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f26

ADES 4518 | "UX Cause-Based Design" | Course Syllabus

Course Description

This three-semester-credit-hour undergraduate course will transpire over a 16-week span of time and has been designed to build upon knowledge students enrolled in it will have constructed during their prior enrollments in the array of courses that precede it in the BFA in Communication Design, User Experience Design Track (BFA CDES: UXDT) degree plan sequence. Additionally, this course has been designed to be taken during the first semester of the fourth year of enrollment in the curriculum that facilitates the BFA CDES: UXDT degree plan, and has been designed to complement the learning experiences students enrolled in it will experience during their concurrent enrollment in ADES 4523 "Advanced Product Design."

Students enrolled in this course will be immersed in learning experiences that will enable them to construct the knowledge necessary to actively and effectively contribute to project-based efforts that afford teams of designers and their collaborators opportunities to affect social, technological, economic, environmental, or public policy (S.T.E.E.P.) change. This will entail the need for them to cultivate broadly contextualized understandings of and about why particular sets of circumstances and situations exist as they do in specific areas, or among specific population groups. Additonally, constructing these understandings will require f26 ADES 4518 students to formulate, conduct, and analyze the findings gleaned from the operation of meaningful primary and secondary research processes. Once they have completed these, f26 ADES 4518 students will utilize their findings to fuel and guide the design and prototypical implementation of a realistic, durable, and adaptive product, service, system, or set of processes that yields desirable benefits on behalf of an affected community, constituency, geographic region, or group of individuals.

Enrollment in this course will be extremely demanding of each student's time and focused attention[1] throughout the evolution of the entire semester. Those who cannot make sufficient allowances in their respective schedules to meet the demands of this coursework are unlikely to succeed in this course, and have the potential to negatively affect the learning experiences of those with whom they MUST work in assigned teams.

1. Each student enrolled in the f26 section of ADES 4518 will need to ensure that he/she can devote at least 7.5 hours of time OUTSIDE of class to fulfilling the demands inherent in this coursework. Time spent in class working will NOT, in and of itself, afford students enough "bandwidth" to complete the work they will be assigned during each week of this semester's ADES 4518 schedule.

An Articulation of Student Learning Outcomes

Expressed as **student learning outcomes,** the primary goals of the learning experiences that constitute f26 ADES 4518 "UX Cause-Based Design" are to allow each individual BFA CDES: UXDT candidate enrolled in it to construct the knowledge necessary to achieve the following objectives and goals.

1. Constructively criticize the approaches and methods that guide their own design decision-making processes and those of others, as well as justify any specialized positions they or others take, and effectively appraise current scholarly literature within and adjacent to the UXD and IXD disciplines.
2. Engage in systemic, critical analysis in ways that allow them to deconstruct complex, ambiguous "problems" into data-driven components, products, and systems..
3. Synthesize disparate ideas into viable formulations for new hypotheses and action plans.

The University of North Texas
College of Visual Arts and Design

Department of Design
Communication Design: UXD Track

Course Syllabus
ADES 4518.501 UX C.-Based Des.

Professor Michael R. Gibson
Instructor of Record

Course Location & Time
Tue & Thu, 2:20 pm–5:10 pm
CVAD Building Complex, room 284

Office Hours
Tuesdays: 9:30–10:30 am (via Zoom),
Thursdays: 9:30–10:30 am (via Zoom
or in-person in CVAD room 304;
office hours require an appointment)

4. Develop and design project outcomes that demonstrate a given student's abilities to plan, execute, and effectively document/showcase an independent project .
5. Articulate the precise use of advanced methodologies, software, tools, and other equipment standard to the marketplace of contemporary user experience and interaction design.
6. Apply abstract concepts they develop and learn in ways that make them effectively applicable in a variety of real-world situations.
7. Effectively communicate, and, as necessary defend, essential approaches and ideas, and the rationales for pursuing them, in ways that people from outside the design disciplines can understand, learn from, and act upon.
8. Improve upon their emerging abilities to audit the S.T.E.E.P-rooted impacts of their design decision-making, and that of others, within and across a wide variety of communities.
9. Hone abilities that began to be cultivated in other courses in the UXDT curriculum regarding the direction of peer teams, conflict management, and the effective navigation of real-world operational challenges.
10. Effectively plan, track the progress of, and complete open-ended projects that require self-directed execution in a manner that satisfies prescribed, scheduling parameters (more simply put, produce effective work in a timely manner within specified deadlines).

Credits and Prerequisites

All students enrolled in this course must have already taken and successfully passed (i.e., earned a final course grade of "C" or better) the following courses: ADES 1500, ART 1600, ART 1700, ART 1800, ART 1900, ADES 1543, ADES 1513, ADES 1543, ADES 2513, ADES 2518, ADES 2523, ADES 3503, ADES 3513, and ADES 3548. **There are no exceptions to this policy (i.e., none, zero; not for ANY student).** ADES 4518 is a three-credit hour, undergraduate course that is required for all UNT CVAD Communication Design majors seeking a B.F.A. in Communication Design with a concentration in User-Experience Design.

Course Content

The coursework that forms the foundation of f26 ADES 4518 and that frames the learning experiences that comprise it will be comprised of two (and, for some students, only one) project-based learning experience. These will require each student enrolled in this course to contribute to the ever-evolving work within one to two teams populated by two of their peers.[2] The first group of teams will be assigned at the outset of the semester, and will then be afforded an opportunity to choose from between one of four sets of project parameters. These will guide the research, development, design, and implementation of an interactive product, system, set of services, or array of protocols, procedures, and/or experiences that addresses whatever set of project parameters that was chosen to initiate the work of a given team. Whether a given team chooses to work its way through to the end of the semester addressing the set of project parameters they began the semester confronting, or they choose to address a new set will be determined during the seventh and eighth weeks of the course schedule (September 28–October 9).

Most of the class sessions that will transpire over the course of the semester will begin with a brief lecture or workshop event facilitated by the instructor. The content of these will range from

2. There may be instances as the semester transpires that entail student teams of four working through particular projects, but the majority of the configurations of these teams will consist of three students each.

briefings about various aspects of the state of the professional discipline of User Experience Design, to demonstrations regarding new ways to use emerging technology to aid and abet design research and the decision-making processes that flow from it, to case study report-outs of how other designers and design teams have employed their bases of knowledge and skills to address a wide variety of S.T.E.E.P.-based issues around the world. The majority of our class time will be spent engaging in the critical analysis of each student team's evolving work (again, on a per-project basis). It is expected that each student will augment the development of each of his/her course projects as necessary with their own, self-guided construction of knowledge regarding the operation(s) of various types of software, programming, AI-augmented technologies, and other aspects involving individual project execution and delivery. It is also expected that each student will communicate consistently and effectively with his or her teammates and/or the instructor throughout the duration of the semester to ensure the ongoing maintenance of a viable, Agile Management project structure.

Per-Project Parameters

Each student team must choose from among the following sets of parameters to begin a UX research and design project that will evolve through at least the end of week eight of this semester (Friday, October 9), and that could continue through the end of the semester (Thursday, December 10—the "final exam day" for this course). Teams that decide to address two sets of project parameters must (again) make the decision to finish their work on whatever will have constituted their outcomes/responses to the first set during week eight of the semester (October 5–9), and then choose from among this same set of parameters to catalyze the work they will engage in for the remainder of the semester. The opportunity to address a set of parameters that a given team develops themselves is a possibility for that team to pursue only during the second half of the semester (which means that each team must choose from the sets articulated below and operate from them for at least the first eight weeks).

Project 01: Designing for Digital Equity Among Aging Populations

The Core Challenge/Problem: High-fidelity interfaces fail when users lack foundational mental modells from which to construct understandings of and about modern UI paradigms/"ways of operating UIs."

Key contextual issues and/or questions to consider: What are ways to design a system that bridges the digital literacy gap for senior citizens? (Digital inclusion, elderly accessibility, and reducing social isolation)

Possible deliverables:[3] An omnichannel service blueprint that maps physical and digital touchpoints; a cross-platform interface (e.g., tablet app + smart-speaker integration) that's optimized for age-related cognitive and visual changes; a participatory design report documenting co-creation sessions with actual senior users

Project 02: Combating Mis- and Dis-Information in Hyper-Local Elections

The Core Challenge/Problem: Designing trustworthy information architecture(s) that guide the functioanlities of one or more local information dissemination systems that AVOID the introduction of algorithmic bias or censorship

3. Please bear in mind that, in the context of each these sets of project parameters, your team may elect to work to create more than one of these "possible deliverables," or a combination of these, or something that your research calls for that is not articulated in anything described in these groupings.

Key contextual issues and/or questions to consider: What are ways to design a product, service, or system that is guided by trustworthy information architectures that avoids introducing algorithmic bias or censorship? (Construct some type of interactive platform or plug-in that helps voters verify local political claims)

Possible deliverables:[3] A data visualization dashboard that can translate complex policy impacts into easily scannable metrics; a browser extension or mobile tool that provides real-time, neutrally located context that helps users obtain objective information regarding local news stories; an adversarial design audit outlining how bad actors might attempt to game or weaponize a given, established platform's UI.

Project 03: Optimizing Supply Chains for Food Sovereignty

The Core Challenge/Problem: Many local (and, to some degree, regional) independent food producers like farmers and ranchers lack a viable means to sell their products to people living relatively near them in urban food deserts.

Key contextual issues and/or questions to consider: What are ways that a dual-sided marketplace comprised of vastly different users—think of a farmer in a field versus an urban resident on a fairly restricted budget—interact with each other to ensure a multiplicity of mutual benefits? (Consider that whatever would be developed, designed, and implemented to meet the needs of disparate users must address key issues in and around sustainable agriculture, food security, public health, and economic justice for small-scale growers and harvesters.)

Possible deliverables:[3] An offline-first mobile application that allows farmers and/or ranchers to manage inventory and logistics; a highly accessible, progressive web app (PWA)[4] for consumers living in lower-income zip codes that is optimized for low-end smartphones; a map of some sort that tracks the operation of a system in one or more ways that depicts how the interactions between farmers/ranchers and dwellers living in urban food deserts reduce food waste, lower the size of community carbon footprints, improve nutrition and health literacy among those who will consumer this food.

4. A progresive web app (PWA) can work offline, be installed as part of someone's home screen, and is able to load quite quickly. In short, it's a simple website that acts as if it's a phone or a computer app.

Project 04: Decolonizing Mental Health Systems

The Core Challenge/Problem: Many people living in marginalized communities lack even the most basic, culturally and socially responsive mental health triage and peer-support services.

Key contextual issues and/or questions to consider: What are ways that a team of broadly informed UX researchers and designers could develop, design, and implement a system of online services or an app or a new set of procedures and protocols to be used by public health and safety officials to ensure more equitable healthcare in a given community, along with systemic de-stigmatization and trauma-informed care for those most in need? (Consider that many, perhaps even most—at least in the U.S.—traditional medical intake approaches and methods can feel cold, clinical, and exclusionary to people living in communities that already have a history of medical mistrust.)

Possible deliverables:[3] A trauma-informed intake flow that prioritizes psychological safety and that allows individual users to control their own data; a peer-to-peer networking service that utilizes safe,

anonymous matching algorithms to connect people who share socio-cultural backgrounds; an ethical framework document or set of by-laws or guidelines that clearly articulates how data privacy and emotional safety will be safeguarded during each aspect of this product/service/system's operation.

Project 05: Operationalizing Explainable AI (XAI) in High Stakes Civic Decisions

The Core Challenge/Problem: Black-box AI systems automate decisions regarding public housing eligibility, credit scoring, or algorithmic policing without transparency or recourse for a given community's most vulnerable citizens.

Key contextual issues and/or questions to consider: What are ways for a team of UX researchers and designers to engage in the types of secondary research necessary to:
1) critically examine the workings of automated decision-making frameworks,
2) engage in expert interviews with civil rights advocates, and to
3) facilitate the types of participatory design workshops with individuals most negatively impacted by the assertion of automated biases

to most effectively yield the data sets necessary to fuel and guide positive change on behalf of citizens facing housing insecurity? (Consider how what might be developed and designed to address this set of issues could function as some type of dual-sided, interactive service ecosystem that entails "Side A" operating as a transparent, plain-language interface for people to audit and contest what they perceive to be automated decisions and "Side B" operating as a decision support dashboard for civic caseworkers that surfaces system confidence levels at particular intervals and that tracks the lineage of key data sets.)

Possible deliverables:[3] An end-to-end interactive system map and prototype that depicts some type of dynamic loop between algorithmic output, human audit, and system appeal.

Project 06: Establishing and Sustaining Decentralized Safety Nets for Platform Gig Workers

The Core Challenge/Problem: Gig-economy workers the world over often lack traditional employment benefits, leaving them vulnerable to sudden wage fluctuations, algorithmic wage penalties, and unsafe working conditions without most of the types of structural support from which other types of workers routinely derive benefits (a few of these include but are not limited to health insurance, severance pay packages, and money management for retirement).

Key contextual issues and/or questions to consider: What are ways that daily workflow information stemming from collective bargaining modules, dynamic mutual-aid pooling mechanisms, and peer-supported safety mapping could be used to guide the functions of a product or system that operates as a type of interactive financial and safety platform? (Consider how a product or system of this type could be managed by a worker cooperative, and how and why it might need to incorporate/be informed by mechanisms such as quantitative survey instruments, longitudinal diary studies that track gig worker hours and stressors, and whatever might be learned from analyzing extant mutual aid frameworks.)

Possible deliverables:[3] A fully realized mobile app or web platform prototype that can effectively demonstrate complex financial interactions (e.g., dynamic pooling) and how this type of a sustainable service business model would be maintained.

Project 07: Establishing & Sustaining Accessible Digital Infrastructure for Refugee Asylum Systems

The Core Challenge/Problem: Many migrants and asylum seekers the world over face fragmented, multilingual, and often highly bureaucratized legal systems that rely on routinely using terminology that is inaccessible for many of its potential users; additionally, the incorporation of analog-rooted paperwork into the asylum-seeking processes that does not integrate well—or at all—with other aspects of these systems tends to complicate the situations of these user groups even further.

Key contextual issues and/or questions to consider: What are ways that a secure, multi-language portal could/should be designed, implemented, and sustained to provide vital civic services to people who only have access to low-bandwidth mobile devices? (Consider that whatever would be created must have the capacity/"ability" to translate documents in ways that are verifiable, and must facilitate secure, end-to-end tracking combined with a means to cache key data sets on behalf of users with intermittent online connectivity.)

Possible deliverables:[3] A high-fidelity, highly accessible responsive web application prototype that's designed to work alongside some type of end-to-end user journey map that can clearly depict key, cross-border systemic touchpoints.

Project 08: Combating Climate-Induced Urban Heat Migration

The Core Challenge/Problem: The acceleration of the growth of so-called "urban heat islands" disproportionately affects lower-income neighborhoods (across the U.S. and abroad), causing (among other things…) acute respiratory distress among many residents and severe grid failures.. (Consider the creation and effective sustenance of a predictive, neighborhood-level community resilience network. This comprises IoT-connected public cooling shelter kiosks, an interactive municipal resource distribution dashboard, and a peer-to-peer neighborhood SMS/mobile alerting system that coordinates wellness checks during extreme weather events.)

Key contextual issues and/or questions to consider: How might the process of
1) engaging in spatial data analysis of urban heat mapping in at least three geographically disparate areas, and
2) localized field observations of the neighborhood infrastructures within and around these, and
3) participatory design sessions with elderly or medically vulnerable urban populations

yield useful and usable guidance to design decision-making during the evolution of a project like this? (Consider constructing some type of multi-touchpoint service system that bridges physical components with digital ledgers that are tied into some type of mobile diagnostic app for target users that allows them to assess issues such as repairability, whether someone near them can "fix their busted ____X____," and perhaps some sort of API that can track the availability of open-source hardware components and products.)

Possible deliverables:[3] A cross-platform prototype that facilitates the operation of a service system that demonstrates some type of real-time data sync between public IoT ("Information of Things") infrastructure, municipal dispatchers,[5] and citizen-owned and operated mobile devices.

5. Generally speaking, a "municipal dispacther" is someone whose daily work involves coordinating various types of city services, or emergency responses, or the operation and/or repair efforts in and around public utilities like electricity, potable water, and sewage treatment. Think of people that handle 911 calls, and/or who route medical, law enforcement, and firefighting personnel, and/or city work crews or transit fleets. These people have to monitor maps, radio channels, and multiple data streams simultaneosuly and make crucial decisions within short spans of time.

Project 09: Constructing a Traceability System for E-Waste Circular Economies

The Core Challenge/Problem: Rapid consumer electronics obsolescence generates toxic e-waste, much of which is driven by a lack of infrastructure for part harvesting, repair, and the tracking of circular manufacturing methods.

Key contextual issues and/or questions to consider: Material life-cycle analysis, contextual inquiries at local recycling plants or hardware repair shops, and mapping international e-waste policy constraints… (Consider constructing some type of multi-touchpoint service system that bridges physical components with digital ledgers that are tied into some type of mobile diagnostic app for target users that allows them to assess issues such as repairability, whether someone near them can "fix their busted ____X____," and perhaps some sort of API that can track the availability of open-source hardware components and products.)

Possible deliverables:[3] The construction, implementation, and sustenance of a high-fidelity, mobile framework that pairs with a comprehensive service blueprint system that details the physical-to-digital touchpoints across the life cycle of a given device.

Course Structure

This course is offered in a design studiolab format, and will meet for two, 170-minute class sessions per week. 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 BFA CDES: UXDT student enrolled in ADES 4518 will spend specified amounts of time—either eight or 15 weeks—engaged in developing and designing one to two assigned projects that must endeavor to satisfy the per project parameters articulated in the previous section of this document.

Please note that each student team will be responsible for setting its own week-to-week, and, as necessary, class-session to class-session project schedule. What follows is a roughly suggested articulation of how a given team's per-project schedule might evolve over the course of the semester's first eight (8) weeks. Please note that this is no way meant to be dictatorial, and that, depending on what set of project parameters a specific team has chosen to address, that team's schedule might appear somewhat or even quite a bit different from what follows. Additionally, please note that the schedule each team articulates must also describe the various roles that each team member will fulfill as the team's schedule advances/evolves. (These roles will likely vary significantly from one team to the next given the quite disparate nature of the types of project parameters that each team has the option to operationalize.) Without further ado, here's one way to approach this:

Weeks 1–3 (Research & Co-Creation): Conduct participatory design workshops and/or focus group-based information gathering sessions and/or survey-based user research sessions with

key members of your actual and/or potential target user groups. Use the information you gather to prompt/train GenAI systems to create a limited array of personas that could be used to guide your eventual design decision-making. As this is occurring, also use GenAI to create and extract what your team believes to be useful and usable information from a systemic view of literature that could help your team effectively frame your project. Use what you glean from these analyses to showcase an initial array of possible product, service, or system design directions/outcomes that you could eventually develop into at least one or more mid-fidelity prototypes. This is also the period of time during which a competitive analysis—if the team deems it necessary—should occur.

Weeks 4–6 (Prototyping & AA/AAA Compliance): Build a cross-platform prototype (e.g., tablet + voice user interface, and/or a basic, three userflow minimum, mobile-located, interface, or a whatever else a given team had developed to this point that is beginning to "show potential" in terms of it being able to effectively improve the experiences of its target user group). As necessary, enforce strict WCAG 2.2 accessibility guidelines to ensure effective visual contrast, hit uability targets, and ensure appropriate cognitive load(s).

Weeks 7–8 (Validation & Final Blueprint): Validate whatever product, service, or system—or some combination of these—by engaging in usability testing with appropriate users, and, as necessary, make modifications to prototypes. Deliver the final, mid-fidelity prototype(s), alongside a comprehensive service blueprint and accessibility audit.

OR—a specific team could choose to work within an agile sprint structure that they devise and follow that could evolve according to these rough guidelines:

An agile sprint in UX design is a short, time-boxed iteration—typically consisting of one to four one- to two-week "blocks," or "boxes"—within which cross-functional teams research, wireframe, prototype, and test specific user-facing features and the functions that give rise to and necessitate their operation(s). It replaces rigid linear planning with continuous delivery, fast feedback loops, and incremental product, service, or system evolution. If your team chooses to develop, design a prototype(s), test it (them), analyze their test results, use these to guide a re-designed prototype(s), etc., plan on having your team engage in/facilitate a weekly "standup" report-out that will transpire during each one of our Tuesday class sessions and a weekly "burndown/analysis/assessment" report-out during each one of our Thursday class sessions.

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 Components

Each of the one to two "cause-based" design challenges that constitute the bulk of the content of this course that will evolve as it progresses will necessarily involve a good deal of in-class critical analysis and discussion. These challenges will also necessitate that each student enrolled in the fall 2026 version of ADES 4518 devote between seven-and-a-half to ten hours per week **outside of class** to engaging in their coursework if he or she is to effectively acquire and construct the knowledge that the course content requires.

The majority of our time in class will be spent engaging in critical, broadly informed analysis of human-centered, user-experience-based design decision making, particularly as this affects and is affected by how given groups of people are or could be affected by the situations and sets of circumstances described in the "Per Project Parameters" section of this document (pages 3–7). Each student will be required to actively contribute to the critical dialogues that will transpire in our classroom during almost every class session of the semester. These will entail dialectical exchanges between individuals and the instructor, between teams and the instructor, and between teammates. During most of our class sessions, our classroom space in room 284 should be filled with what I'll politely refer to here as "lively chatter:" room 284 will be anything but a serene place, BUT—this doesn't mean that individuals should retreat into their headphones as our class sessions evolve (if they do, they risk missing a great deal of learning and knowledge construction).

Each of the one to two assigned, user-experience-rooted, "cause-based" design challenges that students in this course will work on over the course of the semester will be assessed for grading once they have been turned in and at junctures that coincide roughly with weeks five and ten of the fall 2026 semester. Each student will also be graded on his or her participation, or lack thereof, in the iterative and heuristically informed design processes that will have fueled and guided the creation and implementation of each of the projects upon which they will have worked as this semester's schedule progresses. More specific information about the nature of how each of the one to two projects will be assessed is discussed in the next section of this document.

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

Students enrolled in f26 ADES 4518 will be assessed both in terms of the work they will iteratively develop, design, test, and implement over the course of this semester, as well as in terms of how effectively and consistently they contribute to the ongoing collective efforts, or "group machinations," of the teams within which they will work. As was stated earlier in this document, evaluations will be rendered and disseminated at (approximately) week 05-06, week 10–11, and at semester's end. These evaluations will be based on the following criteria, and will be weighted as follows:

- an individual student's ability to consistently (i.e., on a class session-to-class session and week-to-week basis) showcase his or her contributions to his or her team's progress as a critical decision-maker and as a designer/maker/author/"content creator"; in simpler terms, an individual student's ability to consistently "tote his or her share of the team's load;" **20%**
- an individual student's ability to help his team formulate, operate, gather data from user and user experience research, and then critically utilize/operationalize insights and understandings gleaned

from this to inform the team's design decision-making; **20%**

- an individual student's ability to consistently produce (i.e., on a class session-to-class session and week-to-week basis) the work required of the roles—please note the plural—that he or she has had to assume in order for his or her team to realize its research, design, testing/assessment, re-design, and final implementation (mid- to high-fidelity prototype) goals: **20%**
- an individual student's ability to effectively and efficiently communicate his or her rationales in support of his or her design decisions on a class-session to class-session basis; **15%**
- an individual student's ability to contribute to his or her team's cyclic prototyping and testing in whatever capacities the team requires of him or her (individuals will not have the option of "holing up" and working on only or two aspects of their team's project or projects); **15%**
- an individual student's ability to contribute to his or her team's efforts to ensure that whatever they develop, design, and implement is accessible according to WCAG 2.2 worldwide accessibility standards; **10%**

Additionally, there are NO OPPORTUNITIES for students enrolled in this course to earn "extra credit" to bolster their final course grade.

Please note (2): No student in this course may opt to earn a final course grade of "incomplete" without first securing permission from the course instructor to do so. Permission to earn a final course grade of "incomplete" may only be granted in light of exceptional circumstances that the instructor is made aware of well before—literally, at least two full weeks (11.18)—prior to the last day of classes (12.03) this fall semester; **no requests for final course grades of "incomplete" will be granted after 11.18.** In this context, "exceptional circumstances" refer to situations such as severe injury to or illness within a given student, or the unexpected need to provide physical, emotional or mental care for a family member, significant other, or offspring. Any permission to earn a final course grade of incomplete must be accompanied by a contract written by the instructor and agreed upon and signed by the student that articulates when and how incomplete coursework re: ADES 4518 will be finished.

Course Risk Factor

ADES 4518 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 X-Acto knife usage, and exposure to adhesives and the fumes they generate, as well as repetitive stress injuries related to extended computer usage. Students enrolled in ADES 4518 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.

Required Texts

There are no required texts for students enrolled in f26 ADES 4518.

Recommended Texts

- Manzini, E. (2015). When Everybody Designs. Cambridge, MA, USA: MIT Press.
- Costanza-Chock, K. (2020). Design Justice. Cambridge, MA, USA: MIT Press.
- Friedman, B. & Hendry, D.G. (2019). Value Sensitive Design. Cambridge, MA, USA: MIT Press.
- Monteiro, M. Ruined by Design (2019). Chicago, IL, USA: Mule Books.

Required Supplies

- a personal Dropbox account with at least 500 GB of storage space (this is an absolute MUST)
- well-equipped personal computers loaded with the Adobe CC Creative Suite
- access to and working knowledge of Figma, (an perhaps Figma Make and/or Google Stitch), WebFlow, WordPress, or Framer prototyping softwares access to and facility with online, group activity management software such as Mural or Discord
- access to and working familiarity with at least two of the following generative, large language modeling, artificial intelligence platforms: ChatGPT, Claude, DALLE-2, Midjourney, Runway, Synthesia, Stable Diffusion, GitHub Copilot (for those of you interested in writing code/ generating code
- at least one, preferably two, external hard drive(s) with at least 1 TB capacity to facilitate the "hard storage" of the various types of files you will create as you complete your assigned coursework
- at least 200 Post-It Notes™ in at least five different colors[7]
- a 25' to 50' roll of inexpensive, white butcher paper that is 36" wide
- a "cheap" box of eight (8) Crayola, washable markers (please DON'T use these on the whiteboards!)
- one (1) Bienfang brand, 100-sheet "Parchment 100 Tracing Paper" pad (9" x 12")
- one (1) Bienfang brand, 50-sheet "Graphics 360" pad (9" x 12")
- At least four (4) Sharpie brand "Fine Point" black markers
- At least four (4) Sharpie brand "Ultra-Fine Point" black markers
- At least four dry erase markers

ADES 4518 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 two (2) tardies will equal one (1) unexcused absence. Only two (2) unexcused absences over the course of the will be accepted. The third unexcused absence will lower a student's final course grade by one letter grade. The fourth unexcused absence will lower a student's final course grade by two letter grades. The fifth unexcused absence will lower a student's final course grade by three letter grades. A total of six absences, excused or unexcused, will result in the student receiving a final course grade of "F," which will result in a flunking of ADES 4518 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.[8] 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.

Because this course meets twice 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 professor. **If a student comes to a class session without his/her 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 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 ADES 4518. 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.

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 ADES 3513, be switched on again as a given class session progresses. Laptops and other computational devices 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.** 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)

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 4518 students are hereby encouraged to use the array of generative, artificial intelligence softwares listed on page 11 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 four of the assigned projects that comprise the coursework of f26 ADES 4518. 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 outcomes, 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. It will up to each student enrolled in this course—and his or her teammates—to assume the role of an "epistemic gatekeper" with regard to how he or she utilizes GenAI to aid and abet his or her (or his or her team's) research processes.

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 4518 Course Syllabus

The instructor reserves the right to make adjustments/changes to the course syllabus of f26 ADES 4518.501 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 16 to December 7) 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 Com Design, UX Track Majors Who Are Easily Bored, or Who Are Simply Not Particularly Interesting People

To quote from Joan Didion, **"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.'"** Whether a given student has chosen the Graphic Design or the User Experience Design track within it, 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. They learn to be quite comfortable being uncomfortable as a means to invent and innovate, and to identify, frame, and resolve complex problems.

If your primary daily operating modalities in college and life involve "going with the flow," "not sticking out too much," and "waiting to see how everyone else is acting before you act," User Experience Design is *not* the major for you. This is also not the major 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 of time 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 necessary almost every day to "get thoughtful work planned and done," you won't make it in Com Design in general and UX design in particular. You also won't make it if you haven't matured enough to treat your collegiate experience as something beyond "13th grade."

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.

ADES 4518 "UX Cause-Based Design"

My dates signature on this document acknowledges that I have read the course syllabus for ADES 4518 in its entirety, and that I understand the ADES 4518 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—ADES 4518 "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 (ADES 4518) 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 (ADES 3513). 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)

FIN. Welcome/Bienvenidos/Wellkommen to the fall 2026 section of ADES 4518.501.