School of Human Sciences
INDS 1311 Introduction to Interior Design

FALL 2021

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Course Time:</th>
<th>Prerequisites:</th>
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<tbody>
<tr>
<td>Sally Ann Swearingen, MFA, MA, RID</td>
<td>TT 12:30-1:45 (Web-Enhanced) 2 Modalities Face to Face OR Virtual for only online students/ prior approval</td>
<td>None</td>
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<thead>
<tr>
<th>Office:</th>
<th>Course Location:</th>
<th>Office Hours/Student success time with faculty:</th>
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</thead>
<tbody>
<tr>
<td>HMS South, 101C</td>
<td>HMSS 108</td>
<td>SFA Campus: Mon: 1:30-2:30 TT 9:15-11:15 Wed. 9-10 a.m. F 10:50-11:50 Or by apt. Available for zoom or face to face meetings. Email for an appointment</td>
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<tr>
<th>Phone:</th>
<th>Credits:</th>
<th>Email:</th>
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<tbody>
<tr>
<td>Direct Office Line: (936) 468-2048 HMS Office: (936) 468-4502 Cell: 8 a.m.-8 p.m. 936 554-9596</td>
<td>3 hours (see justification below)</td>
<td><a href="mailto:sswearingen@sfasu.edu">sswearingen@sfasu.edu</a></td>
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*Note your success is my success. I am here to help you succeed.

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

Course Justification: INDS 1311 Introduction to Interior Design is a 3 hour credit course. This course will typically be taught two days a week for 150 minutes for 15 weeks culminating with a 2-hour final exam week 16. Students have significant readings, daily quizzes, daily homework, projects, 2 major exams and a comprehensive final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. Students will also participate in 50 minutes of asynchronous instruction (service-learning charrette), along with a resource room asynchronous task of 100 minutes, as an additional service learning component.

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

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

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

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

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

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

**Standard 4: Global Context**

b) Student work demonstrates understanding of how social, economic, cultural, and physical contexts inform interior design.

d) The interior design program provides exposure to current and emerging issues that are shaping contemporary society and the world.

**Standard 6 - Business Practices and Professionalism**
a) Students have awareness of the contexts for interior design practice.

c) Students have awareness of the breadth and depth of interior design’s impact and value.

d) Students have awareness of the components and responsibilities of business practice.

e) Students understand types of professional business formations.

h) Students understand professional ethics and conduct.

i) The interior design program provides exposure to career opportunities an interior design education can afford and the options for advanced study.

j) The interior design program provides exposure to role models who are qualified by education and experience in interior design.
k) The interior design program provides exposure to the role and value of legal recognition for the profession.
l) The interior design program provides exposure to the role and value of professional organizations.
m) The interior design program provides exposure to the role and value of life-long learning.

**Standard 9 – Communication**

| g) | The interior design program provides opportunities for students to develop active listening skills in the context of professional collaboration. |

**Standard 10 – history**

| a) | Students understand the basic context and framework of history as it relates to interior design. |

**Standard 11 - Design Elements and Principles**

| a) | Students understand the elements and principles of design and related theories, including spatial definition and organization. |

**Standard 12 - Light and Color**

| e) | Students have the awareness of a range of sources for information and research about color. |
| f) | Students understand how light and color impact health, safety, and well-being in the interior environment. |
| g) | Student work demonstrates understanding of color terminology. |
| h) | Student work demonstrates understanding of color principles, theories, and systems. |
| i) | Student work demonstrates the ability to appropriately use color solutions across different modes of design communications. |

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

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

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

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

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

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

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

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

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

#### Daily Quizzes (announced & Unannounced)

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<tr>
<th>Quiz Description</th>
<th>Maximum Points</th>
<th>Actual Points</th>
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<tbody>
<tr>
<td>Quizzes / may vary / Chapter 2, 8, 9</td>
<td>150</td>
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<td><strong>Total of Daily Quizzes</strong></td>
<td>150 pts.</td>
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#### Daily Grades

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<tr>
<th>Daily Grade Description</th>
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<tr>
<td>Interiors Declaration</td>
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<tr>
<td>5-3-1 Video Assignment</td>
<td>20</td>
<td></td>
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<tr>
<td>Voc Chapter 3</td>
<td>25</td>
<td></td>
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<tr>
<td>Humanscale video</td>
<td>20</td>
<td></td>
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<tr>
<td>Three Theories</td>
<td>15</td>
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<td>Blind-smell, feel, touch</td>
<td>20</td>
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<tr>
<td>Inclusive 3-2-1 (Episode 9 – Inclusive Design)</td>
<td>20</td>
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<tr>
<td>Inclusive Video (team project/ self select team member)</td>
<td>50</td>
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<tr>
<td>Overview of Guest Speaker ASID &amp; IIDA</td>
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<td>Benefit of being a member of ASID/ IIDA</td>
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<td>TBAE / CIDA Speaker</td>
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<td>Residential Questions – C5</td>
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<td>Residential Panel/ Guest Speaker Assignment</td>
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<td>Commercial Questions – C5</td>
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<td>Commercial Panel/ Speaker Assignment</td>
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<tr>
<td>Chapter 6 Overview</td>
<td>50</td>
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<td>Chapter 7 Overview</td>
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<tr>
<td>Elements PPT</td>
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<td>Principles of Design PPT</td>
<td>100</td>
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<td>Impact of Color</td>
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<tr>
<td>Color 2</td>
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<tr>
<td>Theme Project</td>
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(Miscellaneous Daily Grades—extra credit- Resource room & Charrette)

| **Total of Daily grades**                                                            | 805 pts.       |               |

#### Exams

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<th>Exams</th>
<th>Maximum Points</th>
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<tr>
<th></th>
<th>points</th>
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<tbody>
<tr>
<td>Exam #1 Ch 1 – 3</td>
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<td>Exam #2 Ch 4- 7</td>
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<tr>
<td>Final Exam: Theme Presentation</td>
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<td><strong>Total of Exams</strong></td>
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**Community Service**
6 hours of Community Service—required for all ID students
Optional(Participating in the Virtual Design Charrette will satisfy the entire 6 hours—this requirement is in all ID classes.) It is 6 hours total for all classes 60 pts

Possible Points 1290
Actual Points
Semester Grade

**Grading Scale:**

90% and Above = A  
80-89 % = B  
70-79% = C  
60-69% = D Must Repeat course  
Below 59% - 0 = F Must Repeat course  
*All ID students must make a C or better in all ID courses.*

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

**Performance Evaluation**

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

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

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

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

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

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

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

NOTE: **** (This syllabus/timeline is subject to change. All changes will be announced in class and/or posted in D2L. It is your responsibility to note them). Schedule is kept in D2L module/ Getting Started / Course Calendar.
Tuesday, August 24th

- Read the Module Getting Started. This class is set up for dialogue. You MUST read ahead to participate.
- Go to Discussion and upload a short bio about yourself. State your name, where you are from and 3 things about yourself plus your major and why you have selected this major.
- Expectations: Each module will state what you MUST do before class, what our expectations are for class and your homework assignments. Note: Before each class you may have a quick 5 minute quiz.

2 Class/ Thursday, August 26th


In Class: Be prepared to Discuss or define what an Interior Design is? What are ways the value of interior design affects you? What are the differences between human needs of territoriality and privacy? Be able to illustrate how interior designers impact global value through product specification?

Homework: Go to the website IFI International Federation of Interior Architects/Designers. (Under programs & events) Click on the Interiors Declaration. Read in its entirety. Scroll and watch the video. In Dropbox: Answer the two questions. What does it state about the value and relevance of interior design? What does it indicate about the role of interior design in culture and business? Be able to discuss in the next class.
- **Tuesday, August 31**
- **Before class:** Read Chapter 2 in Text "Is Interior Design for You?" Make sure you take the quiz before class. In addition, we have a 5 minute quiz/poll at the beginning of class.
- **In class:** Be able to summarize the areas of study within interior design that contribute to career success? Determine why the field of interior design needs you and can benefit you? What is the Path to become a professional Interior Designer? What are CEU's or IDCEC? Why is communication so important? What is design thinking? Don't forget your homework assignment - will discuss. Come prepared you will be lost if you do not come prepared.
- **Homework / After class:** How do you think designers use design thinking to solve the clients problem? Do you think the written, oral or graphic communication the designer might of used effective? Watch the video's [https://www.youtube.com/watch?v=dKbMFDf1ftk](https://www.youtube.com/watch?v=dKbMFDf1ftk) then watch [https://www.youtube.com/watch?v=O0sd20ABH4s](https://www.youtube.com/watch?v=O0sd20ABH4s) After watching are you able to identifying elements and skills of what an interior designer does?
- **Day 2 - Thursday, Sept. 2**
- **Before** the next class discuss your thoughts over the video's. List 5 things you learned from the video. List 5 things you found interesting and 1 thing you still have a question about. Bring it to class and upload before class in dropbox. Video 5-3-1
  - **In Class:** Discussion on the video's. Discuss the 5 things you learned, 3 things you found interesting, and the 1 thing you have questions about. Take a Quiz over Chapter 2. Due by Friday.
- **Homework:** Read Chapter 3 in the Text book The Human Impact of Interior Design.
Tuesday Sept. 7th

Before Class Be able to list 10 Theories and describe them out of Chapter 3 "The Human Impact of Interior Design." Pages 48-59. Be able to really discuss 3 of the theories and how you see them used in an application. Bring a picture or illustration to class. We will use We present and you can share and talk. Select 3 theories and upload an examples in Assignments for points.

During Class: We will discuss the Theories, show illustrations. Points for sharing!

Homework: Be able to tell me the differences between 3 theories we discussed.
Read second half of Chapter 3 Designing for Human Comfort - pages 59-74. Lots of good stuff in this section. Be able to tell me what Anthropometrics, Ergonomics and Proxemics and what the differences are. Assignment name: Voc Chapter 3. What is our Social and Environmental Responsibility? How can we design smarter? What is LEED? What are some materials we should use or specify and or NOT specify and why?

2nd Class Thursday, Sept. 9th

Before Class: Make sure you have done your homework and ready to share? Discussion are so important.

During Class we will discuss the questions above - have illustrations that might assist others on knowing the differences of Anthropometrics, Ergonomics and Proxemics. Maybe have a list of materials that are considered Green? review the websites: www.greenbuildingsupply.com What does it mean to have a toxic free environment. https://elemental.green/10-eco-building-materials-revolutionizing-home-construction/ Go to Green 101; Google "What are the materials Used in green buildings? Also google what are the 7 components of green building? (this will be an in class assignment or maybe a quiz)

Homework: Vocabulary Assignment plus go to the Humanscale website. www.humanscale.com (in d2L- under Course tools. Go to the Resource tab, Watch, Listen, Learn - Media Library and watch the Ergonomics Chair & workstation video. Look at the bottom gray section at bottom of screen. Now go to: Click on Download Library, Then search - video - Workstation. It is a 4 min. video - From The Workstation video Explain to me 3 things you learned from the video, 2 things you found interesting and 1 thing you still have a question about. (Be ready to discuss the next class).
Assignment Humanscale video * Note assignment due by 11:30 p.m. the night before the next class. (Monday Sept. 13th). All homework is due the night before a scheduled class.
• Tuesday, Sept. 14
  Before class be ready to share what you learned on the Humanscale video in class. Read in text book the section on Universal Design. Pages 74 - 76 and Designer Math Skills pages 77-78.
  During class- We will watch the video's under Module 4: By Chris Downey: Design with the blind in mind, & New Vision in Architecture. We will discuss Inclusive Design - Universal Design and Design for Aging In Place - have some illustrations. Will show videos. What is inclusive Design and Why We need Universal Design. Be ready to discuss your readings and the video's. What is Ron Mace's Quote?
  Homework Assignment: which will be done during your class time for Sept. 16th. Do not show up in class. You are to get a partner. Find someone ahead of time, or get a friend to assist you. You are to arrive in two different buildings on campus. Get a blind fold. When you arrive at one of the buildings your partner must close their eyes till you get to the area. Then the other person will guide you through. Use a scarf or a cover over your eyes. See if you can identify the materials by the sound only. On a sheet of paper, write down the building you walked through and what you heard. (see D2L) Blind - smell/feel/touch. Read through the entire assignment beforehand. Be willing to share your experience in class next week. Assignment is due by Friday at 11:30 p.m.

Thursday, Sept. 16th - No Scheduled class but do your assignment on Blind-smell, & touch. Homework Assignment above done with partner during class or prior to class.

• Homework: Read in textbook 64-71 Human Impact: Social and Environmental Responsibility.

• Go to the website: [https://creedla.com/the-difference-between-green-design-and-sustainable-design/](https://creedla.com/the-difference-between-green-design-and-sustainable-design/) (if link does not work- cut and paste) Be able to tell me in class the Three Pillars of Sustainability and the differences between Sustainable Design and Green Design. Research through magazines - materials that might be used in a Green building or home? What makes it Green, what would make it sustainable. What is Wellness and Well-being? What is the WELL Building Standard?
- **Tuesday, Sept. 21**
  - **Before Class:** Read Chapter 4 The Profession of Interior Design - Yesterday and Today.
  - **During Class:** Guest speakers from ASID/ IIDA
  - **Homework:** Assignment go to the ASID/ IIDA website and learn about the benefit of being a student and professional member.
  - **Re-read Chapter 4**
  - **Thursday, Sept. 23**
  - **Before Class:** Re-read Chapter 4
  - **During Class:** No in class but we are Backing up reviewing inclusive design - You have class time to create a video illustrating 3-4 examples of inclusive design. See assignment "Inclusive Video"
  - **Homework:** Finalize video, illustrating 3-4 examples you find on campus or in town that illustrates inclusive design. Partners will be assigned.

- **Tuesday, Sept. 27th**
  - **Before Class:** Re-read Chapter 4
  - **During Class Discussion/ or a guest speaker on TBAE / CIDA / IDEC**
  - **Thursday Sept. 30th**
  - **EXAM Day online**

- **Tuesday, Oct. 5**
  - **Before Class:** Read Chapter 5 Interior Design Specialty Areas of Practice. Then have your 3 questions uploaded in dropbox prior to class. The Goal is to ask lots of questions.
  - **During Class:** Guest Panel of Residential Designers
  - **Homework:** State the names of the panel & names of firms they work for. Write a summary listing 3 things you learned from speaker(s) / 2 things you found interesting and one thing you want to know more about.
  - **Re-read the Chapter and prepare questions for commercial panel.**
  - **Thursday, Oct. 7**
  - **Before Class:** Continue reading Chapter 5 - Be prepared to ask questions. You should have 3 questions uploaded in dropbox on Commercial Design you want to ask at the end of the panel discussion. Please upload.
  - **During Class:** Guest Panel of Commercial Designers
  - **Homework:** State the name of people on the panel, where they work/ firm name & Write a summary listing 3 things you learned from speaker(s) / 2 things you found interesting and one thing you want to know more about.
- **Tuesday, Oct. 12th**
  - **Before Class:** Read Chapter 6 The Business of Interior Design
  - **During Class:** Review Chapter through a PPT & discussion.
  - **Homework:** Chapter 6 Overview: You will write three trends that impact interior design. Then list the different types of Business structures. Plus write three concepts or procedures a designer must understand to stay in business. What is the importance of HSW (Health, Safety and Welfare). List 5 different fees discussed.

- **Thursday, Oct. 14 - Starts Module 7**
  - **Before Class:** We will skip over to Unit 2: Design Fundamentals Read Chapter 7 Introducing the interior design process. - pages 174- 188
  - **During Class:** Discuss Good and Bad design; Brainstorming; sketching - externalizing; how do you identify the problem.
  - **Homework:** Overview over Chapter 7 List the seven characteristics of a good design? List the seven steps to design thinking? What are the four techniques for enhancing creativity? In addition to words, what other means does a designer use to express a concept to a client during the Schematic Design phase? What are working drawings?

- **Tuesday, Oct. 19th**
  - **Before Class** Review Chapters 4-7 (online) Know your vocabulary words in addition.
  - **No class:** Exam 2 opens Sunday, Oct. 17th and closes Wed. Oct. 20th at 11:30 p.m.
  - **After class:** Start reading Chapter 8 Elements and Principles of Interior Design

- **Thursday, Oct. 21th**
  - **Before Class:** Notice the assignment and start gathering examples.
  - **During Class:** Will review Elements of Design. Bring examples to share in class.
  - **Homework:** Start gathering photos for assignment for Elements of Design
Week of October 25-31st

Module 8

- **Tuesday, Oct. 26**
  - **Before Class:** Bring examples to share of Texture, Pattern, Color & Light
  - **During class:** Discuss formatting and good layout of PPT, Elements PPT due by Saturday, Oct. 30th 11:30 p.m.
  - **Thursday, Oct. 28th:** Work day on Elements PPT.
  - **Homework:** Elements PPT due in dropbox by Saturday, Oct. 20th 11:30 p.m.
  - Start reviewing the Principles of Interior Design.

Week of Nov. 1-7th

Module 8

- **Elements of Design & Principles of Design**

- **Tuesday, Nov. 2**
  - **Before Class:** Read Chapter 8 Principles of Interior Design 216-234
  - **During Class:** Focus on Principles of Design, bring examples
  - **After Class:** Read again Pages 216-234 and begin working on Assignment for Principles.

- **Thursday Nov. 4**
  - **Work day to complete Principles of Design Assignment:** Assemble a digital PPT illustrating a Good usage of using your Principles of design. Label each and write a small summary with identification. See Principles Assignment in Dropbox. & Study for Quiz on E & P's
  - **Quiz on E & P Opens Sunday, Nov. 7 and closes on Wed. Nov. 10th at 11:30 p.m.**
  - **Tuesday, Nov. 9th** - Review and analyze E & P's/ fun game and start discussing Color

- **Thursday, Nov. 11th**
  - **Before Class:** Read Chapter 9 on Color & Light
  - **During Class:** Guest speaker on color
  - **Homework:** Find an article and an illustration on the impact of color and the impacts color has on human behavior. & Assignment 3-2-1 Paint Sherwin Williams

- **Tuesday, Nov. 16th**
  - **Before Class:** Upload your article and be prepared to discuss in class.
  - **During Class:** Discuss Chapter 9- Color and Light articles on Behavior of Color
  - **After Class/ Homework:** Color 2 Assignment: Read ahead of time. You have 2 choices on homework: 1. Choose two countries and research the color meanings and association in both. Explain how they are similar and different from those in the United States? Create an illustrated digital report showing the color meanings and association in these countries. OR Study your use of color in the clothes you wear for the next 10 days. Take a picture of yourself each morning as you leave for school, work or church. Did you choose the colors for a reason? At the end of the 7-10 days, line up the photos of your clothing and study the clothing color palette. How does the color palette describe you? How does it relate to current trends? Write a summary. How influential do you think client trends are to planning an interiors space. Upload.
• Don't forget you need your 6 hours of community service. If you work in the resource room, it needs to be done before Thanksgiving.

• **Thursday, Nov. 18th**
  • **Before Class:** Read Chapters 11 & 12
  • **During Class:** Overview of Materials and Finishes & Furnishings and Accessories plus discuss Last Project. *Plus Tips I have learned!*
  • **After class:** Start brainstorming for Design Project.

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Week of Nov. 21-28

THANKSGIVING

• **Tuesday, Nov. 30th:**
  • **Before Class:** Review Chapters 11 & 12
  • **During Class:** Review Project layout again and review ideas in class
  • **Homework:** Work on Final Project
  • **Thursday, Dec. 2**
  • Prepare for the Final Exam / No class / Chapters 8 & 9/ Theme boards due online by 11 a.m. on Friday, Dec. 3rd, and if you would print your slides and we will display in the gallery, next semester. (we love showing off your work- this is optional)/ if you are an online student - keep for your portfolio) . Work on good quality pictures. Look at pixels. May need overall pictures, then close up pictures if texture is emphasized. Read the directions carefully and make sure you key everything.

Final Exam Week Dec. 7-11

**Final Exam** Must present your Theme/Concept Presentation. If no presentation, no grade. And you must show excitement for all who present.

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**WATCH FOR POSTED DATES OF DESIGN CEU'S in GALLERY for any changes.**

CEU's are recorded in your schedule. You will want to select 3 to attend for extra credit.

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VI. Readings (required)

Supplemental references:

VII. Course Evaluations:

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

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

VIII. Student Ethics and Other Policy Information:

Student Responsibilities
It is each student’s responsibility to read the chapters described in the class schedule as assigned. Course information will be announced in class or posted online via homepage icons, announcements, assignments, assessments, discussion, email, and grade book. Students are expected to check the homepage daily, respond to announcements and emails, and submit assignments on time. Students will use word document in writing for this course for all submissions. The purpose of this course is to learn new things, you may not get everything right every time but the goal is to take what we have learned and apply it in the future.

It is the responsibility of each student to read and print the Syllabus and Course Timeline. Assignment due dates and exam dates are non-negotiable. Late work will not be accepted. Yes life happens if this is the case, communicate with me. Do not wait till the end and ask for help. Faculty are here to assist, but you have to communicate.

Class Attendance and Excused Absence: Policy 6.7

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

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

1. **Email Etiquette Policy** (adapted from Dr. John Janowiak at UNC Chapel Hill)
   a. When you e-mail friends, you can be as informal as you wish. However, when 
you write to your employer, professor, or supervisor you should use proper and 
polite language. By training yourself to write properly, you develop skills 
necessary to deal with future clients and supervisors, who are unlikely to 
tolerate bad e-mail manners. Please use the following guidelines when e-
mailing me and other professors.
      i. Even telephone conversations start with “Hello” and end with “Goodbye.” 
         Therefore, please use a formal salutation when e-mailing professors, 
         such as: Dear Dr. Shepherd
   b. When e-mailing faculty, remember that you are not communicating with a friend 
or relative, therefore do not use informal language in your e-mails.
   c. If you have a request, say it politely. You can start with “I would like to ...”, “I 
wonder if you can ....,” “May I ....,” “Is it possible to ....,” “Do you mind .....” DO NOT 
WRITE: “I want to know ....,” “I want you to...,” “Send this to me ...,” “Tell me 
when ....” Just adding the word “please” does not mean that you are being 
polite.
   d. Your identity is an important clue to the context of the message. Every 
semester I teach hundreds of students in numerous classes; therefore, identify 
yourself as a student in the class you are enrolled in, such as: “Dear Mrs. 
Swearingen I am a student enrolled in your on-line INDS 1311 course.” Also, I 
will assume if you do not fill in the 'Subject' line that your communication is not 
very important. Please send complete emails.
   e. Be concise.
   f. Always, re-read your e-mails and check for spelling and grammatical mistakes 
before sending them. (Also, recommended for the assignments you submit).
   g. When making an appointment, you can suggest a few time slots, but always 
say something like “If these times do not suit you, please feel free to let me 
know any other time that you prefer / that is convenient to you.” If you cannot 
make the date suggested, say, “I am sorry, but I cannot come to see you on 
[Monday]; however, I am available...” Do not say, “I am not available on 
[Monday].”
In conclusion, if you do not use a formal salutation and my name (Mrs. Swearingen) or you are and what class you are enrolled/inquiring; your e-mail message will not be read or responded to.

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

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

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

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

**Student Academic Dishonesty: Policy 4.1**

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

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.
Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

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

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

Final Exam
Date and time for final exam is established by the university and is not to be changed. Plan to take the final exam for this course on the day and time posted on the Course Timeline.
It is the policy of this professor that once an exam has been passed out for an in class exam if any students complete the exam and leave the room, then no additional students if late will be able to enter the room to begin the exam.
Contacting the Instructor
Students are encouraged to promptly contact the instructor with questions or individual concerns not addressed in the syllabus or other course information. Although a course may be fully or partially online, students are welcome to meet face-to-face. Office hours and contact information are provided in the course syllabi. Occasionally the instructor may have responsibilities (i.e., attending a conference, meeting across campus) that will interfere with posted office hours and alternate office hours will be posted. Students needing an individual office conference are advised to make an appointment to avoid conflicting with appointments of other students. Emails should be sent to the instructor sswearingen@sfasu.edu NOT through D2L.

IX. Other Relevant Course Information:

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

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

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

**Student Grievance Procedures**
If you have a concern about a course you should always speak to the professor as soon as possible. If your concern is grade related, especially a final course grade, you must speak to the professor within five days of receiving the grade as stated in the Grade Appeals procedure of the *SFA Student Handbook*. If you do not resolve your concern you should then meet with the Coordinator of the Program. If more assistance is needed you should then meet with the Director of Human Sciences. If you still have not resolved your concern you may file a formal Grade Appeal to the Faculty Grade Appeal Committee as stated in the *SFA Student Handbook*. For problems other than grade issues, speak with the professor of the course first, Program Coordinator second, and the School Director.

**Professional Dress Policy**
There are times throughout the Interior Design/Interior Merchandising/Construction Management program(s) when students are required to wear “professional dress.” This attire might be needed to present a project, to visit a showroom or to interview for an internship. Building a professional wardrobe can be an expensive challenge; therefore, a student may begin with a basic suit (three pieces) and add one or two items to the wardrobe each semester. This will provide you with adequate professional clothing throughout the program and give you a wardrobe for your internship and first job.

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

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

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

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

**For students in need of mental health services…**

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

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

**For more information:** [http://www.sfasu.edu/counselingservices/](http://www.sfasu.edu/counselingservices/)

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

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](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://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

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

You can decide on the modality of attending class, if it is agreed upon prior to the start of the semester but you MUST be in attendance with your mic and camera on, and be engaged. If you are sick, or other circumstances, please join via Zoom. Let your professor know ahead of time why you are missing.

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

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

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

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