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Bennion Center (101 Olpin Union)
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Office hours: by appointment

Course Meeting Time: Tuesday / Thursday: 2:00-5:00 pm, ARCH 128
5 credit hours

What we have before us are some breathtaking opportunities disguised as insoluble problems. (John W. Gardner)

Course Description
The Design Capstone Studio offers in-depth exploration and application of design research methods with the goal of determining key insights and strategies for physical, digital and platform design interventions. Students will develop their primary and secondary design research skills, learn a variety of design research tools and frameworks, and develop visual and verbal communication skills necessary for communicating clearly to a variety of stakeholders. In addition, the course will sharpen your awareness of the impacts (both positive and negative) that design has on the ecosystems within which you are designing.

As a community of practice, we will explore the meaning of design as a civic act. Borrowing the concept of citizen architect as coined by the late Samuel Mockbee, founder of the Rural Studio, we will adapt this phrase and its definition as: The "Citizen Designer" uses his/her/their insights, talents, training, and experience to contribute meaningfully, beyond self, to the improvement of the community and human condition...The Citizen Designer advocates for higher living standards, the creation of a sustainable environment, quality of life, and the greater good. (AIA) Therefore, we seek to practice critical design—engaging the social, cultural, psychological, economic and environmental contexts in which design exists and focusing less on the aesthetic novelty of the design artifact. All of the above will place us on a trajectory to intersect with what are often called wicked problems.

Learning Outcomes
After completing this learning experience, you will be able to:

:: Describe the difference between human-centered design and organizational- or product-centered design
:: Use design research methods and frameworks to examine and analyze a given context
:: Bring contradictory sides into unity, revealing patterns and connections among seemingly ambiguous design research data by re-framing problems into opportunities
:: Demonstrate the ability to recognize and articulate where you believe change is needed and why
:: Demonstrate the ability to synthesize design research data to formulate design insights
:: Develop a design strategy in response to identified insights and opportunities
:: Communicate design research findings and design opportunities to a broad group of stakeholders by engaging them in a compelling narrative
:: Ask meaningful, actionable questions about complex problems and challenges
:: Translate and apply knowledge and information across disciplines
:: Demonstrate an understanding of the value of interdisciplinary teams to address complex problems
Teaching and Learning Methods: Design Studio
The design studio is a unique teaching environment with increased meeting times, smaller class size and high expectations in deliverables. Lectures are limited to the introduction of the project or specific topics as necessary. Students will receive critique either individually from the instructor or in a group format. Learning in the studio is co-created by both the instructor and the students.

Required Texts
101 Design Methods: A Structured Approach for Driving Innovation in Your Organization, by Vijay Kumar (2013), Available online through the Marriott Library

Inclusive Toolkit Manual, by IBM Design (Kat Holmes), available on Canvas

Additional required readings or handouts will be distributed on Canvas or in-class.

Required Materials
As we progress through the course your projects will require design-based materials to move your project forward. Every effort will be made to keep costs to a reasonable level.

Commonplace Book / Sketchbook
The research data all points to increased creativity, increased verbal capacity, improved writing skills, and increased organization when using a commonplace book or sketchbook. As an object it should inspire. It will contain reflections, random thoughts, questions, answers, and found stuff. This isn’t just any other class, and I don’t believe you are just any other student—take it with you everywhere and bring it to every class! Your commonplace book will count as part of your process grade.

Course Expectations
Engaged Participation
This is not a class designed to be a passive learning experience. In addition to being physically present and accounted for, it is critical that you are intellectually engaged as well. The class design relies heavily on the participation of each individual to foster lively, interesting, intellectual, and insightful dialogue. From that dialogue you can test your observations and interpretations to better understand the course material. Dialogue within the classroom is critical, class participation will count in the evaluation of all project assignments.

Here is what I expect from you:
You will treat everyone in the class, with the respect due to all human beings. You will attend every class, give your full attention to the material, and conduct yourself in an appropriate manner. You will agree to do the work outlined in the syllabus and assignment sheets on time. You will acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade. You will not make excuses for your failure to do what you ought—these are all choice points for which you assume the responsibility, action, and reaction associated with your choice. I ask you to respect your fellow colleagues in not asking for special treatment that cannot be made available to others.

What can you expect of me?
I believe that you are capable of great things, therefore, I will accept nothing less from you. I will be working to provide you with experiences to which you can bring your best self and take advantage of the opportunity to explore, learn, and grow. I will be encouraging dialogue—so that you can take those ideas and questions that arise from the course material, verbalize them, others can challenge them, you can develop them further, and we can all learn more. I will seek to test you, challenge you, encourage you, and hear you out—and I will have an expectation of you that you can develop your best self and contribute in a way that aids others in developing their best selves. I will not discriminate against you on the basis of your identity or well-informed viewpoints. I will strive to be fair. I will provide you with timely and quality feedback. I will be honest with you. Your grade will reflect the quality of your work and nothing else.
**Evaluation Methods and Criteria**

We will spend the semester working on one major project that will be broken up into smaller milestones with specific deliverables due each week. You are expected to come to class prepared every day to engage in critical and creative reflection. The semester will engage both formal and informal methods of evaluation. Informal critique is not graded per se but an opportunity for you to receive feedback from both the instructor and your classmates. These informal crits of your process work are not optional and will play a major role in your final course grade. It is an opportunity for you to fall short without penalty and try again—multiple iterations at every stage of the project will ensure a higher quality final project.

Formal (graded) evaluation of your work occurs for each part of the components listed below. The due date for each component will be listed in the assignment sheet. The late policy is simple: unless other arrangements are made in consultation with the instructor prior to the deadline, projects turned in late will have the grade deducted by 10% (one full letter grade). After 3 class periods the late project will no longer be accepted and no credit will be given. All projects, unless noted, are due at the beginning of class.

Final projects may not be redone for credit. (think twice, do once)

We will use the Double-Diamond Design Process to frame our semester long project. (see below)

Overall, you will be evaluated on the following components:

1. **Discover/Research:**
   You will be evaluated on the depth and breadth of your research, the appropriateness of the research methods used, and your ability to translate your findings into actionable design opportunities. You will visually present your research findings and insights formally in the form of visual presentations and/or project boards, and informally during class critiques.
2 **Define/Synthesis:**
You will be evaluated on your ability to bring contradictory sides into unity, revealing patterns and connections among seemingly ambiguous design research data by re-framing problems into opportunities. In addition, you must demonstrate the ability to synthesize design research data to formulate design insights.

3 **Develop/Ideation:**
You will be evaluated on the quality and iterative development of the strategies for design interventions that you identify. In addition, you must demonstrate how synthesis of research materials is used to justify the strategies that you propose as well as demonstrate your understanding of the impacts of your design intervention on the system as a whole.

4 **Process Documentation:**
At the end of each phase of the project you will also turn in a draft document of your process. At the close of the project you will document your entire process by compiling a book (or digital format) that carefully explains the narrative of your process. This will include a critical reflection of the entire learning experience, a curated selection of key research data and process documentation (e.g., interviews, photos, sketchbook notes/annotations), and development/refinement of design intervention strategies.

**Levels of Course Performance:**
The meaning of letter grades are defined as follows:

- **A 94-100%** Work demonstrates consistently superior scholastic performance; thorough comprehension; ability to correlate the material with other ideas, to communicate and to deal effectively with course concepts and new material; and careful attention to assignment requirements.
- **B+ 87-89%** Work demonstrates strong scholastic performance overall and good attention to assignment requirements; may demonstrate excellence but is less consistent than A work.
- **B 83-87%** Work demonstrates satisfactory performance overall and basic attention to assignment requirements; work meets expectations but does not exceed them. It does not mean you have failed, working “hard” does not guarantee a distinguished grade.
- **C+ 77-79%** Work demonstrates minimal, barely passing performance overall; limited knowledge and understanding of the subject matter.
- **C 73-76%** Work demonstrates unsatisfactory performance and comprehension or unfulfilled requirements. The grade is failing.
- **C- 70-72%**
- **D+ 67-69%**
- **D 63-66%**
- **D- 60-62%**
- **E 0-59%**

**Attendance**
You are expected to attend every class meeting for as long as the class is in session. Roll will be taken at the beginning of each class period. You will be considered late if you are not present by the time roll has been taken. Being late demonstrates a lack of respect and responsibility to both your peers and your instructor—please be on time. Three late marks will equal one absence. **You may miss three (3) classes during the semester (this includes both excused and unexcused absences).** Any days missed beyond three (3) will require an appraisal of abilities by the instructor to complete the required work successfully. The instructor will have the option to drop a student without notice on the fourth absence or any absence after.

**Electronic Devices**
Using tablets and laptops can aid the taking of notes and reference to materials without having to bring printed texts to class. Cell phones must be silenced during class. Cell phone conversations, texting, and other use of electronic devices that does not relate to our classroom conversations in not acceptable. Please be courteous to me and your classmates by not misusing laptops, smart phones, and other devices in class.
Class Communication and Canvas
All official class communication will be conducted in class and through Canvas. I will use Canvas to provide the majority of course readings (some will be handed-out in class), share information regarding assignments, and give access to grades. You have “constructive notice” of any information posted on the course Canvas site during the semester. That means I will assume you have received information posted to the site, and that you take responsibility for the consequences if you choose to not check the site regularly.

University Policies

The Americans with Disabilities Act
The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

University Safety Statement
The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit https://safeu.utah.edu/

Addressing Sexual Misconduct
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 332 South East, Room 112 (Bldg 73), 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 328 SSB, 801-581-7779. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Academic Honesty
According to U of U Codes of Student Conduct, “In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one’s work, and/or inappropriately collaborating.” This is of utmost importance and essential to the mission of the university. Students who violate such standards in this class will receive a failing grade and the appropriate processes followed. In short, don’t do it.

As an important point, always appropriately acknowledge the intellectual property of others (ideas, words, images, etc.). Proper reference style should be used when using words or ideas of other people. I would suggest you visit http://www.citationmachine.net/apa and learn the APA style of in-text referencing.

Student Code
Beyond academic integrity, there are other issues associated with student conduct. I would suggest you familiarize yourself with the Student Code: http://regulations.utah.edu/academics/6-400.php

Accommodation Policy
The University is dedicated to enabling the greatest success for each student. As such, the university has a clear accommodations policy. Please see Section Q at: http://regulations.utah.edu/academics/6-100.php
Faculty and Student Responsibilities

*Students:* All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content.

*Faculty:* According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee. Faculty must strive in the classroom to maintain a climate conducive to thinking, learning and student engagement.

Instructor Policies

*Wellness Statement*

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness, [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776.

*Preferred Names and Pronouns*

I will honor you by referring to you with the name and pronoun that feels best for you in class and on all project artifacts. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

*Inclusion*

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

*Student Support*

If you are a member of the LGBTQ community, I want you to know that my classroom is open and non-discriminatory. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Union Building. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: [http://lgbt.utah.edu/](http://lgbt.utah.edu/)

Please also let me know if there is any additional support you need in this class.

If you are a person of color, I want you to know that my classroom is open and non-discriminatory. Additionally, please know that the U of Utah has the Center for Ethnic Student Affairs on campus. They are located in Room 235 in the Union Building. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: [https://diversity.utah.edu/centers/cesa/](https://diversity.utah.edu/centers/cesa/)

Please also let me know if there is any additional support you need in this class.

If English is your second language, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program ([http://linguistics.utah.edu/esl-program/](http://linguistics.utah.edu/esl-program/)); the Writing Center ([http://writingcenter.utah.edu/](http://writingcenter.utah.edu/)); the Writing Program ([http://writing-program.utah.edu/](http://writing-program.utah.edu/)); the English Language Institute ([http://continue.utah.edu/eli/](http://continue.utah.edu/eli/)).

Please let me know if there is any additional support you would like to discuss for this class.
If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Union Building. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources:
http://veteranscenter.utah.edu/
Please also let me know if you need any additional support in this class for any reason.

The American Indian Resource Center feels a responsibility to acknowledge that the land that the University of Utah resides on has always been indigenous lands. It is also imperative that we acknowledge the deep history of these peoples. We acknowledge the enduring relationship that exists between indigenous peoples and their traditional territories. This is an expression of gratitude and appreciation of their persevering to protect this land for future generations. The erasure of this relationship between those peoples and their traditional homelands is an insidious form of ongoing colonization and we need to build our mindfulness of this and other indigenous protocols.
https://diversity.utah.edu/centers/airc/

And finally...
This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor may modify it at any time so long as reasonable notice of the modification is provided to students. The instructor may also modify the General Course Outline at any time to accommodate the needs of a particular class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor for clarification.
**Tentative Course Schedule**

**Week 1**
- Jan 7: Introduction to the course
  - Introduction to the semester challenge
  - Keeping a Commonplace book / Sketchbook
- Jan 9: What are wicked problems?
  - What is human-centered design?
  - The Double Diamond design process

**Week 2**
- Jan 14: Discover/Research crits
- Jan 16: Discover/Research crits

**Week 3**
- Jan 21: Discover/Research crits
- Jan 23: Discover/Research crits

**Week 4**
- Jan 28: Discover/Research crits
- Jan 30: Discover/Research crits

**Week 5**
- Feb 4: Discover/Research crits
- Feb 6: **Final due:** Discover/Research (presentation of research and process work)

**Week 6**
- Feb 11: Define/Synthesis crits
- Feb 13: Define/Synthesis crits

**Week 7**
- Feb 18: Define/Synthesis crits
- Feb 20: Define/Synthesis crits

**Week 8**
- Feb 25: Define/Synthesis crits
- Feb 27: Define/Synthesis crits

**Week 9**
- Mar 3: Define/Synthesis crits
- Mar 5: **Final due:** Define/Synthesis (presentation of synthesis and process work)

**Week 10**
- Mar 10: **Spring Break**
- Mar 12: **Spring Break**

**Week 11**
- Mar 17: Develop/Ideation crits
- Mar 19: Develop/Ideation crits
Week 12  Mar 24  Develop/Ideation crits
          Mar 26  Develop/Ideation crits

Week 13  Mar 31  Develop/Ideation crits
          Apr 2   Develop/Ideation crits

Week 14  Apr 7   Develop/Ideation crits
          Apr 9   Final due: Develop/Ideation (presentation of ideation and process work)

Week 15  Apr 14  Refine for final presentation
          Process documentation workday and crits
          Apr 16  Refine for final presentation
          Process documentation workday and crits

Week 16  Apr 21  Refine for final presentation
          Process documentation workday and crits

Finals   Final Presentation  
          Final due: Process Documentation
          Final date will be voted on by the class and will be either:
          Apr 24  Friday, 1:00—3:00  
                   or
          Apr 29  Wednesday, 3:30—5:30