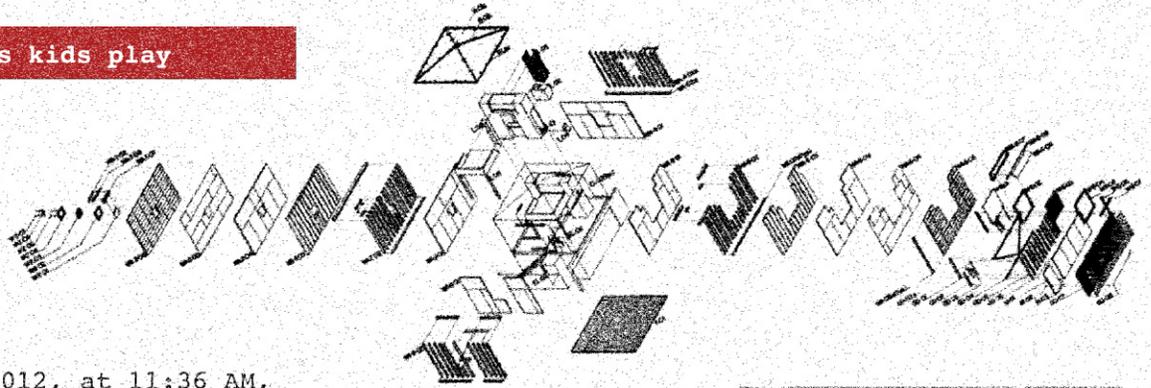On Oct 31, 2012, at 11:36 AM,
"Frank Clementi" <frankclementi@me.com> wrote:

Hi Michael, Hi Kim

... Im ok with childcare. I think it's broad enough, and
actually requires a lot of interior customization
because of the scale of the users.

I'd like to explore the layers that make up boundaries
between things, both figuratively and literally. How
many layers does it take to make a light? How thick or
transparent is a wall between inside and outside? At
what point does a bookcase become a wall?

It might be worth talking about a way to bridge scales
that are normally different disciplines. I like that for
children, a card table becomes a clubhouse just by
throwing a blanket over it. it's both furniture and
imaginary dwelling, bridging architecture and furniture.
this could also apply to landscape as outdoor
classrooms, using interior ideas outside. and how to
integrate graphics as way-finding and differentiation
for pre-literate children.

Also I think it's super important to understand how
these institutional spaces can be domesticated. Plus,
how do these spaces communicate the partiular cultural
values of the communities they serve, religious
childcare is the first exposure most children get to
their heritage. Corporate childcare is differentiated by
the values of their parent's workplace, Apple's
childcare says something different than Boeing's

...Other issues could address furniture, etc. that
adapts to ages, this user is unique in that they
basically triple in size during their time in daycare.
immobile to running in 2 years. non verbal to alphabet
recognition in 3 years.
so
1: Making spaces from multiple layers and scales
2: Bridgeing between fields of design
3: Domesticating institutional space
4: Communicating cultural values
5: Adapting to changing users

OK, Gotta Go, let me know what you think
-f
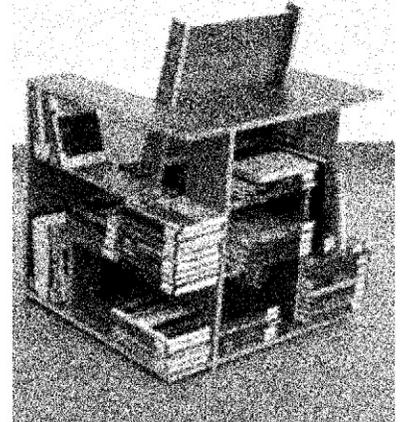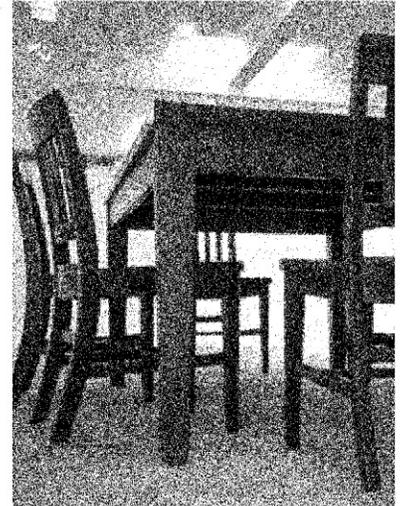
INTERIOR DESIGN 371 (INDES371) WINTER 2013

INSTRUCTORS:
  Kim Krech, Frank Clementi,

TIME:
  Tuesdays & Thursdays 1:30pm – 4:50 pm

ROOM:
  L121

CONTACT:
  kim.krech@bellevuecollege.edu 206.250.3492.
  Use for emergencies only please.

  frankclementi@me.com 310.430.5981

OFFICE HOURS:
  By appointment. The best way to contact us is via
  email.

COURSE DESCRIPTION

INDES 371 Develops concepts to achieve design goals and apply theoretical knowledge and technical skills to design solutions. This session focuses on childcare as a domestic institutional space. This course emphasises conceptual problem solving, but resolves its application to existing urban structures. Associated interest to explore are: the role of ritual in the designed environment; the sublte nature of transitions as a specific condition to accomodate and harness; the intermediate scale of design between architecture and furniture; the role of culture as a differentiator of solutions.

The structure of the class is a studio which means that you will be expected to produce work during this time period. You must be prepared and have all equipment needed to produce work at every class. This class is heavily critiqued, you will need to provide progressive development and critiquable content each week in order to advance. Failure to provide new work at each meeting disrupts the critical discussion. You will be required to give and receive constructive criticism. Participation in class discussions is for your benefit and is expected.

COURSE CONTENT

• Lectures and demonstrations within the design studio environment

• Student presentations of design projects

• Field Trips as required

• Formal and informal design reviews

• Oral presentations throughout the class

• Individual Design Project

• Group Discussions

• Presentation Preparation

• Writing and Research

• Sketching and Concept Generation Course Goals

• Course Goal is to create together a studio environment in which we will discuss and explore, and learn to develop confidence generating and synthesizing ideas through the use of design tools: light, form, volume,materials, image, art, nature, sound, exposure, containment.

Goal to learn as designers to create spaces that elicit desired responses from the occupants of that space, and engage in the desired behaviors for which a client has commissioned the space

Additionally:

• Develop an understanding of the Design Process

• Perform Critical Analysis of a Design Problem

• Understand the basis of Commercial Interior Design

• Learn to Describe and Discuss Design Concepts

AFTER SUCCESSFUL COMPLETION, STUDENT WORK WILL

Demonstrate the ability to apply theoretical knowledge and technical skills to concepts and solutions for institutional / educational spaces.

Describe and understand critical, analytical, and strategic thinking in the development of a developmental space.

Describe and understand active listening skills leading to effective interpretation of requirements for specialized care space (for example, programming interview, participatory critiques, role playing, soliciting behavioral consultant direction).

Express ideas clearly in oral presentations, critiques, and interviews.

Demonstrate understanding that design solutions affect and are impacted by shifting and diverse experience in childcare and child development space.

Experience opportunities to interact with practicing professionals (for example, as jurors, project critics, guest lecturers, mentors.)

Demonstrate the ability to apply the Design Process for a adaptive re-use of existing urban space, by developing a design concept, and applying 2-dimensional and 3-dimensional design elements and principles of design.

Demonstrate programming skills using the design process, including program identification, client needs, and information gathering research and analysis for a institutional and developmental space.

Demonstrate the ability to write client profiles, programs, concept statements, design statements, to demonstrate an understanding of the design process for an adaptive space.

Demonstrate competency in the selection of specific interior finishes and materials according to the specific function, code and creative purposes in institutional space.

Demonstrate competency in the selection and the layout of furniture and equipment in the development of an institutional space.

Demonstrate the ability to problem solve through the application of the design process, the ability to develop and draw, using correct architectural graphics, a space plan for an institutional space.

Demonstrate the ability to develop and draw final design documents (e.g. drafted floor plans with furniture layouts, renderings, material boards, lighting designs, custom cabinet elevations, and models) that communicate the design intent for an institutional space.

Demonstrate the ability to design and draw custom interior elements in an educational and institutional space (for example, case goods, floor patterning, and textiles.)

GRADING

Each student will come to the class with a different skill set, and hopefully you will end the quarter 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 and your growth. We will 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 hold the grading of effort and class participation until the end of the quarter to allow for an overall perspective. If you feel at any time you would like to meet with us about your likely grade and your performance along the way, please ask to meet with us.

The grading breakdown is as follows:

• Participation and Attendance 25%

• work during weeks 1-3 15%

• work during weeks 4-6 15%

• work during weeks 7-9 15%

• Project Presentation Concepts 20%

• Project Presentation verbal and visual 10%

Work must be turned in on time, as scheduled. If you have any questions about the project or assigned exercizes, please ask during class. Assigned Design problems and assignments are intentionally open-ended, so do what you can within the time frame, and learn to manage your time. If you have any conflicts which interfere with your performance or attendance, or any deadline contact us as soon as possible so that we can find a resolution to the problem.

Evaluation of your work will be based upon several criteria:

• Completion of requirements

• Understanding and application of concepts

• A demonstration of personal growth and exploration from my review of your sketchbook

• Neatness and presentation quality

• Other specifics particular to your individual projects

Doing what is required of you is not outstanding; it is satisfactory and will thus entitle you to a "C" in this class. Use your personal strengths to contribute to your growth and see us if you have any confusion about how to add curiosity and exploration to the basic tasks.

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.

For the Bellevue College grading standards, please review the grading policy of the school at:

http://bellevuecollege.edu/catalog/enroll/grades.asp

Please also read the Bellevue College Student Procedures and Expectations:

http://www.bcc.ctc.edu/artshum/studentinfo.html

INTERIOR DESIGN GUEST LECTURES

• You are expected to attend all guest lectures scheduled during the quarter, unless a schedule conflict exists for you. Advise via email of your conflicts for these.

Supplies--bring to each class

• 9 x 12 Spiral Sketch Book

• a dozen Black Sign Pens

• a dozen Black Fine point felt-tip Pens

• markers for diagramming "Mr. Sketch" colored sharpies--red, green, blue, orange

• colored pencils, crayons, and markers for sketching

• Architectural scale

• 12" and 24" roll of trace paper

• drafting dots--tape

• 18x24 pad of white bond paper • an adjustable triangle, circle template, a large french curve • an exacto knife, blades and straightedge.

• some medium grey design markers • whiteout tape and a whiteout pen

• a soft eraser

• yellow post-it notes

• double-stick scotch tape

CLASSROOM STANDARDS OF COURTESY

Listen and respect viewpoints of others. No work unrelated to class projects to be undertaken during class. Personal phone calls and texting not allowed in the studio. Headphones and music may be allowed. Please accept that what might aid your creativity might disturb others.

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 primary instructor.

CLASS CALENDAR AND FINAL EXAM SCHEDULE

Plan on attending all classes during class times, arrive promptly. If you are commuting, please give yourself extra time to arrive early. One of us will be in the classroom before class, unless another class is scheduled there, in which case we will determine a before class meeting area, and you will have an opportunity to get settled.

Please review the Class Dates for this quarter, and notify us during the first week of class of any unavoidable schedule conflicts you have in place during the quarter.

Class attendance is required.

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars which provide information about holidays, closures and important enrollment dates such as the finals schedule.

• Enrollment Calendar

http://bellevuecollege.edu/enrollment/calendar/deadlines/. On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds (also listed below)

• College Calendar -

http://bellevuecollege.edu/enrollment/calendar/holidays/1213.asp.

This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

WEBSITES

Our class website will occasionaly be used. You are automatically a part of it by signing up for the class. Go to "MyBC" and follow the prompts. If you have difficulty, let us know.

For information on advising: department website bellevuecollege.edu/ArtsHum/interiordesign/

For information about the Computer Lab on campus: http://ac.bcc.ctc.edu/LabsInfo/ComputerLabs.aspx

LISTSERVE: To help you stay informed, the Interior Design Department has created a listserve —an email bulletin board that allows faculty to reach students in the program with the latest program-related information and announcements. We re commend that you subscribe to the listserve.

This is how you do it: Send an email to id@clublists.bellevuecollege.edu Type the word subscribe in the subject line. Shortly afterwards you will receive an email confirmation from the list. You must reply to this message to complete the process. When you wish to remove yourself from the list you need only send an email to the listserve address with the word unsubscribe in the subject line. You will receive a confirmation notice that you have been removed from the list.Students have reported difficulty subscribing to the listserve through Hotmail, Comcast, and other providers. If you receive a "List Posting Error Notification" after replying to the confirmation email, you can place a help request ticket through the student technology support center who can set you up manually. Just go to https://bellevue college.edu/STSC/ and fill out the form.

IDSA

the IDSA, Interior Design Student Association is available for you. CHECK IT OUT!! Their blogspot is here: http://idsainfo.blogspot.com/ their email is idsainfo@gmail.com.

Disability Resource Center (DRC)

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

PUBLIC SAFETY

The Bellevue College (BC) Public Safety Department's well trained and courteous non- commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at:

http://bellevuecollege.edu/publicsafety/

SYLLLABUS AGREEMENT

This 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 your instructor or your advisor, rather than discuss it during class.

Print Name:

Signature:

Date:

Kim Krech <kim.krech@bellevuecollege.edu>
frank clementi <frankclementi@me.com>

ritual	1	t	1-Jan		Study of rituals, and how they manifest in objects. How does the designed environment collaborate with the activities of life within it. This is easy to see in very rarefied environments such as churches and the military. Form is more than functional, it is meaningful.
		th	3-Jan	start	
forensics **program**	2	t	8-Jan	review	Site. it's current condition, and history both physical and mythological. Imagine what can't be proven. What stories can inform the program organization? Look at sectional possiblities. How does the program fill out the site? Where are windows, entries, access to play areas. quiet v loud, bright v dark. What is the culture of the client/user.
		th	10-Jan		
layers	3	t	15-Jan		bring in studies, models drawings collages, time-lapse videos of gradient inherent in childcare spaces, light to dark, young to old, opaque to transparent, top to bottom. Use class time to develop other gradients. Homework is built examples, not necessarily architectural, can be conceptual. These gradients will be what defines the "rooms" in the next weeks.
		th	17-Jan	review	
pod	4	t	22-Jan		Arrange program gradients to create a "pod" classroom, cubbies, kitchens. nap, play, read, craft, diaper, toilet. allow design for multiple ages. model sections for spatial differentiation. how are inaccessible spaces. How are spaces shared, how are the separated? You should have multiple arrangements and group sizes to test.
		th	24-Jan		
artifact	5	t	29-Jan		Develop 3 artifacts (avoiding the word "furniture") to express how your program is integrated based on layers or transformation. chair/desk, cupboard/cot. etc. Rolling walls that adjust opacity and privacy, or folding screens that allow for drawing surfaces. These should be models, based on simple sketches or writing.
		th	31-Jan	review	
assembly **insertion**	6	t	5-Feb		Assemble pods and artifacts, to fill out program, fit in site. revisit site analysis from week 2. Look at how the modules can adapt to the specifics of building and site. Are there Ideas from the pod artifacts that can be enlarged to solve building and site conditions. Are there building or site or narrative conditions that differentiate one pod from another.
		th	7-Feb		
section	7	t	12-Feb		Explore how the assembly of program pieces takes advantage of the section opportunities of the staggered building. Consider overlapping, overhanging, double height spaces, stairs, skylights, platforms, stages, mezzanines. Also look at how the plan shape of spaces affects the proportion of height of rooms and artifacts.
		th	14-Feb	review	
material	8	t	19-Feb		Assemble an artifact that composes important materials and assemblies in the design. This is partly digital, partly illustrated, partly modeled, partly real. A fusion object that uses all these means to describe the materiality of the design. Also how does this translate in abstract ways to be equally expressive in the model.
		th	21-Feb		
drawings	9	t	26-Feb		This is a week of developing how to represent the design thus far, plans, sections, elevations, diagrams. emphasis on conventions, but encouragement to exceed the convetions when inadequate as representation of ideas.
		th	28-Feb	review	
craft	10	t	5-Mar		Develop the methods of three dimensional represesentation, assembly, joinery, materiality, including collage, and extending the materials boards allowing materials be expressive rather than merely representational. Consider more than just modelmaking, but how the precision or patina conveys the design.
		th	7-Mar		
summation	11	t	12-Mar		In retrospect, what are the significant components of the design. how can these be further developed or elevated and govern the rest of the project. Spend this week driving ideas together. Verify that important ideas have adequate representation.
		th	14-Mar	review	
Present	12	t	19-Mar		no problem..
		w	20-Mar	final	