ADES 4515-501 Cause-Based Design  
Classroom/Studio: ART 367  
Tuesday & Thursday, 8:00–10:50AM  

Prerequisites: Students must have passed ADES 3545 with a C or better and be concurrently enrolled in ADES 4515/4520.  

Instructor Contact  
Name: David Wolske (he/him/his)  
Office Location: ART 345 C  
Office Hours: Tuesday, 2:00–4:00  
Phone Number: (940) 565-3621 – Dept. of Design Office  
Email: david.wolske@unt.edu  

Communication Expectations  
The primary communication tools used in this course will be the Canvas learning management system and UNT email. Personal concerns and questions should be sent to david.wolske@unt.edu. In most cases, students can expect to receive a response to emails within 6–8 hours, Monday–Friday; and 12–24 hours Saturday and Sunday.  

I expect you as seniors to glean feedback on your work during critiques and in-class discussions. It’s difficult in classes this size to give meaningful, in-depth feedback on an individual basis. Please take advantage of my office hours for more personalized interactions. If and when you participate in office hours appointments, be prepared with specific questions as to how I may help you be more successful. This also requires that you have determined what success means.  

Course Description (from the university catalog)  
Exploring the role of communication design in addressing societal and cultural issues.  

Course Structure  
Content in this 16-week course will primarily be delivered face-to-face and online via Canvas and/or email. Students will spend most of their class time in group critique and/or discussion on their ongoing research, analysis, and design. The majority of all classwork will occur outside of class and each student will be expected to manage their time and efforts accordingly. Classes early in the semester will be primarily lecture-based with students being exposed to knowledge of basic research theory, methods and practice.  

Overview  
This course will introduce students to the opportunities of caused-based design coupled with research methods and empirical studies. Students will be challenged to identify local social, technological, political or cultural issues, conduct meaningful research to understand the complexities of their selected area of concern and then invent or otherwise design realistic,
adaptive, and probable solutions. This design approach and practice realm will be demanding of every student's time and concentration.

Course Goals and Content
This course challenges students to utilize abductive thinking and rapid prototyping to develop innovative concepts by recognizing new opportunities, acting on them, and validating them by leveraging creative insights, design efficacy, and thought leadership skills.

Student Learning Objectives
Upon successful completion of this course, students will be able to:
- Demonstrate an awareness of caused-based design
- Gain an awareness of empirical-based design practice
- Support primary field research by undertaking and applying secondary research
- Work successfully with project stakeholders to define and achieve common goals
- Document research processes and design intervention outcomes
- Use visual communication skills to prototype ideas into actionable plans
- Spot innovative opportunities for facilitating positive change
- Lead discussions using effective language for internal and external conversations
- Bridge any supporting processes that reinforce efforts to achieve end goals

Required Reading
- https://www.aiga.org/design-for-good
- Additional relevant readings may be assigned throughout the semester.

Suggested Reading
- Developing Citizen Designers, Elizabeth Resnick, Bloomsbury Publishing, 2016

Materials Requirement
- Laptop with a Web browser and Internet access
- Microsoft Office Suite, Apple iWorks, or Google Docs
- Adobe CC Design Software Suite including Adobe Acrobat
- Sketchbook and drawing pencils
- Plotter print output capabilities

Instructors Right to Change Syllabus
The right to change this syllabus with or without notice remains at the discretion of the professor. Moreover, based on the fluid nature of the course, its ongoing classroom experiences and developing research activities, the professor may—and will likely—elect to change projects, learning experiences, outcomes, scheduling, assessment and in- and outside classroom activities during the semester. At their discretion, the professor will alert students to any changes if and when they are to occur and provide them with sufficient time to adjust their respective class and research activities.
Risk Factor
Risk Factor = 2. In Risk Factor 2 courses, students are exposed to some significant hazards but are not likely to suffer serious bodily injury. In this class, those risks are related to x-acto knife usage, adhesives, fumes, and repetitive stress injuries related to extended computer use. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes and will be instructed how to proceed without danger to themselves or others.”

Emergencies
UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty, staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Plagiarism
Plagiarism is a serious academic offense and may result in failure of an assignment, the class, or result in removal from the university. Students caught cheating or plagiarizing will receive a “0” for that particular assignment or exam. The student will first be notified in writing via email to schedule a face-to-face meeting with the instructor and another faculty member to determine the next level of action. If further action is warranted, the incident will be reported to the Dean of Students, who may impose an additional penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to:
   A. Use of any unauthorized assistance in taking quizzes, tests, or examinations;
   B. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
   C. The acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university;
   D. Dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or
   E. Any other act designed to give a student an unfair advantage.

The term “plagiarism” includes, but is not limited to:
   A. The knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and
   B. The knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Plagiarism is also literary or artistic theft. It is the false assumption of authorship; the wrongful act of taking the product of another person’s mind and presenting it as one’s own. Copying
someone else’s writing or art, intact or with inconsequential changes, and adding one’s name to the result constitutes plagiarism.

**Sexual Discrimination, Harassment, & Assault**
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs:
http://deanofstudents.unt.edu/resources_0

Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at (940) 565-2648. You are not alone. We are here to help.

**Mental Health Resources**
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the issue or its severity. Listed below are several resources on campus that can support your academic success and mental wellbeing:

1. **Student Health and Wellness Center**
   1800 Chestnut St., Denton, TX 76201
   (940) 565-2333
   Monday–Thursday: 8:00am–5:00pm
   https://studentaffairs.unt.edu/student-health-and-wellness-center#programs

2. **Counseling and Testing Services***
   801 N. Texas Blvd, Denton, TX 76210
   Suite 140
   (940) 565-2741
   Monday–Friday: 8:00am–5:00pm
   https://studentaffairs.unt.edu/counseling-and-testing-services

3. **UNT CARE Team***
   (940) 565-2648
careteam@unt.edu
   https://studentaffairs.unt.edu/care
4. Psychiatric Services  
   (940) 565-2333  
   https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry

5. Individual Counseling*  
   (940) 369-8773  
   https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling

   *Services are free of charge to University Students

If at any time you are feeling alone or in jeopardy of self-harm, reach out to the following:
   ● NATL Suicide Hotline: (800) 273-8255
   ● Denton County MHMR Crisis Line: (800) 762-0157
   ● Denton County Friends of the Family Crisis Line: (940) 382-7273
   ● UNT Mental Health Emergency Contacts:  
     ○ During Office Hours (Monday–Friday, 8:00am–5:00pm): (940) 565-2741
     ○ After Hour Calls: (940) 565-2741
     ○ Crisis Text Line: Text CONNECT to 741741
     ○ Live Chat: https://suicidepreventionlifeline.org/

Financial Aid
Each University of North Texas student is entitled to certain rights associated with higher education institutions. See https://deanofstudents.unt.edu/conduct for further information. A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility. If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. Please visit https://financialaid.unt.edu/sap for more information about financial aid Satisfactory Academic Progress. It may be wise for you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course before doing so.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public
Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link:

- [https://policy.unt.edu/policy/07-018](https://policy.unt.edu/policy/07-018)

**SPOT Course Evaluation**
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

**Acceptable Student Behavior**
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found here:

- [https://deanofstudents.unt.edu/conduct](https://deanofstudents.unt.edu/conduct)

**Succeed at UNT**
UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. I am committed to helping you be successful as a student. Here’s how to succeed at UNT:

- **Show up**
- **Find Support**
- **Get advised**
- **Be prepared**
- **Get involved**
- **Stay focused**

To learn more about campus resources and information on how you can achieve success, visit:

- [https://success.unt.edu/](https://success.unt.edu/)

**ADA Statement Students with Disabilities**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

- **Office of Disability Access**
  1167 Union Circle Sage Hall Suite 167
  Denton, TX 76201
  - **Telephone:** (940) 565-4323
  - **Website:** [https://disability.unt.edu/](https://disability.unt.edu/)
Nondiscrimination Notice
The University of North Texas will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Attendance Policy
Good attendance and punctuality are expected for this class and will strongly affect your grades. Attendance will be taken at every class. You will be considered late if you arrive in class after the roll has been called. If you are late, it is your responsibility during that class period to make sure that the instructor has added you to the roll. Only three (3) unexcused absences will be allowed. The fourth unexcused absence will lower your grade by one letter grade and so on. A total of six absences, excused or unexcused, will result in you receiving a grade of F for the class. There are no excused absences for anything but a verifiable death in the immediate family or with a doctor’s note on his/her stationery with a telephone number. The doctor’s note must be presented at the next class. A receipt is unacceptable. You will receive three (3) free tardies. Beyond that, every four tardies will equal one unexcused absence.

Electronic Devices
Mobile devices should be silenced before entering the classroom. If a situation arises which requires the use of a mobile phone/device, please alert the instructor and step out of the room so as not to further disrupt the class. Computers will be used for research and coursework for this class only.

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment:

- https://policy.unt.edu/policy/07-012
Instructor’s Recommendation Letter Policy
Writing an effective recommendation letter requires research, planning, and iteration. And just like the design process these activities require time. Before asking me for a recommendation for employment, internship, fellowship, residency (etc.), you must have been a student in at least two classes I’ve taught, and you need to have earned a grade of B or higher. In addition, I require the following ≥3-weeks before the deadline:

- The job/internship (etc.) posting, describing the expectations of the position
- A statement of interest from you
- Current résumé or Curriculum Vitae
- Portfolio, or work samples relevant to the position

Instructor’s Social Media Policy
I use social media to share my creative research and professional activities. And while I do not discourage students from viewing or following my accounts, my personal policy is to not extend or accept invitations to follow/friend current students. This policy helps maintain appropriate boundaries and avoid any suggestion of favoritism. After graduation I am happy to use social media to strengthen our professional relationships and networks.

Participation
Participation includes making active and thoughtful comments in critique, being prepared in class, making efficient use of class time, putting the necessary amount of time and effort into writing, research, and project development outside of class, and other appropriate academic behavior. Participation and attendance will represent 10% of the final grade. Making deadlines is part of becoming a professional. Work turned in late will be lowered by one letter grade. Work turned in one week beyond the deadline will not be accepted and will receive a failing grade. All graded assignments will equal 90% of the final grade.
Overview of Assignments

Assignment 1: Pick a Cause
Due: Week 2 - Tuesday, January 21

Choose a social cause that interests you and find a local non-profit organization on which to base your research paper. Look for causes that aren't highly visible and may need additional help and advocacy. Select two back-up NPOs to avoid overlap with your classmates.

Assignment 2: Research, Discovery, and Analysis Paper
Due: Week 4 - Thursday, February 6

Write a 3–5-page research summary on the North Texas non-profit landscape using in-person interviews, telephone conversations, questionnaires, library, and on-line resources. Students must give an overview for one selected organization and the challenges they face by identifying categories, demographics, beneficiary, and donor profiles, and logistic challenges for building and maintaining a sustainable social cause enterprise. The research should give insight into what creative opportunities there might be to improve communications, raise awareness, increase donations of your selected non-profit organization.

Assignment 3: The Pitch – Win over a Team
Due: Week 7 - Thursday, February 27

Be prepared to pitch your chosen social cause to the class and win-over a team of your colleagues to support your cause. One concept for every four students in the class will be selected to move forward in a collaborative team.

Assignment 4: Delivery – Visualize and Articulate the Vision
Due: Week 16 - Thursday, April 30

Use the various processes discussed in class to discover new opportunities to innovate, or improve your client's condition. Use a creative brief or positioning statement to keep your team on track for making design choices. Build towards a more focused and sustainable organization in the context of societal wellbeing. Demonstrate conceptual flexibility that stays on-brand.

Final Deliverables
Final research findings are presented as a PowerPoint or Keynote group presentation that demonstrates conceptual solutions applied to products, environments, advertising, digital marketing, business systems, stakeholder communications, or other design-centric deliverables—specifics will vary. This level of execution will be discussed and demonstrated in class.
Assignment Specifics

Assignment 1: Pick a Cause
Due: Week 2 - Tuesday, January 21

Choose a social cause that interests you and find a local non-profit organization on which to base your research paper. Look for causes that aren’t highly visible and may need additional help and advocacy. Select two back-up NPOs to avoid overlap with your classmates.

Please provide the following information for your first choice, plus two back-ups:

- Name of the organization
- Brief description of their mission
- Location (where are they based)
  - city
  - street address
  - telephone number
- Website (indicate if the organization does not have a website)
Assignment 2: Research, Discovery, and Analysis Paper
Due: Week 4 - Thursday, February 6

Select one DFW/Denton based non-profit organization for your paper. Write a research summary that provides a detailed description of their overall mission, methods, leadership, history, results, and challenges. You should contact the organization directly for first-hand information. You may also use the library and Web resources to supplement your discovery process. In your summary, reference the challenges the client faces, challenges that might benefit from design. Consider whether emerging trends in non-profit and social cause design may be helpful. Each paper should consider strategies, segments, approaches, themes, trends, demographics, and psycho-graphics of beneficiaries and preferred geographic locations for maintaining a feasible project. You should be looking for opportunities to make positive change possible.

Overview
This assignment allows the designer to gather research and recognize opportunities to make a difference in their community. There may be more than one.

Deliverables
- Deliver an individual research summary on one non-profit organization:
  - 3–5 pages, plus additional visual documentation/references
  - 8.5 x 11-inch academic format paper
  - ≥ 3 resources cited
  - PDF file - submitted to Canvas
- 5-minute in-class presentation of your findings
- Class participation with questions is expected from all

Student Learning Objectives
- Utilize research skills
- Spot opportunities for change(s), with actionable design recommendations
- Learn to evaluate and interpret organizational strategies and leadership vision
- Develop a working consulting vocabulary
- Strengthen writing skills
- Discover the value of design
Assignment 3: The Pitch – Win over a Team
Due: Week 7 - Thursday, February 27

Start by interpreting the research and prototype concepts. Begin considering a group of divergent ideas that play off these initial discoveries. Make a list of potential ideas and approaches to solutions that would support those concepts and goals. Be prepared to pitch your chosen social cause to the class and win-over a team of your colleagues to support your project. One concept for every four students in the class will be selected to move forward in a collaborative effort. Final project concepts will be voted on by the entire class with the instructor serving as tie-breaker.

Overview
In this phase of the master assignment, you will develop and demonstrate your design leadership abilities, pitch unbridled concepts and win-over internal supporters by exploring ideas and strategies that are supported by your research and by gaining buy-in from teammates, classmates, instructor, and ultimately the community.

Final Deliverables
- Final analysis as an in-class digital presentation in PowerPoint or Keynote. This may include:
  - What you discovered
    - List of known challenges and limitations
  - Why this is important
  - How you envision action
  - A proposed solution, including a positioning statement, rough concepts, and anticipated deliverables

Student Learning Objectives
- Spot opportunities that are shared among NPOs, as well as distinctive to the situation
- Learn the pitch process
- Documentation of process: ideation/sketching
- Lead conversations using discovery and critical thinking methods
- Design actionable solutions
Assignment 4: Delivery – Visualize and Articulate the Vision
Due: Week 15 - Thursday, April 30

Apply the strategy and various processes discussed in this class to solve the challenges identified through research and collaboration. Use your creative brief to keep your team on track of your creative choices and defined goals. Build towards a focused and sustainable client organization in the context of societal and global wellbeing. Demonstrate conceptual flexibility that remains on-brand.

Overview
Create any extensions that support the strategy. Recommend solutions can be a product, environment, advertising, digital marketing, advocacy, guerrilla marketing, employee and customer communications, or other such deliverables (specifics will vary). Presentation in PowerPoint or Keynote. The final presentations will be critiqued by faculty, alumni, or local non-profit organization professionals.

Assignment
This phase of the assignment allows your team to visualize a workable concept that is rooted in research, strategy and visualized through aesthetic design practice.

Student Learning Objectives
- Build a presentation that strengthens the NPOs strategy through execution
- Spot innovative opportunities for building awareness, usable tools, effective communications
- Collaborate with a design team
- Determine how diverse parts of a campaign are related to each other
- Create a consistency across various user, community and employee touch-points
- Define and execute an applied design process which utilizes and reinforces the theory and methodology under discussion in the CVAD program
- Demonstrate the link between creativity and strategy
- Develop an actionable plan
- Validate the concept in final review from an external audience

Deliverables Required for Final Presentation
- Concept ideation progress presented in individual journal/sketchbooks
- Final group presentation report on process insights and challenges
- PowerPoint or Keynote presentation of the final concept applied to a process, re-positioning, communication, products, tools, environments, advertising, digital marketing, employee education, or other such deliverables—specifics will vary
Additional reading available at the Willis Library
Catalog Search: "graphic arts social aspects"

- **Author**
  Lavin, Maud.

- **Title**
  *Clean new world: culture, politics, and graphic design* / Maud Lavin.

- **Imprint**

- **Call Number**

- **Author**
  Scalin, Noah, author.

- **Title**
  *The design activist’s handbook: how to change the world (or at least your part of it) with socially conscious design* / Noah Scalin + Michelle Taute.

- **Imprint**
  Cincinnati, Ohio : HOW Books, [2012]

- **Call Number**

- **Author**
  Shea, Andrew, 1977–

- **Title**
  *Designing for social change: strategies for community-based graphic design* / Andrew Shea ; foreword by William Drenttel ; illustrations by Ellen Lupton.

- **Imprint**

- **Call Number**

- **Author**
  McQuiston, Liz.

- **Title**
  *Graphic agitation 2: social and political graphics in the digital age* / Liz McQuiston.

- **Imprint**

- **Call Number**
● **Title**  

● **Imprint**  
[Pasadena, CA]: Designmatters at ArtCenter College of Design, 2016.

● **Call Number**  

● **Author**  
Lees-Maffei, Grace, author.

● **Title**  
*Reading graphic design in cultural context/* Grace Lees-Maffei and Nicolas P. Maffei.

● **Imprint**  

● **Call Number**  

● **Author**  
Heller, Steven.

● **Title**  
*Stop, think, go, do: how typography & graphic design influence behavior/* Steven Heller & Mirko Ilić.

● **Imprint**  

● **Call Number**  