

## Term Information

Effective Term Autumn 2021  
[Previous Value](#) [Spring 2017](#)

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Addition of distance education component.

**What is the rationale for the proposed change(s)?**

Due to the popularity of the Design Thinking Minor, we can reach more students more efficiently by offering this required course in an online format.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

None.

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area	Design
Fiscal Unit/Academic Org	Design - D0230
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3105
Course Title	Exploring Design Thinking
Transcript Abbreviation	Explr Dsgn Thnkg
Course Description	An overview of concepts, processes and modes of identifying problems and proposing effective solutions from a design-oriented perspective.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<a href="#">Previous Value</a>	<a href="#">No</a>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

[Previous Value](#)

Not open to students with credit for 230.

Electronically Enforced

No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code

50.0401

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Define design thinking and the various components of its practice.
- Recognize and practice strategies for opportunity seeking, problem definition, and idea development.
- Explore techniques for imagining and generating innovative ideas.

### Content Topic List

- Concepts, skills and tools of design thinking.
- Visualizing, mapping and defining problems.
- Generative design thinking leading to solution proposals.

### Sought Concurrence

No

## Attachments

- Design3105\_syllabus.pdf: Syllabus  
*(Syllabus. Owner: Nini,Paul Joseph)*
- Design 3105.docx: Tech review checklist  
*(Other Supporting Documentation. Owner: Nini,Paul Joseph)*
- 3105\_AU2019\_in\_person.pdf: In-person syllabus  
*(Syllabus. Owner: Nini,Paul Joseph)*

## Comments

- 01.14.21: Please attach the in-person syllabus. *(by Haddad,Deborah Moore on 01/14/2021 04:29 PM)*

**COURSE CHANGE REQUEST**  
3105 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
01/14/2021

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Nini,Paul Joseph	01/14/2021 03:37 PM	Submitted for Approval
Approved	Nini,Paul Joseph	01/14/2021 03:44 PM	Unit Approval
Revision Requested	Haddad,Deborah Moore	01/14/2021 04:29 PM	College Approval
Submitted	Nini,Paul Joseph	01/14/2021 05:18 PM	Submitted for Approval
Approved	Nini,Paul Joseph	01/14/2021 05:20 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/14/2021 05:48 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/14/2021 05:48 PM	ASCCAO Approval

# INTRODUCTION TO DESIGN THINKING

## DESIGN 3105

### Course Information

**Instructor**

Adam Fromme  
Lecturer, Department of Design  
[fromme.3@osu.edu](mailto:fromme.3@osu.edu)

**Zoom Office Hours:**

Online student meetings available by appointment

**Class Time:**

Tuesday, Thursday 1:30PM–4:10PM

**Course Description:**

An overview of concepts, processes, and models of identifying problems and proposing effective solutions from a design-oriented perspective.

### Course Learning Objectives

By the end of term, students who successfully complete this course will gain:

1. Define design thinking and various components of its flexible methodology;
2. Recognize and practice strategies for opportunity seeking, problem definition, idea generation, and development;
3. Explore techniques for imagining and generating innovative ideas
4. Organize and analyze disparate information into messages that can be clearly communicated to a reader and viewer
5. Explore how design thinking can be adopted in organizations and corporations;
6. Recognize how social context shapes both the generation and reception of new ideas;
7. Navigate collaborative engagements and group dynamics while remaining cognizant of best personal practices

### Course Overview

This course introduces the design process; creative problem seeking and solving processes; emphasizes divergent thinking skills through observation, brainstorming, mapping, visualization, and communication.

This course provides an introduction to key concepts of design thinking. It will provide opportunities to learn about and practice design thinking methods and tools and will encourage their application to problems found in any domain or realm. These methods and tools will be used to engage in empathetic, non-linear, and iterative processes of imagination and idea generation. Opportunities for interaction will expose students to collaborative practices and encourage the development of leadership skills.

### Format

The format of this class will include synchronous and asynchronous activities. Classes will be synchronous video meetings via Zoom, and may include lecture, class discussion, or other activities. Additionally, asynchronous class activities may include discussion boards on Carmen, reading/watching content, multi-group discussion, or written/creative assignments. Synchronous instruction will average 3 hours per week. There is an expectation that students will spend a minimum of 6 hours per week outside of synchronous instruction time working on assignments, reviewing content, or participating in online discussions. Active class time (both synchronous and asynchronous) is 2 course and 40 minutes twice per week.

## MATERIALS

### Course Materials and Tools

Students will be expected to participate in various making and drawing activities throughout the course and should have required supplies available during all class meeting times.

Required materials/tools are listed below. Optional, but recommended tools are in *italics*.

#### Drawing Surface:

- Notebook paper
- 8.5x11 printer paper
- *Sketchpad or drawing paper*

For in-class activities, any notebook paper is fine. However, for evaluated exercises and projects, it is recommended that the minimum quality of paper be 8.5x11 printer paper. Students are welcome to use dedicated sketchbooks or quality drawing paper if they wish, but it is not required.

#### Tools:

- Pencils or pens
- *Colored pencils or markers*
- *Rulers or straight edge*
- *Scissors*

It is important to be able to create during the course. Colored tools will also be used. Students will be permitted to perform some drawing exercises digitally if they prefer. Physical content will be scanned to submit.

#### Communication:

- Zoom application
- Microphone for voice connection
- Web cam

Synchronous instruction occurs in video call format. Therefore, it is required that students install the Zoom application. Be sure to log in with the SSO ([osu.zoom.us](https://osu.zoom.us)). Students will also need a microphone for voice connection. Due to the emphasis on discussion and team activities, video connection will be required intermittently (typically, at the start of class and during specific discussions and team activities).

### Scanning and Resources

There is no required printing in this course. Student will be required to scan or capture drawing exercises, daily participation, and project for evaluation. Below is a list of resources to help with this, as weak as additional applications.

#### Scanning (only one option is required):

- iOS: Notes app, CamScanner
- Android: Google Drive app, CamScanner
- Any printer that scans is fine too, save as PDF

#### Additional Software:

- Adobe Spark (provided free with OSU credentials)
- *Autodesk Sketchbook (iOS, Android, Mac OS, or Windows)*

There are no required digital drawing assignments, but it can be helpful to use digital tools to practice with to conserve materials or experiment more fluidly. The instructor will preface each activity with permission or restriction to perform them digitally.

### Readings

There are no required textbooks for this course. All required readings will be posted to Carmen.

#### Recommended readings:

- Creative Confidence: Unleashing the Creative Potential Within Us All, Tom Kelley and David Kelley. (Crown Business, 2013). ISBN-13: 978-0385349369 (print or electronic)
- Full list of recommended readings will be posted to Carmen

## COMMUNICATION

### Feedback and Response Time

Your Design Instructors are here to help and support you and we encourage pro-active communication. Please engage with your instructor (email, scheduled Zoom meeting, etc.)

Project grading and feedback can generally be expected within 1 week. The instructor will make every effort to reply to emails within 24-hours Monday–Friday, but do not guarantee a response between 8pm–8am.

### Carmen

Carmen ([carmen.osu.edu](http://carmen.osu.edu)) will be used for all communication specific to individual sections through **announcements**. It is recommended to set notifications to email you when announcements are released to ensure you do not miss important information. Carmen will also be where all grades, readings, and lecture PDFs are posted. Assignment details will be shared on Carmen on each assignment page.

### Email

Email through Carmen's inbox function or through your BuckeyeMail will be the only source of private and secure conversations. Information, general personal matters, assignment, class inquires, etc. should be addressed using these two sources. All university correspondence is sent to your BuckeyeMail email address, and all email sent to faculty and staff should be sent from your BuckeyeMail email address.

Ohio State will never ask for your Ohio State username or password. Do not reply to any email asking for your Ohio State username, password, or other personal information. Report such messages to [report-phish@osu.edu](mailto:report-phish@osu.edu).

### Zoom

Synchronous instruction time will occur through the Zoom video call application. It is understood that some students may have technical issues or poor internet connection. The instructor will remain flexible in keeping this in mind, but it is expected that all students are present during these meetings. If you are in a situation that makes Zoom meetings difficult, contact your instructor so they are aware. For technical difficulties regarding Zoom, contact ODEE or visit the Zoom Resource Center.  
<http://resourcecenter.odee.osu.edu/carmenzoom>

It is important that you maintain professional behavior and appearance while on an active Zoom meeting. When in question, ask yourself if the behavior or appearance would be acceptable in a face-to-face classroom.

All class Zoom meetings will be recorded and posted to Carmen for review and reference.

Office hours will be conducted through the Zoom app as well. To schedule, email your instructor; then they will host a virtual meeting room.

## ENGAGEMENT AND EVALUATION

### Attendance and Participation

Attendance is required during scheduled synchronous instruction on Zoom (for the entire duration of the meeting). Attendance will be tracked and students will be assigned a present, absent-excused, or absent-unexcused. Failure to do so may result in a lowering of the final course grade at the instructor's discretion. *Due to the shortened nature of the summer schedule, if a student misses four classes, it may result in a final grade of E, whether the absences are excused or not.*

Excused absences require appropriate documentation submitted to the instructor within 3 days of the missed class. Instructor will determine if absence will be excused. To help you provide documentation, the SHS absence form can be found at the below link. While this does not guarantee an excused absence, it will help make that determination.

<https://shs.osu.edu/appointments/absence-excuse/>

Participation is evaluated based on completion of Reflection Tasks that are revealed during scheduled class time. Each class meeting (2 per week) will have a dedicated participation activity to earn points. These activities may include submitting short questions about content covered, sharing examples related to the topics, or visual activities like quick sketches.

### Assignments\* and Grading

Full project descriptions will be posted on Carmen

#### Reflection tasks, 32% of total

- **16 Reflection task assignments** will consist of short activities to apply in-class concepts into application. Two tasks will be assigned and submitted each week, during lecture.
- **80 points total (5 points each)** Consists of Full (5 points), Half (2.5), or No credit (0). Full credit work will successfully exhibit quality: Execution (effective communication of task(s) with emphasis on underlying design principle(s) as well as ability to follow directions); and Effort (submission is of high quality with demonstration of care in planning, craft, and execution)

#### Carmen Quizzes, 20% of total

- **5 Online quizzes** will cover in-class work (lectures, discussions, and activities) and supplemental learning through Carmen (readings, videos, etc.) covered during that week. Questions will consist of multiple choice, true/false, fill-in-the-blank, or similar.

- **50 points total (10 points each)** Score is based on an equal distribution of points/question. There will be between 5–10 questions/quiz.

#### Homework, 20% of total

- **5 Homework assignments** that will focus on the students application of theory into practice.
- **50 points total (10 points each)** Score will be based on specific rubrics provided in Canvas.

#### Project, 20 % of total

- **One comprehensive Project assignment** that is part of this course. The project will be outlined in the assignment section on Carmen, and will include both a documentation and presentation component. There are team and individual requirements for the project.
- **50 points total (30 team, 20 individual component)** will be based a cumulative score from specific rubrics (team and individual components) provided in Canvas.

#### Research Paper, 8% of total

- **One 1000-word research paper assignment** will be outlined in the assignment section on Carmen, but will focus on the student's ability to summarize, identify, critique, and discuss topics related to the course.
- **20 points** will be based a cumulative score from a specific rubric provided in Canvas.

*\*These are general overviews, and subject to change. See Carmen for specific requirements for each task.*

#### Deferrals

It is anticipated that all due dates will be met. However arrangements for deferred submissions can be made for medical, university-sanctioned events, or compassionate reasons. Students seeking deferrals should notify the instructor in advance of the original assignment due date and may be asked to submit medical and/or other documentation. Deferred assignments must be submitted by the date and time agreed upon in order to be graded without late penalty. Should a deferred assignment be submitted after the agreed upon date and time, it will be graded per the late assignment policy below.

#### Late assignments

Assignments are due on Carmen by the set due date and time. Any assignment received after the deadline (and no deferral have been granted) will be accepted up to 48-hours past due. This work will be graded but will be penalized by 30% reduction. Assignments received beyond 48 hours after the due date and time will receive a grade of E (0 points) without exception.

Extra credit or make-up assignments will not be available.

## ENGAGEMENT AND EVALUATION

### Grading Scale

	%	GPA	DEFINITION
<b>A</b>	93-100	4.0	<i>The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner. The student's performance was judged to be in this range of high quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.</i>
<b>A-</b>	90-92.9	3.7	
<b>B+</b>	87-89.9	3.3	<i>The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner. The student's performance was judged to be in this range of above-average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.</i>
<b>B</b>	83-86.9	3.0	
<b>B-</b>	80-82.9	2.7	
<b>C+</b>	77-79.9	2.3	<i>The instructor judged the student to have satisfied the stated objectives of the course in an average manner. The student's performance was judged to be in this range of average quality based upon a comparison with other students in the course, and/or students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.</i>
<b>C</b>	73-76.9	2.0	
<b>C-</b>	70-72.9	1.7	
<b>D+</b>	67-69.9	1.3	<i>The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner. The student's performance was judged to be in this range of below average but acceptable quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.</i>
<b>D</b>	60-66.9	1.0	
<b>E</b>	0-59.9	0.0	<i>The instructor judged the student not to have satisfied the stated objectives of the course. Credit for a course in which the mark "E" has been received can be obtained only by repeating and passing the course in class (see rules 3335-8-23 to 3335-8-28 of the Administrative Code)</i>



## COURSE EXPECTATIONS AND UNIVERSITY POLICIES

### Course Expectations

#### General

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student's legal name unless changed via the University Name Change policy. I will gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

#### Guidelines

The following are my expectations for how we should communicate as a class: in classroom discussions; in written communication; and in what you write as part of assignments. Above all, please remember to be respectful and thoughtful.

- **Writing style** - Any written submissions should follow the standard English guidelines for using proper grammar, spelling, and punctuation.
- **Tone and civility** - In verbal exchanges and in writing, maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources** - In any form of academic submission, cite your sources to back up what you say. (For course materials, list the title and page numbers. For online sources, include a link.)
- **Backing up/documenting your work** - Document, document, document. Save all digital files in multiple places and capture images of all hand-made work.

### Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**Plagiarism** is the act of stealing the ideas and/or the expression of another and representing them as your own. It is a form of cheating and a kind of academic misconduct, which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career. Plagiarism includes, but is not limited to: word-for-word copying of someone else's work, in whole or in part, without acknowledgment, whether that work be a magazine article, a portion of a book, a newspaper piece, another student's essay, or any other composition not your own without proper citation. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition. If you have any doubts about the originality of a paper/assignment you have written, see your instructor before you turn it in (Colleges of the Arts and Sciences Degree Planning Manual 2006–7, pp. 34–35).

**Reusing past work** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss this situation with your instructor at the start of the assignment.

## COURSE EXPECTATIONS AND UNIVERSITY POLICIES

### Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS contact information:

[slds@osu.edu](mailto:slds@osu.edu); 614-292-3307;

[slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or resume a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of Lincoln Tower.

You can reach an on-call counselor with CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### Safe University Escort Service

Phone: 614-292-3322

<http://housing.osu.edu/living-well/safety1/>

## COURSE EXPECTATIONS AND UNIVERSITY POLICIES

### Grade Forgiveness

The Grade Forgiveness Rule allows undergraduate students to petition to repeat up to three courses. The grade in the repeated course will permanently replace the original grade for the course in the calculation of the student's cumulative GPA.

Only a first repeat can be used this way; all other repeats of the same course will be included under the general course repeatability rule. The original grade will remain on the student's transcript and some graduate/professional school admission processes will recalculate the student's GPA to include the original grade: See: <http://advising.osu.edu/grade-forgiveness-0> for more information.

### Dean's List

Students completing a minimum of 12 graded credit hours with a point-hour ratio of 3.50 or higher for any given term will be named to the Dean's List for that term in the college in which they are enrolled. Up to 3 hours of course work graded Satisfactory (S) may be included in the 12 graded hours. However, course work graded Pass (PA) may not count toward the minimum of 12 graded hours. Any grade of E, EN, U, UEN, NP, or P will disqualify a student from making the Dean's List even if the student has a term point-hour ratio of 3.50 and 12 graded hours.

### Academic Status

Any student whose cumulative GPA falls below 2.0 will be placed on academic probation. The College may make exceptions to this policy for students who are being dismissed because they failed to meet the conditions of their previous probation, and for new first-term students who can be placed on academic warning rather than probation. Students placed on warning will be placed on probation the following term if their cumulative GPA is still below 2.0.

If you are in academic difficulty, or if you believe you are in danger of falling into academic difficulty (even if your cumulative GPA is above 2.0), you should see your Arts and Sciences academic advisor as soon as possible to discuss the issues that may be affecting your academic performance and to get advice on how to earn and maintain good academic standing.

### Copyright

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

All student work will be considered as Fair Use under Creative Commons License 4.0, Attribution–ShareAlike

### Student academic services

OSU's academic support services and resources can help learners succeed in this course. More information is available at: <http://advising.osu.edu>

### Student support services

OSU's student support services and resources can help learners succeed in this course. More information is available at: <https://contactbuckeyelink.osu.edu/>

## SCHEDULE

### Calendar

For general planning purposes only.  
Official dates and activities will be on Carmen.

Week	Module	Day	Date	In class
1	Intro to Design Thinking	Tue	6/9	Lecture on Design Thinking
		Thur	6/11	Case Study and Water Bottle Activity
2	Design Thinking in Empathy	Tue	6/16	Lecture and Discussion on Empathy
		Thur	6/18	Case Study and Shoe Activity
3	Design Thinking in Define	Tue	6/23	Lecture and Discussion on Define
		Thur	6/25	Case Study and Morning Routine Activity
4	Design Thinking in Ideate	Tue	6/30	Lecture and Discussion on Ideate
		Thur	7/2	Case Study and Classroom Activity
5	Design Thinking in Prototyping and Testing	Tue	7/7	Lecture and Discussion on Prototyping/Testing
		Thur	7/9	Case Study and Morning Routine Activity
6	Project	Tue	7/14	Class and Individual Activity
		Thur	7/16	Class and Individual Activity
7	Project	Tue	7/21	Class and Team Activity
		Thur	7/23	Class and Team Activity
8	Project	Tue	7/28	Class and Team Activity
		Thur	7/30	Class and Team Activity

# Design 3105

*Note: For specific semester dates, assignments, etc. refer to the course module on Carmen. If you notice an error or something that does not seem correct (either in syllabus or on Carmen), please email the instructor immediately.*

## Overview

### Course catalog description

An overview of concepts, processes, and modes of identifying problems and proposing effective solutions from a design-oriented perspective.

### Course emphasis

This course provides an introduction to key concepts of design thinking. It will provide opportunities to learn about and practice design-thinking methods and tools and will encourage their application to problems found in any domain or realm. These methods and tools will be used to engage in empathetic, non-linear, and iterative processes of imagination and idea generation. Opportunities for interaction will expose students to collaborative practices and encourage the development of leadership skills.

Design 3105 introduces the design process; creative problem seeking and solving processes; emphasizes divergent thinking skills through observation, brainstorming, mapping, visualization, and communication.

### Course format

This class requires active student participation. The class meets 2 days per week for 1 hour 20 minutes each day. Class sessions will be comprised of lectures, in-class exercises, project assignments, presentations, critique sessions, and class discussions.

### Course Learning Outcomes

By the end of this course, students who successfully complete this course will gain:

- Define design thinking and various components of its flexible methodology;
- Recognize and practice strategies for opportunity seeking, problem definition, idea generation and development;
- Explore techniques for imagining and generating innovative ideas;
- Organize and analyze disparate information into messages that can be clearly communicated to a reader and viewer;
- Explore how design thinking can be adopted in organizations and corporations;
- Recognize how social context shapes both the generation and reception of new ideas;
- Navigate collaborative engagements and group dynamics while remaining cognizant of best personal practices.

## Materials

### Required Readings

- Creative Confidence: Unleashing the Creative Potential Within Us All, Tom Kelley and David Kelley. (Crown Business, 2013). ISBN-13: 978-0385349369 (print or electronic)
- Additional readings will be provided via Carmen

### Required Materials

- Sketchbook (recommended size 6 x 8 in)
- Basic drawing tools (ruler, eraser, markers or pencils (at least two colors))
- Printing will be required on a project-based need
- Laptop or iPad with internet access

## Attendance

Students are expected to attend all scheduled classes and meetings.

Attendance: 5 points/day

Excused absence: 2.5 points/day

Unexcused absence: 0 points/day

For an absence to be deemed Excused it requires 2 actions: (1) appropriate documentation submitted to the instructor within 3 days of the missed class. Instructor will determine if absence will be excused. To help you provide documentation, the SHS absence form can be found at the below link. (While this does not guarantee an 'excused' absence, it will help make that determination <https://shs.osu.edu/appointments/absence-excuse/>) and (2) student must review the provided materials for the day missed (i.e. lecture notes or other uploaded documents to Carmen) and upload a 3–5 minute video discussing the themes/topics presented in the materials.

**If a student exceeds 4 absences, a student-initiated meeting with the instructor is required. Repeated unexcused absences may result in failure of course.**

Attendance is demands students will also be alert, attentive, and participate during in-class exercises and discussions. Lack of regular in-class participation/attention may result in lowering of final grade. Deductions may occur without notification for use of electronic devices (phones, computers, etc) for unrelated activities (Facebook, messaging, texting, etc) or other distracting behaviors.

### Tardiness

Missing more than 15 minutes of class is considered absent.

## Assignments

### Overview

Full project description will be distributed at the start of each assignment/project.

Reading Quizzes (7 total): Quizzes comprised of multiple choice, short answer, and true/false questions to evaluate comprehension of reading assignments.

Assignments (14 total): Weekly assignments will require students to apply themes and course topics into short exercises. Topics will include the use of empathy, framing problems, and methods related to the phases of the design process.

Project 1: This project will require students to demonstrate an understanding of design thinking through team-based, hands-on learning experiences where students will use components in the design thinking framework for a provided challenge.

Project 2: This project will require students to demonstrate an understanding of design thinking through team-based, hands-on learning experiences where students will address all the components in the design thinking framework: understanding people, ideation, understanding context, framing the challenge and communication.

Exam (1 total): Students are required to complete a first-term exam. The exam will include short answer, essay, multiple choice, and in-exam activities related to course content.

## Grades

### Grading scale

This course follows the university common grading scale. For reference: 93-100: A, 90-92.9: A-, 87-89.9: B+, 83-86.9: B, 80-82.9: B-, 77-79.9: C+, 73-76.9: C, 70-72.9: C-, 67-69.9: D+, 60-66.9: D, Below 60: E

### Potential points

Attendance (28 at 5 points):	140 points	or 40% of final grade
Reading quizzes (7 at 5 points):	35 points	or 10%
Assignments (14 at 5 points):	70 points	or 20%
Projects (2 at 35 and 35 points):	70 points	or 20%
Exam (1 at 35 points):	35 points	or 10%

### Final grade

A final score will be determined from the total scores listed and a letter grade equivalent will be assigned. **The instructor reserves the right to determine the final grade.** Extra credit or make-up assignments will not be available.

### Deferrals

It is anticipated that all due dates will be met. However, arrangements for deferred submissions can be made for medical or compassionate reasons only. Students seeking deferrals should notify the instructor in advance of the original assignment due date and may be asked to submit medical and/or other documentation. In the event that a student is granted a deferral (of no more than 48 hours after due date) finished work will be accepted but will be penalized 3 percentage points.

### Late assignments

Assignments are due at the time listed on the day due. Any assignment received after the deadline (and no deferral has been received) will be accepted up to 48 hours past due. This work will be graded but will be penalized 30 percentage points. Assignments or projects received without a deferral or received beyond 48 hours after the due date & time will receive a grade of E (0 points).

## Semester Overview

Refer to Canvas for the Course Schedule. Below is a topic overview:

<b>Part One - Principles</b>	Week 1	Design Thinking and the Design Process
	Week 2	Design Research and Creativity
	Week 3	Visualizations
	Week 4	Empathy
	Week 5	Framing, Defining, Personas
	Week 6	Ideation and Prototyping
	Week 7	Testing
	Week 8	Review (and Fall Break)
	Week 9	Exam 1
<b>Part Two - Application</b>	Week 10	Project work
	Week 11	Presentations
	Week 12	Project work
	Week 13	Project work
	Week 14	Project work
	Week 15	Presentations (and Thanksgiving Break)
	Week 16	Presentations

## Communication

### General

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student's legal name unless changed via the University Name Change policy. I will



gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

### Guidelines

The following are my expectations for how we should communicate as a class: in classroom discussions; in written communication; and in what you write as part of assignments and examinations. Above all, please remember to be respectful and thoughtful.

### Writing style

Any written submissions should follow the standard English guidelines for using proper grammar, spelling, and punctuation.

### Tone and civility

In verbal exchanges and in writing, maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

### Citing your sources

In any form of academic submission, cite your sources to back up what you say. (For course materials, list the title and page numbers. For online sources, include a link.)

### Backing up/documenting your work

Document, document, document. Save all digital files in multiple places and capture images of all hand-made work.

## Performance Expectations

### Work

Your work should be your own and original. In formal assignments, you should follow a consistent in-text citation style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work. If you have questions about formatting, consult with the instructor.

### Reusing past work

In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with instructor at the start of the assignment/project.

### Falsifying research or results

Any research you conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

### Collaboration and informal peer-review

While study groups and peer-review of writing is encouraged, remember that comparing answers on an assignment is not permitted. There will be times when you are encouraged to talk to one another in small groups and to share ideas. If you're unsure about a particular situation, please feel free just to ask ahead of time.

### Be ready

You should always be prepared to work on current solo or group projects. Bring all work to class and be ready to present or share work without notice. In-class work time will be provided, this time should always be productive.

## Copyright Policy

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## University Policy

### Academic Integrity Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

## Support

### General

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options.

To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## Accessibility

Accessibility accommodations for students with disabilities

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs.

The Office for Disability Services is located in 150 Pomerene Hall (1760 Neil Avenue). Telephone 292-3307, TDD 292-0901

<http://www.ods.ohio-state.edu>

## Course Technology

Materials and information for this course will be posted online on Canvas. Remember to check the course regularly.

For help with your password, university e-mail, Canvas, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

Self-Service and Chat support: <http://ocio.osu.edu/selfservice>

Phone: 614-688-HELP (4357)

Email: [8help@osu.edu](mailto:8help@osu.edu)

TDD: 614-688-8743

## Instructor Support

I am here to help; however, it will not always be clear if you have questions, are struggling, or know what you are thinking unless you tell me. Use your resources wisely. If you do need to email me, include "Design 3505" in the subject line. I will respond as soon as I am able with the information you need.

## University Support

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### On sexual misconduct/relationship violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

### On Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Contact

Adam Fromme (fromme.3), Instructor

Hayes Hall, Room 230

Office Hours, 10-11am, Tuesdays and Thursdays or by appointment

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Design 3105**

**Instructor: Adam Fromme**

**Summary: Introduction to Design Thinking**

<b>Standard - Course Technology</b>	<b>Yes</b>	<b>Yes with Revisions</b>	<b>No</b>	<b>Feedback/ Recomm.</b>
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Office 365</li> <li>• Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Zoom</li> <li>• Synchronous lectures and asynchronous activities</li> <li>• Carmen discussion boards.</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tech is available for free via OSU site license.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 <sup>rd</sup> party utilities are used.
<b>Standard - Learner Support</b>				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add statement c
<b>Standard – Accessibility and Usability</b>				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tech is used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.

8.5 Course multimedia facilitate ease of use.	X		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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**Reviewer Information**

- Date reviewed: 1/13/21
- Reviewed by: Ian Anderson

**Notes: Add statements b&c and this is good to go!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>