INSTRUCTOR INFORMATION

INSTRUCTOR  
Miranda DiCenzo

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OFFICE HOURS  
By Appointment through WebEx

GENERAL COURSE INFORMATION

DESCRIPTION  
Design process, elements and principles of design as applied to textiles, apparel, and interiors. The development, nature, significance, and environmental concerns of modern design movements. Design vocabulary and presentation methods.

COURSE GOALS & OBJECTIVES  
To be able to work with design and around designing, it is important to:
1. Identify the elements and principles of design.
2. Explain the nature of design, designing, and the concept of “good design.”
3. Identify major developments in design and decorative arts in the modern age and recognize their cultural significance.
4. Identify the design process and its (seven) stages.
5. Recognize materials and methods as they affect design, with special regard to the connection of design choices to cultural movements and the ecological responsibility of designers.
6. Explain and apply design terms and concepts to discuss and evaluate designs.
7. Demonstrate an ability to think visually and communicate ideas in visual ways to different audiences.

COURSE STRUCTURE  
The course is broken down into five units:

1 THE DESIGN PROCESS: An examination of the seven stages of the design process: Inspiration, Identification, Conceptualization, Exploration, Definition, Communication, and Production.
2 DESIGN IN MODERN SOCIETY: An examination of design eras and approaches in modern history, focusing on the culture of design and design philosophies involved and the distinct differences these produced from one era to the next. The design eras are as follows: Pre-Industrial, Design and the Modern—Renaissance through Neo-Classicism, Industrial Modernism—Mid-19th century Romanticism through Art Deco, Industrial Late Modernism and Modernism from the 1930s to the 1980s, and the Post-Modern Condition—Global markets and the present day in design.
3 ELEMENTS OF DESIGN: An examination of Color, Line, Pattern & Texture, Shape & Volume, Space, Motion, and Time & Experience examined as elements for a design. Their nature, use, and meaning in the context of specific designs and their use as narrative components considered.
4 PRINCIPLES OF DESIGN: Unity & Harmony, Emphasis & Focal Point, Scale & Proportion, Balance & Rhythm, and again: Experience. The use of elements examined in achieving or counteracting the principles is examined in terms of needs, constraints and meaning.
5 INFORMING & THINKING DESIGN: Expanding the “Communication” stage of the design process, the encoding, delivery and decoding of a design is examined in theory and practice. We will consider methods and strategies for presenting various stages of the design process for different audiences.

COURSE MATERIALS  
There is no required textbook for the course. Quizzes, discussions and assignments will be based on course lectures, slide shows, and provided readings.
TECHNOLOGY REQUIREMENTS

BRIGHTSPACE

Computer access to the internet is required in order to successfully navigate this course. The course is delivered through the Brightspace Learning Management System (LMS) platform, which is a set of web applications designed to work with modern web browsers. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

BRIGHTSPACE HELP

First, please be sure to have participated in any online Brightspace trainings before the semester begins. If you find that you are having issues using the Brightspace Platform, the ITS Service Desk, located in the URI Library, is prepared to help students should they encounter problems with Brightspace. Please read through the following information:

1. For login problems, call the Service Desk at 874-4357.
2. The Service Desk Website, https://web.uri.edu/itservicedesk/, posts the semester operating schedule as well as a link on the right index to the self-help technical wiki. That site contains Brightspace help and instructions for both students and faculty.
3. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.
4. Brightspace offers 24/7 support via live chat. Look for the chat icon on the homepage when you first login.

HOW TO BE SUCCESSFUL IN THIS COURSE

Because this is an ONLINE course; significant responsibility falls on you, the student, to keep up with the work and not fall behind! The Brightspace course page is set up so that you work your way through “modules”. The course follows a weekly module flow represented on the course schedule (located within the “Course Map” document and on Brightspace). Weekly modules will be available to you throughout the summer session for your reference, though you will need to be aware and keep track of course due dates. Quizzes and assignments will be “open” for you to access through the due date, then will be “closed” and no longer accessible to you. Lectures are synchronous and will be given through WebEx weekly. We will use the course web site on Brightspace for all aspects of this course as well as incorporate the use of WebEx, Netflix, YouTube, and other media to enhance the learning experience. Students are expected to check the web site regularly for:

- General Course Announcements & Assignment Updates
- Quizzes, Assignment Submission and Grades
- Lecture changes/updates
- Course Calendar
- Reference Materials

Any updates to assignments, lectures, course schedule, etc. will be posted on the course web site. You must also set up your notifications on Brightspace to send you an email or text notification, so you stay up to date. Please be sure to have participated in any online Brightspace trainings before the semester begins. To ensure you receive the maximum credit for your work, follow any templates, rubrics or guidelines that are provided. To ask general questions about the course, assignments, deadlines, etc. email me at miranda_dicenzo@uri.edu. I will answer all emails within 24 hours of receiving them—please do not message me on Brightspace. Office hours are by appointment on WebEx. Please email me to setup a meeting.

ACADEMIC SUPPORT SERVICES

Disability Services for Students: Any student with a documented disability is welcome to contact me early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Services for Students, 401-874-2098; dss@etal.uri.edu.

Academic Enhancement Center: Located in Roosevelt Hall, the AEC offers free face to face and web-based services to undergraduate students seeking academic support. The Academic Enhancement Center will be providing URI undergraduate students support beginning September 14th. Services will be available virtually as well as in-person on a limited basis.

Anti-Bias Syllabus Statement: We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.

ASSIGNMENTS AND GRADING POLICY

Each week begins on Monday and ends on Sunday. In general, all assignments and quizzes are due on Sunday by 11:59pm. *All work must be completed on time and will receive a zero if submitted late, unless by prior arrangement.* Due dates can be found on the course schedule and modules on Brightspace as well as on the “Course Map” (PDF within “Start Here” Module). Rubrics and detailed instructions will be provided for all assignments and projects on Brightspace.
Please back up your work! Have a back-up plan in case of computer problems: a flash drive, email to yourself, and/or store in a Cloud, Google Drive, etc.

**WEEKLY QUIZZES**
Routine quizzes that reinforce key points from each week's focus.

**BI-WEEKLY ASSIGNMENTS**
Depending on the week’s focus, assignments may include, but are not limited to, written, verbal, or visual analysis of specific textile and non-textile objects, group work, summarizations of class content, thinking critically about current events, historical design periods, and designers, and video analysis to help you develop critical thinking skills in terms of “design”. We will center a number of assignments on creating well-designed, organized, concise, and visually appealing PowerPoint presentations that summarizes a design-related topic.

**LECTURES**
Lectures facilitate discussion through face-to-face formatting. We will focus on specific course topics through collaboration and breakout sessions.

**FINAL PROJECT**
You will create a design analysis for a specific design. The analysis will encompass everything we have learned: Process, history, elements, principles, and ultimately a consideration of “good design”. The final project will include a recorded voice-over and will serve as your final exam—specific instructions will be provided in-class and on Brightspace.

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“Incomplete” are allowed for medical reasons or precipitating incidents only *(University Manual: 8.53.20 Incomplete)*.

**GENERAL COURSE POLICIES**
**Cheating and Plagiarism:** Students are expected to be honest in all academic work. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity *(University Manual: 8.27.10 Cheating and Plagiarism)*. Please familiarize yourself with the University Manual, especially this section, as you could receive a zero for the course or further action for cheating and/or plagiarism within the University. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another’s work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another’s academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors

**COVID-19:** The University is committed to delivering its educational mission while protecting the health and safety of our students. At this uncertain time, those concerns include minimizing the potential spread of COVID-19 within our community. While the university has worked this summer to create a healthy learning environment for all, it is up to all of us to ensure our campus stays that way.

As members of the URI community, students are required to comply with standards of conduct and take precautions to keep themselves and others safe. Students are required to comply with Rhode Island state laws, including the Rhode Island Executive Orders related to health and safety, ordinances, regulations, and guidance adopted by the University as it relates to public health crises, such as COVID-19.

[An addendum on policies and guidelines](#) concerning your obligations during this crisis has recently been integrated into the Student Handbook. These obligations include:
• Wearing of face masks by all community members when on a URI campus in the presence of others
• Maintaining physical distance of six feet at all times
• Following state rules on the number of individuals allowed in group gathering
• Completing a daily health self-assessment also available through the “Rhody Connect” app before coming to campus
• Submitting to COVID-19 testing as URI monitors the health of our community
• Following URI’s quarantine and isolation requirements

If you answer yes to any of the questions on the daily health assessment, do not come to class. “You must stay home/in your room” and notify URI Health Services via phone at 401-874-2246 immediately.

If you are already on campus and start to feel ill, you need to remove yourself from the public and notify URI Health Services via phone immediately at 401-874-2246 and go home/back to your room and self-isolate while you await direction from Health Services.

If you are unable to participate in course activities due to severe illness, please notify me at miranda_dicenzo@uri.edu. We will work together to ensure that course instruction and work is completed for the course on a case-by-case basis. This will only be considered in extreme circumstances, and in most cases, since this is an online course, you will continue to complete work as planned.

PROFESSIONAL CONDUCT
When contributing to discussions or emailing each other please note these important “netiquette” concepts:
• Do not use capital letters, people may think you are shouting. Instead use asterisks (e.g. *important* not IMPORTANT) around words you wish to emphasize.
• Avoid personal attacks, called “flaming”. Respect the opinions of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate’s argument. Acknowledge that others are entitled to have their own perspective on the issue.
• Yes, grammar and spelling matter. While texting, textspeak can b gr8 4 ur friends. In an educational setting (even online) however, keep it formal. Your written communication should be professional and reflect proper writing style.
• Cite your sources. Whenever you are sharing an idea that originated from someone else (even if it is not word for word), it is good practice to cite that source. This applies to discussion forums too—include a link to original article or post.
• Don’t write anything that sounds angry or sarcastic, even as a joke, because without hearing your tone of voice, your peers might not realize you’re joking.