**I. Course Description:**
This course was developed to teach students digital computer skills used in the industry to create professional-level presentation graphics. A variety of current software including SketchUp, Photoshop and InDesign will be covered over the course of 14 weeks. Concepts learned are reinforced throughout the curriculum.

**Justification:** INDS 2370 Digital Presentation Methods is a 3-hour credit course. This course will typically be taught one day a week for 150 minutes for 14 weeks culminating with a final digital poster in week 15 for a total of 2,100 minutes. Students have 7 significant weekly assignments, 7 weekly quizzes, and 1 major capstone project. These activities average a minimum 9 hours of work each week to prepare outside of classroom hours.

The delivery modality will be face-to-face instruction for residential interior design major students and live-stream for distance learner interior design majors. Distance learners are to meet via live-stream on Zoom at appointed class time.

The James I. Perkins College of Education Diversity Statement: The PCOE 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 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.
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 Program 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.

### Program Learning Outcomes

| 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. |
| 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. |
| The student will demonstrate competence in his/her specific discipline using oral and written forms. |

### Student Learning Outcomes

#### Student Learning Outcomes: The following Council for Interior Design Accreditation (CIDA) Professional Standards 2020 will be addressed, and upon successful completion of the course, it is expected that students will meet the standards below:

| 8. Design Process | Student work demonstrates the ability to: |
| e) apply knowledge and skills learned to use precedents to inform design concepts or solutions. |
| g) apply knowledge and skills learned to design creative and effective solutions. |

The interior design program:

k) includes opportunities for innovation and risk taking.

| 9. Communication | Students are able to effectively: |
| b) express ideas and their rationale in oral communication. |
| d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches. |
| f) The interior design program provides opportunities for exposure to evolving communication technologies. |

| 11. Design Elements and Principles | a) Students understand the elements and principles of design and related theories, including spatial definition and organization. |
| 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.

15. Light and Color
a) Students are aware of the environmental impact of illumination strategies and decisions.
b) Students understand the principles of natural and artificial lighting design.
c) Students understand strategies for using modulating natural light.

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

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 along with new software introduced in this course: Photoshop, Sketchup, and In-Design.

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):

<table>
<thead>
<tr>
<th>SEMESTER SCORE SHEET LECTURE</th>
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</table>

**Understanding and Comprehension:**

<table>
<thead>
<tr>
<th>Weekly In-Class Assignments (9)</th>
<th>Points</th>
<th>Potential Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>1100</td>
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<table>
<thead>
<tr>
<th>Weekly Quizzes/Assignments (12)</th>
<th>Points</th>
<th>Potential Points</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>100</td>
<td>1200</td>
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<table>
<thead>
<tr>
<th>Class Projects (2)</th>
<th>Points</th>
<th>Potential Points</th>
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<tr>
<td></td>
<td>200</td>
<td>400</td>
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<tr>
<th>Service Hours and Professionalism (arrive on time, cell phones stored, attentive in class/on task, supplies/book on hand, positive attitude, respectful, helpful)</th>
<th>Points</th>
<th>Potential Points</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>100</td>
<td>100</td>
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</table>

Grading Scale:  90-100=A  80-89=B  70-79=C  60-69=D  59 or below=F

**Notes:**
* Majors in ID must make a C or better in all design courses.
* A letter grade will be deducted for more than two (2) unexcused absences.
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.

- **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 Schedule:

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1-</td>
<td>Module 1</td>
<td><strong>Before Class:</strong> Read the Getting Started Module, Order textbooks.</td>
</tr>
<tr>
<td>Jan. 18</td>
<td>Introduction</td>
<td><strong>In Class:</strong> Discuss class expectations, syllabus, and course.</td>
</tr>
<tr>
<td></td>
<td>Photoshop</td>
<td><strong>Homework:</strong> Read Chapter 1 and briefly summarize the four principles on p. 9 of your textbook.</td>
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<tr>
<td></td>
<td>Tools and Interface</td>
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</tr>
<tr>
<td>Week 2-</td>
<td>Module 2</td>
<td><strong>Before Class:</strong> Read Chapter 2</td>
</tr>
<tr>
<td>Jan. 23-25</td>
<td>Photoshop</td>
<td><strong>In Class:</strong> Working with floor plans and elevations. <strong>Class Assignment 1.</strong></td>
</tr>
<tr>
<td></td>
<td>Chapter 2 Working with Floor Plans and Elevations</td>
<td><strong>Homework:</strong> Chapter 2 Quiz.</td>
</tr>
<tr>
<td>Week 3-</td>
<td>Module 3</td>
<td><strong>Before Class:</strong> Read Chapter 3</td>
</tr>
<tr>
<td>Jan. 30- Feb. 1</td>
<td>Photoshop</td>
<td><strong>In Class:</strong> Working with Perspectives and Isometric Views. <strong>Class Assignment 2.</strong></td>
</tr>
<tr>
<td></td>
<td>Chapter 3 Working with Perspectives and Isometric Views</td>
<td><strong>Homework:</strong> Chapter 3 Quiz.</td>
</tr>
<tr>
<td>Week 4-</td>
<td>Module 4</td>
<td><strong>Before Class:</strong> Read Chapters 4&amp;5</td>
</tr>
<tr>
<td>Feb. 6-8</td>
<td>Photoshop</td>
<td><strong>In Class:</strong> Working with Materials and Light. <strong>Class Assignment 3.</strong></td>
</tr>
<tr>
<td></td>
<td>Chapters 4&amp;5 Working with Materials and Light</td>
<td><strong>Homework:</strong> Chapters 4&amp;5 Assignment.</td>
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<tr>
<td>Week 5-</td>
<td>Module 5</td>
<td><strong>Before Class:</strong> Read Chapters 6&amp;7</td>
</tr>
<tr>
<td>Feb. 13-15</td>
<td>Photoshop</td>
<td><strong>In Class:</strong> Special Effects and Adding Entourage. <strong>Class Assignment 4.</strong></td>
</tr>
<tr>
<td></td>
<td>Chapter 6&amp;7 Special Effects and Adding Entourage</td>
<td><strong>Homework:</strong> Chapters 6&amp;7 Assignment.</td>
</tr>
<tr>
<td>Week 6-</td>
<td>Module 6</td>
<td><strong>Before Class:</strong> Read Chapters 1&amp;2</td>
</tr>
<tr>
<td>Feb. 20-22</td>
<td>Sketchup</td>
<td><strong>In Class:</strong> Getting Started with Sketchup and The Basics. <strong>Class Assignment 5.</strong></td>
</tr>
<tr>
<td></td>
<td>Chapter 1&amp;2 Getting Started with Sketchup and The Basics</td>
<td><strong>Homework:</strong> Chapters 1&amp;2 Quiz.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Module 7</td>
<td><strong>Before Class:</strong> Read Chapter 3 and 4.</td>
</tr>
<tr>
<td>Feb. 27-29</td>
<td>Sketchup</td>
<td><strong>In Class:</strong> Beyond the Basics. <strong>Class Assignment 6.</strong></td>
</tr>
<tr>
<td></td>
<td>Chapter 3 Beyond the Basics</td>
<td><strong>Homework:</strong> Chapter 3 and 4 Quiz.</td>
</tr>
</tbody>
</table>
| Week 8-March 5-7 | Module 8 Sketchup Chapter 4&5 Graphical Controls | Before Class: Read Chapter 5  
In Class: Creating Furniture. Class Assignment 7.  
Homework: Chapter 5 Quiz. |
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<tbody>
<tr>
<td>Week 9-March 12-14</td>
<td>Module 9</td>
<td><strong>SPRING BREAK - NO CLASS</strong></td>
</tr>
</tbody>
</table>
| Week 10-March 19-21 | Module 10 Sketchup Chapter 6 Modeling a Simple Interiors Project | Before Class: Read Chapters 6&7  
In Class: Customizing the interface and starting a small interiors project  
Homework: Chapters 6&7 Quiz |
| Week 11-March 26-28 | Module 11 Sketchup Chapter | Before Class: Read Chapter 6.  
In Class: Simple Interiors Project.  
*Class Project 1.*  
Homework: Chapters 6 Simple Interiors Project. Submit Class Project 1. |
| Week 12-April 2-4 | Module 12 InDesign | Before Class: Submit Class Project 1.  
In Class: Intro to InDesign. *Class Assignment 8.*  
Homework: Complete *Class Assignment 8* |
| Week 13-April 9-11 | Module 13 InDesign | Before Class: Complete *Class Assignment 8*  
In Class: InDesign Tools. *Class Assignment 9.*  
Homework: Complete *Class Assignment 9* |
| Week 14-April 16-18 | Module 14 InDesign | Before Class: Complete *Class Assignment 9*  
In Class: InDesign Tools. *Class Assignment 10.* Intro to Class Project 2.  
Homework: Complete *Class Assignment 10* |
| Week 15-April 23-25 | Module 15 | In Class: Work on Class Project 2 - Final Poster  
Homework: Work on Class Project 2 - Final Poster. |
Week 16 - April 30 - May 2

Module 16
Dead Week

Work progress

Week 17
May 7 - 9

Module 16
Finals Week

No Class. Submit Final Poster digitally by 11:45 p.m., Tuesday, May 7.

Required Textbook:

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 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. 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

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.

Late Work: 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.

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.