INTRODUCTION TO DESIGN
Instructed by Miranda DiCenzo
Summer 2022 | SS3

INSTRUCTOR INFORMATION
INSTRUCTOR                      EMAIL                        OFFICE HOURS
Miranda DiCenzo                Miranda_dicenzo@uri.edu         By Appointment through Zoom

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
The optional textbook used in this course is Designing: An Introduction by Karl Aspelund (Bloomsbury Publishing, 2014). 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 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.

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 most 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 asynchronous and recordings are found within the weekly content. We will use the course web site on Brightspace for all aspects of this course as well as incorporate the use of Zoom, Netflix, YouTube, and other media to enhance the learning experience. Students are expected to check Brightspace regularly for:

- General Course Announcements & Content Updates
- Quizzes, Discussion, Assignment Submissions, and Grades
- Course Calendar
- Reference Materials

Any updates to assignments, lectures, course schedule, etc. will be posted on the course site. Please set up your notifications on Brightspace to send you an email or text notification, to stay up to date. Please be sure to have participated in any online Brightspace trainings before the course begins. To ensure you receive the maximum credit for your work, follow any templates, rubrics or guidelines that are provided. To ask any 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 Zoom. 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.

BI-WEEKLY DISCUSSIONS
Because this is an online course, discussions are an important part of class participation and communication. Your posts should demonstrate you understand the materials assigned. Your responses might integrate multiple views and motivate other students to respond. You should include examples from lectures, videos, articles read, postings) that you are reading the assigned materials and bring out interesting interpretations.

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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“Incompletes” 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

University of Rhode Island COVID-19 Policies and Procedures

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.