ADES 5440.501 | “Interaction Design Maker Lab 1” | Course Syllabus

Course Description
This one-semester, three-credit-hour, master’s-level course will immerse those enrolled in it in a series of three to four proactive learning encounters over the course of 16 weeks. These have been designed to challenge learners to synergize knowledge they will construct by engaging in evidence-based research with understandings they will gain by engaging in broadly-framed, secondary research (i.e., critical analytical reading and selective documentation) to realize three “intertwined” goals. Each of these is crucial to realizing the design of a meaningful experience, service, or system.

First, students in this course will learn to utilize these knowledge constructs and new understandings to imbue a select array of extant services, interactive systems, and touchpoints with new or improved features, functions/functionalities, and organizational structures. Second, these students will learn how to assess the relative efficacies and efficiencies inherent in various aspects of projects they will develop, design, and—at least in a limited capacity—implement as a prototype. (Students should be aware that efficacy, or effectiveness, and efficiency are NOT, NOT, NOT to be equated with each other; just because something can be said to be efficient does not automatically mean that it can be said to be effective.)

Third, these students will learn how to develop and utilize the kinds of intangible skills and sensibilities necessary to work collaboratively on/ across a team as a given project development process evolves. These intangibles include but are not limited to:

- building empathy on behalf of a given audience group or array of users and then using the knowings that can be gleaned from doing this to inform design decision-making;
- problem identification and framing;
- the ability to listen (and comprehend) as one interacts with others unlike oneself;
- the ability to contribute to the positive output/work product of a given team rather than merely perform with it.

Grade Requirements and Prerequisites
All students enrolled in this course must have been selected into the Master of Arts in Design with a concentration in Interaction Design (MA in IxD) program by the MA in IxD faculty selection committee. Some students enrolled in this course will have already completed ADES 5410, ADES 5420, and/or ADES 5450, or some combination of these, but it should be understood that these are NOT pre-requisites for enrollment in ADES 5440. Additionally, this “Interaction Design Maker Lab 1” course is a required course in the MA in Design with a Concentration in Interaction Design, or “MA in IxD,” degree plan. As such, it must be passed with a final course grade of “C” or better (please note: earning more than one course grade of “C” in the MA in IxD program could cause a student to be dropped from enrollment in this program).

Course Structure, Part 1 (a Broad Overview of What Will Transpire Between Jan. 17th and May 8th)
The spring 2024 section of ADES 5440.501 is the only section of this course that will be offered anywhere across UNT’s academic landscape during this time. It will be taught in seminar format,
with each Wednesday evening class session beginning with a slide-based lecture-cum-discussion session facilitated by the instructor (and, later in the semester, by student teams) that will transpire over the course of between 45 minutes and one hour. This will be followed by project-based learning activities that will involve critical discussions between student teams (of three to four students each) and the instructor, and/or workshops, and/or various types of critical assessments regarding the functionality of particular aspects/features of specific prototypes. These will include—but won’t be limited to—appraisal of user research, evaluations of the factors and conditions that affect how given scenarios-of-use are experienced by particular individuals and groups, information architecture assessments, usability tests, and other critical interpretations of the results of each group’s week-to-week design decision-making.

This course will transpire across three to four sequential, somewhat overlapping, “large spans” of time (i.e., at least three [3] and no more than seven [7] weeks), during which a single project challenge will be addressed by a team of three to four students. The first of these spans of time will transpire over the course of three (3) weeks. The second of these will transpire over the course of five (5) weeks. The third will transpire over the course of seven (7) weeks (if a fourth project challenge is issued, it will occur as an outgrowth from the third, and will transpire over the course of the final three [3] to four (4) weeks of the semester).
that transforms this undesirable situation or set of circumstances into a situation or set of circumstances that is more desirable (again...) on behalf of a particular group (or groups).

Course Learning Objectives Part 1 (The "Hard Skills" That You’ll Learn by Engaging in this Coursework)

Our coursework has been structured so that multidisciplinary/interdisciplinary teams will have three to four opportunities to work together in project-based learning opportunities to develop, design, and implement improved or newly invented experiences, services, or systems on behalf of a particular group (or groups). Each of these opportunities will involve (in no particular order of importance):

- planning, conducting, and analyzing research that guides the construction of usable, useful, and desirable ("U.U.D.") digital interactions that facilitate the effective design of experiences, services, or systems on behalf of a particular group (or groups);
- analyzing the "gaps" and "MakeMeFrown" ("MMF") issues—regarding unmet or poorly met needs and aspirations—regarding the perception, functionality, usability, desirability, and desirableness of extant, real-world experiences, services, or systems;
- planning and conducting stakeholder and user interviews in remote and in-person situations;
- engaging in iteratively and heuristically guided ideation;
- constructing (and re-constructing) storyboards, service descriptions (such as empathy mapping, customer journey maps, affinity diagrams, and service design blueprints) and prototypes, and;
- as an essential part of this process, assessing their relative efficacy;
- effectively and efficiently reporting key findings and recommendations to project stakeholders.

As this s24 version of ADES 5440.501 progresses, the student teams that will be assigned to each set of project parameters will be challenged to fuel and guide their design decision-making by effectively utilizing knowledge and understandings constructed and gleaned from the user research they will have engaged in, as well as information they will have converted into knowledge—and perhaps even wisdom—from disciplines and disciplinary areas such as the social sciences, information science, design research, business management, marketing, journalism/media studies, and technical communications.

Course Learning Objectives Part 2 (The "Habits of Mind" That UX and Ix Designers Need to Cultivate)

These are hereby articulated as a set of core mindsets, or ways of being effectively reflective that yield positively actionable results, that will inform and fuel the learning experiences that constitute our coursework together. There is no set formula for learning about these, much less learning to actuate them to good effect during interaction design processes, but they comprise the foundation for the knowledge and understandings that students enrolled ADES 5440 will be challenged to discover, construct and analyze. In no particular order of import, they are listed as follows:

- The need to embrace creative confidence. Design is risky. No venture is ever guaranteed success. Designers and their collaborators have to rely on their abilities to effectively build and wield creative confidence when making leaps, trusting intuition, and chasing solutions that they haven’t yet fully figured out. It takes time to build (or find) creative confidence. I hope that by the end of the course, you will have gained more.
The need to make the abstract concrete. Evolving an idea from its instigation as a rough, barely realized abstraction to the point where it becomes real as either some type of a prototype or, beyond that, an implementable experience, service, or system can reveal insights and yield knowledge and intelligences that merely realizing theory cannot. Good designers have a bias toward action, which means they develop skill at creating tangible, functionally effective—if not always necessarily beautiful—prototypes. Getting ideas out of your head and into the hands of others is a necessary step toward gaining understanding and constructing useful and usable knowledge.

The need to fail, and then learn from your failure(s), and then iterate. Most educational systems, and the curricula that constitute them, don’t do much to reward failure, much less celebrate it, despite the fact that it can function as a very powerful tool for learning. If you don’t fail at attempting to do or manage or realize something every so often as your life progresses, the chances are high that you are not taking many risks. In turn, this has the effect of not enabling you to generate enough original, potentially positive ideas that could result in, or “yield,” positive change within or around a particular undesirable situation or set of circumstances. Stated more simply, we often learn more from failed attempts than successful ones. You have my permission and hearty encouragement to get things wrong as our work in this class progresses (even though you don’t actually need it). You should ALSO bear in mind that during your enrollment in ADES 5440—and its “sister course,” ADES 5430—experiencing failure may prove to be absolutely necessary for you to build the kind of knowledge and understandings necessary for you to sustain a viable career as a user experience or interaction designer, user experience researcher, user researcher, information architect, product owner, developer, or designer, interaction or user experience project manager or lead, service design coordinator, troubleshooter or manager, experience designer or facilitator, etc.

Heuristic evaluation has roots that can be traced back to the ancient Greeks, who invented the term heuriskein, which meant (depending on the context of its use) “to find,” “find out,” discover, devise or invent.” Over time, the Greeks, and many societies since, have come to associate the term with concepts such as “trial and error—which is necessary to work iteratively—and rules of thumb,” the latter of which refers to common understandings most humans have about how to engage in so-called conscious efforts to reflect on why they were learning as they were, and how they were constructing meaning from specific types of learning experiences. Getting the most out of the learning experiences
that will constitute your coursework in ADES 5440 will require that you make conscious efforts each week during the semester to reflect not only on what you’re learning, but on how and why you’re learning it, and what the value inherent in these experiences are and will be. Engaging in these kinds of reflective practices will also help you identify the knowledge and understandings that you need to cultivate or construct next, and how to go about doing this.

Required Texts

Recommended Texts

Required Supplies/Course materials
- well-equipped personal computers loaded with the Adobe CC Creative Suite and Figma, and imbued with plenty of RAM, robust CPU speed and capacity, and plenty of storage space “backed up” by plenty of cloud-based storage
- A professional Dropbox account that allows you to store coursework in our s24 ADES 5440 folder
- access to and working knowledge of at least one and preferably two of the following prototyping softwares: Figma, Wix, Weebly, Wordpress, Webflow, Axure, Sketch, Dreamweaver or XD
- at least one, preferably two, SSD-type external hard drive(s) with at least 1 TB capacity to facilitate the “hard storage” of the various types of files s 23 ADES 5430 students will create as the semester progresses
- one roughly 6” x 9” to 8” x 10” notebook, spiral or gum bound (whichever is preferred), that contains at least 100 pages (using a Moleskine notebook to meet this need will be fine)
- access to the online, visual collaboration tools/virtual whiteboarding facilitators “Mural” or “Figjam”
- at least 200 Post-It Notes™ in at least five different colors
- a 25’ to 50’ roll of inexpensive, white butcher paper that is 36” wide
- one (1) Bienfang brand, 50-sheet “Graphics 360” pad (g* x 12“)

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8. This array of “job titles” (for lack of a better term), are most—but not all—of an ever-growing list of the kinds of positions that many of you may wish to consider fulfilling after you’ve earned your master’s degrees from our MA in IxD program.

Google any one of them to begin to gain to more information about it, AND—meet with myself, Cassini, Keith, or Omari during our office hours’ sessions to learn more as well.

9. From Wikipedia: **John Dewey** was an American philoso-
· At least four (4) Sharpie brand “Fine Point” black markers
· At least four (4) Sharpie brand “Ultra-Fine Point” black markers
· Four (4) dry erase markers (for use on the whiteboards in UNT CVAD room 282 or 284)

Regarding the possibility ADES 5430 students might be exposed to challenging course content

Course content at the master’s level in our Department of Design can sometimes include works, situations, actions, and language that can be personally challenging or offensive to some students on the grounds, for example, of sexual explicitness, violence, or blasphemy. As the College of Visual Arts and Design is devoted to the principle of freedom of expression, artistic and otherwise, and it is not the college’s practice to censor these works or ideas on any of these grounds. Students who might feel unduly distressed or made uncomfortable by such expressions should withdraw at the start of the semester and seek enrollment in another course.

Please know that I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

Course Components, Projects, and Activities, and How These Will Affect Grading

How much an individual student learns in this course will not necessarily be reflected in the grades he, she, or they earn upon completing the following components and activities. Rather, once our coursework has been completed, it will be up to each individual student to self-determine how much he, she, or they learned during this spring 2024 section of ADES 5440. With that stated, all students enrolled in this course should maintain strong awareness of the fact that grades reflect an individual’s or a team’s performance during the actuation of a given course component, project, or activity, as well as the relative quality of whatever work is completed.

Each student enrolled in ADES 5440 during the spring 2024 semester will be graded on the following:

· **01** | Week-to-week participation in and, more importantly, contributions to, what we do during our class sessions together. Each ADES 5440 student must be an active participant in each class, which means that he, she, or they must be ready to answer questions when called upon, demonstrate his, her, or their knowledge of whatever the week’s reading materials will have been, offer thoughtful, critical commentary as necessary, and engage in critical analysis of whatever work is being discussed that particular evening. This will account for 10% of each student’s final course grade.

· **02** | Each student must contribute to the realization of between three and four, team-based projects as the semester progresses that will immerse them in opportunities to improve extant experiences, services, or systems, or invent new ones that facilitate what these provided to specific user groups in different and perhaps more expansive, more inclusive, more effective, and more efficient ways. The first of these—“Project 01”— will account for 20% of each student’s final course grade.
The second of these—"Project 02"—will account for 28% of each student's final course grade.

The third of these—"Project 03"—will account for 36% of each student's final course grade (if there is a fourth project, it will run over the course of two weeks and account for 12% of each student’s final grade, which will cause the third project to count for 24% of this amount).

An exam will be facilitated at the beginning of our class session on Wednesday evening, February 14 that will challenge each student to provide relatively short answers (between 40 and 80 words) to a series of between eight (8) and twelve (12) questions, and answer between six (6) and eight (8) multiple choice questions. The content of this exam will be derived from what has been articulated IN THIS SYLLABUS and in the readings that students will have completed through the third week of their course. This will account for 6% of each student's final course grade.

In summation: to earn a final course grade of "A," a student enrolled in s24 ADES 5440 must earn between 90 and 100 total course points; to earn a final course grade of "B," a student enrolled in s24 ADES 5440 must earn between 80 and 89 total course points; to earn a final course grade of "C," a student enrolled in s24 ADES 5440 must earn between 70 and 79 points; to earn a final course grade of "D," a student enrolled in s24 ADES 5440 must earn between 60 and 69 points; students enrolled in s24 ADES 5440 who earn less than 60 points over the span of the semester will earn a final course grade of "F."

Course Risk Factor

This class has been assigned a **Level 1 Risk Rating**, which means that students are exposed to some minor hazards (most particularly, repeated computer usage), but are not likely to suffer bodily harm. **It is hereby recommended that s24 ADES 5440 students stand up—if they have been working on their respective computing rigs from seated positions—at least once per hour and walk at least 30 steps AWAY from their rigs, and then return.**

**The ADES 5440.501 Attendance Policy**

**Attendance is mandatory.** Students must sign the attendance sheet or answer a roll call facilitated by the instructor during the first (15) minutes of class. No student may sign or answer for another. **Every unexcused absence over two will result in a letter grade reduction of the final course grade beginning with the third unexcused absence. Each two instances of tardiness over an initial two of these will be counted as one absence.** (A student is tardy if he/she/they arrives after the first 15 minutes of class have elapsed.) No make-up opportunities for a missed class session will be given to any student enrolled in this course unless that student presents the professor with a UNT-Approved Absence Verification form within 72 hours of the ending of the class session that was missed. **Students are hereby notified that meeting with the Instructor of Record for this course during an office hours session does NOT make up/cannot be substituted for a class session that was missed.** Missing four class sessions over the course of the semester for any reason(s), even if some portion of these absences are excused, will cause a student to flunk (i.e., earn a final course grade of "F") in the spring semester 2024 session of ADES 5440.

**Student Academic Integrity (with Special Focus on Plagiarism)**
The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University’s actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. More information about UNT’s policies regarding academic integrity can be found online at: https://policy.unt.edu/sites/default/files/06.003%20Student%20Academic%20Integrity_0.pdf

According to UNT Policy 06.003, ‘Student Academic Integrity,’ academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Plagiarism is literary or artistic theft. It is the false assumption of authorship, the wrongful act of taking the product of another person’s mind and presenting it as one’s own. Copying someone else’s writing, design or art work, intact or with inconsequential changes, and adding one’s name to the result constitutes plagiarism. If the instructor suspects a given student of an incidence of plagiarism, he/she/they will notify this student of this concern within 72 hours of the suspicion being raised. Plagiarism may result in disciplinary probation, suspension from the university, expulsion (permanent), or the revocation of your degree, and it will cause you to flunk this course.

Acceptable and Unacceptable Use of Artificial Intelligence as the s24 section of ADES 5440.501 evolves

The use of generative AI tools (e.g. ChatGPT, ChatGPT-4, Dall-e 3, Midjourney, Adobe Firefly, Stable Diffusion, etc.) is permitted as you engage in the following activities.

· Initial brainstorming/ideation and the subsequent iterative refinement of your ideas
· Fine-tuning initial research questions
· Finding information about topics, issues, and sets of circumstances—extant or historical, or some combination of both—that are pertinent to the project-based coursework you have been assigned
· Drafting an outline to organize your thoughts regarding topics, issues, and sets of circumstances—extant or historical, or some combination of both—that are pertinent to the project-based coursework you have been assigned
· Checking the organizational and/or argumentative structure, grammar and style of your written work to ensure that it conforms to guidelines articulated in the 17th edition of the Chicago Manual of Style and the Guide for American English published online at https://www.chicagomanualofstyle.org, and to ensure that your written work satisfies general, U.S. graduate-level, scholarly writing standards

The use of generative AI tools (e.g. ChatGPT, ChatGPT-4, Dall-e 3, Midjourney, Adobe Firefly, Stable Diffusion, etc.) is NOT PERMITTED as you engage in the following activities:

· Impersonating you in classroom contexts (for example, using AI tools/softwares to compose discussion board prompts assigned to you, or content that you assert during a Zoomchat
· Completing work that others in a given per-course-project group have assigned to you, unless everyone in this group agrees that it is permissible and/or encouraged for you to do this
Writing a draft during any stage or phase of a writing assignment pertinent to this course

Writing entire sentences, paragraphs or papers to complete any aspects of the coursework you must complete to fulfill the requirements for this course

You are responsible for the information you submit based on any AI query (for example, it is entirely your responsibility to ensure that it does not violate intellectual property laws, or contain misinformation, or provide unethical content). Your use of AI tools must also be properly documented and cited (according to the 17th edition of the Chicago Manual of Style) in order to conform to UNT-, CVAD-, and Department of Design-mandated policies regarding academic honesty. What follows is an example of how this type of citation must be structured:

1. ChatGPT, response to “Explain why daily tooth flossing is essential for the maintenance of healthy teeth and gums among humans,” OpenAI, January 7, 2024.

Any assignment that is found to have used generative AI tools in unauthorized ways could 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. When in doubt about permitted usage, please ask for clarification.

Accommodations for Students with Special Needs or Disabilities

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access web site. You may also contact ODA by phone at (940) 565-4323.

Emergency Notifications and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Changes to the ADES 5440.501 Course Syllabus

The instructor reserves the right to make adjustments/changes to the course syllabus of s24 ADES 5440.501 with or without notice as he sees fit/deems necessary as the semester progresses.
Access to Information: Eagle Connect

Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 (specifically, from April 15 to May 3, 2024) of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from “UNT SPOT Course Evaluations via IASystem Notification” (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. All they then have to do is click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/), or send email to spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940.565.2648.

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission (see p.15 of this document).

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 940.565.2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at 940.565.2759.

THE URL That Will Afford ALL s24 ADES 5440 Students Access to the Mural “Whiteboard” That Supports Learning Facilitated in This Course and in s23 ADES 5430
https://app.mural.co/t/michael8452/m/michael8452/1705351329754/dfde36bbd96226c4148c35ee0f-9adb96998eb?sender=
Each student enrolled in the s24 section of ADES 5440—who is ALSO quite likely enrolled in the s24 section of ADES 5430—will need to reference the Mural board, or “virtual whiteboard,” that Professor Nazir and I will co-operate and contribute materials to as the semester progresses (most likely during the final eight [8] weeks of the semester). Additionally, each student enrolled in both of these courses will ALSO be expected to add material to this Mural board to aid and abet the learning experiences of all involved as the semester progresses.

The Overarching Schedule of s24 ADES 5440 (this schedule is subject to at least some changes…)

Weeks 01–04 | 01.17.24–02.07.24 | Project 01: An Immersion into the Discovery Stage of the Experience, Service, and System(s) Design Cycle

Alert!/¡Atención!/ACHTUNG!/Chú ý!/Dhyaan!/Dhi’āna di’ō!/Śrad’dha!
An Exam will occur on 02.14.24 that will challenge each student to provide relatively short answers (between 40 and 80 words) to a series of between eight (8) and twelve (12) questions, and answers to between six (60) and eighty (80) multiple choice questions that will be based on a) what each student has learned from his/her/their
thorough reading and understanding of material presented in the course syllabus, AND b) what each student has learned from his/her/their thorough reading and understanding of material presented in the course readings that will have been assigned up to this juncture in the course’s progress.

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**Weeks 04–09 | 02.07.24 to 03.20.24 | Project 02: An Immersion into the Exploration Stage of the Experience, Service, and System(s) Design Cycle**

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**Weeks 09–16 | 02.07.24 to 03.20.24 | Project 02: An Immersion into the Testing and Listening Stages of the Experience, Service, and System(s) Design Cycle**
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:

________________________________________________________________________
(please print your name above)  
________________________________________________________________________
(please sign your name above)

________________________________________________________________________
(please indicate the date of your signature above)