



# DSDN

## 171 DESIGN IN CONTEXT

Course outline Trimester 1, 2013

### GENERAL

Core or Elective; Trimester One; 15 points

### ASSESSMENT

100% internal by assignment

### CLASSTIMES AND LOCATIONS

LECTURES: Wednesday 10:00am – 11.30am Room: VSLT 1&2

TUTORIALS:	Thursday	Tutorial A 8.30 – 9.20am	VS308	Tutorial F 13.40 – 14.30pm	VS 308
		Tutorial B 9.30 – 10.20am	VS127	Tutorial G 14.40 – 15.30pm	VS308
		Tutorial C 10.30 – 11.20am	VS127	Tutorial H 15.40 – 16.30pm	VS204
		Tutorial D 11.30 – 12.20pm	VS127	Tutorial I 16.40 – 17.30pm	VS204
		Tutorial E 12.40 – 13.30 pm	VS127		

### COORDINATOR

**Coordinator** Nan O'Sullivan

Email: nan.osullivan@vuw.ac.nz

**Teaching Fellow** Jason Petty

Room: WIG 303

Phone: TBC

Office Hours Thurs 9.30am – 10.30am

Email: [instrumentorium@gmail.com](mailto:instrumentorium@gmail.com)

For Tutor details please visit the course blog via: <http://schoolofdesign.ac.nz/>

## COURSE SYNOPSIS

DSDN171: Design in Context explores the many ways in which design and technology navigate, mediate and contribute to changes—social, cultural, personal, political, and ecological—in the human environment. To understand and contextualise these engagements, this course will focus on core issues and ideas found at the intersections of design and culture—presently and historically. DSDN171 will investigating these nexus points looking for common threads that connect design thinking throughout history.

## AIMS OF THE COURSE

In this course students will gain a comprehensive overview of the principle themes, debates, theories and developments in the history of design. This intellectual scaffolding will enable students to analyse and contextualize current issues in design, formulating original and critical views and posing new questions for design—today and tomorrow. Students will develop analytical skills through emphasis on critical thinking, active discussion and writing. Independent and original analysis will be expected in class discussion and written assignments. Research resources and methods will also be emphasised. Analytical, critical and discursive skills, both oral and written comprise an essential skill set for successful completion of this course.

## COURSE LEARNING OBJECTIVES

### Knowledge

By the end of the course, students will have learned to:

- recognise key ideas and reoccurring themes in the history of design;
- demonstrate understanding of the relationships between design and broader social and cultural contexts.

### Creative & Critical Thinking

By the end of the course, students will have learned to:

- independently negotiate ideas in critical response to design practice—socially, culturally, economically, ecologically, and politically;
- pursue independent research on specific design-related topics of interest and relevance;
- recognise the importance of ethics in design—historically, presently, and in the future.

### Communication

By the end of the course, students will have learned to:

#### Verbal Communication

- formulate critical and original perspectives addressing key historical, contemporary, and potential design issues in discussion;
- present and discuss design issues and ideas with clarity and insight in a group context comfortably;

#### Written Communication

- formulate an original and concise argument addressing issues of design;
- compose an essay, with a clear argument and convincing evidence, and logical progression;
- ability to write about design critically for a variety of audiences and a diversity of contexts.

### Leadership

By the end of the course, students will have learned to:

- make a positive contribution to the learning environment;
- work effectively and productively in a group context;
- be respectful of fellow students, tutors, and faculty.

## COURSE CONTENT

The history of design is as rich and diverse as the practice of design is today. In understanding and appreciating this complexity and diversity, DSDN171 will establish a foundation from which critical approaches to design may be built. Giving equal weight to artefacts and ideas, discourse and practice students will gain an appreciation for persistent themes and synthesise these within the context of design as a practice and a method of inquiry.

## COURSE DELIVERY

DSDN171: Design in Context is comprised of several key teaching and learning components—weekly lecture, readings, and tutorial group sessions. To successfully realise the outcomes and objectives of this course students must approach these three primary modes of content delivery and exploration holistically, engaging in each with equal attention, thoughtfulness and curiosity. The weekly lectures will provide an overview to the week's themes and issues; the readings will support and expand the ideas covered in lecture; and the tutorial sessions will provide a format for the synthesis of materials introduced in lecture and the week's readings. The synthesis of primary course materials, themes, and ideas afforded by the tutorial meetings will prove invaluable for the successful completion of course assessments, including written assignments and in-class tests. It is essential that students make a practice of good note taking in both lecture and tutorial sessions. Weekly readings, instructions for tutorials, assignments briefs and other important resources and course updates will be posted on: <http://schoolofdesign.ac.nz/course/view.php?id=155>. It is expected that all students regularly check this for updates and detailed course instructions.

All Course materials, project descriptions, important dates, reference materials and required readings will be available on the School of Design Teaching and Learning website, see: <http://schoolofdesign.ac.nz>

## ASSIGNMENTS/PROJECTS

The principle objective of this course is to enrich students' knowledge and understanding of the core issues and ideas that comprise the history of design. With comprehension as a goal, this course prioritises the individual synthesis of ideas through analysis and argument. Therefore the assignments in DSDN 171 ask students to reflect and offer back independent analysis and critique of specific design ideas through written analysis, in-class tests, and group discussion.

Assessment in DSDN171 will be drawn from a series of short written assignments [blog-based], two in-class tests, and attendance and participation. Full description and instructions for each assessment will be presented in class and posted on the course blog: <http://dev.schoolofdesign.ac.nz/>

## ASSESSMENT REQUIREMENTS

DSDN 171: Design in Context is internally assessed by assignment work, in-class tests, and a participation grade. Each is assessed and graded A+, A, A-, B+, B, B-, C+, C, D, E, (where C is a PASS). Grades only are issued to students. The final grade for the course is based on the aggregation of the percentage marks for each of the projects, and a final grade of C or better is required to pass the course. The individual assessments contribute towards the final course grade as follows:

Assessment	Percentage of final grade
Written assignments [blog] x 5	50% [10% per assignment] (word counts to be outlined in each brief)
Written test x 2	40% [20% per test]
Test 1:	Wed 17 <sup>th</sup> April (in lecture time)
Test 2:	Wed 5 <sup>th</sup> June (in lecture time)
Tutorial attendance and participation:	10% [cumulative - class records are kept]
<b>Total:</b>	<b>100%</b>

- Assessment: May take place at a stage in a project or on final submission (or both). Its purpose is to assess the work in terms of the objectives stated in the hand-out and to express this as a grade. Moderation of all assessment in design is undertaken at the end of the Trimester involving a wider group of staff than the immediate lecturers in the course. This process ensures fairness.

All grades posted during this course are only provisional results until confirmed by the School Examiners Committee which meets after the examination period.

## PENALTIES

Students are required to present/submit their work on time in the location and specified format as set out in project outlines. Except in emergency situations failure to personally present work at any scheduled graded review will result in an automatic failing grade of E for the work being reviewed, unless an extension has been approved in writing in advance by the Course Coordinator.

Late submissions will not be penalised in the event of illness or other extraordinary circumstances provided students have submitted a request for an extension and received approval in writing from the Course Coordinator (see the Student Administration Office for an Application for Extension form). The extension must be approved in advance of the scheduled hand-in except in situations where the nature of the illness or other circumstance prevents this. Work submitted late without the prior agreement of the Course Coordinator will be penalised by a failing grade of E. Furthermore, if work is not handed in within 5 working days of the review without the prior agreement of the Course Coordinator it will be recorded as a non- submission.

Work submitted late **must** be submitted directly to the Course Coordinator. Where a digital hand-in is required the course coordinator is to be emailed upon uploading the work.

## GROUP WORK

*Task Two involves participation of each student in an assigned group project. Each group will equally allocate tasks to each team member and work towards a small 3 - 5 minute power point presentation in which each member is asked to participate.*

## ATTENDANCE AND PARTICIPATION

Attendance and participation in tutorial group meetings is mandatory and represents 10% of the final grade for the course. If extraordinary circumstances arise that require you to be absent from some class sessions, you should discuss the situation with the Course Coordinator [[nan.osullivan@vuw.ac.nz](mailto:nan.osullivan@vuw.ac.nz)] as soon as possible. Additionally, all weekly assigned readings should be completed prior to lecture as these readings provide crucial context and information and will assist you in understanding the week's theme.

The design tutorial operates at two levels of instruction: the whole class, and the individual. The tutorial therefore involves both collective and individual participation from individuals in the group. Tutors will be in the tutorial. Therefore, for the class to operate effectively, students are expected to arrive on time, to be present for the whole session, (unless there are reasons why they cannot) and to actively participate in group and one-to-one discussions with your tutor. It is also expected that students will bring to the tutorial sessions the appropriate completed tasks when required. The intensity and regularity of participation in the tutorial is unerringly reflected in the understanding and quality expressed in the resulting work.

## COURSE EXPECTED WORKLOAD

You should expect to spend a total of around 150 hours on this course, including both scheduled class time and independent study. Typically this involves around 12-14 hours per week during the twelve teaching weeks, with the balance during the mid-trimester break, study week and examination period.

[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/publications/assessment-handbook.pdf](http://www.victoria.ac.nz/home/about_victoria/avcacademic/publications/assessment-handbook.pdf)

## MATERIALS AND EQUIPMENT REQUIRED

No special materials or equipment are required for this course. A personal laptop would be helpful but is not required.

## READING AND REFERENCE MATERIAL

All required readings will be available on the DSDN web page on [www.schoolofdesign.ac.nz](http://www.schoolofdesign.ac.nz)

Reference materials and links to research resources will also be available there. Any reading updates or special instructions, including any schedule changes, will be posted on the blog and students must check it regularly for critical course information.

## RECORDING OF WORK AND PORTFOLIO

You are strongly encouraged to respect and care for your work, making and recording a visual summary of each project in this course. This may be in digital and/or hard copy. The principal purpose of this is to maintain a record of your work for incorporation into your own personal “Design Portfolio”. Recording a summary of your work also means it is available if needed for you or the School to exhibit or publish.

## SUBMISSION OF WORK

Each student is responsible for ensuring their work is submitted to their course tutor or Course Coordinator on time and in the required format.

Late submissions will be penalised as set out above, unless an extension is approved by the Course Coordinator.

# School of Design EXTENSIONS

In the event of illness or other extraordinary circumstances that prevent you from submitting a piece of work on time, or that you feel adversely affect the quality of the work you submit, it is important that you discuss your circumstances with the Course Coordinator as soon as possible so that appropriate arrangements may be made. You should complete an Application for Extension form (available from the Faculty Office) for the Course Coordinator to approve. You will also need to provide suitable evidence of your illness or other circumstances. In an emergency, or if you are unable to contact the Course Coordinator, you should advise the Faculty Office of your situation. Work submitted late must be submitted to the Course Coordinator.

## MANDATORY COURSE REQUIREMENTS

In order to pass the course you must also satisfy the following mandatory course requirements

Achieving an average of at least ‘C’ across all assessments, in order to pass the course you must also satisfy the following mandatory course requirements:

Attend at least 80% of the tutorial sessions—attendance will be kept for each tutorial for the duration of the course.  
Sit all class tests at scheduled times (unless prior permission has been granted by the course coordinator).

# SCHEDULE OF SESSIONS DSDN171

LECTURES Wed 10am – 12noon

Week Month	Day	Date	Item	Time Location	LECTURE / TUTORIAL TOPIC	Comments
						Trimester 1 Begins
Week 9 February	M	25				
	TU	26				
	W	27				Orientation Week
	TH	28				
	F	29				
Week 10 March	M	4				Trimester 1 begins
	TU	5				
	W	6	LECTURE 1 LT1 &2		INTRO /OVERVIEW	Intro TASK ONE – LIBRARY
	TH	7	TUTORIAL 1		TUTORIAL	General overview/research/task one
	F	8				Bring assignment sheet to library
Week 11 March	M	11				
	TU	12				
	W	13	LECTURE 2 LT1 &2		ESTABLISHING AN IDENTITY	
	TH	14	TUTORIAL 2		Place in groups for task 2	
	F	15	Withdrawal refund		This is the last date	<i>you can withdraw with a full refund</i>
Week 12 March	M	18				
	TU	19				Blog the results of TASK ONE
	W	20	LECTURE 3 LT1 &2		IN THE STYLE OF....	INTRO BLOG/TASK TWO
	TH	21	TUTORIAL 3			Group power point presentation
	F	22				
Week 13 March	M	25				
	TU	26				
	W	27	LECTURE 4 LT1 &2		REFORM-ABSTRACT/MEANING	
	TH	28	NO TUTORIAL 4			Extended Easter Break begins
	F	29				Good Friday – holiday
Week 14 April	M	1				Easter Monday – holiday
	TU	2				Easter Tuesday – VUW holiday
	W	3	NO LECTURE 5			
	TH	4	TUTORIAL 5			
	F	5				
Week 15 April	M	8				
	TU	9				
	W	10	LECTURE 6 LT1 &2		COLOUR and LIGHT/intro task 3	
	TH	11	TUTORIAL 6		PRESENT POWERPOINT	BLOGPOWERPOINT/INTRO TASKTHREE
	F	12				Curatorial BLOG/TASK THREE
Week 16 April	M	15				
	TU	16				
	W	17	LECTURE 7 LT1 &2		TEST 1	
	TH	18	NO TUTORIAL 7			
	F	19				
Week 17 April	M	22				Mid-trimester Break
	TU	23				
	W	24				
	TH	25				ANZAC Day - holiday
	F	26				
Week 18 April May	M	29				
	TU	30				
	W	1	LECTURE 8 LT1 &2		BAUHAUS INFLUENCES (NANO)	HAND IN TASK THREE
	TH	2	TUTORIAL 8			TASK FOUR TRADE ME BLOG
	F	3				
Week 19 May	M	6				
	TU	7				
	W	8	LECTURE 9 LT1 &2		AMERICAN MODERNISM	
	TH	9	TUTORIAL 9			
	F	10				

Week 20 May	M	13				
	TU	14				
	W	15	LECTURE 10 LT1 &2		INTRO TO WRITING	SSLS
	TH	16	TUTORIAL 10			TASK FIVE – ACADEMIC WRITING
	F	17	Withdrawals		<i>Associate Dean's approval is</i>	<i>now required</i>
Week 21 May	M	20				
	TU	21				
	W	22	LECTURE 11 LT1 &2		POST – WHAT WENT BEFORE	
	TH	23	TUTORIAL 11			
	F	24				
Week 22 May	M	27				
	TU	28				
	W	29	LECTURE 12 LT1 &2		INTRO TO CULTURE+ CONTEXT	SARAH BAKER
	TH	30	TUTORIAL 12		REVIEW	HAND IN TASK FIVE
	F	31				
Week 23 June	M	3				Queen's Birthday - holiday
	TU	4				
	W	5	NO LECTURE 12		TEST 2 in LT1 and 2	
	TH	6	NO TUTORIAL			
	F	7				
Week 24 June	M	10				Study/Examination Period
	TU	11				
	W	12				
	TH	13				
	F	14				
Week 25 June	M	17				
	TU	18				
	W	19				
	TH	20				
	F	21				
Week 26 June	M	24				
	TU	25				
	W	26				
	TH	27				
	F	28				
Week 27 July	M	1				
	TU	2				
	W	3				Examination Period ends
	TH	4				Mid-year break begins
	F	5				

## COMMUNICATION OF ADDITIONAL INFORMATION

Any changes or additions to this Course Outline will be discussed and agreed with the class, and conveyed via email or through the course blog on the School of Design Teaching and Learning website <http://schoolofdesign.ac.nz>.

## CLASS REPRESENTATIVES

The Faculty of Architecture and Design operates a system of Class Representatives in 100-level courses, and Year Representatives in each of the professional disciplines. Student Representatives are elected during a class session in the first week of teaching. All Student Representatives will be listed on the STUDIO notice board in the Atrium, and the relevant Representatives are also listed on studio notice boards. Student Representatives have a role in liaising between staff and students to represent the interests of students to the academic staff, and also in providing students with a communication channel to STUDIO and the Student Representation organiser.

## ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity means that University staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website:

[www.victoria.ac.nz/home/studying/plagiarism.html](http://www.victoria.ac.nz/home/studying/plagiarism.html)

## USE OF TURNITIN

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

## GENERAL UNIVERSITY POLICIES & STATUTES – WHERE TO FIND MORE DETAILED INFORMATION

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or the University's policy website <http://www.victoria.ac.nz/home/about/policy>

### Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Student Interest and Disputes Resolution Advisor or refer to the statute on the Victoria policy website at: <http://www.victoria.ac.nz/home/about/policy>

The Policy on Staff Conduct can also be found at: <http://www.victoria.ac.nz/home/about/policy>

### Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; The Student Interest and Dispute Resolution Adviser is available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked.

These are set out in the Academic Grievance Policy which is published on the Victoria website at:  
<http://www.victoria.ac.nz/home/about/policy>

There is also a leaflet explaining the grievance process available from the Academic Office website at:  
[http://www.victoria.ac.nz/home/about\\_victoria/avcacademic/Publications.aspx#grievances](http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx#grievances)

## **Students with Impairments**

Refer to the [Meeting the Needs of Students with Impairments Policy](#), available on the University's policy website  
<http://www.victoria.ac.nz/home/about/policy>

The University has a policy of reasonable accommodation of the needs of students with impairments. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Services to discuss your individual needs and the available options and support on a confidential basis. Disability Services are located on Level 1, Robert Stout Building: telephone 463-6070 email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

Information regarding support is available from the Faculty Office reception desk.

## **Student Support**

The Staff at Victoria want students to have positive learning experiences at the University. There are a number of support services available to help you directly if your academic progress is causing concern or if there are elements in your life that are affecting your ability to study. These include:

- Your course coordinator or programme director;
- Staff in your Faculty Student Administration Office Student Dedicated learning support through Student Learning Support Service; Kaiawao Māori; Maanaki Pihipipinga; Disability Support Services and Victoria International;
- Wider holistic support through the Health Service; Counselling Service; Financial Support and Advice; Accommodation Service and Career Development and Employment. Find out more at [www.victoria.ac.nz/st\\_services/](http://www.victoria.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz);
- VUWSA employs a Student Advocate who deals with academic problems and provides support, advice and advocacy services, as well as training and supporting class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building. Email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz) or tel. 463-6716 or 463-6984
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## **TE ARO CAMPUS BUILDING RULES AND FACILITIES**

Students on the Te Aro Campus are required to comply with the Faculty Guidelines relating to the safe use, access and care of the Architecture and Design technical resources and building facilities. These are available on the School website, and in the following documents available from the student R drive: <R:\Student Health and Safety Information>

### **FAD Health & Safety Handbook – <http://www.victoria.ac.nz/fad/facilities/3d-model-workshops.aspx>**

- Workshop and campus safety
- Safety training and safety precautions for the workshops
- FAD hazard Register
- Te Aro Campus floor plans

**FAD Technical Services and Facilities Handbook** – issued to all staff and available to all students on the student R-drive, covering various local practices, including information on:

- Information for new staff and students
- Access and booking of teaching/studio spaces, and technical resources
- Studio etiquette and rules pertaining to exhibitions, critiques and storage of models/drawings
- Housekeeping/cleaning within the studios and workshops

- Information on Te Aro IT systems and support
- Te Aro campus floor plans

General information on Faculty/School Technical Facilities including **technical staff** and their associated areas:

<http://www.victoria.ac.nz/fad/facilities>

## WHERE TO GET HELP

Faculty of Architecture and Design Student Administration Office – Vivian Street – Level One

The Faculty's Student Administration Office is located on the first floor of the Vivian Street Wing. The first floor counter is the first point of contact for general enquiries and Faculty forms. Student Administration Advisors are available to discuss course status and give further advice and the Faculty qualifications. To check for opening hours call the Faculty Student Administration Office on (04) 463 6200.

## HEALTH AND SAFETY

Students are reminded that they must comply with any health and safety instructions given by staff members in charge or work places and instructions and signs posted around the campus. All students should familiarise themselves with the *FAD Health and Safety Manual* and *Notices around the Workshops and Laboratories*. Students are advised to refer to the Student R drive for safety and other relevant information. <R:\Student Health and Safety Information>

## WITHDRAWAL DATES

Information on withdrawals and refunds can be found at:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawlsrefunds.aspx>

# School of Design