SYLLABUS | ART 312 | Design Across the Disciplines

OVERVIEW

Interdisciplinary Design explores the central principle of human-centered experiences, and how people — users, customers, markets, audiences — are at the core of all creative activities and endeavors. Interdisciplinary Design also involves diving into fundamental concepts that explain creative processes, from collaboration to iteration to implementation.

Per the course catalog, applying yourself to this course will enable you to design approaches and ideas to serve and support your professional field. You'll learn about design theory, design psychology, the creative process, and design thinking methodologies. Course projects use digital design tools such as Adobe software as well as hands on design techniques.

Class time will involve lectures, application demos and technical instruction, exercises, viewings and discussions of related practitioners, artists and designers, work time for projects, as well as individual and group critique sessions.

You are expected to work outside of class. Homework will include research, and work time for projects. To excel at this program and in the field you will need to apply yourself beyond the minimum hours required.

Core Learning Outcomes

- Implement the Principles of Art/Design.
- Create art concepts that demonstrate critical and analytical thinking.
- Develop creative solutions to artistic and intellectual problems.
- Demonstrate awareness of diverse audiences.
- Communicate process and intention through the full realization of one's work.
- Integrate skills and knowledge that reflect a broad engagement with art and design perspectives and approaches.

Course Learning Outcomes

- Understand and apply relevant interdisciplinary design processes
- Learn techniques for working and collaborating in cross functional groups, team design roles and responsibilities
- Develop strong visual research skills
- Engage in discussions with an introductory level of visual design vocabulary
- Learn story-based problem solving and presentation through design journeys, POVs
- Learn and use software such as Adobe Illustrator and 3D Modeling

KEYS TO SUCCESS

Complete your work on time

Late assignments are not permissible and are not your friend. Designers work for clients who expect to see the work on time.

Late work only hurts your ability to learn as the semester progresses. We build on skills obtained throughout the semester. Turning in work late or (worse) skipping an assignment can put you behind in many ways.

Late assignments,

- will be given a zero (0) grade until submitted.
- are docked points(two to three percentage points) per class period until submitted.
- will be assigned a permanent zero (0) after two weeks have passed since the due date..

Students have an option that they may use only *once* during the semester to withdraw a project prior to grading in order to refine it before the next class meeting.

Participate in Class

Participation is a great way to support your fellow classmates and receive critical feedback on your own work. Participation makes up for 10% of your final grade in this class, so please be an active participant. Ask and answer questions.

Critiques

It is important to rehearse visual evaluative language in a safe, supportive community of creators. I will guide you through the critiquing process in class. Your participation in—and contribution to— critiques will be a portion of your assessment on each project.

Quizzes

We will likely not have any quizzes in this class, but we may have exercises to complete within a class period!

Attendance

Make ups for missed class activities, exercises, etc, etc. will be provided when due to authorized absences, **per the definition provided by the University of Eau Claire**.

It is the student's responsibility to inform the instructor of all absences ***prior*** to class. Students may need to provide documentation to assist in qualifying an absence as authorized. Students will need to consult with instructors regarding the nature of the make-up and the due date for an authorized absence.

Although students will not be penalized when absences are authorized, it is important to understand that in some cases the makeup work may be significantly different from the original assignments, exams, etc.

Since attendance is so critical to your success in this class, I will only allow two unexcused absences for the semester where you won't have to tell me why you are missing the class without it impacting on your course grade. Beyond that I will need appropriate documentation for excused absences.

Should you have more than two unexcused absences (and for each two absences after that), your course grade will be lowered by one letter grade after considering the grades you earned on course assignments (so if the cumulative grades you earned for assignments were an "A", you would receive a "B" course grade if you had more than 2 unexcused absences; if you received a cumulative "B" for assignments, you would receive a "C" course grade; etc.).

Access to Course Materials

Nearly all course materials will be posted on Canvas. This includes but is not limited to: syllabus, schedules, server access information, presentations, assignment descriptions, discussions, and resources/links. Students are expected to review the course content on Canvas.

Digital File Policy & Digital Documentation

Good digital file management is expected for this course. Keep quality digital documentation of your sketches, design process, and all final projects. ***Lost files due to lack of organization, personal hard drive failures, or computer re-imaging will not be accepted as excuses for late or un-submitted project work***.

It is important to back up your projects both on a cloud-based server(One Drive), flash drive and/or a hard drive to avoid any loss of content.

You may revisit these early projects in the future and you will want access to all design files for portfolio purposes. *This is another skill I will be helping you to improve over the semester*.

Assignments are defined within the context of specific tools. *Not using prescribed tools (Adobe, Word, etc.) or not being able to show evidence of their use may result in a significant point reduction for assignments*.

Final Evaluation

A final project evaluation and in-class critique will be conducted at the end of the course (date/time in course schedule).

MATERIALS

- Sketchbook, pen, pencil (required)
- USB external hard drive or thumb drive (at the very least 32GB) (optional)
- Access to a digital photo/video camera (smartphone and/or equipment checkout). (required)
- LinkedIn Learning Access (here)
- No hardware is required—you might find it beneficial to have access to other computers and drives

Associated Textbooks

Ellen Lupton, *Design is Storytelling*

Grading

Individual student grades will consist of several elements including:

- Contributing and participating in class discussions
- Assignments and Exercises

Students are also evaluated on

- understanding and application of concepts
- improvement over the semester
- craftsmanship & presentation of assignments
- originality and concept development
- appropriate use of class time
- classroom participation
- work ethic
- overall attitude

Not participating or showing up will mean a lower grade -- or not passing.

The grade numerical cutoffs are listed below:

A	A-	B+	B	C+	C	D	F
93%+	90-92%	87-89%	80-86%	77-79%	70-76%	60 - 69%	All Else

A – Exceptionally exceeds requirements of the course

B – Exceeds requirements of the course

C – Satisfactorily meets the minimum requirements of the course

D - Barely passing

F – Not enough proficiency or production to fulfill requirements—must retake the course

Personal Integrity and Academic Conduct

Per the Blugold Student Conduct Code under student academic misconduct, 'Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for the respect of others' academic endeavors.' These student responsibilities are important, and deviations from these responsibilities have consequences. (* Insert AI statement). The disciplinary procedures and penalties for academic misconduct are described on the UW-Eau Claire Dean of Students web site: https://kb.uwec.edu/articles/blugold-student-conduct-code.

Use of generative AI for **ANY** image, illustration or written materials is not allowed under any circumstances in this course.

I reserve the right to question and require evidence AI was not used for an assignment should I suspect it.

And finally,

- Treat your classmates with kindness. Don't discriminate against your classmates or anyone else.
- Be nice! Don't say things you will regret.
- Mind your language - let's try to keep this a PG-13 classroom.
- Respect people's boundaries.
- Turn off your phones in class.
- Avoid checking your email, TikTok, Instagram, or YouTube in class.

Be respectful of the wonderful diversity we get to enjoy at UW Eau Claire. Show respect. Have respect. Be kind.

ACCESSIBILITY, INCLUSIVITY AND CULTURE

In keeping with the university's strategic goals of fostering a campus climate that is equitable, diverse, and inclusive, a policy for inclusive language was approved by the student and university senates in 2013. The University of Wisconsin–Eau Claire encourages its students, faculty, staff, and administration to use non-sexist language in instances where sex is irrelevant; and to use non-gendered language in instances where gender is irrelevant. The full policy is available on pages 121-122 of the FASRP, and this link provides examples as well as suggestions for linguistic solutions. UW-Eau Claire strives to make learning experiences accessible to all. If you anticipate or experience physical or academic barriers based on disability, please contact the Services for Students with Disabilities (SSD) Office.

You can contact them at: https://www.uwec.edu/offices-services/student-success-center/services-students-disabilities.

Implementing reasonable accommodation for students with disabilities is a shared responsibility between the faculty and student. Students need to inform faculty of their SSD approved academic accommodation as soon as possible so that faculty can work in coordination with the Services for Students with Disabilities Office to implement approved accommodations in each course.

Sexual Harassment

Please note, as a Wisconsin State employee, I am obligated to report any claims of sexual harassment or sexual assault. Please know that any such information revealed to me will be forwarded to the Dean of Students. The Dean of Students' office may reach out to you to offer resources and support. If you wish to disclose this information to a confidential resource, you may speak to someone in the Center for Awareness of Sexual Assault, Counseling Services, or Student Health Services.

Helpful Info!

Technology

If you need in-depth training on technology, LTS Training is awesome! Email training@uwec.edu. Remember, Canvas Help is available 24/7/365 by clicking the "Help" area in the global navigation and chatting or calling with support. They will be able to help quickly, so contact them first!

For other tech questions, contact the LTS Help Desk by calling 715-836-5711, or emailing helpdesk@uwec.edu.

Academic and Personal Support

If you find yourself struggling academically or personally, please talk with me! I am here to support you; I understand that you have A LOT going on in your life. Most of you are involved with so much: clubs, activities, jobs, friends & family obligations, and rigorous coursework. It can be a lot to balance, so please take care of and be kind to yourself. Please reach out if there is anything I can do, or if there is someone I can help to connect you with.

Each student is enrolled(via Canvas) in the Bluprint for a Blugold: Resources for Successful Students Course. In this course,

you will find resources for all your student needs including academic support, technological help, mental health resources, and more.

File Labeling

In general please label all course files & emails using the following naming convention and formatting. Assignment documentation will give you directions on file naming:

Lastname_Firstname_Assignment_No_Desc.<filetype>

ART 312 - FA26 - Design Across the Disciplines

August/September 2026	October 2026	November 2026	December 2026
Week 1 - 8/31 - 9/4 Introductions/Overview, Canvas, Tour **Lecture** - Introduction to Interdisciplinary Design **Exercise 1 -** T-Shaped People **Assignment 1** - Design Thinking: Observation	**Week 6 -10/5 - 10/9** **Critique** - Assignment 5 **Lectures** - Using Typography and Color Theory **Assignment 6** - Design Thinking, Color and Typography	**Week 10 - 11/2 - 11/6** **Lectures** - User Journeys **Assignment 10** - User Journey Scenarios	**Week 15 - 12/7 - 12/11** **Lecture -** One-on-one work with Jon **Project** - Game Design User Testing and modifications
Week 2 - 9/7 - 9/11 **Critique** - Assignment 1 **Lectures** - Design Thinking **Assignment 2** - Design Thinking: Empathize and Define **Reading**: Lupton, *Design is Storytelling,* pp. 9-25	**Week 7 - 10/12 - 10/16** **Critique** - Assignment 6 **Lectures** - Demographics, Psychographics and Personas **Assignment 7** - Demographics, Psychographics and Personas	**Week 11 - 11/9 - 11/13** **Critique/Discussion -** Assignment 10 **Lectures** - User Journeys (Cont.) **Assignment 11 -** Story Board and Pain Point Improvement **Reading** - Lupton, *Design is Storytelling,* "Co-Creation", pp. 82-89	**Week 16 - 12/14 - 12/18** **Work week -** Refine final game designs. **Lecture** - Design Iteration
Week 3 - 9/14 - 9/18 **Critique -** Assignment 2 **Lectures/Demo -** Ideation Concepts and Techniques **Exercise 2** - Crazy Eights in class exercise **Assignment 3** - Design Thinking: Ideate	**Week 8 - 10/19 - 10/23** **Critique -** Assignment 7 **Exercise 3** - The Campus Warning! **Reading** - Lupton, *Design is Storytelling*, "Gestalt Principles", pp. 126-131 **Lecture** - Gestalt Principles, design thinking and user experience (UX) **Exercise 4 -** In-class exercise on Gestalt principles in design thinking.	**Week 12 - 11/16 - 11/20** **Critique -** Assignment 11 **Lectures** - Finish User Journey lecture and begin simple board game design. **Activities**: Game mechanics and prototyping **Exercise 5** - In-Class persona and game ideation.	**Week 17 - Finals week** **Project** - Critique/Game Playthroughs
Week 4 - 9/21 - 9/25 **Critique -** Assignment 3 **Lectures** - Prototyping (low and high resolution) techniques **Exercise 3** - The Wallet Project in class exercise **Assignment 4** - Design Thinking: Prototyping	**Week 9 - 10/26 - 10/30** **Lecture** - Intuitive information hierarchies **Assignment 8** - Constructing intuitive information hierarchies **Reading** - Lupton *Design is Storytelling,* "Personas", pp. 90-95, **Reading** - Lupton *Design is Story Telling,* "Emotional Journey", pp. 72-81	**Week 13 - 11/23 - 1/27** **Lectures** - Game Theory **Exercise 6 -** 3D Printing/prototyping **Project 1** - Game Design Low-Res Prototype game playthroughs	
Week 5 - 9/28 - 10/2 **Critique** - Assignment 4 **Lectures** - Iconograph/symbols and Adobe Illustrator **Assignment 5** - User Journeys, Symbols and Iconography		**Week 14 - 11/30 - 12/4** **Lecture -** Play testing and TinkerCad **Project** - Game Design from High Res Prototype Work	