ART 50
IDEA OF DESIGN

T / R 2:00 - 3:15pm | Room 201 | CRN 10997 | 2 - 5 - 4 - 3

Syllabus is subject to change for the better of the class.

WELCOME

Welcome to the Idea of Design!

This is a course that explores the processes and products that we call "design." We will investigate the history of the field in an effort to understand contemporary design. We will analyze its practitioners to understand design principles and help to identify our own creative process. The process will be more important that the final product.

EXPECTATIONS

Do everything to the best of your ability, and do it well.

Act professionally, read everything that is assigned, do more than you are asked, have a positive attitude, look at each exercise or project as an opportunity to learn something new, give and take criticism objectively and apply it to your work, share your knowledge, ask as many questions as you can — for clarity and edification — and be helpful to your classmates.

Negative attitudes and being anything less than professional will not be tolerated. This includes rudeness in all manners, missing deadlines, and excuses such as

> *Blackboard/Miro wasn't working so I couldn't turn it in!*
> Feel free to email me anytime for help.

> *I had other classwork to do and didn't have time. This is not the only class I have.*
> I'm sensitive to the other coursework students need to accomplish in a week. If assignments become too time consuming let me know, we can see how we both can adjust.

> *I have no idea what I am doing.*
> Unacceptable at any time during this course. Readings and exercises are assigned to help support your learning. If something is unclear, ask about it. Odds are others will have the same question. If more support is needed ask for my help during work days or office hours.

If you are unprepared for class you will be asked to leave and assigned an absence for that day.

Professor Neil Ward

e. neil.ward@drake.edu

o. T/R 12-2 pm on Zoom + by appointment

SYLLABUS

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We will adhere to Drakes standard: for each 3 credit course you are expected to work 6-9 hours outside of class, as a minimum. With that said, work less than 6 or more than 9 hours per week and it will show in your work.

Blackboard Announcements and Drake email will be used for course correspondence. When emailing please use full words and full sentences. Any email that is unprofessional or in TXT SPK will be ignored.

Finally, I expect you to own your education and actions. I will present core concepts and information but it is up to you to understand, question, synthesize, and apply it.

GOALS + OBJECTIVES

- To identify and develop ones own creative process (analyze an existing problem, research, synthesize findings, develop a concept, execute it and iterate + refine till done)
- Apply design history research to critique and communicate design concepts.
- Assess and frame design within social, cultural, and technological contexts.
- How to think like a designer to problem solve effectively
- Explore, discover, and provide reflection on personal growth.

In this class, you will:

ACCEPT THE SITUATION (as a challenge)
Explore commitment. Energy applied to goal & momentum to complete task.
Overview of Design Process/Product

ANALYZE (to discover the "world of the problem")
Explore. Research. Gather specific and general information to deal with task. Organize. Establish a complete and detailed view.

DEFINE (the main issues and goals)
Explore Destination-finding. Identify key issues. Essence of task. Viewpoints and objectives.

IDEATE (to generate options)
Explore options. Find many alternative ways for achieving tasks.

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SELECT (to choose among options)

Explore Decision-Making. Come to a plan of action.

IMPLEMENT (to give physical form to the idea)

Explore taking action.

EVALUATE (to review and plan again)

Explore assessment. Review means and ends to determine worth. Make plans for future improvement.

*Koberg, Don and Bagnall, Jim. The All New Universal Traveller. © 1972

METHODS OF ACHIEVING OBJECTIVES

Readings, individual research, presentations, critiques + reflection.
Scheduled class time will be dedicated to lecture + discussions, debates and critiques.

GRADING

The final 100% the grade breakdown looks like:

Projects	50%
Midterm workbook	20%
Final workbook	30%

PROJECT EVALUATION CRITERIA:

All projects, thoughts and critiques need to be documented in the process workbook. Work will be evaluated based on the rubric on page 5.

Class engagement, ability to think critically, attendance, passion, outlook and project re-do's can impact project and workbook grades.

COURSE EVALUATION CRITERIA:

- Completion: submitting work on-time, turning in all required components
- Verbal presentation: The ability to articulate the conceptual and visual aspects of your subject matter in a concise, well reasoned + informative manner.
- Written presentation: Journal assignments are expected to be well-written (free of grammatical mistakes, incomplete sentences, misspellings and other careless errors, and where applicable, well-documented footnotes and bibliographies), appropriately formatted and articulating a solid understanding of the assignment.
- Critical Thinking: the ability to define/analyze a problem and explore beyond the obvious answers

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- Class Preparation: do the assigned "readings" and come to class ready for discussion bring whatever is expected for critique/discussion
- Class participation: sharing ideas through an active participation in discussions. Your ideas and opinions are important

Each week a new worksheet will be available on Miro and will represent one chapter in your final work book. So please remember to keep them updated. In addition to the assignment, your work book/Miro area should include notes from assigned readings, document any annotated thoughts, experiments, or ideas, which will include all documentation of the ideation and refinement which led you to your final conclusion/solution. Annotations include notes you write on your sketches, which explain your thinking, your ideas, and your concerns. The work book is considered a presentation piece and should be complete but not redundant. Handwriting must be legible. Some things that are appropriate for your workbook:

- early sketches, with notes
- refinement sketches
- annotated bibliographies (briefly summarize what you learned from the readings)
- visual inspirations
- self-critiquing — research summaries (readable notes)
- research worksheets — significant variations on printouts, w/explanatory notes, and reflections on work generated by classmates for future reference.

Some things that are not appropriate in your process notebook:

- copies of things you read, unless well annotated
- printouts from websites, unless well annotated
- oodles of computer printout variations with minor visual changes

CRITIQUES
Critiques will be held weekly and students are expected to engage through written or verbal communication.

Grade scale based on the Creativity Rubric:

Superior	4.0	A
Intermediate Grade	3.7	A-
Very good	3.3	B+
Good	3.0	B
Intermediate Grade	2.7	B-
Fair	2.3	C+

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CREATIVITY RUBRIC

Creativity is the act of bringing something into existence that is genuinely new, original, and of value either personally (of significance only to the individual or organization) or culturally (adds significantly to a domain of culture as recognized by experts). This is the project grading rubric that will be used in assessing all projects during this term.

Based on the creativity rubric: http://akron4.metiri.wikispaces.net/Creativity+Rubrics

	4 | Advanced	3 | Proficient	2 | Basic	1 | Novice
Fluency Generating ideas through brainstorming	Brainstorms + explores numerous ways/ideas to solve problem/s. Views task from various points of view. Goes beyond the required elements.	Brainstorms + explores ways/ideas to solve problem/s. Views task from various points of view.	Brainstorms and explores ways/ideas to solve problem/s with guidance. Views task from own point of view.	Has one idea and follows it to completion. Does not include all requirements.
Uniqueness/ originality Original/unique ideas, phrases, or products	Innovative design, use of materials and ideas in an unexpected way. Originality of thought + action. Bring something new into existence. Goes beyond the required elements.	Materials and ideas often developed in unique ways, with a minimum of support.	Materials and ideas occasionally developed in unique ways, but only with guidance and encouragement.	Materials and ideas developed in everyday way.
Flexibility/ Adaptability	Able to see multiple ways of reacting to change and independently responds accordingly.	Often able to independently envision new responses to varying situations. When supported, is able to easily adapt responses to fit the situation.	While still fairly inflexible, the student can be guided to reconsider some positions and points of view.	Lacks flexibility, stubbornly maintaining positions and points of view in spite of new and changing conditions.
Self Reflection	Product exhibits improvement based upon student's self-scrutiny and feedback from others.	Self reflection apparent, impacts product completion.	Some self reflection apparent, but has no impact on product.	No self reflection apparent.
Intrinsic Motivation The self-satisfaction of participating	Work demonstrates evidence of enjoyment, satisfaction, and challenge of the work itself.	Self motivated, depending upon interest in topic and accepts guidance.	Extrinsically motivated by task, but can be guided to develop interest in some topics.	Task is completed because it is required.

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Satisfactory	2.0	C
Unsatisfactory	1.7	C-
Unsatisfactory	1.3	D+
Unsatisfactory	1.0	D
Unsatisfactory	0.7	D-
Failure	0.0	F

* **Grades will not be posted on blackboard. Students will receive grade sheets with feedback for each project and are responsible for tracking their own points/grades. If a student is unhappy with a project grade they will have 7 days from receipt of grade to resubmit to earn more points.**

STUDENT SERVICES

The Writing Workshop

Serves undergraduate, graduate, and law students who are writing papers and need assistance with individual assignments. The emphasis of the one-on-one tutoring session is not to fix but to devise actions that the individual can take to improve and to start dealing with writing problems or questions individually. This is a free service to all Drake University students. The Writing Workshop is conducted by the Department of English. More information is available at: http://artsci.drake.edu/writersworkshop/wwshop.html

The University Counseling Center

Offers to all currently enrolled Drake students a variety of counseling services. Depending on the student's need, individual, couple, family, or group counseling may be provided. The UCC is available for workshops, training, psychological testing, and for referral information. In addition, the UCC offers consultation services to students, staff and faculty who might have questions about student mental health issues or topics. The UCC is located in the American Republic Health Center at the corner of 32nd and Carpenter. More information is available at: https://www.drake.edu/counselingcenter/

Disability Accommodations: Michelle Laughlin is the Director of Student Disability Services, and she can be contacted at michelle.laughlin@drake.edu or 271.-1835 if there is a need for disability accommodations. After Michelle is contacted, we will work together on an appropriate course of action. Also note, a disability accommodation that requires recording of class sessions must include a non-disclosure agreement.

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SCHEDULE (*subject to change based on class needs*)

Week 1 : Syllabus | Welcome

Week 2 : Creative Lineage

Week 3 : Visual Thesaurus

Week 4 : Visual Puns

Week 5 : Cliche Exploration

Week 6 : Designer Research

Week 7 : Presentations + First Card Bout

Week 8: Mid-term process workbook due

Week 9 : Surprising Juxtapositions

Week 10 : Presentations

Week 11 : Package Design

Week 12 : 3 more package designs

Week 13 : Final Card Bouts!

Week 14 : Final Process workbook due

ODDS AND ENDS

We will use Blackboard and Drake email as our official form of communication. Please make sure you check both.

Studio care

Should you use Carnegie Hall at any time, please keep your work area clean, and pick up after yourself (both around the computers and in the production areas). The printers, copier, and all other equipment in the labs and production area are for graphic design and portfolio development work only. With permission, you may use the equipment for other Art & Design department course work. If a piece of equipment is not functioning correctly, notify your professor or a lab monitor. If this is not possible, please leave a note on the equipment describing the problem.

Fair Use

By enrolling in this course and submitting projects for evaluation, you agree to grant me and the University world-wide reproduction rights to your work. Your work may be reproduced electronically, printed in publications, or used as an example for a future course. If your work is reproduced, you will not be paid a fee or granted a license, but it will be credited to you. In all instances, you retain copyright and the right to use and reproduce your work in any context.

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Plagiarism

There is a fine line between inspiration and imitation. Plagiarism in any form will not be tolerated (photos/content). All images and content must be from the student. Violations of academic or artistic integrity will, at minimum, constitute failure of the project in question and can result in as much as dismissal from the University. For more info: http://www.drake.edu/dos/handbook/academic.php

Department of Art and Design Attendance Policy

An absence will be assessed each time a student is not in attendance during a regularly scheduled class period (this includes an absence for unpreparedness). After three absences (for any reason), each additional absence will continue to lower the student's final grade by **one full letter grade** (A > B, B > C, C > D). Six absences will result in a failing grade for the class. Additionally, each late arrival (tardiness) or early departure (without checking in first) will count as a half of an absence and have the same impact as multiple absences on a student's final grade. **It is each student's responsibility to keep track of their absences, late arrivals, and early departures to determine how it will affect their grade.** Should you miss a class, it is your responsibility to find out what you missed. You are expected to come to class prepared and be punctual. All assignments (projects, readings, exercises, etc.) must be completed by the beginning of class on the assigned due date. Do not plan on carrying out the final touches on projects when you get to class.

Department of Art and Design Participation Policy

Lectures, exhibition openings, gallery talks, and workshops by visiting artists and scholars are scheduled throughout the academic year and are important supplements to the art and design curriculum. The faculty in the Department of Art and Design expect students to attend these out-of-class events and mandatory attendance will be routinely assigned.

Regular attendance to exhibition openings at the Anderson Gallery is mandatory. Your attendance must be documented through signing an attendance record located inside the gallery.

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COVID-19 SYLLABUS ADDENDUM

Due to the nature of the extra-ordinary circumstances of the Covid-19 Pandemic new classroom procedures and policies have been established for this course. In addition, new required items have been added that will allow for remote instruction and participation.

This class will enforce the established procedures set by the University and are a prerequisite for attendance. The guidelines can be found at: https://www.drake.edu/coronavirus/

Self-monitoring and Reporting: Students are expected to monitor their own body temperature for indications of a COVID-19 like illness, seek testing if necessary, and report immediately any confirmed exposure. If you feel like you have a fever or have a cough, do not come to class.

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SIGNATURE

Having read the Course Syllabus, you are now aware of the importance of responsible attendance, class preparation, policies and procedures. Please complete the information below and sign, acknowledging that you fully understand what you have read and what is expected of you.

Signature _____

Print Name _____

Date _____

Email _____

....

SURVEY

Why are you interested in this course? (Something other than I have to take it)

What do you expect to learn from this course?

What do you know about design?

What is your definition of graphic design?

ART 114
WEB DESIGN

M / W 11:00 - 1:20pm | CRN 1197 | 2 - 5 - 4 - 3

Prerequisites are ART 051 and 052, or permission of instructor
Syllabus is subject to change for the better of the class.

REQUIRED MATERIALS

Adobe Creative Cloud subscription
Backup drive or thumbdrive
Computer to run Adobe Creative Cloud
High-speed internet connection

WELCOME

Welcome to Web design.

This course provides an overview of user interface (UI) and user experience (UX) design through hands-on problem-based learning. By developing a foundational understanding of UI/UX through the professional web development process and Adobe XD, students will be able to conceptualize, organize, construct, and design for the web.

EXPECTATIONS

Do everything to the best of your ability, and do it well.

Act professionally, read everything that is assigned, do more than you are asked, have a positive attitude, look at each exercise or project as an opportunity to learn something new, give and take criticism objectively and apply it to your work, share your knowledge, ask as many questions as you can — for clarity and edification — and be helpful to your classmates.

Negative attitudes and being anything less than professional will not be tolerated. This includes rudeness in all manners, cell phone usage, unpreparedness, missing deadlines, inappropriate backgrounds or clothing while on camera, and excuses such as " I didn't have time", "I have no idea what I am doing", or my personal favorite "I am so busy (aka Drake busy)". If you are unprepared for class I may ask you to leave the course room and touch base after class.

You will be required to design your own sites and projects. Do not hesitate to ask questions as needed to ensure your success in this course. As we move through the semester we will build on core concepts, and it is crucial that these are understood. If something is unclear or you don't fully understand it, ask me or a classmate about it.

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o. T/R 11-2 Carnegie Hall + Zoom + by appointment

SYLLABUS

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Blackboard, Miro, Zoom, and Drake email will be used for course correspondence and content delivery. When emailing please use full words and full sentences. Any email that is unprofessional or in TXT SPK will be ignored.

Finally, I expect you to own your education and actions. I will present core concepts and information but it is up to you to understand, question, synthesize, and apply it.

What this course is not
A place to build your online portfolio. Practicum (ART 191) is a course devoted to the creation of a portfolio and self-promotional materials, both in print and on the web. Practicum allows the necessary time to address the principles, requirements and considerations of an online portfolio.
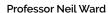
A class on programming languages. As we progress through the semester, you will see that web design is more than just code. If you are interested in programming languages, (php, javascript, java, drupal, wordpress, etc) Computer Science offers plenty of these courses.

COURSE OBJECTIVES
Build conceptual, formal, and technical skills by:
- Describing and demonstrating the professional web development process
- Determining information architecture based on user goals and needs
- Defining User Experience, and why its important
- Identifying and explaining the 5 components of user experience
- Applying user-centered goals to design a positive user experience
- Analyzing the factors that lead to a negative or failed user experience
- Evaluating the effectiveness of design choices and user flows

The web is an experimental place, meaning it is constantly evolving. Given the ever changing nature of this medium, we will be using the internet as a textbook. More specifically w3schools.com, adobe.com, YouTube, and google for demo's and technical support. The internet will also be the best source for troubleshooting issues and finding the most updated information. This will prepare you to get in the habit of learning where to find answers and information when your current knowledge becomes outdated.

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GRADING

A detailed rubric will be provided for each project. All project grades will be totaled along with engagement and divided by 7 to get the final grade. Here is the final grade breakdown:

Projects 6@100pts	600pts
Engagement	100pts
Total Points	700 pts

Grades are based on the following scale:

100 – 99% A+ Exceptional work.
Work that significantly exceeds all objectives and is executed perfectly.
Student incredibly motivated!

98 – 93% A Excellent and inspired work.
Work exceeds expectations set by the assessment criteria. Work shows innovation and a significant depth of understanding of the objectives. The student has performed at the highest level in meeting all criteria. Work is on time, shows a high level of craft and exhibits commitment and passion.
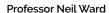
92 – 90% A- Excellent work.
Exceeds objectives but with avoidable procedural, conceptual, technical or formal errors/problems. The student is capable of very high quality work, is self-motivated and consistently works toward improving.

89 – 88% B+ Very good work.
Exceeds set objectives but procedural, technical, formal or conceptual problems make it less effective. The student exhibits very good performance a majority of the time and shows a clear understanding of the concepts involved in the work.

87 – 83% B Good work.
Meets or exceeds objectives. Work is complete and on time, but evident procedural missteps, technical problems, formal deficiencies and/or conceptual shortcomings interfere with it's success. The student demonstrates above average clarity of concept and an above average formal and technical ability but may be comparatively unmotivated.

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82– 80% B- Better than average work.

Meets set objectives but work is weak with notable procedural, conceptual, technical or formal errors/problems. Student appears unprepared and performing at a low level but still managing to get by.

79– 78% C+ Fair work.

Most objectives set for the work met. Just above average clarity of concept and more significant procedural, formal, technical and/or conceptual problems. Time-management issues and/or generally poor performance just eclipsing the minimum expectations set for the work.

77– 73% C Average work.

Meets minimum objectives set for work but has serious procedural, conceptual, formal, or technical deficiencies. Work lacks innovation. Process of development is weak or rote. Craft and/or presentation is only just adequate to get the general idea across. Student may not be well suited for practicing design.

72–70% C- Below average work.

Minimum objectives just met and seriously deficient in two or more areas. Late and/or incomplete work. Lack of involvement with course.

69– 68% D+ Poor work.

Failure to meet objectives for work. Poor work and/or effort. Late or incomplete work. Generally inadequate performance and preparation at all levels.
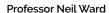
67– 63% D Very poor work.

Little to no effort, late or incomplete work. Failure to meet objectives for work. Time-management problems. Solution is weak or based on assumptions. Lack of innovation, depth and understanding. Substandard craftsmanship and/or presentation (visual, oral or written). Student is not well suited for work in design.

62–60% D- Inadequate work.

Significant inability to meet the majority of the set objectives. Little to no effort, late or incomplete work.

59–00% F Unacceptable.

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* **Projects will be submitted and graded through blackboard. If a student is unhappy with a project grade they will have 7 days from receipt of grade to resubmit to earn more points.**

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SCHEDULE (*subject to change based on class needs*)

Introduction
> Week 1 : Syllabus | UX/UI | Apple, Google Design Standards | XD Plugins

P1: Clarity; Create an email client/program
> Week 2 : **LABOR DAY** | Adobe XD | Intro to P1 | User flow
> Week 3 : Adobe XD | Information Architecture | Testing
> Week 4 : Millers Law | Hicks Law | P1 Due! | Intro to P2

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P2: Flexibility; Redesign email client/program for mobile
> Week 5 : Establish a grid | Setting type on-screen | Chunking
> Week 6 : Mobile principles | Testing | P2 Due!

P3; Familiarity; Create a POS for a coffee house
> Week 7 : Intro to P3 | Color Theory | Gestalt | Icons
> Week 8:   **FALL BREAK - MID POINT** | Testing | P3 Due!

P4: Efficiency & Consistency; 10 Principles of Good Design
> Week 9 : Intro to P4 | Site maps | Wireframes | Navigation
> Week 10 : Testing | P4 Due!

P5: HTML & CSS
> Week 11 : Intro to HTML & CSS | Accessibility Standards
> Week 12 : Testing | P5 Due!

P6: Structure; Choose your own adventure
> Week 13 : Intro to P6 | **THANKSGIVING BREAK**
> Week 14 : Story Spine | Style Tiles
> Week 15 : Testing | P6 Due!

ODDS AND ENDS

Excuses

I couldn't turn it in because the computer shut down without saving!
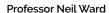> *Response:* Maintain backups of your project files (keep your work on at least two devices
> at all times.) at all times and learn to command-S as you work. If this happened
> at work you would get to rebuild the file.

I had other class work to do and I didn't have time.
> *Response:* We should have a chat about building better time management skills. If this
> happened at work for a client meeting, you might not have a job after.

I have no idea what I am doing.
> *Response:* Uh oh. So, did you complete the homework to the best of your ability? Readings
> and exercises outside of class are assigned to help support your learning. If
> something is unclear, ask me about it. Odds are others will have the same
> question. If you need more support send me an email and ask for my help
> during work days or office hours.

Studio care

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Department of Art and Design Attendance Policy

Your attendance is an integral part of your contribution to this class. If you are experiencing an ongoing situation that prevents you from attending class or making posts, please contact me as soon as possible. I am willing to work with you, but it is your responsibility to let me know when there are difficulties so that we can make a plan together.

An absence will be assessed each time a student is not in attendance during a regularly scheduled class period. After three absences (for any reason), each additional absence will continue to lower the student's final grade by one full letter grade (A > B, B > C, C > D). Six absences will result in a failing grade for the class. Additionally, each late arrival (tardiness) or early departure (without checking in first) will count as a half of an absence and have the same impact as multiple absences on a student's final grade. **It is each student's responsibility to keep track of their absences, late arrivals, and early departures to determine how it will affect their grade.**

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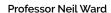
Regular attendance to exhibition openings at the Anderson Gallery is mandatory. Your attendance must be documented through signing an attendance record located inside the gallery.

COVID-19 SYLLABUS ADDENDUM
Due to the nature of the extra-ordinary circumstances of Covid-19 Pandemic classroom, procedures and policies have been established for this course. In addition, required items have been added that will allow for remote instruction and participation.

This class will enforce the established procedures set by the University and are a prerequisite for attendance. The guidelines can be found at: **https://www.drake.edu/coronavirus/**

Self-monitoring and Reporting: Students are expected to monitor their own body temperature for indications of a COVID-19 like illness, seek testing if necessary, and report immediately any confirmed exposure. If you feel like you have a fever or have a cough, do not come to class.

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o. T/R 11-2 Carnegie Hall + Zoom + by appointment

SYLLABUS

ART 114
WEB DESIGN

SIGNATURE

Having read the Course Syllabus, you are now aware of the importance of responsible attendance, class preparation, policies and procedures. Please complete the information below and sign digitally, acknowledging that you fully understand what you have read and what is expected of you.

Signature _____

Print Name _____

Date _____

Email _____

....

SURVEY

Why are you interested in this course? (Something other than I have to take it)

What do you expect to learn from this course?

What do you know about web design?

How does this class fit in with your education or career goals?

Define User Experience:

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SYLLABUS

ART 100

HISTORY OF HUMAN CENTERED DESIGN

M+W 11:00 - 12:15pm | Virtual | CRN 10430 | 2 - 5 - 4 - 3
Syllabus is subject to change for the better of the class.

REQUIRED MATERIALS

Netflix, Hulu, and Kanopy account
Journal
Fabric/flexible measuring tape

WELCOME

Welcome to the History of Human-Centered Design!

This is a Design history lecture course that takes a broad overview of how the human body has influenced the built environment. Diving into architecture, industrial design, and graphic design we will connect how designers have used human measurements and needs to create innovative objects, spaces, and experiences. Starting in 1490, we will trace the origins and pioneers of human-centered design and follow the impacts on the built environment to the present. This 3-credit hour course in design history will require reading, writing, discussion, field trips, and hands-on studio work.
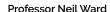
EXPECTATIONS

Do everything to the best of your ability, and do it well.

Embrace a bias towards action, read everything that is assigned, and then follow your curiosity and read more, have a positive attitude toward ambiguity, look at each exercise or project as an opportunity to learn something new, give and take criticism objectively and apply it to your work, share your knowledge, ask as many questions as you can — for clarity and edification — and be helpful to your classmates.

Believe you are in a class with brilliant thinkers and it will be so. Uphold your commitments. Be aware of balance: With class discussions, give space to others when you have been contributing a lot and take space when you've been holding back.

Negative attitudes and being anything less than professional will not be tolerated. This includes rudeness in all manners, missing deadlines, and excuses such as " I didn't have time", "I have no idea what I am doing", or my personal favorite "I am so busy". (aka Drake busy)". If you are unprepared for class you will be asked to leave and assigned an absence for that day.

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SYLLABUS

ART 100

HISTORY OF HUMAN CENTERED DESIGN

Do not hesitate to ask questions as needed to ensure your success in this course. As we move through the semester we will build on core concepts, and it is crucial that these are understood. If something is unclear or you don't fully understand it, ask me or a classmate about it.

We will adhere to Drakes standard: for each 3 credit course you are expected to work 6-9 hours outside of class, as a minimum. With that said, work less than 6 or more than 9 hours per week and it will show in your work.

Blackboard Announcements and Drake email will be used for course correspondence. When emailing please use full words and full sentences. Any email that is unprofessional or in TXT SPK will be ignored.
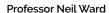
Finally, I expect you to own your education and actions. I will present core concepts and information but it is up to you to understand, question, synthesize, and apply it.

GOALS + OBJECTIVES

- Define Human-centered design (HCD)
- Describe the methods and principles behind HCD
- Investigate design choices based on human biometric data
- Analyze design and evaluate an objects effectiveness through HCD principles
- Identify the context of design within a defined period of history
- Compare/contrast principles of HCD between architecture, industrial + graphic design
- Illustrate the connections between historical data and contemporary design
- Apply HCD principles to design/construct an object or experience
- The creation and rise of a mass consumer society and the influence of technology
- Analysis of design systems
- Describe the relationship between form + function

GRADING

Mid Term paper	100pts
Reading responses	100pts
Final Project	100pts
Engagement	300pts
Total Points	*600 pts*

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SYLLABUS

ART 100

HISTORY OF HUMAN CENTERED DESIGN

Engagement points will be earned by participating in class discussions and activities throughout the semester. Weekly readings will be assigned and responses will be submitted through blackboard to earn points. Final grades will be determined by adding up all the points a student has earned for the semester and then divided by 600. Any absence penalties will be deducted after the final grade is calculated.

Grades are based on the following scale:

100 – 99% A+ Exceptional work.
Work that significantly exceeds all objectives and is executed perfectly.
Student incredibly motivated!

98 – 93% A Excellent and inspired work.
Work exceeds expectations set by the assessment criteria. Work shows innovation and a significant depth of understanding of the objectives. The student has performed at the highest level in meeting all criteria. Work is on time, shows a high level of craft and exhibits commitment and passion.

92 – 90% A- Excellent work.
Exceeds objectives but with avoidable procedural, conceptual, technical or formal errors/problems. The student is capable of very high quality work, is self-motivated and consistently works toward improving.

89 – 88% B+Very good work.
Exceeds set objectives but procedural, technical, formal or conceptual problems make it less effective. The student exhibits very good performance a majority of the time and shows a clear understanding of the concepts involved in the work.

87 – 83% B Good work.
Meets or exceeds objectives. Work is complete and on time, but evident procedural missteps, technical problems, formal deficiencies and/or conceptual shortcomings interfere with it's success. The student demonstrates above average clarity of concept and an above average formal and technical ability but may be comparatively unmotivated.

82 – 80% B- Better than average work.
Meets set objectives but work is weak with notable procedural, conceptual, technical or formal errors/problems. Student appears unprepared and performing at a low level but still managing to get by.

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SYLLABUS

79– 78% C+ Fair work.

Most objectives set for the work met. Just above average clarity of concept and more significant procedural, formal, technical and/or conceptual problems. Time-management issues and/or generally poor performance just eclipsing the minimum expectations set for the work.

77– 73% C Average work.

Meets minimum objectives set for work but has serious procedural, conceptual, formal, or technical deficiencies. Work lacks innovation. Process of development is weak or rote. Craft and/or presentation is only just adequate to get the general idea across. Student may not be well suited for practicing design.

72– 70% C- Below average work.

Minimum objectives just met and seriously deficient in two or more areas. Late and/or incomplete work. Lack of involvement with course.

69– 68% D+ Poor work.

Failure to meet objectives for work. Poor work and/or effort. Late or incomplete work. Generally inadequate performance and preparation at all levels.

67– 63% D Very poor work.

Little to no effort, late or incomplete work. Failure to meet objectives for work. Time-management problems. Solution is weak or based on assumptions. Lack of innovation, depth and understanding. Substandard craftsmanship and/or presentation (visual, oral or written). Student is not well suited for work in design.

62– 60% D- Inadequate work.

Significant inability to meet the majority of the set objectives. Little to no effort, late or incomplete work.

59–00% F Unacceptable.

* **Reading responses, projects, and midterm/final files will be submitted and graded through Blackboard. See individual project brief for specific project grading criteria. If a student is unhappy with a project grade they will have 7 days from receipt of grade to resubmit to earn more points.**

ART 100
HISTORY OF HUMAN CENTERED DESIGN

STUDENT SERVICES

The Writing Workshop

Serves undergraduate, graduate, and law students who are writing papers and need assistance with individual assignments. The emphasis of the one-on-one tutoring session is not to fix but to devise actions that the individual can take to improve and to start dealing with writing problems or questions individually. This is a free service to all Drake University students. The Writing Workshop is conducted by the Department of English. More information is available at: http://artsci.drake.edu/writersworkshop/wwshop.html

The University Counseling Center

Offers to all currently enrolled Drake students a variety of counseling services. Depending on the student's need, individual, couple, family, or group counseling may be provided. The UCC is available for workshops, training, psychological testing, and for referral information. In addition, the UCC offers consultation services to students, staff and faculty who might have questions about student mental health issues or topics. The UCC is located in the American Republic Health Center at the corner of 32nd and Carpenter. More information is available at: http://www.drake.edu/counselingcenter/

Disability Accommodations: Michelle Laughlin is the Director of Student Disability Services, and she can be contacted at michelle.laughlin@drake.edu or 271.-1835 if there is a need for disability accommodations. After Michelle is contacted, we will work together on an appropriate course of action. Also note, a disability accommodation that requires recording of class sessions must include a non-disclosure agreement.

SCHEDULE (*subject to change based on class needs*)

>   Week 1 : Syllabus | What is HCD?
>   Week 2 : Communication & Entertainment
>   Week 3 : Communication & Entertainment
>   Week 4 : Design Methods & Education
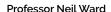>   Week 5 : Education & Ergonomics
>   Week 6 : Education & Ergonomics
>   Week 7 : Ergonomics - Mid Term papers due!
>   Week 8 : Transportation
>   Week 9 : Transportation & Housing
>   Week 10 : Housing

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SYLLABUS

Week 11 : Housing & City Planning

Week 12 : City Planning

Week 13 : City Planning

Week 14 : Final Project Presentations

ODDS AND ENDS

Excuses

Blackboard wasn't working so I couldn't turn it in!

> *Response*: So how else would you get it to me? Email? Print out? Use your problem solving skills to figure it out and hand it in. If you can't navigate this small problem how will employers ever trust you with client work?

I had other class work to do and I didn't have time.

> *Response*: We should have a chat about building better time management skills. If this happened at work for a client meeting, you might not have a job after.

I have no idea what I am doing.

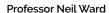> *Response*: Uh oh. So, did you complete the homework to the best of your ability? Readings and exercises outside of class are assigned to help support your learning. If something is unclear, ask me about it. Odds are others will have the same question. If you need more support send me an email and ask for my help during work days or office hours.

Fair Use

By enrolling in this course and submitting projects for evaluation, you agree to grant me and the University world-wide reproduction rights to your work. Your work may be reproduced electronically, printed in publications, or used as an example for a future course. If your work is reproduced, you will not be paid a fee or granted a license, but it will be credited to you. In all instances, you retain copyright and the right to use and reproduce your work in any context.

Plagiarism

There is a fine line between inspiration and imitation. Plagiarism in any form will not be tolerated (photos/content/summaries of readings or videos). All images and content must be from the student. Violations of academic or artistic integrity will, at minimum, constitute failure of the project in question and can result in as much as dismissal from the University. For more info: http://www.drake.edu/dos/handbook/academic.php

ART 100
HISTORY OF HUMAN CENTERED DESIGN

Department of Art and Design Attendance Policy

An absence will be assessed each time a student is not in attendance during a regularly scheduled class period (this includes an absence for unpreparedness). After three absences (for any reason), each additional absence will continue to lower the student's final grade by **one full letter grade** (A > B, B > C, C > D). Six absences will result in a failing grade for the class. Additionally, each late arrival (tardiness) or early departure (without checking in first) will count as a half of an absence and have the same impact as multiple absences on a student's final grade. **It is each student's responsibility to keep track of their absences, late arrivals, and early departures to determine how it will affect their grade.** Should you miss a class, it is your responsibility to find out what you missed. You are expected to come to class prepared and be punctual. All assignments (projects, readings, exercises, etc.) must be completed by the beginning of class on the assigned due date. Do not plan on carrying out the final touches on projects when you get to class.

Department of Art and Design Participation Policy

Lectures, exhibition openings, gallery talks, and workshops by visiting artists and scholars are scheduled throughout the academic year and are important supplements to the art and design curriculum. The faculty in the Department of Art and Design expect students to attend these out-of-class events and mandatory attendance will be routinely assigned.

Regular attendance to exhibition openings at the Anderson Gallery is mandatory. Your attendance must be documented through signing an attendance record located inside the gallery.

COVID-19 SYLLABUS ADDENDUM

Due to the nature of the extra-ordinary circumstances of the Covid-19 Pandemic new classroom procedures and policies have been established for this course. In addition, new required items have been added that will allow for remote instruction and participation.

This syllabus addendum outlines the new guidelines and requirements, and provides information on how to apply for CARES Act emergency financial aid grants which are available to help cover expenses related to the disruption of campus operations due to coronavirus.

This class will enforce the established procedures set by the University and are a prerequisite for attendance. The guidelines can be found at: https://www.drake.edu/coronavirus/

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SYLLABUS

ART 100

HISTORY OF HUMAN CENTERED DESIGN

#DrakeTogether Commitments

Mandatory Face Coverings: All students—along with faculty, staff, vendors, and visitors—are required to wear masks or other face coverings while in campus buildings unless they are alone in their rooms or offices, or participating in activities where a mask cannot be worn (e.g., eating, drinking, playing a musical instrument, etc.). Masks are required on campus grounds when a social distance of at least six feet cannot be maintained. Face coverings need to cover your mouth and nose. A reusable, washable mask will be provided to each residential student at the start of the semester. Faculty teaching in classrooms will wear University- provided face shields.

Social Distancing: While on-campus, all students, faculty, staff, vendors, and visitors must maintain a social distance of at least six feet from others wherever possible. Classroom assignments and configurations have been adjusted accordingly. Everyone on campus is expected to follow any signage or other instruction regarding the use of common spaces, hallways or pathways.

Self-monitoring and Reporting: Students are expected to monitor their own body temperature for indications of a COVID-19 like illness, seek testing if necessary, and report immediately any confirmed exposure. If you feel like you have a fever or have a cough, do not come to class.

Carnegie Hall

In addition to the above you will also need to follow all directional signage in the building and use the designated entrances and exits. When you visit Carnegie Hall, please be aware that the North door (facing Carpenter Avenue) are designated as entrance-only. The South door (facing Cole Hall) will be designated exit-only. To access ITS Support in the lower level, use the ramp on the East side of the building (facing Old Main). You must also use the ramp if you need access to the elevator. When entering or exiting a classroom use the corresponding door and maintain social distancing as you move through the space and use the stairs.

Required Items — CARES Act grants

As social distance guidelines will impact on our ability to meet regularly in class I have decided to make Adobe CC software https://www.adobe.com/creativecloud/buy/students.html a requirement for this course. This will allow you to: work on projects without having to be in Carnegie; participate in remote class activities; and continue progressing through course content in the event we are no longer able to meet in person. The University has also made having a computer a requirement for attending Drake. As these items are now required you may be eligible to receive a grant to cover these expenses. To check on eligibility and submit an application visit:

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SYLLABUS

ART 100

https://www.drake.edu/coronavirus/ students/cares-act-update/

University specifications for computer requirements are located:
https://www.drake.edu/its/ students/ -> Computer/Equipment Requirements.

Computer requirements for the various Adobe CC applications are located:
https://helpx.adobe.com/creative-cloud/system-requirements.html

You will need a machine that will support XD, Illustrator, InDesign and Photoshop. If you will be working with video use the requirements specified for Premier Pro and/or After Effects.

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SYLLABUS

ART 100

HISTORY OF HUMAN CENTERED DESIGN

SIGNATURE

Having read the Course Syllabus, you are now aware of the importance of responsible attendance, class preparation, policies and procedures. Please complete the information below and sign, acknowledging that you fully understand what you have read and what is expected of you.

Signature _____

Print Name _____

Date _____

Email _____

....

SURVEY

Why are you interested in this course? (Something other than I have to take it)

What do you expect to learn from this course?

What do you know about human-centered design?

Define an interface:

What are your favorite objects that you interact with everyday?

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SYLLABUS

ART 156
CONTEXT + PROCESS

M+W 8:00 - 10:20am | Room 201 | CRN 3072 | 2 - 5 - 4 - 3

Prerequisites are ART 115 + ART 116 or permission of instructor
Syllabus is subject to change for the better of the class.

REQUIRED MATERIALS

Miro Account

Computer with Creative Cloud Subscription

WELCOME

This advanced course provides the opportunity for students to apply their design capabilities to more complex projects with more independent processes. Students will be expected to develop content within given contexts prior to making decisions about media and format, thereby enabling deeper and broader consideration of conceptual possibilities for visual communication. Process will be emphasised (sketches to final) and there may be additional costs for materials.
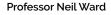
COURSE OBJECTIVES

This course aims to expose students to new methods and processes through open ended exercises and projects. Emphasis will be placed on:

- Building empathy for the viewer/user

- Experiment/exploration with different mediums

- Building new skills in 2d, 3d, and 4d

- Introduction to new processes/methods of working

- Refinement of individual process

- Relating work to different contexts - conceptual and actual

- Refinement of critical thinking and writing skills (responses)

We will apply these to three projects. One will be an environmental typographic installation in Carnegie Hall and the second and third will be two seperate self-motivated projects to fill in gaps in your portfolio. The initial parameters of each project will be loose and open ended allowing for deeper consideration of the material, play and experimentation, and self direction.

COURSE EXPECTATIONS

This course is set up to give students autonomy over their own process and work. With that said, students are responsible for rooting their work in context, concept, formal qualities, and in the appropriate technology. Work becomes stronger through the act of making, documenting, objectively reflecting, and writing (Document in process book.) Students work will be required

to be contextual (rooted in research with an awareness of cultural and societal conventions), deliberate (well thought out, rooted in process, and objectively assessed), and challenging (experimental, boundary pushing, new).

The responsibility of learning is ultimately up to you. What you put into this course is equal to what you will get out of it.

WHAT IS A PROCESS BOOK?

A process book is a document (printed or digital) that serves as a visual roadmap to help designers see an overview of their project while at the same time allowing a viewer to see the progression of a project from beginning to end.

They also demonstrate to clients the research and development of a final product or design, which can help document the investment of time and process. It should tell a coherent story through descriptions and pictures from the beginning stages of defining the problem to a finished design.

A thoughtful and well-designed process book becomes an important addition to your design portfolio. It tells a story. Just like a regular book, it should have a front and back cover, table of contents, introductions, captions, notes, and most importantly, a narrative—a beginning, a middle and an end.

Please do not dump your images in a document and hand it in. A 60-page document of images with no text or accompanying narrative is not a process book. It's a lazy attempt to cover up the shortcomings in your process.

WHAT SHOULD BE INCLUDED?

A good process book includes all the stages of the design process from defining the problem through research, sketches, prototypes, user testing, and final designs. It also explains the process through an incorporated narrative (thats you telling the viewer your thoughts, inspirations, failures, and ah ha moments along they way.). Carefully chosen words and images demonstrate the thinking and development that led to your final design.

What should be included for this class?
- Thought process (weaved into your narrative along with sketches/photos/documentation of each step of your project) on how you defined your problem, brainstormed solutions, chose users

  to test, refined and ultimately completed your project.
- Synthesis and reflection on your work and process

Prompts for adding to your thought process/narrative:
- What were decisions and ah ha! moments along the way?
- Notes from user testing/interviewing
- Documentation of inspiration (color palettes, user interface, visuals, etc.)
- Reflections/thoughts about what worked/didn't work/ah ha! moments/moments of insight that
  enhance the narrative you are trying to create.

REQUIREMENTS AND EXPECTATIONS

There is no text book for this course. Reading and other articles will be assigned depending on subject matter and class/individual needs. Self exploration is critical in this course and students are expected to engage in their own research based on individual interest.

University-wide students are expected to work between 6-9 hours per week outside of class on homework and projects. We will adhere to this.

Research Requirements: Students will be required to thoroughly research each project both from online sources and print sources. Researching and gathering material will begin in the classroom at the inception of a project and students will be expected to find additional material through credited sources. It is the students responsibility to engage in thoughtful, diligent, and meaningful research practices to ensure the quality of their material.

Content Creation: This course requires the student to be the author of all content of a project. This includes but is not limited to photos, text copy, illustrations, graphics, research, and presentations. Use of stock photography and/or cutting and pasting from sources is not acceptable.

Discussions/Critiques: This format is intended to get ideas out in the open and to engage students in critical thinking. Feedback during critiques are intended to be constructive in order to improve ones skill and craft. Honest communication during class time and discussions whether it might be "right" or "wrong" is valuable. It is recommended that during discussions and critique, each student should reflect on how criticism of another students work can be beneficial to their own project.

ART 156
CONTEXT + PROCESS

Professionalism: Maintaining good habits with attendance, preparation, deadlines, critique participation, personal attitude & articulation – the ability to speak & write clearly about ideas/ concepts presented in class – will benefit the student not only in this class but in business.

Technical Proficiency: Technical proficiency is the responsibility of the student.

COURSE BREAKDOWN

This course is based on process as well as student led exploration and investigation. With that said, there is a high degree of autonomy to follow ones interests. Each student will be responsible for the concept and direction they would like to pursue, mediums they work in, process utilized, and writing about each project (all on students process blog).

Grade Breakdown:

Environmental Type Process Book	200pts
Project 2 Process Book	200pts
Project 3 Process Book	200pts
Engagement	200pts
Total points	800 pts

COURSE SCHEDULE
Subject to change based on class needs

Week 1 : Syllabus | Introductions
Week 2 : Environmental Type Project
Week 3 : Environmental Type Project
Week 4 : Environmental Type Project
Week 5 : Environmental Type Project
Week 6 : Environmental Type Process Book DUE
Week 7 : Project Two
Week 8 : Project Two
Week 9 : Project Two
Week 10 : Project Two Process Book - DUE
Week 11 : Project Three
Week 12 : Project Three
Week 13 : Project Three
Week 14 : Project Three Process Book DUE

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SYLLABUS

Engagement refers to participation in course discussions, critiques, assigned readings, exercises, and generally contributing to your own learning and the learning of others.

Each scheduled class day can be considered desk crit days. You must be present during these days and prepared to show your progress. A good rule of thumb is to keep a rolling record of your process on your blog. Progress must be made each class period on projects and documented in your process book. If no progress has been made, you will be asked to sign off, and assigned an absence.

ODDS AND ENDS

Plagiarism
Plagiarism in any form will not be tolerated. Violations of academic or artistic integrity will, at minimum, constitute failure of the project in question and can result in as much as dismissal from the University. For more info: http://www.drake.edu/dos/handbook/academic.php

Department of Art and Design Attendance Policy
An absence will be assessed each time a student is not in attendance during a regularly scheduled class period. After three absences (for any reason) a student's final grade will be lowered by one letter grade. Each additional absence will continue to lower the student's final letter grade. (A-B B-C C-D D-F) Seven absences will result in a failing grade for the class.

Additionally, each late arrival (tardiness) or early departure will count as a half of an absence. Accumulating late arrivals or early departures will have the same impact as multiple absences on a student's final grade. It is each student's responsibility to keep track of their absences, late arrivals, and early departures to determine how it will affect their grade. Should you miss a class, it is your responsibility to find out what you missed. See me during office hours or ask a fellow student BEFORE the next class to find out what you missed.

You are expected to come to class prepared and be punctual. All assignments (projects, readings, exercises, etc.) must be completed by the beginning of class on the assigned due date. Do not plan on carrying out the final touches on projects when you get to class.

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SYLLABUS

curriculum. The faculty in the Department of Art and Design expect students to attend these out-of-class events and mandatory attendance will be routinely assigned. Ongoing participation in visiting artist and scholarly events is a critical indicator of a student who is fully engaged with the study of art and design.

Regular attendance to exhibition openings at the Anderson Gallery is mandatory. Your attendance must be documented through signing an attendance record located inside the gallery.

STUDENT SERVICES

The Writing Workshop serves undergraduate, graduate, and law students who are writing papers and need assistance with individual assignments. The emphasis of the one-on-one tutoring session is not to fix but to devise actions that the individual can take to improve and to start dealing with writing problems or questions individually. This is a free service to all Drake University students. The Writing Workshop is conducted by the Department of English. More information is available at: http://artsci.drake.edu/writersworkshop/wwshop.html

Should issue's arise during the semester such as depression, mental illness, anxiety, etc. it is the students responsibilty to seek out help with campus resources. These issues need to be officially documented with the *University Counceling Center* OR through the *Disability Accomodations* office before abscences can be excused. Likewise, if there is a death in the family, an obituary will need to be provided to excuse an abscence.

The *University Counseling Center* offers to all currently enrolled Drake students a variety of counseling services. Depending on the student's need, individual, couple, family, or group counseling may be provided. The UCC is available for workshops, training, psychological testing, and for referral information. In addition, the UCC offers consultation services to students, staff and faculty who might have questions about student mental health issues or topics. The UCC is located in the American Republic Health Center at the corner of 32nd and Carpenter. More information is available at: http://www.drake.edu/counselingcenter/

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ART 156
CONTEXT + PROCESS

COVID-19 SYLLABUS ADDENDUM

Due to the nature of the extra-ordinary circumstances of the Covid-19 Pandemic new classroom procedures and policies have been established for this course. In addition, new required items have been added that will allow for remote instruction and participation.

This syllabus addendum outlines the new guidelines and requirements, and provides information on how to apply for CARES Act emergency financial aid grants which are available to help cover expenses related to the disruption of campus operations due to coronavirus.

This class will enforce the established procedures set by the University and are a prerequisite for attendance. The guidelines can be found at: https://www.drake.edu/coronavirus/

#DrakeTogether Commitments

Mandatory Face Coverings: All students—along with faculty, staff, vendors, and visitors—are required to wear masks or other face coverings while in campus buildings unless they are alone in their rooms or offices, or participating in activities where a mask cannot be worn (e.g., eating, drinking, playing a musical instrument, etc.). Masks are required on campus grounds when a social distance of at least six feet cannot be maintained. Face coverings need to cover your mouth and nose. A reusable, washable mask will be provided to each residential student at the start of the semester. Faculty teaching in classrooms will wear University- provided face shields.

Social Distancing: While on-campus, all students, faculty, staff, vendors, and visitors must maintain a social distance of at least six feet from others wherever possible. Classroom assignments and configurations have been adjusted accordingly. Everyone on campus is expected to follow any signage or other instruction regarding the use of common spaces, hallways or pathways.

Self-monitoring and Reporting: Students are expected to monitor their own body temperature for indications of a COVID-19 like illness, seek testing if necessary, and report immediately any confirmed exposure. If you feel like you have a fever or have a cough, do not come to class.

Carnegie Hall

In addition to the above you will also need to follow all directional signage in the building and use the designated entrances and exits. When you visit Carnegie Hall, please be aware that the North door (facing Carpenter Avenue) are designated as entrance-only. The South door (facing Cole Hall) will be designated exit-only. To access ITS Support in the lower level, use the ramp on the

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o. T/R 12-2 Zoom + by appointment

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East side of the building (facing Old Main). You must also use the ramp if you need access to the elevator. When entering or exiting a classroom use the corresponding door and maintain social distancing as you move through the space and use the stairs.

Required Items — CARES Act grants

As social distance guidelines will impact on our ability to meet regularly in class I have decided to make Adobe CC software https://www.adobe.com/creativecloud/buy/students.html a requirement for this course. This will allow you to: work on projects without having to be in Carnegie; participate in remote class activities; and continue progressing through course content in the event we are no longer able to meet in person. The University has also made having a computer a requirement for attending Drake. As these items are now required you may be eligible to receive a grant to cover these expenses. To check on eligibility and submit an application visit: https://www.drake.edu/coronavirus/ students/cares-act-update/

University specifications for computer requirements are located:
https://www.drake.edu/its/ students/ -> Computer/Equipment Requirements.

Computer requirements for the various Adobe CC applications are located:
https://helpx.adobe.com/creative-cloud/system-requirements.html

ART 156
CONTEXT + PROCESS

SIGNATURE

Having read the Course Syllabus, you are now aware of the importance of responsible attendance, class preparation, policies and procedures. Please complete the information below and sign, acknowledging that you fully understand what you have read and what is expected of you.

Signature _____

Print Name _____

Date _____

Email _____

SURVEY

Why are you interested in this course? (*Something other than I have to take it*)

What do you expect to learn from this course?

What would you like to improve on?

What material/process have you not used before but would like to?

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