



FACS 2364 - Design Theory and Materials
Fall Semester, 2017
College of Health Sciences
Department of Family and Consumer Sciences

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SHSU Help Desk: 936-294-1950 (for log-in issues); 877-870-9214 or helpdesk@shsuonline.edu for other help

Course Meeting Times: Internet/SHSU Online

Technical Assistance: If you should experience technical issues with your computer during this course, contact the SHSU Help Desk as listed above.

Computer Recommendations: The SHSU Computer Services Office has compiled a list of recommended computer features that students should have to make the online experience productive. The link to this information is http://www.shsu.edu/~ucs_www/network/recommendations.html Be sure that the computer you use for quizzes and exams meets these recommendations to reduce the likelihood of electronic errors.

Course Description: FACS 2364 - Design Theory and Materials. A theoretical analysis of design is merged with understanding of interior materials and products which meet human needs. Assessment of quality and performance criteria is emphasized, along with the design process. Prerequisite: Junior standing. (3-0). Usually offered alternate semesters. Credit 3. FCS 264 is a required course for Teacher Certification in Family and Consumer Sciences.

Text: Godsey, Lisa., *Interior Design Materials and Specifications*. Third Edition, Fairchild Publications, Inc, 2017. ISBN: 978-1-5013-1759-0

Course Objectives:

Upon completion of this course, the students should have knowledge that enables them to:

1. interpret the relationship of occupants and housing needs in terms of physiological, psychological, cultural and economic to promote individual quality of life.
2. apply principles of interior design theory to design development and understand how they impact individuals and the environment.
3. appreciate the significance of historical interpretations of art, furnishings and interiors as they apply to contemporary interior and individual taste.
4. understand and implement basic programming techniques to client space needs, including problem identification, collection of information, evaluation, development of solutions.
5. understand planning of interior spaces that are found in both residential and commercial environments, with respect to common furnishings, fixtures and equipment.
6. select appropriate materials, finishes and furnishings for interiors based on analysis of quality, cost, and the unique characteristics of the component, its maintenance and sustainability.
7. comprehend the operation and function of interior component, environmental systems, lighting and electrical used in interior spaces.
8. apply basic awareness of material installations such as carpet, wall paper, wood flooring, and tile.
9. interpret interior planning with regard to codes, regulations, and needs of special groups.
10. understand the relationship among various design drawings and graphics, schedules, and the use of specifications to communicate design solutions.
11. complete projects in a professional manner using stated guidelines and creative expression.
12. exhibit comprehension of interior design licensing and professional organizations.

Accreditation Information/Standards/Student Learning Outcomes: The following 2017 Council for Interior Design Accreditation standards will be addressed, and upon successful completion of the course, it is expected that students will meet the standards below.

- **Standard 4 – Global Context**
Student Learning Expectations
 - a) Students are **aware** that building technology, materials, and construction vary according to geographic location.
 - Student work demonstrates **understanding** of:
 - b) how social, economic, and cultural contexts inform interior design.
 - c) how environmental responsibility informs the practice of interior design.
- **Standard 5. Collaboration**
Students have **awareness** of:
 - b) the nature and value of integrated design practices.
- **Standard 6. Business Practices and Professionalism**
Student Learning Expectations
Students have **awareness** of the:
 - a) contexts for interior design practice.¹
 - b) impact of a global market on design practices. ²
 - c) breadth and depth of interior design's impact and value.³
 - d) components of business practice.⁴**Program Expectations**
The interior design program provides exposure to:
The interior design program provides exposure to the role and value of:
 - k) legal recognition for the profession.
 - l) professional organizations.
 - m) life-long learning.
- **Standard 7. Human-Centered Design**
Student Learning Expectations
Student work demonstrates **understanding** of:
 - a) the impact of the built environment on human experience, behavior, and performance.¹
 - b) the relationship between the natural and built environment as it relates to the human experience, behavior, and performance.Student work demonstrates the **ability** to:
 - d) analyze and synthesize human perception and behavior patterns to inform design solutions.
 - e) apply human factors, ergonomics, and universal design principles to design solutions.³
- **Standard 8. Design Process**
Student Learning Expectations
Student work demonstrates the ability to **apply** knowledge and skills learned to:
 - b) solve progressively complex design problems.
 - c) identify and define issues relevant to the design problem.²
 - g) design original and creative solutions.³
 - h) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.⁴**Program Expectations**
The interior design program includes:
 - i) exposure to a range of problem identification and problem solving methods.
 - j) opportunities for innovation and risk taking.
 - k) exposure to methods of idea generation and design thinking.
- **Standard 9. Communication**
Student Learning Expectations
Students are **able** to effectively:
 - a) distill and visually communicate data and research.
 - c) express ideas in written communication.
 - e) apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences.
- **Standard 11. Design Elements and Principles**
Student Learning Expectations

Student work demonstrates the **ability** to:

Students effectively **apply** the elements and principles of design throughout the interior design curriculum to:

c) two-dimensional design solutions. **1**

- **Standard 12. Light and Color**

Student Learning Expectations

Students **understand**:

b) the principles of natural and artificial lighting design. **1**

e) Students have **awareness** of a range of sources for information and research about color.

f) Students **understand** how light and color in the interior environment impact health, safety, and wellbeing.

Student work demonstrates **understanding** of:

g) color terminology.

h) color principles, theories, and systems.

i) color in relation to materials, textures, light, and form.

Student work demonstrates the **ability** to appropriately:

j) select and apply color to support design concepts.

k) select and apply color to multiple design functions. **2**

- **Standard 13. Products and Materials**

Student Learning Expectations

a) Students are **aware** of the influence of furnishings, objects, materials, and finishes on human wellbeing. **1**

Student work demonstrates **understanding** of:

b) how furnishings, objects, materials, and finishes work together to support the design intent.

c) typical fabrication, installation methods, and maintenance requirements.

d) appropriate design or specification of products and materials in relation to project criteria and human well being. **1**

e) Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.

f) Students are **able** to lay out, design, and specify a broad range of appropriate products, materials, objects, and elements in support of the design intent. **2**

- **Standard 14. Environmental Systems and Comfort**

Student Learning Expectations

a) Students are **aware** that design decisions relating to acoustics, thermal comfort, and indoor air quality have an environmental impact.

Students **understand**:

d) the principles of thermal design. **3**

e) how active and passive thermal systems and components impact interior design solutions.

Students **understand**:

f) the principles of indoor air quality. **4**

g) how the selection and application of products and systems impact indoor air quality.

- **Standard 15. Construction**

Student Learning Expectations

i) read and interpret base-building construction documents. **5**

- **Standard 16. Regulations and Guidelines**

Student Learning Expectations

a) Students have **awareness** of the origins and intent of laws, codes, and standards.

Student work demonstrates **understanding** of laws, codes, and standards that impact health, wellness, security, and fire and life safety, including:

b) sustainable environment guidelines. **1**

Course Evaluation: All assignments and projects will be evaluated and graded for substantive content, design quality, soundness of planning, craftsmanship, presentation, creativity and specific criteria required in the assignment. Reassessment of grades will only be done when presented in writing and accompanied by professional documentation that supports the item in dispute. **A grade of C is required for credit toward a degree in interior design and as a prerequisite for the next level of course work in the interior design major.**

All course work due in each course should be turned in on the date and at the time scheduled. **Late work will NOT be accepted unless proper documentation which includes the date of absence is provided by the student.** Course work will only be received if turned into the instructor. Never leave your work with someone else or outside the office suite. In accordance with the university catalog, you may not take the final exam unless all work is turned in. There is no extra credit accepted in this course. The only way a student can improve the course grade is to improve the work performance on examinations and assigned projects. Reassessment of grades will only be done when presented in writing and accompanied by professional documentation that supports the item in dispute. Grades are allotted on the following grading scale based on the total points possible for each course:

1300 - 1170 = A, 1169 - 1040 = B, 1039 - 910 = C, 909 - 780 = D, 779 - 0 = F

Examinations will be given on the date and time scheduled in the syllabus calendar. A comprehensive make-up examination over all material covered by previous test in the course will be given at the time specified in the calendar for those who had excused absences. Student grades are based on quizzes, analysis assignments, and discussion postings. Each quiz could include multiple choice and true-false items. Written assignments will be evaluated on the basis of specific criteria for each assignment, including content, adherence to the assignment guidelines, grammar, and organization. Specific criteria for the assignments will be provided on SHSU Online.

13 Chapter quizzes @ 50 points each	650	A = 90-100% = 1800 - 2000 points
13 Assignments @ 100 points each	1300	B = 80-89% = 1600 - 1799 points
1 Project	50	C = 70-79% = 1400 - 1599 points
Total	2000 points	D = 60-69% = 1200 - 1399 points
		F = 0 - 59% = below 1199 points

- 1.Quizzes are given only on the days indicated, and make-ups will only be given for verified, extenuating circumstances. Refer to the Course Calendar below for specific dates.
- 2.Each quiz will have a 10-minute time limit. Once the 10 minutes allotted for quizzes has passed, the quiz will close. If you have need for additional time, bring me the documentation forms from the SHSU Counseling Center, as noted above, before the first quiz is taken.
- 3.When possible, it is highly recommended that quizzes be taken on campus computers, as there are fewer connection and transmission errors.
- 4.Writing assignments and discussions are due by the date and time assigned, and may be submitted early. Those assignments submitted after the due date will not be accepted. It is recommended that assignments be submitted several hours before the deadline to avoid late points should there be transmission problems.

COURSE OUTLINE:

Ch. 1: Making Material Selections	Ch. 8: Plastic Materials
Ch. 2: Acoustics	Ch. 9: Glass
Ch. 3: Paints, Coatings and Wallcoverings	Ch. 10: Metals
Ch. 4: Textiles, Window Treatments and Soft Goods	Ch. 11: Tile and Brick
Ch. 5: Carpeting and Area Rugs	Ch. 12: Stone
Ch. 6: Wood	Ch. 13: Terrazzo, Composites, and Concrete
Ch. 7: Resilient Flooring	Ch. 14: Laminated Materials

Academic Policies:

Attendance (AP 800401):

Each instructor is obligated to clarify her/his classroom policy regarding absences in writing to each student enrolled in class at the beginning of the semester. Each faculty member will announce to her/his class the policies for accepting late work or providing make-up examinations. A student shall not be penalized for three or fewer hours of absences when examinations or other assigned class work have not been missed. Class absences will be counted only from the actual day of enrollment for the individual student in that specific class. <http://www.shsu.edu/dotAsset/b719129b-9593-424f-9d5a-920e2eda6890.pdf>

Procedures in Cases of Academic Dishonesty (AP 810213): Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate

disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Academic Grievance Procedures for Students (AP 900823): Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs. If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

Students with Disabilities (AP 811006): It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. NOTE: No accommodation can be made until a student registers with the Services for Students with Disabilities. <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

Student Absences on Religious Holy Days (AP 861001): Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

Use of Telephones and Text Messagers in Academic Classrooms and Facilities (AP100728): As members of the classroom community, all students have a responsibility to others who are a part of that community. The goal is to produce an environment that is conducive to learning. Students are to treat faculty and other students with respect. Cell phones, laptop computers, pagers, and similar devices have become increasingly a part of everyday life in our society; however, when used in the classroom environment they can become disruptive. Students are to turn off all cell phones and other electronic equipment while in the classroom. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the use by students of cell phones, pagers, or similar communication devices during scheduled class-time is prohibited. All such devices should be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. If there is an emergency situation for a student, that student should inform the instructor and place himself/herself in a seat near the door where an exit for a phone call would be only minimally disruptive. With instructor approval, students may record lectures, take notes via laptop computer, etc., provided that they do not disturb other students in the process. Other exceptions to this policy may be granted at the discretion of the instructor. Any use of cell phones or other electronic devices during a test period is

prohibited. Even the visible presence of a cell phone or other device during the test period may result in a zero for that test. Use of a cell phone during a test could result in a charge of academic dishonesty. During the test these instruments should be left at home or stored securely in such a way that they cannot be seen or used by the student. For a complete copy of Student Guidelines, see: <http://www.shsu.edu/dotAsset/6d35c9c9-e3e9-4695-a1a1-11951b88bc63.pdf>

Instructor Evaluations: Students that they will be asked to complete a course/instructor evaluation form toward the end of the semester.

Returning Work: Due to accreditation procedures the department is required to keep student work done in major FACS, ITEC and ART courses. Work will be returned to the student to inform the student of their evaluation and grade. All work will be collected and held by the instructor until after the accreditation site.

Q-Drops: A Q-drop is a drop made after the last date for tuition refunds (12th class day for fall/spring; 4th class day for summer) but before the date for which a drop would result in the grade of 'F' as published in the Academic Calendar. Students will be allowed no more than five Q-drops during their academic career at Sam Houston State University. Classes that are dropped prior to the Q-drop date will not count toward the limit. Students who have used their limit of five Q-drops will need to petition their respective dean to drop a class. If the dean refuses to grant permission to drop a class, a student will be required to remain in the class. This limit will take effect with the start of the fall 2004 semester. Any drops accumulated prior to the fall 2004 semester will not be included in the five Q-drop limit, nor will Q-drops from other universities.

Interior Design Student Handbook: Please see for additional information.

Course Calendar (subject to change):

Dates:	Topics:	Tasks Due:
8/23-8/25	Course Overview: Please take this time to familiarize yourself with SHSUonline and make a personal calendar for this class. Please feel free to email or call me with any questions.	8/25: Syllabus Quiz Due (bonus points), Introduction Due
8/28 – 9/1	Chapter 2: Acoustics PowerPoint Slides, Notes and Articles	9/1: Quiz #1 over Chapters 1 and 2 Assignment 1 (Anthropometrics)
9/4 – 9/8	Chapter 3: Paints, Coatings and Wallcoverings PowerPoint Slides, Notes and Articles	9/8: Quiz #2, Digital Concept Board for Health Club and Assignment 2
9/11 – 9/15	Chapter 4: Textiles, Window Treatments and Soft Goods PowerPoint Slides, Notes and Articles	9/15: Quiz #3 and Assignment 3
9/18 – 9/22	Chapter 5: Carpeting and Area Rugs PowerPoint Slides, Notes and Articles	9/22: Quiz #4 and Assignment 4
9/25 – 9/29	Chapter 6: Wood PowerPoint Slides, Notes and Articles	9/29: Quiz #5 and Assignment 5
10/2 – 10/6	Chapter 7: Resilient Flooring PowerPoint Slides, Notes and Articles	10/6: Quiz #6 and Assignment 6
10/9 – 10/13	Chapter 8: Plastic Materials PowerPoint Slides, Notes and Articles	10/13: Quiz #7 and Assignment 7
10/16 – 10/20	Chapter 9: Glass PowerPoint Slides, Notes and Articles	10/20: Quiz #8 and Assignment 8
10/23 – 10/27	Chapter 10: Metals PowerPoint Slides, Notes and Articles	10/27: Quiz #9 and Assignment 9
10/30 – 11/3	Chapter 11: Tile and Brick PowerPoint Slides, Notes and Articles	11/3: Quiz #10 and Assignment 10
11/6 - 11/10	Chapter 12: Stone PowerPoint Slides, Notes and Articles	11/10: Quiz #11 and Assignment 11

11/13 – 11/17	Chapter 13: Terrazzo, Composites and Concrete PowerPoint Slides, Notes and Articles	11/17: Quiz #12 and Assignment 12
11/27 – 12/1	Chapter 14: Laminated Material PowerPoint Slides, Notes and Articles	12/1: Quiz #13 and Assignment 13

Note: I **strongly** recommend that you note the above due dates on a calendar you check often. Former students have emphasized that writing due dates on a personal calendar has helped them manage the course much better and lessen the chances of forgetting to submit an assignment!

Please note that all due dates are on a Friday. Please remember **assignments not submitted by the due date are considered late and will not be accepted.**