

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

# SOCI530

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## Course Summary

**Course :** SOCI530 **Title :** Introduction to Design Thinking

**Length of Course :** 8 **Faculty :**

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

### Course Description:

Organizations and businesses face a changing social landscape in which their products and services are inextricably linked with the needs of the people who create and consume those products and services. Stakeholders looking to innovate and seize opportunity, or needing creative solutions to challenges, must thoughtfully integrate knowledge and tools from different disciplines to strike a balance between what is feasible from the organizational perspective and what is needed from the consumer perspective. For stakeholders facing multifaceted challenges, design thinking is an important process and tool that supports creative innovation and user-focused solutions. Students in this course will become familiar with design thinking as an approach and tool, learning how to apply it to their professional and personal goals.

### Course Scope:

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## Objectives

1. Define design thinking and its uses.
  2. Describe how design thinking can be used as a tool to grow innovation.
  3. Examine the interdisciplinary perspective needed for innovation.
  4. Analyze the effective application of design thinking.
  5. Apply the principles of design thinking to the student's career path or field of interest.
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## Outline

### Week 1: Design Thinking Past & Present

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#### Course objectives

- **CO-1: Define design thinking and its uses.**
    - LO-1.1: Define design thinking.
    - LO-1.2: Explain how design thinking is used to solve wicked problems.
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Course materials

Syllabus

Week 1 Readings & Resources

Week 1 Lessons

Assignments

Week 1 Discussion: Introduction & Retracing our Design Steps

Choose a Group

## **Week 2: The Design Thinking Process**

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Course objectives

- **CO-1: Define design thinking and its uses.**
  - LO-1.3: List the steps of the design thinking process.
- **CO-2: Describe how design thinking can be used as a tool for innovation.**
  - LO-2.1: Explain how design thinking leads to innovation.
- **CO-3: Examine the interdisciplinary perspective needed for innovation.**
  - LO-3.1: Identify interdisciplinary applications of Design Thinking

Course materials

Week 2 Readings & Resources

Week 2 Lessons

Assignments

Week 2 Discussion: Innovation

Week 2 Group Assignment 1 Wicked Problem

## **Week 3: Empathy**

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Course objectives

- **CO-1: Define design thinking and its uses**
  - LO-1.3: Define empathy
- **CO-4: Analyze the effective application of design thinking**
  - LO-4.1: Explain why empathy is important in design
- **CO-5: Apply the principles of design thinking to the student's career path or field of interest.**
  - LO-5.1: Create an empathy map.

Course materials

Week 3 Readings & Resources

Week 3 Lessons

Assignments

Week 3 Discussion: Empathy

## Week 4: Design

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### Course objectives

- **CO-1: Define design thinking and its uses**
  - LO-1.5: Describe the “define” stage of design thinking
- **CO-4: Analyze the effective application of design thinking**
  - LO-4.2: Explain the importance of the “define” stage
- **CO-5: Apply the principles of design thinking to the student’s career path or field of interest**
  - LO-5.2: Apply design thinking to define a problem

### Course materials

### Week 4 Readings & Resources

### Week 4 Lessons

### Assignments

### Week 4 Group Assignment 3 Defining Your Problem

### Week 4 Individual Assignment 1 Topic & Outline

## Week 5: Ideate

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### Course objectives

- **CO-1: Define design thinking and its uses**
  - LO-1.6: Describe the ideation state of design thinking
- **CO-3: Examine the interdisciplinary perspective needed for innovation.**
  - LO-3.2: Explain techniques for ideation
- **CO-4: Analyze the effective application of design thinking**
  - LO-4.3: Discuss how ideation would apply to multiple disciplines
- **CO-5: Apply the principles of design thinking to the student’s career path or field of interest**
  - LO-5.3: Ideate solutions to a problem statement

### Course materials

### Week 5 Readings & Resources

### Week 5 Lessons

### Assignments

### Week 5 Group Assignment 4 Ideating a Solution

### Week 5 Individual Assignment 2 Annotated Bibliography

## Week 6: Prototype & Test

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### Course objectives

- **CO-1: Define design thinking and its uses**
  - LO-1.7: Define the prototype stage of design thinking

- **CO-3: Examine the interdisciplinary perspective needed for innovation**
  - LO-3.3: Outline a prototype based on ideation of an innovation
- **CO-4: Analyze the effective application of design thinking**
  - LO-4.4: Explain the importance of testing in design thinking
- **CO-5: Apply the principles of design thinking to the student's career path or field of interest**
  - LO-5.4: Outline a test of your prototype

Course materials

Week 6 Readings & Resources

Week 6 Lessons

Assignments

Week 6 Discussion: Design Thinking in your Field

## Week 7: It's Interdisciplinary!

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Course objectives

- **CO-1: Define design thinking and its uses.**
  - LO-1.8: Define the use of the five stages of design thinking
- **CO-3: Examine the interdisciplinary perspective needed for innovation.**
  - LO-3.4: Discuss the interdisciplinary application of design thinking
- **CO-5: Apply the principles of design thinking to the student's career path or field of interest.**
  - LO-5.5: Create and test a prototype solution to a problem

Course materials

Week 7 Readings & Resources

Week 7 Lessons

Assignments

Week 7 Individual Assignment 3 Essay

## Week 8: Becoming a Design Thinker

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Course objectives

- **CO-3: Examine the interdisciplinary perspective needed for innovation.**
  - LO-3.5: Discuss the mindsets of Design Thinkers
- **CO-5: Apply the principles of design thinking to the student's career path or field of interest**
  - LO-5.5: Create and test a prototype solution to a problem

Course materials

Week 8 Readings & Resources

Week 8 Lessons

Assignments

Week 8 Discussion: The Design Thinking Mindset

Week 8 Group Assignment 5 Presentation

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# Evaluation

## Discussions:

Participation in classroom dialogue on threaded Discussions is required some weeks of class. Initial Discussion posts are due Thursdays, peer responses are due Sundays. Instructions and specific grading rubrics are found under the Discussions tab in our classroom.

## Assignments:

This course includes Assignments. Instructions and specific grading rubrics are found under the Assignments tab in our classroom.

## Extra credit:

Extra credit is not offered in this course.

## Grading:

Name	Grade %
Discussions	30.00 %
Assignments	70.00 %

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# Materials

**Book Title:** Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

**Author:** No Author Specified

**Publication Info:**

**ISBN:** N/A

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Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

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# Course Guidelines

## Citation and Reference Style

Students will follow APA format as the sole citation and reference style used in written assignments submitted. Please note that no formal citation style is graded on Forums in the School of Arts & Humanities

## Tutoring

Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

## University Late Policy

All dates and times posted are for U.S. Eastern Standard time. It is your responsibility to know how that translates to your time zone and to submit assignments and tests per these posted deadlines.

You are expected to submit assignments by the due dates listed in the classroom. Late assignments may not be accepted after the course end date. Submitting an assignment late may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum of 50% (5 days late). The amount of the penalty is at the faculty member's discretion.\*

\*Programs with specialty accreditation and students with DSA accommodations may have different late policies applied.

## Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

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# Communications

## Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

## Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally respond to student communications within 48 hours, except in unusual

circumstances (e.g., illness).

- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
  - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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## University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

## Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

## Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

## Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.