

ADES 4528 | “Final Portfolio in User Experience Design” | Course Syllabus and Schedule

Course Description

1. I'm sourcing these UXD-related job titles from listings that have appeared on the IXDA (Interaction Design Association) and UXPA (User Experience Professionals Association) web postings for employment opportunities between January 12, 2025 and January 11, 2026. Many of these titles are also articulated on p. 36 of Lisa Murnan's book (one of your textbooks for this course) "How to Get a UX Design Job"

2. Two essential reads that cover this exploding opportunity area for UX Designers: "Good Services: How to Design Services That Work" by Lou Downe, and "This is Service Design Thinking" by Marc Stickdorn.

3. The essential meaning of this term is much expanded than it was ten years ago, or—GULP!—40 years ago when I began my professional design career under this job title in Chicago. In the realm of UXD, this now means someone who is (mostly) brought into/ onto an EXTANT project, or "product dev," with the express intent of improving it, most often by engaging in user research, followed by some immersion in the usability testing-cycle-prototyping cycle of events.

This three-semester-credit-hour undergraduate course will transpire over a 16-week span of time, and is designed to build upon all of the knowledge and understandings students enrolled in it have constructed during their prior enrollments 1) in the array of courses that precede it in the BFA in Communication Design: User Experience Design Track (BFA CDES: UXDT) degree plan sequence, and 2) any and all of the other courses that they have enrolled in during their undergraduate experiences at UNT and elsewhere, as well as 3) any internship- or other work-related experiences they may have had in their lives. Additionally, all students enrolled in this course are strongly encouraged to draw from/utilize their individualized experiences of “living life in the 21st century” to inform their design decision-making as the coursework that constitutes this course evolves.

This course is designed to be taken during the final semester of the fourth year of enrollment in the curriculum that facilitates the BFA CDES: UXDT degree plan within UNT CVAD’s Department of Design, and has been designed to prepare those enrolled in it to effectively enter the ever-evolving professional discipline now commonly known as User Experience Design. In short, as expressed in a simple phrase, the primary intent of this course is to prepare the students enrolled in it to “transition from campus to career.”

The primary goals, expressed as student learning outcomes, of the learning experiences that constitute ADES 4528 “Final Portfolio in User Experience Design” are to allow each individual BFA CDES: UXDT candidate enrolled in it to:

1. engage in the processes necessary to prepare an effective array of self-promotional materials, including but not limited to an online portfolio, across a diverse array of media, platforms and mediums, that will effectively position each BFA CDES: UXDT candidate/4528 student as someone who has amassed the necessary skills and bases of knowledge to make a viable, sustainable contribution to a varied amalgam of organizations that engage in the professional practices—please note the plural—of user experience design;
2. critically engage in the decision-making methodologies and methods necessary to formulate and operationalize a “career instigation strategy” that eventually locates each s26 4528 student in one or more of the following “UXD-related career path areas (some of which may be combined...):”¹
 - UX Designer
 - Lead UI/UX Designer “Rockstar”
 - Ix Designer
 - User Experience Designer
 - UX Architect
 - Digital UX Architect (this has gotten “hot” since the onset of the Cobid-19 pandemic... requires use of softwares like Miro, Mural and Figma to facilitate UX design decision-making across digitally synchronized but geographically remote networks)
 - User Researcher
 - UX Researcher (bear in mind the difference between “user research” and “usability testing” with regard to doing this)
 - Service Designer²
 - Product Designer³
 - Interaction Designer

- Information Architect
- UX/IX copywriter

3. identify, frame, develop and design—please bear in mind that each of these phases will be crucial as design decision-making processes evolve—a **project that yields a product, service or experience that improves a specific “problematic situation” on behalf of a particular target audience or group of users**; this project will constitute a semester-long endeavor, and should be undertaken as a means to showcase an area of interest and/or function as a “showcase project” that will help propel the student who undertakes it into the type of initial, professional UX Design experience that he/she/they desires to initiate his/her/their career... this project can be a continuation of an endeavor that was begun by a given student or a student team during his, her, or their learning experiences last semester in either or both ADES 4518 and ADES 4523.

4. Each student must choose a minimum of two previously completed projects to re-visit/re-design.

4. critically assess the contents of his/her/their personal UX Design portfolios to determine which projects presented within it at the beginning of the semester must be either replaced or re-imagined and then re-designed to ensure that each student’s portfolio is as devoid of “poorly considered” projects as possible.⁴

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, ADES 1513, ADES 1543, ADES 2513, ADES 2518, and ADES 2523, ADES 3513, ADES 3548, ADES 4518, and ADES 4523 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

This course will be comprised of the following immersive, largely project- and process-based learning experiences that must each be addressed by (mostly) **individual students** in a way or ways that are tailored to meeting the **individual needs and aspirations of those students**.

- Each student must complete ONE major, semester-long user experience design-rooted project either on an individual basis OR as part of a two- to three-ADES 4528 student team. **This project must yield an outcome that manifests itself as a service, experience or a product (there can be some “overlap” between these) that effectively addresses a situation or set of circumstances that is now or is fast becoming what a given group of people qualify/describe as “problematic,” or “less-than-desirable.”** This situation or set of circumstances must be **framed** by well-defined social, technological, economic, environmental, political, values-based, aesthetic or ethical concerns, factors and/or conditions, and the results of this project must be effectively documented as a primary, **CASE-STUDY-DOCUMENTED** portion of an individual ADES 4528 student’s portfolio by 11:00 am CDT on May 11, 2026.
- Each student must develop, design and execute a version of his, her or their **user experience design-rooted portfolio as a functional web presence/website** using whatever website construction and implementation means/methods⁵ they deem most appropriate and effective **to showcase at least five of his, her, or their UX-rooted and other types of projects (such as examples of writing, graphic design or illustration work, photography, videography, documentation of volunteer work, etc.)**. This website must visually communicate not only who each student is as a UX designer by showcasing his, her or their array of work, but must also “tell the developmental stories” of at least three of the five projects described in the previous bulleted item.

5. An individual ADES 4528 student’s website could be manually coded using some combination of html, css, jquery, javascript, etc., OR it could be constructed within a theme- or template-based resource such as Wordpress, Framr, Wix, Weebly or WebFlow. ADES 4528 students will need to complete their personal websites by 11:00 am 05.06.26.

- Each ADES 4528 student must “re-visit and re-design” at least two of his, her or their extant projects that have been completed during the span of time that began with their enrollment in our ADES 2513 “Digital Typography” course and culminated with their enrollment in our ADES 4518 “Cause-Based User Experience Design” or ADES 4523 “Advanced User Experience Design” campaigns/projects, OR that have been completed as freelance projects during this same span of time.
- Each student must ensure that the “story” of his or her design decision-making is **effectively evident** in support of at least three of the projects that constitute his or her user experience design-rooted portfolio. This means that, in support of at least three projects, a target user of a given student’s website would be able to clearly ascertain the following aspects of the user experience design **research-to-framing-to-development-to-execution-of-design process**:
 - 🔍 initial problem identification and framing;
 - 🔍 empathy mapping;
 - 🔍 a brief synopsis of what the student’s empathically framed user research revealed;
 - 🔍 the presentation of at least two key personas;
 - 🔍 the presentation of information architecture;
 - 🔍 the presentation of low- and mid-fidelity wireframes;
 - 🔍 the presentation of low-fidelity prototypes;
 - 🔍 the presentation of mid-fidelity prototypes;
 - 🔍 the presentation of a high-fidelity prototype(s).
- Each student must design and write a viable resumé,⁶ and create a viable LinkedIn presence for him- or her-self (some students may need to bolster their LinkedIn presence with other social-media-based presences).

6. The same resumé DESIGN should yield at least three different versions of itself to ensure that each ADES 4528 student has a resumé that is more specifically tailored to be read and perceived by at least three different types of potential employers.

Course Objectives

Through the completion of course assignments, students will **acquire** competency in the following areas:

- the construction of knowledge that informs how individuals entering the User Experience Design profession must comport themselves and present their oeuvres of work to engage effectively in the processes of job identification, application, interviewing and negotiating
- a set of core skills and a knowledge base necessary to effectively plan and guide the development of a UX Design job hunting strategy that is “right for them”
- the development of a UX Design-rooted, online portfolio that will help “tell the story of why they are who they are” as an emerging UX Designer, Researcher, Information Architect, Product Designer, Experience Designer, Service Designer, UX Architect, or UI Designer, or some combination of these
- the abilities necessary to self-promote not only their work, but themselves as professional individuals who have the skills and bases of knowledge necessary to viably contribute to the work projects and processes that must transpire effectively within a professional User Experience Design environment
- the abilities necessary to design a resumé (or three or four of these...) that will be effectively cognized and sorted by a potential employer’s **Applicant Tracking System (ATS)** software

Through the completion of course assignments, students will **develop** competency in the following areas:

- the ability to effectively design, evolve and disseminate self-promotional materials, including an online web presence, an “ATS-friendly resumé,” a business card, and some type of leave-behind

- the ability write an effective cover letter or introductory e-mail that highlights the student’s personality as effectively as it communicates his, her or their potential, and that accounts for a given employer’s purview
- the ability to account for the social, cultural, economic and political biases among those who might employ them, either on a full-time or a freelance basis, so that they can tailor their approaches to these individuals and groups as they plan and navigate their respective career paths
- the ability to develop his, her or their LinkedIn and social media presence so that these effectively promotes his or her essential competencies and skills, as well as his or their personalities
- the ability to cultivate the strategic and tactical knowledge necessary to communicate effectively with recruiters, hiring managers and potential UX Design teammates/collaborators
- The ability to logistically plan the evolution of a complex information design project so that the manner in which it evolves can account for criticism offered by whatever stakeholders and/or project collaborators are involved in attempting to realize this project to good effect
- The ability to design-and-write, or write-and-design, effectively communicative and emotionally engaging introduction, main content area, and conclusion copy/text, and the imagery to support this, in ways that effectively inform the decision-making of a specific target audience or user group

Through the completion of course assignments, students will **continue to develop** competency in the following areas:

- The ability to glean useful and usable information gleaned from human-centered design research about the biases, needs and aspirations of a specific target audience or user group, and then engage in the design decision-making necessary to develop, design and implement effective services, products and experiences for that audience or user group
- The ability to articulate key rationales for making particular design decisions **within the context of an interdisciplinary design team** so these can be openly and critically discussed by project stakeholders and collaborators, as well as their instructor
- The abilities necessary to engage in various types of digital products and systems programming necessary to facilitate usable, useful and delightful interactions between the systems they design and those target audiences or user groups on whose behalf these products and systems have been designed

Course Structure

This course is offered in a design studiobook format, and will meet for two, 170-minute class sessions per week. Course content and studiobook 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 4528 will spend specified amounts of time—to be determined by each individual student enrolled in this course—engaged in developing and designing the projects and materials that support that student’s endeavors to enter the professional UX Design marketplace and sustain a viable career path within it that are described in the “Course Content” section of this document.

Students enrolled in s26 ADES 4528 will also be responsible for designing and executing an exhibition of their work that will appear on the southern wall of the first floor of the CVAD Building Complex lightwell area.

- Designing and mounting/executing this exhibition will require the input and active participation from EACH STUDENT enrolled in s26 ADES 4528, and will require all students to be involved in twice-weekly, 30- to 45-minute planning sessions that will transpire at the outset of each class session beginning on Monday, February 2, 2025.
- The conceptual and aesthetic planning for this exhibition will transpire from (roughly) February 2–March 2.
- The execution of each student’s or student team’s contributions, which should include a combination of interactive experiences and video clips that can be shown on the two large monitors that are normally stored in CVAD room 282, will be executed by student teams comprised of specifically tasked s26 ADES 4528 teams of four (4) students each from March 2–April 12.
- Any physical fabrication of elements that will be displayed on or near the video monitors or the southern wall of the Lightwell space must occur/be completed between April 12 and May 4. Whatever content that appears on the video monitors should accommodate touchscreen operability by visitors to this exhibition over the entirety of its duration (it will be in place from May 4 & 5 through—roughly—the last week of July)...
- This means that thoughtful and well-executed manifestations that effectively “tell the research, development, and design stories” of whatever the s26 ADES 4528 group decides should be displayed must be completed in time to install these on Monday, May 4 and Tuesday, May 5.

Course Components

Each of the user-experience-based, design problems that will evolve as this course progresses will necessarily involve a good deal of in-class critical analysis and discussion. Because of this, these activities will constitute the primary “course components” of ADES 4528. Specifically, this means engaging in critical, broadly informed analysis of human-centered, user-experience-based design decision making. **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.** Each of the assigned, user-experience-based, design opportunities that will be addressed by individual students or student teams will be assessed for grading once they have been turned in.

An Overview of How Students Enrolled in This Course Will Be Graded Combined with the Project Schedule

Each of the course projects that will evolve over the course of the semester schedule will be formulated, developed and designed by the individual students, or students working in teams of two to three peers each. How effectively each student is assessed to have addressed specific “per project” criteria will be recorded on an assessment document that each student will receive one to four weeks after the culmination of each of the three to six projects that will comprise the coursework for ADES 4528. Each individual student’s UX Design portfolio and “major project” must be completed by the exam date and time for this course (Wednesday, May 6, 2026 at 11:00 am). There is no final exam for this course, as the final major project and portfolio will serve in lieu of this.

Please note: projects that fail to be turned in prior to the deadlines specified in the Daily Class Schedule will not be graded (they will earn final project grades of “o”; this is worse than earning a final project grade of “F”).

- Each student’s personal, UX Design-rooted online portfolio will constitute a quarter—35%—of that student’s final course grade
- Each student’s major course project will constitute a quarter—30%—of that student’s final course grade
- Each student’s designed revisions to his or her two to three “re-visited projects” or “added anew projects” will constitute a quarter—25%—of that student’s final course grade

- Each student’s creation of “job hunting support materials”—resumé, social media presence, business card, leave-behind material(s), etc., will be constitute a quarter—10%—of that student’s final course grade

Course Risk Factor

ADES 4528 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 4528 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

- Murnan, L. (2018). **How to Get a UX Design Job**. Pine, CO, USA: UX For The People, Inc.
- Weinschenk, S. (2020). **100 Things Every Designer Needs to Know About People, Second Edition**. Berkeley, CA, USA: New Riders Press.

Recommended Texts

- Thompson, J. (2025). **The UX Idea Engine: A Practical Framework for Unlocking UX Creativity**. Sheboygan, WI, USA: KLT Design, LLC.
- Fadell, T. (2022). **Build: An Unorthodox Guide to Making Things Worth Making**. NY, NY, USA: Harper Business.
- Davis, J.L. (2020). **How Artifacts Afford: the Power and Politics of Everyday Things**. Cambridge, MA, USA: MIT Press.

Required Supplies

- well-equipped personal computers loaded with the Adobe CC Creative Suite,
- access to and working knowledge of Figma, Mural, Adobe InDesign, Illustrator, and Photoshop, WebFlow, and Framer
- An inexpensive-yet-workable-with-their-smartphone cardboard page scanner, like the one listed below:
 “Scanner Bin - The Clever Document Scanning Solution.”
https://www.amazon.com/Scanner-Bin-Document-Scanning-Solution/dp/BooXM7LKZM/ref=asc_df_BooXM7LKZM/?tag=hyprod-20&linkCode=dfo&hvadid=312667316042&hvpos=&hvnetw=g&hvrand=17545480000675549037&hvptwo=&hvqmt=&hvdev=c&hvdvcml=&hvlocint=&hvlocphy=9051771&hvtargid=pla-568119642867&psc=1&tag=&ref=&adgrpid=60681624405&hvpon=&hvptwo=&hvadid=312667316042&hvpos=&hvnetw=g&hvrand=17545480000675549037&hvqmt=&hvdev=c&hvdvcml=&hvlocint=&hvlocphy=9051771&hvtargid=pla-568119642867
- at least one, preferably two, external hard drive(s) with at least 1TB capacity to facilitate the “hard storage” of the various types of files you will create as you complete your assigned coursework⁷
- at least 200 Post-It Notes™ in at least five different low chroma colors
- a 25’ to 50’ roll of inexpensive, white butcher paper that is 36” wide
- a “cheap” box of eight (8) Crayola, washable markers
- one (1) Bienfang brand, 100-sheet “Parchment 100 Tracing Paper” pad (9” x 12”)

7. You can buy a 1 TB portable SSD —the “Crucial” by Micron— for less than \$100.00 at Best Buy or on Amazon. I’ve used this with good success for a couple of years now...

SSK offers a competitive, 1TB model as well that also sells for less than \$100.00

- 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 (these are the ONLY types that can be used on the whiteboards in room 284)
- 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)

ADES 4528 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 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 4528 during the spring semester of 2026. Students who sleep during class will be counted absent.**

8. Flunking the s26 section of ADES 4528 because you cannot or will not attend our class sessions as required twice per week IN THEIR ENTIRETY is a REALLY STUPID REASON for flunking this course. Flunking this course means NOT graduating this May, and having to wait until the spring semester of 2027 before you can take it again and possibly earn your degree in May of next year. SO— you need to prevent yourself from suffering from so-called “senioritis” and do what’s necessary to engage in the activities required for you to at least pass s26 ADES 4528 IF YOU WISH TO GRADUATE THIS MAY.

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 with a telephone number. The doctor’s note must be presented 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 unexcused—if he/she/they comes to a given class session more than 30 minutes late or leaves more than 30 minutes early. 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.⁶ 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 4528. 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.

An enactment of measures designed to prevent the spread of COVID-19

Please DO NOT physically come to class with the instructor and your classmates in room 284 of the CVAD Building Complex if you are feeling ill, or are exhibiting symptoms of illness (i.e., you have a fever of 100° or higher, you are actively and consistently

coughing or sneezing, you have shortness of breath, you are experiencing nausea and/or headaches, you are experiencing diarrhea).

Each of you is required to be physically present in room 282 on either a Tuesday OR a Thursday morning this semester from 11:00 am until 1:50 pm with myself and a select group of your peers until and unless we are at some point mandated by the university to switch to a so-called “completely remote, synchronous” teaching and learning modality. **It is STRONGLY RECOMMENDED that each of you wear an N-95 or other “high grade” type of surgical mask to each session and keep it properly in place over your mouth and your nose through the duration of each class session if an outbreak of Covid-19 should occur (and classes at UNT are not cancelled). Additionally, it is strongly recommended that each you of is FULLY vaccinated with one of the U.S., CDC-approved anti-Covid-19 vaccines AND that you have ALSO received at least one “booster” to this original round of vaccinations.**

If you need or want to get a COVID test, you can obtain at The UNT Student Health and Wellness Center, Chestnut Hall, room 120. The webpage that hitting the below-listed URL will yield provides information on how to obtain things like FREE vaccinations and FREE booster shots at these locations (for UNT students only), how to enroll in UNT’s vaccine registry, and what to do if you are diagnosed with COVID. If you need to report a positive COVID test result—and university policy requires that you do—please email COVID@unt.edu. More information about UNT’s COVID policies can be found here:

<https://healthalerts.unt.edu/>

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 4528, be switched on again as a given class session progresses. Laptops should only be opened to engage in class work. **No social media, checking email or text messaging will be allowed for any reason during class time.** 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).

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_o.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 s26 ADES 4528 students are hereby encouraged—rather than discouraged—from using the array of generative, artificial intelligence softwares listed under the “Required Supplies” heading 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 s26 ADES 1543. 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 MUCH MORE useful and usable results, AND THAT THERE WILL ALSO BE INSTANCES when even “well-prompted” AI endeavors yield results that, to use polite language, will be less-than-useful, usable, or desirable.

Individual s26 ADES 4528 students are hereby encouraged—rather than discouraged—from using the array of generative, artificial intelligence softwares listed under the “Required Supplies” heading 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 six of the assigned projects that comprise the coursework of s26 ADES 4528.

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 MUCH MORE useful and usable results, AND THAT THERE WILL ALSO BE INSTANCES when even “well-prompted” AI endeavors yield results that, to use polite language, will be less-than-useful, usable, or desirable. Each University of North Texas student is entitled to certain rights associated with higher education institutions. See www.unt.edu/csrr for further information.

Accommodations for Students with Special Needs or Disabilities

Please notify the instructor if you have a disability that requires accommodation. It is also required that you register with the UNT Office of Disability Access, Sage Hall, Room 167 or Room 202. The College of Visual Arts and Design policy on accommodation is available upon request in the CVAD Dean’s offices, (these occupy the “101 suite” on the first floor of the CVAD Building Complex in its southwest corner). Further questions and problems on accommodation may be addressed to Erin Donahoe-Rankin, UNT CVAD’s Director of Advising, Art Building, Student Advising, Room 345D (940.565.2616; artadviseasst@unt.edu).

Dealing with Fire and Weather-Related Emergencies

In case of an emergency (an alarm will sound), please follow the building evacuation plans posted on each floor of your building—in this case, the Art Building—and proceed to the nearest parking lot (please gather in the parking lot immediately west of Curry Hall). In case of a tornado (campus sirens will sound) or other weather-related threat, please go to the nearest hallway or room on your floor without exterior windows⁹ and remain there until an all clear signal is sounded. Follow the instructions of your instructor(s) and act accordingly.

9. The nearest weather-safe rooms to CVAD room 282 are room 219 anmd room 267.

Changes to the ADES 4528 Course Syllabus

The instructor reserves the right to make adjustments/changes to the course syllabus with or without notice as he sees fit/ deems necessary as the semester progresses. The daily course schedule for ADES 4528.501 begins four pages hence.

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

If one of your primary goals in college and life is to “go with flow,” “not stick out too much,” “wait to see how everyone else is acting before you act;” 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 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 UXD. 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. 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.

ADES 4528 “Final Portfolio in User Experience Design” Student Acknowledgement

My dated signature on this document acknowledges that I have read the course syllabus for ADES 4528 in its entirety, and that I understand the ADES 4528 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 4528 “Final Portfolio in User Experience Design”—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 4528) 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 4528). 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)

ADES 4528 | “Final Portfolio in User Experience Design” | Weekly Schedule

Group Zeta: Week 01

Angelo, M.
Bell, C.
Gamble, F.
Hood, B.
Siller, K.
Threats, A.
Meadows, J.
Hyatt, C.
Sainz, A.

T January 13

- Overview of course syllabus and course policies
- **Assignments:** (all students):
 - a. personal website (information architecture due 01.20)
 - b. primary UXD/IXD course project (initiation due 01.22)
 - c. two to three extant project revisions (initiations due 01.22)
 - d. resumé and LinkedIn/social media presence (first drafts due 01.22; actual text must appear!)
 - e. initial descriptions of each student’s “primary s26 ADES 4528 course project” (due next class, 01.15)
 - f. initial description of each student re: what will constitute his or her two to three extant project “re-visitations” (due next class, 01.15)

Group Rho:

Yanes, C.
Waters, A.
Vice, H.
Velazquez, A.
Tang, A.
Lee, S.
Malone, D.
Rivera, C.
Tauch, T.

An absolutely crucial bit of advice to all s26 ADES 4528 students: **please be sure TO TAKE EXCELLENT NOTES—preferably by hand/manually/NOT using any type of computational device**—during each class session of our semester. You’ll need to be able to refer to these notes to use the constructive criticism they will contain to guide the development of each of your course projects as this semester progresses.

Week 02

T January 20

- **Due:** Initial information architecture for each student’s personal website
- **Assignments:** (all students):
 - a. second round of information architecture for each student’s personal website and initial wireframes (each wireframe must account for at least three userflows; due 02.12)
- **Read:** Weinschenk, pgs. 2–18 & Murnan, pgs. 6–32 (complete these readings by 02.10)

Week 03

T January 27

- **Due:** (all students) presentation of initial round UX research re: each student’s primary UXD/IXD course project
- **Assignments:** (group Rho, due 02.17; group Zeta, due 02.10) the second round of UX research re: each student’s primary UXD/IXD course project (account for the results of user interviews and/or surveys, as well as client profile information, key performance indicators [KPIs], who/what the target market

R January 15

- **Lecture:** What type(s) of UX/IX professional “umbrella(s)” spread over you (hint: there are likely more than one...)
- **Due:** Initial description from each student re: what will constitute his/her/their primary UXD/IXD course project (limit two possibilities per student)
- **Due:** Initial descriptions from each student re: the two to three extant projects that will be revised over the course of the semester
- **Assignments:** (all students):
 - a. initial discovery of UX research re: each student’s primary UXD/IXD course project (project framing/scope, stakeholders, and possible users should all be described and supported by “who, what and wow” articulation; due 01.27)
 - b. initial revisions—per student—to one if not two extant projects (due 02.05)

R January 22

- **Lecture:** Strategically engaging in “the hunt:” entering the UX/IX design market effectively as an entry-level designer
- **Due:** (all students) round one—multiple iterations (at least 12, printed out and/or drawn out at 8.5” x 11”/full-scale) of each student’s resumé: the walls of room 284 should be filled with these during today’s class session
- **Due:** (all students) round one—of each student’s Linked In profile (this could perhaps be supported by each student’s Instagram presence, TikTok videos, Twitch output, etc.)
- **Assignments:** (all students, due 02.03): round two of each student’s resumé and LinkedIn profile, along with other social media revisions/updates

R January 29

- **Lecture:** An overview of the “Design Studios” method of approaching and engaging in new idea generation (as framed by Brian Sullivan, V.P. of user experience design and design research at Sabre Travel, Inc., or something akin to this...)
- **Due:** (all students) the second round of information architecture for each student’s personal website, supported, or perhaps even supplanted, by initial wireframes

Group Zeta: will consist of and why, and who the primary competition is and why)
 Angelo, M.
 Bell, C.
 Gamble, F.
 Hood, B.
 Siller, K.
 Threats, A.
 Meadows, J.
 Hyatt, C.
 Sainz, A.

Group Rho:
 Yanes, C.
 Waters, A.
 Vice, H.
 Velazquez, A.
 Tang, A.
 Lee, S.
 Malone, D.
 Rivera, C.
 Tauch, T.

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Week 04

T February 03

- **Due:** (all students) the second iteration, or perhaps three to five variations of it, of each student's resumé and Linked In profile; students will operate in teams of five or six to READ ALOUD and group critique each other's resúms and profiles, with a particular focus placed on WRITTEN LANGUAGE and organizational structure.
- **Assignments:** (all students) the third iteration—two variations only—of each student's resumé and LinkedIn profile and other social media profile material; due 03.26)
- **Read:** Weinschenk, pgs. 19–45 (complete these readings by 02.19)

Week 05

T February 10

- **Due:** (Group Zeta) the second round of UX research for each Zeta student's personal, semester-long, UXD/IXD course project
- **Assignments:** (group Zeta, due 03.03; Group Rho, due 03.05): three personas from each student based on/rooted in the second-round UX research presented today must be presented to good effect on this date, along with a depiction (as a diagram or wireframe) of each of their respective user journeys; additionally, and in concert with these user journeys, initial sitemaps and/or templates that articulate the scope of this project must be presented, along with essential functions and UX principles
- **Read:** Murnan, pgs. 46–75 (complete these readings by 02.24)

- **Assignments:** (group Zeta, due 02.12; group Rho, due 02.19): fully functional wireframes that allow for the operation of at least four userflows re: each student's personal website; bear in mind that these should begin to account for HOW each student will “tell the UX development + design story” for at least three of the projects that are featured on his/her personal website

R February 05

- **Lecture:** Why emerging UX designers need to know at least a li'l bit about what a Business Model Canvas and an Innovation Canvas can reveal about a client and their aspirations
- **Due:** (all students) initial revisions to one or two of each student's array of extant projects, to be showcased and discussed within student critique groups numbering between five and six students each... It will be crucial for each critique group to be constructively critical with each of its members: if a given project needs to be omitted from someone's UXD portfolio, this information needs to be shared in a forthright manner
- **Assignments:** (group Zeta, due 02.24; group Rho, due 02.26): whatever revisions were called for re: the re-design and revision of each student's one to two extant projects during today's group critique sessions must be presented to good effect on these dates
- **Assignments:** (group Zeta, due 03.03; Group Rho, due 03.05): three personas from each student based on/rooted in the second-round UX research presented today must be presented to good effect on these days

R February 12

- **Lecture:** Review/Revisitation of Constructing and using a business model canvas to good effect, especially re: understanding the strengths and weaknesses of a client's competitors
- **Due:** (group Zeta) fully functional wireframes that allow for the operation of at least four userflows re: each Zeta student's personal website
- **Assignments:** (group Zeta, due 03.17): initial versions of each Zeta student's personal website developed and designed to the point where three userflows may be operated using Figma; typographic details, assertions of color palettes and symbol systems/iconography, and imagery must be systemically designed to good effect.

Group Zeta: Week 06

Angelo, M.
Bell, C.
Gamble, F.
Hood, B.
Siller, K.
Threats, A.
Meadows, J.
Hyatt, C.
Sainz, A.

Group Rho:

Yanes, C.
Waters, A.
Vice, H.
Velazquez, A.
Tang, A.
Lee, S.
Malone, D.
Rivera, C.
Tauch, T.

T February 17

- **Due:** (Group Rho) the second round of UX research for each Rho student's personal, semester-long, UXD/IXD course project
- **Assignments:** (group Rho, due 03.17): three personas from each student based on/rooted in the second-round UX research presented today must be presented to good effect on this date, along with a depiction (as a diagram or wireframe) of each of their respective user journeys; additionally, and in concert with these user journeys, initial sitemaps and/or templates that articulate the scope of this project must be presented, along with essential functions and UX principles
- **Read:** Weinschenk, pgs. 46–81 (complete these readings by 03.03)

Week 07

T February 24

- **Due:** (Group Zeta) presentations from each Zeta student of whatever revised versions of one to two extant projects were called for by their group critique mates on 02.05.
- **Assignments:** (group Zeta, due 03.19): near-to-final versions of each student's one to two extant project revisions are to be presented for broadly informed, deeply probative criticism on this date; please note: **these revised projects must be presented by Zeta students who will NOT have designed this work**, SO—students other than those who designed the work must be prepared to present work on behalf of their peers on this date.
- **Read:** Murnan, pgs. 76–97 (complete these readings by 03.17)

Week 08

T March 03

- **Due:** (Group Zeta) three personas from each student based on/rooted in the second-round UX research presented today must be presented to good effect on this date, along with a depiction (as a diagram or wireframe) of each of their respective user journeys; additionally, and in concert with these user journeys, initial sitemaps and/or templates that articulate the scope of this project must be presented, along with essential functions and UX principles
- **Assignments:** (group Zeta, due 04.02): evidence of usability testing of each Zeta student's primary UXD/IXD project must be presented in class today, along with evidence of how this testing will have affected the design of each student's project; overall structure must be accounted for/ wireframes must be realized

R February 19

- **Lecture:** A brief presentation re: the construction and writing of business profiles, and why UX designers need to be able to glean understandings from them
- **Due:** (group Rho) fully functional wireframes that allow for the operation of at least four userflows re: each Rho student's personal website
- **Assignments:** (group Rho, due 03.24): initial versions of each Rho student's personal website developed and designed to the point where three userflows may be operated using Figma; typographic details, assertions of color palettes and symbol systems/iconography, and imagery must be systemically designed to good effect

R February 26

- **Lecture:** (Part 01) Exploring different kinds of roles and career paths for UX and IX designers
- **Due:** (group Rho) presentations from each Rho student of whatever revised versions of one to two extant projects were called for by their group critique mates on 02.05.
- **Assignments:** (group Rho, due 03.31): near-to-final versions of each student's one to two extant project revisions are to be presented for broadly informed, deeply probative criticism on this date; please note: **these revised projects must be presented by Rho students who will NOT have designed this work**, SO—students other than those who designed their work must be prepared to present work on behalf of their peers on this date.

R March 05

- **Lecture:** (Part 02) Exploring different kinds of roles and career paths for UX and IX designers
- **Due:** (Group Rho) three personas from each student based on/rooted in the second-round UX research presented today must be presented to good effect on this date, along with a depiction (as a diagram or wireframe) of each of their respective user journeys; additionally, and in concert with these user journeys, initial sitemaps and/or templates that articulate the scope of this project must be presented, along with essential functions and UX principles
- **Assignments:** (group Rho, due 04.07): evidence of usability testing of each Rho student's primary UXD/IXD project must be presented in class today, along with evidence of how this testing

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Group Zeta: as tight UI layouts across a visually and functionally congruent system
 Angelo, M.
 Bell, C.
 Gamble, F.
 Hood, B.
 Siller, K.
 Threats, A.
 Meadows, J.
 Hyatt, C.
 Sainz, A.

Week 09
T March 17

Group Rho: will have affected the design of each student's project; overall structure must be accounted for/ wireframes must be realized as tight UI layouts across a visually and functionally congruent system.
 Yanes, C.
 Waters, A.
 Vice, H.
 Velazquez, A.
 Tang, A.
 Lee, S.
 Malone, D.
 Rivera, C.
 Tauch, T.

An absolutely crucial bit of advice to all s26 ADES 4528 students: **please be sure TO TAKE EXCELLENT NOTES—preferably by hand/manually/ NOT using any type of computational device**—during each class session of our semester. You'll need to be able to refer to these notes to use the constructive criticism they will contain to guide the development of each of your course projects as this semester progresses.

· **Read:** Weinschenk, pgs. 82–113 (complete these readings by 03.24)

· **Due:** (Group Zeta) initial versions of each Zeta student's personal website must be presented in a way(s) that make it possible for three userflows to be operated using Figma; typographic details, assertions of color palettes and symbol systems/iconography, and imagery must be systemically accounted for/ designed to good effect

· **Assignments:** (group Zeta, due 04.09): each Zeta student must present a version of his/her/their personal website on this date that ensures that its viewers/users can effectively understand **how and why** the projects that are showcased within its structure have evolved as they have; this is the aspect of a UXD website that makes it different from most other designers' websites... each project showcased must be supported by a story that reveals the decision-making processes that guided its development, AND—all websites presented MUST make use of knowledge gained during each student's immersion in Information Design!

· **Read:** Murnan, pgs. 98–120 (complete these readings by 03.31)

Week 10
T March 24

· **Due:** (Group Rho) initial versions of each Rho student's personal website must be presented in a way(s) that make it possible for three userflows to be operated using Figma; typographic details, assertions of color palettes and symbol systems/iconography, and imagery must be systemically accounted for/ designed to good effect

· **Assignments:** (group Rho, due 04.14): each Rho student must present a version of his/her/their personal website on this date that ensures that its viewers/users can effectively understand **how and why** the projects that are showcased within its structure have evolved as they have; this is the aspect of a UXD website that makes it different from most other designers' websites... each project showcased must be supported by a story that reveals the decision-making processes that guided its development, AND—all websites presented MUST make use of knowledge gained during each student's immersion in Information Design!

R March 19

· **Lecture:** Exploring the UX/IX design job interview process, including key mistakes to avoid

· **Due:** (Group Zeta) near-to-final versions of each student's one to two extant project revisions must be presented for broadly informed, deeply probative criticism today; **these revised projects must be presented by Zeta students who will NOT have designed this work**, SO—students other than those who designed the work must be prepared to present work on behalf of their peers on this date (this will require Zeta students to have met prior to today's class session to determine who among them will present work on behalf of their peers)

· **Assignments:** (group Zeta, due 04.16): each Zeta student must make his/her/their final presentation of one to two extant projects on this date; it would be wise to ALSO showcase how this final version, or versions, of one to two extant projects will be incorporated into each Zeta student's personal website.

R March 26

· **Lecture:** Avoiding UX/IX portfolios "bugaboos and mistakes"

· **Due:** (all students) the third iteration—two variations only—of each student's resumé and LinkedIn profile and other social media profile material; students will break into critique teams of four to five students each to critically assess each other's work, and this will REQUIRE that student's read each other's resúms and social media "postings" aloud to one another to ensure these communicate effectively and appropriately.

· **Assignments:** (all students) final iterations of each ADES 4528 student's resúms and LinkedIn profiles, along with whatever social media postings each student deems relevant/worthwhile, must be e-mailed to the instructor AND presented in class on April 30.

Group Zeta: · **Read:** Weinschenk, pgs. 115–142 (complete these readings by 04.07)

Angelo, M.
Bell, C.
Gamble, F.
Hood, B.
Siller, K.
Threats, A.
Meadows, J.
Hyatt, C.
Sainz, A.

Week 11

T March 31

· **Due:** (Group Rho) near-to-final versions of each student’s one to two extant project revisions must be presented for broadly informed, deeply probative criticism today; **these revised projects must be presented by Rho students who will NOT have designed this work, SO**—students other than those who designed the work must be prepared to present work on behalf of their peers on this date (this will require Rho students to have met prior to today’s class session to determine who among them will present work on behalf of their peers)

· **Assignments:** (group Rho, due 04.21): each Rho student must make his/her/their final presentation of one to two extant projects on this date; it would be wise to ALSO showcase how this final version, or versions, of one to two extant projects will be incorporated into each Rho student’s personal website

· **Read:** Murnan, pgs. 121–129 (complete these readings by 04.14).

Week 12

T April 07

· **Due:** evidence of usability testing of each Rho student’s primary UXD/IXD project must be presented in class today, along with evidence of how this testing will have affected the design of each student’s project; overall structure must be accounted for/ wireframes must be realized as tight UI layouts across a visually and functionally congruent system

· **Assignments:** (group Rho, due 04.28) final iterations of each Rho student’s primary UXD/IXD project must be presented as both a “standalone entity” AND as an essential part/portion/aspect of his/her/their personal website; at least three viable userflows that operationalize at least three distinct scenarios-of-use must be operable across/through this project, which should be made manifest as a high fidelity prototype.

· **Read:** Weinschenk, pgs. 144–162 (complete these readings by 04.21)

R April 02

· **Lecture:** Preparing to engage in the UX/IX design interview “project challenge”

· **Due:** evidence of usability testing of each Zeta student’s primary UXD/IXD project must be presented in class today, along with evidence of how this testing will have affected the design of each student’s project; overall structure must be accounted for/ wireframes must be realized as tight UI layouts across a visually and functionally congruent system

· **Assignments:** (group Zeta, due 04.23) final iterations of each Zeta student’s primary UXD/IXD project must be presented as both a “standalone entity” AND as an essential part/portion/aspect of his/her/their personal website; at least three viable userflows that operationalize at least three distinct scenarios-of-use must be operable across/through this project, which should be made manifest as a high fidelity prototype.

R April 09

· **Lecture:** Some crucial things to know about compensation (this tends to involve rates of pay that, in turn, involve money) and benefits

· **Due:** each Zeta student must present a version of his/her/their personal website on this date that ensures that its viewers/users can effectively understand **how and why** the projects that are showcased within its structure have evolved as they have; this is the aspect of a UXD website that makes it different from most other designers’ websites... each project showcased must be supported by a story that reveals the decision-making processes that guided its development, AND—all websites presented MUST make use of knowledge gained during each student’s immersion in Information Design! **Concise and clear copywriting will be essential to see/read across each Zeta student’s personal website during today’s critique.**

· **Assignments:** (group Zeta, due 05.07) final iterations of each Zeta student’s personal websites are due to be completed to good effect on May 7 at 11:00 am, when they must be presented in lieu of each Zeta student’s final exam; links to each Zeta student’s personal website must be sent to the course instructor at michael.gibson@unt.edu by this time.

An absolutely crucial bit of advice to all s26 ADES 4528 students: **please be sure TO TAKE EXCELLENT NOTES—preferably by hand/manually/ NOT using any type of computational device**—during each class session of our semester. You’ll need to be able to refer to these notes to use the constructive criticism they will contain to guide the development of each of your course projects as this semester progresses.

Group Zeta: Week 13

Angelo, M.
Bell, C.
Gamble, F.
Hood, B.
Siller, K.
Threats, A.
Meadows, J.
Hyatt, C.
Sainz, A.

Group Rho:

Yanes, C.
Waters, A.
Vice, H.
Velazquez, A.
Tang, A.
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T April 14

• **Due:** each Rho student must present a version of his/her/their personal website on this date that ensures that its viewers/users can effectively understand **how and why** the projects that are showcased within its structure have evolved as they have; this is the aspect of a UXD website that makes it different from most other designers' websites... each project showcased must be supported by a story that reveals the decision-making processes that guided its development, AND—all websites presented **MUST** make use of knowledge gained during each student's immersion in Information Design! **Concise and clear copywriting will be essential to see/read across each Rho student's personal website during today's critique.**

• **Assignments:** (group Rho, due 05.07) final iterations of each Rho student's personal websites are due to be completed to good effect on May 7 at 11:00 am, when they must be presented in lieu of each Rho student's final exam; links to each Rho student's personal website must be sent to the course instructor at michael.gibson@unt.edu by this time.

• **Read:** Weinschenk, pgs. 164–185 (complete these readings by 04.28)

Week 14

T April 21

• **Due:** each Rho student must make his/her final presentation of one to two extant projects on this date; it would be wise to ALSO showcase how this final version, or versions, of one to two extant projects will be incorporated into each Rho student's personal website. Critical commentary will be proffered re: each Rho student's personal website on this date.

• **Assignments:** (group Rho, due 05.07) final iterations of each Rho student's revisions re: one to two of their extant projects are due on this date as standalone entities AND as essential portions of each Rho student's personal website.

• **Read:** Weinschenk, pgs. 188–224 (complete these readings by 05.07)

Week 15

T April 28

• **Due:** final iterations of each Rho student's primary UXD/IXD project must be presented as both a “standalone entity” AND as an essential part/portion/aspect of his/her/their personal website; at least three viable userflows that operationalize at least three distinct scenarios-of-use must be operable across/

R April 16

• **Lecture:** Writing effectively communicative emails to people who you'd like to have hire you, or at least interview you

• **Due:** each Zeta student must make his/her/their final presentation of one to two extant projects on this date; it would be wise to ALSO showcase how this final version, or versions, of one to two extant projects will be incorporated into each Zeta student's personal website. Critical commentary will be proffered re: each Zeta student's personal website on this date.

• **Assignments:** (group Zeta, due 05.07) final iterations of each Zeta student's revisions re: one to two of their extant projects are due on this date as standalone entities AND as essential portions of each Zeta student's personal website.

R April 23

• **Due:** final iterations of each Zeta student's primary UXD/IXD project must be presented as both a “standalone entity” AND as an essential part/portion/aspect of his/her/their personal website; at least three viable userflows that operationalize at least three distinct scenarios-of-use must be operable across/ through this project, which should be made manifest as a high fidelity prototype.

• **Assignments:** (group Zeta, due 05.07) final iterations of each Zeta student's primary UXD/IXD project must be presented in lieu of his/her/their final exam on May 7 (by 11:00 am that morning) AND these should be “incorporated effectively” into Zeta student's personal website.

R April 30

• **Due:** as today is the final, official class meeting day of the spring 2026 semester, it will be used to help individual students in both Rho and Zeta groups attend to whatever aspects of the project-based, case studies that will constitute their graduation UXD portfolios they need to prior to the final presentations each student must make beginning at 11:00 am on May 7

Group Zeta: through this project, which should be made manifest as a high fidelity prototype.

Angelo, M.
Bell, C.
Gamble, F.
Hood, B.
Siller, K.
Threats, A.
Meadows, J.
Hyatt, C.
Sainz, A.

• **Assignments:** (group Rho, due 05.07) final iterations of each Rho student’s primary UXD/IXD project must be presented in lieu of his/her/their final exam on May 7 (by 11:00 am that morning) AND these should be “incorporated effectively” into each Rho student’s personal website.

Group Rho:
Yanes, C.
Waters, A.
Vice, H.
Velazquez, A.
Tang, A.
Lee, S.
Malone, D.
Rivera, C.
Tauch, T.

Week 16

M May 04 & T May 5

The entire s26 ADES 4528 group of students MUST contribute to the installation of their graduation exhibition on/along the south wall of the Lightwell space on the first floor of the CVAD Building Complex. We will begin work at 10:00 am and keep going until approximately 4:30 pm, with a break for lunch at ~1:00 pm.

Each student’s final resumé, or set of resúmes, and the final version of their LinkedIn profile, is also due today.

R May 07

• **Due:** Beginning at shortly after 11:00 am this morning in room 284 of the CVAD Building Complex, each student enrolled in this course must make a final presentation of the work they have completed throughout the evolution of this semester in this course. **The maximum time allowed for students to do this will be six minutes and 30 seconds.** Each student must send links of final versions of his/her/their websites to the instructor at michael.gibson@unt.edu, along with the means to operate the final prototypes of their primary UXD/IXD projects. The course Dropbox may be used to aid and abet these purposes.

An absolutely crucial bit of advice to all s26 ADES 4528 students: **please be sure TO TAKE EXCELLENT NOTES—preferably by hand/manually/ NOT using any type of computational device**—during each class session of our semester. You’ll need to be able to refer to these notes to use the constructive criticism they will contain to guide the development of each of your course projects as this semester progresses.