I. Course Description:

**INDS 3205 - Introduction to Revit Lab:** (REVIT I Lab) 2-hour lab per week. Introductory course on the use of computer-assisted design (REVIT) software. Emphasis is placed on residential three-dimensional drawing and customized design. Experience with latest architectural and interior design software (AutoCAD).

**Justification:** HMSC 4378 - Introduction to Revit (Lab) is a 2-hour credit course that meets twice a week for 200 minutes for 16 weeks, culminating with a course project. Students complete significant readings, Revit lab exercises, and the review of Revit training video’s. These activities require a minimum of 6 hours of preparation time outside of the classroom each week.

The delivery modality will be live stream and face-to-face instruction.

II. Intended Learning Outcomes/Goals/Objectives:

The College of Education’s mission is to prepare competent, successful, caring and enthusiastic professional 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
- Collaborative 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 in preparing students a foundation for success, the course goal is to accomplish a knowledgeable base of construction and sustainability/green issues faced with today in the interior design industry.

In preparing students', a foundation for success, the course goal is to accomplish a knowledgeable base of computer-aided drafting techniques using Autodesk Revit. This course enhances student learning in the area of interior design and interior merchandising 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.

### Program Learning Outcomes

<table>
<thead>
<tr>
<th>The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to fields of study in Human Sciences.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>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 fields of study in Human Sciences.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The student will demonstrate competence in his/her specific discipline using oral and written forms.</th>
</tr>
</thead>
</table>

### Student Learning Outcomes

<table>
<thead>
<tr>
<th>The following Council for Interior Design Accreditation (CIDA) Professional Standards 2020 will be addressed, and upon successful completion of the course, it is expected that students will meet the standards below.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standard 6b: Students understand instrument of service.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standard 9f: The interior design program provides opportunities for exposure to evolving communication technologies.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standard 11b: Students work demonstrates the ability to explore a range of two- and three-dimensional design solutions using a variety of media.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Standard 11c: Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.</th>
</tr>
</thead>
</table>
**Standard 11d:** Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.

**Standard 15i:** Students are able to read and interpret construction documents.

**Standard 15j:** Students are able to contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

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

**Course Assignments/Activities:** In-class/out-of-class assignments, exercises, quizzes, projects and presentations. *Any of which may be announced or unannounced.*

**Instructional strategies may include:** virtual lectures, class discussion, field trips, and video/podcasts/CD.

**Use of technology may include:** BrightSpace/D2L, ZOOM sessions, assignments, exercises, exams, quizzes, and research.

HORT 3226 is a BrightSpace/D2L enhanced course. Information notices will be posted on the course homepage. The homepage includes icon for class assignments, links to related websites and videos, and grades. Course content is delivered via class technology, virtual lectures, discussions, assigned readings, and assignments directly relevant to the course content. **Students should check the class homepage on a daily basis** for notices, email, and assignments. **Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.**

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

The course is graded on a letter grade basis (A-F). The grade will be percentage based and will be determined by the following grading criteria:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional/Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Lab Exercises</td>
<td>25%</td>
</tr>
<tr>
<td>Course Project</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Procedures & Missed Work:**

- Quizzes, assignments, projects, discussions, and exams will be graded electronically using BrightSpace/D2L. Each student should take the time to familiarize themselves with BrightSpace/D2L. Technical acuity with the BrightSpace/D2L system is required and lack of is **NOT** a valid excuse for missing assignments.
• Students will be held accountable for any work or assignments missed in their absence. Students must assume the responsibility for viewing all lecture notes/videos, other class information, and for meeting established deadlines.

• **No late work will be accepted without a University Excused Absence.** Late work with an excused absence must be turned in within a time period as negotiated with the instructor for no points being taken off. **After this time, 50% of the points will automatically be deducted.**

• If an assignment or project is not uploaded or is saved incorrectly in BrightSpace/D2L **50% of the assignment points will automatically be deducted.**

• Technical difficulties should be approached with your classmates, then the instructor, in a reasonable time to resolve the problem before an assignment is due.
V. Tentative Schedule:

<table>
<thead>
<tr>
<th>Date:</th>
<th>Chapter:</th>
<th>Topic:</th>
<th>Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of August 23</td>
<td>1 &amp; 2</td>
<td>Getting Started</td>
<td>• Purchase Textbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Create a student account at Autodesk.com and download the Revit 2019 software (Do not download any other version for use in this course)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Review the Course Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Review the Course Timeline</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Complete Getting Started Module by August 29, 11:59pm</td>
</tr>
<tr>
<td>Week of August 30</td>
<td>1 &amp; 2</td>
<td>Module 01:</td>
<td>• Read the module content and assigned readings.</td>
</tr>
<tr>
<td>(No class on 09/06</td>
<td></td>
<td>Chapter 01 -</td>
<td>• Participate in ZOOM Sessions</td>
</tr>
<tr>
<td>but the student is</td>
<td></td>
<td>Getting Started</td>
<td>• Watch video recordings</td>
</tr>
<tr>
<td>still responsible</td>
<td></td>
<td>with Autodesk</td>
<td>• Complete and submit Exercises 1-1 thru 1-7 in Chapter 1 by September 5, 11:59pm</td>
</tr>
<tr>
<td>for the content)</td>
<td></td>
<td>Revit 2019 &amp;</td>
<td>• Complete and submit Exercises 2-1 thru 2-5 in Chapter 2 by September 12, 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 02 - Lake</td>
<td>• Complete Module 01 by September 12, 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cabin: Floor Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(The Basics)</td>
<td></td>
</tr>
<tr>
<td>Week of September</td>
<td>3 &amp; 4</td>
<td>Module 02:</td>
<td>• Read the module content and assigned readings.</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Chapter 03 -</td>
<td>• Participate in ZOOM Session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Overview of</td>
<td>• Complete and submit Exercises 3-1 thru 3-3 in Chapter 3 by September 19, 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linework and</td>
<td>• Complete and submit Exercises 4-1 thru 4-4 and Additional Task 4-1 thru 4-6 in Chapter 4 by September 26, 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modify Tools &amp;</td>
<td>• Complete Module 02 by September 26, 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 04 -</td>
<td>• Read the module content and assigned readings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drawing 2D</td>
<td>• Participate in ZOOM Session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Architectural</td>
<td>• Complete and submit Exercises 5-1 thru 5-4 and Additional Task 5-1 thru 5-4 in Chapter 5 by October 3, 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Objects</td>
<td>• Complete Module 03 by October 3, 11:59pm</td>
</tr>
<tr>
<td>Week of September</td>
<td>5</td>
<td>Module 03:</td>
<td>• Read the module content and assigned readings.</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>Chapter 05 -</td>
<td>• Participate in ZOOM Session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Floor Plan (First</td>
<td>• Complete and submit Exercises 5-1 thru 5-4 and Additional Task 5-1 thru 5-4 in Chapter 5 by October 3, 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Floor)</td>
<td>• Complete Module 03 by October 3, 11:59pm</td>
</tr>
<tr>
<td>Week of 6</td>
<td>Module 04:</td>
<td>Chapter 06 -</td>
<td>• Read the module content and assigned readings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Read the module content and assigned readings.</td>
</tr>
</tbody>
</table>

Revised August 25, 2021
<table>
<thead>
<tr>
<th>Week</th>
<th>Module/Chapter</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| October 4    | Floor Plans (Second Floor and Basement Plans) | - Participate in ZOOM Session  
- Watch video recordings  
- Complete and submit Exercises 6-1 thru 6-4 and Additional Task 6-1 thru 6-4 in Chapter 6 by October 17, 11:59pm  
- Complete Module 04 by October 17, 11:59pm |
| Week of October 18 | 7 | Module 05: Chapter 07 - Annotation  
- Read the module content and assigned readings.  
- Participate in ZOOM Session  
- Watch video recordings  
- Complete and submit Exercises 7-1 thru 7-4 and Additional Task 7-1 thru 7-3 in Chapter 7 by October 24, 11:59pm  
- Complete Module 05 by October 24, 11:59pm |
| Week of October 25 | 8 | Module 06: Chapter 08 - Roof  
- Read the module content and assigned readings.  
- Participate in ZOOM Session  
- Watch video recordings  
- Complete and submit Exercises 8-1 thru 8-3 and Additional Task 8-1 thru 8-3 in Chapter 8 by October 31, 11:59pm  
- Complete Module 06 by October 31, 11:59pm |
| Week of November 1 | 9 | Module 07: Chapter 09 - Floor Systems and Reflected Ceiling Plans  
- Read the module content and assigned readings.  
- Participate in ZOOM Session  
- Watch video recordings  
- Complete and submit Exercises 9-1 thru 9-5 and Additional Task 9-1 thru 9-4 in Chapter 9 by November 7, 11:59pm  
- Complete Module 07 by November 7, 11:59pm |
| Week of November 8 | 8 | Module 08: Chapter 10 - Elevations, Chapter 11 - Sections, & Chapter 12 - Interior Design  
- Read the module content and assigned readings.  
- Participate in ZOOM Session  
- Watch video recordings  
- Complete and submit Exercises 10-1 thru 10-5 in Chapter 10 by November 14, 11:59pm |
| Week of November 15 | 9 | **Module 09:**  
Chapter 13 - Schedules &  
Chapter 14 - Site Tools, and  
Photo-realistic Rendering  
- Complete and submit Exercises 11-1 thru 11-4 in Chapter 11 by December 5, 11:59pm  
- Complete and submit Exercises 12-1 thru 12-4 in Chapter 12 by November 14, 11:59pm  
- Complete Module 09 by November 14, 11:59pm  
- Read the module content and assigned readings.  
- Participate in ZOOM Session  
- Watch video recordings  
- Complete and submit Exercises 13-1 thru 13-3 in Chapter 13 by November 21, 11:59pm  
- Complete and submit Exercises 14-1 thru 14-5 in Chapter 14 by November 21, 11:59pm  
- Complete Module 09 by November 21, 11:59pm |
| Thanksgiving Break (Week 14): November 22 - November 28, 2021 |
| Week of November 29 | 10 | **Module 10:**  
Chapter 15 - Construction Documents Set  
- Read the module content and assigned readings.  
- Participate in ZOOM Session  
- Watch video recordings  
- Complete and submit Exercises 15-1 thru 15-3 in Chapter 15 by December 5, 11:59pm  
- Complete and submit Module 10 by December 5, 11:59pm |
| Week of December 6 | **Module 14:**  
Final Examination Week  
- Complete and submit Course Project by December 8, 11:59pm |

This schedule subject to change in order to facilitate class learning outcomes and objectives.
VI. Readings (Required):


VII. Course Evaluations:

The importance of completing the course evaluations is to improve faculty planning and instruction and course and program improvement to maintain CIDA accreditation. This is an opportunity for you to express what the faculty member can: start doing, stop doing, or continue doing in this course. This is not an opportunity to bash the instructor as this type of feedback is not helpful in improving course planning and instruction. The course evaluations are reviewed by the Director of the department and used when 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 is 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.

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; 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).

**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**
Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will
not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early 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.

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.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

**SFASU Human Services Counseling Clinic:**
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

**Additional Information:**

**Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense. A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at:

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at:


YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

   For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

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 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.