Instructor: Jennifer Luque

Office: Human Sciences South
HMS 102A

Office Phone: 972-757-9250 Voice mail available

Other Contact Information: 936-468-4502 (secretary)

Course Time & Location: M-R 9:50-12:30 p.m.
HMSS 108

Office Hours: M-R 1:30-2:30
If the professor is not in the office, please check the studios; students may have requested help at their tables.

Credits: 2 semester hours

Prerequisites: INDS 3114/3214 and INDS 125/3225

I. Course Description:

Study of lighting sources, techniques, installations, and specifications for residential and commercial interiors. Graphic presentations of lighting concepts.

Course Justification:
HMS 3216 is a 2-hour credit course. This course typically will be taught four days a week for 100 minutes for 6 weeks culminating in a Lighting Design Project Presentation on week 6. Students complete significant readings, exercises, quizzes, and exams. These activities require a minimum of 8 hours of preparation time outside of the classroom each week.

II. Intended Learning Outcomes/Goals/Objectives:

The content of HMS 3216 relates to the James I Perkins College of Education’s Mission to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds who are dedicated to responsible service, leadership, and continued professional and intellectual development.

Furthermore, the HMS 3216 course content contributes to the College of Education’s commitment to:
- Academic excellence through critical, reflective and creative thinking
- Lifelong learning
- Collaboration and shared decision-making
- Openness to new ideas, culturally diverse people, innovation and change
- Integrity, responsibility, diligence and ethical behavior
- Service that enriches the community.

This course is a junior-level course in the interior design curriculum. Student learning from HMS 3216 Interior Lighting enhances student performance in the junior studio INDS 3125/3225 Revit II and the senior studios of HMS 4112/4212 Commercial Design I and INDS 4114/4214 Commercial Design II. These courses require lighting plans and reflected ceiling plans as key components in the overall goal of protecting the health, safety, and welfare of the public.

As with all interior design courses, concerted effort is made in HMS 3216 to prepare students for excellence in the design profession and knowledgeable contributions to the interior design professional organizations such as ASID, IIDA, and IES. In particular, HMS 3216 explores lighting design as a specialty area which, in and of itself, can provide a career direction for the design graduate. Many
Professional designers view lighting as both a functional necessity and an aesthetic embellishment for a space.

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
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<tbody>
<tr>
<td>The student will display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity, and service) relative to the field of Human Sciences.</td>
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<tr>
<td>The student will exhibit the professional behavior (strong communication skills, a professional image, a good work ethic and adequate preparation for employment in his/her specific discipline) expected in the field of Human Sciences.</td>
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<tr>
<td>The student will demonstrate competence in his/her specific discipline using oral and written forms.</td>
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<tr>
<td><strong>Students will be able to demonstrate strong communication skills, a professional image, a good work ethic, and the ability to be prepared for their job.</strong></td>
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<tr>
<td>The student will be able to identify basic design fundamentals such as the elements and principles of design.</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 goals successfully.</td>
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**Student Learning Outcomes:**

Course content and objectives satisfy the following components from the current *Professional Standards* of the Council for Interior Design Accreditation (CIDA). Upon completion of the course, the student will:

<table>
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<tr>
<th>Standard 4. Global View</th>
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<tr>
<td>c) how environmental responsibility informs the practice of interior design.</td>
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<tr>
<td>d) exposure to the current and relevant events that are shaping contemporary society and the world.</td>
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<tr>
<th>Standard 5. Collaboration</th>
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<td>a) team work structures</td>
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<tr>
<th>Standard 7. Human-Centered Design</th>
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<tr>
<td>a) the impact of the built environment on human experience, behavior, and performance.</td>
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<tr>
<td>b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.</td>
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<tr>
<td>d) analyze and synthesize human perception and behavior patterns to inform design solutions.</td>
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<th>Standard 8. Design Process</th>
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<tr>
<td>a) apply space planning techniques throughout the design process.</td>
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<tr>
<td>c) identify and define issues relevant to the design problem.</td>
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<tr>
<td>e) synthesize information to generate evidence-based design solutions.</td>
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<td>g) design original and creative solutions.</td>
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<td>h) understand the importance of evaluating the relevance and reliability of information and research impacting design solutions.</td>
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<th>Standard 9. Communication</th>
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<td>d) express ideas developed in the design process through visual media: ideation drawings and sketches.</td>
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<tr>
<td>e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.</td>
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<tr>
<th>Standard 10. History and Theory</th>
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<td>b) understand significant movements, traditions, and theories in interior design.</td>
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<tr>
<td>Standard 11. Design Elements and Principles</td>
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<td>--------------------------------------------</td>
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<tr>
<td>b) explore two- and three-dimensional approaches across a range of media types.</td>
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<tr>
<td>d) apply elements and principles of design in three-dimensional design solutions.</td>
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<th>Standard 12. Light and Color</th>
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<td>a) aware of the environmental impact of illumination strategies and decisions.</td>
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<tr>
<td>b) understand the principles of natural and artificial lighting and design.</td>
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<td>c) understand strategies for using and modulating natural light.</td>
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<tr>
<td>d) competently select and apply luminaires and light sources.</td>
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<td>f) understand how light and color in the interior environment impact health, safety, and wellbeing.</td>
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<tr>
<td>i) understand color in relation to materials, textures, light, and form.</td>
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<tr>
<td>j) select and apply color to support design concepts.</td>
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<tr>
<td>l) use color solutions across different modes of design communication.</td>
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<tr>
<th>Standard 13. Products and Materials</th>
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<td>b) understand how furnishings, objects, materials, and finishes work together to support the design intent.</td>
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<tr>
<td>d) understand appropriate design or specification of products and materials in relation to project criteria and human wellbeing.</td>
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<tr>
<td>e) select and apply products and materials on the basis of their properties and performance criteria, including, ergonomics, environmental attributes, life safety, and life cycle cost.</td>
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<tr>
<td>f) lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent.</td>
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<th>Standard 15. Construction</th>
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<td>c) understand interior system, construction, and installation methods.</td>
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<tr>
<td>d) understand detailing and specification of interior construction materials, products, and finishes.</td>
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<tr>
<td>e) understand the integration of building systems including power, mechanical, HVAC, data/voice telecommunications, and plumbing.</td>
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<tr>
<td>f) understand monitoring systems including energy, security, and building controls systems.</td>
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<tr>
<td>j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.</td>
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<th>Standard 16. Regulations and Guidelines</th>
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<td>a) aware of the origins and intent of laws, codes, and standards that impact health, wellness, security, and fire and life safety.</td>
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<tr>
<td>b) understand sustainable environmental guidelines.</td>
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<tr>
<td>d) understand movement: access to the means of egress including stairwells, corridors, exit ways.</td>
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<tr>
<td>e) understand detection: active devices that alert occupants including smoke/heat detectors and alarm systems.</td>
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<tr>
<td>g) apply industry-specific regulations and guidelines related to construction.</td>
</tr>
<tr>
<td>h) apply industry-specific regulations and guidelines related to products and materials.</td>
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<tr>
<td>j) apply barrier-free and accessibility regulations and guidelines.</td>
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In general, HMS 3216 explores artistic lighting techniques, various lighting sources, lighting calculations for quantity and spacing of luminaires, and other types of graphic lighting communication.
III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

Course assignments for this lecture class include textbook readings, internet research, quizzes, and projects.

Student activities involve readings, space analysis, sketching lighting plans, model-building, computer drafting and rendering, selection and documentation of luminaires, and completion of quizzes.

Instructional strategies involve lecture, demonstration, slide/Power Point presentation, audio/visual presentation, and written evaluation.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grade will be determined by total of points for the lecture class and lab class. The two grades, lecture and lab, will be averaged together to compute the semester grade which will be recorded for both the lecture and lab grades.

Quizzes/Class Assignments (12) …………………………….100 pts a/piece
Lab Assignments (16)……………………………………….…100 pts a/piece
Milestones (4)…………………………………………………..100 pts a/piece
Final Project Presentation………………………………… ….200 pts

A=90-100% of required points; B=80-89%; C=70-79%; F=0-69 %.

Note: The student must retake the course if a semester grade of less than a “C” is earned.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
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| Week 1-    | Module 1 Chapters 1 & 2| **Before Class:** Read Chapters 1 & 2  
**M Lecture:** Introduction to Quality Lighting  
**M Lab:** No lab  
**T Lecture:** Introduction to Quality Lighting  
**T Lab:** Assignment 1: Internet Explorations V&A Museum  
**W Lecture:** Color and Directional Effects of Lighting  
**W Lab:** Assignment 2: Film as Inspiration  
**R Lecture:** Color and Directional Effects of Lighting  
**R Lab:** Assignment 3:  
**Homework:** Chapter 1 Quiz, Chapter 2 Quiz, upload Lab assignments 1-3 to D2L |
| May 17-23  |        |                                                                            |
| Week 2-    | Module 2 Chapters 3 & 4| **Before Class:** Read Chapters 3 & 4  
**M Lecture:** Natural and Electrical Light Sources  
**M Lab:** Assignment 4:  
**T Lecture:** Natural and Electrical Light Sources |
| May 31-30  |        |                                                                            |
| Week 3- | Module 3 | Before Class: Read Chapters 5-7  
| May 31- June 6 | Chapters 5-7 | M Lecture: No Class Memorial Day  
| | | M Lab: No Class Memorial Day  
| | | T Lecture: No live lecture, please review the PowerPoint posted in your module on Illumination, Well-Being, and Behavior  
| | | T Lab: Assignment 8:  
| | | W Lecture: Lighting Systems: Luminaires  
| | | W Lab: Assignment 9:  
| | | R Lecture: Lighting Systems: Controls  
| | | R Lab: Assignment 10:  
| | | Homework: Chapter 5 Quiz, Chapter 6 Assignment, upload Lab assignments 8-10 to D2L |
| Week 4- | Module 4 | Before Class: Read Chapters 8-10  
| June 7-13 | Chapters 8-10 | M Lecture: Quality of Light  
| | | M Lab: Assignment 11:  
| | | T Lecture: Lighting Design Process: Project Planning through Design Development  
| | | T Lab: Assignment 12:  
| | | W Lecture: Lighting Design Process: Project Planning through Design Development  
| | | W Lab: Assignment 13:  
| | | R Lab: Assignment 14:  
| | | Homework: Chapter 8 Quiz, Chapter 9 Assignment, Chapter 10 Assignment, upload Lab assignments 11-14 to D2L |
| Week 5- | Module 5 | Before Class: Read Chapters 11&12, Bring sketching and rendering materials to class:  
| June 14-20 | Final Project |
paper, scale, pencil, micron pen, French curve, etc.
- **M Lecture:** Residential Applications
- **M Lab:** Assignment 15
- **T Lecture:** Commercial Applications
- **T Lab:** Assignment 16
- **W Lecture:** Final Project, Inspiration and Concept Sketches
- **W Lab:** Milestone 1: Inspiration Imagery, vocabulary and Concept Sketches
- **R Lecture:** Sketching and Rendering to scale
- **R Lab:** Milestone 2: Sketching and Rendering to scale
- **Homework:** Chapter 11 Quiz, Chapter 12 Quiz, upload Lab assignments 15-16 and Milestones 1 & 2 to D2L

**Week 6 - June 21-25**

**Module 6**

- **Before Class:** Bring building materials to class
- **M Lecture:** Building fixture in Revit
- **M Lab:** Milestone 3: Building fixture in Revit
- **T Lecture:** Work on Final Project
- **T Lab:** Work on Final Project
- **W Lecture:** Work on Final Project
- **W Lab:** Work on Final Project, Submit Milestones 3 & 4
- **R Lecture:** Presentations
- **R Lab:** Presentations

**VI. Readings**

Required:

**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:

_____ Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

_____ 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.

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
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Class participation:
Class participation promotes a valuable learning environment, and is therefore encouraged and expected. Participation includes asking questions (for clarification or better understanding), discussing current or controversial issues related to course content, exploring applications of ideas or concepts, problem solving, and other exchanges of ideas. It is the student's responsibility to read the material assigned in the class schedule prior to the class period to be able to participate effectively in class discussions and/or activities.

Cell Phones:
Cell phones must be turned off and placed out of sight during class. It is considered unprofessional and disrespectful to engage in text messaging, internet usage, and/or email while in class. Students who habitually violate this policy will be asked to leave the class. In the unusual circumstance that one must leave his/her phone on vibrate (with a sick child at home or waiting for emergency information via phone), notifying the instructor at the beginning of class is appropriate and expected to avoid confusion.

Masks:
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

Additional Information:

Additional Interior Design Student Conduct Criteria:

Excused Absence: Students are responsible for providing the professor with satisfactory documentation for an excused absence as explained above. Such documentation may include forms verifying visits to the Student Health Service, statement from a private physician, obituary, or official University listing of excused absences. Prior notice of an impending excused absence should be made in writing and given to the professor for acknowledgement and dating.

Missed Work: As per University policy, students with an excused absence will be permitted to make-up missed work for absences totaling no more than a maximum of three weeks in a long semester or one week in a summer term. Design students shall request a conference with the professor to make the necessary arrangements. Students will be held accountable for work missed in their absence and all assignments made. For all absences, the student must assume the responsibility for securing all handouts, lecture notes, and other class information, and for meeting established deadlines.

Unexcused Absence: In interior design classes, students with unexcused absences will forfeit the make-up of lecture notes, critiques, demonstrations, field trips, handouts, quizzes, exams, or other class activities or materials. In the event that a grade is recorded on the date of an unexcused absence, a grade of "0" will be entered. Students will be held accountable for all work missed, all assignments made, and all assignment due dates established in their absence. Each student is allowed THREE unexcused absences for a MWF class in a long semester, TWO for a TR class in a long semester, and ONE for a summer/8 wk semester; thereafter, a letter grade will be deducted from the semester grade for each additional unexcused absence.

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 (even in your lap). Place cell phones out of sight during class. Do not use them unless completing a requested course activity.
- Checking email or blogs (ie. Facebook, Twitter) in class – computers are for classroom activities only
- Head phones/ear buds discourage studio interaction/synergy; do not utilize these items during class.
- Doing homework for other courses in class
- Bringing children to class – this is against University policy
- Discussing grievances in front of class or in hall – make appointments to talk with professors in their offices
- Dominating professors’ time in class – it is important that all students get equal time.
- Missing class excessively
- Arriving tardy to class – this is disruptive
- Coming to class unprepared – pay attention to the class schedule and professor announcements.

Check D2L before:
- class for course updates.
- 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 eating food is not allowed during class.
- Missing deadlines for assignments and projects is not allowed. Students should consult the professor in special
circumstances.

☐ Having beverages in class without knowing the professor’s policy.

IX. Other Relevant Course Information:

Late Work: Late work in interior design classes will not be accepted, and a grade of "0" will be entered for the assignment. Exceptions are possible only with professor approval; however, work is subject to further penalty. Promptness and maturity are encouraged in preparation for successful practicum and work experiences.

Project Reworks: Students electing to rework major studio projects may resubmit them the first day of Dead Week. The projects will be regraded, and the new grade for each project, averaged with the prior grade, will determine a final project grade.

Professional Standards:

1. Students should prepare themselves adequately for class by completing assignments and securing necessary supplies. Professors are not able to provide effective student critique when student work is unavailable for review or student effort is lacking.

2. Students should maintain their individual work areas by returning materials to assigned locations and leaving work stations clean and orderly. In particular, effort should be made to retrieve broken leads to preserve floor finish.

3. Students are expected to work in the class area for the duration of the class period unless further instructions are provided by the professor.

4. Per university policy, smoking is prohibited in Human Sciences South.

5. Students should exhibit professional courtesy and conduct. Examples include a positive attitude, sensitivity to others, attentiveness, and cooperation.

6. Design faculty are committed to provide informative and prompt class sessions, return student work in a timely fashion, honor posted office hours, provide feedback on student progress, and allow work time as possible in design studios. Student creativity and input are welcomed; instructor training and experience will guide critiques.

If student dissatisfaction arises, the design program considers a student's request for a private conference with the professor as the first step toward resolution. The next step will involve a meeting of the student and professor with the program coordinator. If necessary, a follow-up meeting of student, professor, coordinator, and department chair may be scheduled.

Supplies:

flash drive
notepaper
small triangle or straightedge
French curve for drawing switching patterns
small circle templates for drawing lighting symbols
graphic pencil for shading
CAD/Revit for project drawings
access to calculator (hand-held or laptop)