emily carr
university of art + design

Course Outline

FOUNDATION COURSE OUTLINE

Course title	**Core Design Studio I**			
			Day + time	Wednesdays 8:30 to 11:20 am & 12:30 to 15:20 pm
Course mnemonic	FNDT161			
Section number	S003		Start date	January 6th 2014
Credits	6		Term end date	April 18th 2014
Hours per week	6		Location	278 NB
Prerequisites	none			
Instructor	Celeste Martin		Fax	604-844-3801
Office number	345 SB		Email	mmartin@ecuad.ca
Office telephone	604-844-3800 ext. 2906		Office hours	Mondays 3:00 to 4:00 pm

Website catalogue description | www.ecuad.ca

This studio course provides a core experience in Design. Students will gain experience with the range of activities that comprise the design process, including generating, refining and communicating 2D and 3D ideas. This course will use lectures, discussions, and assignments to cover design processes, concepts and principles of form, meaning and context in design, and visual, verbal, and written communication. Along with an introduction to materiality and hand skills, students will be expected to demonstrate digital literacy skills in developing, documenting, and presenting outcomes using relevant software.

Course Content (for this specific offering of the 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. Short lectures, presentation 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. Students will work with various mediums and methods for two-dimensional and three-dimensional forms.

Course learning outcomes

During this course, students will undertake activities and learning in the areas of:

01. Process - Students will practice the modes of thinking and activities that comprise designing. These include: understanding the societal context for design, learning how to frame good design questions, undertaking research, practicing iteration, documenting process, testing and presenting outcomes, learning critique, and refining work.

02. Form - Students will examine and apply the compositional principles involved in designing; students will practice making with materials; and, students will study systems of pattern and modularity.

03. Meaning - Students will examine the relationship between visual systems meaning and making in design.

04. Context - Students will gain an awareness of the perceptual, societal and cultural context for designing with reference to historical and contemporary examples.

05. Communication - Students will develop the ability to express ideas with fundamental design language and vocabulary in written and oral communications

06. Digital tools - Students apply and develop their existing knowledge of vector-based, raster-based and layout software for documentation and presentation. This includes scanning, photo documentation and image manipulation, basic vector drawing and basic layout, file formats and file management.

Resource materials

These and other supplies will be needed through the term, based on specific project needs and student choices/needs. The following list **MUST** be brought to every class, as students will be working in every class. It is recommended to bring the following supplies in a tool box. The instructor will notify students ahead of any specialty items required for class. Many supplies will overlap with other courses.

NOTE: it is the student's responsibility to have all required material and supplies needed to work in class. Excuses such as forgetfulness or lack or money will not be tolerated.

- artist sketch book or pad
- **a digital camera**—there will be photo documentation taking place every class, if you don't own one, make sure you can borrow/share with a friend classmate or book one through AV.
- 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)
- Utility Knife with extra 'breakaway' blades
- **metal ruler with straight edge for cutting (I suggest to buy a 18" or a 24" and a larger 36")**
- **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
- hot glue gun (with extra glue sticks)
- good quality black marker with a fine and broad tip
- **emily carr print and photocopy card**
- **memory stick or CD-Rs for backup of digital files (purchase when required)**
- illustration/matt board for mounting projects as needed (black or white)
- bristol board (individual sheets or pads as needed)

Reference Books

Reference Books:

Graphic Design: The New Basics

Ellen Lupton & Jennifer Phillips. Princeton Architectural Press.

Design Elements: A Graphic Style Manual

timothy samara. Rockport Publishers Inc.

Graphic Design Thinking: Beyond Brainstorming

Ellen Lupton, ed. Princeton Architectural Press.

Universal Principles of Design

William Lidwell, Kitrina Holden & Jill Butler. Rockport Publishers Inc.

Introduction to Two-dimension Design: Understanding Form and Function

John Bowers. Wiley Publishers.

Geometry of Design: Studies in Proportion and Composition

Kimberly Elam. Princeton Architectural Press.

Reference Books for Project 1:

New Masters of Poster Design: poster design for the next century.
John Foster. 2006. Call number: NC1806.9.F67 2006 - Book

The Design of Dissent. Milton Glaser. 2005. Call number: NC1806.8 .G64 2005 - Book

To Inform & Delight: The work of Milton Glaser. Wendy Keys. 2008. Call number: NC999.4 .G55 T6 2008 - DVD

The Push Pin Graphic: A Quarter Century of Innovative Design and Illustration.
Seymour Schwast. 2004. Call number: NC999.4 .P86 C49 2004 – Book

The End of Print: The Graphic Design of David Carson.
David Carson. 1996. Call number: NC999.4.C375 A4 1996 - Book

A History of Graphic Design.
Philip B. Meggs. 1998. Call number: Z246 .M43 1998 - Book

Reference Books for Project 2:

Visible Signs: An introduction to Semiotics. David Crow. 2003. Call number: N72 .S46 C76 2003 - Book

Symbol. Angus Hyland + Steven Bateman. 2011. Call number: NC1002 .L63 H95 2011 - Book

Pictograms: Icons & Signs: A guide to information graphics. Rayan Abdullah, Roger Hübner; [translated from the German by David H. Wilson]. 2006. Call number: NC1002 .L63 A2513 2006 – Book

Sagmeister: Made You Look. Stefan Sagmeister. 2001. Call Number: NC999.6 .A98 S25 2001 – Book

Evaluation Criteria

Final Process Book	10%
Participation – Motivation – Preparedness	10%
Project 1 – Newspaper compositions	15%
Project 2 – Design Forensic	25%
Project 3 – Modularity	15%
Project 4 – Final Project	25%
Total	**100%**

Evaluation Criteria Definitions

Project evaluation is based on **research, process, final design and presentation.**

research & writing:
- Depth and range of research
- Written critiques of projects (concepts, comments on examples, etc)

process refers to:
- Demonstrated understanding of assignment
- Range of formal and conceptual explorations

- Documentation and presentation of process work

final design refers to:
- Quality of visual form
- Controlled use of formal aspects addressed in assignment
- Creative/appropriate and thoughtful concept

presentation refers to:
- Craftsmanship and attention to detail
- Controlled use of medium/materials
- Quality of verbal presentation of projects

preparedness, participation and motivation refers to:
- Having requested work completed in stages as defined in project schedule
- Active engagement and interest in class work
- Responding to and asking questions and taking notes
- General interest in learning
- Respectful and helpful to classmates' needs and differences

Grade Scale

Letter Grade	Grade Points	Percentage	Equivalent Description	Expanded Description
A+	4.33	95-100	Distinguished Achievement	
A	4.00	90-94	Outstanding Achievement	
A-	3.67	85-89	Excellent Achievement	
B+	3.33	80-84	Very Good Achievement	
B	3.00	75-79	Commendable Achievement	
B-	2.67	70-74	Good	
C+	2.33	65-69	Competent	
C	2.00	60-64	Satisfactory	
C-	1.67	55-59	Pass	
D	1.00	50-54	Marginal Pass	
F	0.00	0-49	Fail	
P/F	0.00		Pass/Fail	
I			Incomplete Grade	
W			Withdrawal from a course	

Additional Policies and Information

University Grading Policy

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 a class 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 student 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; they may otherwise 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.

Academic Accommodations

The Disability Service Office provides services to and prepares Accommodation Notices for students with speech, hearing, visual, physical, mental health and neurological disabilities (learning, attention deficit hyperactivity disorder, autism spectrum disorders), as well as chronic health conditions and acquired brain injury. Faculty will accommodate students who have established their eligibility by evaluation with Disability Service and who present an Accommodation Notice at the beginning of the semester, and no later than three weeks before the first scheduled test/exam or assignment requiring accommodation. Students cannot expect accommodation unless they establish their eligibility and register with Disability Service. If you have a disability and have not yet registered with Disability Service, please contact Heather Mitchell, Disability Service Coordinator, hmitchell@ecuad.ca or 604.844.3081.

University General Policies

- Students must maintain an appropriate standard of conduct. They must demonstrate respect for all persons on the campus, and display mature conduct. All students must abide by the university's Student Conduct Policies and the university's Harassment Policies (see Emily's A to Z). Failure by students to maintain appropriate standards of conduct may result in the initiation of disciplinary action by the university. Instructors are responsible for managing the classroom. Students whose behaviour is disruptive, challenging or intimidating will be addressed and may be excused from class. If the behaviour continues, disciplinary measures (see Emily's A to Z) will be employed.
- The instructor may modify the material or schedule specified in this outline. Any 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 of 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 must demonstrate that they understand and practice the safe use of tools and other equipment, materials, and processes used in their course projects. They must conduct themselves in a responsible manner that does not endanger themselves or others, and must adhere to area procedures regarding authorized operation of equipment, handling of materials, and use of space. For more information about the Technical Services department including the shops, studios and

tool crib go to http://www.ecuad.ca/resources/techservices. The grey drop down box on the right shows links within Technical Services.

• Professional counselling and 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 the Counselling Centre.

• 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 check out the Writing Centre blog site for more information and to sign up for an appointment http://blogs.eciad.ca/wc/ Telephone: 604-629-4511; Coordinator: Heather Fitzgerald

• Library resource online can be found at http://www.ecuad.ca/library

• Email is an official means of communication with Emily Carr students by 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 the Emily Carr website and in Emily's A to Z). Instructors will outline and detail the expected extent and parameters of email use in the course in the first class, and clarify the timeframe for checking and responding to emails.

• Emails will be answered in a timely manner, usually within 48 hours after receiving the email. Emails will not, however, be answered on weekends or the day before an assignment is due if the email relates to the assignment.

Suggested Substitute: Adam Cristobal (Graduate Student) acristobal@ecuad.ca

Syllabus/Course schedule

Important Dates:
February 9-15, Sunday – Saturday – Study Week: No Classes
February 10, Monday – Family Day: University Closed
April 11, Friday – Last day for Foundation studio classes
April 17, Thursday – Foundation Show Opens
April 18, Friday – Good Friday: University Closed
April 19, Saturday: Spring Semester Ends
April 21, Monday – Easter Monday: University Closed

Class	Date	Topic	Resources
1	Jan 08	Course introduction. Course overview. Discussion: What is Design? Problem Solving Process. Diagram. *Lecture:* Design Principles. Gestalt Principles. Hierarchy. Elements & Characteristics of Form. ………………… ***Intro Project 01:* newspaper compositions** Short Films: Hillman Curtis: Designers series.	Selected newspapers; 10x10 inches newsprint. X-acto knife, metal ruler, cutting matt, glue stick, cropping tools.
2	Jan 15	*Review of research request: printed samples.* *Sketch spreads for compositions.* ………………… *Project 01 Lab session:* Design Principles: Image & Text (203 B) Concepts: raster images; resolution; Photoshop clean-up. InDesign spreads. Printing.	*Research request: design and gestalt principles applications. Printed.* Scanned images at 300 dpi. USB. Print cards.
3	Jan 22	**Project 01 due**: Critique. Film: Objectified ………………… **Intro Project 02**: Design Forensic *Process Books Lab session:* Creating templates (203 B)	Research files; scanned sketches. Project 01 files.
4	Jan 29	*Project 02 Work session:* Research Review, Concept Sketching. ………………… *Lecture:* Semiotics. Symbol, Icon, Indexical. In class: symbols from pictorial to abstract.	Object Research: printed and broken into stages. Tracing paper; black markers and pens; sketch pads.
5	Feb 05	**Project 01:** review; work session. ……………….. *Project 01 Lab session:* Vector drawings (121)	Tracing paper; black markers and pens; sketch pads. USB drive; print cards
6	Feb 12	*Study Week. No Classes*	
7	Feb 19	*Project 02 Lab session: Accordion book: InDesign layout* (121) ……………………. *Project 02 Lab session: Accordion book: InDesign layout* (121)	All vector drawings finished and other imagery for book. Final copy (text).

			USB drive; print cards.
8	Feb 26	**Project 02 Due: Critique** ……………… **Intro Project 03:** Modularity. *Lecture:* modularity, pattern and repetition. Research request.	*Research request:* *modularity (printed).* Modular units. Tape. Glue. Digital cameras.
9	Mar 05	**Project 03:** work session ………………………. **Intro Project 04:** Design Something Better. Video: IDEO The Deep Dive. Make groups. Develop design briefs in class.	Final piece. Process sheets.
10	Mar 12	**Project 03 due. Critique.** ………………………. **Project 04:** group presentations: 3 design concepts that respond to the design brief.	.pdf presentations
11	Mar 19	**Project 04:** work session.	.pdf presentations
12	Mar 26	**Project 04:** review; work session. ………………………. *Lab session:* working on presentation poster. (121)	
13	Apr 02	**Project 04:** review; work session. ………………………. *Lab session:* working on presentation poster. (203 B)	
14	Apr 09	**Final Project Presentations.** **Process books are due.** *Final Class*	
15	Apr 16	*No foundation classes*	