sketch 36 Color Set of Markers or other comparable brand and Colorless Blenders (2)