



INDES 272 Syllabus

Spring 2012

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Office Hours: MW 12:30-2:00 and 6:00-7:00

Course Information

Course Description

Focuses on the problem-solving discipline of the design process and its application to corporate design. Students develop concepts to achieve design goals and apply theoretical knowledge and technical skills to their design solutions as they work on a variety of professionally relevant interior design projects. Studio format. Prerequisite: INDES 271 with a C- or better, or entry code.

Course Outcomes

After completing this course, students should be able to:

- Develop a design concept. (e.g. through collage, schematics, sketches, models)
- Apply and manipulate the elements and principles of design to achieve specified goals in the designed environment.
- Problem solve through the application of the design process.
- Apply theoretical knowledge and technical skills to concepts and solutions for corporate spaces.
- Identify ergonomics, anthropometry and proxemics in the development of corporate space.
- Identify furniture and equipment needs in the development of corporate space.
- Explain the use of specific materials according to the specific function, code and creative purposes in the development of corporate space.
- Identify and apply codes and regulations in the development of corporate space.
- Develop final design documents (e.g. drafted floor plans, renderings, material boards and models).
- Develop selected design drawings to support the final design (e.g. elevations, reflected ceiling plan, and details).
- Write specifications for furniture, equipment and architectural finishes to support the final design.
- Organize conceptual and final drawings, materials and models to support an oral presentation of the final design.

How Outcomes will be met

A combination of individual and group research to identify programming issues and gather evidence to support design decisions, presenting this research in written and oral presentation.

Project-based learning: applying design research within a process of phased design, presenting design strategies and solutions in daily critiques, mid-term, and final presentations, using visual and oral communication techniques.

Final designs will document programming, schematic and design development, providing a record of each student's progress and achievement.

Grading

also, see *Instructor's Expectations*

Most students in this program express a greater interest in constructive feedback – how they might improve – than on what grade they might receive. This is a healthy attitude. Nevertheless, grades are a necessary part of the overall assessment of student learning, reflecting overall levels of achievement in relation to the course outcomes.

Students are encouraged to make appointments with the instructor to discuss progress and grades outside of class. Grades are confidential and will not be discussed before, during or after class. Discussing grades privately promotes a more candid discussion, as well as more personalized learning goals.

Grades are assigned using descriptors from the Bellevue College general description of achievement:
http://bellevuecollege.edu/policies/3/3000_Grading.asp

- A Outstanding achievement:** mastery of learning outcomes; ability to interpret, integrate, and apply *beyond* the context of the course using critical and creative thinking skills; exceeds requirements; interpret and apply objectives in new, unique, creative ways; consistent leadership in class participation activities
- B High achievement:** high level competence and abilities to interpret, integrate, and apply *within* the context of the course using critical and creative thinking skills; consistently meets most requirements; contributes regularly to class participation activities
- C Satisfactory achievement:** satisfactory competence level; competent ability to interpret, integrate, and apply *within* the context of the course using critical and creative thinking skills; satisfies minimum requirements; satisfies minimum class participation activities
- D Poor achievement:** minimum competence in *some* learning outcomes; usually meets minimum requirements; inconsistent or infrequent contribution to class participation activities
- F Unsatisfactory achievement:** cannot demonstrate competence in many or fundamental outcomes; submitted work assignments frequently do not meet minimum requirements; does not satisfy minimum requirements for attendance or contribution to class participation activities

Books and Materials Required

Required Week One

The 21st Century Office: architecture and design for the new millennium (2003)

Jeremy Myerson and Philip Ross

Rizzoli International Publications ISBN: 0-8478-2552-3

Available BC Bookstore

Required for Week Two

Forecasting Coworking: architectural strategies for your coworking space (2010)

Cassie Hibbert, Ted Kimble, and Justin White

Marcus Prize Studio; University of Wisconsin-Milwaukee School of Architecture and Urban Planning

Available online: www.lulu.com PDF Download, Paperback, or Hardcover

Classroom Learning Atmosphere

Instructor's Expectations

I believe in evidence-based design: Emphasizing the importance of using credible data in order to influence the design process. We will devote time up front to gathering facts, identifying issues related to the project type, and establishing goals that will lead to a responsible, relevant, and rigorous design process. Designers must justify their solutions based on the evidence available, and students are encouraged to dedicate themselves to evidence-gathering and analysis with the same enthusiasm they explore their design solutions.

We will explore concept-generation from a variety of perspectives, methodologies, and definitions.

Students are expected to read and write at college level to succeed in this class. Reading is the foundation of a *literature review*, one of the first steps in the research process, and a necessary part of maintaining your professional knowledge base. Writing is necessary in order to identify issues, analyze and document historic precedent, design research, programming, concept generation, design thinking; and to describe material and furniture specifications, and design solutions.

Students are encouraged to use concept-generating and design communication techniques that they have learned in other classes, and which they feel are most successful. However, you may be encouraged to try new methods.

In an effort to create objective evaluations of student achievement, and encourage candor in discussing strengths and shortcomings of presented work, some early assignments may be assessed anonymously.

Students are encouraged to attend every class. Attendance may be recorded, though students who do not wish to attend should realize that their participation will be reflected in the work they produce, regardless of whether or not attendance is recorded.

The instructor reserves the right to refuse to grade work that has not been presented previously for review.

It is the student's responsibility to account for any information they may miss by not attending class.

When class is in session, take advantage of the time to work quietly or in collaboration with others. Even if you have already visited with the instructor, you should report any time you are leaving class early.

If the class is sharing a studio with another class, please sit together with other students so that it is easier to work together, and for the instructor to work with you as a group. We may use L113 for presentation, discussion.

Additional Notes about Student Achievement and Grades.

Given the iterative, exploratory nature of third-year design studio activity, grades issued early in the quarter are not necessarily an indicator of future achievement. Work produced later in the quarter takes on increasing importance in evaluating the final grade. Thus, showing continued progress throughout the quarter is strongly encouraged. For instance, work presented in the final presentation that shows little or no improvement over the final weeks of the quarter demonstrates a level of complacency that is inconsistent with high achievement. To succeed in a highly competitive profession, designers must continually evaluate and improve the design while time remains to do so.

As important as grades, if not more so, is the feedback received in individual and group critiques, and learning from feedback given to fellow students; whose strategies or concepts may serve as lessons which others may want to emulate or avoid. It's in these critiques sessions that lasting impressions of the nature of your work product and process are formed. This figures heavily into the overall assessment of your achievement for the course.

Other than the critique process, students are evaluated using a combination of written comments and verbal feedback. Some assignments will be assessed with written comments. Rubrics outlining the grading criteria are used to evaluate formal assignments and major presentations (midterm, previews and final).

Students must complete all assignments to pass the course, participate in class activities, be on time, notify the instructor if they are unable to attend regular class sessions, and attend all formal presentations. Failure to present at the final critique may result in failing the class.

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <http://bellevuecollege.edu/about/goals/inclusion.asp>

Division Statements

Arts and Humanities Student Information

Student Procedures and Expectations: <http://bellevuecollege.edu/artshum/policy.html>

Commitment to Student Growth & Development: <http://bellevuecollege.edu/artshum/AHGdIns-StdntGrwth.htm>

Information about Bellevue Colleges copyright guidelines can be found at:

<http://bellevuecollege.edu/lmc/links/copyright.html>

Student Code

“Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at:

http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Important Links

Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC.

All official course email will go to your BC email account.

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/>

Please read and obey all posted lab use policies.

Final Exam Schedule

The Interior Design Department publishes a schedule of final presentations, coordinating the various courses so that all students and instructors have a reasonable opportunity to attend all presentations.

All students are encouraged to attend other final presentations, including ours.

Third-year studio presentations are typically scheduled during Finals Week. Evening courses typically present at the same time and day as their regular class session.

INDES 272 Final Presentation: Wednesday June 13 9:00a-12:00p [tentative]

For a look at the final exam schedule published by BC:

<http://bellevuecollege.edu/classes/exams>

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They 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.
- College Calendar - <http://bellevuecollege.edu/enrollment/calendar/holidays/0910.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.