PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: FACS 1360

Texas Common Course Number (TCCN Matrix):

Course Title: Basic Principles of Design

Course Catalog Description (Copy and paste from online catalog for existing courses):
Specific attention is given to fundamental art elements and principles of design as they function in the lives of individuals and their environments. Opportunities are provided for a variety of experiences with art media through lecture-demonstrations. Practical application in two-dimensional and three-dimensional projects is made through laboratory experiences. (2-2). 3 Credit Hours

Course Prerequisites: None

Available Online?
☐ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: )
☒ No

Number of Sections to be Offered per Academic Year: 4

Estimated Enrollment per Section: 25 - 40

Course Level (freshman, sophomore): Freshman

Designated Contact Person (for follow-up communication purposes): Dr. Laura Burleson

E-Mail Address: hec_lpb@shsu.edu

Phone: 936-294-1247

Approvals

Department Chair:

Signature

Date: Oct. 19, 2012

Academic Dean:

Signature

Date: 10/22/12

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Select Component Area: Creative Arts

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area:
FACS 1360, Basic Principles of Design, enables students to develop their knowledge and appreciation of visual arts, and apply this knowledge to improving lives and environments. Students develop an understanding of various art theories as they are applied to fine art, fashion, interiors, architecture, and other designed forms. Through study of the design progress students explore and develop conceptual ideas for new designed objects. As they work on completing course assignments they critically analyze and narrow their concept solutions that are then communicated in a final visual form.

The assignment requirements in the course enable students to communicate through drawing, sketching, modeling, and rendering. These communication methods permit them to express their artistic and creative solutions that are the result of their analysis and critical thinking related to an inspirational form.

Additionally, critical analysis of artistic and creative forms is developed through a team focused assignment. This enables the student to recognize that design is perceived differently by different people, and that a student's background and knowledge gained through study contribute to the appreciation of art and design. As students develop a fashion or interior design solution based on a given cultural influence they evaluate aspects of local, national, and international social reaction to the design. This expression of social consciousness is written and discussed, then included on the final project board along with the written concept statement.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Students completing FACS 1360, Basic Principles of Design, will have an appreciation of creative artifacts and works of human imagination related to fine art, fashion, interiors, and architecture.

How will the objective be addressed (including strategies and techniques)?
Through use of texts, PowerPoints, and video which are discussed and critiqued, students gain an understanding of how the elements and principles of design are applied to visual art, fashion, interiors, architecture or other objects.
Describe how the objective will be assessed: Assessment of student knowledge of the application of the elements and principles of design is done through evaluating responses to examination questions, as well as through visual examples that are created in course assignments.

Objective/SLO 2: Students completing FACS 1360, Basic Principles of Design, will be able to analyze creative artifacts and works of human imagination.

How will the objective be addressed (including strategies and techniques)? Through use of class discussion and oral critique of examples of art, fashion, interiors, and/or architecture, students develop knowledge related to how individuals respond, appreciate, like or dislike various examples of artistic forms.

Describe how the objective will be assessed: Assessment of student exploration of the elements and principles of design is done through evaluating responses to examination questions, as well as through visual solutions created in course assignments. A standardized measure is applied by the instructor for evaluating the creativity of the solution, the depiction of elements and principles of design, or if concepts were not addressed in the assignment.

Objective/SLO 3: Students completing FACS 1360, Basic Principles of Design, will be able to synthesize and interpret artistic expression.

How will the objective be addressed (including strategies and techniques)? Students apply the elements and principles of design primarily to two-dimensional design solutions within their assignments. Additionally, through the planning and executing of three-dimensional visual displays that vary in size, students apply elements and principles of design to three-dimensional design. They also interpret color, line, light, shape, form, space, and texture through various assignments and apply concepts through cutting material, paper, rendering, and finish selection as they explore influences on art.

Describe how the objective will be assessed: Assessment of student exploration of the elements and principles of design is done through evaluating responses to examination questions, as well as through visual solutions created in course assignments. A standardized measure is applied by the instructor for evaluating the creativity of the solution, the depiction of elements and principles of design, or if concepts were not addressed in the assignment.

Objective/SLO 4: Student completing FACS 1360, Basic Principles of Design will be able to communicate critically, creatively and innovatively about works of art.

How will the objective be addressed (including strategies and techniques)? Students develop artistic solutions applying the design process, and communicate the solutions through drawings and sketches, renderings, written concept statements, and oral critiques.

Describe how the objective will be assessed: Assessment of student communication of the elements and principles of design is done through evaluating responses to examination questions, as well as through visual solutions created in course assignments. A standardized measure is applied by the instructor for evaluating the creativity of the solution, the depiction of elements and principles of design, or if concepts were not addressed in the assignment.
Objective/SLO 5: N/A

How will the objective be addressed (including strategies and techniques)?
N/A

Describe how the objective will be assessed: N/A

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s), and how each skill will be assessed. Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including strategies and techniques)?
Students completing FACS 1360, Basic Principles of Design, are able to identify relevant aspects of design problems such as goals, objectives and performance criteria. Through assignments, they are able to synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements. They are able to demonstrate creative thinking and originality through presentation of a variety of ideas and concepts. Students will have opportunities to solve simple to complex design problems by applying creative and innovative approaches.

Describe how the skill will be assessed: In FACS 1360, Basic Principles of Design, students are given programmatic requirements related to using the design of a found object and adapting it through three types of aesthetic shapes (geometric, stylized, and abstract) into a different type object. They explore multiple concepts for areas of aesthetic, one of which is enhanced with color and developed for a visual presentation. The solutions are evaluated based on success of drawing and implementing the elements and principles of design (balance, emphasis, rhythm, proportion, and unity). In a second assignment student problem solving involves developing design solutions that are based on cultural inspiration. The solutions are assessed for creative use of elements and principles of design developed through the student's analysis of details shown in the illustration of the cultural inspiration; the quality of drawing and rendering are part of the assessment.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including strategies and techniques)?
Students are able to use visual sketches as design and communication tools (ideation drawings). They are taught to use sketching techniques to draw concept ideas based on an inspirational object or illustration. Students are able to produce competent visual presentation drawings across a range of appropriate media. They also develop rendering and sketching skills and apply them to first-level presentation drawings. Students are able to express design ideas clearly in oral and written communication.
Describe how the skill will be assessed: In FACS 1360, Basic Principles of Design, student drawings are evaluated for appropriate use of drawing and rendering to portray an object as three-dimensional. In several assignments students discuss and critique design solutions. These are assessed through their use of terminology and logical description of the application of design through the elements and principles of design. Students also write concept statements for two final assignments which are evaluated for terminology, structure and logical description of design ideas.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including strategies and techniques)?
N/A

Describe how the skill will be assessed: N/A

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including strategies and techniques)?
Students apply teamwork within lectures and assignments in FACS 1360, Basic Principles of Design, by working together to critique illustrations of art and either a fashion or interior item. Students also take part in Think, Pair, Share activities during lectures which enable them to be comfortable with discussing their individual ideas and then expressing them as a single concept.

Describe how the skill will be assessed: In FACS 1360, Basic Principles of Design, after students are exposed to the concepts of elements and principles of design, students produce a joint critique of two illustrations of an artistic piece and either a fashion item, interior setting or architectural item. The assignment includes responding to questions which require the team to analyze the elements and principles of design that are prominent in the illustration of the art, fashion item, interior setting or architectural item, as well as develop a joint interpretation of the character or feeling they believe is represented in the illustrations. Students conclude the assignment by writing individual thoughts about the team experience.
5. **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including strategies and techniques)?
N/A

Describe how the skill will be assessed: N/A

6. **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including strategies and techniques)?
Students completing FACS 1360, Basic Principles of Design, will expand their knowledge of civic responsibility and being engaged in regional, national and global communities through lecture and assignments. Discussion in class includes analyzing cultural inspirations of design and identifying how they impact the interpretation of design by those viewing it. Students then develop a written analysis describing how the design they created, based on a given culture, represents socially responsible design.

Describe how the skill will be assessed: As part of an assignment the student writes an analysis of how regional, national and global groups might interpret the student's inspiration as it was used within the three-piece fashion collection or the aesthetic design of an interior. The written analysis is evaluated by the instructor with the aid of a standardized rubric.

---

**PART V – SHSU Core Curriculum Committee Requirements**

1. **Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Discuss what is design, defined as an a noun or object, a verb, or a process of creating. Includes ideas of content versus form.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Elements of design including line, texture, shape and form seen in art, fashion, interiors and/or architecture</td>
</tr>
<tr>
<td>Week 3</td>
<td>Elements of design including space, time and motion in art and design application</td>
</tr>
<tr>
<td>Week 4</td>
<td>Elements of design including color, value, and intensity in art and design application</td>
</tr>
<tr>
<td>Week 5</td>
<td>Principles of design including balance and rhythm seen in art, fashion, interiors and/or architecture</td>
</tr>
<tr>
<td>Week 6</td>
<td>Principles of design including unity and emphasis used in art, fashion, interiors and/or architecture</td>
</tr>
<tr>
<td>Week 7</td>
<td>Principles of design including scale and proportion used in art and design application</td>
</tr>
<tr>
<td>Week 8</td>
<td>Discussion of source of inspiration as part of the design process</td>
</tr>
<tr>
<td>Week 9</td>
<td>Discussion of identification of influences as part of the design process</td>
</tr>
<tr>
<td>Week 10</td>
<td>Discussion of conceptualization and concept writing as part of the design process</td>
</tr>
<tr>
<td>Week 11</td>
<td>Discussion of exploration and application to fashion and interiors as part of the design process</td>
</tr>
<tr>
<td>Week 12</td>
<td>Discussion of defining or refining as part of the design process</td>
</tr>
<tr>
<td>Week 13</td>
<td>Discussion of communication methods used as part of the design process</td>
</tr>
<tr>
<td>Week 14</td>
<td>Discussion of production of fashion and interior elements as part of the design process</td>
</tr>
</tbody>
</table>

Page 6 of 8

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
2. Attachments (Syllabus Required)

<table>
<thead>
<tr>
<th>Syllabus Attached?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Attached?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

If yes, specify: Course Assignments
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/ Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

<table>
<thead>
<tr>
<th>Required Skill Objectives</th>
<th>Skill Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Component Areas</strong></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Communication</td>
<td>✓</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>✓</td>
</tr>
<tr>
<td>Language, Philosophy &amp; Culture</td>
<td>✓</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>✓</td>
</tr>
<tr>
<td>American History</td>
<td>✓</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>✓</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>✓</td>
</tr>
</tbody>
</table>
FACS 1360
BASIC PRINCIPLES OF DESIGN
SPRING SEMESTER, 2013

CLASS LOCATION: MLHB Rm 302
LAB LOCATION: MLHB Rm 302

CLASS TIME: Lecture –Monday & Wednesday 1:00 – 1:50
            Lab – Wednesday 2:00 – 3:50

INSTRUCTOR: Dr. Laura Burleson
Office Location: MLHB, Rm. 124
Phone: 936-294-1247 Fax: 936-294-4204 Email: lauraburleson@shsu.edu
Address: Box 2177, SHSU, Huntsville, TX 77341
Office Hours: Mon 2:00 – 3:00, Thur 3:30-5:00
           Sam Center: Mon & Wed. 8:00 –12:00, Th.10:00-1:00, Fri 10:00-1:00

COURSE DESCRIPTION: Specific attention is given to fundamental art elements and principles of design as they function in the lives of individuals and their environments. Opportunities are provided for a variety of experiences with art media through lecture-demonstrations. Practical application in two-dimensional and three-dimensional projects is made through laboratory experiences. (2-2). 3 Credit Hours


COURSE OBJECTIVES: Upon completion of this course the student should have the ability to:

1. appreciate creative artifacts and works of human imagination related to fine art, fashion, interiors, and architecture
2. analyze creative artifacts and works of the human imagination related to fine art, fashion and design of interiors.
3. synthesize and interpret artistic expression.
4. understand fundamentals of design theories and design composition that apply to two-dimensional and three-dimensional art, interior spaces and fashion.
5. recognize characteristics of the art elements and principles of design as depicted in works of fine art, fashion, interiors, and architecture with importance placed on elements of space, line, mass, shape, texture, and color, and principles of design including scale, proportion, balance, rhythm, emphasis and harmony.
6. investigate practical means by which the art elements and principles of design relate to coordinating visual appeal in interior design and fashion design through use of fabrics, finishes, and accessories.
7. develop critical thinking and visualization skills related to visual merchandising and marketing of fashion, interiors, or other approved merchandising products in two and three dimensional design displays.
8. develop successful communication skills in written and oral form applied to concept development.
9. develop visual communication skills applied to assignment solutions through sketching and rendering in marker and color pencil media.
10. be able to understand and apply color principles and theories to two dimensional projects and three-dimensional displays.
11. develop creative solutions to problems through the application of art elements and principles of design including:
    a. interior planning based upon analysis of the function of a space, furniture selection, and interior details in residential interiors.
    b. apparel design based upon analysis of the body’s shape and posture, textile fabrication, and apparel construction elements.
    c. application of color materials and furnishing illustrated in collages and sample boards.
12. consider different points of view and work effectively with others to support a shared purpose.
13. expand knowledge of civic responsibility and be engaged in the regional, national and global communities.
14. illustrate knowledge gained in lecture and laboratory experiences through the application of project development to career opportunities related to fields in Family and Consumer Sciences.
CIDA Standards: For the interior design program

Standard 2. Global Context for Design
2c. Students understand how design needs may vary for a range of socio-economic stakeholders.
2f. The program presents opportunities for developing knowledge of other cultures.
Standard 3. Human Behavior The work of interior designers is informed by knowledge of behavioral science and human factors.
3b. Student work demonstrates the ability to appropriately apply theories of human behavior.
Standard 4. Design Process
4a. Students are able to identify and define relevant aspects of a design problem (goals, objectives, performance criteria).
4c. Student are able to synthesize information and generate multiple concepts and/or multiple design responses to programmatic requirements.
4d. Students are able to demonstrate creative thinking and originality through presentation of a variety of ideas, approaches and concepts.
4e. The interior design program includes opportunities to solve simple to complex design problems.
4g. The interior design program includes opportunities for innovation and creative thinking.
Standard 6. Communication Entry-level interior designers are effective communicators.
6c. Students are able to use sketches as a design and communication tool (ideation drawings).
6d. Students are able to produce competent presentation drawings across a range of appropriate media.
Standard 8. History
8d. Students understand stylistic movements and periods of art.
Standard 9. Space and Form
9a. Students effectively apply the elements, principles, and theories of design to two-dimensional design solutions.
9b. Students effectively apply the elements, principles, and theories of design to three-dimensional design solutions.
Standard 10. Color and Light
10a. Student work demonstrates understanding of color principles, theories, and systems
10b. Student work demonstrates understanding of the interaction of light and color and impact they have on one another and interior environments.
10c. Students appropriately select and apply color with regard to it multiple purposes.
10d. Students apply color effectively in all aspects of visual communication (presentation, models, etc.)

IDEA Objectives: 

I= Important
E= Essential
1. Gaining factual knowledge (terminology, classifications, methods, trends)*E
2. Learning fundamental principles, generalizations, or theories*E
3. Learning to apply course material (to improve thinking, problem solving, and decisions)*I
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course*E
5. Acquiring skills in working with others a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)*I
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

COURSE FORMAT:
This course will include a combination of lecture and class discussion. Elements and principles of design will be identified through use of books, slides, video media, bulletin boards and displays. Project development in laboratory periods will provide a practical avenue through which learning and application can be investigated. Projects’ type and size consist of two-dimensional, 9 x 12, 15 x 20 and 20 x30 inches formats with a progressive-phase scope. Two-dimensional bulletin boards are 4 feet by 8 feet and three-dimensional display areas range from 2 feet deep by 4 feet wide by 4 feet high up to 10 feet wide and 5 feet high.
Course Outline:

I Design Elements
   A. Space
   B. Line
   C. Texture & Pattern
   D. Shape & Form
   E. Time & Motion
   F. Color & Value

II. Design Principles
   A. Unity
   B. Emphasis
   C. Balance
   D. Scale & Proportion
   E. Rhythm

III. Design Process
   A. Inspiration
   B. Identification
   C. Conceptualization
   D. Exploration/Refinement
   E. Definition/Modeling
   F. Communication
   G. Production

IV. Design Application
   A. Fashion
   B. Interiors

COURSE EVALUATION:
Lab Projects (6 @ 50 points each) 300  A = 761 - 850
Bulletin Board 50  B = 676 - 760
Display Case 50  C = 591 - 675
In Lab Exercises (5 @ 10 points each) 50  D = 506 - 590
Tests (3 @ 100 points each) 300  F = 0 - 505
Final Examination 100
Total points possible: 850

Grading Procedures:
1. 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.
2. Grades are allotted based on the total points possible as listed above.
Reassessment of grades will only be done when presented in writing and accompanied by professional documentation that supports the item in dispute.

Examination:
1. Examinations will be given on the date and time scheduled in the syllabus calendar.
2. A comprehensive make-up examination over all material covered by previous tests in the course will be given at the time specified in the calendar. This test is also open to anyone who wishes to replace the lowest grade on any previous test.

COURSE POLICIES:
Attendance:
Class attendance is expected for all classes and attendance will be taken during each class period. Each class period should be attended with the necessary supplies and materials for working.

As stated in the University catalog, students are allowed to take THREE hours of absences for the purpose of personal illness, family funerals, university activities or legal matters. There are No personal days. A fourth and fifth absence will result in a 5 point deduction for each of these absences from the final grade (half a letter grade each from the final grade). A sixth and seventh absence will result in a 10 point deduction for each of these absences from the final grade (a full letter grade each). A TOTAL OF 8 ABSENCES WILL RESULT IN A FAILING GRADE FOR THE COURSE. When a failing grade is posted the last regularly attended class day
will be reported to the Registrar's Office when grades are due. Total absences will be posted at the end of the semester in separate column in Blackboard (this column is not figured into the calculated grade) and a separate column will be posted that shows the point deduction due to missed attendance.

Example: If a student has a final grade of:
94 and 4 absences (-5 pts) the final grade recorded is 89 a "B"
94 and 7 absences (-30 pts, 10 pts for the 4th and 5th and 20 pts for the 6th and 7th) the grade recorded is 64 a "D"
94 and 8 absences the grade recorded is an "P"

_It is the student's responsibility to make sure a tardy is recorded as a tardy and not an absence from class before the end of that class period._ Five tardies will be counted equal to one absence and will be subject to point deduction for excessive absences.

Absences resulting from extenuating circumstances which are accompanied by appropriate documentation from the Office of Student Life will be evaluated on an individual basis. Attendance in 50% of the course is required to pass the course along with completing all course requirements. A student who misses 50% or more of the class periods even with documentation of extenuating circumstances should drop the course.

Assignments:
1. 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. Late work is still subject to late point deductions.
2. Course work will only be received if turned into the instructor. Never leave your work with someone else or outside the office suite.
3. In accordance with the university catalog, the final exam may not be taken unless all work is turned in. Date of the final _CANNOT BE CHANGED._
4. 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 tests and assigned projects.

Classroom Rules of Conduct:
Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Students may tape record lectures provided they do not disturb other students in the process.

1. Classroom disturbances should be avoided including:
   a. **CELL PHONES**
   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 life in our society; however, when used in the classroom environment they can become disruptive. Laptop computers, if allowed, may be used for note taking purposes if they are not disruptive to other class members. **Students are to turn OFF cell phones, pagers, and other similar 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 unless specifically permitted by the instructor. 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 will result in a zero for that test. Use of a cell phone during a test could result in a charge of academic dishonesty (see student code of conduct reference below). 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.

b. No personal discussion of grades. Honor a student’s right to privacy. Conference time may be set with the instructor if individual discussion is required.

c. No sleeping in class is permitted. Please, do not put your head down on the desk or table. If a student is ill they should ask to be excused.

d. No eating food or drinks allowed in the classrooms or labs.

e. Working on other course assignments, reading the newspaper, etc. .

f. Leaving the classroom early is not permitted without notifying the instructor before the start of class.

2. The student’s work area (i.e. table, floor space, etc.) should be clean of all papers, pencil marks, paint, and markers before leaving the classroom.

Returning Work:
Due to accreditation procedures the department is required to keep student work done in major FACS, ITEC and ARTS 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 visit.

1. Students MUST take all digital photography of project work PRIOR to submitting the work to the instructor.

2. ARTS projects can also be photographed. ITEC drawings should be reprinted for the department.

3. Students will be informed of the dates when work will be available to be picked up.

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

http://www.shsu.edu/syllabus/

Students with Disabilities Policy: 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 visit with the Office of Services for Students with Disabilities located in the Counseling Center. See Student Syllabus Guidelines.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. See Student Syllabus Guidelines.

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. See Student Syllabus Guidelines.

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar’s Office.
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.

Other Sources of Course Information:
Cheatham, Frank, *Design Concepts and Applications*
Ching, Frank, *Interior Design Illustrated*
Dantzie, Cynthia, *Design Dimensions*
Doyle, Michael, *Color Drawing*
Gatto, Joseph, *Color and Value*
Ocvirk, Otto et. al. *Art Fundamentals*
Rowe, Peter, *Design Thinking*
Student Agreement Sheet
FACS 1360
Spring 2013

Date ______________________

By signing this Student Agreement Sheet I, ______________________ accept the responsibility for abiding by the information in this course syllabus.

Additionally, I agree to allow the interior design program in the Department of Family and Consumer Sciences to keep any and all interior design assignments, projects, papers, preliminary and final drawings, and reports produced in this course for a temporary period (up for the two years) for accreditation purposes.

__________________________
(Signature)

Contact number for return of interior design projects after use in accreditation ______________________
Throughout the first half of the semester we have discussed how fashion, art, interior, or architectural elements embody the use of the art elements and principles of design. We have seen and discussed details of many visual examples that represented use of color, texture, line, shape and form, or space to create balance, rhythm, unity, emphasis, scale and proportion. Now it is time for you as students to critique works of fashion, interiors, art, or architecture.

The critique will be done as a team. This will give you the opportunity to analyze art, share varied points of view, and merge ideas. It should encourage students to see varying interpretations of artistic expression, and understand the value of team analysis.

Students should self-select teams of two. It is encouraged to have teams members with different majors or backgrounds (such as someone from a small town and someone from a larger city, some who have traveled or visited museums, and some who may not have, etc.). Team members will describe their background in the space provided; then working together, analyze the following illustrations, a piece of art, and any one of the fashion, interior or architectural illustrations. For each illustration selected write a joint statement.

Illustrations:

*Pencils*

*Architecture*

*Fashion*

*Interior*
FACS 1360  
Student Team Critique Assignment

Team Members: ________________________ and ________________________

<table>
<thead>
<tr>
<th>Background of Team Members:</th>
<th>Team Member 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Member 1</td>
<td>Team Member 2</td>
</tr>
<tr>
<td>Freshman ____ Sophomore ____ Junior ____ Senior ____</td>
<td>Freshman ____ Sophomore ____ Junior ____ Senior ____</td>
</tr>
<tr>
<td>Major -</td>
<td>Major -</td>
</tr>
<tr>
<td>Home Town -</td>
<td>Home Town -</td>
</tr>
<tr>
<td>Prior to this course have you participated in visiting art sites</td>
<td>Prior to this course have you participated in visiting art sites</td>
</tr>
<tr>
<td>or festivals, museums, international festivals Yes ____ No ____</td>
<td>or festivals, museums, international festivals Yes ____ No ____</td>
</tr>
</tbody>
</table>

Analysis: Illustration of art called *Pencils*.
Describe the elements of design that are prominent in the piece.

Describe the dominant principles of design seen in the piece.
FACS 1360
Student Team Critique Assignment

Describe team’s interpretation of the character or feeling the artist is promoting by the design of the piece.

Describe team’s interpretations of the possible visual influences on the artist when this work was designed.

Analysis: Illustration of Fashion, Architecture, or Interior.

Illustration Selected: ____________________________
Describe the elements of design that are prominently displayed by the design.
FACS 1360
Student Team Critique Assignment

Describe the dominant principles of design displayed by the design.

Describe team’s interpretation of the character or feeling the artist is promoting by the design.

Describe team’s interpretations of the possible visual influences on the artist when this work was designed.
Each student should evaluate the team. This should be turned in independently of the team critique.

How did both team members contribute ideas to the interpretation of the illustrations?

What interpretations did the team agree upon? What points, if any, were not in agreement?

What did you learn from your team member about interpreting aesthetics?
## FACS 1360 – Student Team Critique
### Grading Rubric

Evaluations are based on concepts described in the text and reflect:
- **Excellent** - Description shows complete, clear, recognizable use of the concepts
- **Average** - Description shows some recognizable use of concepts
- **Poor** - Description includes minimal basic concepts

<table>
<thead>
<tr>
<th>Description of art called <em>Pencils</em></th>
<th>Excellent</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the elements of design that are prominent in the piece.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Describe the dominant principles of design seen in the piece.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Describe the team’s interpretation of the character or feeling the artist is promoting by the design of the piece.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Describe team’s interpretations of the possible visual influences on the artist when this work was designed.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description of <em>Fashion, Architecture, or Interior</em></th>
<th>Excellent</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the elements of design that are prominently displayed by the design.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Describe the dominant principles of design displayed by the design.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Describe the team’s interpretation of the character or feeling the artist is promoting by the design.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Describe team’s interpretations of the possible visual influences on the artist when this work was designed.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

### Evaluate the Team

| Discussed the idea contributed by each team member. | 4         | 3       | 2    |
| Discussed the team’s agreed or disagreed upon interpretations. | 3         | 2       | 1    |
| Discussed learning gained from interpreting aesthetics. | 3         | 2       | 1    |

**Total Points** (50 Total)
FACS 1360 – Assignment 6
Design Development and Application

Part 1: Cultural Graphic
Purpose: To enable the student to apply their design knowledge and research of other cultures to create a design solution that is applied to their area of major. (50 points) See rubric below.

Task: Fashion majors – design a textile (36” X 36” using 1’ = 2” scale would be a 6” X 6” box)
      Interior design majors – design a rug (7’ X 9” using 1’ = 1” scale would be a 7” X 9” box)
      General /FCS majors – may choose between either of the above

Use the geographical location and culture (assigned in class) as your concept/inspiration to design a “rug” or “textile/fabric.” Research and select an inspirational graphic from the culture and then sketch several design ideas as an interpretation of the concept prior to developing the final presentation. You must discuss and obtain approval for sketches with the instructor in the second lab to continue with the project. Consider the social responsibility you have in the development of the design. You will write about this along with the concept statement. Socially responsible design considers the impact of the design on the 1) local community, 2) the national level and 3) the global impact. All preliminary designs should be saved and included in a large envelope attached to the back for the presentation board. (Cultural design of rug or textile/fabric - 14 points)

Divide the rug/fabric design into 4 quadrants and render the approved design with color markers and pencils as described below. (label accordingly):
- Grayscale or Monochromatic
- Analogous
- Complementary
- Full Color

Things to consider:
- Elements of design - Color, pattern, line, shapes, etc.
- Cultural influence and pattern
- Symmetry, balance , rhythm
- Focal point, emphasis, accents

This design will be used to create the focal point in an interior or fashion ensemble. Using the full color scheme the colors, patterns and style will be applied to the interior or fashion ensemble. Presentation will be discussed in the 3rd part of the project.

Part 2: Application
Purpose: To apply the created design to an element in either an interior or fashion ensemble. Use either the attached floor plan and furniture templates or the fashion croquis to design a space or fashion ensemble with either the rug or fabric that was designed in part 1. (17 points)

Interior Design
- Plan the furniture arrangement based on residential use
- Use the rug in a location that shows off the design - color scheme, pattern, contrast
- Samples of materials and some illustrations of furniture should be selected for the interior and used to create a collage representing the visual aspects of the space.
- Render the floor, rug, upholstery, wood furniture finishes using the full color scheme created by the “created rug.”

Fashion Ensemble
- Plan three multi-piece/looks as high fashion ensembles using the fashion elements (jacket/coat, shirt/top, and slack/skirt)
- Incorporate the fabric design created into one of the most important parts of the ensemble - color scheme, pattern, contrast
### FACS 1360 – Assignment 6

#### Design Development & Application - Grading Rubric

Evaluations are based on concepts described in the text and reflect:
- **Excellent** - illustration shows clearly recognizable, creative use of the concept
- **Average** - illustration shows a clearly recognizable concept
- **Poor** - illustration does not show the concept

<table>
<thead>
<tr>
<th>Part 1: Graphic development</th>
<th>Excellent</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rug/fabric design in 4 quadrants - Approved design/Size</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Development of graphic using color, pattern, line, shapes, etc.</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Incorporates cultural influence and design</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Development of pleasing symmetry, balance, rhythm</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Focal point, emphasis, accents</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Quality of rendering in color markers and pencils</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Development of Grayscale or Monochromatic, Analogous, Complementary, Full Color</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Preliminary sketches and inspirational pictures in an envelope</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total (14 points)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2: Application</th>
<th>Excellent</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes Plan with Furniture or Fashion Ensemble</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Includes needed pieces and fashion elements for function</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses “created design” on important element</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate color scheme, pattern, contrast</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Quality rendering in color markers and pencils</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Supplement materials, quality of collage grouping/completeness</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Illustrations of furniture or fashion accessories</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total (17 points)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3: Concept and Socially Responsible Statements</th>
<th>Excellent</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept describes the created design</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Mechanics, use of 3rd person, sentence structure.</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Discusses impact of design/cultural inspiration on local community</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Discusses impact of design/cultural inspiration on national community</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Discusses impact of design/cultural inspiration on global community</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Assembly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board size 20”x 30”, title, name - word processed</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assembly professional &amp; neatly done</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trimming, gluing, border and background space</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total (19 points)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Grade:___________ (50 Points Possible)**

**Student Name:___________**