A warm welcome to Design Thinking! I will work with you for 14 weeks to explore the transformative power of applying design thinking in everyday problem identification and solution and in context-based settings. You will work independently on exercises and assignments and in teams to work out and implement a solution to real-world problems that you identify within the scope of the course challenge (to be announced during the 1st class). It is a workshop style course and each of you will be expected to actively contribute to discussions and practices.

I love teaching this course and I believe we will learn from each other during this upcoming adventure. Please feel free to drop in during happy hours, or if you hope to talk about anything related to this course or to your study at any time, just drop me an email at yanyue.yuan@nyu.edu
Course Information

- **Spring 2019**
- **Credits:** 4
- **Course Description:**
  Design Thinking is a theoretical, methodological and practical framework that has the potential of bringing about socially responsible innovation. This course will introduce the core concept and toolkits of design thinking as the foundation of innovative thinking and practices.
  The course sharpens both your critical thinking and hands-on ability. It requires you to step out of your comfort zone and to examine and challenge your own assumptions. It does not introduce subject-specific knowledge, but encourages you to work in teams to learn by doing a project.
  
  Critical thinking, teamwork, and empathy are the three pillars of this course.

- **Course Overview:** Design Thinking a general elective course offered by Program on Creativity+Innovation (PCI). The course is delivered in a studio style and design around project-based learning. Critical and reflective exploration and application of design thinking is the main subject of this course. Readings and discussions will be adjusted to fit each semester’s design challenge.

- **No prerequisite**
- **Face-to-face class meeting days and times:** Every Monday and Wednesday 13.15-14.30 (please check the academic calendar for holidays and adjustment days) @ RM 900, NYU Shanghai
  
  Some sessions are arranged as fieldwork and in-class challenges and the date and time might be changed, please refer to further notices if this happens.

We are now going to solve real world problems
Course Learning Outcomes

Upon completion of this course, students will be able to:

- Understand and summarize the key concepts of design thinking and apply the framework and key tools to projects;
- Practise and apply core desk research skills (summarize main arguments and statistics of the topic under discussion, synthesize key insights based on critical review of different opinions in contexts) and field research skills (design and practice open-ended interview, prepare and carry out observation);
- Analyze and identify the root problem(s) by applying critical thinking and observation skills;
- Critically evaluate and review existing design (products, systems, and concepts);
- Demonstrate reflective thinking in discussions and writings (recognizing one’s own perspectives and conceptual framework underlying one’s opinions as well as their strengths and limitations; showing awareness of other alternatives and possibilities);
- Practise project management skills to implement your project ideas (display capacity to navigate through multiple tasks, stick to deadlines, manage and break down tasks into smaller ones);
- Be able to experiment with initial ideas through prototyping and develop better versions by critical self-evaluation and reflection on feedback;
- Practise ability to work effectively in teams (be able to listen to, summarize and build on peer student’ ideas; create and abide by team norms; collaborate on team project and be responsible for the team’s performance);
- Demonstrate ability to critically evaluate and reflect on peer’s and one’s own work in progress and final delivery;
- Synthesize all ideas developed during the project and deliver a final solution that solves the identified problem through strategic and systematic thinking;
- Value ambiguity and uncertainty and develop courage to experiment with new and unfamiliar approaches.

Instructor Goals

At a minimum, I hope to pursue the following goals and solicit your open and timely feedback on how well we are meeting these goals:

- Provide a framework for lifelong learning;
- Create an open, transparent, and accessible learning environment;
- Show respect and concern for all students;
- Respond to different learning habits and needs;
- Be passionate, caring and open minded;
- Strive to stimulate and maintain students’ curiosity and motivation for learning;
- Provide relatable materials that touch upon emerging practices and future trends;
- Challenge preconceptions and assumptions with questions and discussions.
Course Requirements

Learning Materials
Handouts will be distributed in class and all materials covered in class will be shared in this document with links.
*Please note that most in-class reading materials are printed out so that it is easy to work with. If you have a strong wish to work with e-versions to save paper, please let the instructor know.

Supplementary (Optional) Learning Materials:
The following list provides supplementary reading sources, so that you can refer to part or all of them if you are interested. Contents in these readings and supplementary resources listed in syllabus will not be covered in any form of assessment (except for some chapters included in in-class readings and assignments).

[book] Creative People Must Be Stopped: 6 Ways We Kill Innovation (Without Even Trying) by David A. Owens (2011) Wiley
[book] Creative Confidence: Unleashing the Creative Potential within Us All by David Kelly & Tom Kelly (2015) physical copy available in the library (NYU SH) and on course reserve
[Video] How Beauty Feels (Richard Seymour)

Student Response System
To better facilitate in-class discussion and interaction, we will use some student response system (SRS) to collect everyone’s preliminary ideas. These will count as part of your class participation.

We will mainly be using Poll Everywhere. Please click this link when the instructor publishes a new poll.
Grades (Assessment, Measurement and Evaluation)

Grading guidelines, rubrics, and procedures that will be used to assess the key course assignments will be provided. Students will receive a score-based grade (out of 100) for each category.

The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation (attendance and in-class exercises and discussion)</td>
<td>25%</td>
</tr>
<tr>
<td>Reflective Journals</td>
<td>20%</td>
</tr>
<tr>
<td>Group Project Progress</td>
<td>30% (including 10% individual variation)</td>
</tr>
<tr>
<td>Group Project Presentation</td>
<td>15% (mid-term: 5% + final:10%)</td>
</tr>
<tr>
<td>Mini Project</td>
<td>10%</td>
</tr>
</tbody>
</table>

Group Work Policy

Everyone must take part in a group project. All members of a group will receive the same score; that is, the project progress and presentation are assessed and everyone receives this score. However, one third of the group project progress (10% of your total grade) is individual and refers to your contribution to teamwork and your individual performance during the group project. This 10% is made up by the instructor’s assessment (50%) and peer evaluation (50%) provided by every other member of your group twice during the semester (once around mid-term and once around final). Guidelines of how to use the peer evaluation form will be given in class.

How Groups are Formed

All students will be assigned to a group by the instructor (taking consideration of college level, major/program, gender, social styles theory, etc.). Students can exchange members among groups upon agreement of all members of the groups concerned. Groups need to be finalized by the end of the first session of week 3.

Once formed, groups cannot be altered or switched, except for unusual circumstances (e.g. serious illness, course withdrawal, unresolvable conflicts). Only under extreme conditions will the instructor offer permission to rearrange/split groups to ensure the best learning experience and outcome for each student. You are encouraged to keep the instructor informed and updated about any concerns you might have over group work as early as possible.

*Rationale behind group formation and assessment of group work
The policy of how groups are formed and group work is assessed is designed to mirror what you might experience in real life careers. The major principles are:

- Groups are initially divided to ensure similar level of diversity and skill sets within each group;
- Once formed, groups cannot be easily changed (unless upon mutual agreement, as in workplaces when you wish to change a job) so that you learn to develop commitment;
- Each member needs to take responsibility for group work (being able to offer help and feedback to peers as well as learn and grow together as a team are highly valued in this class and in most workplaces);
- Individual variations are ensured to avoid free riders and to give credits to what you have contributed;
- Each student is given a certain level of autonomy to offer evaluation to your peers and to be accountable for the evaluation you receive from your peers (again this is often practised in workplaces, though explicitly or implicitly in different formats and styles).

**Grading Criteria**

**Class Participation 25%**

All permission for absences to classes need to be asked at least 2 hours in advance (before the class starting time) unless under emergent circumstances (severe and sudden illness, unforeseeable accidents).

**A, A-:** Full attendance to the class (or permission granted for absences from fewer than 3 hours’ class time and all assignment made up for); being able to finish all assignment on time and with great quality; actively participating in in-class discussions and exercises; contributing ideas of outstanding/great quality and asking relevant and high-quality questions; frequently taking initiatives to experiment and to try things out of one’s comfort zone and constantly improving initial ideas by ongoing reflection; offering constructive and insightful feedback to peer students.

**B+:** Full attendance to the class (or permission granted for absences from fewer than 3 hours’ class time and all assignment made up for) and 1-2 late attendance/early leave (less than 15 minutes); being able to finish all assignment on time and with good quality; participating in in-class discussions and exercises when encouraged; contributing ideas of good quality and asking relevant and good-quality questions; can sometimes show courage to experiment and to try things out of one’s comfort zone; offering helpful feedback to peer students.

**B, B-:** Full attendance to the class (or permission granted for absences from fewer than 3 hours’ class time and all assignment made up for) and 2-3 late attendance/early leave (less than 15 minutes); being able to finish all assignment on time (or miss 1-2) and with average quality; participating in in-class discussions and exercises when pushed; average performance in class; can offer some helpful feedback to peer students when encouraged.

**C+, C, C-:** Missing 1-2 sessions of class with late notices, or permission granted for absences from fewer than 5 hours’ class time (all assignment made up for, but with only average or poor quality), or frequent late attendance/early leave (less than 20 minutes);
missing some assignment or finished with only satisfying or poor quality; not participating in all in-class discussions and exercises even when pushed; only satisfying performance in class; can offer some feedback (but not of good quality) to peer students when pushed.

**D+, D, D-:** Missing 2-4 sessions of class with late notices, or permission granted for absences from fewer than 5 hours’ class time (all assignment made up for, but with very poor quality), or frequent late attendance/early leave; missing nearly half of the assignment or finished with very poor quality; participating in in-class discussions and exercises when pushed; satisfying performance in class; can offer some helpful feedback to peer students when encouraged.

**F:** More than 5 hours’ unexcused absence; missing most assignment; very little participation in in-class discussions and exercises even when pushed; poor performance in class; not able to offer any helpful feedback to peer students.

*Assignment* mentioned above refer to weekly readings or exercises, not including reflective journals and team project related progress.

**Reflective Journals (20%)**

You will receive a score for each of the five reflective journal and the average of all scores becomes your total score of reflective journals.

Please note that the late penalty is **one third of a letter grade per day**. So, an ‘A’ project that is one day late will be graded an ‘A−’, two days late a ‘B’, three days late a ‘B’, etc.

**To be posted later**

**Group Project Progress**

**To be posted late**

**Group Project Presentation**

**To be posted late**

**Mini Project (10%)**

**To be posted later**

**Letter Grades**

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>93% and higher</td>
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<tr>
<td>A−</td>
<td>90.00% – 92.99%</td>
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<tr>
<td>B+</td>
<td>86% - 89.99%</td>
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<tr>
<td>B</td>
<td>82% - 85.99%</td>
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</table>
### Grading Evaluation Scale

NYU Shanghai follows the same grading practices as NYU New York. The following grades may be awarded: A, A-, B+, B, B-, C+, C, C-, D+, D, F. In general, A indicates excellent work, B indicates good work, C indicates satisfactory work, and D indicates passable work and is the lowest passing grade. F indicates failure. There are some additional grades—P for pass, W for Withdrawal—which are awarded administratively.

### Grade Dissemination

Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using the Grade Book Function of NYU Classes (if applicable.)

### Course Policies (General Requirements)

#### 1. Attendance

Attendance in all classes is mandatory. If you are unable to attend a class, please let me know in advance so we can figure out how you can make up what you missed in class. **Two unexcused absences will lead to a failing grade.** If you are ill and need to miss more than a week of classes, you must speak to the Health & Wellness Office in order to get an excused absence.

#### 2. Academic Integrity
Students should read and adhere to the NYU Shanghai policy on academic integrity as described in the current NYU Shanghai Academic Bulletin. Plagiarism and cheating will be penalized. If you have any questions or doubts about plagiarism, please do not hesitate to contact me.

3. Submission of Assignment

Assignments are due at the date and time indicated in the most updated syllabus (this will be stressed during each class as well).

I do not accept late work. Missed assignments (individual and team assignment) will be given an F. Exceptions can be made only with the prior approval of the instructor. The NYU Classes Assignment portal will be configured to accept completed assignments and then it will not accept submissions. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues'; plan ahead and submit on time so that we can all progress through this learning experience together.

The late penalty for reflective journal and team project presentation materials is one third of a letter grade per day. So, an ‘A’ project that is one day late will be graded an ‘A−’, two days late a ‘B+’, three days late a ‘B’, etc.

Go to resources and detailed policies.
Course Schedule

Given the nature of this course, please allow some flexibility regarding the course structure, collaborative partners and readings. The syllabus and schedule might be changed and updated when necessary.

Topics, Agenda, Readings and Assignments
*(V for Video, R for Reading, W for Website, T for Teamwork)*

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Concept</th>
<th>Resources</th>
<th>Assignment (and DDLs)</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><em>Introduction and Critical Awareness</em> Magic Gadget Challenge Introduction (class culture, instructor’s expectation, rules and regulation, grades) Brainstorm Culture Critical Awareness: 1. Critical reprocess of the information you encounter 2. Awareness of your own positioning and reasoning 3. Openness to possible alternatives 4. Reflection on why things are as they are/appear to be and what you can do to make a change <em>Announce Course Challenge</em></td>
<td>[V] Ben Goldacre: Battling Bad Science (00-1’48; 3’17-5.06’)</td>
<td>1. Oral Sharing: Ask 5 of your friends (Do they see you as a creative person and why? Ask them to give you at least one example) Due: before Feb 13 (Wed) class</td>
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<tr>
<td>Feb 11 &amp; 13</td>
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<td>[V] Image Hack</td>
<td>2. Reflective Journal 1 --Think about one of the creative people you like/admire. What are some of their qualities/style/habits that attract you most? Due: before 11.59 p.m. Feb 18 (Mon)</td>
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<td>[V] Brainwriting</td>
<td>3.T: What is design thinking in 3 minutes (video or in-class presentation) Due: video before 11.59 p.m. Feb 17 (Sun) or in-class presentation before Feb 18 class (Mon)</td>
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<td>[V] Dove Real Beauty Sketches (You’re more beautiful than you think)</td>
<td>[V] The Dangerous Ways Ads See Women (Jean Kilbourne)</td>
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<td>[V] Your Elusive Creative Genius (Elizabeth Gilbert)</td>
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<td><strong>Week 2</strong></td>
<td><strong>Feb 18 &amp; 20</strong></td>
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<tr>
<td><strong>Design Thinking and Teamwork</strong></td>
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<td><strong>Recap:</strong> What is the problem?</td>
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<td><strong>DT Rule:</strong> Do not start with solutions</td>
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<td><strong>What is design thinking?</strong></td>
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<td><strong>Team Presentation Case:</strong> Eatwell (real case of applying the design thinking loop)</td>
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<td><strong>Team and teamwork Mindmap</strong> (individual mindmap)</td>
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<tr>
<td><strong>[W]</strong> Eatwell</td>
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<td><a href="https://www.eatwellset.com/">https://www.eatwellset.com/</a></td>
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<td><strong>[R]</strong> Life is a beta, excerpt from <em>What Would Google Do</em></td>
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<td><strong>[R]</strong> Section 2 “Generate Multiple Hypotheses” in <em>Chapter 8: Leap in the Dark</em>, <em>Excerpt from Not Knowing: The Art of Turning Uncertainty into Possibility</em></td>
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<td><strong>Supplementary Resources</strong></td>
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<tr>
<td><strong>[V]</strong> How to Find a Wonderful Idea (Ok Go)</td>
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<td><strong>[V]</strong> Where Good Ideas Come From (Steven Johnson)</td>
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<td><strong>[V]</strong> Building a Psychologically Safe Workplace (Amy Edmondson)</td>
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<td><strong>1. T:</strong> Mindmap</td>
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<td><strong>Due: before 11.59 p.m. Feb 24 (Sun)</strong></td>
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<tr>
<td><strong>2. Reading:</strong></td>
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<tr>
<td><strong>Chapter 2</strong></td>
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<tr>
<td>Pp. 37-44 (till line 11, before the session <em>Human Thought: Mostly Subconscious</em>); pp. 59 (line. 15, from the session <em>Blaming the Wrong Things</em>); 65 (till line 10, before the session <em>Falsely Blaming Yourself</em>); pp. 71(from line 3)-73</td>
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<td><strong>Reading Notes Due:</strong></td>
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<td><strong>before 11.59 p.m. Feb 25 (Mon)</strong></td>
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<tr>
<td>Week 3</td>
<td>Feb 25 &amp; 27</td>
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<td><strong>Core Research Skill 1: Desk Research and Observation</strong></td>
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<tr>
<td>In-class Design Challenge Observation (why, principles and examples)</td>
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<tr>
<td>Good/Bad Design 1 In-class Observation Exercise User journey and user portrait <em>Mini-Design Project Selection</em>*</td>
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<tr>
<td><strong>[R]</strong> Observation Tips by IDEO</td>
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<thead>
<tr>
<th>Week 4</th>
<th>Mar 4 &amp; 6</th>
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<tbody>
<tr>
<td><strong>Core Research Skill 2: Interview</strong></td>
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<tr>
<td>Interview Techniques In-class Mock Interview Good/Bad Design 2 Offering Constructive Feedback Fieldwork Plan</td>
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<tr>
<td><strong>[V]</strong> to be posted after class</td>
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<tr>
<td>1. Mini-Design Project Proposal Due: before 11.59 p.m. Mar 6 (Wed) 2: Fieldwork Plan Due: before 11.59 p.m. Mar 8 (Fri)</td>
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<tr>
<th>Week 5</th>
<th>Mar 11 &amp; 13</th>
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<tbody>
<tr>
<td><strong>Fieldwork 1 &amp; Bigger Picture 1</strong></td>
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<tr>
<td><strong>[V]</strong> Top 20 Trends in 2019 (Forecast by TrendHunter.com)</td>
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<tr>
<td>1. Fieldwork Data Pack Due: before 11.59 p.m. Mar 15 (Fri)</td>
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</tbody>
</table>
| Week 6  | Mar 18 & 20 | 2. Reading (TBC)  
Due: before 11.59 p.m. Mar 17 (Sun)  
Reflective Journal 3  
Who can be a designer?  
Think about the things and experience you encounter in your everyday life, what have been designed?  
--What are the differences between a designer and an artist?  
Due: before 11.59 p.m. Mar 18 (Mon)  |
|---------|-------------|--------------------------------------------------|
|         |             | **Framing the Question**  
Insights from Fieldwork  
H MW Questions  
Human-centered Design  
Value Proposition  
What is design thinking 2  
In-Class exercise: 1st person narrative  
Good/Bad Design 3  |
|         |             | TBC  |
| Week 7  | Mar 25 & 27 | 1. Reading (TBC)  
2. Mid-Term Presentation Materials  
Due: before 11.59 p.m. Mar 24 (Sun)  |
|         |             | **Mid Term**  
Mid-Term Presentation  
Feedback and Comments  
Good/Bad Design 4  
Ideation Kick-off  
Ideation Exercises: What if ...?  |
|         |             | 1. Mid-Term Presentation Materials  
Due: before 11.59 p.m. Mar 24 (Sun)  
2. Mini-Design Project Progress 1  
Due: before 11.59 p.m. April 1 (Mon)  |
| Week 8 | April 1 & 3 | **Ideation** | Ideation Techniques  
--Building Blocks  
--Random Force  
--Idea Jackpot  
--What would your mother do? | In-Class Challenge: Time Magazine Cover | [V] Play This Game to Come Up with Original Ideas (Shimpei Takahashi) | 1.100 illustrated solutions  
Due: before 11.59 p.m. Mar 24 (Sun) |
|---|---|---|---|---|---|
| Week 9 | April 8 & 10 | **Solution and Prototyping** | Selecting and Evaluating Solutions  
Good/Bad Design Discussion 5  
Prototype sketching/storyboarding/3D modelling) | [V] Rapid prototyping  
Google Glass - Tom Chi  
[V] Elmo’s Monster Prototyping  
Supplementary Resources  
[V] Nonsense Machine (Meiwa Denki)  
[V] Why You Should Make Useless Things (Simone Giertz) | 1. Reading:  
Excerpt from  
[Chapter 6 Design Thinking]  
Pp. 227-236 (till line. 22, before the session What I just told you? It doesn’t really work that way)  
Reading Notes Due: before 11.59 p.m. April 15 (Mon) | 2. Mini-Design Project Progress 2  
Due: before 11.59 p.m. April 15 (Mon) |
| Week 10 | April 15 & 17 | **Bigger Picture 2 & Fieldwork 2** | Bigger Picture  
Good/Bad Design 6  
Fieldwork 2 (team project user feedback) | User Test Questions Sample | T: User Test Summary  
Due: before 11.59 p.m. April 21 (Sun) |
<table>
<thead>
<tr>
<th>Week 11</th>
<th>April 22 &amp; 24</th>
</tr>
</thead>
</table>
| **Story-Telling**  
Self-Evaluation  
Storytelling  
In-class Challenge: Designing your campaign video  
Solution Pop Up  
Good/Bad Design 7 | **1. T: Campaign Video**  
Due: before 11.59 p.m. April 29 (Sun)  
**Reflective Journal 4**  
-- Please share one of your favourite design?  
-- What problem(s) does it solve?  
-- Why do you like it (think about human centred design and your value proposition)?  
Due: before 11.59 p.m. April 29 (Mon) |

<table>
<thead>
<tr>
<th>Week 12</th>
<th>April 29 &amp; May 5</th>
</tr>
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</table>
| **Mini-Design Project and Presentation**  
Fieldwork/Project  
Time/Mini-Design Project  
Final Presentation of Team Project | **1. Final Presentation Materials**  
Due: before 11.59 p.m. May 4 (Tue)  
**2. Mini-Design End of Term Show Material**  
Due: before 11.59 p.m. May 6 (Mon) |

<table>
<thead>
<tr>
<th>Week 13</th>
<th>May 6 &amp; 8</th>
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</table>
| **End of Term Show**  
Mini-Design Project End of Term Show  
Good/Bad Design 8 | **1. Reflective Journal 5**  
-- How would you rate yourself on a creative spectrum and why?  
-- What are the 3 take-away lessons from this course?  
Due: before 11.59 p.m. May 13 (Mon) |

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<thead>
<tr>
<th>Week 14</th>
<th>May 13 &amp; 15</th>
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</table>
| **Mini-Design Project and Reflection**  
Mini-Design Project Final Presentation  
Reflection | **Mini Project Final Materials**  
Due: before 11.59 p.m. May 14 (Tue) |
Resources

- **Access your course materials:** [NYU Classes](nyu.edu/its/classes)
- **Obtain 24/7 technology assistance:** [IT Help Desk](nyu.edu/it/servicedesk)
- **Moses Center Statement of Disability.** If you are a student with a disability who is requesting accommodations, please contact New York University’s Moses Center for Students with Disabilities at 212-998-4980 or mosescsd@nyu.edu. You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at [www.nyu.edu/csd](http://www.nyu.edu/csd).
- **Tutoring and Writing Support.** The Academic Resource Center (ARC) provides tutoring and support to students looking to reach their highest academic potential. Students can schedule a meeting, or drop by, for individual and small group tutoring in over 30 other STEM and Business & Economics courses. The ARC also offers individual writing consultations at any stage of the writing process, as well as academic coaching in areas such as time management, reading and note-taking strategies, and exam preparation. Visit the [online schedule](#) to check availability. Students are also welcome to study on their own in the comfortable, supportive atmosphere of the ARC.
- **Library and Research Services.** The Library is available to support your research needs. They have access to 14,000 print resources, 2,000 DVDs, and 1,000 databases (including over a million e-books, as well as streaming audio and video and image databases). Librarians with expertise in Business, Economics, Humanities, Science (STEM), and Social Sciences are available in-person and online to help. Services include:
  - One-to-one consultations to help you with your research projects
  - Reference Desk hours for immediate help with finding and using resources
  - Workshops throughout the semester on research strategies, special databases, academic integrity, and using citation tools.
  - Visit the Library on the 4th floor, or go to [shanghai.nyu.edu/library](http://shanghai.nyu.edu/library) to learn more

Course Policies

Class Attendance and Participation

Students are expected to attend all scheduled classes unless the instructor explicitly informs the class that other ways of doing the work are acceptable. No student shall leave a scheduled exercise because of the absence of the instructor until a reasonable time has passed. By tradition and as a matter of courtesy, a student should wait ten minutes before leaving.

Students, either as individuals or as members of student organizations are permitted to be absent from classes to participate in competitions, conferences, and presentations, either at home or out of town, as approved by the Assistant Dean for Academic Affairs provided the following conditions are met:

- All work missed must be made up to the satisfaction of the instructor(s) concerned;
• No trip shall involve an absence of more than two days, excluding days when classes are not scheduled;
• The total number of days of absence shall not exceed six per sport or per organization annually;
• Each student will obtain an absence authorization signed by the Assistant Dean for Academic Affairs. The student will present this authorization to the instructor before the date in question. This is not an excuse for work missed.
• Making up exams: A common practice for approved absences is to have the student’s teacher or supervisor proctor exams or quizzes during travel to a contest.

University Policy on Make-up of Absence from Class due to illness:
When students are ill, they are expected to notify professors in advance of class, if at all possible. Students should negotiate with professors the time and place for make-up of assignments, tests and/or examinations missed. In cases where students are seriously ill and will miss more than a week of classes, the Office of Health and Wellness should be contacted so that the student’s other professors may be contacted. The Office of Health and Wellness will not verify medical absences of under a week.

Religious Observances
Students are expected to notify their instructor at least 24 hours in advance if they intend to miss class to observe a holy day of their religious faith.
New York University, as a nonsectarian institution, adheres to the general policy of including in its official calendar only certain legal holidays. However, it has also long been NYU policy that members of any religious group may, without penalty, excuse themselves from classes when compliance with their religious obligations requires it. In 1988, the University Senate affirmed this policy and passed the following resolution:
1. Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty in advance of such anticipated absence;
2. Whenever feasible, examinations and assignment deadlines should not be scheduled on religious holidays. Any student absent from class because of religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days.
3. If examinations or assignment deadlines are scheduled, any student who is unable to attend class because of religious beliefs shall be given the opportunity to make up that day or days.
4. No adverse or prejudicial effects shall result to any student who avails himself or herself of the above provisions.

Instructional Technology
Email/NYU Classes Message: You are welcome to contact the instructor via email or NYU Classes messages. Under usual circumstances, issues related to the course or your academic life in general will be responded within 24 hours (and 48 hours if sent during weekends).
Mobile Devices (laptop/tablet/smartphone) Expectations: I welcome and encourage use of mobile devices during class to facilitate reading, discussion and team collaboration and I have confidence in your self-discipline to regulate your use of these devices. It is your responsibility, as a college student, ensure that you are devoted to the course and the team project and not using such devices to surf the Internet or spend time on social media.
non-course related matters. If you have difficulty managing tasks that involve electronic devices, please do not hesitate to talk to me.

**Professionalism Policy**

Promptness, punctual attendance, participation, and responsible behavior will influence the instructor’s (and future employers) perception of student professionalism. Active, positive, engaging, participation in class activities is essential. As pre-professionals, you should be at the point in your career where you have learned to ask and answer these questions:

1. How do I know when I know something?
2. What is the evidence and how reliable is it?
3. How are events, theories, models or people connected?
4. What is the cause and effect?
5. What is new and what is old - have I run across this idea before? When, where, what did it mean to me then, and how I can further connect the concept now?
6. So what? Why does it matter? What does it all mean?

**Academic Honesty/Plagiarism**

Issues regarding academic integrity and plagiarism will be emphasized in class and if any signs of violating academic integrity or committing plagiarism are noted, you will receive an oral warning. Second time violation may lead to an F of the assignment/project. And if the case is thought to be serious by the instructor, it will be reported to Assistant Dean for Academic Affairs for further investigation.

Violations of Academic Integrity include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else’s exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.