

digital design presentation

details

TTh 8:00-10:20 room L121 item 1636 credits 3

instructor | contact

Dan Beert dan.beert@bellevuecollege.edu 425.564.4041

office | hours

L114C TTh noon-3:00 F 1:00-3:00 by email and appointment

prerequisite

indes 167 and either indes 165 or indes 265 with a C- or better

course description

Digital Design Presentation builds on skills covered in INDES 167. Students employ digital design tools in the organization and presentation of their design solutions. This class will introduce various strategies for effectively linking media and message, using fundamental graphic and identity design principles, and evaluation methods for producing design presentation packages and printed documents.

objectives | structure

Students will gain a conceptual and physical understanding of how research, typography, graphic presentation / layout and communication of ideas play a key role in the design field. The objective is to evoke in students an enthusiasm and excitement for the discovery of personal, professional and project based presentation skills.

This is a lecture-discussion and design studio and in an effort to assure that each student understands the power of the process and the product of presentations, active learning exercises will be used as enabling agents that empower students to develop their individual style of verbal and graphic skills.

The structure of the class is lecture combined with a studio. You will be expected to produce work during each scheduled class. You must be prepared and have all equipment needed to produce work at every class. Software training will be offered of various Adobe products such as Photoshop, InDesign, Illustrator, Acrobat & Sketch-Up. These software tools can be used to enhance the communication of design solutions and concepts. Basic digital concepts, printing, and scanning will also be covered.

outcomes

Upon completion of the course, students should be able to:

1. Demonstrate an awareness and competency for a wide range of graphic presentation formats that can be used to create presentations, resumes, and portfolios.
2. Develop the skills required to produce and present design ideas in a way that promotes individual professionalism through interior design.
3. Demonstrate the knowledge required to use basic digital presentation equipment and software such as Adobe Photoshop, InDesign, Illustrator, Acrobat, digital scanners and color printers to visually communicate design process, and create individual presentation media.
4. Effectively combine text and images in electronic formatted documents.
5. Color manage and correct images and photos.
6. Manage digital files for archiving and greater efficiency.

structure

- Lectures and demonstrations within the design studio environment
- Student presentations of individual + group research design projects

deliverables

project 1 | grid : magazine : layout

project 2a | typography abstraction

project 2b | typography abstraction poster

project 3 | architecture abstraction poster : magazine layout

project 4 | brochure : poster : identity package

requirements | grading | philosophy | expectations

Grading will be based on established criteria for each project, as well as design effort, project completion, class participation, and attendance.

required tools

- Flash drive or portable hard drive : 4 GB USB recommended
- Notebook
- 12"-18" tracing paper or sketch book with pen, pencils, markers, etc.
- Materials for dummy mock-ups - Arches paper, chipboard, glue, spray mount or dry mount sheets, large format paper, etc.
- Xacto knife and blades

In addition to satisfying specific project criteria, *completion of all assignments is required to pass this course.*

books

The class has no required textbook. Some good books about presentation design, visual communication, and typography:

- *Opportunistic Architecture* : Lewis Tsurumaki Lewis
- *Elements of Typographic Style* : Robert Bringhurst
- *Envisioning Information* : Edward Tufte
- *Geometry of Design* : Kimberly Elam
- *The Information Design Handbook* : Jenn and Ken Visocky O' Grady

magazines

More than books, periodicals are a barometer of the current design climate, and the best way of being in touch with relevant design ideas. These are excellent sources of design communication trends, and the *visual culture* of today.

- *Wallpaper*
- *FRAME*
- *MARK*
- *Communication Arts*
- *Metropolis*
- *iD*
- *Print*
- *Surface*
- *V/Vman*
- *Monocle*
- *Colors*

evaluation | grading

- | | |
|---|-----|
| • Project criteria met, complete, and submitted on time | 80% |
| • Attendance | 10% |
| • Class participation Design effort | 10% |

Grading will be based on established criteria for each project, as well as design effort, project completion, class participation, and attendance.

philosophy

Design is thinking and doing.

No one can think it or do it for you. In my experience, the most valuable lessons I learned were those I taught myself. This is especially true of how I learned software skills, and how I continue to learn new things. That's the philosophy you must adopt to succeed in this class.

It all begins with an idea, a problem, a vision. How can I communicate that? What tools would make that possible? How do I use that tool – or combination of tools – to work out an idea, solve a problem, or communicate a vision?

Maybe it takes 5 hours to figure out a way that I can use the tools to achieve my goal – a task that, once I know how to do it, may take only a minute – but the lessons I learn really *stick*.

This is how best to learn anything. Solving problems assigned to you is much less motivating, and the learning much less sticky. Start with an idea or goal. Bring that problem to your work and solve it on your own – be resourceful in using the resources available to you – and you'll be an expert on that task.

And the lessons you learn will stay with you. The most important lesson is learning how to learn; learning to work on your work.

expectations

I strongly encourage participation in our discussions, critiques and lectures. Remember that there is no such thing as a wrong question.

Please don't hesitate to seek me out, no matter how confused or intimidated you might be – or how busy I might seem. Get my attention. I'm here to provide guidance on any design and technical issues that may arise during the course.

Please let me know if you have difficulty understanding an assignment. If you have specific concerns with the expectations of the class, your work, or the method of instruction, bring them to my attention.

Please contact me by email if you cannot attend class to make arrangements with myself or with fellow students regarding assignment or lecture information. Consider this as your first job. How would your employer respond if you failed to show up and left no explanation or warning?

Please bring to class – and to all your work – a personal commitment to rigor, creativity, exploration, vision, curiosity, and a deep interest in innovative design.

Each student comes to the class with a certain skill set. My goal is that you will leave with a considerably larger one – and an awareness of how much you still have to learn. Quality of work and grading is not gauged according to other students. Rather, it is determined from the individual skill sets of each student. I 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 10% of your grade.

Your final grade in this class will be calculated based on the percentages and numerical values listed below. I will grade each assignment based on outlined project requirements and return it to you in a timely manner as a record of your status in the class. I will hold the grading of attendance, effort and class participation until the end of the quarter to allow for an overall perspective.

Work is to be turned in on time, as scheduled. Late work may be accepted, depending on circumstances, and arrangement with the instructor. Though graded, it may not be commented on. If you have a conflict with any deadline contact me as soon as possible so that we can find a resolution to the problem, usually I will ask that your project be submitted ahead.

If you have any questions or concerns about your grades, please see me 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. Though you are not required to achieve outstanding results, merely doing satisfactory work and effort will 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, is welcomed at any time during the quarter.

grade distribution

Attendance effort participation	20%
project 1 magazine grid	5%
project 2a typography abstraction	10%
project 2b typography abstraction	15%
project 3 building poster abstraction	20%
project 4 brochure poster identity	20%

grading scale

If you're not familiar with the 12-point grading scale, here's how it breaks down:

Letter grade	Points	
A+	12	A Outstanding achievement: mastery of learning outcomes; ability to interpret, integrate, and apply <i>beyond the context of the course</i> using critical and creative thinking skills; exceeds requirements; unique, creative; consistent leadership in class participation activities
A	11	
A-	10	B High achievement: high level competence and abilities <i>within the context of the course</i> using critical and creative thinking skills; consistently meets most requirements; contributes regularly to class participation activities
B+	9	
B	8	
B-	7	C Satisfactory achievement: satisfactory competence level; competent ability <i>within</i> the context of the course; critical and creative thinking; satisfies minimum requirements; minimum class participation
C+	6	
C	5	D Poor achievement: minimum competence in <i>some</i> outcomes; usually meets minimum requirements; inconsistent or infrequent contribution
C-	4	
D+	3	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
D	2	
D-	1	
F	0	

Your total grade is calculated by multiplying the points earned for each project by the weighted percent for each, then totaled for a final point average.

policies

You will be working in the BC computer lab using both the PC's, software, various scanners and printers. I AM NOT RESPONSIBLE FOR ANY EQUIPMENT WHICH IS NOT WORKING OR MALFUNCTIONING. If you choose to use the printers and scanners you must do so at your own risk: be aware of the equipment and supplies before a project is due. Equipment availability or supply limitations are excuses for not planning ahead, or not knowing better.

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.

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>

arts and humanities student information

student procedures and expectations:

<http://bellevuecollege.edu/artshum/policy.html>

commitment to student growth & development:

<http://bellevuecollege.edu/artshum/AHGdlns-StdntGrwth.htm>

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

disability resource center

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. Please visit the DRC if you have any questions about classroom accommodations whether you are a student or a faculty member.

If you are a student who has a disability or a 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 the DRC staff as soon as possible.

The DRC office is located in B132 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

Remember if you are someone who has either an apparent or non apparent disability and 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.

public safety 425.564.2400

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.

Public Safety is located in K100 and on the web at:

<http://bellevuecollege.edu/publicsafety/>

Please read and obey all posted lab use policies, and comply with all requests by Public Safety or custodial staff.

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.

work release

Bellevue College Interior Design Department reserves the right to collect and keep student work as a part of our ongoing program development and accreditation requirements. Faculty may retain selected student work in all courses within the Interior Design curriculum in order to assess program effectiveness and maintain CIDA accreditation. Students in future classes also benefit from seeing examples of excellent work.

We thank you for cooperating with the faculty, and hope you understand it is an honor to have your work held to represent our program, and you will receive a certificate in acknowledgment.

Please note: Student work includes all process work, notebooks, digital images, and all finished projects from the beginning of the quarter through final projects.

If we keep any physical work – portfolios, process work, presentation boards, posters –students may make arrangements with their instructors to photograph or scan their projects but the college will keep the original work.

tentative schedule

- [week one]**
- intro / info / class requirements and deliverables
 - **PROJECT #1 THE GRID** introduction
 - magazine/book / article "gridding"
 - **PROJECT #1 THE GRID preliminary pin-up**
 - movie - HELVETICA
- [week two]**
- **PROJECT #1 THE GRID DUE**
 - **PROJECT #2A TYPE** introduction
 - movie - HELVETICA
 - **PROJECT #2A TYPE** / Illustrator instruction
 - work in class session
- [week three]**
- **PROJECT #2A TYPE preliminary pin-up**
 - desk crits
 - **PROJECT #2A TYPE**
 - class work session / desk crits
- [week four]**
- **PROJECT #2A TYPE DUE**
 - **PROJECT #2B TYPE assigned**
 - class work session / desk crits
 - **PROJECT #2B TYPE**
 - class work session / desk crits / lecture - abstraction strategies
- [week five]**
- **PROJECT #2B TYPE preliminary pin-up**
 - class work session / desk crits
 - **PROJECT #2B TYPE**
 - class work session / desk crits
- [week six]**
- **PROJECT #2B TYPE DUE**
 - **PROJECT #3 BUILDING** introduction
 - **PROJECT #3 BUILDING**
 - class work session / desk crits
- [week seven]**
- **PROJECT #3 BUILDING LAYOUT preliminary pin-up**
 - class work session / desk crits
 - **PROJECT #3 BUILDING LAYOUT**
 - class work session / desk crits
- [week eight]**
- **PROJECT #3 BUILDING LAYOUT DUE**
 - **PROJECT #4 IDENTITY PACKAGE** introduction
 - **PROJECT #4 IDENTITY PACKAGE**
 - class work session / desk crits
- [week nine]**
- **PROJECT #4 IDENTITY PACKAGE preliminary pin-up**
 - class work session / desk crits
 - **PROJECT #4 IDENTITY PACKAGE**
 - class work session / desk crits
- [week ten]**
- **PROJECT #4 IDENTITY PACKAGE preliminary pin-up**
 - class work session / desk crits
 - **PROJECT #4 IDENTITY PACKAGE**
 - class work session / desk crits
- [week eleven]**
- **PROJECT #4 IDENTITY PACKAGE preliminary pin-up**
 - class work session / desk crits
- [final session]**
- **PROJECT #4 IDENTITY PACKAGE / DUE**
 - **FINAL SESSION | THU 6.13 8:00-9:30**
 - **Electronic Submittal | Drop Box | Deadline 9:30pm**

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 me, rather than discuss it during class.

Please print name _____

Signature _____

Date _____