

Course Outline

Code: DES200 Title: Design Futures

School: Communication & Creative Industries
Teaching Session: Semester 1
Year: 2019
Course Coordinator: Dr Ian White, iwhite@usc.edu.au
Course Moderator: Dr Uwe Terton, uterton@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

Designers must be able to think critically and apply or develop problem solving strategies to address the diversity of real world challenges that come their way. However, in an ever changing physical and technological environment, it is increasingly difficult to predict just what those encounters might be. This course is intended to engage you with many current themes and processes informing design practice and to open up discussions about what challenges our rapidly evolving technology and changing population might bring to the design profession of the future.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

2. What level is this course?

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Critically evaluate and use problem-solving strategies to address complex real-world problems.	1 & 2	Creative and critical thinkers
Apply design thinking to respond to identified social and practical challenges.	1 & 2	Empowered

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Collaborate to develop design solutions that meet the needs of a target audience.	1	Empowered
Communicate about design and future trends and your decision-making processes through visual and written modes.	1, 2 & 3	Engaged
Interpret design theory and social trends to make predictions about design futures.	2 & 3	Knowledgeable.

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

Nil

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

Formative feedback will be provided via group discussion and weekly critiques of practical exercises and assessment work-in-progress during the tutorials.

6.3 Assessment tasks

Task No.	Assessment Product	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Oral	Group	40%	10-minute presentation with a 5 minute Q&A to follow	Week 7	In Class
2	Written Piece	Individual	20%	800-1000 words	End of class Final teaching	Online Assignment Submission

Course Outline: DES200 Design Futures

					week of semester	with Plagiarism check
3	Artefact - Creative, and Written Piece	Individual	40%	1 single PDF document	End of class Final teaching week of semester	Online Assignment Submission
			100%			

Assessment 1: Presentation of product/space/service analysis

Goal:	The goal of this task is for you to develop teamwork and project management skills as you collaborate with a group to develop a design solution for an identified problem. You are to produce and present the challenge, a structured analysis of the problem and your group's proposed solution.
Product:	Oral
Format:	Professional/Industry format Each group will design and deliver a 10-minute presentation addressing the issue they have identified and will be available to answer any questions posed by the audience in the following 5-minute Q&A. Each team member will receive an identical grade unless extenuating circumstances are evidenced. PowerPoint, video or other appropriate screen based presentation along with supporting documentation outlining background research and creative strategy is to be uploaded to Blackboard. A detailed project brief is available on Blackboard.
Criteria:	<ul style="list-style-type: none"> • Critical evaluation and problem-solving strategies • Design thinking • Collaboration • Communication

Assessment Task 2: Book reviews for the future

Goal:	The purpose of a book review is to connect prospective readers with the key insights, innovations, weaknesses or premises that the book makes, often in relation to whatever interest (perspective) the author of the review has. Your task here is to choose a book and analyse its content, role, and position/proposition in relation to a future design issue. You will need to set your review of the book specifically within design futures thinking and apply relevant design theory.
Product:	Written Piece
Format:	Academic Format. Book Review: see published book reviews for ideas - <ul style="list-style-type: none"> • author(s) background • genre and general purpose of work • the author's preliminary thesis • the key evidence the author is presenting • the conclusions they make and your personal analysis of the text and the relevance it might have and why it is of interest / • value to yourself and other designers – application of futures design theory thinking
Criteria:	<ul style="list-style-type: none"> • Critical evaluation • Interpretation – and logic of review • Application of design theory analysis • Communication – syntax, referencing, academic integrity

Assessment Task 3: Information Graphic

Goal:	This goal of this task is to create an information graphic that illustrates the ways in which the political, ecological, social and/or technological structures of the present might evolve over the
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	next 50 years. The information graphic will propose three alternative futures based on your analysis of contemporary trends and theories.
Product:	Artefact - Creative, and Written Piece
Format:	Professional/Industry format The project will be presented as a single PDF document however you may negotiate an alternative format with your tutor. One of the proposed alternative futures must be positive. You will incorporate the documentation of research and working process through both visual and written modes. You will provide a step by step analysis of what you did, how you did it and why you did it that way. You can choose to work in pairs, each team member will receive an identical grade unless extenuating circumstances are evidenced.
Criteria:	<ul style="list-style-type: none"> • Critical evaluation. • Interpretation – and logic of graphic. • Application of design theory analysis. • Communication – visual. • Communication – syntax, referencing, academic integrity.

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
Sippy Downs	Online lecture: 1 hour Tutorial: 2 hours

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

Nil

8.2 Specific requirements

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic

qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au