Instructor: Amani Khan, & Sally Ann Swearingen
Course Time & Location: Lecture: 3:30-4:30 Tuesday - Lab: TR: 4:45-6:20 PM HMSS 105
Face to Face (Livestream for remote students only)

Office: HMS South, 101A /101C
Office Hours:
M: 2:00-4:00 p.m.
Wed: 2:00-4:00 p.m.
Thurs. 10:30-11:30 a.m.
Other times by appointment
If a committee/faculty meeting is called during office hours, a note will be posted on the office door and a notification sent via Bright space.
Other times by appointment.
Office Phone: 936-468-4502 - Cell: 415-917-6360 Swearingen's 936-468-2048
Credits: 1 hour
Other Contact Information: HMS Office (936) 468-4502 - May leave a message.
Email: Sswearingen@sfasu.edu
Use the email feature in D2L Brightspace / text that you sent an email
Amanikhan@sfasu.edu

I. Course Description:
Introduction to the principles of drafting to include terminology and fundamentals, sizes and shape descriptions, projection methods, geometric construction, sections, and auxiliary views.
Co-requisite: CMGT 1119.

Course Justification. CMGT 1119 Technical Drawing is a 1-hour credit course. This course will typically be taught 14 weeks for 50 minutes culminating with a final project, week 15 (820 hours). Students have weekly assignments, chapter quizzes, and 1 major capstone project. These activities average a minimum of 2 hours of work each week to prepare outside of classroom hours.

Prerequisites: None

The James I. Perkins College of Education Diversity Statement available at https://www.sfasu.edu/coe/about/deans-office-statements

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 and commercial design and serves as one of the foundation courses in the 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. 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.
No specific program learning outcome is addressed in this course for this major.

To support the Program Learning Outcomes, especially "adequate preparation for employment in his/her specific discipline," the course content and objectives satisfy specific components from the CIDA 2020 Professional Standards. Through completion of this course, the student will:

### Standard 11: Design Elements and Principles

b) student work demonstrates the ability to explore a range of two- and three-dimensional design solutions using a variety of media.

c) students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional solutions.

### Standard 15: Construction

d) student work demonstrates understanding that design solutions affect and are impacted by detailing and specification of interior construction materials, products, and finishes.

e) student work demonstrates understanding that design solutions affect and are impacted by the integration of building systems including electrical (such as power, data, lighting, telecommunications, audiovisual) and mechanical (such as HVAC, plumbing, and sprinklers).

### Student Learning Outcomes for CMGT

To support the Program Learning Outcomes, especially "adequate preparation for employment in his/her specific discipline," the course content and objectives satisfy specific components from the ACCE Standards. Through completion of this course, the student will:

**SLO #1: Create written communications appropriate to the construction discipline.**
- Format professional communications
- Use appropriate language and content to audiences
- Summarize information into concise format appropriate to your audience

**SLO #5: Create construction project schedules**
- Create, develop, update, revise, schedules
- Demonstrate all types of project schedules utilized on a job site

**SLO #7: Analyze construction documents for planning and management of construction processes.**
- Ability to read plans and understand specifications
- Awareness of contract requirements and deliverables used in construction

**SLO #20: Understand the basic principles of mechanical, electrical and piping systems.**
- Understand the installation and operational aspects of MEP systems

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

Quizzes may be announced or unannounced and cover any of the activities identified. See the list of assignments and activities provided under the heading of Evaluation and Assessments in this syllabus.
Instructional strategies may include lectures, class discussion, group participation, demonstrations, wall critiques, guest speakers, internet sources, and videos.

Use of technology may include the use of Brightspace, internet assignments/activities/research, PowerPoint presentation, and word processing.

Students should check their Brightspace email and grade points daily. Brightspace email is the method by which the professor communicates with students outside of class. Also, any discrepancies in grade points must be resolved within one week after assignment grades have been posted; otherwise, the posted grade points are considered final and will not be reviewed at a later date.

IV. Evaluation and Assessments (Grading):

Grading Procedures & Missed Work:

▪ Quizzes 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.

▪ Late work without an excused absence will be accepted with the following penalties for being late: 10 points deducted per day the work is not turned in up to 10 calendar days. After 10 calendar days, the work not submitted will be a grade of zero and become the final grade for that assignment for the semester. Late work with an excused absence must be turned in within a time period as negotiated with the instructor for no points being taken off. After this time, 50% of the points will automatically be deducted. When you have attained three unexcused absences for the semester, you will receive a reduction of one letter grade for the semester.

▪ 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.

<table>
<thead>
<tr>
<th>Understanding and Comprehension:</th>
<th>Points Per Assignment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly LECTURE Homework/Quiz Assignments</td>
<td>100</td>
<td>600</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>600</td>
</tr>
<tr>
<td>LECTURE GRADING SCALE: 540-600 =A 480-539 =B 420 – 479 =C 360-419=D 0-359 =F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly LAB Assignments</td>
<td>100 pts</td>
<td>800</td>
</tr>
<tr>
<td>Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Assignments</td>
<td>100 pts</td>
<td>600</td>
</tr>
<tr>
<td>Final Document Set</td>
<td>200 pts</td>
<td>200</td>
</tr>
<tr>
<td>Professionalism (arrive on time, cell phones stored, attentive in class/on task, supplies/book on hand, positive attitude, respectful, helpful)</td>
<td>100 pts</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td></td>
<td>1,700</td>
</tr>
</tbody>
</table>
SEMESTER SCORE SHEET Note: The student must retake the course if a semester grade of less than a “C” is earned in either lecture or lab.

- For your assignment submission: You need to submit soft copy on bright space and bring a soft copy with you in the classroom. You should name your file as: Assignment #1_ Your first name_ Your last name

VI. Readings

Required:

You can use as a reference but the book was changed to Architectural Drafting for Interior Designers 3rd Edition by Lydia Sloan Cline a Bloomsbury book. If the students got the other book, your lectures will coincide. Or don’t use a book and just add Suggested books:

TENTATIVE SCHEDULE

Will be printed in separate paper.

VII. Course Evaluations:

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

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

**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/7 wk semester; thereafter, a letter grade will be deducted from the semester grade for each additional unexcused absence.

**Academic Integrity (4.1)**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of
any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**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; 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**
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may 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.

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**
Disorderly conduct including but not limited to: (a) disruption or interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

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.

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Mental Health
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
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
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

IX. Other Relevant Course Information:

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

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

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

The 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.

If student dissatisfaction arises, the INDS program & the CMGT 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 the student, professor, program coordinator, and HMS School Director may be scheduled.

### Tentative Schedule for Lecture

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework (Before you come to class)</th>
<th>Due (in the beginning of class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>T Aug 29 Syllabus, Introduction, Art Supplies, Architectural Lettering, &amp; introduce Assignment 1</td>
<td>- Buy the book &amp; art supplies</td>
<td>-</td>
</tr>
<tr>
<td>Week 2</td>
<td>T Sep 5 Title block, introduce Assignment 2</td>
<td>- Read Chapter 1 &amp; 2 from textbook</td>
<td>Assignment 1 - Architectural Lettering</td>
</tr>
<tr>
<td>Week 3</td>
<td>T Sep 12 Line types/weight, how to use the scale, introduce Assignment 3</td>
<td>- Work in class on assignment 3</td>
<td>Assignment 2 – Title block</td>
</tr>
<tr>
<td>Week 4</td>
<td>T Sep 19 Architectural elements drawing in plan view (walls, windows, doors), introduce Assignment 4</td>
<td>- Read Chapter 3 from textbook - work on assignment 4</td>
<td>Assignment 3 - Using the scale to draw furniture Collection</td>
</tr>
<tr>
<td>Week 5</td>
<td>T Sep 26 Furniture and plants, introduce Assignment 5</td>
<td>- Work on Assignment 5 - Read Chapter 4 from textbook</td>
<td>Assignment 4 – Walls, Doors, Windows,</td>
</tr>
<tr>
<td>Week 6</td>
<td>T Oct 3 Quiz 1, Drawing interior materials in plan view, introduce Assignment 6</td>
<td>- Work on Assignment 6 - Read Chapter 5 from textbook</td>
<td>Assignment 5 - Drawing furniture to scale</td>
</tr>
<tr>
<td>Week 7</td>
<td>T Oct 10 Furniture floorplan, Kitchens, and bathroom layout, introduce Assignment 7</td>
<td>- Work on Assignment 7 - Read Chapter 9 from textbook - Drawing furniture floorplan</td>
<td>Assignment 6 – Drawing interior materials</td>
</tr>
<tr>
<td>Week 8</td>
<td>T Oct 17 Lab workday</td>
<td>- Work on the floorplan</td>
<td>Draft floorplan</td>
</tr>
<tr>
<td>Week 9</td>
<td>T Oct 24 Dimensioned floorplans introduce Assignment 8</td>
<td>- Work on Assignment 8</td>
<td>Assignment 7 - Furniture Floorplan</td>
</tr>
<tr>
<td>Week 10</td>
<td>T Oct 31 Quiz 2, Section Vs Elevation - Interior elevations, introduce Assignment 9</td>
<td>- Work on Assignment 9 - Read Chapter 6 from textbook</td>
<td>Assignment 8 - Dimensioned floorplan</td>
</tr>
<tr>
<td>Week 11</td>
<td>T Nov 7 Section, Introduce Assignment 10</td>
<td>- Work on Assignment 10 - Read Chapter 7 from textbook</td>
<td>Assignment 9 – Elevations (Kitchen &amp; Bath)</td>
</tr>
<tr>
<td>Week 12</td>
<td>T Nov 14 Lab workday</td>
<td>- Work on Assignment 10</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>T Nov 21 Introduce Assignment 11, Lab workday (for the final assignment)</td>
<td>- Work on Assignment 11</td>
<td>Assignment 10 - longitudinal section</td>
</tr>
<tr>
<td>Week 14</td>
<td>T Nov 28 No Class- Thanksgiving Holiday</td>
<td>- Work on Assignment 11</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>T Dec 5 Last day of class</td>
<td>- Work on Assignment 9</td>
<td>Assignment 11 – Final Project</td>
</tr>
</tbody>
</table>
Final: Dec 11, 12:30 – 4:00

Rendered corrected floorplan
Rendered correct elevations
Corrected building section

Notes:
- No late work will be accepted for any assignment.
- The schedule is tentative and subject to change

Supplies will be reviewed on the 1st day of class.