Term Information

Effective Term   Autumn 2027

General Information

Course Bulletin Listing/Subject Area   Design
Fiscal Unit/Academic Org   Design - D0230
College/Academic Group   Arts and Sciences
Level/Career   Graduate, Undergraduate
Course Number/Catalog   5106
Course Title   Experiential Media Design Capstone 1
Transcript Abbreviation   XMDCapstone1
Course Description   Facilitates high-level inquiry for a capstone project within experiential media design. Practice
                                           synthesizing, integrating, and applying learned processes, technology and techniques, formulating
                                           research inquiries, exploring and identifying a problem space, gathering data to inform and guide design,
                                           in the development of the capstone project.
Semester Credit Hours/Units   Fixed: 3

Offering Information

Length Of Course   14 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance No
education component?
Grading Basis   Letter Grade
Repeatable   No
Course Components   Laboratory
Grade Roster Component   Laboratory
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites   Design 4156
Exclusions
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   11.0804
Subsidy Level   Masters Course
Intended Rank   Junior, Senior, Masters

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes	• Integrate design research methods into a plan for a culminating experiential media project.
	• Establish a set of design precedents to guide project work.
	• Describe and respond to the intended audiences and contexts, including recognition of the physical, cognitive, cultural, ethical and social human factors that shape design decisions.
	• Communicate orally, visually and in writing about the proposed project in a clear and articulate manner.
	• Synthesize, integrate and apply.
Content Topic List	• Analysis; documentation; reflection; proposal; research questions; research methods; problem statement
Sought Concurrence	Yes

Attachments

• DESIGN5106XMDCapstoneStudio1.pdf: Syllabus

(Syllabus. Owner: Beecher,Mary Anne)

• ACCAD_concurrence.pdf: Concurrence

(Concurrence. Owner: Beecher,Mary Anne)

• Art_concurrence.pdf: Concurrence

(Concurrence. Owner: Beecher,Mary Anne)

• CSE_concurrence.pdf: Concurrence

(Concurrence. Owner: Beecher,Mary Anne)

• TFMA_concurrence.pdf: Concurrence

(Concurrence. Owner: Beecher,Mary Anne)

• DESIGN5106_ XMDCapstoneStudio1revised.pdf: Revised syllabus

(Syllabus. Owner: Beecher,Mary Anne)

Comments

• Religious accommodations statement has been added. Disabilities services statement has been updated. Statement about the provision of additional reading and viewing materials has been modified for clarification. Assignment point breakdown has been provided. Grading scale has been corrected. *(by Beecher,Mary Anne on 10/19/2023 11:53 AM)*

• Please see Subcommittee feedback email sent 10/10/2023. *(by Hilty,Michael on 10/10/2023 10:58 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Beecher,Mary Anne	08/24/2023 12:52 PM	Submitted for Approval
Approved	Munch,Fabienne	08/24/2023 05:08 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/19/2023 11:17 AM	College Approval
Revision Requested	Hilty,Michael	10/10/2023 10:58 AM	ASCCAO Approval
Submitted	Beecher,Mary Anne	10/19/2023 11:53 AM	Submitted for Approval
Approved	Munch,Fabienne	10/19/2023 01:49 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/19/2023 01:57 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	10/19/2023 01:57 PM	ASCCAO Approval

Design 5106: Experiential Media Design Capstone Studio 1

Instructor	*Name*
Contact	*name.#@osu.edu, office room/building, office hours*
Semester	*Autumn 2027*
Location/Time	*room/building, meets 2x/week for 2 hr. 40 minutes each meeting*
Format	Studio, 3 credits
Prerequisites	*Design 4156 Immersive Media Design 2*
Description	Facilitates high-level inquiry for a capstone project within experiential media design. Practice synthesizing, integrating, and applying learned processes, technology, and techniques, formulating research inquiries, exploring, and identifying a problem space, gathering data to inform and guide design, in the development of the capstone project.

Course Goals

Upon completion of this course, students should be able to do the following:

1. Integrate design research methods into a plan for a culminating experiential media capstone project
2. Apply previous knowledge into the design of an experiential media project
3. Establish a set of design precedents to guide capstone work
4. Describe and respond with prototypes to the intended audiences and contexts, including recognition of the physical, cognitive, cultural, ethical, and social human factors that shape design decisions.
5. Communicate orally, visually and in writing about the proposed project in a clear and articulate manner, including online portfolio documentation
6. Create iterative project prototypes as an individual designer and as a member of a collaborative team
7. Choose appropriate industry standard software and tools for prototyping

Associated Program Learning Outcomes

1. ***Design of Experiential Media:***
   a. Identify design opportunities and respond with functioning prototypes to demonstrate innovative and engaging experiential media concepts. *Associated course goals: (1) and (3)*
   b. Demonstrate practice of the processes for the development and coordination of digitally based design strategies (for example, storyboarding, prototyping, concept mapping, and the use of scenarios and personas). *Associated course goals: (3),(5) and (6)*

  c. Employ the use of concepts related to the visual, spatial, sound, motion, interactivity, coding, and temporal elements/features of technology in the creation and application of quality experiential media design. *Associated course goals: (4) and (5)*

  d. Create experiential media environments that are technically proficient, aesthetically engaging, and conceptually sophisticated. *Associated course goals: (6) and (7)*

2. ***Critical Thinking and Analysis:***

  a. Evaluate works of creative technology in terms of their formal, conceptual, ethical, historical, and social impacts. *Associated course goals: (2),(3), and (4)*

  b. Apply fundamental critical thinking skills to the analysis and interpretation of experiential media projects with particular attention to user-centered practices. *Associated course goals: (2),(3), and (5)*

  c. Appraise the context and implication of one's own work with regard to social responsibility. *Associated course goals: (3) and (4)*

  d. Organize and represent content structures in ways that are responsive to technological, social, and cultural systems. *Associated course goals: (4),(6) and (7)*

  e. Correlate what is useful, usable, effective, and desirable with respect to user/ audience-centered digitally and physically based experiences. *Associated course goals: (4)*

3. ***Adaptability:***

  a. Integrate new media technologies with traditional media in the creation of tangible experiential media experiences. *Associated course goals: (1),(2), and (7)*

  b. Anticipate and adapt to new technologies, concepts, and processes in experiential media creation. *Associated course goals: (2) and (6)*

  c. Demonstrate problem-solving and collaborative skills in both technical and creative arenas in ways that enhance the ability to work successfully on teams and to organize collaborations among people on teams. *Associated course goals: (6)*

4. ***Professional Practice:***

  a. Employ both verbal and visual aspects of communication in the presentation of resulting creative works. *Associated course goals: (4) and (5)*

  b. Present and defend work from an informed conceptual, ethical, historical, and social point of view. *Associated course goals: (2),(4), and (5)*

  c. Market and promote one's work through portfolio development. *Associated course goals: (5)*

Course Methodology

This studio course will consist of research practices and iterative prototyping for establishing, elucidating, and testing concepts for a capstone project. Studio time will be focused on capstone project development; documentation of process and progress along with analysis and reflection on evolving outcomes; and informal and formal presentations. Our time together will include shared learning, demonstrations, hands-on studio production work for individual and group work and critique. Once a week, students will make informal progress reports in small learning groups with the instructor. These weekly informal critiques will provide feedback on current process and allow for re-adjustments in project scope and realization goals.

Students are expected demonstrate satisfactory achievement of course objectives through the fulfillment of the pre-production for the capstone project and by contributing to class discussions, collaborative learning, and critique.

At the completion of preliminary research and identification of a problem space phase, students will define a list of final project deliverables that they will develop in their Spring semester capstone course (Design 5156). Students will map and consider touchpoints and all possible interactions that they can explore. Students should seek to balance ambition with feasibility and choose the key moments that will create the most compelling case for the proposed design solution.

There will be three graded development and implementation review phases, evenly spread across the 14-week semester, that will function as reflection points on process, progress, and outcomes for the student. At these reflection points, design professionals, faculty and graduate students will be invited to participate in review sessions.

During the course, each student must keep a documentation journal of ideas, progress on projects, references, readings, and web bookmarks related to their project. Students should maintain the journal as a discussion post on Carmen or the student's professional website. The journal must be presentable during any class time and used during discussions and presentations.

Readings and Viewings

Course Text: The Routledge Companion to Design Research Edited by Paul A. Rodgers, Joyce Yee Available as an e-book at OSU Libraries

Additional Reading and Viewings Because we are examining an emerging topic, students may also receive substitute or additional materials via Carmen to read and view during or outside of class to support discussion or to serve as precedents for design activities.

Assignments

Coursework assignments will consist of several exercises, short essays, and three capstone project studies. Capstone studies are a means of exploring possibilities and examining the viability of final project deliverables. Evaluation of studies is based upon documentation of work in progress along with analysis and reflection on outcomes.

Essays
During the semester, students will write three short essays to identify a problem space, frame their research investigation, construct rationale and justification of potential design solutions, and address needs, concerns, and motivations of audience. Essays will become part of the capstone design proposal.

Capstone Studies & Prototype Documentation
Capstone studies (three total) are a means to explore possibilities of and examine the viability of final project touchpoints. Students will propose sub-questions based on their research interest and write abstracts to inform each study. Deliverables for each of the three studies will include a working prototype that addresses a sub-question of the student's research focus. Students will include an analysis, documentation, and reflection on the studies within the final project proposal.

Capstone Proposal & Prototype Documentation

By the end of the semester, XMD students will develop a three-section written proposal for the capstone project that represents a meaningful design-based inquiry. For successful completion of the course, students must include the following sections and content within the project proposal.

Section 1: Study Purpose & Rationale, 3–5 pages
- **Problem Statement:** Introduce us to the area of investigation. What is the problem you are addressing? Who does it affect?
- **Justification:** Tell us why this project is important. Why is your proposed solution effective? Have others addressed this problem before? What did we learn from previous attempts at rectifying problem space?
- **Research Questions:** What research question is informing your investigation? Break the question down into 2-3 sub-questions.
- **Definition of Terms:** Define key terms through the lens of your investigation.

Section 2: Capstone Studies, 2–4 pages & Prototype Documentation
- **Reflection:** What was your process like? What did you learn from each study? How will the studies inform the final design solution?
- **Documentation:** Visual and written web-based documentation as part of your portfolio, presenting explanations of concepts and working prototypes.

Section 3: Capstone Project Plan, 3–5 pages & Prototype documentation
- **Assumptions:** What assumptions are you making about the people, settings, and the use
- of your design solution?
- **Limitations:** What guidelines have you established to ground your investigation?
- **Methods:** How are you going to complete your project? How will you investigate and evaluate your progress?
- **Documentation:** Visual and written web-based documentation as part of your portfolio, presenting explanation of capstone project concept and prototype.
- **Timeline:** Use a Gantt chart to illustrate your project schedule.

See Calendar of Topics and Project Briefs for further details.

Grading

Evaluations for each project deliverable will consist of a numerical grade following the grading scale listed below.

Time	Description	Point Value
	Essays	
Week 5	Essay #1	5
Week 9	Essay #2	5
Week 13	Essay #3	5
	Total	**15**
	Capstone Studies & Prototype Documentation	
Week 4	Capstone Study & Prototype #1	20
Week 8	Capstone Study & Prototype #2	20

Week 12	Capstone Study & Prototype #3	20
	Total	**60**
	Capstone Proposal & Prototype Documentation	
Week 12-Finals	Section 1: Study Purpose & Rationale	10
Week 12-Finals	Section 2: Capstone Studies & Prototype Documentation	5
Week 12-Finals	Section 3: Capstone Project Plan & Prototype Documentation	10
	Total	**25**
	Total	**100**

Work evaluations fall within four equally weighted categories. Excellence in each of these categories constitutes a grade of "A": **Degree of exploration • Degree of resolution • Quality, depth, and synthesis of research • On-time completion**

Grading Scale

93–100 A	87-89.9 B+	77-79.9 C+	67-69.9 D+
90–92.9 A-	83-86.9 B	73-76.9 C	60-66.9 D
	80-82.9 B-	70-72.9 C-	below 60 E

Grading Policy

To receive a passing grade in the course, students must demonstrate satisfactory achievement of course learning objectives through fulfillment of course assignments and by contributing to class discussions. Adherence to deadlines is expected. It is the individual student's responsibility to keep track of the goals and deadlines and to present the work to the class and instructor on the specified dates. All assignments must be completed and turned in to receive a passing grade in the course.

Late or missed goals will be graded as follows:

- An assignment turned in after the original due date but by the start of the next class will have the grade reduced 10%
- An assignment turned in after the original due date and after the subsequent next class start time but before the start time of the 3rd subsequent class (1 week) will have the grade reduced 30%
- Late assignments turned in more than 4 classes (2 weeks) past the original due date will receive a grade (D).

Attendance Policy

All students are required to be on time and in attendance for each class. Arrive less than 10 minutes late to be counted as present. Four (4) absences will lower a final grade by 1/3 a letter. Five (5) absences will lower a final grade by one letter. Six (6) absences will result in a failing grade ("E") for the course. The need for excused absences should be discussed with the instructor (e.g., your own illness, family illness or death, conference presentations) **Do not come to class if you are feeling ill, have a temperature or**

have been told to isolate or quarantine. Let me know if you are ill and you will be excused without penalty.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Statement

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Academic Misconduct Statement

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5- 487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

Calendar of Topics and Assignments

Week 1
> Topic: Introduction, Overview, Resources, Expectations
> Making: Study One **ASSIGNED**
> Writing: Research Question / Study One abstract
> Reading Assigned: Routledge Companion to Design Research, *The sometimes uncomfortable marriages of design and research* by Ranulph Glanville

Week 2
> Topic: Design Research Methods
> Making: Study One *cont'd*
> Writing: Study One documentation
> Prior Week's Reading Discussion

Week 3
> Topic: Design Research Methods
> Making: Study One *cont'd*
> Writing: Study One documentation
> Reading Assigned: Routledge Companion to Design Research, *What is a 'research question' in design?* By Meredith Davis

Week 4
> Topic: Problem Statement and Justification
> Making: Study One **DUE**
> Writing: Study One documentation
> Prior Week's Reading Discussion

Week 5
> Topic: Problem Statement and Justification
> Making: Study Two **ASSIGNED**
> Writing: Essay 1 - Problem Statement / Study Two abstract
> Reading Assigned: Routledge Companion to Design Research, *Meaningful play: how playcentric research methods are contributing to new understanding and opportunities for design* by Aaron Scott

Week 6
> Topic: Assumptions and Limitations
> Making: Study Two *cont'd*
> Writing: Study Two documentation
> Prior Week's Reading Discussion

Week 7
> Topic: Assumptions and Limitations
> Making: Study Two *cont'd*
> Writing: Study Two documentation

Reading Assigned: Routledge Companion to Design Research, *The role of prototypes and frameworks for structuring explorations by research through design* by Pieter Jan Stappers, Froukje Sleeswijk Visser and Ianus Keller

Week 8

Topic: Designing for People, Setting, and Use
Making: Study Two **DUE**
Writing: Study Two documentation
Prior Week's Reading Discussion

Week 9

Topic: Designing for People, Setting, and Use
Making: Study Three **ASSIGNED**
Writing: Essay 2 - Justification / Study Three abstract
Reading Assigned: Routledge Companion to Design Research, *Hacktivism as design research method* by Otto von Busch

Week 10

Topic: Designing for People, Setting, and Use
Making: Study Three *cont'd*
Writing: Study Three documentation
Prior Week's Reading Discussion

Week 11

Topic: Designing for Uncertainties
Making: Study Three *cont'd*
Writing: Study Three documentation
Reading Assigned: Routledge Companion to Design Research, *Prototypes and prototyping in design research* by Stephan Wensveen and Ben Matthews

Week 12

Topic: Designing for Uncertainties
Making: Study Three **DUE**
Writing: Study Three documentation
Prior Week's Reading Discussion

Week 13

Topic: Writing Research Proposal
Making: Study Refinement
Writing: Essay 3 – Design Strategy / Research proposal

Week 14

Topic: Writing Research Proposal
Making: Study Refinement
Writing: Research proposal

Finals Week

Presentation: Capstone Plan Proposal and Documentations