DES 540: Design Pedagogy

Units: 4.0
FA22—Fri—Time: 2:00 – 5:20 pm
Aug 26 – Dec 02, 2020 Final: Dec 09, 2 – 5:20 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
Online Location: Zoom
Location: 113B&C @Mateo Complex, Corner of Palmetto St & Mateo St, 113B

Instructor: Laurie Burruss
Office: By appointment on Zoom TBD
Office Hours: Friday, 12 - 2 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 Assistanship 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 project/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.
- Actively investigating and researching how to teach creativity and innovation within the design curricula.

Learning Objectives
Students in Design 540: Design Pedagogy will:

1. Identify a variety of current design pedagogy practices.
2. Assess the effectiveness of a design program in terms of mission, vision, and curriculum.
3. Create elements of a design course.
4. Evaluate student/teacher performance and applicable assessment techniques.
5. Explore art and design as a positive way to engage and educate in society through research, advocacy and action.
6. Complete an online Teaching Portfolio.

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>
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<tbody>
<tr>
<td>Student Learning Outcomes</td>
<td>100</td>
<td>10</td>
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<tr>
<td>Syllabus</td>
<td>200</td>
<td>20</td>
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<tr>
<td>Rubric</td>
<td>100</td>
<td>10</td>
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<tr>
<td>Classroom Observations</td>
<td>100</td>
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<tr>
<td>Project/Workshop</td>
<td>200</td>
<td>20</td>
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<td>Teaching Philosophy</td>
<td>100</td>
<td>10</td>
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<td>Teaching Portfolio</td>
<td>200</td>
<td>20</td>
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<td>TOTAL</td>
<td>1000</td>
<td>100</td>
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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 and submitted in Blackboard. Material may also 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>
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<tbody>
<tr>
<td><strong>Week 01</strong>&lt;br&gt;Aug 26</td>
<td>Introductions&lt;br&gt;Course Overview&lt;br&gt;Asynchronous vs Synchronous&lt;br&gt;<a href="https://mural.co">Mural.co/Blackboard</a>&lt;br&gt;<a href="https://mural.co">Syllabus Co-creation: Why?What?</a>&lt;br&gt;03CH: Build-a-Robot</td>
<td>(see Blackboard for links to all class lectures, demos, &amp; resources – Weekly Announcements &amp; Modules)</td>
<td>01CH Illustrated Interview</td>
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<td><strong>Week 02</strong>&lt;br&gt;Sep 02</td>
<td>Programs &amp; Curriculum&lt;br&gt;Student Learning Outcomes&lt;br&gt;05CH: YouTube/YouTeach (present)</td>
<td>02CH: Build-a-Robot&lt;br&gt;03CH: Programs &amp; Curriculum</td>
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<tr>
<td><strong>Week 03</strong>&lt;br&gt;Sep 09</td>
<td>PROJ 03 Learning Outcomes&lt;br&gt;Screening YouTube YouTeach (90 m)</td>
<td>04CH: YouTube YouTeach</td>
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<td><strong>Week 04</strong>&lt;br&gt;Sep 16</td>
<td>PROJ 01 Course Content: Design Elements&lt;br&gt;PROJ 02 Instructor Observation/Teaching Styles</td>
<td>PROJ 01: Elements (3-4 teams/ 6 presentations)&lt;br&gt;PROJ 03: Learning Outcomes</td>
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<td><strong>Week 05</strong>&lt;br&gt;Sep 23</td>
<td>Syllabus – Elements, Design, and Creation&lt;br&gt;PROJ 04 A/B: Written &amp; Visual Syllabus&lt;br&gt;Diversity, Inclusion, Equity in the classroom</td>
<td>PROJ 01: Elements (3-4 teams/ 6 presentations)</td>
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<td><strong>Week 06</strong>&lt;br&gt;Sep 30</td>
<td>Syllabus – Elements, Design, and Creation</td>
<td>05CH: How to...Skill&lt;br&gt;06CH: Writing Objective &amp; Learning Outcomes (4 teams)</td>
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<td><strong>Week 07</strong>&lt;br&gt;Oct 07</td>
<td>Design Studio Projects – Types &amp; Flexibility&lt;br&gt;PROJ 05: Design a Project: Handout, Brief, Resources, Strategies</td>
<td>PROJ 04A: Syllabus (written)&lt;br&gt;After feedback, revise.</td>
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<td><strong>Week 08</strong>&lt;br&gt;Oct 14</td>
<td>Fall Recess – No Class</td>
<td>Mid Term Reviews TBD</td>
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<td><strong>Week 09</strong>&lt;br&gt;Oct 21</td>
<td>Pedagogy &amp; Teaching – Structure, Styles&lt;br&gt;PROJ 04: Visual Syllabus: Presentations</td>
<td>PROJ 04B: Syllabus (visual)</td>
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<td><strong>Week 10</strong>&lt;br&gt;Oct 28</td>
<td>How Learners Learn&lt;br&gt;PROJ 06: Rubrics &amp; Assessments</td>
<td>PROJ05: Project/Workshop (1 ½ - 3 hours)&lt;br&gt;• Peer Review</td>
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<td><strong>Week 11</strong>&lt;br&gt;Nov 04</td>
<td>Design Studio/Class Observations&lt;br&gt;CH06: Peer to Peer Observation</td>
<td>PROJ05: Project/Workshop (1 ½ - 3 hours)&lt;br&gt;• Peer Review</td>
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<td>Week 12</td>
<td>Nov 11</td>
<td>CH06: Peer to Peer Observation</td>
<td>PROJ02: Design Studio/Instructor Observations</td>
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<td>PROJ05: Project/Workshop (1 ½ - 3 hours)</td>
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<td>Peer Review</td>
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<td>PROJ06: Rubric &amp; Assessment</td>
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<td>Week 13</td>
<td>Nov 18</td>
<td>PROJ07: Teaching Philosophy</td>
<td>PROJ07: Teaching Philosophy</td>
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<td>Statement</td>
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<td>PROJ 08 Teaching Portfolio</td>
<td>Blackboard Course with Syllabus &amp; Modules</td>
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<td>Becoming a Teacher</td>
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<td>Week 14</td>
<td>Nov 25</td>
<td>Thanksgiving Break – No Class</td>
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<td>Week 15</td>
<td>Dec 02</td>
<td>FINAL: Presentation of Teaching</td>
<td>NO CLASS – Feel free to meet by appointment.</td>
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<td>Portfolio</td>
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<td>PROJ08: Teaching Portfolio (website)</td>
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<tr>
<td>Finals</td>
<td>Dec 09</td>
<td>Final Reviews TBD</td>
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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 Research and Scholarship Misconduct.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call studenthealth.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

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

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EOO-TIX) - (213) 740-5086 eoo-tix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298 usc-advocate.symplicity.com/care_report
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776 osas.usc.edu
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

**USC Campus Support and Intervention - (213) 821-4710**
campussupport.usc.edu
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

**Diversity, Equity and Inclusion - (213) 740-2101**
diversity.usc.edu
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

**USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call**
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

**USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call**
dps.usc.edu
Non-emergency assistance or information.

**Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)**
ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

**Occupational Therapy Faculty Practice - (323) 442-3340 or otpf@med.usc.edu**
chan.usc.edu/otfp
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

See the [CCO Resources](#) page for most current version.