**Instructor:** Jennifer Luque, RID, LEED AP ID+C  

**Course Time & Location:**  
R: 12:30 – 2:55 pm  
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:** 3 hour

**Other Contact Information:**  
HMS Office (936) 468-4502  
May leave a message

**Email:**  
Use the email feature in Brightspace

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*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 if 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.

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**I. Course Description:**  
Sketch and Render Interior Design for three-dimensional interiors; one-point and two-point perspectives, sketching techniques for conveying light, furniture, people and trees. Rendering techniques with marker to add depth to presentation drawings including floor plans, elevations, and perspective drawings. Concepts learned are reinforced throughout the curriculum.

Course Justification: INDS 2317.001 Sketch and Render Interior Design is a 3 hour credit course. This course typically will be taught one day a week for 2 hours and 25 minutes for 15 weeks culminating in a final presentation board during week 16. Students complete significant readings, in-class assignments, outside of class assignments with their sketch book, online tutorials, line and color exercises, one large project, and 2 hours of materials library management. These activities require a minimum of 2 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 and commercial 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.**

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
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<tbody>
<tr>
<td>The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.</td>
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<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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<tr>
<td>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 <em>Professional Standards.</em> Through completion of this course, the student will:</td>
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<tr>
<td><strong>Standard 10: History and Theory</strong></td>
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<td>b) understand significant movements, traditions, and theories in interior design.</td>
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<td><strong>Standard 11: Design Elements and Principles</strong></td>
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<tr>
<td>a) understand the elements and principles of design, including spatial definition and organization.</td>
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<td>b) explore two- and three-dimensional approaches across a range of media types.</td>
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<td>c) effectively apply the elements, principles, and theories of design to two-dimensional design solutions.</td>
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<td><strong>Standard 12: Color and Light</strong></td>
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<td>e) exhibit awareness of a range of courses for information and research about color.</td>
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<td>f) understand color principles, theories, and systems.</td>
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<td>g) understand color in relation to materials, textures, light, and form.</td>
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<td>h) select and apply color to support design concepts.</td>
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III. Course Assignments, Activities, Instructional Strategies, use of Technology:
Course Assignments/Activities: In-class/out-of-class assignments may include:
- 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: 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, PowerPoint 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

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<thead>
<tr>
<th></th>
<th>Potential Points</th>
<th>Earned Points</th>
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<tbody>
<tr>
<td><strong>Understanding and Comprehension:</strong></td>
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<tr>
<td>Weekly In-Class Assignments</td>
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<tr>
<td>Standard 10, 11, 12</td>
<td>65 pts</td>
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<tr>
<td>Weekly Homework Assignments</td>
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<tr>
<td>Standard 10, 11, 12</td>
<td>65 pts</td>
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<tr>
<td>Final Project and Presentation</td>
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<tr>
<td>Standard 10, 11, 12</td>
<td>80 pts</td>
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<tr>
<td>Final Sketchbook</td>
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<tr>
<td></td>
<td>80 pts</td>
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<tr>
<td>Professionalism</td>
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<td>(arrive on time, cell phones stored, attentive in class/on task, supplies/book on hand, positive attitude, respectful, helpful)</td>
<td>50 pts</td>
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<td>Library Management - 2 hours</td>
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<td></td>
<td>20 pts</td>
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<tr>
<td><strong>Total Score</strong></td>
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<td>360 pts</td>
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Grading Scale: 320-360=A 280-319=B 240-279=C 200-239=D 0-199=F

**Notes:**
* Majors in ID must make a C or better in all design courses.
* A letter grade will be deducted for more than two (2) unexcused absences.
Week 1- Aug 24-28
Getting Started/ Expectations, learning about sketching and how to use the tools.
**Before Class:** Read “You and Your New Best Friend the Sketchbook” under Module 1.
**In Class:** Discuss class expectations, sketchbook, homework Assignments, projects.
**Homework:** Read “The Best Way to Start” and complete and upload Assignment #1 to Dropbox.

Week 2- Aug 31- Sept 4
Using the Left and Right Sides of brain, upside down drawing.
**Before Class:** Read “Are you a Righty or a Lefty?” under Module 2.
**In Class:** Discussion of right vs. left brain drawing, In-class Assignment #2, Exercise 1.2 from book.
**Homework:** Read Edwards Chapter 3, complete and upload Assignments #2.1 & 2.2 to Dropbox.

Week 3- Sept. 7-11
Contour drawing, perception of edges
**Before Class:** Read “Contour Drawing” under Module 3.
**In Class:** Discuss perception of edges and in-class Assignment- Drawing an Ionic column.
**Homework:** Read “Perception of Edges, complete and upload Assignments #3.1, 3.2, & 3.3 to Dropbox.

Week 4- Sept. 14-18
Positive and Negative Space, Shading, Conveying Light
**Before Class:** Read “It’s all a Matter of Perception under Module 4.
**In Class:** Review Positive and Negative Space through video and examples. In-class Assignment #4- Positive and Negative Spaces
**Homework:** Read “Perception of Space” and “Conveying Light”. Watch Video of Shading for Beginners. Complete and upload Assignment #4 to Dropbox.

Week 5- Sept. 21-25
One-point perspectives, drawing shapes, lettering
**Before Class:** Read “One-Point Perspective” under Module 5.
**In Class:** Watch “One-Pont Perspectives: The Basics,” and Class Exercise- Drawing a Cube.
**Homework:** Assignment #5.1 & #5.2

Week 6- Sept. 28- Oct. 2
One-point perspective- furniture
**Before Class:** Watch Video “Drawing Furniture Using One-Point Perspective.” Under Module 6.
**In Class:** One-point perspective lecture, In-Class Assignment #6- Drawing Chair Perspectives in Three Views
**Homework:** Read “Sketching Furniture- 1 Point, and complete Assignments #6.1& 6.2 and upload to Dropbox.
Week 7- Oct. 5-9
One-point perspective - the grid, drawing a room with furniture

**Before Class:** Watch “How to Make a 1-pt Perspective Grid Video Tutorial” & “Using a Grid to Draw a Floor Plan in Perspective”

**In Class:** “How to Draw a 1-pt Perspective Grid”, In-class Assignment #7 One-point Perspective Grid with Piece of Furniture

**Homework:** Compete Assignment #7 and upload to Dropbox.

Week 8- Oct. 12-16
One-point perspective- quick sketching ideas

**Before Class:** “Read “Quick Sketching”

**In Class:** What are napkin sketches, In-Class Assignments Parts 1 & 2- Napkin and Client Sketches.

**Homework:** Watch set of three “Quick Sketch Videos. Complete Assignment #8 and upload to Dropbox.

Week 9- Oct. 19-23
Two-Point perspective, draw a room and furniture

**Before Class:** Read “Why We Use Two-Point Perspective.

**In Class:** Watch two-point perspective videos. In-Class Assignment #9- Two-Point Perspective of Room with Chairs and Window.

**Homework:** Complete Assignment #9 and upload to Dropbox.

Week 10- Oct. 26-30
Adding trees and people, crosshatching

**Before Class:** Read “How to Represent Figures in Your Drawing.

**In Class:** Review Figure Drawing, Trees, In-Class Assignment #10- Figures and Trees.

**Homework:** Watch “How do draw textures, Read “Tone and Texture” and review “Textures example sheet, complete Assignment #10 and upload to Dropbox.

Week 11- Nov. 2-6
Rendering with marker- perspectives, furniture

**Before Class:** Read “Getting Familiar with Markers” and “Using Your Markers”.

**In Class:** In-class assignment #11.

**Homework:** Review Rendered Perspectives, Complete Assignment #11 and upload to Dropbox.

Week 12- Nov. 9-13
Rendering with marker-floor plans and elevations

**Before Class:** Read “Rendering Floorplans”, print floor plan and elevation Document for in-class assignment.
In Class: Review Rendered Floor Plans and Rendered Elevation Examples.

Homework: Select a floor plan and elevation. Complete Assignment #12 and upload to Dropbox.

Week 13- Nov. 16-20

Before Class: Read “Introduction to Final Project”
In Class: Review Final Project instructions, examples, PowerPoint demo, begin one-point perspective, select chair and begin sketching. Receive Zoom time slot for Dec.3 & Dec. 11.
Homework: Render floor plan and elevation. Finish one-point perspective of room and chair.

Week 14- Nov. 23-27 THANKSGIVING
No class, continue work on project

Week 15- Nov. 30-Dec. 4
Render sketches and begin digital board. Meet via Zoom.

Before Class: Complete rendered floor plan and elevation and one-point perspectives of room and chair.
In Class: Render sketches and begin digital board. Zoom with professor.
Homework: Render sketches and finish digital board

Week 16- Dec. 7-11-FINALS WEEK
Meet via. Zoom. Digital Boards Due Dec 10, 12:30 p.m.
Before Class: Complete and upload digital board.
In Class: Zoom with Professor for presentation of final digital board.

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/.

**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/earbuds 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, beverages 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.