Welcome to Design Perspectives II (ITLS 3120)

Hi y’all, welcome to Design Perspectives II! We are really excited to jump into design with you all. Together we’re going to take a critical perspective of design by interrogating foundational design approaches as well as explore new approaches. Design may seem like a relatively neutral topic, however, design is not neutral; whether designing products, services, processes, or spaces, we are designing experiences which are embedded with our own biases, perspectives, beliefs, and values as designers. This means that we’re going to tackle some sensitive, but significant topics over the course of the semester. We will consider questions about inclusion, diversity, and equity in design.

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Master’s Student, Instructional Technology & Learning Sciences

Note on Communication: We are available via email/phone/video to chat through any issues you may have throughout the semester. During the week (Monday-Friday), we will respond to your email or phone call within 24 hours, except for holidays. If you attempt to reach us after 5pm on Friday, you can expect a response by 12pm on Monday. While we will typically respond quicker than these timeframes, please plan accordingly. If we don’t respond within this timeframe, please follow up as we may not have received your email/call.
Land Acknowledgment

We are all on Indigenous lands of federally and non-federally recognized tribes. In Utah, the current, past, and future guardians of these unceded lands include: Confederated Tribes of the Goshute Indians, Navajo Nation, Northern Ute Tribe, Northwestern Band of Shoshone, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, and White Mesa Band of the Ute Mountain Ute. I honor the land itself and the people who have stewarded it throughout the generations. I invite students in this course to actively join me in nurturing awareness and gratitude for Indigenous communities past and present.

Inclusion Statement

Your experience in this class is important to me. 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. Your suggestions are encouraged and appreciated. 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. Pronoun and name preferences: It is important to me that our class community respects each other’s preferred pronouns and names. Here is a video from CIDI of how to add pronouns in Canvas, if you’d like to do that. Here are instructions on how to change your preferred name (note this happens in Banner not Canvas). Additional information on accommodations USU provides are available at the end of the syllabus, but please reach out if you need assistance navigating this.

It is my belief that we are all, myself included, a work-in-progress, especially when it comes to enacting inclusive values, which means we will all make mistakes as we learn. We are all at different places in our journey. It is my goal that our class remain a safe space to share diverse perspectives and, yes, at times mess up with the motive of learning and growing together. It is in this uncomfortable process that we will become a more inclusive community.

Basic Needs Security & Lauren's Promise

Please let the instructors know if you are facing food insecurity or cannot meet any other basic needs required for safe and comfortable learning. We will connect you to resources within the university community. Additional student resources are outlined in the “student resources” section below.

Lauren’s Promise

I will listen and believe you if someone is threatening you.

Learning & Tech in COVID-19

This is a strange and difficult time for all of us. We want to acknowledge first the human suffering related to COVID-19 and the need for flexibility in this course, learning environments in general, and across our lives. Given the nature of the pandemic, we will strive to be flexible and responsive to
changing needs across our communities and within our class. Please review the “technology support” section below for additional resources.

Technology Support for Online Learning

I recognize that we are in an unprecedented time and cannot hold face-to-face meetings. We know this is difficult for many of you and your families. If you have difficulty accessing technology equipment, WiFi, or online digital applications, please let me know immediately and move to take proactive steps to resolve the issue with the following resources.

Information Technology Support at USU

The first place to go, after contacting me about your technology issue, is USU IT Service Desk: [https://it.usu.edu/service-desk](https://it.usu.edu/service-desk). They can often help you with issues related to USU email, Canvas, and Zoom better and faster than I can.

Email: servicedesk@usu.edu
Phone: 435.797.HELP (4357)

Zoom Video Conferencing

We will be using Zoom Video Conferencing for our weekly meetings. We will use the same zoom link throughout the semester, unless you are notified otherwise. If you have difficulties with Zoom, let me know, and use the following web resources provided by USU CIDI to troubleshoot your problems: [https://cidi.usu.edu/tools/zoom/index](https://cidi.usu.edu/tools/zoom/index)

Technology Rental Programs Across Campus

As a USU student, you have access to various technology check out and rental programs. If you need any technology, such as laptops, headphones, or microphones, to support your participation in this course, please review the campus-wide offerings here: [https://it.usu.edu/labs/campus-tech-resources](https://it.usu.edu/labs/campus-tech-resources). If you still have trouble getting what you need, please contact me as the ITLS department has additional equipment available for check out.

The Goal of the Course

In this class, we will be considering the inherent power designers have to control the way in which people experience the world and how, as designers, we can steward that power in a way that aligns with our own values and beliefs. The chief goal in this class is for you to develop a solid foundation and understanding of your own design perspective. Your thinking over the semester will culminate in two outputs: (1) A persona of a particular problem and (2) A clear design perspective that will anchor all your future design endeavors.

IDEA Course Objectives

This course builds on the basic foundations of design ([IDEA Objective](https://example.com) #1) presented in Design Perspectives II. By the end of this course, you will be able to:
1. Analyze and critically evaluate some of the most controversial (ethically and otherwise) design issues that you’ll continue to grapple with into your professional design careers (IDEA Objective 11, IDEA Objective #4, IDEA Objective #10)

2. Apply thinking materials (IDEA Objective #3) by creating and critiquing design personas and establishing your design perspective. Completing both of these outputs will equip you for the design field (IDEA Objective #4).

**Rhythm of the Course**

We’re going to follow a weekly rhythm in this class throughout the semester. Each week we will focus on a single issue or idea and we will have 1-2 questions of the week driving our inquiry. In general, there will be **three main tasks to complete**. we provided time estimates for each, but effort will vary by week and person. Generally, you should plan to spend about 9 hours per week to be successful in this course.

1. Complete the thinking material:
   - **Read** 1-2 articles (plan for about 30-90 minutes).
   - **Watch or listen** to 1-2 videos or podcasts (plan for about 30-90 minutes for this – I recommend planning to listen to these twice). Note: I listened to hours and hours of materials and only included the ones I personally could make it through… this means I filtered through hours and hours of podcasts to ensure these are actually worth your time.
   - **Explore** additional resources provided (or Google/research for yourself!).

2. **Design Assignments (plan for 1-3 hours for this):** This will be a task or challenge each week to apply or grow in the topic we’re examining for the week.

3. **Sharing and discussing (plan for 2-3 hours for this):** you’ve done all this work in understanding a new concept, applying it, now it’s time to share, discuss, and test it out in our class. This requires three things: (1) share your perspective by providing your original contribution to the topic of the week and the questions you still have (2) share the design work you did in applying this topic, and (3) discuss by responding to your peers’ posts and responding to questions on your own post. When posting on your peers’ work, you must ask a question before you share your own opinion.

**Expectation for Engagement in This Class**

This is an online class. Just because it’s online does not mean you should passively engage in the course. If you’ve taken an online course before, you’re probably aware that discussions are an important part of the course. **Though it often feels like busy work, it’s not.** Rather, productive, deep, and thoughtful discussions help us shape our own ideas and understandings. This is learning.
I’m asking you to put down your digital microphone and instead **practice empathic listening**. Remember, you’re in this class with other humans who have their own emotions, life, challenges, and thoughts. With that, let’s practice listening, asking good questions, and seeking to understand each other. After all, **listening** is the most important characteristic of any designer. Don’t take my word for it.

**Course website**

You will need to use Canvas extensively in this course, and will be expected to stay connected and up-to-date with that system. All due dates will be kept current in Canvas. Communication outside of class will primarily happen through Canvas announcements, so make sure that your technology is setup in such a way that you receive these announcements. Please check out the Canvas tutorial videos at this link: [https://resources.instructure.com/courses/32/pages/canvas-student-tour-videos](https://resources.instructure.com/courses/32/pages/canvas-student-tour-videos). Links to an external site.

Canvas announcements are the main way with which we will communicate with you. Set your notifications accordingly. You will miss critical and helpful information if you don't check the announcements.

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**Course Schedule**

<table>
<thead>
<tr>
<th>Spring 2021</th>
<th>Design Perspectives II (ITLS 3120) Semester Overview</th>
<th>Total Points: 400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>Week 1</td>
<td>Jan 19-22</td>
<td>Everything is Designed: Why is bad design everywhere?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Jan 25-29</td>
<td>Design Tradeoffs: Who do we privilege in our design?</td>
</tr>
<tr>
<td>Week 3</td>
<td>Feb 1-5</td>
<td>Design Ethics: Why do we design?</td>
</tr>
<tr>
<td>Week 4</td>
<td>Feb 8-12</td>
<td>Design Perspectives: The values and beliefs that drive our design.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb 16-19 (No classes Feb 15)</td>
<td>Experience Design: How do we design experiences?</td>
</tr>
<tr>
<td>Week 6</td>
<td>Feb 22-26</td>
<td>Inclusive Design: Who are we inviting (and disinviting) in our design?</td>
</tr>
<tr>
<td>Week 7</td>
<td>March 1-5</td>
<td>Community-Led Design: How do we engage communities in our design?</td>
</tr>
<tr>
<td>Week 8</td>
<td>March 8-11 (No classes March 12)</td>
<td>Sustainable Design: What is our design footprint?</td>
</tr>
<tr>
<td>Week 9</td>
<td>March 15-19</td>
<td>Culturally Disruptive Design: How does our culture impact our design?</td>
</tr>
<tr>
<td>Week 10</td>
<td>March 22-26</td>
<td>Cross-Cultural Design: How do we design across cultures?</td>
</tr>
</tbody>
</table>
Week 11
March 29 - April 2
Design Process: How do we enact our perspectives?
15
Pick Your Process(es) (10)

Week 12
April 5-8
(No classes April 9)
Design Teams & Systems: How do we compose and support our design teams?
15
Your design team and system (10)

Week 13
April 12-16
Special topics - student choice
10
Find A Job (10)

Week 14
April 19-23
Special topics - student choice
10
None

Week 15
April 26-30
Final Assignments Due April 30 11:59pm
None
Design Perspective (50)

Course Materials
All thinking and design materials are provided for you each week. No additional materials are needed.

Grading Scheme
As mentioned, you have two main outputs (design philosophy and design portfolio) in this course. You will have several discussions and assignments to work toward those outputs. Here’s the summary breakdown:

<table>
<thead>
<tr>
<th>Course Work</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion posts</td>
<td>200</td>
</tr>
<tr>
<td>Design Assignments</td>
<td>200</td>
</tr>
<tr>
<td>Minor Design Assignments</td>
<td>120</td>
</tr>
<tr>
<td>Major Design Assignment: Persona</td>
<td>30</td>
</tr>
<tr>
<td>Major Design Assignment: Design Perspective</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400 Points</strong></td>
</tr>
</tbody>
</table>

Late Work
Late work is handled on a case-by-case basis and is accepted at the professor’s discretion. We have no obligation to accept your late work, but we understand that we’re all humans and life happens, so please contact us immediately. When possible, please be proactive rather than reactive in reaching out.

The following grading standards will be used in this class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 % to 93.0%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 93.0 % to 90.0%</td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
</tr>
<tr>
<td>-------</td>
<td>---------------</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90.0 % to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87.0 % to 83.0%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 83.0 % to 80.0%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80.0 % to 77.0%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77.0 % to 73.0%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 73.0 % to 70.0%</td>
</tr>
<tr>
<td>D+</td>
<td>&lt; 70.0 % to 67.0%</td>
</tr>
<tr>
<td>D</td>
<td>&lt; 67.0 % to 60.0%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 59.0 % to 0.0%</td>
</tr>
</tbody>
</table>

**Important USU-wide Resources, Expectations, and Policies**

**Library Services**

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at [libguides.usu.edu/rc](http://libguides.usu.edu/rc).

**Online Course Fee**

A fee of $15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

**Classroom Civility**

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](http://) for more information.

**Nonattendance Policy**

**Students May Be Dropped For Nonattendance**

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. *(This does not remove responsibility from the student to drop courses which)*
he or she does not plan to attend.) This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see 2018-2019 General Catalog).

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: http://www.usu.edu/riskmgt/

Disability Statement

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

University Policies & Procedures

COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismission instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities.
Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.

- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.
Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s Office of Equity for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment (USU Policy 305), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: https://studentaffairs.usu.edu, (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: https://ususa.usu.edu/student-association/student-advocacy/legal-services, (435) 797-2912, TSC 326,
- Access and Diversity: http://accesscenter.usu.edu, (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: http://accesscenter.usu.edu/multiculture, (435) 797-1728, TSC 315
• LGBTQA Programs: http://accesscenter.usu.edu/lgbtqa, (435) 797-1728, TSC 3145
• Provost’s Office Diversity Resources: https://www.usu.edu/provost/diversity, (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: https://studentconduct.usu.edu/studentcode

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII.

Full details for USU Academic Policies and Procedures can be found at:

• Student Conduct
• Student Code
• Academic Integrity
• USU Academic Policies and Procedures
• Academic Freedom and Professional Responsibility Policy

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS).

Students are also encouraged to download the “SafeUT App” to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.