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# 2009 Academic Summit

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**Society for Environmental Graphic Design**  
The global community of people working  
at the intersection of communication design  
and the built environment.

1000 Vermont Avenue NW, Suite 400  
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## Educational Program Summary Outline

# Art Center College of Design

## Program Summary

Typography for Places & Spaces

Introductory EGD course offered as a 'choose A or B' elective in the Graphic Design major.

- 5th or 6th (out of 8) semester, i.e., Junior year.
- The only such course at Art Center.
- Assumes students are competent graphics designers (typography, composition, concept, symbolism, color, etc.)
- Designed as an adjunct or ancillary supplement to a rich graphics degree program.
- Students are promised that they can learn to apply their 2D design and communication skills to the 3D world.

## Faculty

Wayne Hunt, Adjunct professor and professor and principal at Hunt Design

## Course Goals

As an adjunct to a largely 2D program, this class is designed enhance or complement the students' skill sets and empower them to at least understand the potential of communicating in the physical world.

- Sculptural and 3D awareness
- Architectural scale
- Typography in the environment (light touch)
- Human factors of EGD\*
- 3D storytelling\*
- Placemaking\*

\*introductory only

## Lesson Plan Outline

Design Exercise 1: City Block Walk & Talk

The streets and urban edges of urban blocks are dense with signs, typography and other information-related media.

Select a single city block in downtown Los Angeles and make a photo survey of many kinds of typographic media. Edit your photos into the best and most interesting ten to fifteen for showing to the class.

Considerations:

- Consider the ground plane.
- Look up (you may need to shoot your block from a distance).
- Look for media that are not specifically signs.
- Variety of expression is important.

Presentation:

Make Jpegs of your best and most interesting 10 to 15 photos and burn onto a CD. You may want to create a title slide with the block description, i.e. Hill/5th/Olive/6th.

We will have an informal projected show in class.



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## Design Exercise 2: Dimensional Numeral

### The Assignment

Select a numeral between 0 and 9, from an actual typeface, and create a three-dimensional, sculptural interpretation with the following constraints:

- must fit within a volume 10"x 10"x 2."
- must be monochromatic.
- may have some physical reference to the "edges or limits" of the 10"x 10"x 2" volume.

### Presentation Format

Express your design in a well-crafted model of any media.

### Hints

Think like a sculptor. Make your design look interesting from every angle. Consider design approaches such as repetition, abstraction, "cropping in" on the numeral. Consider extreme abstraction.

### Learning Objective

The project is a transitional exercise between familiar two-dimensional form and three-dimensional expression.

### Evaluation Criteria

- balance of typographic recognizability and sculptural "presence"
- three-dimensional richness
- model craftsmanship

## Design Exercise 3: Art Center Seen

The Art Center Hillside campus is a place of many obvious activities and processes, but many important aspects of the building and much of the College's programs, culture, issues, politics and 'personality' remain invisible to visitors and, often, even to the population of students, instructors and staff.

Using actual spaces and physical qualities of the building and/or site, create a large scale transformative information intervention making visible a set of related things, processes, destinations or other attributes that are otherwise hidden from view.

Or you may wish to make a series of personal or poetic statements using the building as a backdrop.

### The design:

- Must be typographic and/or pictographic.
- May have photographic elements.
- Should have four to six separate elements or spaces.
- Must interact or, conversely, react to spaces and components of the building.

### Consider:

- Distance viewing.
- Surprise
- Economy of solution
- Virtual solutions
- Lighting
- Sequence of elements

### Presentation:

Your solution will be presented both in scale model form (actual or digital) and at least one or two of your elements will be mocked-up full size in the campus.



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## Final Report

The course is fun, dramatic and good as an individual course taught by an adjunct professor, but not as a real EGD process experience. My realistic goal, within the context of my department's parameters, is to show how graphic design and graphic designers can be a big part of place-making and to inspire students to learn more on their own.

Also, I believe this kind of course makes them become better all-around designers, perhaps, more aware of the physical world (as opposed to the digital world).

## Samples of Student Work





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