DES 540: Design Pedagogy
Units: 4.0
FA18—Fri—Time: 3:00 – 6:20 pm
Aug 30 – Dec 6, 2019 Final: 12/13, 3 – 5:50 pm

Contact Hours:
3 hrs 20 min contact hours per week

Average 6 hr outside of class per week. (For each unit of in-class contact time, the university expects two hours of out of class student work per week.)

Program: USC Roski MFA in Design
Location: @Mateo Complex, Corner of Palmetto St & Mateo St

Instructor: Laurie Burruss
Office: @Mateo or by appointment TBD
Office Hours: Friday, 2 - 3 pm
Contact Info: Email lburruss@usc.edu, cellphone (626-485-3325), Skype: cosmodog52, etc. Timeline for replying to emails/calls (24 hrs)
Course Description

*Design Pedagogy is a critical examination and application of the issues, theories, and ideas that support the studio practice and teaching of contemporary design.* This course focuses on teaching effectively, how learners learn, and how you can go on to be a teacher and learner yourself either in academics or in corporate learning or leading teams that need training. This course will provide theoretical as well as practical skills for those interested in furthering their design practice through teaching, scholarship, and research. The course is intended to help graduate students become more confident and effective as classroom instructors.

The course is open to all MFA Design graduates, offered only in Fall 2018, and is a requirement for consideration in the Teaching Assistantship Program for 2nd Year Graduates. The breakdown of the course is as follows:

- 50% - Exposure to teaching techniques, teaching opportunities, assessment strategies, and educational research.
- 35% - Writing a syllabus, designing, creating, and presenting a project/workshop, and formulating a personal teaching philosophy statement for inclusion in a Teaching Portfolio.
- 15% - Design thinking and research skills.

Other activities may include:

- Presenting a workshop in front of peers
- Attending USC Art and Design instructors' courses to observe teaching styles.
- Interacting with Guest Lecturers - designers who have created programs and curriculum at art schools.
- Attending required field trip(s)
- Actively investigating and researching how to teach creativity and innovation within the design curricula.

Learning Objectives

Students in Design 540: Design Pedagogy will:

1. Analyze a variety of currently researched teaching techniques and learning strategies.
2. Evaluate the effectiveness of design programs in terms of mission, vision, and curriculum.
3. Develop the knowledge and skills to design and create student learning outcomes, a learner-centered syllabus, and a teaching philosophy.
4. Design project-based learning that utilize a project/workshop brief, a rubric, and presentation methodology as well as student/peer evaluation, feedback, and review.
5. Examine student/teacher performance and applicable assessment techniques.
6. Explore art and design as a positive way to engage and educate in society through research, advocacy and action.

Recommended Preparation: Design training, education, and/or practice; oral, written, and visual communication skills; presentation skills.

Course Notes

Grading Type: Letter Grade
Blackboard URL: All copies of lecture slides and other class information will be posted on Blackboard.

Technological Proficiency and Hardware/Software Required

Adobe Creative Suite (Photoshop, Illustrator, Acrobat), Keynote/PowerPoint, Google Docs or MS Word, Google Spreadsheet or Excel, cellphone with web, camera, and video capabilities.

Required Readings and Supplementary Materials

Required readings and supplementary materials: Posted on Blackboard and in project briefs.
Description and Assessment of Assignments

Class activities: Lecture/Discussion, Instruction/Demonstration, Critique, Studio Time, Lab

Types of work include: Exercises (short, timed), Challenges (problem-solving & discovering principles, 1-3 hours timed) and Projects (long, 2–4 weeks, complex, project-based problem-solving for “real world” contexts). Research and data gathering through observation, collection, and reflection as well.

Assessments: Rubrics, 1:1 desk critiques, weekly feedback, formal critiques.

Grading Breakdown

Including the above detailed assignments, how will students be graded overall? Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Outcomes</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Syllabus</td>
<td>250</td>
<td>25</td>
</tr>
<tr>
<td>Rubric</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Project/Workshop</td>
<td>250</td>
<td>25</td>
</tr>
<tr>
<td>Teaching Philosophy &amp; Portfolio</td>
<td>200</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
<td>100</td>
</tr>
</tbody>
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Grading Scale (Example)

Course final grades will be determined using the following scale
A  95-100
A-  90-94
B+  87-89
B   83-86
B-  80-82
C+  77-79
C   73-76
C-  70-72
D+  67-69
D   63-66
D-  60-62
F   59 and below

Assignment Rubrics

Project rubrics will be posted and handed out with projects and challenges as presented.

Assignment Submission Policy

All projects and challenges will have due dates. Material may be delivered electronically by email (including sending me a URL for Dropbox) or if an artifact delivered to the studio on the appropriate due date.

Grading Timeline

I grade and give feedback throughout the semester.

Additional Policies

Please inform me (email or text) regarding the following: late assignments, missed classes, attendance expectations, use of technology in the classroom, etc.
## Course Schedule: A Weekly Breakdown

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Daily Activities</th>
<th>Lectures, Resources, &amp; Projects</th>
<th>Deliverable/ Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview&lt;br&gt;Syllabus co-creation&lt;br&gt;Illustrated Interview&lt;br&gt;Growth Mindset Study</td>
<td>(see Blackboard for links to all class lectures, demos, &amp; resources – Weekly Announcements)</td>
<td>CHALLENGE: Illustrated Interview&lt;br&gt;Growth Mindset: 2 videos/follow up activities</td>
</tr>
<tr>
<td>Week 2</td>
<td>Programs &amp; Curriculum&lt;br&gt;Student Learning Outcomes&lt;br&gt;YouTube YouTeach</td>
<td></td>
<td>CHALLENGE: Design Future – Introduction (Community of Practice or COP)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Writing Learning Outcomes&lt;br&gt;Screening YouTube YouTeach</td>
<td></td>
<td>CHALLENGE: YouTube YouTeach</td>
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<tr>
<td>Week 4</td>
<td>Design Future: 7 Learning Trends</td>
<td></td>
<td>PROJECT: Design Futures Team Presentations</td>
</tr>
<tr>
<td>Week 5</td>
<td>Pedagogy &amp; Teaching – Structure, Styles&lt;br&gt;Design Studio Projects – Types &amp; Flexibility</td>
<td></td>
<td>CHALLENGE: Writing Objective &amp; Learning Outcomes</td>
</tr>
<tr>
<td>Week 6</td>
<td>Syllabus – Elements, Design, and Creation</td>
<td></td>
<td>CHALLENGE: 3 Types of Knowledge</td>
</tr>
<tr>
<td>Week 7</td>
<td>Syllabus – Elements, Design, and Creation</td>
<td></td>
<td>PROJECT: Syllabus (written/visual)</td>
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<tr>
<td>Fall Recess</td>
<td></td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Design a Project: Handout, Brief, Resources, Strategies, Rubric</td>
<td></td>
<td>PROJECT: Syllabus (written/visual)</td>
</tr>
<tr>
<td>Week 9</td>
<td>How Students Learn</td>
<td></td>
<td>PROJECT: Project/Workshop (1 ½ - 3 hours)</td>
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<tr>
<td>Week 10</td>
<td>Assessment &amp; Rubrics</td>
<td></td>
<td>PROJECT: Project/Workshop (1 ½ - 3 hours)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Design Studio/Class Observations</td>
<td>Critical Studies, Drawing, Design II</td>
<td>PROJECT: Rubric</td>
</tr>
<tr>
<td>Week 12</td>
<td>Peer to Peer Observation: Assessments &amp; Rubrics</td>
<td></td>
<td>PROJECT: Project/Workshop Presentation to Peers&lt;br&gt;Teacher Observation: Assessments &amp; Rubrics</td>
</tr>
<tr>
<td>Week 14</td>
<td>Elements of a Teaching Portfolio</td>
<td>NO CLASS – Feel free to meet by appointment.</td>
<td>PROJECT: Teaching Philosophy Statement</td>
</tr>
<tr>
<td>Week 15</td>
<td>Elements of a Teaching Portfolio&lt;br&gt;Becoming a Teacher</td>
<td></td>
<td>PROJECT: Teaching Portfolio</td>
</tr>
<tr>
<td>FINAL</td>
<td>Critique &amp; Presentations</td>
<td></td>
<td>PROJECT: Teaching Portfolio</td>
</tr>
</tbody>
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Statement on Academic Conduct and Support Systems

Academic Conduct:
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Support Systems:
Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.
Provides overall safety to USC community. dps.usc.edu