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f26

ADES 5420 | "Human-Centered Interaction Design 1" | Course Syllabus

Course Description

The learning experiences that constitute this course have been designed to challenge the graduate students who are enrolled in it to "learn by doing" as they come to understand interaction design as a human-centered endeavor that directly and indirectly affects how and why people communicate as they do. Within this distinct contextual framework, design is presented as a means for humans to exchange information with and be emotionally affected by how information is provided to us by the wide variety of products, services, and systems we use every day.

Our everyday behaviors—the actions we take (or don't)—are directly and indirectly affected by a combination of our logical and emotional perceptions of these products, services, and systems in similar ways that our everyday behaviors are directly and indirectly affected by our logical and emotional perceptions of how people speak, what they say, and how they choose to deliver their essential messages to us. Just as we can be empowered or frustrated by the rhetorical tone and structure of a particular political or advertising directive, or by the method with which it is delivered to us, we can also be empowered or frustrated by how effectively or ineffectively something that has been designed to be useful, usable, and desirable to us either is or is not. Well-designed products, services, and systems make specific aspects of our lives easier or more efficient (or at least a bit less-complicated), which in turn affects how we think and act.

All of this is offered as a kind of ideological underpinning for this course: the more the students enrolled in it learn about how to use empathetically framed and formed understandings of—rather than assumptions about—those on whose behalf they will be designing, the more effectively that which they design will meet the actual needs and wants (and perhaps satisfy the aspirations) of these people, By the end of the semester, ADES 5420 students will have constructed the knowledge necessary to guide the design decision-making required to begin to structure interactive products, and the services and systems of which they are or may be a part in ways that meet these goals. This knowledge is rooted in and guided by design thinking, and it will inform how small teams of ADES 5420 students will work together to:

01 | formulate, frame, conduct, gather data from, and analyze user research during the first third of the semester;

02 | use the insights and understandings gleaned from this to affect the design of a potential interactive product, service, or system, during the second third of the semester, and then;

03 | engage in usability testing of whatever they've designed to apprise and assess their approaches and methods for improving what they will have begun to design during the second third of the semester during its final five to six weeks.

Credits and Prerequisites

All students enrolled in f26 ADES 5420.501 must have been accepted for enrollment in The University of North Texas' (UNT's) College of Visual Arts and Design's (CVAD's) Department of Design's (D-o-D's) MA in Design with a concentration in Interaction Design, or "MA in IxD," program, OR be granted explicit

permission—in writing, and approved by the Chair of the Department of Design and the Graduate Program Coordinator of the MA in IxD program—to be enrolled in it.

There are absolutely NO EXCEPTIONS to this policy!

Course Content

This course will afford the students enrolled in it with a successive series of opportunities to construct knowledge of and gain understandings about how and why so-called "human-centered" approaches to and methods for designing products, services, and experiences can be planned and operationalized to good effect. In this context, "to good effect" means not only that a particular set of needs and/or wants of a given group or set of stakeholders was empathetically understood and then utilized to inform design decision-making, but that the outcomes of this decision-making—near-term and longer-term, socio-cultural, political, environmental, and economic—were also carefully considered before decisions about production and dissemenation were made.

Students enrolled in f26 ADES 5420 "Human-Centered Interaction Design 1" will also learn best professional practices in the interactive product development process. This will be demonstrated via their proficiency in evolving a semester-long project that will result in a case study that showcases their ability to engage in human-centered design research to guide a design thinking process that results in the development of an interactive product. Specifically, student teams of three or four will work independently on a project in support of an existing or proposed non-profit organization. This project will require that the students utilize understandings of design strategy, user research, usability testing and best practices for product development. This course will require the application of human-centered, user experience-rooted, design research approaches and methods that will involve the participation of outside stakeholders and users. The final presentation—this will be presented as a case study report during the final exam session for this course on Wednesday evening, December 9—must include documentation of the relevant research findings that informed the design of whatever comes to constitute the design of a hi-fidelity prototype, which will represent the culmination of each team's efforts for the semester.

All project and product artifacts must demonstrate the high standards and understandings necessary for combining type, infographics, imagery, color palettes and iconography into a well-unified, effectively functional system of features that meet well-qualified, well-justified parameters (i.e., this is the opposite of working assumptively or intuitively). Each teams' project/product should visually and functionally articulate a cohesive "look-and-feel" with UI and navigation components that create userflows and an overall user experience that meets the needs, wants and desires of both the end users and supports the business goals of the organization.

Course Learning Objectives

Upon completion of f26 ADES 5420 "Human-Centered Interaction Design 1," the students who have been enrolled in it will have acquired competency in the following areas:

- they will have learned to formulate and operate data gathering processes that allow them to analyze data gleaned from **etic** and **emic** field research methods so they can cultivate

understandings about the relationships between particular groups and the interactive systems they use (etic approaches are operationalized outside a given social group, from the perspective of an observer; emic approaches are operationalized from within a given social group);

- they will have learned to formulate and operationalize the following foundational approaches and methods necessary to frame and strategically plan interactive experiences that prove to be useful, usable and desirable for specific user groups: the ability to accurately assess human factors, socio-cultural perceptions and levels and types of cognition and emotional responses;
- they will have gained the analytical and evaluative capacities necessary to assess the relative efficacies (re: usability testing and data processing/management performance) of extant interactive systems, experiences and environments;

As they engage in and then complete assigned coursework, students enrolled in f26 ADES 5420 "Human-Centered Interaction Design 1" will develop competencies in the following areas:

- the ability to strategically plan and operationalize failure analysis processes and protocols to assess the design and functionality of various interactive systems;
- the skills and understandings necessary to effectively identify interactive situations that are somehow problematic for particular groups;
- the the skills and understandings necessary to effectively account for and then analyze how and why a diverse array of contextualizing factors, conditions and behaviors cause or contribute to "what it is" that causes a given interactive situation to be problematic for a specific group;
- the aptitudes and capabilities necessary to effectively document their working processes, so that they emerge from this learning experience with a variety of means to showcase and, if necessary, "pitch" what they will have developed to potential collaborators, private investors and public funding agencies

The coursework in f26 ADES DES 5420 "Human-Centered Interaction Design 1" has also been designed to immerse the students enrolled in it in a series of learning experiences that:

- increase their proficiency with a real-world application of how engaging in design thinking processes can positively affect interaction design outcomes
- ensure that they gain knowledge of and about how and why to frame and re-frame approaches for product, service, and experience design development during the early stages of a project's evolution so as to ensure that precious financial, temporal, material, and labor resources aren't squandered as one or more attempts to cultivate an endeavor that should have been shelved or squelched in favor of another is NOT advanced.
- ensure that they gain understandings of and about how the development of given product, service, and experience design initiatives must be defined in terms that account for their effects on stakeholders, users, and the businesses/organizations that directly or indirectly fund them
- enable them to develop and then hone professional presentation and "idea/concept pitch" skills

- enable them to cultivate consistently professional work habits that will stand them in good stead once they make their transitions from our classrooms onto their respective career paths
- enable them to include a broadly informed, deeply plumbed case study into their respective user experience design portfolios (and account for this on their resumés)

Course Structure

This course is offered in a design studiolab format, and will meet for one, 170-minute class session per week from 6:30 to 9:20 pm each Wednesday evening from 08.19.26 until 12.09.26. Course content and studiolab etiquette during critically dialectic exchanges between fellow-students and students and faculty are all consistent with the requirements of pursuing a career in professional User Experience and Interaction Design environments. Under the guidance of the instructor, each MA in IxD or other master's or doctoral level student enrolled in ADES 5420 will spend specified amounts of time working either within a team or individually from week-to-week as the semester progresses to complete their assigned coursework. Each student enrolled in ADES 5420 will be required to participate in each class session each week of the semester as it transpires, which will require him/her/them to be present in room 282 for the duration—all 170 minutes—of each of these class sessions. There are no exceptions to this stipulation.

An Overview of How Students Enrolled in This Course Will Be Graded

The semester-long, team-based, interactive product design experience that will—by 6:30 pm on Wednesday, December 9—ultimately yield a:

1) medium-fidelity to high-fidelity prototype, and
2) a case study-based presentation (also referred to as a "case study report")

will be worth 80 possible course points (out of 100 total).

These 80 possible course points will be awarded**—or, more accurately, earned—**based on an evaluation of the following criteria that will be assessed as the semester schedule evolves:

- the presentation of the low-fidelity prototype you + your team will have completed by week 11 (or, in some cases, by week 12…) AND the critical dialogue that we (i.e., your team + the instructor + your peers in f26 ADES 5420) will have engaged in as this prototype was iteratively developed and designed **(45 course points);**
- the iterative/evolutionary steps that will guide the design and development of the mid-fidelity prototype you and your team will complete by week 15/December 10 **(20 course points);**
- your final presentation—as a case study report—on December 10 **(15 course points);**

- The remainder of each f26 ADES 5420 student's grade will be calculated based on a combination of his/her/their contributions to daily class discussions, critiques, group work/teamwork, and each student's ability to use what he/she/they will have learned, or "gleaned," from weekly assigned readings to affect his/his/their own critical thinking-cum-work-cum-design-decision-making and that of their peers enrolled in this course.
  (20 points).

Required Texts

- *Cues: Master the Secret Language of Charismatic Communication* by Vanessa Van Edwards (ISBN: 978-0593332191)
- *Interaction Design: from Concept to Completion* by Jamie Steane and Joyce Yee (ISBN: 978-1474232395)
- *The Design Studio Method: Creative Problem Solving with UX Sketching* by Brian Sullivan (ISBN: 978-1138022560)
- *Thoughts on Interaction Design* by Jon Kolko (ISBN: 978-0123809308)

Recommended Texts

- *Just Enough Research* by Erika Hall (ISBN: 978-1-937557-88-1)
- *Interdisciplinary Interaction Design: A Visual Guide to Basic Theories, Models and Ideas for Thinking and Designing for Interactive Web Design and Digital Device Experiences* by James Pannafino (ISBN: 978-0982634813).

Required Supplies

- well-equipped personal computers loaded with the Adobe CC Creative Suite
- access to and working knowledge of Figma prototyping software
- access to your own, personal Dropbox digital storage repository (please purchase the $9.99/month version of this)
- access to and facility with online, group activity management software such as Mural or Miro
- access to and working familiarity with at least one of the following generative, large language modeling, artificial intelligence platforms: **ChatGPT, Claude, etc.**

Team Supplies (you can determine who will bring which item(s) after groups are assigned)

- Post-It Notes in a variety of colors
- Roll of white butcher paper that is 36" wide
- Box of Crayola washable markers
- Bienfang brand, 50-sheet Graphics 360" pad (9" x 12")
- Sharpie brand "Fine Point" black markers
- Sharpie brand "Ultra-Fine Point" black markers
- Dry erase markers (these are the ONLY types that can be used on the whiteboards in our classrooms)

1. All of the supplies that constitute the latter part of this list may be purchased easily and cheaply and within easy walking distance of the CVAD Building Complex at **Voertman's Book Store,** located at 1314 West Hickory Street in Denton, Texas (76201). Additionally, your textbooks will likely be cheaper for you to purchase at Voertman's than from many other vendors (brick-and-mortar or online).

Course Attendance Policy

Good attendance and punctuality are expected for this class and will strongly affect your grades. Roll will be taken at the beginning of each class session. A student will be considered late/tardy if he/she/they arrives after roll has been taken. If a student is late/tardy, it is his/her/their responsibility during that class session to make sure the instructor knows that he/she/they is present before he/she/they leaves that particular class session. Each student will receive two (2) "free tardies" over the course of the semester. After the first two tardies, every tardy will equal one (1) unexcused absence. Only one (1) unexcused absence over the course of the semester will be accepted. The second unexcused absence will lower a student's final course grade by one letter grade. The third unexcused absence will lower a student's final course grade by two letter grades. **The fourth unexcused absence will lower a student's final course grade by three letter grades, which will cause the student to flunk the course.** A total of five absences, excused or unexcused, will result in the student receiving a final course grade of "F," which will result in a flunking of ADES 5420 during the fall semester of 2026. **Students who sleep during class will be counted absent.**

There are no excused absences for anything other than a verifiable death in the immediate family (obituary, funeral home notice or death certificate must be presented), or a verifiable illness suffered by the student accompanied by printed and signed doctor's note provided on his/her stationery or from a certifiable email address.[3] The doctor's note or email must be presented before or during the class immediately after the one that was missed. A receipt from the doctor's office is not acceptable. A dental appointment—unless it was necessitated by an emergency—does not count as an excused absence.

3. Please note: if it is determined that a given student's doctor's note has been "faked," the student will automatically flunk this course, and may be subject to further disciplinary action by the Department of Design, The College of Visual Arts and Design, and UNT.

Because this course meets only once per week, a student will be counted absent—and this absence will be unexecused—if he/she/they comes to a given class session more than 30 minutes late. A student who exhibits a pattern of not bringing any or bringing only incomplete work to a series of three or more class sessions may earn additional unexcused absences at the discretion of the course instructor. **If a student comes to a class session without his/her/their assigned work for that day, that student will be counted absent.** If a student is absent from a given class session, that student is responsible for contacting a class member in order to get any information or assignments that were given during the class session that was missed. INDIVIDUAL STUDENTS MAY NOT CONTACT THE INSTRUCTOR TO GAIN INFORMATION ABOUT "WHAT THEY MISSED DURING A GIVEN CLASS SESSION," NOR CAN "WHAT THEY MISSED" BE MADE UP DURING AN OFFICE HOURS SESSION WITH THE INSTRUCTOR. The instructor will not use any class time to repeat missed lectures or assignments.

Do **not**—for any reason—call the CVAD main office or the Department of Design office of UNT CVAD to leave the instructor a message that you will be missing a given class session of f26 ADES 5420. Under no circumstances should you leave a project with anyone in either of these offices for the instructor to "retrieve later." Neither of these offices will accept student projects.

Regarding the Possibility That Students Enrolled in This Course Might Be Exposed to Challenging Content

Course content in the design disciplines can sometimes include works, situations, actions, and language that can be personally challenging or offensive to some students on the grounds, for example, of sexual

explicitness, violence, or blasphemy. As the College of Visual Arts and Design is devoted to the principle of freedom of expression, artistic and otherwise, and it is not the college's practice to censor these works or ideas on any of these grounds. Students who might feel unduly distressed or made uncomfortable by such expressions should withdraw at the start of the semester and seek enrollment in another course.

A Brief Articulation of UNT's Non-Discrimination Policy

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of this syllabus.

Course Risk Factor

ADES 5420 has been classified as a course that carries a UNT Policy Risk Factor of Category Two (2). Students enrolled in this course may be exposed to some significant hazards, but these are not likely to cause serious bodily injury. In this course, those risks are related to extended computer usage. Students enrolled in ADES 5420 will be informed of any potential health hazards or potential for bodily injury connected with the use of any materials and/or processes they may encounter during their enrollment in this course, and will be instructed as necessary regarding how to proceed without endangering themselves or others.

Personal Computer and Smartphone Use Policy

All smart phones, tablets, and phablets must be turned off/switched into "airplane mode" as soon as class begins, but they may, out of necessity with regard to engaging in the coursework of f26 ADES 5420, be switched on again as a given class session progresses. Laptops should only be opened to engage in class work. **No social media, checking email or text messaging will be allowed for any reason during class time UNLESS this needs to occur to support the effective facilitation of assigned coursework (which, given the nature of what you'll be challenged to "learn by doing" in the f26 section of ADES 5420, will likely occur frequently).** Failure to comply with this policy may result in point deductions on the "Main Project" grade for whichever of these the student was working toward when a given "failure to comply with this policy" occurred. Let your instructor know in advance if you have an extenuating circumstance with regard to abiding by any of these policies (if you have a need to "check your device" due to these types of circumstances, please step outside the classroom space and into the hallway to do this).

Student Academic Integrity (with Special Focus on Plagiarism), with crucial information re: the use of AI

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. More information about UNT's policies regarding academic integrity can be found

online at: https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity_0.pdf

According to UNT Policy 06.003, *"Student Academic Integrity,"* academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Plagiarism is 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, design or art work, intact or with inconsequential changes, and adding one's name to the result constitutes plagiarism. If the instructor suspects a given student of an incidence of plagiarism, he/she/they will notify this student of this concern within 72 hours of the suspicion being raised. Plagiarism may result in disciplinary probation, suspension from the university, expulsion (permanent), or the revocation of your degree, and it will cause you to flunk this course.

Individual f26 ADES 5420 students are hereby encouraged—rather than discouraged—from using the array of generative, artificial intelligence softwares listed on page 5 of this document to aid and abet their efforts to engage in the ideation/brainstorming/prototyping processes that will constitute necessary aspects of their learning experiences during the evolution of this course. Generative AI may also be used to generate various portions of the text/copy that will be required to appear on/across all of the assigned project components that comprise the coursework of f26 ADES 5420. With all of this stated: students enrolled in this course will likely find—at least at this stage of much of the development of generative AI—that there will be instances when "well-prompted" AI endeavors will yield useful and usable results, AND THAT THERE WILL ALSO BE INSTANCES when even "well-prompted" AI endeavors yield results that, to use polite language, will be less-than-useful, usable, or desirable.

Accommodations for Students with Special Needs or Disabilities

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access web site. You may also contact ODA by phone at (940) 565-4323.

Emergency Notifications and Procedures

UNT uses a system called Eagle Alert to quickly notify students 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). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Changes to the ADES f26 5420 Course Syllabus

The instructor reserves the right to make adjustments/changes to the course syllabus of this the fall 2026 section of ADES 5420.501 with or without notice as he sees fit/deems necessary as the semester progresses.

Access to Information: Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

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. The survey will be made available during weeks 13, 14 and 15 (specifically, from November 17 to December 4) of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. All they then have to do is click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/), or send email to spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940.565.2648.

Use of Student Work

- A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

The work is used only once.

- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

A Brief Note on the Danger to MA in IxD Students Who Are Easily Bored, or Who Are Simply Not Particularly Interesting People

To quote from Gloria Steinhem, **"Those [people] who are 'boring' have a high tendency to be easily 'bored;' those [people] who are 'easily bored' have a high tendency to be 'boring.'"** Com Design is a major that leads to entry into a professional discipline that demands a broadly informed, deeply examined sense-of-self. Those who practice it well enough to sustain careers and fulfill life paths cultivate knowledge and understandings from diverse sources, are well and broadly read, and are good at formulating probative questions that interrogate status quos across extant social, technological, economic, environmental and political spectras. They listen as well as they speak, and develop the ability to engage in working processes that do not usually yield predictable outcomes.

If one of your primary goals in college and life is to "go with flow," "not stick out too much," "wait to see how everyone else is acting before you act," Interaction Design is not the graduate program for you (although if you're only just now figuring this out as you begin your graduate experience with us, it might be best to grit your teeth and finish out your studies so that at least you'll have earned a MA in IxD degree by mid-December of next year, or perhaps at some point during 2027…).

This is also **not** the graduate program for you if you can't figure out how to disconnect from social media and other e-based modes of communication for the extended periods necessary to construct the kinds of knowledge you'll need to succeed in this demanding but richly rewarding major and career. If you can't "go dark" for the few hours—usually at least three outside of our classrooms—necessary almost every day to "get thoughtful work planned and done," you won't make it in this program or in the demanding worlds of interaction and user experience design that operate beyond this. You also won't make it if you haven't matured enough to treat your graduate experience as something FAR beyond "what you learned in undergrad" or "what you learned in your last job."

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 classroom, labs, discussion groups, field trips, etc. You are invited to please visit UNT's Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940.56.2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at 940.565.2759. Please know that if you report an instance of sexual harassment or assault to any of your course instructors here at UNT—including Teaching Assistants and Teaching Fellows and Adjunct Faculty—they are compelled by State of Texas Law to report this to the UNT Dean of Students' Office and to the Chairperson of the Department within which the report is given.

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f26 ADES 5420 "Human-Centered Interaction Design 1" Student Acknowledgement

My dates signature on this document acknowledges that I have read the course syllabus for ADES 5420 in its entirety, and that I understand the ADES 5420 course structure, grading, attendance policies and risk factor rating. Additionally, my signing of this document indicates that I agree to abide by the provisions articulated within it.

_____ _____

(please print your name above) (please sign your name above)

_____

(please indicate the date of your signature above)

Permission to Use Student Work

Via the appearance of my signature below, I hereby grant permission to UNT to use, copy, reproduce, publish, distribute, or display any and all works created to comply with the requirements of this course—f26 ADES 5420 "Information Design and Data Visualization"—in accordance with the terms set forth below. Additionally, I consent to the disclosure of the work created in this class as it may be accompanied by my name and other personally identifiable information for purposes set forth below.

Scope of permission. This permission extends to the use of the described work and images of such work: (1) for academic purposes in order to demonstrate examples of student work to current and future UNT students; (2) for public display in UNT-situated galleries or in other UNT campus facilities or on UNT websites; (3) for promotional materials created by UNT in all forms of media now known or later developed, including but not limited to exhibition catalogues, direct mail, websites, advertising, and classroom presentations. My permission is on-going and will continue until such time as I revoke it by giving UNT three months written notice of revocation to the professor of record for this course. UNT will have three months from the date of my notice to stop all use in accordance with this permission.

Certificate of ownership. I am the owner of all work submitted to satisfy the parameters of this course (f26 ADES 5420) in accordance with its requirements. The work is not subject to any grant or restriction that would prevent its use consistent with securing this permission. All aspects of the work are original to me and have not been copied. I understand that as owner of the work, I have the right to control all reproduction, copying , and use of the work in accordance with US copyright laws.

Privacy Release. I hereby authorize and consent to the release, maintenance, and display of my name if necessary, along with any other personally identifiable information that I have provided in connection with the work and its use in accordance with the terms of this agreement.

Signature. By signing below, I hereby grant the permissions indicated above. I understand that this grant of permission relates only to the use of the described work. This is not an exclusive right and I may sell, give, or otherwise transfer the rights to such work to others on a non-exclusive or exclusive basis. However, in the event that I do sell, give or otherwise transfer ownership or the exclusive right to use my work to another party, I will notify UNT immediately in writing through the professor of record for this course (f26 ADES 5420). UNT will have three months from the date of my notice to stop all use in accordance with this permission.

I have read, understand, and agree to the terms of this permission form:

_____ _____

(please print your name above) (please sign your name above)

_____

(please indicate the date of your signature above)

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The Course Schedule for f26 ADES 5420 "Human-Centered Interaction Design 1"

	Day	Topic
Week 01	W | 08.19	What is interaction design? What is design thinking?
Week 02	W | 08.26	Idenitfying and Framing Opportunities
Week 03	W | 09.02	Understanding Users
Week 04	W | 09.09	Determining Current-State Pain Points
Week 05	W | 09.16	Exploring Future-State Opportunities
Week 06	W | 09.23	Brainstorming and Prioritizing Big Ideas
Week 07	W | 09.30	Defining the New Concept and Its Impact
Week 08	W | 10.07	Prototyping and Critiquing
Week 09	W | 10.14	Validating with Real Users
Week 10	W | 10.21	Research Plan Checkpoint and Peer Reviews
Week 11	W | 10.28	Prototype Checkpoint and Peer Reviews
Week 12	W | 11.04	Usability Test Plan Checkpoint and Peer Reviews
Week 13	W | 11.11	Final Project Checkpoint and Peer Reviews
Week 14	W | 11.18	Initial Presentation of Case Study Report (Outline + Imagery)
Week 15	W | 12.02	Dress Rehearsal" of Case Study Report (per Team w/ Instructor)
Week 16	W | 12.09	Final Presentations Due as Case Study Reports

The University of North Texas
College of Visual Arts and Design

Department of Design
MA in Interaction Design (IxD)

Course Syllabus
ADES 5420.501 | HCI Design 1

Kendrick Mason
Adjunct Professor

Course Location
Wed. 6:30 pm - 9:20 pm
CVAD Building Complex, Room 282

Office Hours
Mon. 6:30 pm - 7:30 pm
Office hours require an appointment