



DES 540: Design Pedagogy

Units: 4.0

FA23—Fri—Time: 2:00 – 5:20 pm

Aug 25 – Dec 01, 2020 Final: Dec 08, 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: Conference Room @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)

Program: USC Roski MFA in Design

IT Support: Hayk M Avetisyan, havetisy@usc.edu, 213-821-1414.

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 Assistanshp 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%.

Assignment	Points	% of Grade
Student Learning Outcomes	100	10
Syllabus	200	20
Rubric	100	10
Classroom Observations	100	10
Project/Workshop	200	20
Teaching Philosophy	100	10
Teaching Portfolio	200	20
TOTAL	1000	100

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

	Topics/Daily Activities	Lectures, Resources, & Projects	Deliverable/ Due Dates
Week 01 Aug 25	Introductions Course Overview Asynchronous vs Synchronous Mural.co/Blackboard Syllabus Co-creation: Why?What? 03CH: Build-a-Robot	<i>(see Blackboard for links to all class lectures, demos, & resources – Weekly Announcements & Modules)</i>	01CH Illustrated Interview
Week 02 Sep 01	Programs & Curriculum Student Learning Outcomes 05CH: YouTube/YouTeach (present)		02CH: Build-a-Robot 03CH: Programs & Curriculum
Week 03 Sep 08	PROJ 03 Learning Outcomes Screening YouTube YouTeach (90 m)		04CH: YouTube YouTeach
Week 04 Sep 15	PROJ 01 Course Content: Design Elements PROJ 02Instructor Observation/Teaching Styles		PROJ 01: Elements (3-4 teams/ 6 presentations) PROJ 03: Learning Outcomes
Week 05 Sep 22	Syllabus – Elements, Design, and Creation PROJ 04 A/B: Written & Visual Syllabus Diversity, Inclusion, Equity in the classroom		PROJ 01: Elements (3-4 teams/ 6 presentations)
Week 06 Sep 29	Syllabus – Elements, Design, and Creation		05CH: How to . . . Skill 06CH: Writing Objective & Learning Outcomes (4 teams)
Week 07 Oct 06	Design Studio Projects – Types & Flexibility PROJ 05: Design a Project: Handout, Brief, Resources, Strategies		PROJ 04A: Syllabus (written) After feedback, revise.
Week 08 Oct 13 Fall Recess – No Class Mid Term Reviews TBD			
Week 09 Oct 20	Pedagogy & Teaching – Structure, Styles PROJ 04: Visual Syllabus: Presentations		PROJ 04B: Syllabus (visual)
Week 10 Oct 27	How Learners Learn PROJ06: Rubrics & Assessments		PROJ05: Project/Workshop (1 ½ - 3 hours) • Peer Review
Week 11 Nov 03	Design Studio/Class Observations CH06: Peer to Peer Observation		PROJ05: Project/Workshop (1 ½ - 3 hours) • Peer Review

Week 12 Nov 10	CH06: Peer to Peer Observation		PROJ02: Design Studio/Instructor Observations PROJ05: Project/Workshop (1 ½ - 3 hours) Peer Review PROJ06: Rubric & Assessment
Week 13 Nov 17	PROJ07: Teaching Philosophy Statement PROJ 08 Teaching Portfolio Becoming a Teacher		PROJ07: Teaching Philosophy Statement Blackboard Course with Syllabus & Modules
Week 14 Nov 24	Thanksgiving Break – No Class		
Week 15 Dec 01	FINAL: Presentation of Teaching Portfolio	NO CLASS – Feel free to meet by appointment.	PROJ08: Teaching Portfolio (website)
Finals Dec 08	Final Reviews TBD		

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 (EEO-TIX) - (213) 740-5086
eeotix.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 otfp@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.

For any assignment/project that uses AI, please include the following document:

AI & LLM USAGE:

Student Full Name:

Assignment:

Class:

Date:

Tools used:

*Please identify Generative AI and LLMs application in this assignment (Check **all** that applies):*

_____ **IDEA GENERATION:** One of the common challenges in writing research papers, essays, or projects is coming up with a compelling and relevant title or topic. An AI model can help generate ideas based on a few keywords or an abstract of your work.

_____ **RESEARCH AND STUDYING:** These tools can provide additional information and clarification on various topics. They can provide succinct summaries of complex materials or help you explore diverse perspectives on a topic. However, it's important to remember that AI should be used as a supplementary tool and not replace primary sources or thorough research.

_____ **WRITING ASSISTANCE:** They can also help in drafting essays or other writing assignments by generating ideas or helping you structure your thoughts. This can be particularly useful for generating outlines or brainstorming ideas.

_____ **PROOFREADING AND EDITING:** Some language models can provide grammar and style suggestions for your writing. They can spot potential errors and suggest improvements. While not perfect, they can be a useful tool in refining your work.

_____ **CODING HELP:** Some advanced LLMs, like GPT-4, have been trained on a variety of coding languages and can assist in debugging or suggesting code snippets. This can be a helpful resource when you're stuck on a coding problem or need to understand a new concept.

Language Learning: If you're studying a foreign language, LLMs can be helpful tools for practice. They can generate phrases in the language you're learning or even offer translations. This can provide a valuable supplement to your traditional language study.

_____ **SIMULATION AND ROLE-PLAYING:** In subjects such as history or philosophy, generative AI can help you simulate dialogues with historical or fictional characters, providing an engaging way to learn and understand their perspectives.

_____ **DATA ANALYSIS AND VISUALIZATION:** Generative AI can help automate some aspects of data analysis, and can assist in creating visual representations of data. This can be especially helpful in fields that involve heavy data analysis, such as economics, sociology, or any of the sciences.

_____ **GROUP STUDY** (Study Partner, Teammate): LLMs can also assist in a group study scenario by serving as a neutral entity answering questions or facilitating discussions.

1. In a few sentences write why did you decide to incorporate AI in your assignment?
2. How did AI help you with accomplishing your assignment objective?
3. Could you have completed this assignment without use of AI?
4. Include prompts used (copy & paste):