

INDES 172 // STUDIO II // FALL 2018

item #1632 // section B

instructor: Mark Mappala

T/TH 2:30pm-5:50pm // sept. 18 - dec. 06, 2018

// room L-110

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**How can you celebrate
FORM and SPACE, FUNCTION, ACCESSIBILITY, through GRAPHIC
REPRESENTATION?**

This class will introduce graphic tools, techniques, and conventions used for effective visual communication in design. Students apply theory as they develop skills in architectural drafting and basic perspective drawing skills.

“Architecture is really about well-being. I think that people want to feel good in a space... On the one hand it's about shelter, but it's also about pleasure.”
– Zaha Hadid

[overview & description]

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 presentation and design skills.

The structure of the class is studio with lecture, which means that 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 assistance and basic training will be offered of Google Sketch-Up. These 3D software tools can be used to enhance the communication of design solutions and concepts. **IF YOU HAVE A LAPTOP - YOU MAY WANT TO BRING IT TO CLASS - AND YOU MAY WANT TO**

DOWNLOAD SKETCH UP. YOU WILL MOST LIKELY BE USING IT STARTING IN THE THIRD WEEK OF CLASS.

HERE IS A LINK TO A BEGINNER SKETCH UP GUIDE - FOR YOUR REFERENCE

Model making, drawing conventions, basic digital concepts, printing, and scanning may also be covered.

This is a studio class that will require you to present your work to your classmates and your instructor through daily group critiques and pin-ups. Student success and learning will happen from shared experiences and by learning from one another. Group collaboration is not only crucial for learning, but is also a guiding principal of how successful design firms are structured.

[goals + outcomes]

After successful completion, student will be able to:

- * Successfully employ the elements and principles of design and demonstrate the ability to both define and organize space and form.
- * Develop the ability to apply functional requirements to three dimensional space and form.
- * Have learning experiences that encourage thought - both 2D and 3D thinking.
- * Continue to develop visual communication skills, architectural conventions and their application to interior design and related professions.
- * Demonstrate the ability to produce drafted lines with appropriate line weights, thickness, opacity, and precision by drawing with correct graphic communications, an accurate dimension plan, elevation.
- * Demonstrate the ability to produce freehand lines with appropriate line weights, thickness, opacity, and precision to present space plans, elevations, and other conceptual sketches.
- * Communicate three dimensional space and form by demonstrating the ability to draw accurate and descriptive orthographic, paraline, perspective drawings and monochromatic renderings (depiction of light, shade, shadow, texture) that convey desired information, integrating conceptual knowledge of conventions for line drawing, drafting, and rendering with mastery of manual drafting.
- * Demonstrate competent design development skills in the ability to manipulate space

using plans, elevations, sketches and study models.

* Demonstrate the ability to produce three-dimensional models both in digital and physical form.

* Demonstrate the ability to apply universal and accessible design strategies.

* Present and defend your design ideas in group critiques and individual consultations with the instructor.

* Constructively and objectively critique your own and others' work as a method of continuous quality improvement.

* Practice effective professional design practices of group communication and collaborative learning.

* Improve design abilities through an iterative process of group presentations, feedback, and continuous improvement.

Form and Space

Critical relationships

Scale

Composition

Massing

Materials and Construction

Function

Define design concept

Define Program

Identify client needs

Site limitations

Constructability

Ordering Systems

Accessibility

ADA Requirements

Universal Design

Circulation

Navigation

Graphic Representation

Advanced Drafting Techniques

Orthographic

Paraline

Perspective

Renderings
Communicate conceptual ideas graphically
Three-Dimension modeling software introduction
Physical modeling techniques

[required supplies]

daily:

- *Black Pens, pencils, markers, etc
- *Drawing Paper, 12"-24" roll tracing paper
- *Architectural Scale

*Laptop with Google Sketch-Up

when required:

- *Model making materials- foam core, chipboard, white glue,
- *Xacto knife, blades, drafting tools, etc

[design references]

www.architizer.com
www.psfk.com
www.dezeen.com
www.contemporist.com
www.core77.com
www.frameweb.com/news
www.archdaily.com

***The Interior Design Reference & Specification Book**, Linda O'Shea, Chris Grimley, Mimi Love

***The Architecture Reference & Specification Book**, Julia McMorrough

***Interior Design Illustrated**, Francis Ching

Architectural Graphic Standards, C. Ramsey & H. Sleeper

Interior Graphic and Design Standards, S.C. Reznikoff

Human Dimension & Interior Space, Julius Panero & Martin Zelnik

Modelmaking, Martha Sutherland

Precendents in Architecture, Roger Clark and Michael Pause

Architectural Study Drawings, Daniel M. Herbert

Humanscale 7-8-9, Diffrient, Harmon & Tilley; Henry Dreyfuss Associates

Interior Design, John F. Pile

Interiors, An Introduction, Nielson and Taylor

Student group: <http://idsainfo.blogspot.com>

Email: idsainfo@gmail.com

For all important announcements - join the listserve. Send an email to id@clublists.bellevuecollege.edu and type subscribe in the subject line. Follow the instructions that will be emailed back to you.

[requirements, attendance, student expectations, & grading]

Completion of the project is required to pass this course.
Your projects will be assessed according to effort and completion.

Grading / Assessment distribution:

Projects + design completed and submitted 50%

Attendance 25%

Class participation / Design effort 25%

- LATE WORK may be ACCEPTED WITH appropriate communication and arrangements- late submission will affect the grade

1. 100% Attendance. If there are any conflicts please make prior arrangements with myself accordingly. **MISSING 4 CLASSES OR MORE WILL RESULT IN A POTENTIAL SHIFT OF ONE FULL LETTER GRADE.**
2. The project deliverable must be turned in completed, on time, and in the correct format . A project is also considered late if the proper copies (not originals) are not turned in.
3. All work must be high quality and professional. There will be no tolerance for sloppiness. Be sure you have all your equipment with you to every class.
4. There will be opportunities to verbally present in front of jurors and your colleagues. Please present with professionalism.
5. There may be site visits [within the Seattle area]. Please make the effort to attend

and be on time.

6. There will be lots of constructive criticism. Do not take criticism personally.
7. All work must be original to this class and this term. This course will build on the knowledge you acquired in your previous classes. Be willing to take design risks.
8. Bring all materials to class and be prepared to work individually, and as small groups. Class time is your opportunity to work collaboratively as you will in a design firm. Share your Ideas.
9. Desk crits are crucial for design dialogue, please be prepared.
10. You must have some working knowledge and a confident skill set with a variety of computer programs: Sketchup

I would encourage participation in our discussions and lectures with the idea that no question is a wrong question. I am open and willing 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 phone or email if you cannot attend class to make arrangements with myself or with fellow students regarding assignment / lecture information.

STUDENT PROCEDURES AND EXPECTATIONS

<https://s.bellevuecollege.edu/wp/sites/59/2018/06/Student-Procedures-and-Expectations-REV-2018.pdf>

Please bring :

****RIGOR . *CREATIVITY . *VISION . *EXPLORATION . *DEEP INTEREST OF INNOVATIVE DESIGN***

[Accessibility]

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

[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>

[Religious Holidays]

Students who expect to miss classes, examinations, or any other assignments because of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

Policy 2950 Accommodations for Reasons of Faith or Conscience
(<http://www.bellevuecollege.edu/policies/id-2950p-2/>).

[College Anti-Discrimination Statement]

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

Equal Opportunity (<http://www.bellevuecollege.edu/equal/>)

[Confidentiality and Mandatory Reporting]

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2641 and more information can be found at Title IX (<http://www.bellevuecollege.edu/titleix/>).

If you have any concerns, you may report to: Report Concerns (<https://www.bellevuecollege.edu/reportconcerns/>).

[Plagiarism and Copyright]

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. 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 is passing off someone else's ideas, words, or images as your own; it amounts to intellectual theft whether or not it was your intention to steal. Bellevue College instructors have access to commercial plagiarism detection software, so please be advised that any work you submit may be tested for plagiarism. Participating in academic dishonesty in any way, including writing a paper or taking a test for someone else, may result in severe penalties. Dishonestly produced papers automatically receive a grade of "F" without the possibility of make-up. The Dean of Student Services will also be notified of such conduct, and repetition of the behavior will result in progressively more serious disciplinary action (for example, an instructor may recommend that the student fail the course for a second offense or even that a student be expelled for a serious offense, such as stealing an exam). Grades lowered for plagiarism or other forms of dishonesty may be appealed through the regular channels, and any further disciplinary action taken by the Dean may so be appealed through existing processes.

This also applies to design projects. Plagiarism of a design is not allowed or will be tolerated.

[myBC, canvas, email]

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. To create your account, go to: <https://www.bellevuecollege.edu/netid/>.

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the <http://depts.bellevuecollege.edu/helpdesk/students/> You may be required to upload some of your work to CANVAS – see the attached link if you have any questions. <http://depts.bellevuecollege.edu/helpdesk/students/canvas/>

[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.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764.

ASN is located in the Library Media Center in D125.

www.bellevuecollege.edu/autismspectrumnavigators/

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

[public safety]

Public Safety is located in the K building and can be reached at 425-564-2400 (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at

<http://www.bellevuecollege.edu/alerts/?ref=footer>

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort. Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these two rules: 1) Take directions from those in charge of the response - We all need to be working together. 2) Do not get in your car and leave campus (unless directed to) - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge. Please do not hesitate to call Public Safety if you feel safety questions or concerns at any time.