

deeper awareness of your values and goals, define areas of life and work you want to grow in, ideate multiple life paths, prototype elements of careers that interest you, and take small steps to try these out. This is an experiential class that will ask you to try new ways of thinking and step outside your comfort zone as you learn a creative problem-solving approach applicable in many contexts.

Learning Objectives

By participating in this learning experience, you will be able to:

1. **Use** the fundamental steps of the design thinking process - *empathize, define, ideate, prototype, and test* - in multiple contexts and **demonstrate** metacognition of this process.
2. Accurately **explain** theories about human behavior that influence design thinking as a problem-solving methodology.
3. **Utilize** design thinking principles and mindsets - including *reframing, bias to action, reflective practice, and radical collaboration* - to more confidently **envision** and **plan** your life and career, even in times of ambiguity.
4. **Apply** both divergent and convergent design thinking strategies to **make decisions** about your career development and other real-world challenges.
5. **Recognize** the multiple social identities you adopt or are ascribed and be able to **articulate** some of the ways identity influences individuals' life choices and ideas about work.

Required Materials, Textbooks and Technology

- **Design Journal notebook:** Please purchase a notebook/sketchbook for this class (medium-size, no lines).
- **A smartphone scanning app:** You will need this to easily scan and submit work to Canvas from your Design Journal. [Genius Scan](#) is a great free option.
- **Online Strengths Assessment:** You will need to purchase the [CliftonStrengths for Students Top 5](#) assessment (\$24.99) to complete an assignment in Week 7 (full instructions in Canvas). Please contact me if you have concerns about making this purchase.
- **Course texts:** All assigned readings will be provided as PDFs through Canvas. However, if you prefer to read physical texts I recommend purchasing the following two books that form a foundation for this course:
 - "Designing Your Life" (Burnett & Evans, 2016) - You will read the entire book
 - "Mastering Life's Energies" (Nemeth, 2007) - You will read several chapters

Prerequisites

Designing Your Life is open to students from any College. The only prerequisite for this course is that you are a 3rd or 4th-year student interested in positive social change and exploring your plans after UCSC. This course offers both a crash course in design

thinking practices and methodologies and a career and personal development lab that is relevant and accessible to students of any background.

Time Management

This is a 5-credit course that assumes you will spend up to 15 hours per week on coursework during the regular quarter or 20-30 hours per week during Summer Session. We only meet as an entire class twice a week, so it is important that you practice excellent time management and planning. Each week you can expect to divide your time according to the following estimates:

- ~~3 hours: Attending our weekly class meeting in which you will apply what you're learning and collaborate with your peers.~~ No Class Meeting in Summer!
- 2 hours: Watching a weekly overview video and a recorded lecture, which will include guided learning activities.
- 10 hours: Completing assigned readings, taking notes, and taking the weekly reading quiz.
- 5-10 hours: Working on design challenges and learning activities (time required for these assignments will vary by week, with more hours expected in weeks 5 and 10).
- 1 hour (recommended): Attending office hours or meeting independently with your peers to collaborate and have discussions relevant to course projects.

If you would like support with time management, please meet with me during office hours.

Overview

This course applies the cognitive strategies and methodologies of design thinking to help you design a life after college that aligns your academic interests, career ambitions, and desire to make positive social change.

Design thinking is an iterative process that involves understanding people, challenging assumptions, and redefining problems in an attempt to identify alternative strategies and solutions that might not be immediately apparent with our initial level of understanding. This approach excels at addressing "wicked problems" - social or cultural challenges that are multidimensional and difficult to solve because they often consist of incomplete, contradictory, or changing requirements. Classic examples of wicked problems include poverty, climate change, or homelessness.

Life design builds on design thinking by drawing from the fields of career education and psychology to offer a creative problem-solving methodology that can be applied to navigate change and transition throughout life. You will learn and apply the theories and methodologies used in design thinking to tackle the "wicked problem" of designing your life after college. We will also place special emphasis on the intersection of life design and changemaking, inviting you to explore how you might align your plans after college with your desire to work toward positive social and environmental change.

In this course you will study the theories and research behind design thinking and life design, but always with an emphasis on application. Life design is something to be lived and practiced, not an interesting idea to think about. To that end, this course emphasizes a problem based learning pedagogy that asks you to demonstrate competency with the learning outcomes by applying design thinking to the real-world problem of what to do next after college. Each week you will complete readings, engage in active learning exercises, have discussions, keep a journal with personal reflections, and take small steps to learn more about careers that interest you. For your midterm project, you will create 3 versions of your 5-year plan including both personal and professional milestones, and begin to prototype those futures in the second half of the quarter. Your final project will involve defining an outstanding question related to your plans after college and using life design methodologies to design an experience that tests out one possible solution.

Demonstration of Learning and Assessment of Student Performance

Late Submission of Work

Assignments are completed and turned in by the due date. Points will be deducted for assignments turned in late.

Students with Disabilities

If you are a student with a disability that may impact your performance in this course, please make an appointment with me as soon as possible to discuss your needs and accommodations. Also, we can meet by appointment and bring your course accommodation forms from:

- Disability Resource Center
- <https://drc.ucsc.edu/>

Academic Community & Fair Use Statement

(Adapted from UC Berkeley's Center for Teaching and Learning)

You are a member of an academic community at one of the world's leading research universities. Universities like ours create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the research of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and respect for the intellectual property of others. Researchers don't use one another's research without attribution because we want to recognize the foundational work we have drawn on in order to create new knowledge; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi— any class materials) from their classes without the written permission of the instructor. Any test, paper, or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, including your

homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper citation (generally, quotation marks or an indented quotation) and correct attribution. If you are not clear about the expectations for citing sources, completing an assignment, or taking a test or examination, be sure to consult the library website on citing sources University of California, Santa Cruz (<https://guides.library.ucsc.edu/citesources>), and if you are still confused, seek clarification from your instructor before turning in your assignment. You also are not permitted to use Chat GPT or other similar technology for any of your assignments, as you are expected to complete your own work. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it. Consequences and process for academic misconduct appear here: <https://ue.ucsc.edu/academic-misconduct.html>

Intellectual Property

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

Religious Accommodation

UC Santa Cruz welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. The instructor will review the situation in an effort to provide a reasonable accommodation without penalty. You should first discuss the conflict and your requested accommodation with your instructor early in the term. You or your instructor may also seek assistance from the [Dean of Students office](#).

Principles of Community

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... [More here](#). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

- be open to and interested in the views of others
- consider the possibility that your views may change over the course of the term
- be aware that this course asks you to reconsider some “common sense” notions you may hold
- honor the unique life experiences of your colleagues
- appreciate the opportunity that we have to learn from each other
- listen to each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

Resources

Title IX and CARE

UC Santa Cruz is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office, the Campus Advocacy, Resources & Education (CARE) office, and Counseling & Psychological Services (CAPS) are all resources that you can rely on for support. Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. This reporting responsibility also applies to course TAs and tutors (as well to all UCSC employees who are not designated as “confidential” employees, which is a special designation granted to counselors and CARE advocates). Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need. Confidential resources are available through CARE. Confidentiality means CARE advocates will not share any information with Title IX, the police, parents, or anyone else without explicit permission. CARE advocates are trained to support you in understanding your rights and options, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. You can contact CARE at (831) 502-2273 or care@ucsc.edu. In addition to CARE, these resources are available to you: • If you need help figuring out what resources you or someone else might need, visit the Sexual Violence Prevention & Response (SAFE) website, which provides information and resources for different situations. • Counseling & Psychological Services (CAPS) can provide confidential counseling support. Call them at (831) 459-2628. • You can also report gender discrimination and sexual harassment and violence directly to the University’s Title IX Office, by calling (831) 459-2462 or by using their online reporting tool. • Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1. • For emergencies, call 911.

Report Hate or Bias Incident

The University of California, Santa Cruz is committed to maintaining an objective, civil, diverse and supportive community, free of coercion, bias, hate, intimidation, dehumanization or exploitation. The Hate/Bias Response Team is a group of administrators who support and guide students seeking assistance in determining how to handle a bias incident involving another student, a staff member, or a faculty member. To report an incident of hate or bias, please use the following form: [Hate/Bias Report Form](#).

Slug Support

If you are facing financial challenges, food and housing insecurity, or other concerns, and you are not sure how to find the resources you need, contact Slug Support at (831) 459-4446 or at [this link](#). You can also contact Slug Support if you are concerned about a friend or peer and they will connect with that person to help them get access to the resources they need. I can also contact Slug Support on your behalf.

Basic Needs

If you are experiencing challenges related to basic needs, such as food, housing, health & wellness, or financial security, visit the Basic Needs hub for information about food pantries, accessible housing, mental health support, and financial aid options. You can access these resources at [this link](#).

Student Success Centers

UC Santa Cruz has a variety of resources to support your overall success at UC Santa Cruz, ensure accessible living and learning environments, help you when you're experiencing personal or academic challenges, and support you in building community. If you do not find what you're looking for on the list at [this link](#), you are encouraged to contact a college advisor, or to go directly to Slug Support.

Undocumented Student Services (USS)

https://eop.ucsc.edu/undocumented_student_services/index.html Under the umbrella of the Educational Opportunities Programs, Undocumented Student Services (USS) provides personal, academic, financial, and legal support to all UCSC undocumented students, including scholarship and fellowship information, community-building meetings, legal assistance and workshops, and access to fresh produce.

CAPS (Counseling and Psychological Services)

<https://caps.ucsc.edu/> If you are in distress, managing heightened stress and anxiety, or want to get more support and a counselor's perspective on something you're going through, CAPS provides a variety of services for your needs—including immediate crisis support, scheduled individual appointments, group counseling, and workshops led by peer advisors.

Crisis Assistance: <https://caps.ucsc.edu/counseling/crisis-assistance.html> Walk in: Location at the Student Health Center in the East Wing on the 2nd floor Call during operating hours: M-F 8am-5pm: (831) 459-2628 Call after operating

hours: (831) 459-2628, then select option "3" (talk to a counselor) to get connected to an after-hours counselor

Drop-in Services: <https://caps.ucsc.edu/drop-in-services-no-left-menu.html>
Drop-in services include "Let's Talk," a service offered at a variety of campus locations where you can stop by for a one-time talk with a professional counselor to get information or support, and "Relaxation Station," a designated area in the CAPS office designed to help you de-stress.

LGBTQ+ Services:

<https://caps.ucsc.edu/counseling/lgbtq-counseling-services.html> Resources and counselors with specific awareness of intersecting and non-binary identities.

Scheduled Services:

<https://caps.ucsc.edu/scheduled-services-no-left-menu.html> Includes individual and group counseling.

Self-Support Library: <https://caps.ucsc.edu/resources/self-help.html> Online resources on time man

Student Health Center

<https://healthcenter.ucsc.edu/services/index.html> In addition to providing medical and health care, the Student Health Center provides resources and information for overall wellness and sexual health at Student Health Outreach and Promotion (SHOP). SHOP also provides a safe, confidential, and nonjudgmental space where you can talk about and get information about alcohol and other drugs. The COVE offers a space for sober students or students questioning their relationship to alcohol and other drugs. If you're seeking more information, strategies, and opportunities to engage in honest dialogue about safer social and party experiences, visit Party Like a Slug.

Grading Scale

A+ is given by instructor discretion to students who go above and beyond to demonstrate exceptional engagement and mastery of course learning outcomes. If taking this course P/NP a C or higher is required to receive a passing grade.

Letter Grade	Class Percentage	GPA Impact
A+	100+%	4.0
A	93-100%	4.0
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-69%	1.3
D	63-66%	1.0
D-	60-62%	.7
F	0-59%	0
Pass	73-100%	0
No Pass	0-72%	0

Instructor Feedback

I generally use a rubric for grading but will occasionally provide additional comments and feedback on your assignments in Canvas. [Please click here to learn how to access my comments in Canvas.](#) [Please click here to learn how to access grading rubrics for assignments.](#) If at any point you would like additional feedback on your assignments, please contact me and propose a few times to meet 1-1. I am more than happy to discuss your work and provide extensive feedback, and in general, I prefer to do this in a conversation (rather than in writing).

Student Feedback

At the end of the quarter you will be asked to complete a Student Experience of Teaching survey for this course. SETs provide an opportunity for you to give valuable feedback on your learning that is honest and constructive. This anonymous feedback will help me consider modifications to the course that will help future students learn more effectively.

Your Success Matters!

Your success in this class is important to me. We will all need accommodations because we all learn differently. If aspects of this course prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

This course aims to employ a Universal Design for Learning mentality, meaning I assume difference is the norm in any classroom and aim to make our learning community as accessible as possible. I aim to provide accessible materials and to create opportunities for different kinds of engagement. If you come across materials that are not accessible to you or experience a barrier to your participation in a class or meeting, please bring this to my attention, and I will gladly work with you to ensure accessibility.

Schedule of Weekly Topics, Activities, Readings & Assignments

<i>Week & Topic</i>	<i>Topics & Concept</i>	<i>Readings</i>	<i>Assignments Due</i>
<p>Week 1 - Part 1: Introduction to Life Design</p> <p>6/24 → 6/26 (Summer Session Week 1A)</p>	<ul style="list-style-type: none"> * Design thinking steps & mindsets * Schemas * Divergent & Convergent thinking * Wicked problems * Gravity problems * Dysfunctional beliefs * Life stages theory 	<ul style="list-style-type: none"> * Burnett & Evans, Intro & Ch. 1 <i>Designing Your Life</i> * Bridges, "Transitions: Making Sense of Life's Changes" (p.36-39) * Stone & Parker "Life and Music" video w/ Alan Watts * IDEO Shopping Cart video * Thompson, "The Social Psychology of Design Thinking" * Szczepanska, "Design thinking origin story" * Brown, Ch. 1 in <i>Change by Design</i> * Brooks "The Odyssey Years" * Henig "What is it about 20 somethings?" 	<ul style="list-style-type: none"> * Add your intro to the DYL People Book (course directory) * Complete the Welcome Survey * The Health/Work/Play/Love Dashboard * Begin Gratefulness Exercise
<p>Week 1 - Part 2: Building Your Compass</p> <p>6/27 → 6/30 (Summer Session Week 1B)</p>	<ul style="list-style-type: none"> * Coherence * Received beliefs * Reframing * Defining "changemaker" * Social identities * Finding your passion * Interest theory 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 2 in <i>Designing Your Life</i> * Brooks, "The Moral Bucket List" * Luna, "The Crossroads of Should and Must" * Nemeth, Ch.6 & Ch.11 in <i>Mastering Life's Energies</i> * Christensen, "How Will You Measure Your Life?" * Khazan "Finding Your Passion is Awful Advice" * Maria Nemeth TEDx Talk 	<ul style="list-style-type: none"> * Submit Coherence Manifesto * Meet your peers in the DYL People Book * Continue the Gratefulness Exercise
<p>Week 2 - Part 1: Wayfinding</p> <p>7/1 → 7/3 (Summer</p>	<ul style="list-style-type: none"> * Wellbeing * Positive Psychology * Flow * Engagement * Happiness * Hedonic treadmill 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 3 in <i>Designing Your Life</i> * Csikszentmihalyi Ch.1 & Ch.2 in <i>Finding Flow</i> * Seligman, Preface & Ch. 1 in <i>Flourish</i> 	<ul style="list-style-type: none"> * Energy - Engagement Map * Submit Gratefulness Exercise

<p>Session Week 2A)</p> <p><i>Thursday is July 4th Independence Day (no classes)</i></p>	<ul style="list-style-type: none"> * Observational gaps * Vocation 	<ul style="list-style-type: none"> * Thompson, "Workism is Making Americans Miserable" 	
<p>Week 2 - Part 2: Getting Unstuck</p> <p>7/5 → 7/9 (Summer Session Week 2B)</p>	<ul style="list-style-type: none"> * Ideation * Brainstorming * Mindmapping * Conceptual blocks * Career-Major Linkages * Needs statements * Divergent & convergent thinking 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 4 in <i>Designing Your Life</i> * Adams, excerpts from "Conceptual Blockbusting" * Kelley Ch.4 in <i>The Art of Innovation</i> * Brainstorming at the d.school videos 	<ul style="list-style-type: none"> * Brainstorming Practice (parts 1 & 2)
<p>Week 3 - Part 1: Odyssey Plans: Designing Your Lives</p> <p>7/10 → 7/12 (Summer Session Week 3A)</p>	<ul style="list-style-type: none"> * Odyssey Planning * Life Design Prototypes * Constructive feedback * Conocimiento * Ideation 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 5 in <i>Designing Your Life</i> * Anzaldua "Now lest us shift" * Bregman, "Don't Get Distracted by Your Plan" and "Why Not Having a Plan Can be the Best Plan of All" * Lee, "Sometimes you have to quit to get ahead" 	<p>Midterm:</p> <ul style="list-style-type: none"> * Odyssey Plans Part 1 (Visual Summary) * Odyssey Plans Part 2 (Group Presentation)
<p>Week 3 - Part 2: Prototyping</p> <p>7/12 → 7/16 (Summer Session Week 3B)</p>	<ul style="list-style-type: none"> * Life design prototypes * Bias toward action * Building as thinking * Informational interviews * Iceberg problem * Networking * Genuine curiosity 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 6 in <i>Designing Your Life</i> * Goldfarb, "The Right way to Ask: Can I Pick Your Brain?" * Evans & Benatar, "Making the Connection: Good Networking" * Nemeth Ch.7 in <i>Mastering Life's Energies</i> * Gladwell, Introduction & Ch.1 in <i>Blink</i> * Stanford Life Design Lab "Designing Your Career" (6 videos) * UCSC Career Center webpage on "How to Network Successfully" 	<ul style="list-style-type: none"> * Create initial networking target list (part of Informational Interviews Trip Report Design Challenge)

		and "Informational Interviews"	
<p>Week 4 - Part 1: Designing Your Way To A Job You Love</p> <p>7/17 → 7/19 (Summer Session Week 4A)</p>	<ul style="list-style-type: none"> * Networking inbound/outbound models * Networking reframes * Elevator conversations * Pursuing possibilities vs. jobs * The standard model of job hunting * Strengths 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 7 & Ch. 8 in <i>Designing Your Life</i> * Gallup, Inc., "The Nature of Strengths" 	<ul style="list-style-type: none"> * Take the Strengths Assessment & Submit Strengths Reflection * Schedule & conduct informational interviews
<p>Week 4 - Part 2: Building Your Team</p> <p>7/19 → 7/23 (Summer Session Week 4B)</p>	<ul style="list-style-type: none"> * Radical collaboration * Menteeship * Mentors, advisors & sponsors * Building intentional community * Counsel vs. advice * Asking for help 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 11 in <i>Designing Your Life</i> * Zachary, Ch. 1 & 2 in <i>The Mentees Guide</i> * Abbajay, "Mentoring Matters" * Grant TED Talk, "How to ask for help" * Dunn TED Talk, "Helping others makes us happier" * Brown TED Talk, "The power of vulnerability" 	<ul style="list-style-type: none"> * Schedule & conduct informational interviews
<p>Week 5 - Part 1: Choosing Happiness</p> <p>7/24 → 7/26 (Summer Session Week 5A)</p>	<ul style="list-style-type: none"> * Decision making * Discernment * Paradox of choice * Emotional intelligence * Decision matrix * 4 steps of choosing 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 9 in <i>Designing Your Life</i> * Tierney, "The Advantages of Closing Doors" * Goleman, "Social Intelligence" Talks at Google video * Goleman, Introduction, Ch. 1 & Ch. 2 in <i>Emotional Intelligence</i> * Schwartz, "The Paradox of Choice" TED Talk * Smith, "Meaning is Healthier than Happiness" 	<ul style="list-style-type: none"> * Submit Informational Interviews Trip Report

		<ul style="list-style-type: none"> * Gilbert TED Talk, "The Surprising Science of Happiness" * Schwartz TED Talk, "The Paradox of Choice" * Chang TED Talk, "How to make hard choices" Iyengar TED Talk, "The art of choosing" 	
Week 5 - Part 2: Failure Immunity 7/26 → 7/27 (Summer Session Week 5B)	<ul style="list-style-type: none"> * Failure * Perseverance * Grit * Discomfort * Monkey Mind * Life balance 	<ul style="list-style-type: none"> * Evans & Burnett, Ch. 10 & Conclusion in <i>Designing Your Life</i> * Useem, "Is Grit Overrated?" <i>The Atlantic</i> * Duckworth (2013), "Grit" TED Talk * Nemeth, Ch.4 in <i>Mastering Life's Energies</i> 	<ul style="list-style-type: none"> * Complete the Wrap-Up Survey * Submit final: Life Design Prototype Experience

<i>Assignment Title</i>	<i>Due Date</i>	<i>Contribution toward final course grade</i>
Reading Quizzes (20% of final grade)		
Reading Quiz Week 1 - Part 1	Wednesday, 6/26	20
Reading Quiz Week 1 - Part 2	Friday, 6/28	20
Reading Quiz Week 2 - Part 1	Wednesday, 7/3	20
Reading Quiz Week 2 - Part 2	Sunday, 7/7	20
Reading Quiz Week 3 - Part 1	Wednesday, 7/10	20
Reading Quiz Week 3 - Part 2	Friday, 7/12	20
Reading Quiz Week 4 - Part 1	Wednesday, 7/17	20
Reading Quiz Week 4 - Part 2	Friday, 7/19	20
Reading Quiz Week 5 - Part 1	Wednesday, 7/24	20
Reading Quiz Week 5 - Part 2	Friday, 7/26	20
Learning Activities (35% of final grade)		
Course Welcome Survey	Monday, 6/24	10

Add Yourself to the DYL People Book	Tuesday, 6/25	20
Health/Work/Play/Love Dashboard	Wednesday, 6/26	25
Meet your peers in the DYL People Book	Friday, 6/28	20
Coherence Manifesto	Sunday, 6/30	75
Gratefulness Exercise	Wednesday, 7/3	50
Energy-Engagement Map	Wednesday, 7/3	25
Brainstorming Practice - Part 1	Sunday, 7/7	20
Brainstorming Practice - Part 2	Wednesday, 7/10	30
Discover Your Strengths	Wednesday, 7/17	25
Course Wrap-Up Survey	Friday, 7/26	10
Midterm Odyssey Assignment (15% of final grade)		
Midterm: Odyssey Plans (Part 1 Individual)	Sunday, 7/14	100
Midterm: Odyssey Presentation	Wednesday, 7/17	50
Informational Interview Project (15% of final grade)		
Networking Target for Informational Interviews	Friday 7/12	30
Informational Interviews Trip Report	Wednesday, 7/24	120
Final Project Project (15% of final grade)		
Final: Life Design Experience	Friday, 7/26	150

Assignment Details

Reading Quizzes

20% of your grade is based on weekly reading quizzes that ask you to remember key concepts from the week's readings. Research from cognitive psychology shows that retrieving concepts from memory increases long-term retention of those concepts. You may repeat these quizzes once to receive an improved grade, making these important but low-stakes assessments.

Learning Activities

35% of your grade is based on learning activities that ask you to practice and integrate design thinking mindsets. These activities typically ask you to use your Design Journal to synthesize and reflect based on a given prompt or process that may take place over multiple days. You will then compose a written summary to submit - sometimes along with pages from your Design Journal - for assignment credit. Examples of learning activities include your Workview, Worldview, and Collegeview (statements of the meaning and values you assign to each of these areas), gratitude and block journaling, and a reflection on your strengths assessment. See Canvas for specific instructions on each assignment.

Design Challenges

45% of your grade is based on design challenges, which are assignments you will complete throughout the quarter that demonstrate your understanding of design thinking methods and your ability to apply them to life design. Your grade for these assignments is distributed as follows:

- **Midterm: Odyssey Plans & Presentation (15%):** For your midterm project, you will apply design thinking methods to create three versions of your 5-year plan, including both personal and professional milestones, and begin to prototype those futures. You will submit your Odyssey Plans as a visual graphic with an accompanying written summary and a short video presentation that summarizes your insights and next steps that emerged from this process.
- **Informational Interviews Trip Report (15%):** Throughout the second half of the quarter, you will have exploratory conversations to learn more about career directions that interest you. The result of this process will be a 1,000-word summary covering who you spoke with, what you learned, and areas of curiosity going forward.
- **Final: Life Design Experience (15%):** For your final project, you will define an outstanding question related to your plans after college and use design thinking methods to pick a prototype experience that tests out an option. You will submit a 1,500-word report summarizing how you applied the fundamental design thinking steps and mindsets to arrive at the prototype you plan to complete in the next three months.