

LIFE SYSTEM DESIGN THINKING



Course Information

Lecturer:	Aysu Jabrayilova	Course Title:	Life System Design Thinking
Pronouns:	She/Her/Hers	Course Code:	LSDT 001
Email:	aj910@georgetown.edu	Term:	<i>Fall 2025</i>
Classroom:	Car Barn 315	Course Meets:	4:00 - 6:30 pm
Credits:	3	Course modality:	HyFlex

Course Description

This Life System Design Thinking (LSDT) course is a deep dive into different parts of life, dealing with personal, social, and societal stuff that's important in today's complicated world. This course will help you figure out and navigate relationships, how society and systems work, and your well-being. LSDT gives learners the knowledge and skills they need to understand, navigate, and plan their lives in a big-picture way, making sure things are balanced and thoughtful. The course looks at five central systems: the "**Me System**" for personal growth, the "**Relation System**" for meaningful connections, the "**Family System**" for understanding family dynamics, the "**Expert/Money System**" for knowing about jobs and money, and the "**Friends/Social Systems**" for looking at broader societal relationships. Combining all this knowledge, you can create lives that feel right for you and positively impact others and the planet. By the end of the course, you will learn to deal with the complexities of how everything is connected, understand how systems work and systematic thinking, encourage personal growth, help build meaningful relationships, and make a positive difference in the bigger picture of society's well-being.

Course Learning Outcomes

Students who complete this course will be able to:

- **Demonstrate** proficiency in thoroughly **analyzing** individual and societal life systems and identifying key components, challenges, opportunities, and interconnections between various systems, illustrating a deep understanding of how individual actions impact broader personal, social, and societal contexts.
- **Apply** systematic thinking and design principles to create a cohesive and balanced /SMART life plan that integrates learnings from each central life

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system and cultivates a daily life habit of reflection and self-awareness.

- **Acquire** and **enhance** the necessary knowledge and skills related to personal growth, relationship-building, family dynamics, professional development, financial literacy, and societal impact.
- Effectively **apply** the designed life plan in real-world scenarios, integrating the principles of the "Me System," "Relation System," "Family System," "Expert/Money System," and "Friends/Social Systems" into daily life.
- **Develop** the ability to critically assess the effectiveness of the implemented life plan, identifying areas of success and areas for improvement.

Course Requirements

- Book: None required
- All required readings are placed on Canvas unless listed below with the accompanying link. Please check ELMS at least weekly to ensure you keep up with the readings.
- To succeed in this class, you will need a laptop or computer and internet access. Similarly, a headset (even earphones) with a microphone will be needed for optimal participation and contribution in online sessions.

Course Flow

- Pre-class preparation (Read/watch weekly resources on LMS)
- Class on Thursday. **First half:** Mini lecture, **Second half:** Discussion/Student presentations
- Weekly assignment (Due Tuesday by noon ET, Submit via discussion board in LMS)
- Peer critique on weekly critical reflections & assignments (Due Wednesday at noon ET)

Course Schedule

Module	Week	Topic(s)	Outcome(s)	Assessment(s)
Module 1: Analyze	Week 1	What constitutes a system? What kinds of systems exist globally?	Demonstrate proficiency in thoroughly analyzing individual and societal life systems and identify key components, challenges, opportunities, and interconnections	Pre-assessment questionnaire
	Week 2	Me system		Weekly critical reflections on readings
				Presentation of systems analysis

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Module	Week	Topic(s)	Outcome(s)	Assessment(s)
			between various systems, illustrating a deep understanding of how individual actions impact broader personal, social, and societal contexts.	Weekly critical reflections on readings
	Week 3	Relations system		Weekly critical reflections on readings
	Week 4	Family system (Family tree introduction)		Family tree design Weekly critical reflections on readings
	Week 5	Money/Expert system		Personal Budget Creation Weekly critical reflections on readings
	Week 6	Friends/ social systems		Weekly critical reflections on readings
Module 2: Design	Week 7	System design thinking	Apply systematic thinking and design principles to create a cohesive and balanced/SMART life plan that integrates learnings from each central life system and cultivates a habit of reflection and self-awareness in daily life.	Personalized life design blueprint (SMART goals)
	Week 8			Weekly critical reflections on readings
Module 3: Develop	Week 9	Purpose and necessity of the existence of systems.	Acquire and enhance the necessary knowledge and skills related to personal growth, relationship-building, family dynamics, professional development, financial literacy, and societal impact.	Skill-building learning projects Weekly critical reflections on reading
Module 4:	Week 10	Holistic life system	Effectively apply the	Videoblogging

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Module	Week	Topic(s)	Outcome(s)	Assessment(s)
Implement	Week 11	design	designed life plan in real-world scenarios, integrating the principles of the "Me System," "Relation System," "Family System," "Expert/Money System," and "Friends/Social Systems" into daily life.	
Module 5: Evaluate	Week 12	The effect of holistic life system design implementation on our life.	Develop the ability to critically assess the effectiveness of the implemented life plan, identifying areas of success and areas for improvement.	Self-reflection report
	Week 13			Post-assessment questionnaire

Course Assignments and Grading Criteria

Grading Scheme

A+ = 97.00 to 100%	B+ = 87.00 to 89.99%	C+ = 77.00 to 79.99%	D+ = 67.00 to 69.99%
A = 93.00 to 96.99%	B = 83.00 to 86.99%	C = 73.00 to 76.99%	D = 63.00 to 66.99%
A- = 90.00 to 92.99%	B- = 80.00 to 82.99%	C- = 70.00 to 72.99%	D- = 60.00 to 62.99%
			F = below 60%

Please note that final grades will be calculated based on the numerical boundaries listed above and will not be altered at the end of the year

Graded Assignments

Assignments	Due Date	Percent of Grade
Forums: Weekly critical reflections on readings	Week 1-6, 8-9	20%

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Forums: Peer critique	Week 1-6, 8-10	5%
Pre-assessment Questionnaire	Week 1	5 %
Presentation of system analysis	Week 2	10%
Family tree design	Week 4	5%
Personal Budget Creation	Week 5	5%
Personalized life design blueprint (SMART goals)	Week 7	10%
Skill-building project	Week 9	20%
Videoblogging	Week 10-11	10%
Self-reflection report	Week 12	5%
Post-assessment Questionnaire	Week 13	5%

UN-GRADING CRITERIA

In this course, we will use an Ungrading Evaluation Model, where you are the starting point for assessment instead of me.

This model includes three main components:

- Self-reflection (including student's self-assessed grade).
- Feedback process that responds to the grade and discusses how it aligns with assignment guidelines.
- Learning is central in this class; grades are deemphasized as much as possible.

How will you receive a grade? Based on your self-assigned grade and my feedback, we will determine a grade together.

How will I know how I am doing in class? Ungrading requires trust in yourself, me, and the learning process; trust takes time and effort. This is what we are building towards in this course.

There is no late submission policy in this class. I have a flexible policy for late assignments, but turning in assignments late will impact my ability to give you feedback. It will also affect your self-evaluation and potentially result in not achieving the grade you desire in this course.



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Information about tools and technology requirements

Technology will be crucial to your learning journey as a Georgetown student. You can expect to:

- Communicate with your professor and classmates regularly via email, discussion boards, and other technologies available.
- Navigate the internet using a web browser (note that certain tools may require a specific browser).
- Use applications like Google Docs to create documents and work on projects.
- Submit assignments in Canvas.
- Upload and download saved files (including text, audio, and video).
- Use a microphone to record audio.
- Use a webcam to record video.
- Download and operate needed software for class.

Reading Requirements

- Read all assigned readings in Canvas.

Computer Requirements

The minimum requirements for using Canvas can be found in this [Canvas guide](#).

- To complete this course, access a computer (Windows or Mac) and adequate Internet service. Although you can use other devices, such as smartphones and tablets, for some online coursework, please note that it is your responsibility to ensure the quality of your submitted work.

A Note on AI

- New AI and text generation tools may be helpful for this course and your future professional lives. Some assignments in this course will require the explicit and intentional use of generative AI. When using an AI generator in your work, including in those assignments, the AI generator used to support your work must be included as a source/citation.

Course Policies and Expectations

Course Expectations

You must complete all readings, assignments, and activities on time. Participation is essential to your success in this class. You are expected to actively participate in discussions with your peers and contribute to the group assignments. To get full

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credit for participation, you must complete all your assignments on time. Each student is expected to:

- Be an active participant in in-class discussions and activities.
- Maintain respectful communication throughout the semester.
- Adhere to requirements articulated in this document's "Course Expectations" section.
- Engage in and demonstrate critical thinking in writing all course assignments to incorporate prior knowledge from other university courses taken before and during this semester.
- Complete all readings and assignments as per course schedule.

Expectations - Quick Guide

While the following is not an exhaustive list and in no way replaces your grade in this class, the rubric below can assist you in clarifying how to be successful in this course. If you are concerned that you are falling behind at any time, please contact me via email as soon as possible.

Unsatisfactory	Beginning	Developing	Excellent
Poor attendance	Mostly on-time attendance	Consistent, on-time attendance	Consistent, on-time attendance
Little or no meaningful contribution to class discussion	Occasional participation or contributions to class discussion	Frequent, meaningful participation or contributions to class discussion	Consistent, meaningful participation or contributions to class discussion
No or late submission of major assignments	On-time submission of most assignments	On-time submission of all assignments	On-time submission of all assignments
Minimal effort on assignments (inside and outside of class)	Demonstrated effort on some assignments	Demonstrated effort on most assignments	Demonstrated effort on all assignments
No high-quality output on any learning assessment or subpar quality across several learning assessments	High-quality output on some learning assessments	High-quality output on most learning assessments	High-quality output on all learning assessments
Disrespectful classroom etiquette	Respectful classroom etiquette	Respectful classroom etiquette	Respectful classroom etiquette



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Attendance and Participation

- Given this class's interactive style, participation will be crucial to your learning and performance. Attendance is essential because class discussion will be critical to your understanding.
- Each student is expected to make substantive contributions to the learning experience, and attendance is expected for every session.
- Students with a legitimate reason to miss a live session should communicate in advance with the instructor, except in the case of an emergency.
- Students who miss a live session are responsible for learning what they miss from that session.
- Additionally, students must complete all readings and assignments in a timely manner to fully participate in class.

Communication Expectations

Building an inclusive climate of mutual respect and inquiry in this class:

I respect your right to be called whatever you want to be called because I understand that for all of us, social recognition of our sense of self is vital to our own integrity and flourishing. I expect everyone in the class to do the same. If you would like to be called by a specific set of pronouns or names that might not be obvious from your official school records, please let me know in any way that makes you comfortable.

[A quick guide on how to add your pronouns to Canvas is available here.](#)

Communication with Professor

Please email me your questions and concerns and/or schedule a meeting over Zoom. When sending emails, please remember to follow the guidelines outlined below.

- Check the syllabus. Before sending your email or message, ensure your question has not been addressed in the syllabus or announcements.
- Be patient. If you have a concern, message me, and I will try to respond within 48 hours. Please allow 2 class periods for assessment submission feedback.
- Please always use your Georgetown email when reaching out about any course-related issues.

Resources

Accommodations

Students with Disabilities

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations include



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note-takers, books on tape, extended time on assignments, and interpreter services. Students are responsible for communicating their needs to the [Academic Resource Center](#), the office that oversees disability support services (202-687-8354; arc@georgetown.edu) before classes start to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested accommodation in a timely manner. Also, the university does not need to modify course or degree requirements that are essential for the instruction program. Please refer to the Georgetown University Academic Resource Center website for current and up-to-date policy information. Students are encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

Accessibility and Inclusion

One of the central tenets of Georgetown's educational mission is 'cura personalis,' a Latin phrase meaning "care of the whole person." Georgetown is committed to showing care and concern for each student by creating an inclusive and accessible learning environment that follows universal design principles to meet the needs of its diverse student body.

I am committed to creating a learning environment for my students that supports a diversity of thoughts, perspectives, and experiences and honors your identities (including race, gender, class, sexuality, religion, ability, etc.).

Academic Integrity

Students at Georgetown University are expected to maintain the highest academic and personal integrity standards. Although most Georgetown students conduct themselves according to these standards, some students occasionally violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of undetected cheating, and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a severe offense, and students found in violation are subject to academic penalties that include but are not limited to course failure, termination from the program, and revocation of degrees already conferred. All students must fully adhere to Georgetown's Honor System policies and procedures and take the [Honor Code Pledge](#).



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Honor Code Pledge

In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University honor system:

- *To be honest, in every academic endeavor and*
- *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

Plagiarism

Stealing someone else's work is a terminal offense in the workplace and can wreck your academic career. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "passing off as one's own the ideas or writings of another." More guidance is available through the [Gervase Programs](#). If you have doubts about plagiarism, paraphrasing, and needing credit, check out [Plagiarism.org](#).

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown's honor code unconditionally. If you have not done so, please read the honor code material on the [Honor Council website](#).

Support Services

Georgetown recognizes that COVID-19 significantly impacts everyone in the Georgetown community. Georgetown offers various support services for students that can be accessed online. It has put together this newsletter, which aims to provide information about well-being resources and virtual meetings to connect you with mental health professionals on and off campus during this time. Below are some resources available to you:

- [Academic Resource Center](#)
202-687-8354 | arc@georgetown.edu
- [Institutional Diversity, Equity & Affirmative Action \(IDEAA\)](#)
(202) 687-4798
- [Counseling and Psychiatric Services](#)
202-687-6985
- [Hoya Well](#) lets you talk to a mental health professional from your smartphone or any web-enabled device through a video or voice visit. There are three available services:



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- Talk Now: 24/7, on-demand access to mental health support, with the option to talk about anything anytime through phone or video messaging.
- Scheduled Counseling: scheduled options to meet with a licensed counselor.
- Psychiatry: Options are planned to meet with a licensed psychiatrist, who is available through CAPS referral.
- Please remember that Georgetown has many resources to support you and ensure your health and prosperity on and off campus. Visit [the Hoya Wellness Wheel](#) to see all the different types of resources available, including financial, spiritual, sexual, occupational, physical, environmental, intellectual, social, and emotional.
- [Georgetown's Trans, Non-Binary, and Gender Non-Conforming Resource Guide](#)

Title IX/Sexual Misconduct

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (apart from disclosures in papers), that faculty member must report the incident to the Title IX Coordinator or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.]. More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).

Georgetown has some fully confidential professional resources that can support and assist if you prefer to speak to someone confidentially. These resources include:

- Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
- Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Phoneme, a telehealth service; individuals may ask for the on-call CAPS clinician.

More information about reporting options and resources can be found on the [Sexual Misconduct Website](#).



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Title IX/Pregnancy and Parenting Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled case-by-case and depend on medical needs and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the [Title IX website](#).

Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Georgetown Library

If you have a question for a librarian, you can go to their [“Ask Us”](#) page, where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with essential resources for senior or master's theses, dissertations, papers, and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](#) for additional information.

Office of the Student Ombuds (OSO)

Confidential | Independent | Impartial | Informal. The Office of the Student Ombuds (OSO) serves all undergraduate and graduate students on the main campus, including SCS and BGE. Consider contacting the Student Ombuds when you want to talk to a caring professional about a university-related issue but don't know where to turn. The OSO is a confidential and safe space independent of formal university organizations or structures where students can discuss their concerns, share their experiences, ask questions, and explore their options. The student ombuds can help you problem-solve, identify your goals, and empower you to think through ways to navigate complex situations. Some reasons for you to visit the office may be to address academic concerns, clarify administrative policies, discuss interpersonal conflicts, seek coaching, mediation, or facilitation to handle a sensitive situation, advise you on the process to file a formal complaint if you are experiencing bias, harassment, bullying or other forms of intimidation, identify other appropriate campus resources, and allow you to express your frustrations and concerns safely.



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You can request an in-person or Zoom appointment with the Student Ombuds by writing to studentombuds@georgetown.edu or calling 202-784-1081. The OSO is in Room 207 of the Reiss Building (across from Arrupe Hall). For more information, visit the [Office of the Student Ombuds](#).

eResources

Students enrolled in courses can access the University Library System's eResources, including 500+ research databases, 1.5+ million eBooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library's Homepage](#) using your NetID and password.

Learning Resources

Georgetown offers its students a host of [learning resources](#). Two that you find particularly helpful in this course are the [Writing Center](#) and [RefWorks](#).

- [The Writing Center](#) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; they will help improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.
- [RefWorks](#) is an online research management tool for organizing, storing, and presenting citation sources for papers and projects.

Technical Support

All students have 24/7 access to Canvas technical support, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. Check out the [Canvas Student Guide](#) if you need help with a specific feature.