

## GBDA413 Special Topics in Design and Society—*How to be a Designer in the World*

Winter Term 2022 Section 001, Stratford School of Interaction Design and Business.

### Contacts

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### Weekly Schedule

#### Monday Office Hours

Each Monday I will be available for meetings (online via Zoom, same link below) from 9:30 am to 11:30 am. Contact your TA to schedule a meeting.

#### Tuesday Class

- Online until January 24<sup>th</sup> or until further notice.
- Synchronous class same time as usual—Tuesday 2:00pm-4:00pm.
- Zoom link:
  - <https://us06web.zoom.us/j/83238672267?pwd=ZnF4Uk5ZeVN5ZkpqSTFtZXVZK2hpZz09>
  - Meeting ID: 832 3867 2267
  - Passcode: 638559
- After January 24<sup>th</sup> (pending university approval) in-person lectures take place each Tuesday from 2:00 pm – 5:00pm in The Bradshaw DMS2 0007. Attendance is mandatory.

### Official Course Description

A study of selected topics in design and society. Topics will be chosen by the professor according to their area of specialization.

### Instructor’s Notes—new course name—*How to be a Designer in the World*.

Design is a verb—it’s something you *do*. *How to be a Designer in the World* is a hands-on studio course that will prepare you for a life in the design world. To get ready for launch you—the emerging designer needs to figure out what kind of designer you are. It’s fourth year. Time to turn pro.

### Course Goals & Learning Outcomes

This course is about 3 things:

1. Discovering your voice as a designer. The What. Your style. Where do ideas come from? Translating inspiration. Honing your taste. Working on your style.
2. Articulating what you care about as a designer. The Why. What you will tackle. What’s your beef? What’s your issue? What’s your stance? What are you CURIOUS about?
3. Forging your design methodology. The How. Your Process. Are you a Pantser or a Plotter? How will you move from day 1 the design brief to the final work? What’s your plan?

### Course Requirements & Assessment

Good News! No essays or exams! 413 is a hands-on project-based class. Your active participation is integral to this course. If you are all-in, you will have a great time. In class attendance is mandatory but really, you’ve already paid for school so why not go?

## Projects & Workload

More Good News—no group work! Most of your time spent in the design world will be solo. You need to learn to face a blank screen alone. 413 is **heavy**. Brace yourself. There's going to be a lot of work this term. 413 is divided into FIVE major projects which will help you hone your design skills and help you figure out what kind of designer you are. **All projects are due at the beginning of class on the day in question.**

### Project 1: Where are you at? Where do you want to go?\*

Project Weight: 10%

Due: Thursday January 18<sup>th</sup>

Introduce your design practice and aspirations via a short video, narrated PowerPoint or PDF with images and text by answering the following questions (minimum 4/maximum 6):

1. What elements of Design interest you (graphic design, UX design, typography, photography, Podcasts, filmmaking, marketing etc.)?
2. What are the topics/themes you would like to explore this term (i.e. sustainability, inclusivity, accessibility, mental health, politics, climate change, equity etc.)?
3. What's your workspace set-up? Note: Are you planning to work at home, at school, or both. Either way you want to "carve-out" a specific space to work in—a desk/table or corner of a room. You'll also want to have a place to store/organize your materials, put works in progress and finished outcomes. For example, is there a wall you can pin, hang or tape 2D work onto? In my twenty plus years as an artist, I've found the process of gathering all the materials and tools you'll need and setting yourself up to be a very important first step. If you have any images of artworks or books that inspire you have these close by.
4. Are there projects that you've done in GBDA previously that you'd like to build on, and/or that were your favourite? (Note: I'd love to see these if you have images/files).
5. What are your hurdles or challenges for this upcoming term (i.e. Is there something you want to learn/develop in terms of skills, or Software? What resources within GBDA and the broader University are you hoping to take advantage of?
6. Where do you see yourself in five years (i.e. what's your dream job)?

\*Remember it's better to SHOW than TELL. You are a designer—include as much visuals as possible. Your presentation should be professional quality—if it's a video your audio & colour must be amazing, if it's a layout—again, pro quality. This is a design project—consider the typography, colour, photos, etc. My goal is to get a sense of what you want to accomplish this term, and to see if there's anything I can do to set you up for success. It's a reflective assignment that will help you identify your goals—in addition to establishing a space to work-in.

### Project 2: Dang, I Wish I Made That

Project Weight: 15%

Due: Thursday February 8<sup>th</sup>

Have you ever come across a designed 'thing' or 'experience' and thought with a twinge of envy 'Dang, I wish I'd made that!' Well, now's your chance.

As a designer you must constantly refine your sense of taste and style—to do that as a student designer you need to look to the work of others for inspiration. The word derivative sometimes gets a bad rap, but with this project I want you to consider it as an homage. Think of how artists & designers used to copy each other as a way to learn from the "masters". This is a chance to unpack what really inspires you to MAKE! Show us what drives you to create!

- You will create an original design based on a design or designer inspires you.
- Your inspiration may be just about anything MADE such as a building, furniture, car, film, video, podcast, ocean liner, shipping container, painting, app, sculpture... anything created by a human. OR it could be a particular designer, animator, filmmaker, podcaster, industrial designer, architect, interior designer... you get the picture.
- It's not a re-creation—you will use the existing as inspiration for a new, original thing.
- You will create a brief presentation on your selection consisting of a short description of the design/designer that inspired you, plus visual references. You will present the first week of the project to your peers.
- Your homage may be anything: a drawing, illustration, bookwork, video, audio, photographs, an object, furniture, architecture...whatever makes sense to you.

### Project 3: PSA—Public Service Announcement

Project Weight: 25%

Due: Thursday March 8<sup>th</sup>

As a Designer you will be communicating with the world. So, what do you want to say? Say it with a **GIANT PSA**. It could be your design motto or philosophy, a statement about who YOU are as a designer, an illustration of you as a designer, an illustration of your style, the theme & subject is up to you. It should be your DESIGN statement to the world!

- Write a brief statement. Your statement must be original. Distill your idea down to just a few lines—a micro-story.
- Translate that statement into a PSA—a Public Service Announcement-type physical sign to be hung/installed at the main Stratford campus building.
- Your PSA may be text-only, or image & text, or image only. Dealer's choice.
- Possible examples are signs, banners, sandwich board, wheat-pasted posters, vinyl lettering on a window or mirror, etc. Basically, any technique to make a public sign is ok.
- Your PSA must be physical—no digital stuff like the big LED screen.
- Your PSA must be at least as large as you.
- Use your skills and your passions—can you sew? Make a banner! Can you silkscreen? Make a poster! Play to your strengths, the project should be FUN.
- You are responsible for sourcing all your project materials.
- I will post a series of on-campus tools such as laser and vinyl cutting facilities.
- You may work in any language.

### Project 4: Independent Project—2 parts

4<sup>th</sup> year is a time to assess what you care about and what you love to create. To figure out who you are as a designer. This project is a last-chance sort of opportunity to make whatever design project you are passionate about. It's a chance to make whatever you love. It's a chance to make YOUR BEST WORK YET.

Part A: The Proposal, 10%

Due: Thursday March 22<sup>nd</sup>

Your project proposal helps contextualize your interests and research in relation to contemporary design practices, as well as topics of interest (i.e. sustainability, inclusivity, accessibility, political, equity etc.)? Students identify the key themes or issues they would like to address, the applications they plan to employ, as well as the designers that influence them, and what their outcomes will be.

Suggested headings for your proposals (please format proposals as either PDFs or word docs, include images or links where appropriate):

1. Description of Work
2. Applications You Plan to Employ (Photoshop, Illustrator, InDesign, Premiere etc.)
3. Key Themes Addressed
4. References (contemporary designer that inspire you, technical references...i.e. mood board)
5. Outcomes (i.e. Do you want to make an advertisement, website, magazine, poster, branding package, podcast, short film etc.)

### Part B: The Project, 25%

**Due: Thursday April 12<sup>th</sup>**

As your final project in 4<sup>th</sup> year your project should be ambitious, with professional-level craft and technique.

### Project 5: Design Club

Project Weight: 15% (5% x 3)

**Project Due: See week by week outline.**

These are mini design exercises that will be presented and worked on during class. You are expected to complete these and submit them by the end of class. There will be 4 in total, and students are expected to submit 3. If you submit all four you will receive a bonus of 1% in the class. \*Topics will range from professional practice to topics in the current climate to the nuts n' bolts of designing.

### Course Grading Scheme

Grades for this course will be broken down as follows:

Project #1: *Where are you at? Where do you want to go?* **Due: Thurs Jan 18<sup>th</sup>** 10%

Project #2: *I Wish I Made That*, **Due: Thurs February 8<sup>th</sup>** 15%

Project #3 PSA (Public Service Announcement) **Due: Thurs March 8<sup>th</sup>** 25%,

Project #4 (Part A Proposal): *Independent Project*, **Due: Thurs March 22<sup>nd</sup>** 10%

Project #4: (Part B The Project): *Independent Project*, **Due: April 12<sup>th</sup>** 25%

Project #5: Design Club, 15% **Due: on-going** (students complete 3 out of 4, 3 x 5=15%)

Total: 100%

### Course Outline

This schedule is only an outline. Slight modifications maybe made as the course proceeds. Students will be informed and consulted about all changes. **Deliverables are in red.** Homework is in purple. Blue highlights what Terry's facilitating.

<b>Week 1</b>	<b>Tues Jan11</b>	Topic: Welcome and introduction to course Homework: Students begin working on Project #1: <i>"Where are you at?"</i>
<b>Week 2</b>	<b>Tues Jan 18</b>	<b>Project 1 "Where are you at? Where do you want to go" due.</b> Topic Introduction of Project 2 "I Wish I Made That" Homework: Students begin working on Project #2: <i>I Wish I Made That</i>
<b>Week 3</b>	<b>Tues Jan 25</b>	Topic: Design Club #1 Homework: Work on Project #2: <i>I Wish I Made That</i>

<b>Week 4</b>	<b>Tues Feb 01</b>	Topic: Workshop ideas for <i>I Wish I Made That</i> projects Homework: Work on Project #2: <i>I Wish I Made That</i>
<b>Week 5</b>	<b>Tues Feb 08</b>	<b>Group Critiques for <i>I Wish I Made That</i> (Projects are due)</b> Topic: Introduction of Project #3: PSA (Public Service Announcement) Homework: Begin working on Project #3: PSA
<b>Week 6</b>	<b>Tues Feb 15</b>	Topic: PSA Lecture followed by in-class exercises for PSA Homework: Students work on Project #3: PSA
<b>READING WEEK</b>	<b>Feb 21-25</b>	Spring Break! (no coursework assigned)
<b>Week 7</b>	<b>Tues Mar 01</b>	Topic: Design Club #2 Homework: Students work on Project #3: PSA
<b>Week 8</b>	<b>Tues Mar 08</b>	<b>Group critiques for PSA</b> Topic: Introduction to Project #4: Independent Project (Part A: Proposal)
<b>Week 9</b>	<b>Tues Mar 15</b>	Topic: Design Club #3 Homework: Begin to work on Project #4: Part A Proposal
<b>Week 10</b>	<b>Tues Mar 22</b>	<b>Students present and get feedback Assignment #4: Part A Proposal Due</b> Homework: Work on Project #4: Part B Independent Project
<b>Week 11</b>	<b>Tues Mar 29</b>	Topic: Design Club #4
<b>Week 12</b>	<b>Tues Apr 05</b>	Topic: WIP Critique for Project #4: Independent Project Homework: Complete Project #4: Part B Independent Project
<b>Week 13</b>	<b>Tues Apr 12</b>	<b>Project #4: Independent Projects are Due</b>

#### ART SUPPLIES

##### Kitchener / Waterloo Stores

- [Curry's Art Store](#), 400-2 The Boardwalk at Ira Needles Boulevard  
An art store chain that has a store in Waterloo.
- [Wyndham's Art Supplies](#),  
A terrific art store located in Guelph (takes 30-40 minutes to drive there from the K-dub).
- [Lee Valley](#), 620 Davenport Road, Waterloo and Toronto  
A great place to get tools and specialty items related to hardware and woodworking.
- [Commonwealth Plywood](#), 100 Randall Drive, Waterloo.
- [Len's Mill](#), stores in Waterloo and Cambridge. They have an array of fabric, yarn and all kinds of surprises. Definitely worth a visit if you can get there!

##### Toronto Stores

- [Aboveground Art Supplies](#), 74 McCaul Street, Toronto

- Their flagship store is located next store to OCADU and has lots to offer, but they also have a smaller store in the Junction. I buy some things for the print studio from Aboveground— excellent selection.
- [Japanese Paper Place \(aka The JPP\)](#). The largest retailer of Japanese paper in North America— you'll need to call ahead because it's more of a warehouse than a store, but you can buy stuff directly.  
[The Paper Place](#), 887 Queen St. West, Toronto
- An offshoot of the JPP (some of the employees/owners used to work at the JPP).
- [Sculpture Supply Canada](#), 345 Munster Avenue, Toronto They pretty much have everything!

#### DIGITAL EQUIPMENT/SUPPLIES/RENTALS

- [Lens Lenders](#) (you order online, they deliver it through the post, which is the same way you get it back to them... very affordable and easy)
- [DV Shop](#). Toronto based “mom & pop” store. This is where I buy most of my camera gear.

### Original Work

As a studio-based course all work submitted for evaluation must be made by you, from scratch. You are NOT permitted to use templates, stock, open-source baloney, or any online imagery. You may not use Canva.

### Late Work

These assignments reflect real-world production: deadlines matter. Assignments submitted late without approved extensions will be subject to late penalties of 5% for the first 24 hours that the work is late and each day after to a max of 10% per week. After two weeks, a mark of 0% will be assigned for the late work. Late penalties are not recoverable. **If there are important circumstances that impact your submissions, you must tell us *before* the submission of the work, not afterwards.**

### Evaluation

#### Craft and Technique

- Does your assignment demonstrate control over craft and technique?
- How have you manipulated the tools to your advantage?
- Is there evidence of comprehension with regards to tools, technique, and process?

#### Elements of Design and Form

- Does your assignment consider the elements of design (line, shape, pattern, texture, colour, and value)?
- Have you considered the principles of composition? How does form relate to concept?

#### Experimentation

- Does your assignment demonstrate a willingness to experiment and take risks?
- Is there an aspect of innovation in terms of your approach?

#### Authenticity

- Does your design match the intended message?

#### Communication

- Does your assignment communicate effectively?

## What does my grade mean?

- **A (80-100):** This grade indicates exceptional work that, to varying degrees, demonstrates a thorough understanding of the issues presented in class. The work demonstrates a deep involvement on the part of the student, and could stand on its own aesthetic terms outside of the context of a school assignment. Excellent work.
- **B (70-79):** This grade indicates notable work that, to varying degrees, shows that the student has understood the topic and has made every effort to fulfill the requirements of the assignment to the best of their ability. Good work.
- **C (60-69):** This grade indicates, to varying degrees, satisfactory work. The work may be successful on one level, but it fails on another. Furthermore, the work may reflect a good deal of effort, but it does not adequately address the topic at hand. Acceptable work.
- **D (50-59):** This grade indicates, to varying degrees, barely adequate work. The work displays minimal effort and commitment on the part of the student and does not convey a sufficient understanding of the topic at hand. Poor work.
- **F (33-49):** This grade indicates, to varying degrees, insufficient or incomplete work. Failure.

## Plagiarism

Students and faculty at the University of Waterloo share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness, and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

**Please take note of the following: As a studio-based course all work submitted for evaluation must be your own, made from scratch. You are NOT permitted to use templates, stock sources, or any online imagery.** If the submitted work is determined not to be your own, the Academic Discipline Procedure of [Policy 71 \(Student Discipline\)](#) will be invoked.

## Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) Webpage and the [Arts Academic Integrity Office](#) Webpage for more information.

## Grievance

A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 \(Student Petitions and Grievances, Section 4\)](#). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

## Discipline

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for their actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to [Policy 71 \(Student Discipline\)](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

## Appeals

A decision made or penalty imposed under [Policy 70 \(Student Petitions and Grievance\)](#)—other than a petition—or [Policy 71 \(Student Discipline\)](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 \(Student Appeals\)](#).

Notes for Students with Disabilities

The [Office for Persons with Disabilities \(OPD\), Accessibility Services](#) is located in Needles Hall, Room 1132. OPD collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please [register with the OPD](#) at the beginning of each academic term.

## Coronavirus Information

[Coronavirus Information for Students](#): This resource provides updated information on COVID-19 and guidance for accommodations due to COVID-19.

## Mental Health Support

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to [Campus Wellness and Counselling Services](#).

We understand that you may need to speak with someone for emotional support. [Good2Talk](#) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

Off campus resources, 24/7

- [First Nations and Inuit Hope for Wellness Help Line](#): Immediate help for all Indigenous peoples across Canada. Phone: 1-855-242-3310 or online chat at [hopeforwellness.ca](http://hopeforwellness.ca). Service available in Cree, Ojibway, Inuktitut, English, and French.
- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Grand River Hospital](#): Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for queer teens in Waterloo. Phone: 519-884-0000 extension 213

## Territorial Acknowledgement

The main campus is situated on the traditional territory of the Attawandaron (Neutral), Anishinaabeg and Haudenosaunee peoples. The University of Waterloo, was built on the Haldimand Tract, the land given in treaty in 1784 to the Six Nations that includes 10 kilometres on each side of the Grand River from its source in Dundalk Township to its mouth at Lake Erie.

The land was given in treaty to support the Six Nations in perpetuity, but this did not happen. The university's work at reconciliation with Indigenous peoples includes decolonizing our historical narratives, our minds, and our hearts. This is an ongoing process, and we have a long way to go. We do this in humility and gratitude to our Indigenous neighbours, past and present. For more information, please see the [CAUT Guide to Acknowledging Traditional Territory \(PDF\)](#).

## Student Resources

- [GLOW Centre for Sexual and Gender Diversity](#)
- [Indigenous Student Centre](#)
- [International and Canadian Student Network](#)
- [Student Success Office](#)
- [The Women's Centre](#)



- [Writing Centre](#)
- [Other Writing Resources](#)

**Please Note:** This is a friendly reminder that you will not gain access to the online learning systems (LEARN) until your Registered Status on Quest for the term is "Fees Arranged." Visit the Finance-Student Accounts website to find out how to become "Fees Arranged" for the term. If you submitted a payment or Promissory Note more than three days ago and you are not yet "Fees Arranged", please contact Student Accounts immediately to investigate: (519) 888-4567 extension 38466, [sfacnts@uwaterloo.ca](mailto:sfacnts@uwaterloo.ca).