




# Applied Design Principles & Practices

## ADNS 3030.501

### Course Info

-  Face-to-Face
-  Tue & Thu, 3:30 PM
-  FRLD 354

### Professor Info

-  Dr. Magdalena Grohman
-  [Click here to request a time to chat/meet](#)
-  FRLD 353
-  [Magdalena.grohman@unt.edu](mailto:Magdalena.grohman@unt.edu)

Looking forward to (another) great semester!

### COURSE ORIENTATION

Welcome to *Applied Design Principles and Practices*! This semester I will have the pleasure of introducing you to the way designers decide about and apply elements and principles to design objects, experiences, and environments that are accessible, functional, and ethically sound. We will work together to understand how designers think and work. Through design thinking sessions, you will learn to identify and choose design elements and principles applicable to a variety of design problems across different industries. Consider the following to be successful in this course:

#### Time Management

The bulk of our classroom work will involve meaningful and informed discussions. You will have weekly readings and assignments that help prepare you to discuss weekly topics and apply what you learn to various contexts. A course such as this requires developing **time management** skills, and I suggest you start with creating a recurring schedule to do the readings and complete weekly assignments. **Know thyself!** If you are unsure how much time to devote to homework, start by observing yourself this week. Because people vary in the amount of effort they need to study and learn, it is hard for me to give you a precise number of hours per week you may need to do well in this course. However, I can say that in a course such as ours, it would be customary to invest a **minimum of nine (9) hours per week** to ensure a greater than 50% probability that you will pass the class.

#### Expect Life to Happen!

Make sure that in planning your time, you consider that “life happens” to all of us. As much as some of us may hate to admit it, we have very little control over most of the things that happen in our lives. Most mornings we arise and think we have a good idea of how our day will unfold. But there is always something that will not go how we want and, if we allow it, will throw us into survival mode instead of our normal thrive mode. It can be minor things that start to pile up or a giant life-altering event. Either way, remember to just breathe when you see yourself starting to stress out. When life happens, just **talk to me in class, send me an email or request a time to chat**. I am here to help and will try my best to support you.

#### Communication

One important way to succeed in this course is to take responsibility for asking questions, seeking clarification, and participating in discussions. While I will make every effort to communicate my expectations and to explain assignments clearly, I will depend on you to request clarifications. I encourage you to contact me via email or come see me during my office hours. **Allow 48 hours** for me to reply to all weekday emails; I do not typically check email between the hours of 6pm and 6am. The earliest I can respond to emails on weekends is **Sunday after 8:30 PM. BUT, I understand that life happens so, if there’s an urgent matter, message me in Teams.**

Here are a few tips for effective and professional email communication:

- Use clear and descriptive subject line (ex: Question about homework.)
- Begin with a greeting (e.g.: “Dear Dr Grohman” or “Hi Dr. Grohman) and end with a signature.
- Be clear and concise. Write short messages, make clear requests, get to your point quickly, and offer to provide more information rather than launch into your life story.

# A Few Useful FAQs



## Why do I have to take this class?

This course represents the Design pillar in the PDA program. Mastering its contents and skills will allow you to succeed in any partner project that will require design thinking skills and application of design principles and practices. More importantly, adding Design to the Systems Thinker and Creative Problem Solver toolbox is integral to being a person and citizen, who is informed, can think critically and creatively about any complex problems, and can develop viable solutions.



## What if I'm not creative or artistic?

Don't worry! You do not have to be artistic or have a creative hobby to do well in this course. And you do not need to have any experience with sketching or drawing. You will learn how to use simple sketching as a tool to communicate your design concepts.



## What do I need to do to be successful?

Come in with **an open mind** and let yourself be surprised. In my experience, students succeed when they stay engaged and **don't give up**—on the course, on me, and most importantly, on themselves. Ask questions, seek clarification, and participate in discussions; these small habits make a big difference. **Building connections** also matters. I'm here not just as your instructor but as a mentor throughout your academic journey and beyond. I'm always happy to meet—scheduled appointments are great for planned conversations, but feel free to stop by for impromptu chats too.

- Check to see if your question has been already answered in the syllabus or other course materials before sending an e-mail.
- Use your official school email address. Email addresses like “hotmuint02@hotmail.com” and “mikeygforlife@gmail.com” are just not appropriate and preclude me from replying due to federal privacy laws.

### Other useful **Communication Resources**

- [Online Communication Tips](#)
- [Advice for Emailing Professors](#)

## REQUIRED MATERIALS

### Readings

The required textbook as well as other supplemental readings will be available in the course reserve, in Canvas and in Perusal assignments:

- William Lidwell, Kritina Holden, Jill Butler (2010). *Universal Principles of Design, Revised and Updated: 125 Ways to Enhance Usability, Influence Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design*, Rockport Publishers; 2nd Second Edition
- Any additional required materials like videos and/or podcasts will be provided by me and placed in Canvas.

### Journaling/Sketching Materials

- Unlined or dotted notebook or sketchbook (soft covers are fine).
- Pencils
- A sharpie
- An ultra-fine point marker

## COURSE DESCRIPTION

Good design expresses insight into human behavior, psychology, perception, and meaning-making. This course balances a scholarly understanding of design with the practical execution of the design. **The course surveys design principles applicable to a variety of industries and professions.** You will gain a foundational understanding of universal laws of design, human factors, and design methodologies that you may use throughout your education and career.

The course is divided into weekly modules, each building upon the previous one. The course integrates your project with the principles we are studying whenever possible. I also strive to expose you to the skills you need to succeed professionally.

Although *Creativity and Complex Problems* and *Research Methods* are not formal prerequisites for this course, **you will be expected to draw upon your knowledge of the main concepts, principles, and practices covered in these courses.**

## Learning Objectives

Upon successful completion of this course, students will:

1. **Identify** principles of design in digital and analog objects
2. **Create** artifacts using design principles
3. **Execute** a design process to solve visual and communication problems
4. **Critique** designs using shared vocabulary and logic, rather than personal taste
5. **Translate** design ideas into diverse contexts and for different users

## Skills You Will Learn and Practice

These skills are fundamental in any area that requires noticing game-changing opportunities and finding innovative solutions.

1. **Problem-solving:** Developing skills to identify design problems, analyze them, and propose effective solutions.
2. **Design Thinking:** Understanding the principles of design thinking, a problem-solving approach that emphasizes empathy, ideation, and prototyping.
3. **User-Centered Design:** Focusing on designing products or experiences with the end user in mind, involving user research, personas, and usability testing.
4. **Creative Thinking:** Understanding the principles of creative thinking/creative process.
5. **Critical Thinking:** Analyzing and evaluating creative problem-solving approaches critically, considering their fit with the project objectives.
6. **Collaboration and Communication:** Working effectively with classmates, communicating ideas, and incorporating feedback from critique sessions.
7. **Ethical Considerations:** Considering ethical implications when solving complex problems, including accessibility, inclusivity, and environmental sustainability.

## Teaching and Learning Strategies

Teaching and learning strategies will include peer and collaborative learning and discussion, autonomous online reading and viewing of course materials, instructor mini-lectures, in-class group activities, short writing assignments, and learning reflection assignments. This course will take a highly interactive and facilitative approach to teaching and learning. When you embrace and engage in it, you will develop important job-related competencies such as collaboration, communication, creative problem-solving, and critical thinking.

## Technology Requirements

Access to a reliable, modern computer will be necessary. We will use podcasts and other forms of digital media to create a rewarding classroom experience. The important course information, materials, and grading will be posted on Canvas at <https://unt.instructure.com/>.

### Other tech requirements:

- Speakers
- Microphone
- Webcam
- Microsoft Office Suite
- Web browser
- [Canvas Technical Requirements](#)

### Computer Skills & Digital Literacy:

- Using Canvas
- Sending and receiving email
- Downloading and installing software
- Creating, sending, and receiving Microsoft Word, PowerPoint, and Google Docs
- Posting to discussion boards
- Opening PDF files

## REQUIRED ASSIGNMENTS & ASSESSMENT

This course provides various ways for students to learn, including discussions, group projects and class activities, reflective writing, readings, and videos/podcasts. All required assignments are designed to meet the Course Learning Objectives. **Your work** in each assignment (in and outside class) will be **assessed** on the following criteria (fleshed out in the rubrics):

- Communication
- Collaboration
- Critical Thinking
- Creative Thinking & Problem Solving
- Collaboration
- Social Responsibility
- Design

### Token System

This semester, I want to try something new—a token system for missed class and/or assignment. Each student can cash in up to 3 “tokens,” which can be used for:

- Submitting an assignment up to 1 week past the original due date (up to 2 tokens may be used for this)
- One additional missed class meeting (only 1 token may be used for this)
- One additional tardy (only 1 token may be used)

(see Attendance Policy, p. 7)

### Redeeming tokens

In the Canvas Gradebook, there is an ungraded “assignment” called “Token Tracker” with a grade of 3 points pre-loaded at the start of the semester; those 3 points represent your 3 tokens. To “redeem” one of your tokens, leave a comment on that Token Tracker assignment identifying what you want to cash in one of your tokens for **within 2 days (before or after) of the respective assignment deadline or meeting date**. Once you have done this, I will reduce the number of points for that assignment to reflect the use of a token. This will help us both keep track of how and when your tokens have been used.

### Assignments Overview

The table below includes a brief overview of the assignments in this course. See Canvas for specific details on dates, requirements, and grading.

Assignment	Percentage of Final Grade
Module 0 Quizzes	5%
Attendance	5%
Perusal Reading Assignments & Quizzes	20%
In-Class Activities	20%
In-Class Assignments	20%
Design Portfolio & Reflection Essay	20%
Module Learning Reflection Exit Tickets	10%

### Important Rules of Engagement

Building and maintaining robust **learning community** is essential to the course. You will be asked to come to class prepared by reading and/or watching the required materials and share your ideas, opinions, and experiences with others during class activities. While no one is forced to talk about issues that create discomfort, all students are

expected to participate in the discussions by sharing ideas and comments that help the class consider the topics deeply. It is important that we all strive to create a positive learning environment in which our learning and creativity can thrive. Therefore, I expect that you will abide by the following **Rules of Engagement** in any activities online (e.g. Discussion Boards/Perusal) and in class:

- While the freedom to express yourself is a fundamental human right, any communication that uses cruel and derogatory language based on race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal, or state law will not be tolerated.
- Developing creativity in design requires a climate that communicates respect, safety, and full engagement and presence. As a rule, keep your laptops and phones away, unless I ask you to use them for an in-class assignment.
- Treat your instructor and classmates with respect in any communication, even when their opinion differs from yours.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Always use your professor's proper title: Dr. or Prof. Unless specifically invited, don't refer to your instructor by first name.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individuals' experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

## GRADING

Final grades will be determined using a point system. Students are expected to keep up with their grades and point totals by regularly reviewing them on Canvas.

- **A** = 89.51-100 (Outstanding, excellent work. The student performs well above the minimum criteria.)
- **B** = 79.51-89.5 (Good, impressive work. The student performs above the minimum criteria.)
- **C** = 69.51-79.5 (Solid, college-level work. The student meets the criteria of the assignment.)
- **D** = 59.51-69.5 (Below average work. The student fails to meet the minimum criteria.)
- **F** < 59.51 (Sub-par work. The student fails to complete the assignment.)

## Your Success!

Success in this course on all the requirements is your choice! If you choose to be successful, I will be happy to help you. If you do not choose to be successful, I will honor your choice and not micromanage you. Every student has the potential to succeed in this class. Follow the points below and you will be successful in this course:

- Pay close attention to due dates, deadlines are firm.
- Cite sources, giving credit to where you obtain information.
- Collaborate respectfully with others (see subsequent sections).
- Commit to spend at least 9 hours a week on the course. Some students may need more time than that to do well in the course.

## Grade Disputes

You are required to wait **24 hours** before contacting me to dispute an assignment grade. Within that time, I expect that you will review the assignment details and reflect on the quality of work you turned in. If you would still like to meet, email me to set up a meeting (I cannot discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

## Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows you the ability to confidentially provide constructive feedback to your instructors and departments to improve the quality of student experiences in the course. The survey will be made available during weeks 13, 14, and 15 of the semester. For additional information, please visit the [SPOT website](#) or email [spot@unt.edu](mailto:spot@unt.edu).

## GETTING HELP

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues. **Please do not rely on me for technical support – I am not the person for that.**

### Technical Assistance

#### UIT Help Desk

- **Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)      **Phone:** 940-565-2324      **In Person:** Sage Hall, Room 130
- For additional support, visit [Canvas Technical Help](#).
- For help with Packback, please read their FAQ at [help.packback.co](http://help.packback.co). If you need more help, contact their customer support team directly at [help@packback.co](mailto:help@packback.co).

### Managing Life Crisis and Finding Support

I am not just your instructor, but also a fellow human being. I care about your well-being and want to support you outside this class if needed. Should you encounter an unexpected crisis during the semester (i.e., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Dean of Students by submitting a [CARE referral](#) for yourself or a peer in need of support. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf--just email me or schedule a meeting with me. To learn more about the Dean of Students, please find their website [here](#).

### Student Support Services

UNT provides mental health resources to students to ensure there are outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](#)
- [Counseling and Testing Services](#)
- [UNT Care Team](#)
- [UNT Psychiatric Services](#)
- [Individual Counseling](#)

### Academic Support Services

- [Academic Resource Center](#)
- [Academic Success Center](#)
- [UNT Libraries](#)
- [Writing Lab](#)

### Other student support services offered by UNT include:

- [Registrar](#)
- [Financial Aid](#)
- [Student Legal Services](#)
- [Career Center](#)
- [Multicultural Center](#)
- [Counseling and Testing Services](#)
- [Pride Alliance](#)
- [UNT Food Pantry](#)

## COURSE POLICIES

### Attendance and Tardiness

Research has shown that **students who attend class are more likely to be successful**. You should attend every class unless you have a university excused absence such as active military service, a religious holy day, or an official university function as stated in the [Student Attendance and Authorized Absences Policy](https://policy.unt.edu/policy/06-039) (PDF) (<https://policy.unt.edu/policy/06-039>). Please let me know if you cannot attend a class due to an emergency. Your safety and well-being are important to me.

Because this course involves collaboration, participation is essential to learning. Our project-based activities require actively engaging in discussions and group work. I understand tardiness and absences may occur. If you are late to class, please email me to let me know the circumstances.

You can miss and/or be late for one class period no questions asked. For additional missed class/tardy, you can cash in your tokens (see Token System, p. 4). Missing more than two class periods or being consistently late will affect your overall performance and grade in this course. Being tardy **more than 10 minutes** to the class on more than 2 occasions will result in “absent” mark and “0 grade” in class assignments for that class period. Remember that Attendance takes 5% of your final grade. In case of any hardship or illness that may result in missing 3 or more class sessions, please reach out to me as soon as possible.

### Use of AI Policy

Throughout the semester, you will or may use specific Generative AI (GenAI) tools for certain assignments, with guidance on responsible use. These assignments help build ethical resilience and GenAI literacy, preparing you for careers in a GenAI oriented workforce. **Before you can use any of the permitted GenAI tools, you will be required to complete Academic Integrity, Plagiarism and GenAI-related assignments in Module 0.**

#### Limited permitted use

- **You may use Generative AI programs (e.g., ChatGPT, Co-Pilot, Claude, BAI, Gemini, image generators in Adobe and Canva) to help generate ideas, brainstorm, and better understand course content.** However, you should note that learning how to read critically and with insight and how to express your thinking in writing are skills worthy of developing. Challenging yourself will help you grow more than “googling the answer.” Be aware that use of AI tools may stifle your own independent thinking and creativity. Too, the material generated by these programs may be (often is) inaccurate, incomplete, intellectual property theft of someone else’s work without attribution, or otherwise problematic.

#### Caveats to limited GenAI usage in our course

- We will use Google Docs for written assignments with the revision history available to the instructor
- **Critically approach the use of tools that use predictive text, like Grammarly. They do so by utilizing GenAI.** Not long ago, Grammarly focused on catching spelling and simple grammatical and stylistic errors. Now, it offers entire phrases, which are AI generated. If you accept everything Grammarly suggests, your text will no longer be your own, it will be AI generated and picked up by Turnitin as “100 % AI”. I am not telling you to stop using Grammarly but do so with your critical mindset on. Let it catch your typos, but do not let it change your unique voice.
- **Required GenAI disclosure.** I use GenAI to enhance materials, generate prompts, and create class activities. I will always disclose how I use GenAI, and I expect the same from you. Whenever you use GenAI, even if it is to generate an image or polish your writing with Grammarly, you are required to disclose the usage. If the usage is not disclosed and the GenAI checker highlights your assignment as AI generated, it will be treated as plagiarism. To cite GenAI according to APA formatting style (and other styles too), visit this UNT Library Resource: [Artificial Intelligence, Citing AI](#).

#### Prohibited use

In accordance with the UNT Honor Code, any form of plagiarism (e. g. recycling work that you’ve used in other courses or in prior assignments), including unauthorized use of GenAI tools is prohibited. Using GenAI content

without proper credit or substituting your own work with GenAI undermines the learning process and violates UNT academic integrity policy. If you're unsure whether something is allowed, please seek clarification.

- **You may not submit any work generated by an AI program as your own. Your submitted written work for any written assignment in our course must be 100% your own.** In addition to that, you should not include even cited AI-generated materials, but look up the original sources and, to give intellectual property rights cred where due, cite those references (you don't want someone stealing YOUR great ideas either!). If you include cited material, give due consideration to the quality and credibility of the reference. Failure to write your own work, or presenting others' work (even, AI "others") as your own is plagiarism and will be dealt with according to UNT policy.

**In case AI generated text, and any other form of plagiarism is detected in your written work, I will follow this protocol:**

#### **First Violation**

- For **up to 25%** of text detected as AI generated and/or plagiarized, I will send an email with a warning.
- For **more than 25%** of text detected as AI generated and/or plagiarized, I will send an email asking for an in-person meeting to clarify how the assignment was written. In advance of the meeting, I will ask you to prepare evidence of your own work in the form of drafts and/or the metadata of the file you submitted.
- If the evidence is inconclusive, I will transform the written assignment into a verbal, in-person "assignment defense", during which you will be asked to demonstrate your ability to understand and apply of the course concepts included in the written assignment.

#### **Second Violation**

- Regardless of the portion of the detected AI generated and/or plagiarized text, you will be asked to rewrite the assignment.
- The grade will be reduced based on the severity of GenAI & plagiarism (e.g., if 50% of text is plagiarized and/or AI generated, the grade will be reduced by 50%).

#### **Multiple Violations**

- In case of multiple violations, the course grade will be reduced and violation report to the Office of Academic Integrity will be made. The incident may result in an official disciplinary record for the students.

### **Assignment Policy**

Copies of the syllabus, assignments, instructor contact information, the course calendar, other important documents, and grades can be found on Canvas. Assignments will be submitted via Canvas unless otherwise noted. Written work will be submitted using a plagiarism detection software program called Turnitin.

Official due dates can be found on the course schedule, Canvas modules, and Canvas calendar. Assignments and assignment instructions can be found in Canvas. Assignments should be submitted as .doc or .docx files unless otherwise noted. For assignments in which Turnitin plagiarism software is used, you can check your turn it in report ahead of time and resubmit if indicated to do so.

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected university server outage, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Any problems should be reported to the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324.

Individual technical issues are the responsibility of the student. Students are responsible for all devices (i.e., computers, printers, iPads, cell phones, scanners) and reliable internet connection during all required work in this class. Late assignments, retakes, and/or make-ups will not be granted due to electronic malfunctions. Plan ahead to ensure you have reliable internet service and have addressed any Canvas compatibility issues.

### **Make-up Assignments**

No make-up opportunities will be given. You can cash in your tokens when you know you will miss an in-class and or out of class assignment on a due date. In urgent cases, please reach out to me as soon as you can—preferably before

the class and/or the assignment due date—to discuss your situation. In case of a university-excused absence, students must provide documentation within **48 hours** of the missed deadline.

## Late Work

I will not accept late work in this course after 3 tokens have been cashed in (see Token System p. 4). In case of any hardship or illness that may result in missing more than 3 assignments, please reach out to me as soon as possible.

## Extra Credit

If an opportunity for extra credit presents itself, it will be announced and available to the entire class at the discretion of the instructor. In the past, Extra Credit was offered for Thank Your Teacher notes, SPOT, and any outside course activity related to the course learning objectives (like CPS survey). There will be no individual opportunities for extra credit.

## Mutual Expectations

### I expect each student to:

- Fully read and understand the syllabus.
- Understand that due dates are just that, dates on which any given item is due.
- Have familiarity with and proficiency in common word processing, data organization, and presentation creation software.
- Let me know when difficulties arise.
- Have familiarity with Canvas.
- Check their UNT email at least every 48 hours.
- Prepare for any team meetings or meetings with me. Know what you don't know and don't understand; know what questions you would like to ask.

### Students can expect from me:

- Course preparedness, professionalism, and collegiality.
- Confidentiality regarding anything you may say to me regarding yourself or another (except for statements made in which I am bound by law to report).
- Efforts made to help you the best I possibly can.
- Please remember, I want you to succeed!

## Instructor Availability, Responsibilities, and Feedback

My number one task is to help you succeed and provide you with opportunities to develop and use critical thinking and reasoning skills, creative thinking skills, improve written and oral communication, build collaboration skills, and engage in creative problem-solving. I will communicate all assignment information, grading rubrics, and feedback on your progress in Canvas. You can expect the assignments to be graded within **1 week** of the due date. But if life can happen to you, it can also happen to me. If I expect any delays in grading, I will send an announcement in Canvas. Should you need to contact me, click on the link in the left-hand margin on p. 1 of the syllabus to sign up for an appointment time. I will reply or otherwise address any concerns within one business day. The earliest I check emails during the weekend is **Sunday after 8:30 PM**.

## Canvas Calendar

While the Canvas calendar with alerts is an additional organizational tool, it is not always accurate. In other words, students should not rely solely on the Canvas calendar and/or alerts to complete assignments. Rather, students are expected to meet deadlines according to the provided course schedule.

## Requests for an Incomplete

Students may request a grade of incomplete (“I”) only if he/she meets all of the following conditions:

- The request occurs on or after the date designated by the university for the given semester (see the “Important Dates” section of this syllabus);
- The student is passing the course;
- There is a justifiable and documented reason beyond the control of the student (i.e., serious illness or military service) for not completing the course on schedule; and
- The student has the approval of the instructor and the faculty director.

Students meeting these criteria must arrange with the instructor to finish the course at a later date (no longer than 12 months after the “I” grade was reported) by completing specific requirements outlined by the instructor. These requirements must be listed on a “Request for Grade of Incomplete” form signed by the instructor, student, and faculty director. More information on UNT’s incomplete grade policy is available at [registrar.unt.edu/grades/incompletes](http://registrar.unt.edu/grades/incompletes).

### Dropping the Class

The last date a student can withdraw from this class with a “W” is **Sunday, January 25, 2026**. I will not withdraw you from the course for any reason; if you desire to withdraw, you must initiate those procedures.

### Syllabus Change Policy

Due dates for assignments can be found in the course schedule and Canvas. In the rare case that a date is changed for an assignment, or another syllabus change is made, the instructor will notify students through an announcement in Canvas.

## UNT POLICIES

### Academic Integrity Policy

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.

### Cheating & Plagiarism

Students caught cheating on any given assignment will receive no credit for the assignment. Additionally, the incident will be reported to the Office of Student Rights and Responsibilities, which may impose a further 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 re-submission 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. The use of ChatGPT or other AI to complete coursework is equally prohibited and punishable.

**I want you to succeed, so you are highly encouraged to see me when questions and concerns arise. Another way to limit the probability of cheating is to start your coursework in plenty of time so you don’t end up cramming. To do this, consider temporal discounting and ensure you are adequately valuing the present and the future.**

### ADA Accommodation Statement

UNT makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time; however, ODA notices of 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 accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website.

## Emergency Notification & 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.

## 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. Visit UNT's Code of Student 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 based on 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](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or (940) 565 2759.

## COURSE SCHEDULE

The first section of the course introduces you to design ethics, unpacks the question: What is Design? and identifies design principles in digital and analog objects while demonstrating your ability to critique designs using design principles rather than opinions. The remainder of the course targets specific design theories and principles to support you in creating artifacts using design principles and explaining and effectively executing a design process (application.)

The course schedule follows a “**studio**” format, with **mini-lectures and group assignments on Tuesday**, and on **main course assignments and critique on Thursdays**. Please note that having a dedicated class period to work on the course assignments does not mean you will not need to work in between class periods.

## Mark Your Calendars

- Learning assignments—low stakes in class assignments—are scheduled during **Thursday Studios**
- Perusal Reading Assignments & Quizzes are due each **Monday, 11:59 PM**
- Module Reflection Exit Tickets are due by **Sunday 11:59 PM, the week of last class in each module**
- **Week 10, March 17** class will be delivered online, asynchronously

Module 1: Foundations of Design Thinking (Weeks 1 – 3)			
Thrust: Design as a way of thinking, making, and organizing perception.			
Week	Theme	Design Principle	Assessment
1	What Is Design?	<i>Design</i> as process, noun, and verb	Module 0 assignments
2	Design Elements	Line, Shape, Color, Texture, Space	Micro Compositions
3	Organizing Visuals	Proximity, Alignment, Rhythm	Critiquing past projects;

			redesign; Module Reflection Exit Ticket
<b>Module 2: Human Perception &amp; Preference (Weeks 4 – 5)</b>			
<b>Thrust:</b> How human perception, psychology, and bias influence design choices.			
Week	Theme	Design Principle	Assessment
4	Seeing Isn't Believing	Figure-Ground, Proximity, Closure	Sketching: Can you fool me?
5	Bias + Illusion	Confirmation Bias, Preference, Perceived Affordance	Design Bias Reflection; Module Reflection Exit Ticket
<b>Module 3: Designing for Context &amp; Function (Weeks 6 – 7)</b>			
<b>Thrust:</b> Adapting design for different contexts from print to special environments			
Week	Theme	Design Principle	Assessment
6	Communicating through hierarchy	Scale, Visual Weight, Layout	Flyer Redesign + 1-page Rationale
7	Systems & Space	Wayfinding, Environmental Flow	Environmental Intervention Sketch; Module Reflection Exit Ticket
<b>Module 4: Design Principles in Action (Weeks 8 – 12)</b>			
<b>Thrust:</b> Apply design principles across perception, emotion usability, and learning			
Week	Theme	Design Principle	Assessment
8	Improving Perception	Orientation Sensitivity, Signal-to-Noise, Figure-Ground	Poster Audit + Redesign
9	SPRING BREAK		
10	Enhancing Appeal	Aesthetic Usability, Contour Bias, Color, Consistency, Golden Ratio	Mood Board Audit + Redesign
11	Improving Usability	Affordance, Constraints, Mapping, Feedback	Usability Audit + Redesign
12	Helping Users Learn	Chunking, Progressive Disclosure, Entry Points	Disclosure Sketch + Mapping Critique
13	Connecting the Dots	Cross-modal Principles	Visual Matrix Mapping; Module Reflection Exit Ticket
<b>Module 5: Design Mind at Play and Teaching (Weeks 14 – 15)</b>			
<b>Thrust:</b> Apply design principles across perception, emotion usability, and learning			
Week	Theme	Design Principle	Assessment
14	Improvisation as Insight	Game-based overview of Weeks 8-11	Design Charades Game
15	Design to Teach	Simplification, Readability, Legibility, Translation	1-Page Teaching Kit for K-5 Learners; Module Reflection Exit Ticket

<b>Module 6: Final Integration &amp; Reflection (Week 16)</b>			
<b>Thrust:</b> Apply design principles across perception, emotion usability, and learning			
Week	Theme	Design Principle	Assessment
16	Portfolio & Reflection	Design Principles Integration	Design Principles Self-assessment; Final Design Portfolio due May 3, 11:59 PM
<b>Placeholder for Review of Portfolios during Finals Week, May 4-8</b>			

***NOTE: Syllabus is subject to change at the discretion of the professor.  
For details follow the link to Syllabus in Canvas***