COURSE SYLLABUS
Human Sciences
INDS 2205..050 - Introduction to Revit I Lab
Summer 2023

Instructor: Dr. Nathaniel B. Walker, IV
Office: HMS South, Room #102-C
Office Phone: 936-468-2155
Other Contact Information: N/A

Course Time & Location: MTWR, 9:45 AM – 12:10 PM & HMSS, Room #108
Virtual Office Hours: MTWR, 8:00 AM - 9:00 AM
Credits: 2.0
Email: walkernb@sfasu.edu

I. Course Description:

INDS 2205 - Introduction to Revit Lab: (REVIT I Lab) 2-hour lab per week. Introductory course on the use of computer-assisted design (REVIT) software. Emphasis is placed on residential 3-dimensional drawing and customized design. Experience with the latest architectural and interior design software (AutoCAD).

Justification: INDS 2205 - Introduction to Revit (Lab) is a 2-hour credit course that meets twice a week for 200 minutes for 14 weeks, culminating with a 120 minute course presentation week 15 for a total of 2,920 minutes. Students complete significant readings, Revit lab exercises, and the review of Revit training video’s. These activities require a minimum of 4 hours of preparation time outside of the classroom each week.

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

Diversity Statement:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives:

The College of Education’s mission is to prepare competent, successful, caring and enthusiastic professional dedicated to responsible service, leadership and continued Professional and intellectual development.
In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaborative and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence and ethical behavior, and
- Service that enriches the community in preparing students a foundation for success, the course goal is to accomplish a knowledgeable base of construction and sustainability/green issues faced with today in the interior design industry.

In preparing students, a foundation for success, the course goal is to accomplish a knowledgeable base of computer-aided drafting techniques using Autodesk Revit. This course enhances student learning in the area of interior design and interior merchandising and serves as one of the foundation courses in the Interior Design and Interior Merchandising Programs in the School of Human Sciences. It also aligns with the standards of the Council for Interior Design Accreditation (CIDA) to promote learning and understanding of health, safety, and welfare issues in the built environment.

<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 fields of study in 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 fields of study in 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>
<th>Student Learning Outcomes</th>
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<tr>
<td>The following <strong>Council for Interior Design Accreditation (CIDA) Professional Standards 2022</strong> 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 5c:** Students understand technology-based collaboration methods specific to the problem-solving process for the built environment disciplines.

**Standard 6g:** Students understand instruments of service.

**Standard 9f:** The interior design program provides opportunities for exposure to evolving communication technologies.

**Standard 11b:** Students work demonstrates the ability to explore a range of two- and three-dimensional design solutions.

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Standard 11c: Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to two-dimensional design solutions.

Standard 11d: Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to three-dimensional design solutions.

Standard 12k: Students work demonstrates the ability to appropriately use color solutions across different modes of design communication.

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

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

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

Course Assignments/Activities: In-class/out-of-class lab exercises, projects, and presentations, any of which may be announced or unannounced.

Instructional strategies may include: lectures, class discussions, field trips, and guest speakers.

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

INDS 2205 is a BrightSpace/D2L enhanced course. Information notices will be posted on the course home page. The homepage includes icon for class assignments, links to related websites and videos, and grades. Course content is delivered via class technology, virtual lectures, discussions, assigned readings, and assignments directly relevant to the course content. Students should check the class homepage on a daily basis for notices, email, and assignments. Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date. It is highly recommended that you complete the required reading prior to attending class.

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>
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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 - 90</td>
<td>A (Excellent work)</td>
</tr>
<tr>
<td>89 - 80</td>
<td>B (Good work)</td>
</tr>
<tr>
<td>79 - 70</td>
<td>C (Average work)</td>
</tr>
<tr>
<td>69 - 60</td>
<td>D (Poor work: <strong>No credit for Ies major</strong>)</td>
</tr>
<tr>
<td>59 - 0</td>
<td>F (Failing work: <strong>No credit for ID major</strong>)</td>
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Lab Exercises 100%
Total 100%

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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 it 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.

Attendance:
Attendance is mandatory since the majority of work is performed in class. Punctuality is required and considered an indication of professionalism and responsibility. Late arrivals (15 minutes after the start of class) and early departures (prior to the last 15 minutes of class) will be considered an absence. Work on courses other than the course in class time will also be considered an absence.

- Three unexcused absences will result in a letter grade reduction in the final grade.
- Each subsequent absence will result in a further letter grade reduction.
- Eight unexcused absences will result in automatic failure of the course.

✓ **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.
• 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.

Students are responsible for signing the role, tracking their absences, and obtaining any missed material from their classmates. Each student will be held individually responsible for responding to announcements regarding any and all aspects of this course, and for receiving and storing all handouts. Each student is also individually responsible for acquiring lecture notes from a classmate if he or she misses a given class session.

The instructor will not repeat material missed due to absence. Student with more than four absences should contact the instructor about completing the project or course. The best method of contacting the instructor is via email at walkernb@sfasu.edu.

**Late Work:**
Unless otherwise noted, assignments and projects are due at the beginning of the class period designated or as indicated in D2L. Late assignments and projects will be reduced one letter grade for each additional late class period. Students with unexcused absences will receive a score of "0", and **CANNOT** turn in work that was due that day or as indicated in D2L. No emails of work will be accepted unless prior arrangements have been made with the instructor. Students with excused absences may make up missed work within 2 class periods after returning to class, unless otherwise excused by the instructor.

**Shared Files and Plagiarism:**
Each student’s work will be generated independently unless otherwise noted. Electronic drawings, assignments, and examinations are considered original work and are not to be shared between students. All work assigned as part of this course is governed under University plagiarism policies.

**Required Supplies:**
A flash drive (at least 256MB, approximately $6 at Amazon.com (the price may vary depending on the seller) for electronic data storage or equivalent equipment is necessary in each class period. Students are responsible for saving their data on this personal storage device. Students are extremely encouraged to have at least 2 backups of their data. Saving to the cloud is also an option (Google Drive, Autodesk Drive, etc.)
## V. Tentative Schedule:

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<tr>
<th>Date</th>
<th>Chapter</th>
<th>Topic</th>
<th>Assignment</th>
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| May 30     | GS & 1  | **Module 01:** Getting Started & Chapter 01 - Getting Started with Autodesk Revit 2022  | - Review the Course Syllabus  
- Review the Course Timeline  
- Create a student account at Autodesk.com and download the Revit 2022 software *(Do not download any other version for use in this course)*  
- Create Autodesk Drive account  
- View the seven videos for the Revit User Interface  
- **Complete and submit Chapter 01: Getting Started with Autodesk Revit 2022**  
- **Complete Module 01** |
| May 31     | 2       | **Module 02:** Chapter 02 - Lake Cabin Floor Plan (The Basics)        | - Read the module content and assigned readings  
- Participate in ZOOM Sessions  
- **Complete and submit Chapter 02: Lake Cabin Floor Plan (The Basics) Lab Exercises**  
- **Complete Module 02** |
| June 1     | 3       | **Module 03:** Chapter 03 - Overview of Linework and Modify Tools     | - Read the module content and assigned readings  
- Participate in ZOOM Session  
- **Complete and submit Chapter 03: Overview of Linework and Modify Tools Lab Exercises**  
- **Complete Module 03** |
| June 5     | 4       | **Module 04:** Chapter 04 - Drawing 2D Architectural Objects          | - Read the module content and assigned readings  
- Participate in ZOOM Session  
- **Complete and submit Chapter 04: Drawing 2D Architectural Objects Lab Exercises**  
- **Complete Module 04** |
| June 6     | 5       | **Module 05:** Chapter 05 - Floor Plan (First Floor)                  | - Read the module content and assigned readings  
- Participate in ZOOM Session  
- View the six videos for Creating Walls |
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<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Chapter/Module Description</th>
<th>Tasks</th>
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| June 7 & June 8 | 6      | **Module 06:** Chapter 06 - Floor Plans (Second Floor and Basement Plans)                  | ▪ View the five videos for Placing Doors and Windows  
▪ Complete and submit Chapter 05: Floor Plan (First Floor) Lab Exercises  
▪ Complete Module 05 |
| June 12 & June 13 | 7      | **Module 07:** Chapter 07 - Annotation                                                    | ▪ Read the module content and assigned readings.  
▪ Participate in ZOOM Session  
▪ Complete and submit Chapter 06: Floor Plans (Second Floor and Basement Plans) Lab Exercises  
▪ Complete Module 06 |
| June 14       | 8      | **Module 08:** Chapter 08 - Roofs                                                        | ▪ Read the module content and assigned readings.  
▪ Participate in ZOOM Session  
▪ View the eight videos for Creating and Modifying Roofs  
▪ Complete and submit Chapter 08: Roof Lab Exercises  
▪ Complete Module 08 |
| June 15       | 9      | **Module 09:** Chapter 09 - Floor Systems and Reflected Ceiling Plans                     | ▪ Read the module content and assigned readings.  
▪ Participate in ZOOM Session  
▪ View the four videos for Creating and Modifying Floors  
▪ View the two videos for Creating and Placing Ceilings  
▪ Complete and submit Chapter 09: Floor Systems and Reflected Ceiling Plans Lab Exercises  
▪ Complete Module 09 |

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<tr>
<th>Date</th>
<th>Module</th>
<th>Chapter</th>
<th>Activities</th>
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| June 19 & 20 | 10     | Chapter 10 - Elevations | Read the module content and assigned readings.  
|              |        |         | Participate in ZOOM Session  
|              |        |         | View the two videos for Creating and Modifying Exterior Elevations  
|              |        |         | View the video for Creating Design Options  
|              |        |         | Complete and submit Chapter 10: Elevations Lab Exercises  
|              |        |         | Complete Module 10 |
| June 21 & 22 | 11     | Chapter 11 - Sections | Read the module content and assigned readings.  
|              |        |         | Participate in ZOOM Session  
|              |        |         | View the video for Creating Sections  
|              |        |         | Complete and submit Chapter 11: Sections Lab Exercises  
|              |        |         | Complete Module 11 |
| June 26      | 12     | Chapter 12 - Interior Design | Read the module content and assigned readings.  
|              |        |         | Participate in ZOOM Session  
|              |        |         | View the video for Creating Interior Elevations  
|              |        |         | Complete and submit Chapter 12: Interior Design Lab Exercises  
|              |        |         | Complete Module 12 |
| June 27      | 13     | Chapter 13 - Schedules | Read the module content and assigned readings.  
|              |        |         | Participate in ZOOM Session  
|              |        |         | View the video for Creating Schedules  
|              |        |         | Complete and submit Chapter 13: Schedules Lab Exercises  
|              |        |         | Complete Module 13 |
| June 28      | 14     | Chapter 14 - Site Tools, and Photo-realistic Rendering | Read the module content and assigned readings.  
|              |        |         | Participate in ZOOM Session  
|              |        |         | View the video for Creating Renderings  
|              |        |         | Complete and submit Chapter 14: Site Tools & Photo-Realistic Rendering Lab Exercises  
<p>|              |        |         | Complete Module 14 |</p>
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<th>15</th>
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| **Module 15:**  
Chapter 15 - Construction Documents Set | ▪ Read the module content and assigned readings.  
▪ Participate in ZOOM Session  
▪ View the video for Creating Sheets  
▪ **Complete and submit Chapter 15:**  
Construction Documents Set Lab Exercises  
▪ Complete Module 15 |

**Disclaimer:** The instructor reserves the right to alter this syllabus if and when necessary.
VI. Readings (Required):


VII. Course Evaluations:

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

“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 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

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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/disabilitieservices/.

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.

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
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

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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.

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 student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

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
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.