Introduction to Design

INSTRUCTED BY: MIRANDA DICENZO
SUMMER 2025
SS1: MAY 19 - JUNE 21
SS2: JUNE 23 - JULY 26

Instructor: Miranda DiCenzo
E-mail: miranda_dicenzo@uri.edu
Class Meets: Asynchronous Online
Office Hours: By appointment on Zoom. Please email me to set up a meeting.

Course Catalog Description
Elements and principles of design as applied to designs from a variety of disciplines, including textiles, apparel, and interiors. Overview of historical design movements. Design vocabulary.

Full Course Description
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. *Principle 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.

Prerequisites
There are no prerequisites for this course.

Learning Outcomes

1. Identify the nature, history, elements, principles, and styles of design as specifically applied to apparel, textiles, and interiors through visual means.
2. Identify design elements, styles, materials, methods, and historical influences in your immediate environment as well as globally.
3. Evaluate designs in terms of "good design" and historical context.
4. Analyze designs in relation to the design process.
5. Practice newly acquired design-knowledge by applying it to set assignments and discussions.
6. Evaluate design knowledge through collaborative processes.
7. Create and deliver short presentations on selected topics.

After successful completion of this course, you will be able 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 to different audiences.

Required Texts

The textbook required for this course is *Designing: An Introduction* by Karl Aspelund (Bloomsbury Publishing, 2014) - ISBN-10: 1609014960 and ISBN-13: 9781609014964.

Technology Requirements

Brightspace: Computer access to the internet is required to successfully navigate this course as you will be viewing lectures and submitting coursework online through Brightspace. 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 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. IT services offer support via phone, email, and Zoom. Look for the icons on the bottom of the homepage.
5. Brightspace specific instructions, tutorials, and support can be found here.

How to be Successful in this Course - Course Assignments and Grading
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 on Brightspace). Weekly modules will be available to you throughout the summer session for your reference, though you will need to be aware of, and keep track of course due dates. Due dates/times can be found on the course schedule on Brightspace as well as on the "Course Map" (PDF within "Start Here" Module).

Discussions and assignments will be "open" for you to access through the due date, then will be "closed" and no longer accessible to you. This means you must communicate with me prior to the due date, when requesting an extension. If in need of an extension for illness, emergencies, or other issues, please reach out to me by email (Miranda_dicenzo@uri.edu) as early as possible to discuss a plan of action. If your needs are not communicated, this may lead to a zero for the missed discussion or assignments. Discussions, assignments, and the final project will be submitted on Brightspace (if the file is too large, please reach out by email). The course map provides detailed description of content and materials for each class. You will find rubrics and detailed instructions for all graded work on Brightspace.

Lectures are asynchronous, and recordings are found within the weekly module 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
- 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 directly at miranda_dicenzo@uri.edu, rather than through Brightspace, as this ensures the quickest response. I aim to answer all emails within 24 hours of receiving them. Office hours are by appointment on Zoom. Please email me to set up a meeting.

Graded work for this course includes:

Discussions
- Discussions are an important part of class participation and communication. Your posts should demonstrate an understanding of the course material, bringing interesting interpretations and interactions between students in the course.

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/or video analysis to help you develop critical thinking skills in terms of "design". We will center a few assignments on creating well-designed, organized, concise, and visually appealing PowerPoint presentations that summarize a design-related topic.

Final Project

- You will create a design analysis for a specific design. The analysis will encompass everything we have learned: design process, influences, elements, principles, and ultimately a consideration of "good design". The final project will include a recorded voice-over—specific instructions will be provided in-class and on Brightspace.

Grades are defined as follows:

GRADE BREAKDOWN:		GRADE SCALE:	
Discussions	20%	93% - 100% A	73% - 76% C
Assignments	30%	90% - 92% A-	70% - 72% C-
Final Project	50%	87% - 89% B+	67% - 69% D+
		83% - 86% B	63% - 66% D
		80% - 82% B-	00% - 62% F

"Incompletes" are allowed for medical reasons or precipitating incidents only (University Manual: 8.53.20 Incomplete).

Academic Integrity:

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. 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

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.

Disability, Access, and Inclusion Services for Students Statement: Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dai@etal.uri.edu. We are available to meet with students enrolled in Kingston as well as Providence courses.

Academic Enhancement Center: The Academic Enhancement Center (AEC) offers face-to-face and online services to undergraduate students seeking academic support **beginning Monday, September 12th, 2022**. Services are based out of Roosevelt Hall, the Carothers Library room LL004, and online. Peer tutoring is available for STEM-related courses through drop-in centers and small-group tutoring. The Writing Center peer consultants offer feedback focused on supporting undergraduate writers at any stage of a writing assignment. The UCS 160 course and one-to-one Academic Skills Consultations offer strategies for improving studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information, and self-service study resources are all available on the AEC website, uri.edu/aec.

- **STEM Tutoring** helps undergraduate students navigate a variety of 100 and 200 level STEM courses and a limited selection of BUS, STA, ECN, and CSC courses. The STEM Tutoring program offers free peer tutoring in-person and online. Students can select **occasional or weekly tutoring sessions** through the TracCloud system or visit the Drop-In Center, located in the Carothers Library lower level room LL004. The TracCloud application is available through URI Microsoft 365 single sign-on and more detailed information and instructions can be found at uri.edu/aec/tutoring.

- Academic Skills Development programs teach students how to manage time, study effectively, and address common academic challenges. **UCS 160: Success in Higher Education** is a one-credit course focused on developing strategic approaches to planning and studying. **Academic Consultations** are 1 to 1 meetings that help students to identify and address individual academic challenges. Students can schedule an in-person or online consultation with David Hayes on Starfish. **Study Your Way to Success** is a self-guided web portal connecting students to tips and strategies on studying and time management related topics. For information or help with scheduling, contact Dr. Hayes directly at davidhayes@uri.edu.

- **The Undergraduate Writing Center** provides peer writing support to students in any class, at any stage of the writing process: from understanding an assignment and brainstorming ideas, to developing, organizing, and revising a draft. Writing consultations are available

through: 1) 25- or 50-minute **in-person appointments**, 2) synchronous **online appointments**, and 3) asynchronous **written feedback.** Synchronous appointments hosted by WCOnline are video-based, with audio, chat, document-sharing, and live captioning capabilities, to meet a range of accessibility needs. View availability and book online at uri.mywconline.com. For more information, visit uri.edu/aec/writing.

The University of Rhode Island Land Acknowledgement
The University of Rhode Island occupies the traditional homelands of the Narragansett Nation. What is now the state of Rhode Island occupies the traditional homelands and waterways of the Narragansett Nation and the Niantic, Wampanoag and Nipmuc Peoples. We honor and respect the enduring and continuing relationship between these nations and this land by teaching and learning more about their histories and present-day communities, and by becoming stewards of the land we too inhabit. In addition, let us acknowledge the violence of conquest, war, land dispossession and of enslavement endured by Black and Indigenous communities in what is now the United States. Their contemporary efforts to endure in the face of colonialism must be acknowledged, respected and supported.

URI College of Business Commitment to Diversity & Inclusion in Teaching and Learning
Our College of Business strives to create a learning environment where all students are supported. We value diversity of thoughts, perspectives, and experiences, and we honor your identities. We are committed to open dialogue and learning from others, and we encourage you to respectfully share any ideas and experiences of yours that can enrich our learning environment.

In our courses, we make our best effort to incorporate readings, cases, and other learning materials that represent diverse authors, issues, situations, and individuals. We acknowledge that, historically, some business learning material may be biased in its presentation or content. Please know that our College of Business leaders and professors are committed to identifying and integrating business subject matter that truly represents the diversity that exists in today's global business environment. We are actively working to bring more diverse authors, issues, situations, and individuals into our in-person and virtual classrooms. If you have additional ideas on how we might do this, please feel free to share them.

Lastly, we welcome you to contact us if there's anything we can do to enhance the inclusive excellence of your learning experience. If you prefer to speak with someone outside of a specific course, the College of Business Executive Director of Inclusive Excellence – Dr. Alejandro Hazera – may be reached at sofborder@uri.edu.

We are all in the process of learning more and doing better when it comes to classroom equity, diversity, and inclusion.

Together, we will achieve inclusive excellence in our URI College of Business.