# Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: CADC  
   Department: Environmental Design

2. Course Prefix and Number: ENVD 2010  
   3. Effective Term: Fall 2014

4. Course Title: Introduction to Design and Design Methods  
   Abbreviated Title (30 characters or less): Introduction to Design

5. Requested Action:  
   - Renumber a Course
   - Add a Course
   - Revise a Course  
   Current Course Number:  
   Proposed Course Number: ENVD 2010

6. Course Credit:  
   Contact/Group Hours: 3  
   Scheduled Type: lecture  
   Weekly or Per Term: weekly  
   Credit Hours: 3

   Maximum Hours (Repeatability): 3  
   Anticipated Enrollment: 35  
   Total Credit Hours: 3

7. Grading Type:  
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites/Corequisites:  
   none

9. Restrictions:  
   List specific restriction in space above.  
   - College
   - Major
   - Standing
   - Degree

10. Course Description:  
   Introduces students to the importance of design and basic design methods

11. May Count Either:  
   - Program Type
   - Program Title (e.g.: minor, major, etc.)
   - Requirement or Elective? (required or optional?)
   - Bachelor of Science in Environmental Design

12. Affected Program(s):  
   (Respond "N/A" if not included in any program, attach memorandum if more space is required)

13. Overlapping or Duplication of Other Units' Offerings:  
   (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)

   - Applicable
   - Not Applicable
14. Justification:

Comprehensive introductory lecture course that enables students to understand the importance of design in our everyday life, and the way in which it shapes both our physical and cultural environment. Students will learn about different design disciplines and analyze outstanding examples of architectural, industrial, and graphic design. The course will expose students to a variety of design methods, and their applicability to non-design disciplines, highlighting the parallel between critical thinking and design thinking.

The need for this course was determined by the ENVD program chair, and supported by faculty advisory committee, as well as the CADC Associate Dean for Academic Affairs.

This course will be submitted for AU core curriculum status, in the category as a fine art core class. This course will be offered to the ENVD and non-ENVD majors, regardless of whether or not it is approved as a core course.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

No additional library materials are required; and faculty appointments will be made either from existing CADC faculty, or adjunct faculty. This course will be offered in the fall semester 2014.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

Students will be able to:
- understand importance of design in everyday life;
- develop and articulate criteria for aesthetic judgment;
- study and create a project that carries artistic expression as a means of engaging and understanding creative design process;
- understand how different forms of design both reflect and inform society at large, historically and or/in present;
- understand applicability and benefits of design thinking as a creative problem solving approach in non-design disciplines;
- understand components of visual thinking and visual language;
- understand design as a product of social, political and cultural forces;
- identify various design methods and understand differences between them;
- understand differences between convergent and divergent thinking;
- demonstrate an understanding of the creative process by executing a simple design project.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Every lecture will be paired with case studies of contemporary examples, except for the historical overview lectures.

Week 1. What is design?
Introduction to design and its role in everyday life.
Brief survey about design literacy conducted, results discussed (one of assessment methods - please see week 15).
SLO: understand importance of design in everyday life

Week 2. The historical evolution of design
An overview of the evolution of design addressing the most critical design periods and the issue of style.
SLO: understand how different forms of design both reflect and inform society at large, historically and or/in present
SLO: understand design as a product of social, political and cultural forces

Week 3. Why design matters - the issues of utility and significance
Discussion of design as utility enhanced by significance (aesthetic appeal that transcends functionality).
SLO: understand importance of design in everyday life
SLO: develop an articulate criteria for aesthetic judgement
Week 4. Design of Objects
Discussion of three-dimensional artifacts encountered in everyday activities.
Design project introduced.
SLO: develop and articulate criteria for aesthetic judgment
SLO: study and create a project that carries artistic expression as a means of engaging and understanding creative design process

Week 5. Design of Communications
Discussion of two-dimensional material and media forms that define our visual environment.
SLO: develop an articulate criteria for aesthetic judgment

Week 6. Design of Environments
Discussion of design of interior and exterior environments.
Design project in-class review.
SLO: demonstrate an understanding of creative process by executing a simple design project

Week 7. Design of Identities
Construction of identity as a deliberate attempt to reflect values.
SLO: understand how different forms of design both reflect and inform society at large, historically and currently present

Week 8. Design of Systems
Growing complexity of modern life as expressed through different system designs.
Design project in-class review.
SLO: understand how different forms of design both reflect and inform society at large, historically and currently present

Week 9. Design and Environmental Responsibility
SLO: understand applicability and benefits of design thinking as a creative problem solving approach in non-design disciplines

Week 10. Design Methods
Overview of a number of commonly used design methods.
SLO: identify various design methods, understand differences

Week 11. Design Elements and Principles
Discussion of design elements and principles; including components of visual thinking and visual language.
SLO: develop an articulate criteria for aesthetic judgment

Week 12. Design Thinking
Discussion of design thinking and the value of its application to non-design disciplines.
Design project final reiteration due - in class review.
SLO: understand differences between convergent and divergent thinking

Week 13. Design Practice
Discussion of design profession both as an individual and collaborative act.
SLO: understand importance of design in everyday life
SLO: understand applicability and benefits of design thinking as a creative problem solving approach in non-design disciplines

Week 14. The Role of Craft in Design
Discussion of hand and digital aspects in design process, and role of technology.
SLO: understand importance of design in everyday life
SLO: understand applicability and benefits of design thinking as a creative problem solving approach in non-design disciplines

Week 15. Review of design disciplines, design methods and design applications.
Final survey about design literacy conducted, and results compared with the survey from the week 1. (assessment method)
Discussion of the results.
SLO: understand importance of design in everyday life
SLO: understand applicability and benefits of design thinking as a creative problem solving approach in non-design disciplines

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:
   design project - a simple design project developed over the period of
semester using storyboard design method; with two in-process reviews and a final review
SLO: demonstrate an understanding of creative process by executing a simple design project
mid-term and final test (multiple choice and essay question)

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:
- attendance 10%
- design project 30%
- midterm exam 30%
- final exam 30%
- A 100-90; B 89-80; C 79-70; D 69-60; F 0-59-0
- Each time when 2 unexcused absences are accumulated, there will be a deduction of 50% of the stated 10% attendance part of the final grade

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: n/a

(Includes a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (VITT).
Approvals

Department Chair / Head

College / School Curriculum Committee

College / School Dean

Dean of the Graduate School (for Graduate Courses)

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Date

2/14/2014

Date

2/14/2014

Date

2. 14. 2014

Contact Person: 

Telephone: 

E-Mail Address: 

Fax: 