I. Course Description:
A study of environmental space including climate control, lighting, building and interior materials, construction techniques, furnishings, finishes, and psychological and emotional factors.

Course Justification:
INDS 5360 Advanced Housing is a 3 hour credit course. This course is typically taught online. Students have significant readings, 5 writing assignments, 7 major discussions, final exam which is a book summary and reflection paper. The content of material in this course is extensive. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

III. Intended Learning Outcomes/Goals/Objectives:
Faculty, staff, alumni and students of Stephen F. Austin State University believe in doing things "The SFA Way," by expecting the best from ourselves and from each other. We hold each other accountable when we fail to maintain these standards. Five “root principles” upon which the SFA Way are grounded, and that the members of the SFA community use to strive for personal excellence in all that we do are: respect, caring, responsibility, unity, and integrity. More information about these principles can be found at http://www.sfasu.edu/universityaffairs/182.asp

The objectives of this course support the University Vision to be “a high quality, student-focused, comprehensive university whose graduates are productive citizens and successful leaders” and the University Mission to “provide students a foundation for success, a passion for learning and a commitment to responsible global citizenship.” Understanding the global nature of the fashion industry is particularly important for professionals in fashion merchandising to develop commitment to responsible global citizenship.

The objectives of this course support the James I. Perkins College of Education (PCOE) Vision, Mission, Goals and Core Values to “prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.” The PCOE values and goals are: 1) Academic excellence through critical, reflective, and creative thinking, 2) Lifelong learning, 3) Collaboration and shared decision-making, 4) Openness to new ideas, to cultural diverse people, and to innovation and change, 5) Integrity, responsibility, diligence, and ethical behavior, and 6) Service that enriches the community.

James I. Perkins College of Education Diversity Statement is found at: http://coe.sfasu.edu/about-us/
This course enhances student learning in the area of housing and residential design and serves as one of the foundation courses in the Interior Merchandising and Family & Consumer Sciences Programs in the School of Human Sciences.

### Program Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</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 demonstrate effective and professional written communication.</td>
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<tr>
<td>The student will produce work in the preferred style of the field (APA/ADA)</td>
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<td>The student will analyze and demonstrate familiarity with current literature of the discipline.</td>
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<tr>
<td>The student will be able to relate and explain how his/her area of specialization fits into the overall field of Human Sciences.</td>
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<td>The student will apply current research to modern social situations.</td>
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### Student Learning Outcomes

**Upon successful completion of the course, the student will:**

- Understand the concepts of home
- Investigate the societal aspects of housing
- Explore ways that housing needs of elderly and the disabled may be met.
- Investigate housing trends for the future.
- Analyze green energy practices and materials

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

**Course Assignments/Activities:** This is a fully online course that is self-paced within designated blocks of time. The course is divided into Modules I – IV. Assignments within each module/chapter must be submitted through the Assignments or Discussion tool and must be submitted by the designated due date. **Late work is not accepted.** Instructional Strategies may include: online lectures, individual and group discussions, interviews, internet searches, and article reviews. Use of Technology may include: internet assignments/activities/research, power point and word processing. If you are not familiar with Desire2Learn, you are strongly urged to access the “Getting Started” icon on the homepage to become familiar with all the navigations tools needed for the web course. All activities, assignments, and exams are completed and submitted online.

1. Information notices will be posted on the course home page. The homepage includes icons for class assignments and grades. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon, chats, and/or discussion postings.

2. **Students should check the homepage on a daily basis for notices, mail, and assignments.** Neglecting to check the homepage 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.**

### IV. Evaluation and Assessments (Grading):

**Daily Grades**

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Participate in the following online discussions:</th>
<th>Maximum points</th>
<th>Actual points</th>
</tr>
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<tbody>
<tr>
<td>Discussion 1</td>
<td>Student Homepage- Help the class get to know you--</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Discussion 2</td>
<td>Personal Housing Norms</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Discussion 3</td>
<td>Emotional Connections to Home</td>
<td>20</td>
<td></td>
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<tr>
<td>Discussion 4</td>
<td>Floor Plan Preferences</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Discussion 5</td>
<td>Multi-generational Housing Issues</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Discussion 6</td>
<td>Smart Housing Advances</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Discussion 7</td>
<td>LED Lighting Systems</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Discussion 8</td>
<td>Sustainable Building Materials</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Research/Papers</td>
<td>Maximum points</td>
<td>Actual points</td>
<td></td>
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<tr>
<td>--------------------------------------------------------------------------------</td>
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<tr>
<td>How Do Households Respond to Uncertainty Shocks? By Edward S. Knotek II and Shujaat Khan, and identify the following in a 2 page paper following APA style. Please remember to cite any references used.</td>
<td>50</td>
<td></td>
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<tr>
<td>Write a 1-1/2 – 2 page journal article review in APA style on Social Interaction and Sense of Community in a Master Planned Community by Ted Rosenblatt, Lynda Cheshire, &amp; Geoffrey Lawrence.</td>
<td>50</td>
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<tr>
<td>If you had the choice to live in a shipping container home or a tiny home, which would you choose? Write a 1-1/2 - 2 page paper in APA style outlining the benefits and challenges of building and living in your preferred home. Please discuss the cost, location, materials, and energy efficient choices you would make according to what you have learned. Please cite your sources.</td>
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<tr>
<td>Research two active communities in your area or closest town/city with this type of community. Create a poster comparing pricing, home size, amenities, and location of each. Include popular floor plans and photos of the community. Include a title and summary of benefits.</td>
<td>75</td>
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<tr>
<td>Select three different appliance manufacturers that have a smart appliance line. Create a comparison matrix for three-four appliances including availability, finishes, features, and price. Include a summary paragraph outlining which company/companies you would specify from for a client and why.</td>
<td>50</td>
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<tr>
<td>What are some available face recognition security systems on the market today? How do they compare with the proposed model from the journal article A Smart Security System with Face Recognition by Trung Nguyen, Barth Lakshmanan &amp; Weihua Sheng? From your research, what type of system would you recommend? Please write a 2 page paper in APA format to document your research and ideas. Include an introduction, three to four body paragraphs, conclusion, and reference page. Remember to cite your sources.</td>
<td>50</td>
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</tr>
<tr>
<td>Book Review and Reflection Paper—Home: How Habitat Made Us Human by John S. Allen. Write a 4-5 page summary of the book in APA style. This paper is to include an introduction to the main themes of the book, a body outlining information from each chapter, and a conclusion on the concept of how habitat made us human. Please cite all sources used, and provide a reference page in addition to the 4 pages at the end of your paper. Use APA formatting.</td>
<td>200</td>
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</table>

**Total Daily Projects** 525

**Possible Points:**

<table>
<thead>
<tr>
<th>Actual Points</th>
<th>Semester Grade</th>
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</table>

**Grading Scale:** 652 – 725 = A; 580 – 651 = B; 507 - 579 = C; 435 – 506 = D; 434 – 0 = F

V. Tentative Schedule Overview (See Online Detailed Course Calendar)

**Week 1 – 2**

**Week 3 – 4**  Housing Styles and Cultural Influences
Week 5 – 6: Housing Trends Research Summary

Week 7 – 8: Air Quality Control
Green Design: Energy Efficiency.
Sustainability and Green Practices Summary

Week 9 – 10: Housing Technology and the Aged Population

Week 11-13: Research paper on chosen summary topic from personal research

Week 14 - 16: Book Review Due (Final Exam)

VI. Readings (required)

Text to purchase:

Articles available in course modules:
https://www.psychologytoday.com/us/blog/out-the-ooze/201508/home-is-where-the-heart-is-where-is-home

Ayalp, N. (). Environmental sustainability in interior design elements.


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

1. 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 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.

2. 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/.

3. 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; 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; and/or,
   - 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).

4. 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.

5. **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.

**Virtual Office/Student Hours**
I conduct my office hours (as much as I can) as if we were still 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 I finished with the person who was already there, and then you would come in and have your time with me. What that means for you now that we are on Zoom is that when you follow the link below and log on to the office hours, you will be put into a "waiting room." You'll see a message 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'm with someone. Don't 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'll get to everyone who logs on! So if you have to wait, please be patient and know that I haven't forgotten you are there.