

INDES 471
TUESDAY & THURSDAY
INSTRUCTOR
LOCATION

CAPSTONE DESIGN STUDIO I
1:30PM- 4:50PM
PETER BENARCIK - MICHAEL CULPEPPER
R 310

COURSE DESCRIPTION

Focuses on the problem solving discipline of the design process and its application to interior design. Sequence begins by focusing on concept development to achieve design goals, and application of theoretical knowledge and technical skills to research, develop, and document design process, product, and proposals. Students work on a variety of professionally relevant self-directed interior design projects, pursue an individualized area of inquiry and project context, and prepare a detailed analysis, program, concept and schematic design presentation. Builds on research begun in INDES 440.

COURSE CONTENT

*Lectures and demonstrations within the workshop environment
Capstone Process
Capstone Document*

COURSE OUTLINE

As a self-directed course of study, students and instructors may modify the course outline to better suit the student's area of inquiry.

*Research development
Site Analysis
Programming and needs assessment
International Building Code
ADA requirements
Adjacency, Blocking, & Concept Diagrams
Schematic design options
Presentation Media*

ACADEMIC HONESTY

The principle of academic honesty underlies all that we do and applies to all courses at Bellevue College. One kind of academic dishonesty is plagiarism, which may take many forms, including, but not limited to, using a paper written by someone else, using printed sources word-for-word without proper documentation, and paraphrasing or summarizing the ideas of others without acknowledging the source as well as submitting work from a prior class. Plagiarism can also occur when non-written ideas are taken without documentation--using someone else's design or performance idea, for example. In short, plagiarism amounts to intellectual theft--whether or not it was your intention to steal.

Participating in academic dishonesty in any way, will result in severe penalties. Dishonestly produced papers and documents automatically receive a grade of "F" without the possibility of make-up. The Dean of Student Services will also be notified of such conduct.

Individual instructors will clarify documentation requirements for specific assignments. If you have any doubts as to whether you are documenting properly, do not hesitate to consult your instructor.

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STUDIO REQUIREMENTS

This is a professional program that demands a professional attitude. You should be on time for class, as it shows respect for yourself and fellow classmates. Any announcements, class changes, etc will be discussed at the beginning of class.

LATE WORK WILL NOT BE ACCEPTED, GRADED OR COMMENTED ON, NO EXCEPTIONS

You should be prepared to present your work at the beginning of every class, your participation in class is required, you all have opinions and I wish to hear them. There are no wrong questions or wrong answers in this class. If you do not understand an assignment, concept or method, it is your responsibility to let us know. Our office hours are posted on our office doors, use them or lose them.

IF A VERBAL PRESENTATION IS PART OF AN ASSIGNMENT, YOU MUST PRESENT IN CLASS IN ORDER TO HAND IN THE ASSIGNMENT.

NO ASSIGNMENTS WILL BE ACCEPTED IF YOU HAVE NOT PRESENTED THE WORK IN CLASS AS SCHEDULED

In order for your work to communicate your true intentions it is vital that you bring a complete concept visually illustrated to class each week -whether or not the whole of the project is finished. Your work must be well thought out and appear neat and professional. Good craft is critical.

Anyone dropping this course beyond the time allowed by the college will receive a failing grade and will have to repeat the course at a future time. This is to save everyone wasted time and effort. This is a studio course, and therefore very time and labor intensive. Please be realistic about your class scheduling.

*Please be aware of and review all other requirements for both the Arts and Humanities Division and Bellevue College found online at:
<http://bellevuecollege.edu/artshum/AHGdIns-StdntGrwth.htm>
<http://bellevuecollege.edu/artshum/policy.html>*

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GRADING

Each student will come to the class with a certain skill set, hopefully you will leave with a considerably larger one. Quality of work and grading is not gauged according to other students, rather it is determined from the individual skill sets of each student. We will however gauge the amount of effort and participation a student shows against other students, so in a sense you are competing against others for a portion of your grade.

Your final grade in this class will be calculated based on the percentages and numerical values listed below. We will grade each assignment and return it to you in a timely manner as a record of your status in the class. We will hold the grading of effort and class participation until the end of the quarter to allow for an overall perspective. If you have any questions or concerns about your grades, please see us as soon as possible.

Work is to be turned in on time, as scheduled. Late work will not be accepted, graded or commented on. If you have a conflict with any deadline contact us as soon as possible so that we can find a resolution to the problem, usually we will ask that your project be submitted ahead of time.

**LATE WORK WILL NOT BE ACCEPTED, GRADED
OR COMMENTED ON, NO EXCEPTIONS**

If you have any questions or concerns about your grades, please see us as soon as possible. Please be aware that simply attending class and completing the required assignments will not entitle you to an "A" in this class. Doing what is required of you is not outstanding, it is satisfactory and will thus entitle you to a "C" in this class. If you have any questions, please review the grading policy of the school at: <http://bellevuecollege.edu/catalog/enroll/grades.asp>

An "Incomplete" grade may be awarded only in cases where extenuating circumstances have prevented the student from completing no more than one of the projects or tests for the quarter. To be eligible for an "I" grade, the student must have prior approval of the instructor. Questions about grades, including an approximation of the letter grade earned to date, will be welcomed at any time during the quarter.

Evaluation of assignments will be based upon several criteria:

*Completion of requirements
Understanding and application of concepts
Neatness and presentation quality
Other specifics particular to individual projects*

<i>Effort and class participation</i>	<i>10 %</i>
<i>Case Studies (total)</i>	<i>20 %</i>
<i>Field Learning Document</i>	<i>05 %</i>
<i>Preliminary Research Document</i>	<i>20 %</i>
<i>Program & Site Proposal</i>	<i>15 %</i>
<i>Final Thesis Document</i>	<i>30 %</i>

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ACCOMMODATIONS

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

The DRC office is located in B 132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at: www.bellevuecollege.edu/drc

RECOGNITION OF SYLLABUS

The syllabus is a contract between the student and instructor, establishing the learning outcomes and context, as well as the expected conduct, rights, and responsibilities of students in this class. It is important that you understand and are prepared for the learning experience ahead by understanding the syllabus contents.

Please sign below, as confirmation that you've read the syllabus and that you will discuss with the instructor any issues that you consider confusing, problematic, or open to dialogue with the entire class. If your discussion is of a personal nature, please make an appointment with us, rather than discuss it during class.

Please print name

Signature

Date

CAPSTONE DESIGN STUDIO I
1:30PM- 4:50PM

COURSE SCHEDULE

(schedule may vary according to student progress - all changes will be announced in class)

WEEK 01	JAN 03	R		<i>Introduction to class</i>
WEEK 02	JAN 08 JAN 10	T R	CASE STUDY #01	<i>desk reviews</i> <i>desk reviews</i>
WEEK 03	JAN 15 JAN 17	T R	NO CLASS - MICHAEL & PETER OUT NO CLASS - LA FIELD LEARNING	
WEEK 04	JAN 22 JAN 24	T R	FIELD LEARNING	<i>desk reviews</i> <i>desk reviews</i>
WEEK 05	JAN 29 JAN 31	T R	CASE STUDY #02	<i>desk reviews</i> <i>desk reviews</i>
WEEK 06	FEB 05 FEB 07	T R		<i>desk reviews</i> <i>desk reviews</i>
WEEK 07	FEB 12 FEB 14	T R	PRELIMINARY DOCUMENT + CASE STUDY #03	<i>class reviews</i> <i>class reviews</i>
WEEK 08	FEB 19 FEB 21	T R		<i>desk reviews</i> <i>desk reviews</i>
WEEK 09	FEB 26 FEB 28	T R	PROGRAM & SITE PROPOSAL CASE STUDY #04	<i>class reviews</i> <i>class reviews</i>
WEEK 10	MAR 05 MAR 07	T R		<i>desk reviews</i> <i>desk reviews</i>
WEEK 11	MAR 12 MAR 14	T R	FINAL THESIS DOCUMENT	
WEEK FINAL				

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CASE STUDIES

Due: Refer to class schedule for each due date
Value: 20% (four (4) in total)
Format: Bound 8.5" x 11"
Minimum of 3, maximum of 5 text pages.
Drawings and Diagrams only- no photographs

Content:

These case studies should help justify your ideas. The case studies should include at least the following items:

1. Research

Describe in text, the project's critical information such as:
Project Designer / Architect
Completion Date
Critical information that is relevant to your studies.
Critical drawings ie. plans, sections, elevation, details

2. Analysis

Describe in written text, your interpretation of the project's intention through a critical analysis. This analysis should explain and help justify why this project is relevant to your studies.

3. Diagrams

Describe through diagrammatic drawings, the various design components of the project. These diagrams should explain and help justify why this project is relevant to your studies.

4. Statement

Describe in written text, your position on this project, explain how this project effects your studies, given your new knowledge of this project.

Focus:

Case Study #01 Preliminary Ideas
Case Study #02 Developed Ideas
Case Study #03 Vehicle and Program
Case Study #04 Siting

INTERIOR DESIGN

BELLEVUE COLLEGE
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PRELIMINARY
RESEARCH DOCUMENT

CAPSTONE DESIGN STUDIO I
1:30PM- 4:50PM
PETER BENARCIK - MICHAEL CULPEPPER
R 310

Due: February 12, 2013
Value: 20%
Format: Bound 8.5" x 11" document

Content:

1. Statement of Intent:

This is not a program or building type but rather a statement explaining what you intend to study throughout the Capstone 01 studio.

2. Project Vehicle:

This is the clear articulation of the project type.

3. Two Case Studies:

These case studies should help justify your intention. The case studies should include at least the following items:

*Diagrams
Drawings
Written Analysis*

4. Readings and Writings:

The writing should justify your intention, explain what you are thinking about and what you are sourcing for a well informed investigation.

5. Bibliography:

*APA style notations ONLY- refer to the link below for clarification:
<http://owl.english.purdue.edu/owl/resource/560/01/>*

IN ADDITION TO THE BOUND DOCUMENT TO BE HANDED IN, YOU WILL PRESENT AND DISCUSS YOUR INTENTION AND VEHICLE IN RELATIONSHIP TO YOUR CASE STUDIES. ALL CONTENT FOR YOUR PIN UP PRESENTATION SHOULD BE SELF-EXPLANATORY.

ALL PRELIMINARY RESEARCH DOCUMENTS ARE DUE ON TUESDAY FEBRUARY 12TH. PRESENTATIONS WILL BE BOTH TUESDAY AND THURSDAY- SIGN UP SHEETS WILL BE PROVIDED IN ADVANCE.

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PROGRAM AND
SITE PROPOSAL

CAPSTONE DESIGN STUDIO I
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R 310

Due: February 26, 2013
Value: 15%
Format: Bound 8.5" x 11" document to include the following items:

Content:

1. Statement of Intent

2. A Vehicle

With justification and its relevance to your thesis

3. A Program

With all requirements in relationship to your thesis topic

4. Site Requirements

In relationship to your thesis topic

5. (3) three potential site options.

IN ADDITION TO THE BOUND DOCUMENT TO BE HANDED IN, YOU WILL PRESENT THE ABOVE INFORMATION ON THE WALL IN CLASS AND DISCUSS YOUR POTENTIAL SITE OPTIONS.

ALL PROGRAM AND SITE PROPOSALS ARE DUE ON TUESDAY FEBRUARY 12TH. PRESENTATIONS WILL BE BOTH TUESDAY AND THURSDAY- SIGN UP SHEETS WILL BE PROVIDED IN ADVANCE.

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INDES 471
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FINAL THESIS DOCUMENT

CAPSTONE DESIGN STUDIO I
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R 310

Due: March 14, 2013

Value: 30%

Format: Bound 8.5" x 11" document to include the following items:

1. Abstract:

This is a brief, (single page max) statement outlining your thesis investigation. This component will include the basic notions or critical ideas that form the basis of your thesis investigation. This is not an introduction to the thesis document, rather it is a "sell-sheet" which can be read to give an introduction to your thesis investigation - not your document.

2. Statement of Intent:

This is a statement explaining what you intend to do in the Capstone 02 studio. This is NOT a description of the vehicle, rather it is an INTENTION.

3. Readings and Writings:

The writing should justify your intention, explain what you are thinking about and how you are supporting your investigation. You will need to structure the writing in narrative form which develops a method for proposing a claim, for providing evidence of this claim and an explanation that justifies the relevance of this claim.

4. Four Case Studies:

These case studies should help justify your intention. The case studies included in this final document should be the same case studies that you have previously submitted. However, you will need to reconsider if the original case studies are complete and how they are relevant to your current topic of thesis investigation.

5. Design Proposal

The design proposal will need to include the following components:

- 1. A project vehicle- with justification and its relevance to your thesis topic*
- 2. A Program- with justification and its relevance to your thesis topic*
- 3. A Site- with justification and its relevance to your thesis topic*
- 4. Complete site documentation- drawings, photos, zoning, etc.*

5. Conclusion

6. Glossary

This is an alphabetical list of terms and definitions which will allow readers to better understand words, concepts or terms which will be unique to your individual area of investigation.

8. Bibliography:

This will include all readings to date in conjunction with your thesis investigation. All citations will need to follow the APA standards- refer to the link below for clarification: <http://owl.english.purdue.edu/owl/resource/560/01/>

9. List of Figures

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FIELD LEARNING
DOCUMENT

SEATTLE METRO

CAPSTONE DESIGN STUDIO I
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R 310

Due: January 24, 2013
Value: 05%
Format: Bound 8.5" x 11" document

Content:

The Field Learning document is required of each student in the Capstone 471 Studio. Each student will need to produce three (3) project studies and bind them together into a complete package for submission. Each Project Study will include the following components:

1. Research: Project Information

Describe in written text, the project's critical information
Project Designer/Architect
Completion Date
Gross square footage

2. Analysis:

Diagrams (pick two per project study)

Describe through diagrammatic drawings, the various design components listed below. You must pick (2) two of the following diagrams for each Project Study.

Function
Circulation
Context
Geometry
Natural Light
Massing

3. Personal Opinion Statement

Describe in written text, how this project effects/ informs your Capstone Studio intention, given your new knowledge of this project.

4. Descriptive Sketches

Produce one descriptive sketch of each project listed in the local itinerary.

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FIELD LEARNING
DOCUMENT

LOS ANGELES

CAPSTONE DESIGN STUDIO I
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R 310

Due: January 24, 2013
Value: 05%
Format: Bound 8.5" x 11" document

Content:

The Field Learning document is required of each student in the Capstone 471 Studio. Each student will need to produce three (3) project studies and bind them together into a complete package for submission. Each Project Study will include the following components:

1. Research: Project Information

Describe in written text, the project's critical information
Project Designer/Architect
Completion Date
Gross square footage

2. Analysis:

Diagrams (two per project study)

Describe through diagrammatic drawings, the various design projects which we will visit and study. Provide one of the following topics and provide another of your choice-

Los Angeles Museum of the Holocaust
Sequence
Siting

Los Angeles Cathedral
Sequence
Scale
Light

Schindler Residence
Overlap
Fenestration

3. Personal Opinion Statement

Describe in written text, how this project effects/ informs your Capstone Studio intention, given your new knowledge of this project.

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