ADES 2700 | “Introduction to Design Thinking” | Course Syllabus

Course Location
This course will operate as a hybrid learning experience, which means that one portion of it will meet face-to-face, and other portions of it will be facilitated online. Specifically, students enrolled in this course must work each week individually and in pre-defined teams of four to five peers to complete assigned material online using resources provided in the Canvas website that has been designed to support its teaching, AND in room 282 of the Art and Design Building Complex from 3:00 to 5:50 pm on the following Mondays: Jan. 23, Jan. 30, Feb. 13, Feb. 27, Mar. 6, Mar. 20, Apr. 3, Apr. 17, and May 1.

Course Description
This course has been designed to help you learn to engage in a series of thought processes that can enable you to initiate and sustain positive change. Design thinking helps guide invention and innovation in ways that result in the creation and implementation of new products, services, systems and experiences that meet individual and collective sets of needs and desires. Design thinking guides decision-making in ways that help individuals, groups of people, businesses, and organizations frame and overcome problems and address less-than-desirable situations that are chronic and widespread or that negatively affect a single person's life in the span of only a few seconds. In short, transforming less-than-desirable situations and sets of circumstances into ones that are more desirable is what design thinking is all about.

Design thinking is also empathy-based and human-centered, which means that it relies on integrating knowledge and understandings gained by observing and collaborating with actual people in real-life scenarios that they have deemed undesirable or less-than-effective. It favors "making things more effective" over merely "making things more efficient." It enables and guides interactions that inform decisions that can positively alter how given systems, mechanisms and interfaces work, or that can transform undesirable behaviors, or that can evolve a way of doing or making something. Design thinking can also provide a means to manage situations that are debilitatingly complex.

Learning design thinking skills and constructing design thinking knowledge will help students enrolled in this course connect and synthesize human-centered insights with understandings and acumen they are building across the STEM disciplines (Science, Technology, Engineering and Mathematics), the social sciences and the realms of business. As becoming a broadly informed and flexible thinker, maker and doer has become a necessity in the face of an increasingly interconnected and complex world, design thinking has evolved into a vital means to help students develop and cultivate these abilities and sensibilities necessary to achieve this goal.

Course Structure
This operation of this course will transpire as a hybrid course offering, which means that we will meet in a UNT classroom face-to-face during the evolution of this semester for three hours—from 3:00 to 5:50 pm in CVAD room 282—on the Mondays listed in the “Course Location” section above, AND that each of you must meet with a pre-assigned team of four to five of your peers/classmates ON YOUR OWN TIME for between two and four hours outside of class each week, either in person or online (using Zoom, MS Teams, Mural, Figma, Miro, or some...
Combination of these). All of the support materials and documents necessary to facilitate the learning experiences that constitute this course are available on a Canvas-based website that has been designed specifically for this purpose. Most importantly, each team must work together each week to complete an assigned portion of what are known in this course as "The ADES 2700 Design Thinking Worksheets." When teams meet is up to the individuals who constitute them to decide.

Students enrolled in this course will be required to complete assigned readings ACCORDING TO A WEEK-TO-WEEK, PRESCRIBED READING SCHEDULE THAT EACH STUDENT ENROLLED IN THIS COURSE MUST CONSISTENTLY MEET. These assigned readings are stored in a folder that resides on the Canvas website that supports the facilitation of this course titled “s23 ADES 2700 Weekly Assigned Readings.” The aforementioned assigned readings have been chosen to help the students enrolled in this course better understand and then meet the challenges inherent in the coursework that will be delivered via a document that has been broken down into FOUR, SEQUENTIALLY STRUCTURED SECTIONS. This document is and will be known as “The ADES 2700 Design Thinking Worksheets.” All of the work that will constitute what each student enrolled in this course will be graded on is embedded in and must be completed using this group of worksheets. There will be no final exam in this course, and there will be four tests (more information about these appears later in this document).

The results of each team’s team projects must be recorded in a.pd folder that will be provided/made available online to all ADES 2700 students in a folder that is titled "The ADES 2700 Design Thinking WORKSHEETS." This folder contains four sections of these worksheets, each of which must be completed by a team of four to five students that MUST WORK TOGETHER TO DO THIS WITHIN A SPECIFIED SPAN OF TIME. Once a given team has completed a particular portion of a section of these worksheets and documented it, they must upload what they have worked together to complete into a folder on the course website that contains the name of that workbook section. Each of these folders—there are four of them—are named as follows:

- Situation Identification, Framing & Planning (Team Project 01: January 16 – February 13)
- Discovery & Interpretation (Team Project 02: February 13 – March 20)
- Ideation >> Brainstorming (Team Project 03: March 20 – April 17)
- Experimentation & Evolution (Team Project 04: April 17 – May 8)

Four (4) of these team projects will transpire during the 15-week duration of this course; each of these must be completed within a specified three- or four-week span of time (as articulated in the bulleted items that appear above). Each team project will gather a DIFFERENT team of students together so as to avoid having the same students work in the same teams as the semester progresses.

Course Calendar

As was introduced in the latter portion of the previous “Course Structure” section of this document, the course calendar for the spring 2023 offering of ADES 2700 ‘Introduction to Design Thinking’ is articulated as follows (please utilize either the table that appears in the file titled “A diagram of the course calendar for f23 ADES 2700,” or the long descriptions that appear below, or some combination of both, to aid your planning).
Section 01 | Jan 17–Feb 13
“Situation Identification, Framing & Planning,” to be completed by assigned teams of four to five students each:
Each team will need to work steadily AND WORK TOGETHER as each week during this timespan progresses (as was also described above in the “Course Structure” section of this document) to complete what the worksheets that constitute Section 01 of the “The ADES 2700 Design Thinking Worksheets” call for them to complete. Please note that each team must upload the work they will have completed on these worksheets by 5:00 pm, Monday, February 6 to the folder bearing their teams name (for example “Team 01-Trash Pandas”) located inside the folder titled PARTIALLY COMPLETED Worksheets-Section 01, which is located inside The Folder Within Which Teams Must Submit PARTIALLY COMPLETED Worksheet Sections.

Following this, three other teams will be assigned to offer constructive criticism to the worksheets that a specific team (in this example, “Team 01-Trash Pandas”) has placed in its delegated folder inside PARTIALLY COMPLETED Worksheets-Section 01. These three teams will have 72 hours—until 5:00 pm on Thursday, February 9—to offer their criticism to—in this example, “Team 01-Trash Pandas”—using the “Comments” toolkit in Adobe Acrobat to “markup” the partially completed worksheets submitted by Team 01-Trash Pandas, or by writing comments in an MS Word document that suggest changes and edits to them. All three teams that marked up/constructively criticized the partially completed worksheets of Team 01-Trash Pandas must place their marked up versions of this team’s worksheets in the Team 01-Trash Pandas folder located inside the folder titled PARTIALLY COMPLETED Worksheets-Section 01, which is located inside The Folder Within Which Teams Must Submit PARTIALLY COMPLETED Worksheet Sections. (As was also described above in the “Course Structure” section of this document) to complete what the worksheets that constitute Section 02 of the “The ADES 2700 Design Thinking Worksheets” call for them to complete.

Section 02 | Feb 13–Mar 20
“Discovery & Interpretation,” to be completed by assigned NEW teams of four to five students each:
Each team will need to work steadily AND WORK TOGETHER as each week during this timespan progresses (as was also described above in the “Course Structure” section of this document) to complete what the worksheets that constitute Section 02 “Discovery & Interpretation” team will need to critically examine the worksheets that each Section 01 team completed and then stored inside their individually named folders, from “Team 01-Trash Pandas” to “Team 10-Rail Riders.” Then, as was stated in the first sentence of this paragraph, each Section 02 “Discovery & Interpretation” team must choose ONE Section 01 set
of worksheets to use as the impetus for what it will work to complete as specified by the worksheets that constitute Section 02 “Discovery & Interpretation.”

Please note that each Section 02 team must upload the work they will have completed on these worksheets by 5:00 pm, Monday, March 6 to the folder bearing their teams name (for example “Team 11-Hammerheads”) located inside the folder titled PARTIALLY COMPLETED Worksheets-Section 02, which is located inside The Folder Within Which Teams Must Submit PARTIALLY COMPLETED Worksheet Sections.

Following this, three other teams will be assigned to offer constructive criticism to the worksheets that a specific team (in this example, “Team 11-Hammerheads”) has placed in its delegated folder inside PARTIALLY COMPLETED Worksheets-Section 02. These three teams will have 72 hours—until 5:00 pm on Thursday, March 9—to offer their criticism to—in this example, “Team 11-Hammerheads”—using the “Comments” toolkit in Adobe Acrobat to “mark up” the partially completed worksheets submitted by Team 11-Hammerheads, or by writing comments in an MS Word document that suggest changes and edits to them.

All three teams that will have marked up/constructively criticized the partially completed worksheets of Team 11-Hammerheads must place their marked up versions of this team’s worksheets in the Team 11-Hammerheads folder located inside the folder titled PARTIALLY COMPLETED Worksheets-Section 02, which is located inside The Folder Within Which Teams Must Submit PARTIALLY COMPLETED Worksheet Sections. Team 11-Hammerheads will then have 11 days (this span of time accounts for Spring Break—until 5:00 pm, Monday March 20—to submit a REVISED version of their worksheets back into their Team 11-Hammerheads folder inside the Completed Worksheets: Section 02 (TWO) inside The Folder Within Which Teams Must Submit COMPLETED Worksheet Sections. The word “REVISED” should appear as the LAST WORD in the title of this .pdf.

Section 03 | Mar 20–Apr 17

“Ideation >> Brainstorming,” to be completed by assigned teams of four to five students each: Monday, March 20 – Monday, April 17. Each team will need to work steadily AND WORK TOGETHER as each week during this timespan progresses (as was also described above in the “Course Structure” section of this document) to complete what the worksheets that constitute Section 03 of the “The ADES 2700 Design Thinking Worksheets” call for them to complete. Please note that each team must upload the work they will have completed on these worksheets by 5:00 pm, Monday, April 10 to the folder bearing their teams name (for example “Team 21-Lugnuts”) located inside the folder titled PARTIALLY COMPLETED Worksheets-Section 03, which is located inside The Folder Within Which Teams Must Submit PARTIALLY COMPLETED Worksheet Sections.

Following this, three other teams will be assigned to offer constructive criticism to the worksheets that a specific team (in this example, “Team 21-Lugnuts”) has placed in its delegated folder inside PARTIALLY COMPLETED Worksheets-Section 03. These three teams will have 72 hours—until 5:00 pm on Thursday, April 13—to offer their criticism to—in this example, “Team 21-Lugnuts”—using the “Comments” toolkit in Adobe Acrobat to “mark up” the partially completed worksheets submitted by Team 21-Lugnuts, or by writing comments in an MS Word document that suggest changes and edits to them. All three teams that marked up/constructively criticized the partially completed worksheets of Team 21-Lugnuts must place their marked up versions of this team’s worksheets in the Team 21-Lugnuts folder located inside the folder titled PARTIALLY COMPLETED Worksheets-Section 03, which is located inside The Folder Within Which Teams Must Submit PARTIALLY COMPLETED Worksheet Sections.
COMPLETED Worksheet Sections. Team 21-Lugnuts will then have 96 hours—until 5:00 pm, Monday April 17—to submit a REVISED version of their worksheets back into their Team 21-Lugnuts folder inside the Completed Worksheets: Section 03 (THREE) inside The Folder Within Which Teams Must Submit COMPLETED Worksheet Sections. The word “REVISED” should appear as the LAST WORD in the title of this .pdf.

Section 04 | Apr 17–May 08
“Experimentation & Evolution,” to be completed by assigned teams of four to five students each: Monday, April 17 – Monday, May 8. Each team will need to work steadily AND WORK TOGETHER as each week during this timespan progresses (as was also described above in the “Course Structure” section of this document) to complete what the worksheets that constitute Section 04 of the “The ADES 2700 Design Thinking Worksheets” call for them to complete. Please note that each team must upload the work they will have completed on these worksheets by 5:00 pm, Monday, May 1 to the folder bearing their teams name (for example “Team 31-Fightin’ Capybaras”) located inside the folder titled PARTIALLY COMPLETED Worksheets-Section 04, which is located inside The Folder Within Which Teams Must Submit PARTIALLY COMPLETED Worksheet Sections.

Following this, three other teams will be assigned to offer constructive criticism to the worksheets that a specific team (in this example, “Team 31-Fightin’ Capybaras”) has placed in its delegated folder inside PARTIALLY COMPLETED Worksheets-Section 04. These three teams will have 72 hours—until 5:00 pm on Thursday, May 4—to offer their criticism to— in this example, “Team 31-Fightin’ Capybaras”—using the “Comments” toolkit in Adobe Acrobat to “mark up” the partially completed worksheets submitted by Team 31-Fightin’ Capybaras, or by writing comments in an MS Word document that suggest changes and edits to them. All three teams that marked up/constructively criticized the partially completed worksheets of Team 31-Fightin’ Capybaras must place their marked up versions of this team’s worksheets in the Team 31-Fightin’ Capybaras folder located inside the folder titled PARTIALLY COMPLETED Worksheets-Section 04, which is located inside The Folder Within Which Teams Must Submit PARTIALLY COMPLETED Worksheet Sections. Team 31-Fightin’ Capybaras will then have 96 hours—until 5:00 pm, Monday May 8—to submit a REVISED version of their worksheets back into their Team 31-Fightin’ Capybaras folder inside the Completed Worksheets: Section 04 (FOUR) inside The Folder Within Which Teams Must Submit COMPLETED Worksheet Sections. The word “REVISED” should appear as the LAST WORD in the title of this .pdf.

Tests
Four of these will occur on the following dates:

02.02 02.23 03.23 04.20

The material that appears on these tests will be based on what students have understood from the assigned weekly course readings that occur over a specified three to four period (for example, “Test 01” will address issues that students will encounter in their assigned readings between 01.16.23 and 02.02.23).
Course Objectives

The main objective of learning how to engage in the design thinking process is to generate ideas that are NON-assumptive and NON-presumptive that can evolve a less-than-desirable situation or set of circumstances into a situation or set of circumstances that is desirable. Student who engage in the array of learning experiences that constitute this course will learn to make decisions that yield outcomes—as products, services, systems, and/or ways of doing and making—that are guided by the needs and inclinations of particular individuals or groups of people that will be referred to throughout this course as "users." Rather than concentrating exclusively on quantitatively rooted examination, analytics, and investigative frameworks, students in ADES 2700 will learn to engage in qualitative, heuristically rooted methods to inform their decision-making. (In this context, "heuristics" should be thought of by ADES 2700 students as a means to engage in "trial-and-error" to determine whether particular ideas, or aspects of them, actually meet the needs and aspirations of a well-observed and understood group of users.)

In a nutshell/more simply put, learning to engage in design thinking will enable students enrolled in ADES 2700 to work collaboratively in small teams as they:

- Identify a situation or set of circumstances that they believe is negatively affecting some aspect(s) of the lives of a given group of people

- Describe the specific factors, issues/preconceptions, and actors and their perceptions and related behaviors, and conditions that are causing the affected group to have less-than-desirable experiences within the context of the situation or set of circumstances described above

- Engage in ideation processes—such as brainstorming—to improve the functionality of a given product, system, or service

- Utilize prototyping and prototype testing processes to critically examine and further explore how whatever is being produced, made or facilitated could be improved

- Critically analyze and assess the relative effectiveness of the suggested improvements and/or processes developed by other teams of ADES 2700 students

- Reflect on the constructive criticism that you/your teammates received toward the end of your development process and then use this criticism to improve what they have developed and designed

Stated more broadly, students who enroll in ADES 2700 will construct knowledge and understandings in the following specific areas:

- **Empathy**: This will involve engaging in coursework that enables students to effectively identify and empathize with the needs and aspirations of those on whose behalf they will be challenged to design,
as well as the socio-cultural, political economic and environmental belief systems that contextualize, or "frame" these needs and aspirations.

· Ideation and Innovation: Students who effectively and earnestly participate in the learning experiences that constitute this course will learn to 1) collaboratively operate and facilitate the methods necessary to generate a wide variety of ideas for addressing a situation that has been identified and empathetically understood as being undesirable by a particular individual or group, and then 2) make these manifest in ways that foster innovative (i.e., effective, efficient and, as necessary, original) uses of materials, funding, human resources, time and energy.

· Prototyping and Testing: Students will learn to iteratively develop low-fidelity prototypes of the ideas they generate so that these can be critically tested and assessed with those for whom they have been designed. Iterative development refers to a cyclic, non-linear process of exploring and revising the possibilities inherent in a number of ideas, which is the opposite of deciding to explore only one idea that is “settled on” at the outset of a project. As prototypes of various ideas are tested, students will learn how to strategically utilize insights gleaned from critical observations of users’ interactions with these prototypes to either re-design extant prototypes to address these insights, or develop new prototypes that achieve this goal.

· Collaboration: Design thinking is NOT a process that can be operated effectively by someone working all by his/her/their self; rather, it is reliant on critical input and ideas that stem from an ongoing series of interactions that transpire between a GROUP of people working together to determine and address—again—a less-than-desirable situation or set of circumstances on behalf of an individual or group who may be quite different than those who are engaging in the design thinking process.

Required/Recommended Materials
There are no textbooks required for this course, but there is a series of assigned readings that must be completed on a week-by-week basis as the course evolves. These are located in the Canvas web portal that has been designed to support this course in the “Files” folder of this resource; specifically, the file located inside this ‘Files’ folder that contains the course readings is titled ‘s23 ADES 2700 Weekly Assigned Readings.’

This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and the following:

· Mural (required; an interactive, VISUALLY BASED, digital whiteboard collaboration space; teams work together in Mural in real-time or asynchronously to visually articulate and share insights and ideas in ways that allow multiple team members to paste and arrange/group written notes, symbols, sketches, photos and illustrations on virtual whiteboards so that these can be critically discussed and acted upon)

· Miro or Figma (recommended; these VISUALLY BASED softwares can aid and abet efforts of teams to work together virtually on a variety of online platforms and internet browsers to share sketches, photos,
illustrations, diagrams, wireframes and other aspects of the work that they must develop as they endeavor to fulfill what each of the four sections of the course worksheets calls for them to complete.

- Adobe Acrobat (this VISUALLY BASED software will enable ADES students to edit documents their teammates have created that contain text and imagery and then share this material with each other; it will also enable students to utilize and add content to the worksheets that constitute the bulk of the course material in ADES 2700)

- Microsoft Word
- A box of 8 or 10 Crayola (or similar) markers
- Two Sharpie® Ultra fine-point permanent markers
- Two pencils
- Three pieces of 22” x 28” white poster board
- One roll of giftwrap tape
- A box of 60, 2”-long, silver paper clips
- One 5-ounce bottle of washable “School Glue” (Elmer's is a popular brand…)
- One box of 100 “heavy-weight,” 3” x 5” index cards (Oxford is a popular brand…)
- One box or bag of Rubber Bands (7 x 5⁄8”; tan, black or red; Uline is a popular brand…)
- One package of 20 paper drinking straws (Acadian is a popular brand…)
- One package of 100 to 200 4.5” wooden or multi-purpose popsicle sticks/craft sticks

If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere Links to an external site. (https://online.unt.edu/learn).

How to Succeed in this Course

I facilitate office hours in 20-minute windows of time on behalf of individual students and small groups during the spans of time specified on the first page of this syllabus. On rare occasions I can meet with students outside of these windows of time, but—this is the exception rather than the rule. As this course is an asynchronous, fully online-facilitated learning experience, all office hours’ meetings will transpire via Zoom. I also will respond to emails I receive from students as I can as the semester progresses, but, as my email InBox fills quickly and voluminously, it can take me 36 to 72 hours on some occasions to respond (placing “ADES 2700” in the subject line of your email will help me locate emails from students enrolled in this course more quickly on most days). With all of that stated, the bulk of what you’ll learn during this course—the knowledge you’ll construct, the understandings you will cultivate—will come as a result of your ability to learn by doing.

Design, and the design thinking processes that inform it, require “hands on” immersions into a variety of types of research and documentation of that research in ways that inform and guide MAKING. This is one of the primary aspects of design that separates it from most other disciplines that are taught on university campuses: what you read, observe, write and sketch about, are means to an end that involves MAKING.
things (as products or environments),
- services (as in new ways for students to engage in the joy of parking your car on the UNT campus during normal business hours),
- systems (what’s a good way for a UNT student to plan and then use their time outside of class in a way that fuels work-life-health balance?), and experiences (how might an exhibit at a natural science museum best be created to ensure that a seven-year-old can enjoy what he/she/they would learn from it as much as a 77-year-old?)

SO—your willingness to WORK with your teammates—you’ll have four different sets of them between mid-January and mid-May—to engage in the empathetically, non-assumptive decision-making processes that will allow you to MAKE in ways that transform less-than-desirable situations and sets of circumstances into ones that are more desirable WILL BE CRUCIAL TO YOUR SUCCESS IN ADES 2700! This means that you’ll need to meet with these people regularly, using technologies such as Zoom, MS Teams, and most definitely Mural, to share ideas and, as you do so, constructively criticize these as a means to ensure they can be effectively developed.

You’ll also need to “stay on schedule” on a week-to-week basis WITH YOUR TEAMMATES as the semester transpires. Students who “drop out for week or two” and then “drop back in” to their teams WILL NOT SUCCEED in this course! Each teammate will be accountable to his/her/their peers as this semester progresses: DO NOT “GO DARK” and disappear from the internet, at least in the perceptions of myself and your teammates, at any point during the semester for a period of time lasting more than 48 hours. If you can’t make a team meeting or contribute to what the weekly course schedule calls for in a given week, communicate this to your teammates and to the Teaching Assistants who are helping to facilitate ADES 2700 in the spring of 2023.

Use the information-cum-knowledge that you’ll glean each week from engaging in the course readings to inform how you’ll contribute to your team’s meetings, interactions and MAKINGS as the semester progresses. To “get what you need to get” out of these readings, engage in the reading process WITH YOUR SMARTPHONE SWITCHED TO AIRPLANE MODE, and with all messaging apps on your computing rig temporarily disabled. Distracted reading and designing can and will severely compromise your learning experiences not only in this course, but throughout your university experience here at UNT (or in almost any other institution of higher learning)

Finally:
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 Access (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 Links to an external site (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

**Supporting Your Success and Creating an Inclusive Learning Environment**

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 so we will work as a class to collaborate in ways that encourage inclusivity.

**How the work created by students in ADES 2700 will be graded**

Each team project will be worth a maximum of 17 course points. Each of these will be developed across a three-week time span and then presented for constructive criticism to the entire class and the instructor. Each team will then have four days to act upon this criticism to improve their projects, after which these must be turned in for final grading. Late work will not be accepted, which will result in zero (0) course points being awarded for a team project that is not completed and turned in by the deadline assigned for it. Earning 0 course points on a team project could contribute to a given student earning a final course grade of “D” or “F.”

Each student in the course must provide critical feedback to each team regarding its “work-in-progress” toward satisfying the parameters for each of the four group projects during a 96-hour span of time that will begin at 2:00 pm on a Thursday and end at 2:00 pm the following Monday. This “work-in-progress” criticism has the potential to earn each student 3 course points during four (4) spans of time during the semester that will occur during weeks 3, 7, 11 and 15.

Four (4) tests will be given as essential components of this course. Each of these tests will be worth 5 course points. These will be made available between noon and 2:00 pm on the Thursdays that occur during the third, seventh, tenth and fourteenth weeks of the course schedule. Students will have 96 hours from the time these tests are made available to complete them. Students who do not complete a given test by the deadline assigned for it will result in those students earning zero (0) course points for that test. These tests will challenge students to demonstrate the knowledge they will have acquired and constructed from completing assigned readings and from presentations they will have viewed from the course instructor.

**NO “EXTRA CREDIT” PROJECTS, TESTS OR QUIZZES WILL BE OFFERED TO STUDENTS ENROLLED IN ADES 2700. NO STUDENT IN THIS COURSE WILL EVER HAVE HIS, HER, OR THEIR WORK GRADED ON A CURVE.**

**How the four team projects that will occur during this course will transpire**

Once each team completes its work on “Situation Identification, Framing & Planning” (Team Project 01/Section 01 of the worksheets), these completed worksheets must be uploaded into THAT SPECIFIC TEAM’S folder on the Canvas website that supports this course. To do this properly, each team should FIRST located the folder titled “The Folder Within Which Teams Must Submit Completed Worksheet Sections,” and open it. SECOND, each team should open the folder titled “Completed worksheets: Section 01 (ONE)” and then locate the folder bearing their team’s name within it (for example “Team 01-Trash Pandas”). Each student team must then use the last names and first initials of each of its members to name the .pdf document it will upload into this folder, followed by their team...
name. In this manner, a SAMPLE team project file name should read as follows: “AlvirezM-GordonA-JacksonT-MortonW-SanchezE-Team-01-Trash Pandas.” After this has been done, new teams with new sets of team members will be configured to work on “Discovery & Interpretation (Team Project 02).”

The second section of this course—“Discovery & Interpretation (Team Project 02)”—will begin with each newly configured team choosing ONE and ONLY ONE example from among the array of team projects that have been completed during first section of the course. These will be stored in the “Completed worksheets: Section 01 (ONE)” folder (located inside the folder titled “The Folder Within Which Teams Must Submit Completed Worksheet Sections”) on the course website. This material will then be used by the newly configured Section 02 teams to initiate the work they will develop to complete “Discovery & Interpretation (Team Project 02).” Once each Section 02 team completes its work on the course worksheets designed to support the second section of this course—again, “Discovery & Interpretation” (Team Project 02)—these worksheets must be uploaded into the “Completed worksheets: Section 02 (TWO)” folder (located inside the folder titled “The Folder Within Which Teams Must Submit Completed Worksheet Sections”) on the course website. (The file naming convention described in the previous paragraph also applies in this instance, although “Team-02-Hammerheads,” or a name similar to this, would constitute the latter portion of this file name, as it would for the remaining two team project worksheet section uploads that will occur in this course.) This cycle of:

· configuring new teams,
· having them choose ONE and ONLY ONE example from the among the array of team projects that were completed during the previous section of the course to initiate their work on their new group project, and then
· completing their work on this new team project and uploading it into the appropriate “Completed worksheets: Section 0X (NUMBER)” folder inside “The Folder Within Which Teams Must Submit Completed Worksheet Sections” on the Canvas-facilitated website that supports this course will be repeated across the portions of the course schedule dedicated to the facilitation of “Ideation >> Brainstorming (Team Project 03)” and “Experimentation & Evolution (Team Project 04).”

“The ADES 2700 Design Thinking Worksheets” document is divided into four sections that have been structured to guide the four team projects that will transpire across the schedule of this course. These sections are:

· Situation Identification, Framing & Planning (Team Project 01: January 16–February 13)
· Discovery & Interpretation (Team Project 02: February 13–March 27)
· Ideation >> Brainstorming (Team Project 03: March 27–April 17)
· Experimentation & Evolution (Team Project 04: April 17–May 8)
Using “The ADES 2700 Design Thinking Worksheets” document to guide each of the four team projects that constitute the coursework of the spring 2023 section of ADES 2700 “Design Thinking” will involve successively engaging in and effectively completing the four course sections described above. Each of these will be undertaken during the team-based operation of the four successive sections that constitute these worksheets. Again—please bear in mind that commencement of each section involves a new section team choosing the work of a team that completed the previous section as their starting point. This means that—for example—a team starting work on Section 03 will need to look through the worksheets of each team that are stored in the “Completed worksheets: Section 02 (TWO)” folder (located inside the folder titled “The Folder Within Which Teams Must Submit Completed Worksheet Sections”) on the course website and choose ONE of these sets from which to begin, or continue, working.

Section 01 of the Worksheets—allows students enrolled in ADES 2700 to work to identify and empathetically understand a situation or set of circumstances that is or has been deemed “less-than-desirable” in terms of how it affects one or more aspects of the daily lives of a specific individual or group of people in a particular place during a specific time;

Section 02 of the Worksheets—allows students to engage in ideation and invention processes to develop ideas that could potentially make the less-than-desirable situation or set of circumstances identified by a Section 01 team during their engagement with that section better/more desirable/more advantageous for those being negatively affected by it;

Section 03 of the Worksheets—affords students opportunities to experiment with making and testing the ideas that emerged from their ideation and invention processes by operating various prototypes within the less-than-desirable situations and circumstances identified and described in STEP 01;

Section 04 of the Worksheets—affords students opportunities use the data, information, understandings and knowledge they cultivated during STEP 03 to guide the evolution of what you have developed to the point where you could viably “pitch” your idea to someone or a group who would fund or otherwise support its further development.

Students who are unwilling or unable to work EFFECTIVELY and CONSISTENTLY with their peers on these four team projects each week during the 15-week duration of this course should NOT enroll in it, as their lack of viable contributions to these endeavors could cause them to earn a final course grade of “D” or “F.”

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.

Additionally, it is hereby stated that using ChatGPT or DALLE2 or other generative artificially intelligent (AI) software to complete your assigned coursework is academically dishonest, akin to paying a person to write your paper, take your test, or complete your assignment. With that stated, there may prove to be particular instances in our coursework as the semester progresses where the use of ChatGPT or DALLE2 or generative AI could prove to be beneficial. As these instances arise, they will be discussed. With all of that stated: bear in mind that use of ChatGPT when an aspect of one the worksheets, or other assigned course challenges, does not explicitly call or allow for it—especially if this is done without proper attribution or authorization—is plagiarism.

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 artwork, 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.

**Attendance and Participation**

*Because this course involves collaboration, participation is essential to learning.* Our project-based activities require you to be actively engaged in the team-based work that will transpire each week outside of class. As this is a hybrid course (i.e. online-facilitated in part and face-to-face in part), the TAs assigned to this course will monitor each student’s contributions to the completions of assigned portions of his/her/their worksheets on a weekly basis, and participation in our face-to-face sessions on alternating Mondays will be crucial. NOT making viable contributions in ANY week over the course of the semester will be counted as a single absence.

Accruing three absences over the course of the semester will cause an individual student in ADES 2700 to have a full letter grade deducted from their final course grade. Accruing four absences over the course of the semester will cause an individual student in ADES 2700 to have two full letter grades deducted from their final course grade. Accruing five or more absences over the course of the semester FOR ANY REASON will cause an individual student in ADES 2700 to flunk the course. A maximum of two excused absences over the course of a semester is permitted (an excused absence would occur due to, for example, a given student’s need to attend to a family crisis, a student being afflicted with serious injury or illness or other life-changing physiological condition, or a student’s need to address a mental health issue).
s23 ADES 5460 "Human-Centered Interaction Design 2" Student Acknowledgement

My dated signature on this document acknowledges that I have read the course syllabus for ADES 5460 in its entirety, and that I understand the ADES 5460 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 5460 “Inception-to-Pitch Capstone Project”—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 5460) 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 5460). 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:

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