Course Syllabus

Instructors

Dr. Dori Griffin – dgriffin@arts.ufl.edu (mailto:dgriffin@arts.ufl.edu)
I'm she/her and go by Dr. Griffin in this context
[Share your preferred name ASAP on the ***Getting to Know You*** survey]
Virtual office on ***Zoom***   **(https://ufl.zoom.us/j/6308683645)**   **(https://ufl.zoom.us/j/6308683645)**
Drop-in Tu 3-4pm + ***scheduled meetings***   **(https://calendly.com/dorigriffin/20-minute-meeting)**
(https://calendly.com/dorigriffin/20-minute-meeting) I answer messages M-F around 8-ish and 4-ish,
and in between when possible.
I turn off message alerts at night and on weekends.

TA Sami ShiriDevich – s.shiridevich@ufl.edu (mailto:s.shiridevich@ufl.edu)
I'm she/her and like to be called Sami
Virtual office on ***zoom***   **(https://ufl.zoom.us/j/8786689262)**   **(https://ufl.zoom.us/j/8786689262)**
Office hours: M/W 2-3pm - ***schedule here***   **(https://calendly.com/s-shiridevich)**

TL;DR of super important course policies

- All the ***syllabus small print*** is located at this link; it's a good idea to read it.
- If you are ill, *stay home* (and send a message ahead of time).
- This class has 3 small assignments due at the same time each week; see chart below.
- There's one bigger assignment due at the end of the semester; see chart below.
- If you need to miss a class or due date, be in touch *ahead of time* (if physically possible) to make a plan.
- There are 153 of you. Meet due dates and attend class meetings unless you're really, truly unable.
- If you miss more than 2 discussion sessions (without an ***excused absence*** **(https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)**), your grade suffers.

Coursework

Assignment	Description	Requirements	Points	Due
Crit Wall *weekly critique wall contribution, a little bit like a shared, critically annotated Pinterest*	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	1 image of <u>your creation</u> and a brief caption: <u>what</u> we're seeing and <u>why</u> it's important + relevant, from your point of ˌ	**300** 12 entries, 25 pts each	Fridays @ 11:59pm

ᠪᠣ **You are currently logged into Student View**

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

	reviewing the week's assigned viewing, listening, and/or reading assignments.	short answer questions; two chances to take the quiz, 30 minutes to complete once you begin, highest score automatically kept.	12 quizzes, 25 pts each	
Design Thinking & Making *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	Thursdays, during your assigned session time
Share-out *synchronous reflection sessions about critique wall contributions*	At the end of each unit, we'll discuss the results of your personal critique wall 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	Thursdays during your section's last session of each unit

᛾ᚦ **You are currently logged into Student View**

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

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**	Nov 24 at 11:59pm
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

Grading Scale

A	94-100%	**B-**	80-83%	D+	67-69%
A-	93-90%	**C**	74-76%	D	64-66%
B+	87-89%	**C+**	77-79%	D-	60-63%
B	84-86%	**C**	74-76%	E	<60%

A grade of C or higher is required for General Education credit.

Course Summary:

Date	Details	Due
Thu Aug 26, 2021	📝 **Think & Make 1** **(https://ufl.instructure.com/courses /433539/assignments/4772428)**	due by 11:59pm
👓 **You are currently logged into Student View**	*Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.*	**Reset Student** **Leave Student View**

Date	Details	Due
	📝 **Getting to Know You - survey** (https://ufl.instructure.com/courses /433539/assignments/4801204)	due by 11:59pm
Fri Aug 27, 2021	📝 **Quiz 1: what's design** (https://ufl.instructure.com/courses /433539/assignments/4772394)	due by 11:59pm
	📝 **Crit Wall 1** (https://ufl.instructure.com/courses /433539/assignments/4774756)	due by 11:59pm
Wed Sep 1, 2021	📝 **Quiz 2: writing systems** (https://ufl.instructure.com/courses /433539/assignments/4772403)	due by 11:59pm
Thu Sep 2, 2021	📝 **Think & Make 2** (https://ufl.instructure.com/courses /433539/assignments/4772433)	due by 11:59pm
Fri Sep 3, 2021	📝 **Crit Wall 2** (https://ufl.instructure.com/courses /433539/assignments/4775373)	due by 11:59pm
Wed Sep 8, 2021	📝 **Quiz 3: methods & materials** (https://ufl.instructure.com/courses /433539/assignments/4772395)	due by 11:59pm
Thu Sep 9, 2021	📝 **Think & Make 3** (https://ufl.instructure.com/courses /433539/assignments/4772434)	due by 11:59pm
Fri Sep 10, 2021	📝 **Crit Wall 3** (https://ufl.instructure.com/courses /433539/assignments/4775447)	due by 11:59pm
Wed Sep 15, 2021	📝 **Quiz 4: color** (https://ufl.instructure.com/courses /433539/assignments/4772402)	due by 11:59pm

Date	Details	Due
Thu Sep 16, 2021	📝 **Think & Make 4** (https://ufl.instructure.com/courses/433539/assignments/4772435)	due by 11:59pm
Fri Sep 17, 2021	📝 **Crit Wall 4** (https://ufl.instructure.com/courses/433539/assignments/4775449)	due by 11:59pm
Wed Sep 22, 2021	📝 **Gestalt #1** (https://ufl.instructure.com/courses/433539/assignments/4772424)	due by 11:59am
Wed Sep 29, 2021	📝 **Quiz 6: branding** (https://ufl.instructure.com/courses/433539/assignments/4772405)	due by 11:59pm
Thu Sep 30, 2021	📝 **Think & Make 6 (*won't include harmful stereotypes)** (https://ufl.instructure.com/courses/433539/assignments/4772436)	due by 11:59pm
Wed Oct 6, 2021	📝 **Quiz 7: stereotypes** (https://ufl.instructure.com/courses/433539/assignments/4772401)	due by 11:59pm
Thu Oct 7, 2021	📝 **Think & Make 7** (https://ufl.instructure.com/courses/433539/assignments/4772437)	due by 11:59pm
Thu Oct 14, 2021	📝 **Quiz 8: propaganda** (https://ufl.instructure.com/courses/433539/assignments/4772396)	due by 11:59pm
	📝 **Think & Make 8** (https://ufl.instructure.com/courses/433539/assignments/4772438)	due by 11:59pm
Wed Oct 20, 2021	📝 **Quiz 9: data visualization** (https://ufl.instructure.com/courses/433539/assignments/4772400)	due by 11:59pm

👓 **You are currently logged into Student View**

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

Date	Details	Due
	/433539/assignments/4772439)	
Thu Oct 28, 2021	📝 **Experiential Learning Activity: Visit a Public Space or Cultural Event (Planning Ahead)** (https://ufl.instructure.com/courses /433539/assignments/4772420)	due by 11:59pm
Wed Nov 3, 2021	📝 **Quiz 11: universal design** (https://ufl.instructure.com/courses /433539/assignments/4772398)	due by 11:59pm
Thu Nov 4, 2021	📝 **Think & Make 11** (https://ufl.instructure.com/courses /433539/assignments/4772429)	due by 11:59pm
Wed Nov 10, 2021	📝 **Quiz 12: functional design** (https://ufl.instructure.com/courses /433539/assignments/4772399)	due by 11:59pm
Thu Nov 11, 2021	📝 **Think & Make 12** (https://ufl.instructure.com/courses /433539/assignments/4772430)	due by 11:59pm
Wed Nov 17, 2021	📝 **Quiz 13: Democratic Design** (https://ufl.instructure.com/courses /433539/assignments/4772404)	due by 11:59pm
Thu Nov 18, 2021	📝 **Think & Make 13** (https://ufl.instructure.com/courses /433539/assignments/4772431)	due by 11:59pm
Wed Nov 24, 2021	📝 **Quiz 14: Sustainable Design** (https://ufl.instructure.com/courses /433539/assignments/4772397)	due by 11:59pm
	📝 **Essay: Analysis of Experiential Learning Activity** (https://ufl.instructure.com/courses /433539/assignments/4772419)	due by 11:59pm

👓 **You are currently logged into Student View**

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

Date	Details	Due
Thu Nov 25, 2021	📝 **Think & Make 14** (https://ufl.instructure.com/courses /433539/assignments/4772432)	due by 11:59pm
Thu Dec 2, 2021	📝 **Gestalt #3** (https://ufl.instructure.com/courses /433539/assignments/4772425)	due by 1:55pm
Thu Dec 9, 2021	📝 **Final "exam" - experiential analysis share-out & peer review** (https://ufl.instructure.com/courses /433539/assignments/4772423)	due by 11:59pm

👓 **You are currently logged into Student View**

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

Syllabus - all the small print

Here's all the small print of our **_syllabus_ (https://ufl.instructure.com/courses/433539/assignments /syllabus)** :

Course Summary

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.

Attendance

Attendance is recorded promptly when class starts for F2F meetings You're allowed two "personal days" for the semester, after which each absence that does not meet university criteria for "excused" will result in a 20-point (2%) deduction from your final grade. **Keep in mind:** many credit-earning activities happen in class, and you can't make these up unless your absence is officially excused; you'll miss points offered if you take a personal day.

Participation that's consistent, informed, thoughtful, and considerate is expected through collaborative, in-class design thinking & making activities; rubrics are attached to prompts. If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

ᎨᎩ **You are currently logged into Student View**

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

regulations/attendance-policies/) ; read more about ***grade point***   **(https://catalog.ufl.edu /UGRD/academic-regulations/grades-grading-policies/)** assignment at UF.

 (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/)

Grading Scale:

A	94-100%	B-	80-83%	D+	67-69%
A-	93-90%	C	74-76%	D	64-66%
B+	87-89%	C+	77-79%	D-	60-63%
B	84-86%	C	74-76%	E	<60%

Graded course assignments:

Assignment	Description	Requirements	Points	Due
O-blog *weekly observation log using Canvas discussions*	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, full citation, 200-250 words of analysis	**300** 12 entries, 25 pts each	Fridays @ 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 multiple choice questions; one chance to take the quiz, 30 minutes to complete once you begin.	**300** 12 quizzes, 25 pts each	Wednesdays @ 11:59pm
Design Thinking & Making *weekly, online, synchronous, collaborative activities*	Each week, you'll participate in a classroom discussion session. Your collaborative small group will turn in a response sheet documenting your design-thinking and making activities. Credit is earned through engaged, active participation that is consistently informed, thoughtful, and considerate; there aren't right or wrong answers to questions and	Active engagement as described in each session's design thinking prompt (rubric attached to prompts).	**120** 12 sessions, 10 pts each	Thursdays, during your session (R3, R4, or R7)

ᠪᠠ **You are currently logged into Student View**

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

observation log reflection sessions	observation logs. Before we meet, you'll record and upload a short FlipGrid video about your O-blog, and watch the FlipGrids posted by 3-5 small-group peers. 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. Each group will include diverse individual O-blog themes.	assignment).	3 sessions, 10 pts each	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 (probably online). Use the critical and observational skills you developed through your observation log to analyze the form, function, and philosophy of the design choices you encountered. Analyze their role of design choices in shaping and/or dialoguing with visitors' identities, particularly your own.	1000 word analytical essay (rubric attached to assignment).	**200**	Nov. 23 at 11:59pm
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

Learning Objectives & Outcomes

ᵔᵔ **You are currently logged into Student View**

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

As a humanities course, this course will:	As a Quest 1 course, this course will:	As a design studies course, this course will:	We'll do this by:
Teach history, key themes, principles, terminology, theory, and/or methodologies used in a humanities discipline.	Enable us to ask essential questions about the human condition.	Explore diverse definitions of design and probe how these have evolved in varying places and times. How is design a humanities discipline—one that "studies how people process and document the human experience"?	Critically examining global examples of humanistic design practice—via in-class discussions + design thinking activities, reading/viewing assignments, online quizzes.
Identify and to analyze the key elements, biases and influences that shape thought.	Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.	Interrogate how design has been used to shape individual and collective identity, both in the past and in the present. How does design inform "the fact of being who or what a person is"?	Fostering cooperative, dialogic engagement with the critical analysis of designed artifacts, individually and together.
	Explore a resource outside the classroom and explain how it complements classroom work.	Expose how design plays in role in our own personal engagement with cultural institutions and experiences.	Engaging experiential learning through a critical, self-aware, analytical visit to a cultural institution.

6ð **You are currently logged into Student View**

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

As a humanities course, this course will:	As a Quest 1 course, this course will:	As a design studies course, this course will:	We'll do this by:
approach issues and problems from multiple perspectives.	about the human condition clearly and effectively in writing and visually.	and social/political environments.	as individual case studies.
	Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' lives during college and after.	Ask how an understanding of the situational contexts of design empowers us to become more informed makers and users of designed messages.	Cultivating guided, peer to peer dialogue in response to written analysis of case studies.

At the end of this course, students will be able to:

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-

6ð **You are currently logged into Student View**

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

and dialogues. We'll evaluate these skills through Critique Board posts and Self-Reflective Written Responses.

UF Policies & Resources

A. 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. A class lecture *does not include* lab/studio sessions, student presentations, academic exercises involving solely student participation, or private conversations between students in the class or between a student and the faculty or lecturer during a class session.

What this means for us: In our IDS2935 class, *class lectures* are pre-recorded for student use and posted to Canvas for asynchronous viewing. You can use them as described above. They can't be published without my permission. Our Thinking & Making sessions *are not included* in the official UF definition of "class lectures." Do not record them; it violates the privacy of your peers.

B. Learning during Covid-19

Covid-19 is stressful and complicated. UF's campus policies are updated on the ***UF website's Covid-19 Hub*** **(https://coronavirus.ufl.edu/)**. I've designed our policies and activities to minimize stress and maximize flexibility as much as possible. If you're unable to attend a meeting or meet a due date for reasons listed in the UF attendance policy, be in touch *ahead of time* to make mutually acceptable alternate plans, or you'll forfeit any attached points. There may be things I need to know (eg: internet access, health or living situation changes). If so, please tell me clearly, as soon as possible, without privacy-violating details, and in a professional way. We'll figure out a plan.

What being a good Covid-19 and/or Zoom citizen means for us:

- Wear your **mask** properly in the F2F classroom if/when we meet F2F.
- Stay home if you're ill; be in touch with the teaching team *ahead of time* to make arrangements.
- Use a **photo** of yourself as your Zoom profile image; no empty boxes, please.

6∂ **You are currently logged into Student View**

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

this info.

- Wear **clothes** if your camera is on. Seriously. Please.
- **Mute** yourself if you're not speaking—screeching audio feedback is not fun.
- **Pets** are always welcome when cameras are on! **Messy snacks**, not so much.
- I'll **never record** our Zoom sessions without letting you all know first.

C. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting *https://disability.ufl.edu/students/get-started/* (https://disability.ufl.edu/students/get-started/) . It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

D. Instructor Feedback

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at *https://gatorevals.aa.ufl.edu/students/* (https://gatorevals.aa.ufl.edu/students/) . 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 *https://ufl.bluera.com/ufl/* (https://ufl.bluera.com/ufl/) . Summaries of course evaluation results are available to students at *https://gatorevals.aa.ufl.edu/public-results/* (https://gatorevals.aa.ufl.edu/public-results/) .

E. Honor Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

6∂ **You are currently logged into Student View**

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View

Call the University Police Department at 352-392-1111 or 911 for emergencies.

G. The Writing Studio

The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at *http://writing.ufl.edu/writing-studio/* (http://writing.ufl.edu/writing-studio/) or in 2215 Turlington Hall for one-on-one consultations and workshops.

You are currently logged into Student View

Resetting the test student will clear all history for this student, allowing you to view the course as a brand new student.

Reset Student

Leave Student View