

## Art 4209

Spring Quarter 2011  
M/W 2:00 am – 4:20 pm

## Environmental Design

Instructor: Karen Gutowsky  
Email: kgz@spu.edu  
Office Hours: M-W 12:20-2:00 or by appointment  
Course Website: myhome.spu.edu/kgz/4209

### Course Overview

Students will be exposed to a survey of environmental graphic design to include way finding systems, architectural graphics, signage, exhibit design, identity graphics, civic design, pictogram design, retail and store design, mapping and theme environments. This course is concerned with the visual aspects of way finding, experiencing information through the context of place, communicating identity and information, and shaping the ideas of place. Discourse will focus on form and user experience as it relates to information, environment and cultural context.

### Course Objectives

Objective of this course is to help the student gain a better understanding of how users respond to space and content and how they as designers impact these relationships.

- Greater understanding of way finding, information graphics and user experience.
- Develop decision-making tools as it relates to building a comprehensive project.
- Better understanding of physical materials.
- How design informs and influences content.
- How design informs and influences a users experience.
- Develop tools to collect, gather, organize, simplify and respond to information needs.
- How information responds and relates to external environments.
- Provide an experience that the student is responsible for the process and outcome.

### Course Description

**Group Project:** Students will work in groups throughout the entire quarter to complete a comprehensive information environment.

**Student Presentations:** Students will be responsible to present within their group throughout the quarter.

**Lectures:** Weekly lectures will be given discussing theories and presenting examples of Environmental/Exhibit Design.

**Readings and Response Papers:** Students will be asked throughout the quarter to read several articles as it relates to the course material and to respond with one-page essay.

**Museum Visit and Response Paper:** Students are required within the first couple of weeks to visit a local museum and write a paper on their experience.

**Class Critiques:** Students are *expected* to participate in class critiques and discussions.

### Course Evaluation

This course will be evaluated based on the following criteria: attendance; in-class participation; group organization/effective use of time and resources; presentations; museum visit, readings and essay papers and final design projects.

**Attendance/Participation:** Regular attendance is expected and required. You are expected to notify the professor regarding an illness or family emergency prior to an absence. More than two un-excused absences, late attendances are not submitting your receipt of online course evaluation will lower your grade one increment. More than two missed/late homework assignments will lower your grade one increment. At the end of the quarter students must submit your receipt of online banner evaluation for complete credit. **(10%)**

**Museum Visit and Essay Paper:** Students are required to visit a local museum within the first couple of weeks and write a paper on their experience. **(10%)**

**Readings and Essay Papers:** Students will be assigned 4 readings throughout the quarter and asked to write a one-page response essay. **(20%)**

**Group Research, Presentation and Organization:** Students will be responsible to develop research and content as it relates to the final project. Students are responsible for developing progress schedules and staying on task. Students will be expected to present work on a regular basis to get feedback from class on the stages of their project **(20%)**

**Final Project:** Each group will provide the following documentation for their Historical Environmental Exhibition System—a “*projected presentation*” that references the need, outlines goals, and provides visual results; a “*11 x 17 booklet*” that contains installation schematics and visual representation of the Exhibit (these can be computer renderings or photos of actual 3-D maquettes) and an interactive component for the exhibit. **(40%)**

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### Requirements

Students are expected to have a comprehensive knowledge of the following software programs: Adobe Creative Suite: Photoshop, Illustrator, InDesign and Dreamweaver, Flash and Adobe After Effects. If students feel a need to gain skills in these areas they may want to obtain additional training either through textbooks, online tutorials or one-on-one support.

### Final Comps

For this course, students will need to be able to work in Adobe Creative Suite CS4. For color output, students can use whatever printing resources available—computer lab, Office Depot, Staples, Kinkos etc, however the student is responsible to meet in-class deadlines. Success in this class depends on the students' ability to create a professional, polished design presentation. Therefore final presentation must be executed at the highest quality standards possible. Students are encouraged to share resources and production techniques with their classmates.

### Artwork

Students are encouraged to experiment with photography, illustration, pattern/textures and other techniques to create original artwork for their project.

If students use images appropriated from existing sources, the images must be cropped, altered or stylized to create a new aesthetic. Please note that low-resolution images found on Google, Flickr, etc., are unacceptable for the large-format work in this class. All work must be originated no less than 300 dpi at 12" x 18" bleed.

Use of stock photography is prohibited unless approved by the instructor. Students who wish to use stock photography must be willing to purchase a sufficiently high-resolution version of the image. With approval from the instructor.

### Plagiarism

Using or copying the work of others will not be tolerated. Your work may be influenced by the examples you see, but it must become uniquely your own.

### Students with Disabilities

Students with disabilities need to contact Disability Support Services <<http://www.spu.edu/depts/cfl/dss/index.asp>> to request academic accommodations. Disabled Students Services sends Disability Verification Letters out to all your professors indicating the appropriate accommodations for the classroom based on your needs.

#### Disability Support Services

The Center for Learning  
Lower Moyer Hall  
Phone: (206) 281-2475 TTY: (206) 281-2224  
Fax: (206) 286-7348  
Email: [disabilityservices@spu.edu](mailto:disabilityservices@spu.edu)

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### Project Grading

Points values for the course project will be based on:

- > Conceptual and Problem Solving Skills
- > Exploration of Project Possibilities
- > Originality and Inventiveness
- > Craftsmanship
- > Visual Appropriateness
- > Presentation and Timeliness

### Online Course Evaluation

Final grade will be dispensed to the student once notification (via email or print out receipt) to the professor that the online course evaluation has been completed by the individual student.

### Course Grading

96-100	90-95	
A	A-	
87-89	84-86	80-83
B+	B	B-
77-79	74-76	70-73
C+	C	C-
67-69	64-66	60-63
D+	D	D-
59 & below		
E		

Consistent with definitions in the SPU catalog, grades are determined on the following basis:

**"A"** Consistently near the top of the class in scores, organization, and quality of work. Has reasonable grasp of the big picture and able to interrelate and grasp implications as translated through their projects. Excellent organization. Assignments are clear, well organized neat and thorough. Consistently on time, doesn't miss class, and participates regularly. Thus: "excellent attainment."

**"B"** Solid knowledge, comprehension, and execution. Good organization. Consistent follow-through on assignments with good quality (neatness, conceptual comprehension, organization). Reasonably good scores, indicating a grasp of most major concepts. Some deficits may remain, but usually of noncritical nature. Participates readily in class. Consistently on-time, doesn't skip class. Thus: "highly satisfactory attainment."

**"C"** Have been largely consistent to turn in assigned materials and to participate in class, but have shown some lapses in comprehension and execution, illustrated by low scores, yet has demonstrated a basic ability and comprehension of the core knowledge and skills. Functional organization. Late for class, or skipped too many classes altogether. Thus: "satisfactory attainment."

**"D"** Turned in enough assignments and did enough on assignments to show some understanding of the concepts, yet exhibiting serious deficits in important concepts. Demonstrated a lack of ability to solve basic problems and integrate the course material (poor scores and demonstrated understanding). Minimal organization. Late for class, or didn't bother coming on too many occasions. Thus: "insufficient attainment with credit."

**"E"** Serious deficits in turning in assignments or attending regularly. Generally, you have to work at it to earn this grade. If you don't do the work, "Insufficient attainment with no-credit allowed," will be the result.

It is the responsibility of the student to meet with another class member to review missed information, assignments, and expectations for the next class session. Find a reliable study partner to share this responsibility with.

*Late Assignments: Late assignments will not be given full credit. Work that is late will be graded down at the discretion of the professor. Approximately 10% of the total score will be deducted for every day that the project is late.*