



Course Information

Course Title: Design in Practice

Course Number: ARCH270

Term: Fall 2023

Credits: 3

Course Dates: From Aug 29, 2023 - Dec 7, 2023

Course Times: TU/TH 12:30-1:45

Professor: Professor Madlen Simon

Pronouns: she, her, hers

Phone: 301-405-8000 (use email - not voicemail)

Email: use ELMS-Canvas coursemail

Office Hours: tba . .

Graduate Teaching Assistants:

Sergio Gomez

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Classroom: ESJ 2101 "The Loft"

This course is part of Carillon Communities for Design in Practice.

Carillon Mission

Carillon Communities creates an inspiring and supportive living and learning environment for first year students. Carillon promotes an environment where students develop a sense of belonging and trust to support their academic success and innovative thought. In Carillon, students consider their own interests and knowledge, and become more active agents in their own education.

Course Description

How do designers envision better futures? You will discover answers to that question through active learning in ARCH270 *Design in Practice*. This course fulfills the General Education requirements of both an **I-Series** and a **Scholarship in Practice** course. In addition, it is a **Fearless Idea** course. *Design in Practice* teaches design thinking for innovation and entrepreneurship. By the end of the semester, you will be able to collaborate in diverse teams to identify real world design challenges and apply design thinking to create solutions. I believe that design thinking is a superpower that enables its practitioners to envision the future. While most students in this course do not plan a career in the design professions, I hope that this course will help you apply design thinking to become a change agent in your own life and career.

The I-Series is the signature program of General Education at the University of Maryland. I-Series courses are lively and contemporary. They speak to important issues that spark the imagination, demand intellect, and inspire innovation. They challenge students to wrestle with big questions, and examine the ways that different disciplines address them. The I-Series courses:

- *Investigate a significant issue in depth*
- *Examine and demonstrate how particular disciplines and fields of study address problems. How does a biologist, engineer, poet, or sociologist think? I-Series courses address these and other big questions.*

- *Define what is unique about education at the University of Maryland and thus embodies and communicates the aims of the entire General Education Program.*
- *Allow entering students to wrestle with big questions and provide a mechanism for all Maryland students to glimpse the utility, elegance, and beauty of different disciplines and to appreciate how such areas of investigation might become the subject of extended study, as a concentration, a major, or even a lifelong commitment. (<https://gened.umd.edu/students/four-categories/i-series>)*

In Design in Practice, students come to see the products, places, and services that they encounter, use, and inhabit as elements of a designed environment. They ask the question, **How do designers envision better futures?** As a result of participating in this course, students will gain a design thinker's toolkit for thinking critically about the designed environment and proposing new places, products, and experiences. The I of I-Series also suggests that each student is the agent of his/her own education. You will learn mindsets and methods that translate into skills to help you design your own future in our changing world.

*In **Scholarship in Practice** courses, students engage in authentic work of a particular field of study. They learn and practice skills of critical evaluation and participate in the process of applying knowledge in the pursuit of a tangible goal. (<https://gened.umd.edu/students/requirements/distributive-studies>).* In

Design in Practice, students learn about the design process by engaging in the work of architects and designers, working in teams to apply design thinking in creating products and places for people.

Fearless Idea courses are not about developing innovations or startup companies but about developing innovators who have the skills, tools, and entrepreneurial mindset necessary to tackle and solve real-world challenges. Fearless Idea courses ideally accomplish the following:

- *Engage students in ongoing opportunities to reach innovative solutions by quickly, relentlessly, and iteratively hypothesizing, experimenting, and learning from both successful and failed approaches that build upon each other*
- *Challenge students to create value by taking risks and seeking non-obvious solutions*
- *Foster collaborative teams with diverse majors, skills, experiences, cultures, and viewpoints*
- *Incorporate discovery-based/experiential learning into the curriculum*

(<https://innovation.umd.edu/wp-content/uploads/2015/09/2015-RFP-for-Fearless-Ideas-vFinal.pdf>)

In Design in Practice, students learn mindsets and methods for creative thinking and innovative design.

Some of the mindsets we will practice are:

- Question everything
- Be truly curious
- Find patterns
- Listen
- Don't judge
- Bias toward action - learn by doing
- Navigate ambiguity – multiple possibilities, no right answers
- Embrace failure as feedback

Some of the methods we will learn are:

- Noticing
- Sensemaking
- Experimenting
- Collaborating
- Storytelling & Story-listening
- Making design thinking visible

We will learn and practice a variety of techniques for each of these methods. We will also learn relevant material from the disciplines of architecture and design, including drawing and modeling conventions, tectonics (structures and materials), historic precedents in the design process, placemaking concepts, and tactical design.

We will start the *Design in Practice* experience with a visit to the National Building Museum for some hands-on design activities. Early in the semester, you will have an opportunity to visit Glenstone Museum to experience art, architecture, and landscape design.

Course Objectives

By the end of the semester, students will be able to:

- Identify **real-world design challenges**
- Apply **design thinking processes**
- Collaborate effectively in **diverse, multi-disciplinary teams**
- **Communicate in ways authentic to the design disciplines** with visual, written, & oral methods

Required Resources

- Course Website: elms.umd.edu
- No course textbooks – all readings and videos will be available through ELMS Canvas and/or the University Libraries
- Technology – please bring to class a laptop or tablet capable of accessing the internet if you already own one. If you do not own one of these devices, do not purchase it specially for this course. Instead, please contact Professor Simon to discuss alternative solutions.
- Materials and equipment – will be provided

Course Structure

This course typically meets twice per week in a flexible space that we can set up for lectures, section meetings, team meetings, and workshop. There will be a mix of meetings with the entire class, section breakouts, and collaborative teamwork. This project-based class will push you to take an active role in the learning process. You will do this by engaging and collaborating with other students and the instructors on a regular basis. Regular out-of-class assignments will prepare you for in-class sessions and will give you opportunities to demonstrate your increasing mastery of course material throughout the semester.

Students learn by active engagement in projects. Students work individually and in teams, learning a

collaborative design process in the first project, applying their knowledge with increasing mastery and adding additional skills in the more complex second project. In Project 1, students design and build an environment for an individual. In Project 2, students design an environment for a community.



Environment for an individual: Frank Gehry, Wiggly Chair <http://www.stardust.com/WIGGLECHAIR.html> (accessed 8/12/13)



Environment for a community: Lundgaard & Tranberg Architects, *Tietgen Dormitory*, Copenhagen, Denmark <http://www.ltarkitekter.dk/da/projects/5> (accessed 8/12/13)

Tips for Success

1. **Participate.** This is a project-based course in which learning is centered on active collaboration with teammates on design challenges. In order to learn in this course, you need to be present and prepared for class sessions, where you will work towards the course outcomes - identifying real-world design challenges, applying design thinking processes, and collaborating effectively in diverse, multi-disciplinary teams.
2. **Manage your time.** Arrive promptly, prepared to work. Schedule time for participation in out-of-class coursework each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** You will find your course information organized in a week-by-week format on ELMS-Canvas. In addition, log in to ELMS-Canvas several times a week to view new material, such as announcements, discussion posts and replies to your posts.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you miss class or fall behind in the out-of-class work.
5. **Use ELMS-Canvas notification settings.** ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, contact IT Support. If you are struggling with a course concept, reach out first to your assigned graduate teaching

assistant (TA) for support. If your TA cannot provide the assistance you need, please reach out to me (Professor Simon) next. Also, count on your teammates and other classmates for support.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Course-Specific Policies

Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. In this course, learning to collaborate effectively in diverse teams is an explicit learning outcome. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Communication with Instructor:

Email: If you need to reach out and communicate with Professor Simon or your TA, please email through ELMS-Canvas. Please DO NOT email us with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions. Please contact your TA first. If your TA cannot provide the answer or assistance you need, then please email Professor Simon. While we will do our best to respond to emails within 24 hours, you will more likely receive email responses from us on weekdays from 9:00am-5:00pm EST.

ELMS: We will send IMPORTANT announcements via ELMS messaging. You must make sure that your email & announcement notifications are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers:

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. In light of this, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued. Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Major Assignments

Out-of-Class Assignments – 50% of course grade

- You will be asked to prepare for classes by learning from readings, videos, and/or further development of material introduced in live class sessions. There will be activities such as discussion board posts to guide your engagement with course content.
- The purpose of these activities is to assist you in learning the course material, build design thinking mindsets, abilities, and methods, contribute to the success of the team's collaborative work, and to indicate to your professor and TA where students are gaining understanding of course concepts and where they may need additional learning support.
- These activities will be your individual work. Assignments are due at 9pm on Mondays and Wednesdays. Some will be graded, while others will be assessed as credit/no credit.

In-Class Reflections – 10% of course grade

- At the end of some classes, you will be asked to reflect upon your experiences during the in-class session. These reflections may be short-answers or brief written responses.
- The purpose of these reflections is to guide you in understanding your progress towards the course outcomes and to provide feedback to instructors on where learning is going smoothly and where additional support may be required.
- The reflections will be your individual work. 10 of the reflections will be selected for assessment on a credit/no credit basis.

Midterm Project – 15% of course grade

- You will demonstrate your growing mastery of the course outcomes through reflection upon your collaborative project.
- This will be your individual work, based upon your team's collaborative project. It will be graded.

Take-Home Final Exam – 25% of course grade

- You will demonstrate your growing mastery of the course outcomes through reflection upon your collaborative projects, with options for format, including illustrated written report, slide presentation, video, etc.
- Exam will be your individual work, based upon your team’s collaborative projects. It will be graded.

Grading Structure

Assignment	Percentage %
Out-of-Class Assignments	50%
In-Class Reflections (10)	10%
Midterm Project	15%
Final Exam	25%
Total	100%

Academic Integrity

The University's [**Code of Academic Integrity**](#) is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the School of Architecture, Planning and Preservation does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path.

It is important to note that course assistance websites, such as CourseHero, are not permitted sources, unless the instructor explicitly gives permission for you to use one of these sites. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and that shortcut the learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, it is understandable that students may use a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes, collaborating on individual assignments, collaborating on take-home exams, etc.






Finally, on each exam or assignment you must write out and sign the following pledge:

"I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment."

Please visit the [Office of Undergraduate Studies' full list of campus-wide policies](#) and follow up with me if you have questions.

To help you avoid unintentional violations, *the following table* lists levels of collaboration that are acceptable for each type of assignment. If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, *if you are ever unclear* about acceptable levels of collaboration, *please ask!*

The following table lists levels of collaboration that are acceptable for each type of graded exercise. See each ELMS-Canvas page for academic integrity expectations for each individual assignment. If you are ever unsure about acceptable levels of collaboration, please ask!

	 OPEN NOTES	 USE BOOK	 SEARCH ONLINE	 ASK FRIENDS	 WORK IN GROUPS
Out-of-Class Assignments	✓	✓	✓	✗	✗
In-Class Reflections	✓	✗	✗	✗	✗
Midterm Project	✓	✓	✗	✗	✗
Final Exam	✓	✓	✗	✗	✗

Grades

All assessment scores will be posted on the course ELMS-Canvas page. If you would like to review any of your grades or have questions about how something was scored, please email your TA to schedule a time during their office hours or at another mutually convenient time to meet and discuss.

Except in cases of illness or emergency, late work will not be accepted for course credit so please plan to have it submitted before the scheduled deadline. We are happy to discuss any of your grades with you, and if we have made an error, we will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%	+	
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	-	

Course Outline

You will find a detailed week-by-week course outline on ELMS-Canvas providing more information about the topics outlined below and assignments.

Carillon Communities DC Visit – Friday, August 25th, 9:00am – 3:00pm

Glenstone Museum Visit (Optional) – Friday, September 15th, 9:00am – 3:00pm

Week #	Topic	Deliverable
1	Project 1-Creating a design culture in the classroom TU-journey of discovery TH-the power of storytelling in design	M no assignment W (assignment 1) video, discussion post on storytelling + listening
2	TU-the power of story-listening in design TH-introduction to design thinking methods: noticing, sensemaking, experimenting	M (2) your story W (3) video, post on design process
3	TU-introduction to design thinking methods: collaborating TH-introduction to design thinking methods: visualizing	M (4) video, post on collaborating W (5) hands-on chair research
4	Project 2-Designing a product for an individual TU-learning from precedents TH-noticing, sensemaking	M (6) chair drawings-plan, section, elevations W (7) historic chair research
5	TU-experimenting: prototyping (small, lo-res) TH-learning to apply building science: tectonics	M (8) small, lo-res prototype W (9) first iteration chair design drawings
6	TU-experimenting: iterating, prototyping (full-scale, lo-res) TH-experimenting: prototyping	M (10) tectonics concept sketches W work on midterm project
7	TH-experimenting: testing, iterating (full-scale, hi-res) TH-experimenting: prototyping	M work on midterm project W midterm project due
8	TU-communicating visually, verbally, orally TH-communicating & experimenting: learning from feedback	M generate ideas for verbal/oral presentation W practice your part of the presentation
9	Project 3-Designing a place for a community TU-intro to Project 3 + collaborating TH-noticing + sensemaking	M (11) team agreement reflection W (12) learning from feedback reflection
10	TU-learning about place, visualizing (Google Earth, Jambd) TH-analyzing + visualizing (diagramming)	M (13) point of view - how might we...? W (14) potential site plan + photos

11	TU-learning about tactical design TH-visualizing (SketchUp)	M (15) site diagrams W (16) idea board
12	TU-experimenting TH-experimenting + visualizing (Adobe software)	M (17) plan view of SketchUp model W (18) 3-d view pf SketchUp model
13	TU-asynchronous class - learning about place – independent work assignment (19) due today by 1:45pm TH-no class (Thanksgiving holiday)	M no assignment TU (19) place assignment due 1:45pm W no assignment
14	TU-iterating & experimenting TH-experimenting	M no assignment W (20) 2 nd iteration of plan + 3-d view
15	TU-communicating visually, verbally, orally TH-communicating & experimenting: learning from feedback	M organize your work on Jamboard W organize team presentation on Google Jamboard

Take-home Final Exam is due on or before the end of the regularly scheduled final exam for this course, Monday, December 18, 2023, 1:30-3:30pm. Submit your exam on ELMS Canvas by 3:30pm.

Note: The course schedule is tentative, and subject to change as necessary – monitor the course ELMS-Canvas page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, or a move to online course delivery, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Resources & Accommodations

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The [Accessibility & Disability Service \(ADS\)](#) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about [sharing your accommodations with instructors](#), [note taking assistance](#) and more is available from the [Counseling Center](#).

I aspire to teach in ways that are accessible to all students. If you find that any of the course technologies are not accessible for you, please contact me no later than the end of the second week of the semester so I can seek solutions.

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting [UMD's Writing Center](#) and scheduling an appointment.

You should also know there are a wide range of resources to support you with whatever you might need ([UMD's Student Resources and Services website](#) may help). If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

Technology Policy

The course format will require you to use a computer or tablet or phone during some class sessions. Please stay focused on the course activities and refrain from using these devices during class sessions unless we have designated such use as part of a class exercise.

Netiquette Policy

Netiquette is the social code of online work. While this is an in-person course, some interaction may take place online. Students share a responsibility for the course's learning environment. Creating a cohesive online learning community requires learners to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

Participation

- Given the interactive style of this class, attendance will be crucial to project-based active-learning and thus your performance in this class. Attendance is particularly important because collaborative teamwork will be a critical component of your learning in this course.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.
- Students with a legitimate reason to miss a class session should communicate in advance with their TA, except in the case of an emergency.
- Students who miss a class session are responsible for learning what they miss from that session and for checking in with teammates in order to remain up to date on the project.

- Additionally, students must complete all readings and assignments in a timely manner in order to fully participate in class.

Student Feedback on Course Experiences

Please submit [Student Feedback on Course Experiences](#) in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted is confidential. Campus will notify you when the online site is open for you to complete your surveys for fall semester courses. Please go directly to [Student Feedback on Course Experiences](#) to provide your feedback.

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