“Just because something works doesn’t mean it can’t be improved.” Princess Shuri, Black Panther

“Do stuff. Be clenched, curious. Not waiting for inspiration’s shove or society’s kiss on your forehead. Pay attention. It’s all about paying attention. It’s all about taking in as much of what’s out there as you can, and not letting the excuses and the dreariness of obligations narrow our lives. Attention is vitality. It connects you with others. It makes you eager. Stay eager.” Susan Sontag

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Catalogue description
ALA 100: An Introduction to Environmental Design (3 credit hours)
“Survey of Environmental Design: including historical examples, and the theoretical, social, technical, and environmental forces that influence design and shape our contemporary environment. Prerequisites: none. Satisfies General Studies Requirements: HU (Humanities/Fine Arts), G (Global awareness), H (Historical awareness).”

Course overview
“Education is the ability to perceive the hidden connections between phenomena.” Vaclav Havel

Our environment not only sustains our lives, but constantly evolves and is changed through our daily actions or lack there of. Without any doubt all of us are “designers” who shape the future environment that our children will inherit at many scales, whether our natural landscapes, cities, buildings, interiors, virtual worlds, or a cherished gift that we hold in our hand. In this course, we will collectively discover what design is, how design comes about, and why design is important to your life, and our evolving environment. We will strive for a deeper understanding of the major ideas, conditions and forces, which are influencing design today, both locally and globally, and in turn shaping our contemporary global environment. The appreciation of design is not merely the task of leaning facts, historic styles or media fashions, but rather is a matter of developing a consciousness of yourself and your evolving environment, and then taking responsibility for your role as a “designer” to act now to enhance and sustain life every day within our global community.
Instructional objectives

“The real voyage of discovery consists not of seeking new landscapes, but in having new eyes.”
Marcel Proust

We will help you:

1) Develop an awareness of what design is, how design comes about, and why design is important.

2) Develop an ability to see the world through a designers eyes – to observe and read your environment, not just glance and pass by, but to slow down and open your senses fully to new experiences and opportunities. Our interest is to help you look carefully at the inherent knowledge of your immediate environment - how to perceive it, how to think critically about it, how to represent it, how to use it - and how those readings of a specific environment can inform and enhance your life.

3) Develop an awareness and respect for the diversity of global environments, their respective cultures, and designs, which reflect the fundamental beliefs, and values of individuals, families, and institutions within a specific community and place.

4) Develop an awareness of how to become a of your environment through design.

Instructional methodology

“Stepping onto a brand-new path is difficult, but not more difficult than remaining in a situation...”
Maya Angelou

Our teaching is committed to assisting each of you in your pursuit of mastery, life long learning, that influences how you see, feel, question, think and act - rather than short term performance based education: simply memorizing known facts and recalling them on exams.

This course will be challenging and engaging.

It will immerse you in the exciting pursuit of ideas and answers to the bigger questions, which are shaping contemporary design, our environment, and your own life. Foundational concepts and their real world applications will be introduced first in our illustrated lectures and supplemented by hearing from a series of Arizona’s leading designers, who will be joining us for our Inside the Designer’s Studio sessions. Deep personal learning will occur as you apply your new design understanding in our two Collaborative Design Challenges, which will require you to go out into the local environment, and actively see, feel, question, think and act.

“People learn best when they ask an important question, that they are about answering, or adopt a goal that they want to reach. If they don’t care, they will not try to reconcile, explain, modify, or integrate new knowledge with the old. They will not try to construct new mental models of reality. They may remember information for a short period (long enough to take the test), but only when their memory generates questions will it be prepared to change knowledge structures. Only then does it know where to place something. If we are not seeking an answer to anything, we pay little attention to random information.”

K. Bain, What the Best College Teachers Do.
Evaluation, Feedback, and Grading
Within this course your work will be carefully examined, evaluated and graded. You should not confuse feedback or evaluation with grading. **Feedback** is a process of discussion in which your ideas and observations are themselves modified, corrected, and strengthened. **Evaluation** is a critic of a performance to appraise and mentor a future trajectory of intellectual growth (Mastery). **Grading** on the other hand is an index of a relative standing against a grading standard or norm for a particular peer group (your Collaborative Design Group). Within this course all feedback, evaluation and grading will be done collectively by both your Group and Instructors.

1) **Time management**
   Time management is a well-known problem for 87% of beginning college students. Purchase a calendar and use it or use the calendar on your smartphone – put all our course deadlines and your study times on it today. Keep ahead of the deadlines by **working on this class for one-hour everyday** (the rule of thumb is for each 3 credit course = 6 hours a week of homework), rather than waiting until the last minute to complete poor design challenges, weak videos, or the last minute writing of unprepared answers during the online discussion sessions.

2) **Attendance and excused absences**
   As with any high-quality professional position, or within any leading edge design practice, your active participation each and every day is mandatory. To succeed you will need to watch and review the class notes for every lecture, to insure you develop an understanding of the ideas and skills you will need to successfully complete the 2 Design Challenges with your Collaborative Design Group and gain full benefits from this course. Also, like working globally today, **you must remain in constant contact EVERY DAY with your Collaborative Design Group members**, (via cellphone, text, Google hangout, Adobe connect, Skype, Zoom and email) because all your assignments are completed in Groups and peer graded – preparing you for the norm in your future professional career.

   Late or incomplete work is never accepted. The only exceptions are:
   1) excused absences due to a serious illness under a doctor’s care, hospitalization, a family death/tragedy, or another serious life altering event;
   2) excused absences related to religious observances/practices that are in accord with ACD 304–04, Accommodation for Religious Practices; or
   3) excused absences related to an ASU sanctioned events/activities that are in accord with ACD 304–02, Missed Classes Due to University-Sanctioned Activities. After receiving a pdf documenting your event, an excused absence will be granted and you will be allowed to complete the assignment in the same amount of time you were absent.
   4) Line-of-duty absence and missed assignment policy: A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch who misses classes, assignments or examinations due to line-of-duty responsibilities, shall have the opportunity to make up the coursework in accordance with **SSM 20-18 Accommodating Active Duty Military Personnel**. This accommodation also applies to spouses who are the guardian of minor children during line-of-duty activities. This policy does not excuse students from course responsibilities during their absence. Students should first notify the Pat Tillman Veterans Center of their activation and then the instructor to discuss options.

3) **Your required readings and class content**
   Lectures and readings available on our class website
   
   TED talks  
   (**www.ted.com** - inspirational talks by really interesting visionary leaders).
   Watch one everyday – your choice of topic
   
   New York Times  
   (**www.nytimes.com** - worldwide news, design + environmental developments)
   Read for world news daily.
4) **Our class web site**
To access the site:
- Go to [https://courses.hol.asu.edu/courses/ala100/](https://courses.hol.asu.edu/courses/ala100/)
- If prompted, log in with your ASURITE name and password
- You can also find a link to the site on the main Herberger Online site at [https://herbergeronline.asu.edu](https://herbergeronline.asu.edu)

Posted on our class web site are: your syllabus, schedule, lectures, lecture notes, access to your assigned Collaborative Design Group, the 2 Design Challenge assignments, announcements, and your grades. Take the time to familiarize yourself with the location and operation of all of them.

Caution - using your MyASU canvas link to our website is not advised, canvas outages can happen, and citing a canvas outage as the reason for missing a submission is not accepted.

5) **Your Collaborative Design Group**
You have been assigned automatically to a Collaborative Design Group to study and work with to complete your 2 Design Challenge assignments.

How to locate your Collaborative Design Group:
- Log on to the “ALA 100 – Introduction to Environmental Design” web site (see directions above)
- Click on the “My Group” tab.
- At the bottom of that page, you’ll see a list of everyone in your group, email them ASAP get connected and organized.

Given the nature of your Collaborative Design Group’s work on the 2 Design Challenges, you must stay in constant daily contact with your assigned Collaborative Design Group members. Exchange email addresses and cell numbers immediately. If you choose not to stay in daily contact (via cellphone, text, Google + hangouts, Adobe Connect, Skype and email) and/or not to work with your Collaborative Design Group in completing any assignment, then your group’s peer grades of your work will suffer.

6) **Our 2 Design Challenges**
The real test of whether anyone has really learned and understood a body of newly acquired body of knowledge is to simply ask them to apply it to a real life problem. You will be working in a randomly assigned Collaborative Design Group on two required Design Challenges.

In Design Challenges 1 + 2, your Group will be asked to solve two challenging design problems for the lightest cardboard chair and developing a set of new designs with a local, off-campus non-for-profit organization. Each Design Challenge is followed by a group discussion and peer grading. The details of each of the two required Design Challenge assignments can be found on our class web site.

7) **Your 2 Online Group Discussions**
Following the completion of each Design Challenge, you and your Group members will be required to engage in an Online Discussion about the ideas, methods and significance of the design work you have just completed. On the dates indicated, you will need to participate throughout the day in your Collaborative Design Group’s Online Discussion. Be sure to answer the required questions. In each and every post, thoughtfully respond to your Group member’s ideas and observations supported by detailed “quoted examples” from our lectures, textbook and daily New York Times. Remember no credit will be given for late postings or missed assignments.

How do I post my Design Challenge Group Discussion?
- Log on to our “ALA 100 – Introduction to Environmental Design” web site.
- Click on the “My Group” tab.
- Under “Group Discussions” find the entry for the appropriate Design Challenge. If it is before the submission deadline, the discussion will still be open; you will see a link in the Action column labeled
“Discuss.”

- Click on the “Discuss” link. You should now see the Discussion Area for your group, for this Design Challenge only.
- In the User Agreement, enter your name and check the box labeled “Confirm Your Agreement.” When you have done that, click “Enter Assessment.”
- You should now be looking at the form for the appropriate Design Challenge.
- In the first box, paste your YouTube URL hyperlink.
- In the second box, type your 200 word summary introduction - remember to always check the grammar and spelling. Think of this more as a term paper then an e-mail, you will be marked down for the use any shorthand (texting) or failure to capitalize. Now read your response out loud.
- Click “Submit”
- If everything worked, you should see a receipt page and a message indicating that the Challenge is complete. You may want to print or screen grab this page for your records.

How do I read/respond to other members of my Collaborative Design Group’s posts?

- Log on to our “ALA 100 – Introduction to Environmental Design” web site.
- Click on the “My Group” tab.
- Under “Group Discussions” find the entry for the appropriate Design Challenge. If it is before the submission deadline, the discussion will still be open; you will see a link in the Action column labeled “Discuss.”
- Click on the “Discuss “ link. You should now see the Discussion Area for your group, for this Design Challenge only.
- Each post by a fellow group member will have a “Reply” button. Click that button to post a reply.
- Enter your response in the “message” box - be sure to read your response out loud and check the grammar and spelling, prior to submitting.
- Finally post it by clicking on “Post Reply”

For Each Group discussion you need to prepare all your posts a minimum of one week in advance. When your group meets to work on any Design Challenge, discuss the content of your upcoming group discussion. Check out the samples posts on the class website located under the calendar. Create a word file a minimum of a week before hand. Email it to all the members, and have each group member write out and share all their thoughtful, well written, 4-5 sentence posts one week prior to the due date. Then on the date of the group discussion, all each member does is cut-n-paste their posts on to the website.

If you encounter any technical problems with our course web site: First, contact Herberger Online Help Desk by email at hol support@asu.edu There is a “Help” tab on the course website that has a link to that address also, as well as a link to an online Help Form. Make sure to provide as much detail as you can about the problem you have encountered – so we can quickly help you.

8) **ASU Student Code of Conduct, academic dishonesty and plagiarism**

Please review the ASU Student Code of Conduct [https://students.asu.edu/srr/code](https://students.asu.edu/srr/code) and ASU policy against disruptive or threatening behavior [SSM 104–02](https://students.asu.edu/srr/code). Any act of academic dishonesty, such as plagiarism, will result in your automatic failure of the course and a final course grade of XE. Plagiarism is the act of using designs, words and the ideas of others as if they are your own. By citing sources correctly, you give credit to the originator of the words and ideas you are using, you give your readers the information they need to consult those sources directly, and build their own credibility. Young college students sometime get into trouble because they mistakenly assume that plagiarizing and mashing up is ok, it is not. If you are unsure or have any questions, regarding these policies, academic dishonestly or plagiarism, please ask one of your instructors to explain it. If you fake any part of your design challenge, including creating a fake non-profit in design challenge 2, you will automatically receive an XE in the course.

**Student Conduct:** ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development
of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums.

**Threatening or disruptive behavior:** Self-discipline and a respect for the rights of others in the classroom or studio and university community are necessary for a conducive learning and teaching environment. Threatening or violent behavior will result in the administrative withdrawal of the student from the class. Disruptive behavior may result in the removal of the student from the class. Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy (SSM 104-02). For more information please visit: [https://eoss.asu.edu/dos/srr/PoliciesAndProcedures](https://eoss.asu.edu/dos/srr/PoliciesAndProcedures) and [https://eoss.asu.edu/dos/safety/ThreateningBehavior](https://eoss.asu.edu/dos/safety/ThreateningBehavior).

9) **Grading**

We want to be sure that all grading in our class is fair and equitable. We only discuss grades FACE-TO-FACE, not by email, text or phone (if you are an out-of-state student we will use Skype). Please contact the particular instructor who graded your assignment and set up a meeting. Next write out the reason for your proposed grade change, print it out and bring all the supporting materials with you to our meeting (for Skype meetings, you will send this electronically in advance). Understand that your grade may go up or down based on our re-examination.

**Required**

Online quizzes on lectures and readings (60 questions, 0.50 point each) ................. 30
Design Challenge 1 – Lightest Cardboard Chair, with on-line discussion + peer grading ....... 35
Design Challenge 2 – Designing with a Non-profit, with on-line discussion + peer grading .... 35

**total:** 100 points

A+ 97 % and above  B 84-86 %  D 70-73%
A  94-96 %  B- 80-83 %  E 69% and below
A- 90-93 %  C+ 77-79 %  XE Failure due to academic
B+ 87-89 %  C 74-76 %  dishoness.

Important notes
1) Remember late work is never accepted
2) To insure equity and fairness for every student enrolled in this course, we will not round up or down the cumulative final points you earn.

10) **Course drop or withdrawal**

If you wish to drop or withdraw from this course, it is your responsibility to do so by the deadlines. You need to drop before May 21st, and complete withdrawal before May 24. See [https://students.asu.edu/academic-calendar](https://students.asu.edu/academic-calendar) to confirm theses dates and requirements. Any course registration changes are processed through My ASU: [http://my.asu.edu](http://my.asu.edu).
Special Accommodations:
Your instructor is willing to make any reasonable adaptations for limitations due to any disability documented with the DRC, including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the Disability Resource Center to process the paperwork for special course accommodations. To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (http://www.asu.edu/studentaffairs/ed/drc/#; Phone: (480) 965-1234; TDD: (480) 965-9000). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me as soon as possible so that your needs can be addressed effectively.

Disability Support Services:
Students with disabilities must have an equally effective and equivalent educational opportunity as those students without disabilities. Students experiencing difficulty accessing course materials because of a disability are expected to contact the course instructor so that a solution can be found that provides all students equal access to course materials and technology. Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. It may be difficult to make accommodations retroactively. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Information for Students with Disabilities:
Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center on the campus that your class is being held. Campus-specific location and contact information can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website for eligibility and documentation policies (https://eoss.asu.edu/drc)

Policy on Sexual Discrimination:
Policy on sexual discrimination as described in ACD 401, "Prohibition Against Discrimination, Harassment, and Retaliation", including the fact that the instructor is a mandated reporter and therefore obligated to report any information regarding alleged acts of sexual discrimination. Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. As an employee of ASU, I am a mandated reporter and obligated to report instances of reported or suspected incidences of sexual harassment.

Student Rights and Responsibilities:
Students must abide by all the requirements stated in this syllabus. In addition, all students should be aware of their Rights and Responsibilities at Arizona State University and abide by the ASU Student Honor Code.

Student Services & Resources:
You will find a list of student resources at: [https://eoss.asu.edu/resources](https://eoss.asu.edu/resources)
Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

**Non-emergency Student of Concern process:**
If you are concerned for a fellow student’s well-being, please review the information and complete the form at: [https://herbergerinstitute.asu.edu/resources/new-students/student-of-concern-process](https://herbergerinstitute.asu.edu/resources/new-students/student-of-concern-process)
FOR EMERGENCIES CALL 911. (Be prepared with the physical address of the location.)

**Academic Calendar and Important Dates:**
The academic calendar can be found here: [https://students.asu.edu/academic-calendar](https://students.asu.edu/academic-calendar)

**Subject to change:**
The Instructor reserves the right to change portions of this syllabus (assignments, deadlines etc.) by verbal instructions during scheduled class time. The student is responsible for noting changes and acting accordingly. Grading and absence policies are not subject to change.

**Computer, Internet, and Electronic Communications Policy:**