

ADES 5460 – Capstone-to-Pitch

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Office Hours: TBD (these alternate between the UNT Denton CVAD Building Complex and UNT Frisco's New Hall)

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Course Description

This six semester-credit-hour course is designed to build upon knowledge its students will have constructed during their enrollments in the entire array of courses that precede it in the "MA in IxD" degree plan sequence (specifically, these courses are ADES 5410, ADES 5420, ADES 5430, ADES 5440 and ADES 5450; please note that ADES 5450 may be taken concurrently with ADES 5460). This course is designed to be taken during the third semester of enrollment in the curriculum that facilitates the MA in Design with a Concentration in Interaction Design program, although it may be taken later than this by students who choose to complete their degree plans over a longer span of time than three semesters. The primary goal of ADES 5460 "Capstone-to-Pitch" is to allow each individual MA in IxD candidate enrolled in it to

1. identify,
2. contextualize,
3. plan,
4. develop,
5. design and then:
6. at least roughly implement and test-and-gather-user-data from an interactive prototype for a particular interactive product, service or set of experiences, which should result in some form of a
7. pitch deck-cum-presentation that is suitable for articulating the benefits to be afforded by the effective design and implementation of the individual MA in IxD candidate's interactive product, service or set of experiences.

The design and implementation of each MA in IxD's candidate's interactive product, service or set of experiences should be predicated on effectively facilitating a human-centered design process on behalf of a specific group or set of groups who are being adversely affected or inhibited by a particular set of social, economic, public policy, environmental or technological conditions. Engaging in the Capstone-to-Pitch experience should also equip each MA in IxD candidate enrolled in the course with a set of project-based knowledge and understandings that will help him/her effectively transition into a viable professional- or academic-sector opportunity as a thought leader and/or project manager in the Interaction and/or User Experience Design industry/community/discipline(s).

Course Content

Each MA in IxD candidate will be challenged to develop and design an interactive product, service or set of experiences over the course of the semester that positively affects the behavior of their specified group or set of groups as they interact with particular products, environments, sets of protocols or procedures or systems within communities. No two candidate's projects will evolve according to the same sets of parameters or project development *schedules (each MA in IxD candidate is required to submit a project schedule by the beginning of the second class session of the semester; these may be modified over the course of the semester as individual projects evolve).*

Each MA in IxD candidate enrolled in ADES 5460 "Capstone-to-Pitch" will be challenged to construct and discover new knowledge and understandings as he/she engages in various iterative design processes, prototype development, testing and implementation required to successfully realize the completion of his/her project. Additionally, as the student and/or instructor-of-record deems necessary, one or more relationships may need to be forged and cultivated between the students and select industry and/or community organization partner(s) that could be or would be crucial to providing critical feedback re: the development of the student's project, as well as access to at least some of the resources crucial to guiding its effective development, design and implementation.

As was the case during MA in IxD candidates' enrollments in ADES 5410, 5420, 5430 and 5440 during previous semesters of enrollment in the MA in IxD program, each student will be challenged to accommodate scenarios of use that span a broad spectrum of types of interactions and scenarios of use. Each student will also be challenged to accommodate levels of scale that span the spectrum from the operation of specific controls and applications to ensuring effective functionality in a complex environment or diversely populated community or network(ed) setting. As was also the case during the evolution of previous courses in the MA in IxD degree plan, a select array of technical skills that help

facilitate prototyping, programming and coding, and computational thinking will be presented, but it is expected that each student will augment these presentations with their own, self-guided construction of knowledge in these areas as necessary to operationalize their respective systems.

Prerequisites (for MA in Des w/ Concentration in IxD students):

ADES 5410, 5420, 5430, and 5440 with a course grade of "B" or better; concurrent enrollment in ADES 5450 is strongly recommended but not required for MA in IxD candidates who have not yet taken this course prior to their enrollment in ADES 5460.

Prerequisites (for Master's level or Doctoral students enrolled in UNT programs outside the MA in IxD):

permission of the instructor, and (preferably) proof-of-passage of ADES 5410 and 5420 with a course grade of "B" or better, OR two to four, 5000- or 6000-level, 3-Semester-Credit-Hour (SCH) offerings that the instructor judges to have helped an individual graduate student accrue the knowledge, understandings and skills necessary to succeed in ADES 5460 (these courses must have been passed with a course grade of "B" or better).

Required Texts

Lyons, N. & Wilker, M. (2012). *Interactive Project Management*. San Francisco, CA, USA: Peachpit Press/Voices That Matter.

Belsky, S. (2012). *Making Ideas Happen*. New York, NY, USA: Portfolio, an imprint of Penguin Group USA.

Grant, W. (2018). *101 UX Principles: A Definitive Design Guide*. Birmingham, UK: Packt Publishing.

Recommended Texts

Kahneman, D. (2013). *Thinking Fast and Slow*. New York, NY, USA: Macmillan/Farrar, Straus and Giroux.

Nodder, C. (2013). *Evil by Design: Interaction Design to Lead Us into Temptation*. New York, NY, USA: Wiley Press.

Course Objectives

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

- the construction of knowledge that informs how individuals and groups think and make choices as they engage in everyday interactions in specific situations or "scenarios of use"
- a set of core skills and a knowledge base necessary to effectively plan and guide interactive project management processes
- processes for communicating effectively with the people who constitute interactive project development teams
- processes for communicating effectively with the people who constitute interactive project development user groups
- the ability to develop strategies for ensuring that a well-understood-by-all-team-members-and-stakeholders process is formulated and effectively followed and adjusted over time as necessary to meet expectations, deliver on promises, and value diverse inputs and critical feedback as the capstone-to-pitch design process evolves

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

- the ability to plan and operate development processes to guide the evolution of the capstone-to-pitch interactive project that effectively accounts for the diverse tasks, stages and phases that must occur over the course of its project development schedule
- the ability to ensure that given interactive project management processes facilitate the best work possible as effectively and efficiently as possible on behalf of clients, stakeholders and project team members
- the ability to cultivate of knowledge gleaned from existing interactive project management methods, combined with the ability to identify and plan for "gaps" in these methods, to guide the evolution of processes that ensure all involved know what to expect and what to ask for as the project's development schedule progresses
- The ability to cultivate knowledge that effectively answers key developmental questions, such as "what do clients and stakeholders need and desire, and why?," "what aspects of our project will be most challenging to the individuals and groups involved?," and "how can the best work be done efficiently?"
- The ability to design-and-write, or write-and-design, an effectively communicative and emotionally engaging pitch deck of slides that has the potential to compel not just interest in, but actual support for the further development of, their capstone-to-pitch project

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

- The ability to plan and operate opportunities to demonstrate the various “stages” of his/her capstone-to-pitch project’s development as a means to engage stakeholders and potential collaborators and investors in constructively critical dialogue that effectively guides design decision-making
- The ability to document the processes that informed the development of his/her capstone-to-pitch project’s system(s), so that he/she emerges from this learning experience with the raw material and knowledge necessary to use the particular “conception and project evolution stories” of their systems to showcase their expertise and potential to possible employers, collaborators and funders
- The abilities necessary to consistently and effectively initiate and sustain meaningful critical dialogue between themselves and their peers, their instructor(s), and potential collaborators and funders in ways that positively inform their design decision-making as a complex project evolves

Course Structure

This course is offered in a design studiolab format, and will meet for one, 170-minute (i.e., two-and-a-half-hour) class session per week. Course content and studiolab etiquette during critically dialectic exchanges between fellow-students and students and faculty are all consistent with the requirements of pursuing a career in professional User Experience and Interaction Design environments. Under the guidance of the instructor, each MA in IxD candidate enrolled in ADES 5460 will spend the entire 15 weeks engaged in fulfilling a project development schedule of his/her own design an effectively useful, usable and desirable interaction design system by the end of the semester. Students will work in the studiolab as required, and participate in class discussions and critical dialogues during class hours. Students will submit their work regarding particular aspects of their capstone-to-pitch projects for critical discussion in iterative phases as stipulated by a per-project development schedule provided to them by the instructor at the beginning of the semester. The CVAD Computing Labs at the CVAD Building Complex in Denton, as well as the computing facilities in UNT New College at Frisco are available to students to work on assigned course projects outside of scheduled class time.

Evaluation

Each sequential phase of each student’s assigned interaction design system will be worth a specific number of total course points that will accumulate toward his or her’s final course grade. Each of these sequential phases will be evaluated according to criteria articulated to all students on the day it is launched. How effectively each student/student team is assessed to have addressed specific “per phase” criteria will be recorded on an assessment document that each student will receive one to two weeks after the culmination of each these phases. A final project and final project presentation, or “pitch” must be completed by the final exam date and time for this course. There is no final exam for this course.

Project I	Designing an effective interactive product, service or set of experiences	100%
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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 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 ADES 5460.

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.

American Disabilities Act

The College of Visual Arts and Design is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the College will execute reasonable accommodations for qualified students with a disability, such as making appropriate adjustments to the classroom environment, as well as to the teaching, testing, or learning methodologies that are operated within the structure of the course, as long as actuating any of these adjustments does not fundamentally alter the content that must be delivered within the structure of the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA; <https://disability.unt.edu/>), and to inform the instructor of your need for an accommodation. Requests for accommodation must be given to the instructor no later than 5 pm CST on the final day of the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at <https://disability.unt.edu/>, and by visiting the ODA in Sage Hall on the UNT Denton campus, room 167 (visit the UNT website for updated location information). You also may call the ODA at 940.565.4323.

Building Emergency Procedures

In case of emergency, an alarm will sound. If this occurs, please follow the building evacuation plans posted on each floor of your building and proceed to the nearest parking lot. 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 windows* and remain there until an all clear signal is sounded. Follow the instructions of your instructors and act accordingly.

Student Rights and Responsibilities

Each University of North Texas student is entitled to certain rights associated with higher education institutions. See www.unt.edu/csrr for further information.

Disclaimer

The instructor retains the right to change the course syllabus and schedule without notice.