I. Course Description:

INDS 2113 - Residential Design Studio Lecture Introduction to graphic communication techniques for interior design; mechanical drafting and/or CAD drawing, perspective drawing, problem identification, problem-solving, and information gathering with a residential focus. (1 credit hour lecture, 2 credit hour lab). **Failure to make a C or higher in either lecture or lab will require repeating both courses concurrently.**

**Course Time:** F 8:00 – 8:50 AM

**Office:** HMS South, 101

**Credits:** 1 hours

**Office Hours:** Th 10:00 – 11:00 AM; F 9:00 – 10:00 AM

Additional times are available by appointment.

**Office:** HMS North, Room 201

**Phone:** Office Line (936) 468-4502

**Credits:** 1 hours

**Phone:** Office: (936) 468-4502

**Office:** Through Brightspace (D2L)

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

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 each other. We hold each other accountable when we fail to maintain these standards. Five “root principles” upon which the SFA Way is 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](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 a 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 culturally diverse people, and 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/

In preparing students’ with a foundation for success, the course goal is to accomplish a knowledgeable base of computer-aided drafting techniques using AutoCAD and/or Revit. This course enhances student learning in the area of interior design and interior merchandising and serves as one of the foundation courses in Interior Design and Construction Management 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.

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<thead>
<tr>
<th>Program Learning Outcomes</th>
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<tr>
<td>Students will be able to reflect, demonstrate, and be aware of professional dispositions relative to their chosen profession.</td>
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<tr>
<td>Students will have a clear understanding of the professional behavior required for their discipline.</td>
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<td>Students will demonstrate competence in their specific discipline through work samples required for that discipline.</td>
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<td>Students will be able to demonstrate strong communication skills, a professional image, a good work ethic, and the ability to be prepared for their jobs.</td>
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<tr>
<td>Students will demonstrate satisfaction with their experience in the School of Human Sciences.</td>
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<tr>
<td>Graduates will be able to pursue professional interior design/merchandising/construction management goals successfully.</td>
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<tr>
<th>Student Learning Outcomes</th>
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<tr>
<td>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.</td>
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**Standard 4 - Global Context**

**Standard 4b:** Students **understand** how social, economic, cultural, and physical contexts inform interior design.

**Standard 4c:** Students **understand** how systems thinking informs the practice of interior design.

**Standard 4d:** Students effectively **apply** the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.

**Standard 5 - Collaboration**

**Standard 5a:** Students have **awareness** of the integration of multi-disciplinary collaboration in design practice.

**Standard 5b:** Students **understand** the terminology and language necessary to communicate effectively with members of allied disciplines.

**Standard 6 - Business Practices and Professionalism**

**Standard 6a:** Students have **awareness** of the contexts for interior design practice.

**Standard 6b:** Students have awareness of the impact of regional and global markets on design practices.

**Standard 6c:** Students have **awareness** of the breadth and depth of interior design’s impact and value.

**Standard 7 – Human-Centered Design**

**Standard 7a:** Students have **demonstrated** an understanding of theories related to the impact of the built environment on human experience, behavior, and performance.

**Standard 7b:** Students have **demonstrated** understanding of the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.
**Standard 7c:** Students have demonstrated the ability to analyze and synthesize human perception and behavior patterns to inform design solutions.

**Standard 7a:** Students have demonstrated an understanding of theories related to the impact of the built environment on human experience, behavior, and performance.

**Standard 8 - Design Process**

**Standard 8b:** Student work demonstrates the ability to apply knowledge and skills learned to solve progressively complex design problems.

**Standard 8c:** Student work demonstrates the ability to apply knowledge and skills learned to identify and define issues relevant to the design problem.

**Standard 8d:** Student work demonstrates the ability to apply knowledge and skills learned to synthesize information to generate evidenced-based design solutions.

**Standard 8e:** Student work demonstrates the ability to apply knowledge and skills learned to inform design concepts or solutions.

**Standard 8f:** Student work demonstrates the ability to apply knowledge and skills learned to explore and iterate multiple ideas.

**Standard 8g:** Student work demonstrates the ability to apply knowledge and skills learned to solve design creative and effective solutions.

**Standard 9 - Communication**

**Standard 9b:** Students can effectively express ideas and their rationale in oral communication.

**Standard 9c:** Students can effectively express ideas and their rationale in written communication.

**Standard 9d:** Students can effectively express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.

**Standard 9e:** Students can effectively express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.

**Standard 13 - Products and Materials**

**Standard 13d:** Students select and apply products and materials based on their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.

**Standard 16 - Regulations and Guidelines**

**Standard 16c:** Student work demonstrates an understanding of sector-specific regulations and guidelines related to construction, products, and materials.

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

**Course Assignments/Activities:** In-class/out-of-class assignments, exercises, quizzes, projects, exams, and presentations. Any of which may be announced or unannounced. There will be at least 50 Asynchronous Minutes that will be assigned out of in-class lectures.

**Instructional strategies may include** virtual lectures, class discussions, field trips, and video/podcasts, etc.

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

INDS 2213L is a Face to Face class but Brightspace/D2L enhanced course. Information notices will be posted on the course homepage as needed. **Students should check the class homepage daily for notices, emails, and assignments.** **Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>HOMEWORK</th>
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| Week 1  | Review Design Process in depth  
Chapter One: A guide to Planning Spaces and Programing  
Sample Scope of Work  
Budgets  |
|---|---|
| 9/3  | Week 2  
Chapter Two  
Circulation and Schematic Design  
Bubble Planning  
Lanana Hall Project (assigned in Studio)  
*Skip ahead to Chapter 5  
Bedrooms  |
| 9/10  | Week 3  
Programing and Client Profile  
Chapter Three  
Social and Leisure Spaces  
What to include in your drawing for Lanana Hall  |
| 9/17  | Week 4  
Quiz Chapters 1-3 & 5  
Lecture Kitchen and Interior Architecture  
Create a Questionnaire for Client Program meeting  |
| 9/24  | Week 5  
Interview client  
**Dress appropriately**  |
| 10/1  | Week 6  
Chapter Four  
Kitchen Materials, SD to DD.  |
| 10/8  | Week 7  
NKBA Kitchen and Bath Standards and Resource  |
| 10/15 | Week 8  
Quiz #2 Chapter 4 Kitchens  
Chapter Six Bathrooms  
Plumbing and Fixture technical specifications and Schedule  |
| 10/22 | Week 9  
Chapter 8 Sample Project  
Current Trends in Bathroom Design  |
| 10/29 | Week 10  
Midterm Exam: Chapters 1-6 & 8  
Lecture Chapter 7 Utility Area  |
| 11/5  | Week 11  
Chapter 10 Remodel  
How to Budget for a Fixer Upper  |
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>11/12</td>
<td>Review NKBA standards and planning</td>
<td>Research trends that are new and cutting edge (2021)</td>
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<td>Week 12</td>
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<td>11/19</td>
<td>Class discussion on trends and clarification on standards and code. Present your findings on trends.</td>
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<td>Week 13</td>
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<tr>
<td>11/22 – 26</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>12/3</td>
<td>Review for Final Exam</td>
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<tr>
<td>12/10</td>
<td>Final Exam</td>
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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>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Discussions</td>
<td>20%</td>
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<tr>
<td>Assignments</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-term Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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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 determined 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.

VII. Course Evaluations:

Possible statement to use: “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 http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, the 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 a 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, the 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 promptly 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 the 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 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 to compute the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six-course drop limit since the student is incurring an academic penalty.

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 violate 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 weapons; 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.

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