Summer B **2024**
# GRA1113C / **Design Studies**

**INSTRUCTOR**
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**CLASS NO.**
ROOM:
FAC 0310 | M,T,W,R,F | Periods 2-3
(9:30 AM - 12:15 PM)

**OFFICE HOURS**
Fridays 10-11 via zoom
(link on Canvas).
or MxD Studio, Infinity Hall

## Course Description:

This course asks: How does design work as a tool for shaping, understanding, and communicating identity—"the fact of being who or what a person is"—in everyday life? Designed environments, objects, and interfaces allow us to shape the "facts" of how we see ourselves and others. Today, design organizes how we navigate public spaces and digital environments, impacts the way we understand everything from political positions to brand preferences, and positions us within our local communities and the global commodities marketplace. Specific places, times, and cultures influence how humans understand and use design, and knowledge of these environmental contexts allows us to recognize our own context(s) as particular rather than universal. With a diverse and global range of design artifacts as our case studies, we'll interrogate issues related to form (the visual and physical qualities of design), function (what design is used for, and how), and philosophy (the underlying conceptual and ethical frameworks that inform the design process). Readings, viewings, discussions, and critical design thinking & making activities provide a shared framework for investigation. Through these, we'll seek to understand the interactions between design and identity in order to become more informed and empowered makers and users of design.

## Course Objectives/Goals:

**After completing this course, students will:**

• Identify, describe, explain, and critique how form, function, and philosophy play a role in the design process as it shapes intersectional personal, socio-cultural, and political identities. We'll evaluate these skills through Design Thinking activities (in class) and Critique Board posts.

• Identify and describe key concepts, themes, and disciplinary vocabulary connected to specific case study examples of the design process and its role in the cultural construction of identity. We'll evaluate these skills through online quizzes and in-class dialogues.

• Identify, Analyze, and Evaluate how the form, function, and philosophy of designed artifacts and design practices change relative to place and time. We'll evaluate these skills through Critique Board posts, guided peer and self analysis, and Design Thinking activity outcomes.

- Identify, Analyze, and Evaluate how design plays a role in constructing identity relative to an individually selected theme: economic class, race/ethnicity/nationality, gender/sexuality, ability/disability, political power, or religion/spirituality. We'll evaluate these skills through the Design Thinking responses, Critique Board posts, Experiential Learning Components, and Self-Reflective Written Responses.

- Develop and present critical, personal responses to the diverse examples of design practice encountered in class, in reading/viewing assignments, and in students' ongoing observation logs and dialogues. We'll evaluate these skills through Critique Board posts and Self-Reflective Written Responses.

# Require materials:

In order for you to fully participate and meet course learning objectives, students taking graphic design courses are required to have appropriate hardware, software and access to the Internet.

Because computer access is an institutional requirement, computer costs are designated as allowable costs for students who qualify for Financial Aid. Accordingly, Student Financial Affairs has added costs for access to a computer into budgets. For more information, contact your financial adviser in the Office of Student Financial Affairs directly.

# Evaluation

Blog Post: 10%
Quizzes: 20%
Think & Make: 10%
Share-out (Gestalt 1-3): 10%
Essay and Presentation combined: 50% (with a heavier emphasis on the presentation as a significant portion of the studio project grades)

# Grading

The grading scale for this course is consistent with the current UF policy for assigning grade points, written below as Letter grade / GPA points / Percent. Please note, the Graphic Design BFA major requires a C or higher and the Graphic Design Certificate requires a grade of B or higher in this course.

| LETTER | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GPA | 4 | 3.67 | 3.33 | 3.00 | 2.67 | 2.33 | 2.00 | 1.67 | 1.33 | 1.00 | 0.67 | 0.00 |
| PERCENT | 100–93.4 | 93.3–90 | 89.9-89.9- | 86.6–83.4 | 83.3–80 | 79.9–76.7 | 76.7–73.4 | 73.3–70 | 69.9–66.7 | 66.6–63.4 | 63.3–60 | 59 or below |

C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major.
UF grading policy website: https://catalog.ufl.edu/UGRD/academic- regulations/grades-grading-policies/

# Attendance

Attendance is required for this class. You can miss two class days without penalty. Two late arrivals (after class begins) or early departures (before class is dismissed or ends) equal one absence. All unexcused absences after the first two cost -5 points each from the final grade in the course. More than 6 absences of any kind—missing more than 3 weeks of class—equals automatic course failure unless we make documented accommodations in advance.

To receive an "excused" absence, you must do one of the following: (a) notify the instructor before class begins that you will not be able to attend class; they can make arrangements as/if needed for you to participate remotely. (b) notify the instructor after class begins and provide official documentation of a university-sanctioned reason to receive an excused absence. Military service, varsity sports travel, and illness are common excused absences when documented by a written note from a commanding officer, coach, or doctor. Regardless of the type of absence, you are still required to complete assignments, so it is vital that you contact the instructor as soon as possible to discuss your options. It is your responsibility to keep track of your attendance record in Canvas.

Requirements for class attendance, make-up exams, assignments, and other work in this course are consistent with university policies.

# SAAH & UF Policies

## Health And Safety

The goal of the SA+AH Health and Safety Program is to protect the health and welfare of all faculty, staff, and students and to cooperate with the University of Florida's Department of Environmental Health & Safety (EH&S). The SA+AH H&S policy and handbook is online here:
http://arts.ufl.edu/site/assets/files/37319/saahhealthandsafetyhandbook.pdf

## In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes
are (1) for personal educational use, (2) in connection with a complaint to the university, or
(3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes
are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

# SAAH & UF Policies

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Accommodations For Students With Disabilities

Students who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (352-392-8565, http://www.dso.ufl.edu/drc/). Once registered, students will receive an accommodation letter
which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

## Harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty
(http://www.hr.ufl.edu/eeo/sexharassment.htm).
All member(s) of the University who intentionally act to impair, interfere with, or obstruct the mission, purposes, order, operations, processes, and functions of the University shall be subject to appropriate disciplinary action by University authorities for misconduct, as set forth in the applicable rules of the Board of Regents and the Universityand state law governing such actions. Be advised that you can and will be dismissed from class if you engage in disruptive behavior. For more information, visit: http://regulations.ufl.edu/wp-content/uploads/2012/09/1008.pdf.

## Twelve-Day Rule

https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#twelvedayruletext

## Absences For Religious Holidays

Students, upon prior notification of their instructions, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. A student who believes that he/she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure: http://www.registrar.ufl.edu/catalog/policies/regulationattendance

# SAAH & UF Policies

### Honesty Policy

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, you are expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. These can include: cheating, copying ideas, plagiarism, bribery, misrepresentation, conspiracy, or fabrication. You can find UF's Student Conduct Code here.

### Gator Evals

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Visit this link: https://gator-evals.aa.ufl.edu/students/ for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here: https://gatorevals.aa.ufl.edu/public-results/

### Health And Wellness

**U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
**Counseling and Wellness Center:** Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
**University Police Department:** Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
**GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

### Academic Resources

**E-learning technical support:** Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
**Career Connections Center:** Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
**Library Support:** Various ways to receive assistance with respect to using the libraries or finding resources

# Campus Resources

**Teaching Center:** Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
**Writing Studio:** 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
**Student Complaints On-Campus:** Visit the Student Honor Code and Student Conduct Code web-page for more information.
**On-Line Students Complaints:** View the Distance Learning Student Complaint Process.

# Course Outline

Specific details or changes on each week's activities will be announced in advance. Semester schedule intentionally less detailed to allow for fluctuation in class activities as needed.

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| **WEEK 1**<br>Form | 04/1<br>04/2 | Quiz 1: what's design<br>Think & Make 1<br>Blog Post 1 |
| **WEEK 1**<br>Form | 04/3<br>04/4 | Quiz 2: writing systems<br>Think & Make 2<br>Blog Post 2 |
| **WEEK 1**<br>Form | 04/3<br>04/4 Holiday | Quiz 3: methods & materials<br>Think & Make 3<br>Blog Post 3 |
| **WEEK 1-2**<br>Form | 04/5<br>04/8 | Quiz 4: color<br>Think & Make 4<br>Blog Post 4 |
| **WEEK 2**<br>Form | 04/9 | Gestalt #1 |
| **WEEK 2**<br>Function | 04/10<br>04/11 | Quiz 6: branding<br>Think & Make 6 (*won't include harmful stereotypes)<br>Blog Post 6 |

| | | |
|---|---|---|
| **WEEK 2-3**<br>Function | 04/12<br>04/15 | Quiz 7: stereotypes<br>Think & Make 7<br>Blog Post 7 |
| **WEEK 3**<br>Function | 04/16<br>04/17 | Quiz 8: propaganda<br>Think & Make 8<br>Blog Post 8 |
| **WEEK 3**<br>Function | 04/18<br>04/19 | Quiz 9: data visualization<br>Think & Make 9<br>Blog Post 9 |
| **WEEK 4**<br>Function | 04/22 | Gestalt #2 - post your infographic |
| **WEEK 4**<br>Philosophy | 04/23<br>04/24 | Quiz 11: universal design<br>Think & Make 11<br>Blog Post 11 |
| **WEEK 4**<br>Philosophy | 04/25<br>04/26 | Quiz 12: functional design<br>Think & Make 12<br>Blog Post 12 |
| **WEEK 5**<br>Philosophy | 04/29<br>04/30 | Essay: Analysis of Experiential Learning Activity |
| **WEEK 5**<br>Philosophy | 04/30<br>04/31 | Quiz 13: Democratic Design<br>Think & Make 14-15<br>Gestalt #3 |
| **WEEK 6**<br>Philosophy | 05/01<br>05/02 | Blog Post 13 |
| **WEEK 6** | 05/02 | Final Presentation<br>Quiz 14: Sustainable Design<br>Blog Post 12 |

# Coursework

**Course Title: Design Studies  |  Instructor:** Azadeh Jalali

| Assignment | Description | Requirements | Points | Due |
|---|---|---|---|---|
| **Blog Post** weekly critique wall contribution, a little bit like a shared, critically annotated Pinterest board. | For each entry, locate and critically analyze one example of design that shows the relationship between the week's topic (e.g., color) and your individual research theme from the approved themes list (e.g., gender). | 1 image of your creation and a brief caption: what we're seeing and why it's important + relevant, from your point of view. | 300 12 entries, 25 pts | 11:59pm |
| **Quizzes** weekly, online | During each unit, you'll take four online, multiple choice quizzes reviewing the week's assigned viewing, listening, and/or reading assignments. | 10-12 multiple choice and short answer questions; two chances to take the quiz, highest score automatically kept. | 12 quizzes, between 16-25 pts each | 11:59pm |
| **Think & Make** weekly, synchronous, collaborative activities | Each week, you'll participate in a classroom discussion session. Your collaborative small group will engage design thinking and studio making. Earn credit through engaged, active participation that›s consistently informed, thoughtful, and considerate; there aren't right or wrong answers, no design skills needed. | Active engagement as described in each session's design thinking & making prompt (rubric attached to prompts). | 120 12 sessions, 10 pts each | during your assigned session time |
| **Share-out (Gestalt 1-3)** synchronous reflection sessions about critique wall contributions | At the end of each unit, we'll discuss the results of your personal blog post contributions. Before we meet, you'll prepare your summary. In class, you'll reflect on how your observations and analysis connect to your experience of design as a student and how they might inform your experiences of design and identity after you complete your degree. | Self and peer evaluation (rubric attached to assignment). | 30 3 sessions, 10 pts each | during your section's last session of each unit |
| **Essay** analytical essay reflecting on experiential learning | In an analytical essay, contextualize and evaluate the design elements you observed during your visit to a cultural institution (can be online). Use the critical and observational skills you developed through your critique wall contributions to analyze the form, function, and philosophy of the design choices you encountered. Analyze the role of design choices in shaping and/or dialoguing with visitors' identities, particularly your own. | 1000 word analytical essay (rubric attached to assignment). | 200 | TBD |
| **Presentation** share-out of experiential learning results (during final) | Present and evaluate the results of your experiential learning analysis to peers. Occurs during each section's assigned final exam period. | Self and peer evaluation (rubric attached to assignment). | 50 | During your section›s final exam period |