



Course Outline

Course Title	Design Immersion		
Course mnemonic	FNDT-110	Day/Time	Wednesdays at 8:30am
Section number	S003	Start Date	January 12 th 2011
Credits	3	Term End Date	April 20 th 2011
Hours per week	3	Location	NB 113
Prerequisites	None		
Instructor	Christopher Hethrington	Twitter	chethrington
Office number	317 in Mitchell Press Building	Email	chethrington@ecuad.ca
Office telephone	604-600-7030	Office hours	Thursdays & Fridays by Appointment

Website Catalogue Description | www.ecuad.ca

The aim of this Design Immersion Studio is to build students' knowledge and application of the visual, verbal and written language of interdisciplinary design. Through lectures and studio practice, students learn to apply design processes to generate, produce and communicate their ideas for design discourse using a variety of techniques. The course links with Drawing and Sculpture 1 for form-generating processes and visualization methods. It covers elements and principles of 2D and 3D visual form as well as sequential/time based communication. It also covers oral and written communication, design vocabulary and historical and contemporary models of design language applications.

Course Content (for this specific offering of this course)

Through a series of in-class exercises and short-term projects, students will learn how to recognize and identify aspects of design process and form through an intensive realization environment. Students will often perform immersive exercises in idea conceptualization and form-making. Projects will be presented and assigned for homework. Collaboration and teamwork will be emphasized.

Short lectures, presentations and demonstrations will be utilized during class-time. Students will learn how to preserve, document and present exercise and project process for discussions, evaluation and critiques. A key emphasis is on the value of the design process through active realization while developing individual confidence in formal production skills and knowledge of formal design vocabulary. Student will work with various mediums and methods for two-dimensional and three-dimensional forms.

Course Learning Outcomes

by the end of the course, students will:

- learn to challenge assumptions about design.
- develop a command of basic design vocabulary.
- learn to value, use and document the design process.
- learn to manage time and meet deadlines.
- learn hand and tool skills to construct and deconstruct materials, images and objects.
- learn to defer judgment, and move between different modes of thinking.
- learn to use both intuition and analysis in the development of creative work.

These and other supplies will be needed through the term, based on specific project needs and student choices/needs — be resourceful — many supplies will overlap with other courses.

Resource materials

Basic materials/art supplies

- _ One 5" 3 ring binder for all Design 1 coursework documentation
(see Process Binder and Documentation in course evaluation section below)
 - _ a 3-hole punch to use with above
 - _ artist sketch book or pad
 - _ tracing paper (18" roll)
 - _ pencils — various weights, at least a 2B & HD as well as mechanical pencil (.5mm)
 - _ drawing pens (i.e., ballpoint, 'fine liner')
 - _ good quality eraser (i.e., staedtler mars plastic)
 - _ metal ruler with straight edge for cutting (I suggest to buy a 18" or a 24" and a larger 36")
 - _ Utility Knife with extra 'breakaway' blades
 - _ self-healing cutting mat (12" × 18" size recommended)
 - _ x-acto knife (#11) and replacement blades
 - _ good quality scissors (orange handled Fiskars Brand recommended)
 - _ adhesive glue stick(s), clear glue recommended
 - _ white glue
 - _ hot glue gun (with extra glue sticks)
 - _ spray adhesive (3M Super 77 recommended)
 - _ black and white masking tape
 - _ india ink
 - _ assorted paint brushes for water media
 - _ good quality black marker with a fine and broad tip
 - _ black paper (size not critical here — for collaging)
 - _ 1 stick charcoal compressed and 1 stick vine (drawing course media is ok to use)
 - _ kneaded eraser
 - _ 18" × 24" newsprint paper
 - _ illustration/matt board for mounting projects as needed (black or white)
 - _ bristol board (individual sheets or pads as needed)
 - _ a collection of old magazines/junkmail with colored images/illustrations for collaging
 - _ assorted color paper (collected and purchased as per project needs)
- Photo/digital supplies
- _ emily carr print and photocopy card
 - _ digital (or film) camera (one use cameras ok) with any processing or printing as needed
 - _ memory stick or CD-Rs for backup of digital files (purchase when required)

Reference Books

introduction to two-dimension design: understanding form and function
bowers, john. Wiley publishers. ISBN-10: 0471292249

geometry of design: studies in proportion and composition
Elam, Kimberly. Princeton architectural press. ISBN-10: 1568982496

the universal traveler: a soft-systems guide to creativity, problem-solving, and the process of reaching goals. koberg, don & bagnall, jim. crisp publications, revised ed. (out of print, use library copy). ISBN-10: 1560520450

design basics.

lauer, david & pentak, stephen. princeton architectural press. ISBN-10: 1568983298

elements of design: rowena reed kostellow & the structure of visual relationships

hannah, gail greet. princeton architectural press. ISBN-10: 1568983298

the elements of design

evans, poppy & thomas, mark. thomson delmar learning. ISBN: 1401832865

introduction to design

pipes, alan. prentice hall publishers. ISBN: 0131841068

typographic design: form and communication

carter, rob; day, ben & meggs, philip. wiley publishers. (3rd edition).

Evaluation Criteria

Participation	20%
Process	20%
Projects	60%
Total	100%

Evaluation Criteria definitions

Participation: This can be by contributing to class discussions, critiques, and the mutual exchange of ideas among individuals. An overall contribution to a social, supportive and collaborative class environment will ensure a positive result. Remember, you can't participate if you're not there (see "Attendance" on next page).

Process: This includes clear and professional documentation/communication of your research, methodology, your individual creative expression, and the resulting outcome of this. It also includes your general approach to overall production such as your organization and time management.

Final Projects: The emphasis here will be on the overall outcome of your final projects themselves. Did they fulfill the requirements of the brief? Were the results relevant? Was it conceptually interesting or insightful, and was it engaging in some way?

Course Notes (policies and procedures)

FOUNDATION GRADING POLICY on attendance, punctuality, and late assignments

Attendance:

- Attendance is mandatory. Absenteeism, chronic lateness and non-participation will affect the final grade.
- Every absence not excused by a doctor's note or formally documented as extenuating circumstances, will result in a 5% penalty from the final course grade. More than three unexcused absences in studio classes will result in failure of the course.
- If students miss a class it is their responsibility to determine what was missed and to complete the work, both in-class projects and homework. Students cannot expect instructors to repeat lectures, workshops, and demonstrations which occurred during their absence.
- To formally excuse an absence due to illness or emergency, students must phone or send an email to the instructor by the end of the day.

Punctuality:

- There is a 5% penalty from the final course grade for every two late arrivals or occasions when a person leaves early.
- Students will be considered late if they arrive after roll-call, when the session has formally begun. Furthermore, students will be penalized if they leave class before it has properly ended.
- Students will be considered absent if they arrive more than one hour after the session has started.
- If students are late for class, they must make sure to speak with the instructor, to explain the reason for being late.

Late Assignments:

- Late projects will be penalized by one grade level unless arrangements have been made with the instructor.
- It is absolutely imperative that students manage their time wisely. They should not let themselves fall behind schedule, otherwise they may find it extremely difficult to catch up by the time a deadline arrives.
- If students find that they cannot finish an assignment or keep up with the workload, they must speak to the instructor immediately, to discuss practical ways to make the course manageable.

General Notes (policies and procedures)

- The instructor may modify the material or schedule specified in this outline. Any required changes will be announced in class.
- Late assignments or projects may be penalized as specified in the course outline.
- It is plagiarism to present someone else's work or ideas as one's own. Plagiarism may result in failure on an assignment, of the course, and, if repeated, expulsion from the university. Assistance with the ethical practices of attribution and documentation is available from the Writing Centre or online at www.ecuad.ca/wc
- A student must provide a doctor's note to Student Services for any illness which causes the student to miss assignments, tests, projects, exams, etcetera, or for absences of more than two classes. At the discretion of the instructor, the student may complete the work for a prorated grade.
- Students will demonstrate that they understand and practice the safe use of tools and other equipment, materials, and processes used in their course projects. They will conduct themselves in a responsible manner that does not endanger themselves or others, and will adhere to the area procedures regarding authorized operation of equipment, handling of materials, and use of space.
- Students with special needs or disabilities that might affect their experience or performance in class are advised to inform their instructor and/or contact the Disabilities Services Coordinator, located in Student Services, for assistance.
- Professional counseling/therapy is available at no charge to students who have concerns of a personal nature. Information shared is held in strict confidence. To make an appointment, call 604-630-4555 or email counselling@ecuad.ca or come in to Student Services.
- The Writing Centre is a service that Emily Carr provides to all students, staff and faculty from every program area who would like to improve their reading, writing, critical thinking, and research skills. This is a free, voluntary and confidential service. Writing Centre instructors can help you at every stage of your writing, from developing ideas to final revision. This applies to any kind of writing, from a three line artist's statement to a twenty page academic paper. Please sign up for a ½ hour appointment on the door (room 435 SB). Telephone: 604-629-4511; Coordinator: Karolle Wall.
- Email is an official means of communication with Emily Carr students by the faculty, administration and other service providers on campus. Email routing will be confined to the university's internal communication network, and delivered to an officially assigned and verifiable University Email Address. All users are bound by the provisions of Emily Carr Policy 415: Code of Conduct for Appropriate Use of Information Technology Facilities and Services (outlined on Emily Carr website and Emily's A to Z). Instructors will outline and detail the expected extent and parameters of email use in this course in the first class, and clarify the timeframe for checking and responding to emails.

Suggested Substitute: Name _____ PH# _____

Syllabus/Course schedule

Important Dates:

Feb 20 - 26 – Study Week, no classes

April 16 – Last day of studio classes

April 18 – 21 – 3rd year Review Panels

April 21 – Last day of academic classes

April 21 – Spring term ends

Wk	Date	Topic	Resources	Assignment
1	Jan 12	Introductions & Course Overview Student and Instructor introductions, and an overview of the course including projects and expected outcomes.		
2	Jan 19	Design Practice and Process Plan, research, document (Project 01), implement, present, revise.	Sketchbook and mark-making or drawing materials.	Project 01 assigned
3	Jan 26	Point, Line and Shape We discuss the idea of point to line and line to shape as a foundation in form giving and explore some fundamental perceptions related to common shapes as well as some common cultural metaphors that may inform those perceptions.		Project 02: Create 4 logos using circles, squares, triangles and a knowledge of their semiotic meaning.
4	Feb 02	Reduction First part of the class we will critique the work to this stage, then we will discuss the Reduction project.		Continue working on your project, "The sign and its Meaning" Due Oct 14 th Photograph your reduction series objects.
5	Feb 09	Reduction Continued A continuation of the Reduction project, we will work in class to develop object images to a reductive form of the original. These objects will take a final form of containing no more than 4 values and will help to enable skills in simplification of complex objects while maintaining visual recognition.		Four iconic representations of your objects reduced from original photographs. Should be 8"x8" each and made of cut paper and should be complemented by a series of 3 for each at reduced sizes of 4", 2", 1" in colour pencil and 3 more each (same sizes) in grey scale.
6	Feb 16	Hierarchy and What Have You Been doing all semester anyway! A look at how to effectively use hierarchy of information to communicate	Bring materials to work on your process book. Bring lots of stuff!	Continue working on the Reduction project so you are ready to present on October 28th.
7	Feb 23	READING WEEK – NO CLASSES		
8	Mar 02	Expansion First part of class we will critique the work of Reduction, addressing strengths and weaknesses, as well as possible alternative solutions. The second part we'll go over the Expansion project Brief.		Research and document various ways repetition has been utilised to create 3D form. Begin working on your Expansion project .
9	Mar 09	Expansion Continued We will start by an analysis of the research and documentation of 3d form, using these exemplars as a point for reflection and diversion of your project.		Continued work on 3D form for the November 11th presentation date.
10	Mar 16	Rememberence day. No Classes		
11	Mar 23	VR is not Virtual Reality		For the next class you will

		Critique of your expansion project and an introduction to some basic concepts of Visual Rhetoric.	be required to research and document uses of visual rhetoric (tv ads, print, design objects). Include documentation in your course process book.
12	Mar 30	Visual Rhetoric A more extended discussion of visual rhetoric and opportunities for its use in a visual communication context. Attention will be paid to the trope "Metaphor".	Complete a Visual Rhetoric Ad Analysis exercise. Work on process book.
13	Apr 6	Compile & Communicate Using the visual rhetoric research and documentation as a guide (as well as the design principles and reduction and expansion research from earlier) create a single 11"x17" poster promoting or advertising something.	For the next class you will be required to research and document uses of visual rhetoric (tv ads, print, design objects). Documentation must be put into your process book.
14	Apr 13	Process/Documentation Critique of the Communicate project. Second part of class will involve in-class workshop, preparation and refinement for the completion of your process book with submission and presentation due the following week.	Finalise your course process book for presentation and submission the following week.
15	Apr 20	Course Conclusion Presentation to the class of process book and explanation of your methodological approach as well as the approach to documentation.	NOTHING, NOTHING, NOTHING!
