



Syllabus

DES 1101w: Introduction to Design Thinking (4 credits)

Spring Semester 2020

Meets University of Minnesota CLE requirements for the
Arts/Humanities Core in Humanistic Studies

& Writing Intensive

University of Minnesota

Department of Design, Housing and Apparel
(240 McNeal Hall, St. Paul Campus; 612/624-9700)

Instructor Information

Professor Pat Hemmis

phemmis@umn.edu

209 McNeal Hall

612-624-9198

Office Hours:

Tuesdays and Thursdays, 10:15 - 11:15

And by appointment

Class Information

Lecture: 33 McNeal Hall, Tuesdays and Thursdays, 8:45am – 10:00am

Discussion Sections: Days, locations, and times vary by section

There is no final exam in DES 1101w

Required and Recommended Materials:

All course materials are posted to the DES 1101w Canvas site

Design thinking is a humanistic endeavor:

Design is a profoundly human endeavor. At its best, design thinking and practice allows humans to, in the words of Herbert Simon: “Change existing situations to preferred ones.” Designers work within the need for action, yet operate in a world of constraints. In the words of Tim Brown, author and president of IDEO, a renowned product design firm, “designers strive to achieve a harmonious balance between human desire, technological feasibility and economic viability.”

Design has become a powerful force in the 21st century. On the one hand, design methods and processes are seen as an important means of tackling complex social and cultural problems. On the other hand, designers stimulate desire and need through their manipulation of the form and function of places and objects. Designers are asked to re-think and re-shape processes as well as products. In fact, the scope of design production has expanded to include the design of interactions, services, and experiences. More than ever, designers are called upon to place human needs at the center of their design engagement. As a result, design thinking has become a powerful tool to address issues such as sustainability and social justice, at both a macro and micro level.

Design solutions invariably lead to new design problems. Design thinking includes tools for critical assessments of design failures as well as successes. Too often in the past, design expertise has been focused upon the needs and desires of a small, elite portion of the population. Problems, where design intervention could be of enormous value, have been ignored. In some cases, design outcomes have had unexamined consequences. More recently, design practitioners, theorists, historians and critics are raising provocative questions and providing a more rigorous, critical examination of the ethical implications of design production, methods and processes. Understanding the scope and depth of current design thinking can provide unique and sometimes profound insight into the current relationship between humans and their built environment.

Course Description:

This course is an introduction to the processes, theories and methods that underpin design thinking and practice. DES 1101w is divided into three segments: The design process, design theories, and the socio-cultural implications of design. Students investigate the interactions between humans and their natural, social, and designed environments where purposeful design helps determine the quality of those interactions. Students will learn how design outcomes, whether successes or failures, shape and are shaped by socio/cultural and historical factors. Students of design thinking will learn to critically assess the processes, outcomes, and effects of design engagement. During the course, students will have opportunities to test and explore the concepts of design thinking through small-group, hands-on participation in design projects, specifically created to reinforce course content.

Throughout the course, students will:

- Engage in detailed analysis of and critical thinking about current design production across many design disciplines.
- Engage the “big ideas” that are shaping design thinking today through critical assessment and hands-on discovery.
- Develop the ability to observe, describe, analyze and interpret visual and spatial design production.
- Examine the role that design production and design thinking plays in shaping the larger society and culture of which it is part.
- Develop understanding of the ways in which design solutions are reflective of socio/culture values.

Audience:

This course is intended for undergraduate students interested in learning how design thinking and design processes can be used as catalysts for exploration, innovation and research.

Rationale:

This course exposes students to many facets of design thinking and provides them with an interdisciplinary perspective about design and human behavior. DES 1101w offers the opportunity to raise awareness about the value and the power of design thinking in our culture.

Course Objectives:

By the end of the semester, students will be able to:

- Develop an understanding of the interactions and interdependencies between humans and the designed environment.
- Understand that design provides a communication through forms in which cultural meanings are made manifest.
- Understand that, in addition to the creation of innovative objects and places, design thinking can be applied to the development of new processes, services, interactions, and collaborations.
- Discuss the formal constructs of design across the discipline and among specializations using the verbal and visual vocabulary of design.
- Explain design theories and processes that guide and direct design thinking.
- Recognize the interdisciplinary practice of various design professions and the value of design thinking as a means of innovative problem solving across disciplines.
- Achieve a lifetime awareness of the ethical and social responsibilities in the practice of design.

Student Learning Outcomes:

1. Students will learn how designers identify, define and solve problems.

This course has a cohort of lectures that explain the concept of design thinking, and analyzes multiple design process models. In the first segment of the course, students watch a video of a product design firm engaged in utilizing a design process to re-design an everyday object. Students are then asked to analyze a designed object that they consider to be flawed. In this assignment, they must focus on identifying and analyzing the design problems, and propose a design solution. In addition, students in DES 1101w engage in two small-group, collaborative, design integration projects, where they identify, define and solve design problems. Both collaborative projects require the students to place humans at the center of their design solutions through their research as well as their solutions. In the first project, students are required to design a disposable coffee cup using one of the design process models analyzed in the course. In addition to proposing solutions, students must demonstrate an understanding of the design process itself. In the second small-group design integration project, students are required to propose the redesign of a space using the lenses of two design-related theories to develop their solution

- Learning Outcome: Students can identify, define, and solve design-related problems.
- Method of assessment: The first Student Learning Outcome is assessed through completion of two design integration team projects, the first written assignment, and one exam.

How DES 1101w fulfills the Arts and Humanities Core requirements in Humanistic Studies:

A liberal education prepares students to think critically and ethically about the world from a variety of perspectives and approaches. These understandings will enrich student life, prepare students for roles beyond college, and help students become more thoughtful and perceptive members of their communities. DES 1101w: Introduction to Design Thinking fulfills the University of Minnesota's Arts and Humanities Core requirements in Humanistic Studies. These core requirements reflect upon the human condition. Students taking DES 1101w will discover and learn from our distinctive human capacities and achievements, as well as our human limitations and failures. Through reflection and analysis of the processes and products of design, students will develop an understanding of design thinking as a profound example of humanistic enterprises. Students taking DES 1101w will investigate the interactions between humans and their natural, social, and designed environments where purposeful design helps determine the quality of those interactions. Listed below are the criteria for fulfillment of the Arts and Humanities Core in Humanistic Studies. Each criterion is met by the assignments and course content of DES 1101w: Introduction to Design Thinking.

1. Students engage in detailed analysis of and reflection on some humanistic literature or creative product – for example, a philosophical essay, a religious treatise, a work of cultural commentary, or a documentary film.
 - In DES 1101w, Introduction to Design Thinking, students will engage in detailed analysis of and critical thinking about design production across many design disciplines.
 - Methods of Assessment: Students analyze designed objects and places through lectures that include class discussion. In addition, students analyze designed objects and places in three written assignments, each from a different perspective.

In lecture, students are introduced to several case studies of design solutions: from an innovative design solution for making water potable, to the way the design of a soccer field in South Africa is playing a role in providing a social network for young women whose family structures are being decimated by the Aids epidemic. Students critically engage and analyze several readings, talks by designers, and films on the topic of design thinking from a variety of viewpoints. In addition, students analyze examples of design production in the context of designer responsibility and ethics. For example, during lecture, students are given a selection of real-world problems that young designers may encounter as they begin their professional careers and are asked to propose solutions.

2. Students develop their understanding of the works or cultural practices they consider. Where appropriate (for example, in considering a philosophical work) they engage in critical evaluation of the work.
 - In DES 1101w: Introduction to Design Thinking, students will develop the ability to observe, describe, analyze and interpret visual and spatial design production. In addition, students will engage the “big ideas” that are shaping design thinking today through critical assessment and hands-on discovery.
 - Methods of Assessment: Students prepare their second written assignment by visiting the

McNamara Alumni Center and conducting a visual analysis of the lobby area. In this assignment, students must analyze the relation between the aesthetic, symbolic and utilitarian function of the Alumni Center. Students will then critically analyze how these functions convey meanings and reinforce agendas.

3. Students examine how the work under consideration arose out of its cultural or historical context.
 - In DES 1101w: Introduction to Design Thinking, students will examine how designed solutions and practices arose out of cultural or historical contexts.
 - Methods of Assessment: Students examine the cultural and historical context of designed objects and places through lectures that include class discussion. In addition, students engage this material in the first paper when they analyze the ways their “flawed object” reflects the society and culture that produced it. These issues are also addressed on the third exam.

Students will learn how design outcomes, whether successes or failures, shape and are shaped by socio/cultural and historical factors. These criteria will be explored throughout the course, through lectures, talks, guest speakers and readings. For example, students will listen to a talk by Cameron Sinclair, founder of Architecture for Humanity, where he shows how design solutions created to respond to catastrophic events must first respect the culture of the victims and the results when they don't.

4. The course explores the role that the work plays in the larger society of which it is a part.
 - Students in DES 1101w: Introduction to Design Thinking will develop understanding of the ways in which design solutions are reflective of socio/culture values.
 - Methods of Assessment: Students examine the ways in which design solutions are reflective of socio/culture values through lectures that include class discussion. In addition, students engage this material in a hands-on manner, through the two design integration projects of the course. These issues are also addressed on the third exam of the course.

Throughout the course, students develop an understanding of the ways in which design solutions are reflective of socio/cultural values. Several examples from the course address the way that changing socio/cultural values towards sustainability are shaping design solutions and processes, and vice versa. Students are presented with a case study of Interface Carpet, where president, Ray Anderson recounts his company's reorganization to close the loops on wasteful, ecologically unsound practices. He points out that, by becoming sustainable, his company has grown, become more financially solid, and has survived economic downturns. Students also listen to a talk by Janine Benyus, on the topic of “biomimicry.” Biomimicry is a means of looking to the natural world for innovative design solutions based in the behaviors of animals and plants.

Students are encouraged to look for sustainable solutions for their two design integration projects. These projects are small-team, collaborative, and hands-on design problem solving projects. Students are able to engage and test out the ideas from the course by creating their own design solutions.

DES 1101w is a Writing-Intensive (WI) course:

Designers must be able to communicate effectively. Writing is often a catalyst for creative problem solving. Written communication is crucial to design thinking. Because designers work collaboratively, within a system of constraints, the ability to communicate effectively with clients, manufacturers, and users is critical. In DES 1101w: Introduction to Design Thinking, students must demonstrate their ability to describe, analyze and interpret the designed environment through three written assignments. The first assignment includes a mandatory draft. Students are encouraged to submit drafts of subsequent papers.

The theme of the first paper is an analysis of an object, that the student considers to be flawed. In addition to providing a rich description of the object, and proposing a solution to the flaw, students examine how the object reflects the society/culture that produced it. In the second paper, students engage in a detailed visual analysis of one specific site. This assignment requires the student analyze the relationship between the site's appearance and its aesthetic, utilitarian and symbolic function. In the third assignment, students articulate their personal response to a place they consider to be memorable. This place is then analyzed through the lens of two design-related theories. Each theory focuses on some aspect of the relationship between humans and their designed environment.

In addition to the three papers, students create two presentations relating to their collaborative design assignments. Papers written for DES 1101w use the style guidelines of the American Psychological Association or APA style. The nuances of the style are learned incrementally over the semester.

Writing Assistance:

Student Writing Support (SWS) provides free writing instruction for all University of Minnesota students---graduate and undergraduate---at all stages of the writing process. In face-to-face and online collaborative consultations, SWS consultants help students develop productive writing habits and revision strategies.

SWS consultants are teachers of writing: graduate and undergraduate teaching assistants and professional staff. Some consultants specialize in working with non-native speakers, and others have experience with writing in specific disciplines. Consulting is available by appointment online and in 10 Nicholson Hall, and on a walk-in basis in 9 Appleby Hall. For more information, go to: <http://writing.umn.edu> or call 612-625-1893.

In addition, SWS offers a number of web-based resources on topics such as documenting sources, planning and completing a writing project, and addressing punctuation and grammar questions. See <http://writing.umn.edu>

Readings, Lecture Notes, Assignments, and Handouts:

All course materials will be posted to the DES 1101w course Canvas site. Lecture notes will be posted prior to each lecture: download these notes and bring them to each lecture. You will be adding additional information to the course notes during lecture. Laptop use is not allowed in

lecture. Please plan to download the lecture notes, bring them to class, and take written notes during lecture. Important: These notes function as an outline for the lecture, but all information from the lecture is not contained in these notes. You need to attend the lectures to understand the depth and complexity of the material.

Student Responsibilities:

Students are responsible for all information disseminated in lecture, discussion sections, readings, course website, site visits and handouts, plus all course requirements, including deadlines, and responsibilities listed below. Occasionally, your TA or instructor will send important information via U of MN e-mail. It is your responsibility to read these e-mails.

Attendance: I believe attendance is essential to the learning process. Learning involves participation in the process as well as attention given to all participants. Many class meetings will be conducted in a lecture format, and your attendance, attention, and discussion are stimulating factors in the success of learning. This is equally true of the discussion sessions. Attendance is taken in discussion sections and penalties for missed attendance are enforced, since you will spend class time during discussion sections working on team projects. Specifics are discussed in the project guidelines.

Completion of readings and written assignments: It is imperative that you read the assignments before attending the lecture. The written assignments and exams are designed to help you apply the content of the class. Thoughtful reading of texts and participation in lectures and discussion sessions will prepare you for the written assignments and exams. All written assignments must be submitted on time, in indicated format. Late assignments will be penalized. See policy explanation on page 9.

Use of Student Work: Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print). Your instructor may select to use your work to represent her/his skills as an instructor in a teaching portfolio (online or in print).

Availability of Disability and Mental Health Services: The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. The website can be reached at:

<https://diversity.umn.edu/disability/student-services>

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612- 626-1333 (V/TTY) or ds@umn.edu.
- Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

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 your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu or contact Counseling/Consulting Services at 612-624-3323.

Respect:

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students, the graduate teaching assistants, the instructor, and guest speakers. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help.

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Trans gender inclusivity: I will happily honor your request at any point to address you by your preferred name, gender pronoun, or any other manner in which you would like to be referred. If you like, I will also instruct class members to do the same. Please advise me of how you would like to be referred to in class.

Talking with classmates, reading newspapers, texting, etc., during lectures is rude behavior. It is unacceptable in this class, and students engaging in this behavior will be asked to leave. Consider this classroom a “beep-free” zone. Laptop/notebook use is not allowed in lecture. Turn off notebooks, laptops, cell phones, pagers, i-Pads, watches, etc., during lectures and when you are in discussion sections, unless otherwise advised by your teaching assistant. Do not allow your phone to beep to indicate a message. Please plan to download the lecture notes, bring them to class, and take written notes during lecture.

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Misconduct:

You are responsible for being aware of and following all University of Minnesota guidelines for scholastic misconduct. Scholastic misconduct must be reported. In severe cases, it can be grounds for dismissal from the University. Scholastic misconduct includes, but is not limited to:

- Cheating on assignments
- Acquiring or using test materials without faculty permission
- Acquiring or submitting written assignments from prior semesters of DES 1101w or DES 1101v as your own work. Note that if you give your work to another student, you are also guilty of scholastic misconduct.
- Plagiarizing (representing as a student’s own work any part done by another person)
- Submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned.

- Depriving another student of necessary course materials or otherwise interfering with another student's work
- Falsifying a record
- Any other act that violates the academic rights of another student or involves misrepresentation of a student's own work

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

University of Minnesota Policy on Use of Class Notes for Commercial Purposes:

Students may not distribute class notes, handouts, or other instructor-provided materials for commercial purposes, through the Internet, or for any reason other than personal study among classmates enrolled in the course, without the express written consent of the instructor. The provisions of this policy are enforceable as University rules under the University of Minnesota Statement of Standards of Student Conduct, and violations may result in warning, required compliance, confiscation, probation, suspension, or expulsion.

<http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>

Late Assignments, Missed Exams and Non-Participation in Group Projects:

Your grade in this course is based on your performance on three types of assignments: written assignments, exams and team projects. Grades for assignments turned in after the due date will be reduced by 10% per day. The late period extends for five days beyond the due date (with penalty). Late assignments will not be accepted after the late period, and a grade of 0 will be earned for the assignment.

Occasionally, there are legitimate extenuating circumstances for turning in late work or missing an exam. These circumstances will be judged on an individual basis and must be accompanied by documentation, i.e., hospital admittance receipt. If you have an emergency, please inform your TA or the instructor via email as soon as possible.

<http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

Group projects will only work when all members fully participate. Failure to attend designated group meetings will result in major point reductions. Failure to participate in the group project will result in removal from the group and loss of project points. Specifics will be included in the assignment handouts. Extreme special circumstances will be reviewed on a case-by-case basis.

Incompletes:

A grade of "Incomplete" is given in very rare cases when a student has attended and completed the majority of coursework, but special circumstances prevent the student from completing the course. An Incomplete grade must be discussed with the instructor.

Grade Disputes:

Students sometimes have questions about comments or grades on papers and exams. We are eager to help you better understand the material and will be happy to answer any questions. In the event that you have questions or disagree with the grading, you should first meet with your TA for clarification. If you still have questions, please talk with the instructor. Important: You must talk

with us as soon as the work is returned. Do not wait until the end of the semester for grade clarification on assignments.

Assignments and Point Distribution, 200 total points:

Written Assignments:	70 points total
Design Evaluation Paper	20 points
Memorable Place Paper	30 points
Design Analysis Paper	20 points

Exams:	70 points total
Exam 1- Segment 1: The Design Process	20 points
Exam 2- Segment 2: Design Theories	25 points
Exam 3- Segment 3: Socio-Cultural Aspects of Design	25 points

Design Integration Team Projects:	60 points total
Project 1: “Make it Better”	30 points
Project 2: “Design and Theory”	30 points

Grading Scale:

At the end of the term, points for each assignment will be added together and a letter grade will be assigned based on a percentage of the whole as shown on the scale below. Please be reminded that a grade of “C” designates average work. Only if your work is above average can a grade better than a “C” be earned. The general criteria for grading is posted on the course Moodle site. Every paper and project has a rubric that explains the grading criteria. Your TA will give comments on your work.

Students are sometimes concerned about equity among sections. As a teaching team, we want you to know that we review each assignment and compare grades across the sections, checking for consistency. At the end of the course, we again compare and adjust slightly if needed.

Total Points	Percentage	Grade	U of M Description of Letter Grade
185 - 200	93-100	A	Represents achievement that is outstanding relative to the level necessary to meet course requirements
179 – 184	90-92	A-	
173 – 178	87-89	B+	Represents achievement that is significantly above the level necessary to meet course requirements
165 – 172	83-86	B	
159 – 164	80-82	B-	
153 – 158	77-79	C+	Represents achievement that meets course requirements in every respect
145 – 152	73-76	C	
140 – 144	70-72	C-	
133 – 139	67-69	D+	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
119 – 132	60-66	D	
0 – 118	0-59	F	Represents failure and signifies that the work was completed but at a level not worthy of credit

Grading Policies:

Extra Credit Work: There is no opportunity for extra-credit work in DES 1101w.

Unclaimed Work: Coursework must be picked up from the TAs by the end of finals week. Any unclaimed work will be disposed of, at that point, unless prior arrangements have been made.

Note: All Assignment Guidelines include a rubric and an explanation of expectations for each grade (Excellent, Above Average, Average, etc.)

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Completion of readings and written assignments: It is imperative that you read the assignments before attending the lecture. The written assignments and exams are designed to help you apply the content of the class. Thoughtful reading of texts and participation in lectures and discussion sessions will prepare you for the written assignments and exams. All written assignments must be submitted on time, in indicated format. Late assignments will be penalized. See policy explanation on page 9.

Use of Student Work: Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print). Your instructor may select to use your work to represent her/his skills as an instructor in a teaching portfolio (online or in print).

Availability of Disability and Mental Health Services: The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. The website can be reached at:

<https://diversity.umn.edu/disability/student-services>

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612-626-1333 (V/TTY) or ds@umn.edu.
- Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

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 your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu or contact Counseling/Consulting Services at 612-624-3323.

Respect:

You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students, the graduate teaching assistants, the instructor, and guest speakers. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help.

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Trans gender inclusivity: I will happily honor your request at any point to address you by your preferred name, gender pronoun, or any other manner in which you would like to be referred. If you like, I will also instruct class members to do the same. Please advise me of how you would like to be referred to in class.

Talking with classmates, reading newspapers, texting, etc., during lectures is rude behavior. It is unacceptable in this class, and students engaging in this behavior will be asked to leave. Consider this classroom a “beep-free” zone. Laptop/notebook use is not allowed in lecture. Turn off notebooks, laptops, cell phones, pagers, i-Pads, watches, etc., during lectures and when you are in discussion section, unless otherwise advised by your teaching assistant. Do not allow your phone to beep to indicate a message. Please plan to download the lecture notes, bring them to class, and take written notes during lecture.

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Misconduct:

You are responsible for being aware of and following all University of Minnesota guidelines for scholastic misconduct. Scholastic misconduct must be reported. In severe cases, it can be grounds for dismissal from the University. Scholastic misconduct includes, but is not limited to:

- Cheating on assignments
- Acquiring or using test materials without faculty permission
- Acquiring or submitting written assignments from prior semesters of DES 1101w or DES 1101v as your own work. Note that if you give your work to another student, you are also guilty of scholastic misconduct.
- Plagiarizing (representing as a student’s own work any part done by another person)
- Submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned.

- Depriving another student of necessary course materials or otherwise interfering with another student's work
- Falsifying a record
- Any other act that violates the academic rights of another student or involves misrepresentation of a student's own work

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

University of Minnesota Policy on Use of Class Notes for Commercial Purposes:

Students may not distribute class notes, handouts, or other instructor-provided materials for commercial purposes, through the Internet, or for any reason other than personal study among classmates enrolled in the course, without the express written consent of the instructor. The provisions of this policy are enforceable as University rules under the University of Minnesota Statement of Standards of Student Conduct, and violations may result in warning, required compliance, confiscation, probation, suspension, or expulsion.

<http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html>

Late Assignments, Missed Exams and Non-Participation in Group Projects:

Your grade in this course is based on your performance on three types of assignments: written assignments, exams and team projects. Grades for assignments turned in after the due date will be reduced by 10% per day. The late period extends for five days beyond the due date (with penalty). Late assignments will not be accepted after the late period, and a grade of 0 will be earned for the assignment.

Occasionally, there are legitimate extenuating circumstances for turning in late work or missing an exam. These circumstances will be judged on an individual basis and must be accompanied by documentation, i.e., hospital admittance receipt. If you have an emergency, please inform your TA or the instructor via email as soon as possible.

<http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

Group projects will only work when all members fully participate. Failure to attend designated group meetings will result in major point reductions. Failure to participate in the group project will result in removal from the group and loss of project points. Specifics will be included in the assignment handouts. Extreme special circumstances will be reviewed on a case-by-case basis.

Incompletes:

A grade of "Incomplete" is given in very rare cases when a student has attended and completed the majority of coursework, but special circumstances prevent the student from completing the course. An Incomplete grade must be discussed with the instructor.

Grade Disputes:

Students sometimes have questions about comments or grades on papers and exams. We are eager to help you better understand the material and will be happy to answer any questions. In the event that you have questions or disagree with the grading, you should first meet with your TA for clarification. If you still have questions, please talk with the instructor. Important: You must talk

with us as soon as the work is returned. Do not wait until the end of the semester for grade clarification on assignments.

Assignments and Point Distribution, 200 total points:

Written Assignments:	70 points total
Design Evaluation Paper	20 points
Memorable Place Paper	30 points
Design Analysis Paper	20 points

Exams:	70 points total
Exam 1- Segment 1: The Design Process	20 points
Exam 2- Segment 2: Design Theories	25
Exam 3- Segment 3: Socio-Cultural Aspects of Design	25
points	

Design Integration Team Projects:	60 points total
Project 1: “Make it Better”	30 points
Project 2: “Design and Theory”	30 points

Grading Scale:

At the end of the term, points for each assignment will be added together and a letter grade will be assigned based on a percentage of the whole as shown on the scale below. Please be reminded that a grade of “C” designates average work. Only if your work is above average can a grade better than a “C” be earned. The general criteria for grading is posted on the course Moodle site. Every paper and project has a rubric that explains the grading criteria. Your TA will give comments on your work. Students are sometimes concerned about equity among sections. As a teaching team, we want you to know that we review each assignment and compare grades across the sections, checking for consistency. At the end of the course, we again compare and adjust slightly if needed.

Total Points	Percentage	Grade	U of M Description of Letter Grade
185 - 200	93-100	A	Represents achievement that is outstanding relative to the level necessary to meet course requirements
179 – 184	90-92	A-	
173 – 178	87-89	B+	Represents achievement that is significantly above the level necessary to meet course requirements
165 – 172	83-86	B	
159 – 164	80-82	B-	
153 – 158	77-79	C+	Represents achievement that meets course requirements in every respect
145 – 152	73-76	C	
140 – 144	70-72	C-	
133 – 139	67-69	D+	Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
119 – 132	60-66	D	
0 – 118	0-59	F	Represents failure and signifies that the work was completed but at a level not worthy of credit

Grading Policies:

Extra Credit Work: There is no opportunity for extra-credit work in DES 1101w.

Unclaimed Work: Coursework must be picked up from the TAs by the end of finals week. Any unclaimed work will be disposed of, at that point, unless prior arrangements have been made.

Note: All Assignment Guidelines include a rubric and an explanation of expectations.

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