COURSE SYLLABUS
School of Human Sciences
INDS-2213-635: Residential Design Studio Lab
Spring 2024

Instructor: Dr. Nathaniel B. Walker, IV
Course Time & Location: Tuesday’s & Thursday’s: 10:30 AM - 12:10 PM, HMSS RM. #108
Office: HMSS, RM. #102-C
Office Hours & Location:
Monday: 8:00 AM - 8:50 AM, CMGT House
Tuesday: 8:30 AM - 9:20 AM, HMSS RM. # 102-C
Wednesday: 8:10 AM - 9:50 AM, CMGT House
Thursday: 8:40 AM - 10:20 AM, HMSS RM. # 102-C
Office Phone: 936-468-2155
Credits: 2.0
Email: walkernb@sfasu.edu

Other Contact Information: N/A

I. Course Description:
INDS 2213 - Residential Design Studio Lab: This lab course is an introduction to the design of residential homes and is conducted as one or several design exercises related to new housing, or renewal and refurbishment of dwellings and housing areas. Students will utilize AutoCAD software to create two-dimensional site plans, floor plans, roof plans, exterior elevations, building sections, enlarged plans, and construction details. Students will be required to understand and demonstrate how the latest version of International Residential Code (IRC) applies to their design decisions. Students work individually or in groups. Drawing and model making forms the main core of the studio. Co-requisite: INDS 2113. A minimum grade of C is required for this course.

**Justification: **INDS 2213 - Residential Design Studio Lab is a 2-hour credit course. This course is typically taught two days a week for 200 minutes across 15 weeks culminating with a course project for a total of 3,000 minutes. Students also participate in 150 minutes of asynchronous instruction (service-learning charrette) which totals 3,150 minutes of class activity. Students complete significant readings, discussions, design problems, residential code research, a course project, project presentations, and model building exercises. These activities require a minimum of six (6) hours of preparation time outside of the classroom each week.

The delivery modality will be live-stream and face-to-face instruction.
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 AutoCAD 2024. 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.

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<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 Council for Interior Design Accreditation (CIDA) Professional Standards 2022 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 5b**: Students **understand** the terminology and language necessary to communicate effectively with members of allied disciplines.

**Standard 6f**: Students **understand** elements of project management.
**Standard 7b:** Student work demonstrates **understanding** of the relationship between the designed environment and human experience, wellbeing, behavior, and performance.

**Standard 7d:** Student work demonstrates the **ability** to analyze and synthesize human perception and behavior patterns to inform design solutions.

**Standard 7e:** Student work demonstrates the **ability** to apply human factors, ergonomics, inclusive, and universal design principles to design solutions.

**Standard 8a:** Student work demonstrates the ability to **apply** space planning techniques throughout the 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 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 design creative and effective solutions.

**Standard 8j:** The interior design program **includes** exposure to a range of problem identification and problem solving methods.

**Standard 8l:** The interior design program **includes** exposure to methods of idea generation and design thinking.

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

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

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

**Standard 11a:** Students **understand** the elements and principles of design and related theories, including spatial definition and organization.

**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 13a: Student work demonstrates **understanding** of how furnishings, objects, materials, and finishes work together to support the design intent.

Standard 13d: Student work demonstrates **understanding** of appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing.

Standard 13f: Students are able to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.

Standard 16a: Students have **awareness** of the origins and intent of laws, codes, and standards.

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

**Course Assignments/Activities:** In-class/out-of-class assignments, design exercises, discussion posts, quizzes, exams, projects and presentations; any of which may be announced or unannounced.

**Instructional strategies may include:** virtual lectures, classroom discussion, field trips, guest speakers, and videos/podcasts/CD’s.

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

INDS 2213 is a Hybrid/Blended class (face-to-face on campus/Zoom interactive video) and a BrightSpace/D2L enhanced course. Information notices will be posted on the course homepage. The homepage includes icon for class assignments, links to related websites and videos, and grades. Course content is delivered via face-to-face on-campus classes, Zoom interactive video classes via 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 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 as follows:

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<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Discussion Posts</td>
<td>30%</td>
<td>B</td>
</tr>
<tr>
<td>Design Problems</td>
<td>30%</td>
<td>C</td>
</tr>
<tr>
<td>Presentations</td>
<td>20%</td>
<td>D</td>
</tr>
<tr>
<td>Design Development Drawing Set</td>
<td>20%</td>
<td>F</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Revised January 18, 2024
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 attending all class meetings, whether f2f or Zoom interactive video, viewing all lecture notes/videos, other class information, and for meeting established deadlines.

  ✓ **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.
V. Tentative Course Schedule:

<table>
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<tr>
<th>Date:</th>
<th>Chapter:</th>
<th>Topic:</th>
<th>Assignment:</th>
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| Week of January 15 | -        | Module 00: Getting Started    | ▪ Review the all of the documentation provided in the Getting Started Module prior to starting this course.  
  ▪ Complete Module 00 |
| Week of January 22 | 1        | Module 01: Chapter 01 - Introduction | ▪ Complete and submit Module 01: Design Problem 01 - Site Plan Analysis  
  ▪ Complete and submit Module 01: Design Problem 02 - Fixed Core  
  ▪ Resume Musser Residence Design Project  
  ▪ Complete Module 01 |
| Week of January 29 | 6        | Module 02: Chapter 06 - Bedrooms | ▪ Complete and submit Module 02: Design Problem 01 - One Bedroom  
  ▪ Complete and submit Module 02: Design Problem 02 - Two Bedroom  
  ▪ Complete Module 02 |
| Week of February 5  | 7        | Module 03: Chapter 07 - Bathrooms | ▪ Complete and submit Module 03: Design Problem 01 - Master Bathroom  
  ▪ Complete and submit Module 03: Design Problem 02 - Hall Bathroom  
  ▪ Presentation 01 - Programming  
  ▪ Complete Module 03 |
| Week of February 12 & February 19 | 5        | Module 04: Chapter 05 - Kitchens | ▪ Complete and submit Module 04: Design Problem 01 - Kitchen  
  ▪ Complete Discussion Post 01 - Client Collaboration and Respond to @ Least Two of Your Peers  
  ▪ Complete Module 04 |
| Week of February 26  | 8        | Module 05: Chapter 08 - Utility and Workspaces | ▪ Complete and submit Module 05: Design Problem 01 - Studio Apartment  
  ▪ Complete and submit Module 05: Design Problem 02 - Multi Apartment  
  ▪ Complete Module 05 |
| Week of March 4      | 3        | Module 06: Chapter 03 -       | ▪ Musser Residence work day  
  ▪ Complete Module 06 |
<table>
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<tr>
<th>Week of</th>
<th>Duration</th>
<th>Module/Activity</th>
<th>Details</th>
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<tr>
<td>Week of March 18</td>
<td>4</td>
<td>Module 07: Chapter 04 - Social and Leisure Spaces</td>
<td>Complete Discussion Post 02 - Project Programming and Respond to @ Least Two of Your Peers</td>
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<td>Musser Residence work day</td>
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<td>Complete and submit Module 07: Design Problem 13 - Bathroom Design</td>
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<td>Complete Module 07</td>
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<td>Week of March 25</td>
<td>2</td>
<td>Module 08: Chapter 02 - Basic Design Graphics and Sample Project</td>
<td>Presentation 02 - Schematic Design</td>
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<td>Complete Module 08</td>
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<td>Week of April 1 &amp; April 8</td>
<td>9</td>
<td>Module 09: Chapter 09 - Basic Light Framing Residential Construction</td>
<td>Complete Discussion Post 03 - Schematic Design and Respond to @ Least Two of Your Peers</td>
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<td>Musser Residence work day</td>
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<td>Complete Module 09</td>
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<tr>
<td>Week of April 15 &amp; April 22</td>
<td>10</td>
<td>Module 10: Chapter 10 - Notes on Remodeling</td>
<td>Musser Residence work day</td>
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<td>Complete Module 10</td>
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<tr>
<td>Week of April 29</td>
<td>-</td>
<td>Module 11: Dead Week</td>
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<td>Complete Discussion Post 04 - Design Development and Respond to @ Least Two of Your Peers</td>
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<td>Presentation 03 - Design Development</td>
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<td>Complete Module 11</td>
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<td>Week of May 6</td>
<td>-</td>
<td>Module 12: Final Examination Week</td>
<td>Submit Community Service Hours.</td>
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<td>Submit CEU’s.</td>
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<td>Submit the Musser Residence Design Development Set</td>
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<td>Complete Module 12</td>
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This schedule is subject to change in order to facilitate student learning outcomes and objectives.
VI. Readings:


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 school 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 Policy

Institutional Absences (HOP 04-110)

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or co-curricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or
Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) 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. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- Students with Disabilities
  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, 468-3004 / 468-1004 (TDD) 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 Wellness and Well-Being
  SFA values students' overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, 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.

IX: Resources

On-campus Resources:

- The Dean of Students Office (Rusk Building, 3rd floor lobby)
  - www.sfasu.edu/deanofstudents
  - 936.468.7249
  - dos@sfasu.edu

Revised January 18, 2024
✓ SFASU Counseling Services • www.sfasu.edu/counselingservices

✓ Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

✓ SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp

✓ Human Services Room 202 • 936-468-1041

✓ The Health and Wellness Hub “The Hub,” location is at the corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education, www.sfasu.edu/thehub, 936.468.4008, thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741

X. 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

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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.

**Office Hours:** I welcome you to contact me outside of class and office hours. You may email me, call my office, or contact the School of Human Sciences receptionist and leave a message. Do not text or call my personal cell phone without making arrangements with me prior to doing so.

**Course Goals:** Some of the specific skills I hope you will obtain in this course are:

- Use AutoCAD and become proficient in its’ use for residential applications,
- Understand the need to become familiar with office CAD drafting standards used in the interior design industry,
- Use AutoCAD for daily working processes,
- Navigate throughout AutoCAD using major navigating tools,
- Understand the concept and techniques used to draw, edit, and modify AutoCAD objects,
- Create multiple designs using several AutoCAD tools,
- Create layers to control the objects’ visibility,
- Create schedules,
- Understand how to layout drawings on a sheet,
- Understand how to coordinate/cross-reference sheet drawings,
- Explain drawing using annotations, (text and dimensions), and
- Plot or print drawings to scale.

**Attendance:** You should attend every class but extenuating circumstances arise that can make this difficult. If you cannot attend a class, please let me know in advance if possible. If circumstances make you miss more than 3 classes during the semester, you may be overextended. I ask that you come see me to discuss your options.

**Professionalism/Class Participation:** All of us in the class, you, me and your peers, have a responsibility to create an environment in which we can all learn from each other. I expect everyone to
participate in class so that we can all benefit from the insights and experiences that each person brings. **What it means to be professionalism?** Professionalism does not mean wearing a suit or carrying a briefcase; rather, it means conducting oneself with responsibility, integrity, accountability, and excellence. It means communicating effectively and appropriately and always finding a way to be productive.