

## **ID 4833-1 Syllabus**

Spec Top: Collaborative, 3-0-3

Fall 2026

### **Instructor Information**

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**Instructor: Sabir Khan**

### **General Course Information**

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#### **Description**

ID 4833-1 workshop and seminar provide a substrate for design practice for students from diverse majors to extend their knowledge of design process by incorporating lessons -- from courses taken for the ID minor, their own disciplines, and internships-- and applying them to "small" artifacts as well as to "big" issues.

The typical class period will include project presentations and critiques, short presentations on important topics and discussion of readings.

Sketching, drawing, and diagramming – *by hand* -- are crucial to the design process.

Students are expected to purchase and use a sketch book for all assignments and projects. You can also use a digital notepad.

Students should expect to work on both design projects outside of class time. Typically, for a 3-credit hour course, students should expect to work a minimum of 6 hours a week outside class.

#### **Course Learning Outcomes**

Introduction to diverse practitioners and design approaches drawn from a wide range of design disciplines and professions.

Practicing diverse modes of designing, from reverse engineering and repairing a broken artifact to systems thinking, material-driven designing, writing design briefs, and in-class thirty-minute design sprints.

Practicing diverse modes of representation, from sketching and physical models to 3D representations and simulations.

## **Required Course Materials**

All readings and reference materials are uploaded to Canvas. Students will be required to purchase a spiral-bound sketchbook.

## **Grading Policy**

The goals, procedures, deliverables, and specific grading rubrics are outlined in each assignment. The main criterion for all assignments is straightforward: engaging with, and completing, the assignment as described on Canvas and discussed in class.

## **Description of Graded Components**

There are two Design Projects:

*Project One. Designing Through Repairing.* A Hands-on Response to a “Broken Artifact Situation” worth 40% of course grade.

*Project Two. Systems Thinking / Material Calisthenics.* From a “Big Issue” to Design Briefs and Design Proposals worth 40% of course grade.

Both Projects will have their own readings, in-class activities, and mini-assignments. These will help scaffold the five weeks that each Project runs. These will also help you stay on track.

In addition to the two Design Projects, there are two reflective assignments, each worth 10% of course grade.

*A Glossary of Terms.* Selected from the Readings and Notes taken during class, that expand our design knowledge and can serve as "Tools to Think and Design With".

*Five Takeaways in Five Slides.* A compilation of significant lessons distilled from the Design Projects, readings, and in-class discussions.

## **Course Policies**

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### **Attendance and/or Participation**

Design is discursive. One gets better by trying to make sense of other proposals not your own. Taking notes keeps your hands, eyes, and minds engaged. Therefore, attendance is mandatory and paying attention during class is paramount.

**Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. students are expected to act according to the highest ethical standards as outlined in Georgia Tech's Honor Code and the student Code of Conduct. We will review these together during the first class. Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity.

**Career-Ready Competencies**

Course content, activities and exercises in this course should help students develop and practice diverse modes and approaches to Design Thinking and Design Making.

**Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to obtain an accommodations letter. Please also email me as soon as possible so that we can arrange a time to discuss your learning needs.

**Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. Simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. We will go over the Student-Faculty Expectations listed in the GT Catalog in class. <https://catalog.gatech.edu/rules/22/>

**Extensions, Late Assignments, & Re-Scheduled/Missed Exams**

All assignments will be upload to Canvas by the posted due date and time. Late assignments will be accepted, without penalty, for 24 hours after the due date and time. Extensions on projects will be given, and missed exams rescheduled, for exceptional reasons only upon discussion with the professor.

**Student Use of Mobile Devices in the Classroom**

The use of mobile devices is NOT allowed during class.

### **Undergraduate Student Academic Success Resources**

The Office of Undergraduate Education and Student Success have compiled a list of resources for undergraduate students, which are available on the Academic Success and Advising page.

### **Student Well-Being:**

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. Please review the comprehensive list of wellness-related resources compiled and maintained by the Office of the Vice President for Student Engagement and Well-being. We will also review the resources listed together on the first day of class.