

name _____

Project 02

Design Re-Form: Creating Social Change in San Francisco

Presented information in logical, interesting sequence which is engaging and interesting to follow. Successfully presented a proposal for a campaign to introduce a form of social change in San Francisco.

0 1 2 3 4 5 6 7 8 9 10

Developed a critical understanding of the political, economic and social underpinnings of design and social responsibility by incorporating theoretical texts that provide political, economic and social frameworks to analyze the production of design for social change.

0 1 2 3 4 5 6 7 8 9 10

Demonstrated evidence of critical thinking as a key skill in interpreting the social world and how it relates to the topic. Questioned where change needs to occur in contemporary society and how can design influence change.

0 1 2 3 4 5 6 7 8 9 10

Developed focused research questions and composed substantial arguments in response to those questions by incorporating extensive independent library research, field observations and documentation.

0 1 2 3 4 5 6 7 8 9 10

Demonstrated a good grasp of the topic chosen to present. Articulated and defended judgements through a studied, engaged, and informed process of reflection and quality research. Followed format for writing an effective creative brief / proposall: Background, Target audience Objectives, Single message, Mandatory elements , Deliverables , Timeline, Budget, Approvals

0 1 2 3 4 5 6 7 8 9 10

Presented relevant examples and visual aids that illustrate the power of art and design to sway public opinion, organize and inform. Reflected on the power of art/design to inspire people to action. Developed focused research questions and compose substantial arguments in response to those questions by incorporating extensive independent library research, field observations and documentation.

0 1 2 3 4 5 6 7 8 9 10

Demonstrated knowledge of topic presented and responded to class questions with explanations and elaboration.

0 1 2 3 4 5 6 7 8 9 10

Effectively used graphics that relate, explain and reinforce text. Included visual examples and relevant key points that addressed the impact that this type of visual culture can have on society. Considered information hierachy, effective page layout, readability and effective visual communications.

0 1 2 3 4 5 6 7 8 9 10

Presentation is free of misspellings or grammatical errors. Readings and research is properly cited and included in a bibliography.

0 1 2 3 4 5 6 7 8 9 10

Effectively used a clear voice and correct, precise pronunciation of terms so that all audience members could effectively hear presentation and engage in the content.

0 1 2 3 4 5 6 7 8 9 10

total _____ / 100 _____

Design + Social Change

Seminar / Fall 2012

Learning Outcomes

1. Students will develop a critical understanding of the political, economic and social underpinnings of design and social responsibility by reading and responding to theoretical texts that provide political, economic and social frameworks to analyze the production of design and social change
2. Students will chronologically sequence selected movements in history in which design has influenced social change by reading historical texts. Students will learn to identify features of design and social change by visiting socially conscious design firms and organizations in San Francisco.
3. Students will learn to identify and analyze the growth and development of the concept of design and social responsibility across various world cities and regions by reading texts and researching web sites and participating in class lectures and discussions.
4. Students will learn to compare and contrast design projects and social change by reading and interpreting texts and participating in class lectures and discussions. They will learn how to use critical thinking as a key skill in interpreting their social world.
5. Students will learn to articulate and defend their judgements through a studied, engaged, and informed process of reflection as well as action. Students will develop focused research questions and compose substantial arguments in response to those questions by incorporating extensive independent library research, field observations and documentation.

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Course Grading

Thought Papers – 100 pts [publish 10 out of the 12 assigned]

Project 01 – 100 pts.

Project 02 – 100 pts.

Class participation – 50 pts.

Online Journal - Publication: Thought Papers + Projects 01 & 02 – 50 pts.

Total for course: 400 pts.

100 – 94% A, 93 – 90% A-, 89 – 87% B+, 86 – 84% B, 83 – 80% B-,
79 – 77% C+, 76 – 74% C, 73 – 70% C-, 69% and below D

With regard to letter grades: The grade of “C” is satisfactory. It is not poor performance. If a student receives this grade they have put forth a reasonable amount of effort and attained acceptable [average] results.

A “B” grade shows the student has pushed beyond the average; they have understood the needs of the project and addressed them; they have employed their learning and have crafted successful solutions to the papers and presentations assigned. Students receiving a “B” have reached a level which clearly exceeds “competency.”

The “A” is reserved for students who have attained excellence. They have, in fact, exceeded the expectations of the project’s tasks put before them. Additionally, interest, enthusiasm, energy, and passion for the course content and the learning process have been displayed.