Course Description
This course is a rigorous introduction to a diverse set of means to broaden and deepen students' understandings of how and why design research can be formulated to foster and facilitate design processes that yield socially, economically, environmentally and even politically relevant, innovative and sustainable (or, better yet, resilient, outcomes). Design research will also be presented as being informed by a paradigm that is epistemologically broad in scope and, as such, is capable of affecting the development of several types of theoretical models that are both practically applicable, AND that can effectively guide rigorous analytical processes. Additionally, students will also be introduced to the developmental history of design research as an academically sound, systematically rigorous foundation upon which the continued evolution of design as a vital scholarly endeavor depends. The knowledge developed during this course will be utilized to augment the knowledge and understandings students constructed during their enrollment in ADES 5520 | Design Research Methods, which they were enrolled in a year ago.

Suggested Resource Texts
Design Research Now (will be supplied by instructor as .pdf file)
Ralf Michele, editor

Design Studies: Theory and Research in Graphic Design (a Reader)
Audrey Bennett (editor)

Design Research: Methods and Perspectives
Brenda Laurel (editor)

A Designer’s Research Manual: Succeed in Design by Knowing Your Clients and What They Really Need
Jenn and Ken Visocky O’Grady

+ Other required readings provided by instructor. See accompanying reading list.

Course Objectives
Students enrolled in this course will gain the experiential knowledge necessary to work independently and in collaborative teams to achieve the following objectives:

1. build their understanding of the ethical responsibilities designers engaged in research must assume as they endeavor to meet the needs of their clients and/or project partners, and those who will be indirectly and directly affected by the promulgation of the new knowledge that their research yields;
2. teach students to utilize designerly approaches for engaging in research processes that positively catalyze the working statutes, best practices, and core value systems that affect the functionality of a diverse array of governmental, private sector and community-based organizations;
3. teach students to formulate and utilize theoretical approaches to research so that it can be easily interpreted, learned from and democratically acted upon by diverse audiences and population groups;
4. involve students in the analysis and evaluation of research endeavors in design that have positively catalyzed the way people live as a means to familiarize them with the history of design research;
5. teach students the means to and the importance of contextualizing their research endeavors within or counter to those that bear some similarity to their own that have been recounted in the leading scholarly resources recognized by the design research community; meeting this objective will require each student enrolled in the course to complete at least one annotated review of relevant literature;
6. begin to teach students to formulate viable research questions;
7. ensure that students gain experiential knowledge regarding essential research-related terminology;
8. begin to teach students a select array of means to measure the qualitative and quantitative outcomes of research processes (some of these activities will support what students learned during their enrollment in ADES 5520 | Design Research Methods last year);
9. begin to sensitize students about a select array of methods for engaging in both applied and original research formulations and approaches; (some of these activities will support what students learned during their enrollment in ADES 5520 | Design Research Methods last year);
10. begin to teach students to write scholarly accounts of their research endeavors in a manner that will eventually afford them opportunities to publish these in the leading scholarly resources recognized by the design research community; (some of these activities will what students learned during their enrollment in ADES 5520 | Design Research Methods last year);
11. teach students to prepare effectively contextualized and well-articulated research proposals that can be enacted as part of their engagement in their other coursework, and as their academic and/or professional careers evolve).

Course Structure
As the semester progresses, students will become familiar with an essential array of theoretical constructs both proximate to and seemingly distant from design. They will also accrue knowledge of and about several means for gathering and analyzing extant scholarship regarding design research, and a select array of tactical models for identifying and conducting research that can inform both the practical and explicative/analytical aspects of the inquiry-driven, evidence-based decision-making processes that can inform designing. The coursework that will transpire during the final seven weeks of the semester will immerse students in project-based learning situations that will challenge them to work independently and as members of collaborative teams to operationalize particular aspects of the theoretical approaches with which they will have become familiar prior to that time.

Assessment and Evaluation
Throughout the duration of the course, a student’s assertive, articulate participation in and thoughtful contribution to our daily, “in-class” critical dialogue will be imperative to his/her success within it. Participation and dialogic contribution will directly affect individual student’s grades. As the course progresses, students will be expected to utilize the knowledge they will accrue from assigned readings, classroom discussions and their engagement in the coursework to inform the development of their assignments. The grading in this course will be determined according to the following rubric:

20% Classroom participation (discussion, ideation, peer interaction, etc.)*
40% Outside assignments (2 for semester)
30% Class reading quizzes
10% Instructor discretionary evaluation

*Please remember that you are now a graduate student, and, as such you are expected to participate in your own learning AND THAT OF OTHERS. If you cannot or will not make a contribution to daily classroom dialogues, I will ignore or even curtail your participation in these exchanges in favor of those classmates who have proven themselves to be more engaged in their scholarship.

Disability Accommodation
Please notify the instructor if you have a disability that requires accommodation. It is also recommended that you register with the UNT Office of Disability Accommodation in the University Union, Room 322. The College of Visual Arts and Design Policy on Accommodation is available upon request in the main office (Room 107) of the Art Building. Further questions and problems regarding accommodation may be addressed to the Associate Dean for Academic and Student Affairs, Eric Ligon, who is also the College Accommodation Liaison Officer, in the suite of offices located in Room 107 of the Art Building.
Risk Factor Rating
This course has a Risk Rating of Level 2. This means that students are exposed to some significant hazards but are not likely to suffer serious bodily injury. In this course, those risks are related to X-acto knife usage, adhesives and fumes, and repetitive stress injuries related to extended computer use.

Emergency Actions
In case of an emergency (alarm will sound), please follow the existing emergency protocols for the University Systems Building. The DRC operates in an urban environment, so students should be alert to their surroundings at all times and be particularly mindful of their personal safety when walking or driving to and from the DRC space. For more information about students’ rights and responsibilities within the academic community, visit www.unt.edu/csrr.

Faculty Evaluation
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized courses at UNT. This short survey will be made available to you at the end of the semester so that you can offer constructive criticism regarding how this class is taught. I consider the SETE to be an important part of your participation in this course, as I utilize the feedback I get from it improve my teaching. You will be notified of the dates for the Spring administration of the SETE by the University.

Satisfactory Academic Progress
A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 3.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed maximum timeframes established based on the published length of the graduate program. 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: http://financialaid.unt.edu/satisfactory-academic-progress-requirements 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.

Attendance Policy
Good attendance and punctuality are required for student success in this class, and will strongly affect your grades. Roll will be taken at the outset of every class. You will be considered late if you arrive at class after roll has been taken. If you are late, it is your responsibility during that class period to make sure that the instructor has you added to the roll.

Only two (2) unexcused absences will be allowed per student over the course of the semester. The third unexcused absence will lower your final semester grade by one letter grade. The fourth unexcused absence will lower your grade by two letter grades. The fifth unexcused absence will lower your grade by three letter grades. 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 and e-mail address. The doctor’s note must be presented at the class that immediately follows the one the student has missed. A receipt from a doctor’s office is unacceptable.

You will receive two (2) free tardies. Beyond that, every three tardies will equal one unexcused absence.
Right of Change

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 his 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.

Student Grant of Publication Permission

1) **Grant of Permission.** I, the undersigned, am a student at the University of North Texas (UNT) and I am enrolled in one or more CVAD graduate or undergraduate courses. By 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 in accordance with the terms set forth below. Additionally I consent to the disclosure of the work created in this class as may be accompanied by my name and other personally identifiable information for purposes as set forth below.

2) **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 the galleries or on the campus of the UNT or on one or more of the UNT or CVAD websites; (3) for promotional materials created by UNT in all forms of media now known or later developed, including but not limited to exhibitions, 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.

3) **Certificate of Ownership.** I am the owner of all work submitted in accordance with the requirements of the named course and the work is not subject to any grant or restriction that would prevent its use consistent with 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 U.S. copyright laws.

4) **Privacy Release.** I hereby authorize and consent to the release, maintenance and display of my name if necessary and 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.

5) **Signature.** By signing the attached Student Syllabus Agreement 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 other wise 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. UNT will have three months from the date of my notice to stop all use in accordance with this permission.
Sign and Return to Instructor

Student Syllabus Agreement

I, ......................................................,
acknowledge that I have read the course syllabus. I understand the course structure, grading and attendance policies, risk factor rating, and the Student Grant of Publication Permission. By signing this agreement I acknowledge that I agree to the syllabus and all of its provisions.

Student name ..............................................

Signature ..................................................

Phone contact number .................................

e-mail ....................................................

Date.......................................................
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Keep for your records

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