

## Term Information

Effective Term Autumn 2021  
[Previous Value](#) Summer 2020

## 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	2700
Course Title	Introduction to Design Practice
Transcript Abbreviation	Intro Dsgn Prct
Course Description	Introduction to theory, rationale, practice, and societal impact of design; design process, critical issues, relationship to the environment. Design Minor and Entrepreneurship and Innovation Minor students may register without prereqs or corequisites.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 4 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>	No
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	Concur: 2110, 2120, 2310, and 2320.
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	50.0404
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	<ul style="list-style-type: none"><li>• Familiarity with concepts related to basic theories of design, design processes, and design and the environment.</li></ul>
Content Topic List	<ul style="list-style-type: none"><li>• Introduction to basic theories of design</li><li>• Introduction to design processes</li><li>• Introduction to design and the environment</li></ul>
Sought Concurrence	No

## Attachments

- DESIGN\_2700\_syllabus.docx: Syllabus  
*(Syllabus. Owner: Nini, Paul Joseph)*
- Design 2700.docx: Tech review checklist  
*(Other Supporting Documentation. Owner: Nini, Paul Joseph)*
- D2700\_in\_person.docx: In-person syllabus  
*(Syllabus. Owner: Nini, Paul Joseph)*

## Comments

**COURSE CHANGE REQUEST**  
2700 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
01/26/2021

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Nini,Paul Joseph	01/26/2021 03:26 PM	Submitted for Approval
Approved	Nini,Paul Joseph	01/26/2021 03:27 PM	Unit Approval
Approved	Haddad,Deborah Moore	01/26/2021 07:58 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	01/26/2021 07:58 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

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# SYLLABUS: DSN 2700

## INTRODUCTION TO DESIGN PROCESSES AND PRACTICES

### AUTUMN, 2020

## Course overview

### Instructor

Instructor: Maddie Sabatelli

Email address: [sabatelli.1@osu.edu](mailto:sabatelli.1@osu.edu)

Virtual office hours: by appointment via Zoom

GTA: Amber Bowman

Email address: [bowman.1546@osu.edu](mailto:bowman.1546@osu.edu)

Office hours: TBA; by appointment

### Course description

Introduction to theory, rationale, practice, and societal impact of design; design process, critical issues, relationship to the environment. “Design Minor” and “Entrepreneurship and Innovation Minor” students may register without prerequisites or co-requisites.

The purpose of this online course is to provide an overview of what design is; who designers are; what designers do; and why using the design process is a valuable way to approach identifying and solving problems. It provides useful insights to students who intend to become designers while helping others understand what they can expect if or when they choose to engage with designers.

### Course learning outcomes

By the end of this course, students should successfully be able to:

- Define design’s visual and spatial vocabulary and languages;
- Explore techniques for idea generation and creative problem solving;
- Demonstrate the ability of the design process to yield new ways of looking at opportunities and producing solutions to design problems and successful means of approaching challenges in the social realm;

- Recognize what a diverse range of contemporary designers do and who they do it with within traditional and emerging fields of practice;
- Demonstrate connections between key moments in design history and their influence on the formation of contemporary design practices;
- Summarize connections between relevant psychological, social, and cultural theories to contemporary design thinking and practice.

## Course format

This course is an asynchronous online learning experience. It is organized around a series of sequential modules that must be completed in order. Each includes a video from your instructor that presents the key themes that form the basis for the module and that guides you towards some of the most critical questions for you to consider while reading, watching, or exploring the learning resources associated with that module. Narrated presentations will also be included in most modules to help and apply and connect the information presented in texts and videos. The amount of time spent reading, viewing, writing, and taking quizzes will be equivalent to the time spent preparing for and attending in-person courses. This means that you should anticipate spending approximately 9 hours per week on this course.

## Course materials

Students are expected to acquire reading and supplemental materials prior to the start of the course.

### Required Reading

Ellen Lupton, *Design is Storytelling* (New York: Cooper Hewitt, Smithsonian Design Museum, 2017) ISBN: 978-1-942303-19-0

Bill Burnett and Dave Evans, *Designing Your Life* (New York: Alfred A. Knopf, 2016) ISBN: 978110875322 (hardcover) or 9781101875339 (e book)

Additional digital readings, provided online in association with each course topic

### Required Supplemental Materials

2 packs of post-it notes (2 x 2 or larger)

Plain white printer paper (8.5 x 11 or 11 x 17) (reusing the backsides of other papers is fine)

2-3 fine point Sharpie brand markers (black and another color)

### Communication Tools

Connecting to your instructor and the course GTA requires the use of a video call using Zoom. Therefore, it is required that you install the Zoom application. Be sure to log in with the SSO (osu.zoom.us). You will also need a microphone for voice connection. Video connection is optional, but highly recommended to ensure optimized communication.

## Scanning and Documentation Tools

You are not required to print anything for this course. All of your work will be uploaded as a digital file (a pdf). In some cases, images may be included in your work, and you will be required to scan or download and insert them into documents. The GTA for this course will be happy to guide you through this process (and file size management) if you require help. In addition, this list of recommended resources may also be helpful:

iOS: Notes app, CamScanner

Android: Google Drive app, CamScanner

Printers are often also scanners; save the file as a pdf.

## Course technology

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

## Grading and faculty response

### Grades

Assignment or category	Points
Learning module quizzes (10 @ 5 pts) (The lowest two scores will not be counted)	40
Assignment 1: What is Design?	20
Assignment 2: Designing Your Life	20
10 Reflection/Discussion Posts + Feedback (10 @ 2 pts)	20
Total	100

See course schedule, below, for due dates

## Five Point Extra Credit Opportunity

Watch up to two design-related films on your own or with the class at posted times so that you don't have to pay or subscribe to a service
Parasite (YouTube)
Milton Glaser: To Inform and Delight (YouTube)
Objectified (iTunes or Netflix)
Sign Painters (Amazon Prime)
Manufactured Landscapes (Amazon Prime)
Floyd Norman: An Animated Life (iTunes)
Diana Vreeland: The Eye Has to Travel (iTunes)
Urbanized (iTunes)
Indie Game and Indie Game Life After (both on iTunes)

## Late assignments

Finished work received after the due date and time of an assignment will be accepted, but you must speak with your instructor to negotiate a modified deadline in order for late work to receive credit. Communication requesting a modified deadline must take place within 24 hours of the original deadline. Any work received after the modified deadline will not receive credit.

## Grading scale and translation of marks

- 93–100%: A Work is exceptional quality; ideas are articulated in specific, vivid and thorough ways
- 90–92.9%: A- Work is very high quality; ideas are well considered and explained clearly
- 87–89.9%: B+ Work is high quality, reflecting higher than average ability
- 83–86.9%: B Work is very good and satisfies the goals of the assignment
- 80–82.9%: B- Work is slightly above average and goes slightly beyond basic expectations
- 77–79.9%: C+ Work is average, reflecting an understanding of course material and demonstrating an effort to apply it
- 73–76.9%: C Work is passable but only adequate in its ability to meet basic expectations
- 70–72.9%: C- Work is below good academic performance standards; underdeveloped or containing inaccuracies
- 67–69.9%: D+ Work is below average; demonstrates minimal effort
- 60–66.9%: D Work is well below average; incomplete or inaccurate

Below 60%: E Work receives no credit; unsuccessful completion, objectives of the assignment are not met at all or are met in a significantly limited way

## Faculty feedback and response time

I want to assure you that even though this is asynchronous course, I am here to help and I want you to communicate with me. The following list to give you an idea of my intended availability throughout the course and to encourage proactive communication. (Remember that you can call **614-688-HELP** at any time if you have a technical computer-related problem.)

### Grading and feedback

For assignments, you can generally expect feedback within **7-10 days**.

### E-mail

I will make every effort to reply to e-mails within **24 hours on weekdays**. Please note that e-mail sent between 5 pm and 8 am are not likely to be answered until the following day.

### Carmen

Email through Carmen's inbox function or through your BuckeyeMail will be the only source of private and secure conversations. General information, personal matters, assignment or class-related inquiries or other similar topics 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 you 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

The Zoom video call application is used for virtual meetings. I understand that some students may have technical issues or poor internet connections. I will keep this in mind when interacting with you on Zoom. You can contact ODEE or visit the Zoom Resource Center for technical difficulties that are related to the application itself.

<https://resourcecenter.odee.osu.edu/carmenzoom>

There are protocols for professional use of Zoom that you should always keep in mind. You are expected to maintain professional behavior and appearance while in an active Zoom meeting. Using how you might look and behave in a face-to-face engagement/physical class meeting provides a good guideline to follow.

My office hours will be conducted using the Zoom app. Please contact me for an appointment time and I will send you a meeting link to a virtual meeting room. I only connect to Zoom when I expect to have a meeting, so please plan ahead and pre-arrange our conversations.



# Attendance and participation

## Student participation requirements

This is an asynchronous online course, meaning that you will review and study your instructor's announcements and presentations, as well as a variety of readings, videos, web sites, etc. at times that fit into your schedule efficiently. The completion of weekly module quizzes, written reflections, and the two required course projects will signify your "attendance" of the course. For the best learning experience, I recommend that you set aside four regular blocks of time each week (just as you would if you were preparing for and then attending a course). Use these as opportunities to focus your attention on course material without distraction. This is the best way to maintain a progression of learning throughout the semester and to manage your time effectively.

The fact that this is an asynchronous course does not mean that you have to learn in isolation, however. The essence of design is collaborating and sharing ideas, so we will make use of discussion questions that can become ways for you to share your thoughts and comment on the ideas of your classmates. You are also encouraged to interact with the GTA and instructor for the course throughout the semester using our virtual office hours or other times, by appointment. And three different times during the semester, you will be offered the opportunity to watch and discuss a design-related film online together for extra credit.

## Communication guidelines

The following are our expectations for how all of us 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. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** In verbal exchanges and in writing, let's 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, please cite your sources to back up what you say. (When using course materials that originally took a printed form, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing anything you submit for this course using a word processor where you can save your work, and then copying into the Carmen drop box for submission.

## Other course policies

### Academic integrity is essential

#### Policies for this course

- **Learning module quizzes (LMQ)** Quizzes that are associated with each online learning module will be available on the Carmen course site. You may use whatever resources you have at hand to answer the LMQ questions.
- **Assignments:** Your assignments should be your own original work. When referencing the works of others in formal assignments (both text and images), you should follow the **MLA 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 GTA.
- **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 me or the GTA first.
- **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 written projects is encouraged, remember that comparing or duplicating answers on an assignment or exam is not permitted. There may be times when you are encouraged to talk to one another in small groups and to share ideas online. If you're unsure about a particular situation, please feel free to ask the instructor or the GTA.
- **Group projects:** This course does not include a group project.

#### Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another

student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report our suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact your instructor.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Accessibility accommodations for students with disabilities

### Requesting accommodations

This course is designed with flexibility and accessibility in mind. Still, any student who feels they may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. *Students should provide official documentation (provided through the office of Student Life Disability Services) regarding conditions that may require accommodations in the studio/classroom or that may impact their performance in this course within the first week of class.*

Please contact:

Student Life Disability Services  
098 Baker Hall  
113 W. 12th Ave  
Columbus, OH 43210

Go to <http://ods.osu.edu> for more information.

## Accessibility of course technology

This course requires use of Canvas (also known as *Carmen*: Ohio State's learning management system) and other on-line communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility](#)
- Streaming audio and video

## 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.

Please note that only the first repeat of a course will replace a grade; 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 admissions processes will re-calculate the student's GPA to include the original grade. See: <https://advising.osu.edu/grade-forgiveness-0> for more information.

## The value of 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.

## Caring for your mental health

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](https://ccs.osu.edu) or calling [614-292-5766](tel: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](tel: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).

## **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 at [titleix@osu.edu](mailto:titleix@osu.edu).

## **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/>

## Course Schedule

WEEK	WEEK	TOPIC	RESOURCES TO REVIEW	DUE DATES/ DEADLINES
<b>MODULE 1: INTRODUCTION TO DESIGN</b>				
1	8/25	What is Design?	<a href="#">INTRODUCTION VIDEO</a> <a href="#">LECTURE VIDEO</a>	
	8/27	Design Elements and Principles	<a href="#">LECTURE VIDEO</a> Listen: <a href="https://studentinspiredradio.podbean.com/e/the-language-of-art-the-art-of-seeing-part-1-the-elements-of-art/">https://studentinspiredradio.podbean.com/e/the-language-of-art-the-art-of-seeing-part-1-the-elements-of-art/</a>  <a href="https://studentinspiredradio.podbean.com/e/the-language-of-art-the-art-of-seeing-part-2-the-principles-of-design/">https://studentinspiredradio.podbean.com/e/the-language-of-art-the-art-of-seeing-part-2-the-principles-of-design/</a>	<b>Quiz 1 (5 pts)</b>
2	9/1	Design Basics (typography, layout, color)	<a href="#">LECTURE VIDEO</a> Read: "Working with Grids" by Timothy Samara (pdf on Canvas)  Listen: 99 Percent Invisible's "The Secret Lives of Color" <a href="https://99percentinvisible.org/episode/the-secret-lives-of-color/">https://99percentinvisible.org/episode/the-secret-lives-of-color/</a>	
	9/3	Design and Art	<a href="#">LECTURE VIDEO</a> Read: "Design As..." and "Design Problems" in <i>Understanding Design</i> by Kees Dorst (pdf on Canvas)  Read: <a href="https://medium.com/@fansaiensunny/what-is-art-and-design-art-vs-design-abb4afdaf15">https://medium.com/@fansaiensunny/what-is-art-and-design-art-vs-design-abb4afdaf15</a>	<b>Quiz 2 (5 pts)</b>
<b>MODULE 2: THE DESIGN PROCESS</b>				
3	9/8	Design Thinking and Design Process	<a href="#">LECTURE VIDEO</a> Read: Design and Designing Ch 1 (pdf on Carmen)	
	9/10	Design Thinking and Design Process	<a href="#">LECTURE VIDEO</a> Read: Design and Designing Ch 2 (pdf on Carmen)	<b>Quiz 3 (5 pts)</b>
4	9/15	Problem finding and information gathering	<a href="#">LECTURE VIDEO</a> Read: "Designerly Ways of Knowing" by Nigel Cross (pdf on Carmen)	
	9/17	Selection, Implementation, and Evaluation	<a href="#">LECTURE VIDEO</a> Read: "How to Get Ideas" by Ellen Lupton (pdf on Carmen)	<b>Quiz 4 (5 pts)</b>
<b>MODULE 3: DESIGN CONVENTIONS</b>				

5	9/22	Why Designers Draw and Model	LECTURE VIDEO Read: TBA	
	9/24	Writing as Designing	LECTURE VIDEO Read: TBA	Quiz 5 (5 pts)
6	9/29	Narrative and storytelling	LECTURE VIDEO Read: "Spreading the Message" by Tim Brown (pdf on Canvas)  Read: Design is Storytelling (Act 1) by Ellen Lupton	
	9/31	Storytelling and Exhibition Design	LECTURE VIDEO Read: <a href="http://www.foeromeo.org/conferences-etc/can-an-exhibition-be-a-story">http://www.foeromeo.org/conferences-etc/can-an-exhibition-be-a-story</a> (Links to an external site.)  <a href="http://mw2015.museumsandtheweb.com/paper/the-museum-as-digital-storyteller-collaborative-participatory-creation-of-interactive-digital-experiences/">http://mw2015.museumsandtheweb.com/paper/the-museum-as-digital-storyteller-collaborative-participatory-creation-of-interactive-digital-experiences/</a>  Read: Design is Storytelling (Act 2) by Ellen Lupton	Quiz 6 (5 pts)

7	10/6	Animation, augmented reality and virtual reality	LECTURE VIDEO Read: Design is Storytelling (Act 3) by Ellen Lupton	
	10/8	Gamification	LECTURE VIDEO Read: TBA	Quiz 7 (5 pts)

#### MODULE 4: DESIGN CONSIDERATIONS

8	10/13	Design Film	Watch one of the specified films online and post to discussion board	Discussion Post (4 pts)
		Assignment 1 Development		Upload Draft of Assignment 1
	10/15	Assignment 1 Development	Provide peer feedback on Assignment 1	Assignment 1 Peer Feedback (2 pts)
		Introduce Assignment 2	Read: Designing your Life: Introduction + Start Where You Are + Building a Compass	Designing your Life Reflection (2 pts)
9	10/20	Design Theory	LECTURE VIDEO Read: TBA	Assignment 1 Due: What is Design
	10/22	User-centered design	LECTURE VIDEO Read: TBA Read: Designing your Life: Wayfinding + Designing Your Life	Designing your Life Reflection (2 pts)
10	10/27	Sustainable design and life cycles	LECTURE VIDEO Read: TBA	

	10/29	Urban Sustainability	LECTURE VIDEO Read: TBA Read: Designing your Life: Getting Unstuck + Prototyping	Quiz 8  Designing your Life Reflection (2 pts)
11	11/3	Designing for social good	LECTURE VIDEO Read: Review projects on "Design for Social Good" web site: <a href="http://designforsocialgood.org/">http://designforsocialgood.org/</a>	
	11/5	Social Good Case Studies	LECTURE VIDEO Film: "If You Build It"  Read: Designing your Life: How Not to Get a Job + Designing Your Dream Job	Quiz 9  Designing your Life Reflection (2 pts)
12	11/10	Design and Branding	LECTURE VIDEO Read: TBA	
	11/12	Design and Business	LECTURE VIDEO Read: TBA Read: Designing your Life: Choosing Happiness + Failure Immunity	Quiz 10 Designing your Life Reflection (2 pts)
13	11/17	Ethics and Design	LECTURE VIDEO Read: TBA	
	11/19	Design and the future	LECTURE VIDEO Read: TBA Read: Designing your Life: Building a Team + Conclusion	Designing your Life Reflection (2 pts)
14	11/24	Assignment 2 Development	Provide peer feedback on Assignment 2	Peer Feedback (2 pts)
15	12/1	Assignment 2 Development		Assignment 2 due



**Syllabus: Design 2700-0010**

Introduction to Design Practice, Spring 2019 3 credit hours/3 contact hours  
Lecture Course

**Location and Time:**

Haggerty Hall 180, W/F 3:55-5:15PM

**Instructor:**

Michael Kellner **Email address:** [kellner.30@osu.edu](mailto:kellner.30@osu.edu) **Office hours:**

Hayes 230: W/F 2:00-3:00PM By appointment

**GTAs:**

Breanne Butters [butters.9@osu.edu](mailto:butters.9@osu.edu)

Office hours by appointment

Shasha Yu [yu.2116@osu.edu](mailto:yu.2116@osu.edu)

Office hours by appointment

**Course description**

“Introduction to theory, rationale, practice, and societal impact of design; design process, critical issues, relationship to the environment. Design Minor and Entrepreneurship and Innovation Minor students may register without prereqs or corequisites.”

The purpose of this course is to provide an overview of what design is, who designers are, what designers do, and why using the design process is a valuable and different way to approach the way you work. It is intended to provide useful insights to students who intend to become designers while helping others understand what they can expect if and when they choose to engage with designers.

**Course learning objectives**

By the end of this course, students should successfully be able to:

Utilize the elements and principles of design in the presentation and analysis of visual material;

Explore techniques for idea generation and creative problem solving;

Demonstrate the ability of the design process to yield new ways of looking at opportunities and producing solutions to design problems and challenges;  
Recognize what contemporary designers do and who they do it with within traditional and emerging fields of practice;  
Demonstrate the benefits of collaboration and iteration in design practice;  
Identify particular key technologies and their impact on modes of production, fabrication and publication within the context of contemporary design practices;  
Summarize connections between relevant psychological, social, and cultural theories to contemporary design thinking and practice.

### **Required Reading**

Bill Burnett & Dave Evans. *Designing Your Life*. Alfred A. Knopf, New York, 2016 ISBN: 9781101875322

On-line readings are provided in association with each course topic with relevant links and PDF's found on Carmen. A subscription to the digital edition of The New York Times is recommended.

### **Required Supplemental Materials**

2 packs of post-it notes (2 x 2 or larger)  
8.5" x 11" pad of drawing paper/journal (unlined)  
2-3 fine point Sharpie brand markers (black and another color)

### **Optional materials**

A digital camera and computer will make your participation in the course easier but are not prohibitive. If you own a phone with a camera, that is perfectly sufficient for our class.**Course technology**

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

## **Grades**

Rather than utilizing traditional course evaluation methods (comprehensive tests and quizzes), this course employs a gamification model. Students *acquire* points in this model by completing different tasks and participating in the course in a variety of ways. The main benefit of this model is that it allows the student to choose how they will meet their preferred grade outcome for the course.

## **Grades**

Methods of Acquiring Points:

**Class Participation:** In-class activities will often have a component that can be digitally submitted via Carmen. This submission will often be a brief statement or digital documentation of the physical work completed in class.

**Responses:** Written and drawn reactions to a specific question posed about an article, podcast, or video. These will be submitted via PDF prior to the beginning of class.

**Designer Slides:** Students submit 3-4 slides giving brief biographical information, visual examples, and citations on designers from a master list provided on Carmen.

**Required Assignments:** Each assignment involves developing slides that convey information required on the assignment sheet. Some of this information is generated on your own while work can be submitted as a group for more points. See the assignment sheets on Carmen for further guidelines.

**Additional Points Assignments:** These assignments can be completed to acquire more points. Some are individual assignments while others can be completed in a small group. The specifications for this are outlined on Carmen and will be addressed in class.

**Good Design Slides:** The final way to acquire for this class will serve as a

summary of your take away from the material we have learned. It will be 3-4 slides and will follow a format outlined on our Carmen site.

**Available points for the course:**

Class participation (lowest 2 dropped)	15 points
Responses (lowest 3 dropped)	25 points
Designer Slides	10 points
Assignment 1.1: Introductory Slides	10 points
Assignment 1.2: Group Introductory Slides	10 points
Assignment 2.1: Designing Your Life (Exercises 1-3)	10 points
Assignment 2.2: Designing Your Life (Exercises 4-6)	10 points
Good Design Slides	10 points

**Even more available points for the course:**

**If participating in class, choose two. If not participating in class, complete all four:**

Additional Assignment 1: Film Reviews. 10 points

Additional Assignment 2: Field Trip. 10 points

Additional Assignment 3: Campus Problem Identification. 10 points

Additional Assignment 4: Campus Problem Solution.

10 points

**Total Points Available For Students Participating In Class:**

**120 points**

**Total Points Available for Students Not Participating In Class:**

**105/120 (87.5%), B**

### **Late assignments**

It is anticipated that all due dates for assignments will be met. However, in the event that a student **misses a due date** for an assignment, finished work received up until midnight two days after the due date and time will be accepted but will be penalized by the reduction of one- third letter grade (A achieves A-, A- achieves B+, etc.). Assignments or projects received beyond 48 hours after the due date & time will receive a grade of E (0 points) without exception.

Late submissions will only be excused for university-sanctioned events and activities or if a student provides documentation from a medical or legal professional. Students who seek to have late submissions excused should notify the instructor in advance of the original assignment due date, if possible. Late work with an approved excuse must be completed by a date and time agreed upon by the student and the professor in order to achieve their grade as described above.**Grading scale**

93-100: A

90-92: A-

87-89: B+

83-86: B

80-82: B-

77-79: C+

73-76: C

70-72: C-

67-69: D+

60-66: D

Below 60: E

### **Faculty feedback and response time**

Instructors are here to help and support you. Please engage us either via email or in person by scheduling an appointment for office hours. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

### **Grading and feedback**

For most grades, you can generally expect feedback within 7 days.

### **E-mail**

Our policy is to respond Monday through Friday within 24 hours of your email.**Student participation requirements**

The essence of design is action and collaboration; it is the sharing of ideas. That means that this course cannot be completed in the most successful manner possible without active participation. We recognize, however, that different students have differing levels of motivation and different achievement goals. This course is structured, therefore, like a game. Students who want to earn a grade above a “B” must attend the course and participate in its activities. Those students who are satisfied with receiving a “B” grade or less are welcome to participate by reading and watching all of the on-line materials and completing the assignments at a distance. All students are always welcome to ask questions via email or to meet with the GTA or instructor for guidance on any aspect of the course, without judgment.

**If you choose not to participate in class, you must notify your instructor with the GTAs in copy via email by**

The following is a summary of everyone's expected participation:

### **Class meetings: REQUIRED TO RECEIVE A GRADE OF “A” OR LESS:**

Because design is inherently collaborative and focused on making and doing, it is not something you can study without interacting with others. Even though this is a large course, it is organized to provide you with basic information about design processes and practices in a number of ways. You can watch,

listen, and read through the associated learning modules on the various topics included in this course. You can accumulate points toward your course grade by completing responses to identified items in these modules.

You can and must also attend class if you are interested in achieving a grade above a “B”. Participating in class meetings is the best and easiest way to ensure your successful

performance in this course by acquiring all of the points available. This is also the best time to speak to instructors and ask questions.

The following is a summary of everyone's expected participation:

**Use of Carmen resources (Learning module materials and assignments):**

**REQUIRED TO ACHIEVE A GRADE OF “B” OR LESS**

Be sure to log in to the course in Carmen at least twice a week, including weeks with holidays. Learning modules for viewing and listening as well as readings or videos that are associated with each course topic can be accessed there. Also, learning module response questions will be available through the Carmen site for this course. See the PDF on Module Responses for more information on deadlines and completion.

**Office hours: OPTIONAL**

If you wish to discuss anything related to the course such as an assignment with an instructor or GTA, please contact one of us in person or by email if you need to schedule a time for the meeting during or outside of scheduled office hours.

**Communication guidelines**

The following are our expectations for how we should communicate as a class. Please remember to be respectful and thoughtful. We will issue gentle reminders when necessary.

**Writing style:**

Please use standard English grammar, spelling, and punctuation. As a part of the library system you have unlimited access to the Oxford English Dictionary (the OED); consult it often.

Pet peeve alert: Emails should begin with a salutation (ex. “Dearest Dr. Kellner”) and end with a closer (ex. “With my undying gratitude, Me”).

Emoticons and some informality are fine for non-academic topics, if that’s

your thing.

**Tone and civility:**

The most successful learning environments are ones where everyone feels welcome and safe. This does not mean that we will not disagree. Rather, we disagree while still acknowledging each other's dignity. As instructors, we will try to lead by example.

**Citing your sources:** In any form of academic submission, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

**Policies specific to this course:**

**Module Responses** Answers to questions that are associated with each online learning module will be available on the Carmen course site. You may use whatever resources you have at hand to answer these questions.

**Assignments:** Your assignments should be your own original work. When referencing the works of others in formal assignments (both text and images), you should follow a relevant **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 GTA.

**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 me or the GTA.

**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 written projects is encouraged, remember that writing assignments together is not permitted unless specifically specified. There will be times when you are encouraged to talk to one another in small groups and to share ideas in the classroom or online. If you're unsure about a particular situation, please feel free just to ask ahead of time.

**Group projects:** Group projects will include a self-assessment from each



member of the group outlining how responsibilities were divided. Depending on the assessments, group grades may differ from member to member.

### **Academic integrity policy**

It is the responsibility of the Committee on Academic Misconduct to investigate and 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/>.

### **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.**

### **Mental Health Statement**

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](https://ccs.osu.edu) or calling [614-292-5766](tel: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](tel: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

### **Statement on Sexual Misconduct**

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)

### **Statement 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

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.



Design Into Context Introduce Assignment 1.1

HW: R10: Edward Fleming, "Artifact Study: A Proposed Model" R11: Marcel Danesi, "From Cave Drawings To Emojis"

Assignment 1.1

#### **Module 4: Analyzing Design**

W/F Jan 30-Feb 1

In class: Semiotics, Close Looking, Visual and Material Culture Introduce Assignment 1.2

HW: R12: Amanda Hurley, "Gallaudet University's Brilliant, Surprising Architecture for the Deaf" & "How architecture changes for the deaf"

R13: B.J. Miller, "What Really Matters At the End of Life" Assignment 1.2

#### **Module 5: Human-Centered Design**

W/F Feb 6-8

In class: Human-Centered Design

Discussion/Activity Introduce Designer Slides Assignment

HW: R14: Wittkower, D.E. "Principles of Anti-Discriminatory Design" R15: Architecture and Inequality on College Campuses

Begin Designer Slides

#### **Module 6: (Some) Design Theories**

W/F Feb 13-15

In Class: Affordances and Third Spaces

Introduce Optional Assignments (Film and Campus Problem Seeking) HW:

R16: Kenya Hara, "Designing Design"

R17: Steven Johnson, "Where Good Ideas Come From"

Finish Designer Slides

### **Module 7: Ideation**

W/F Feb 20-22

In Class: Ideation/User Profiles/Personas Mid-term  
Evaluation

Introduction to Assignment 2.1 Designing Your Life

HW: R18: George Saunders, "What writers really do when they write." & "How to Solve Problems Like a Designer"

Read Designing Your Life Chapters 1-3 and bring in questions for next class.

Begin Assignment 2.1

### **Module 8: Iteration**

W/F Feb 27-Mar 1

In Class: Review User Profiles/Personas  
Designing Your Life Questions/Discussion Iteration Activity

HW: R19: "The Scientific Case For Doodling While Taking Notes" R20: "The Bloody Footprint"

### **Module 9: Visualization: Sketching**

W/F Mar 6-8

In class: Why do designers draw?  
Sketching Exercises

Due Film Review/Campus Problem Seeking

Introduce Optional Assignments (Wex Visit/Campus Problem Solving)

HW: R21: America's Last Top Model R22: Why  
Make a Model?

### **Module 10: Visualization: Modeling**

W/F Mar 20-22

In class: Why do designers model?  
Modeling Exercises

HW: R23: Six NPR Stories That Breathe Life Into  
a Neighborhood Scene R24: Why my videogame chooses your character's race  
and gender  
for you Finish Assignment 2.1

### **Module 11: Visualizations: Time Based Media**

W/F Mar 27-29

In class: Analyze various time-based media examples  
Quick storyboard workshop

Introduce Assignment 2.2

HW: R25: Forensics Helps Widen Architecture's Mission R26: An Illustrated  
Tour of Pie-Chart Study Results

### **Module 12: Visualizations With Emerging Technologies/Data**

W/F April 3-5

In class: Explore Ideas behind Tech Visualizations  
and Data Workshop data visualizations

HW: R27: Wayfinding

R28: What Is Customer Journey Mapping and How to Start?

### **Module 13: Wayfinding**

W/F April 10-12

In class: Looking for overlaps in  
Wayfinding/Consumer Maps/User Personas/Empathy Maps  
Wayfinding Exercise Introduce Good Design Slides

HW: Complete Good Design Slides

Complete Optional Assignments (Wex/Campus Problem Solving)

### **Module 14: Good Design**

W/F April 17-19

In class: What Is Good Design?  
Course Assessment HW: Finish Assignment 2.2

### **Finals Week**

Thursday, April 25, 4PM

Assignment 2.2 is Due Hi-Five your classmates

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

**Course: Design 2700**

**Instructor: Maddie Sabatelli**

**Summary: Introduction to Design Processes and Practices**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
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>• Asynchronous lectures and 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.
Standard - Learner Support				
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			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			c
Standard – Accessibility and Usability				
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: 1/25/21
- Reviewed by: Ian Anderson

**Notes: This one looks good. Normally privacy and accessibility policies would need to be added for the streaming services but since it is extra credit it isn't required. You may still want to add them for completeness sake.**

<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/>