

## Term Information

Effective Term Spring 2028

## 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 5156  
Course Title Experiential Media Design Capstone 2  
Transcript Abbreviation XMDCapstone2  
Course Description Development, testing and implementation to realize the design solution and final deliverables for a technologically-based capstone project in experiential media. Project culminates in presentation in annual senior show and portfolio documentation.  
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 education component? No  
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 5106  
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

- Create and present a designed experiential media project in a real-world context.
- Synthesize, integrate and apply previous knowledge into the design of an experiential media design project.
- Identify and address ethical issues and stakeholder concerns.
- Demonstrate collaborative learning among your peers.
- Exhibit self-directed learning practices.
- Document conceptual and technical process and final project in a portfolio format.
- Choose appropriate industry standard software and tools for the project.

### Content Topic List

- Analysis; documentation; reflection; proposal; research questions; research methods; problem statement; project development; project presentation; ethics; stakeholders

### Sought Concurrence

Yes

## Attachments

- DESIGN5156XMDCapstoneStudio2.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)*
- DESIGN5156\_XMDCapstoneStudio2revised.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 breakdown of points has been added. The grading scale has been fixed. *(by Beecher, Mary Anne on 10/19/2023 11:55 AM)*
- Please see Subcommittee feedback email sent 10/10/2023. *(by Hilty, Michael on 10/10/2023 10:58 AM)*

**COURSE REQUEST**  
5156 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
10/19/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Beecher, Mary Anne	08/24/2023 12:55 PM	Submitted for Approval
Approved	Munch, Fabienne	08/24/2023 05:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/19/2023 11:20 AM	College Approval
Revision Requested	Hilty, Michael	10/10/2023 10:58 AM	ASCCAO Approval
Submitted	Beecher, Mary Anne	10/19/2023 11:55 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 5156: Experiential Media Design Capstone Studio 2

<b>Instructor</b>	<i>Name</i>
<b>Contact</b>	<i>name.#@osu.edu, office room/building, office hours</i>
<b>Semester</b>	<i>Spring 2028</i>
<b>Location/Time</b>	<i>room/building, meets 2x/week for 2 hr. 40 minutes each meeting</i>
<b>Format</b>	Studio, 3 credits
<b>Prerequisites</b>	<i>Design 5106 Experiential Media Design Capstone Studio 1</i>
<b>Description</b>	Development, testing and implementation to realize the design solution and final deliverables for a technologically based capstone project. Project culminates in presentation in annual senior show and portfolio documentation.

## Course Goals

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

1. Execute and present a well-researched and engaging experiential media project for installation in the annual senior show
2. Synthesize, integrate, and apply previous knowledge into the design of an experiential media design project
3. Integrate physical and virtual artifacts as part of the experience design
4. Identify and address ethical issues and stakeholder concerns
5. Demonstrate collaborative learning with your peers and self-directed learning practices
6. Document conceptual and technical process and final project in a portfolio format
7. Experiment with new technological possibilities and industry standard software and tools for the project
8. Present and defend work from an informed point of view

## 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 (2)*
- 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: (2) and (8)*
- 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: (1),(2),(3) and (8)*

- d. **Create** experiential media environments that are technically proficient, aesthetically engaging, and conceptually sophisticated. *Associated course goals: (1)*
- 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)*
  - 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) and (4)*
  - c. **Appraise** the context and implication of one's own work with regard to social responsibility. *Associated course goals: (2) and (4)*
  - d. **Organize** and represent content structures in ways that are responsive to technological, social, and cultural systems. *Associated course goals: (1),(3),(6) and (8)*
  - e. **Correlate** what is useful, usable, effective, and desirable with respect to user/ audience-centered digitally and physically based experiences. *Associated course goals: (1) and (4)*
- 3. Adaptability:**
  - a. **Integrate** new media technologies with traditional media in the creation of tangible experiential media experiences. *Associated course goals: (1) and (7)*
  - b. **Anticipate** and **adapt** to new technologies, concepts, and processes in experiential media creation. *Associated course goals: (1) and (7)*
  - 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: (5)*
- 4. Professional Practice:**
  - a. **Employ** both verbal and visual aspects of communication in the presentation of resulting creative works. *Associated course goals: (2),(6), and (8)*
  - b. **Present** and **defend** work from an informed conceptual, ethical, historical, and social point of view. *Associated course goals: (2),(6), and (8)*
  - c. **Market** and **promote** one's work through portfolio development. *Associated course goals: (1), (7) and (8)*

## Course Methodology

This course will focus on research through making, therefore the course format is that of a working design studio. Coursework will consist of ongoing capstone project development; documentation of process and progress along with analysis and reflection on evolving outcomes; and informal and formation presentations.

Students will establish personalized work and scope deadlines based on Autumn semester planning in Design 5106 and with the guidance of the instructor of this course. Specifics of the schedule will detail critical phases of the project realization and measurable outcomes.

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.

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. Final presentation of the capstone project will be installed as part of the annual undergraduate Design show.

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.

## Assignments

### ***Phase 1, 2 and 3 Prototype Presentations:***

Development and implementation of the capstone project will be divided into three phases over the course of the semester. Students will make formal presentations (visual, aural, and verbal) of their current prototype at each end of a phase. The purpose of each presentation is for students to engage in discussions about their project's current direction, consideration of scoping, effectiveness of communication to intended audience and of specific project focused topic. This feedback should inform the following phase of work for each student.

### ***Capstone Project:***

The final deliverable will be an expanded experiential media case study consisting of a high-fidelity digital and or analog system-based application.

### ***Documentation:***

Students will publish their weekly process, research, iterative artifacts, and written reflections on their design process as a case study on an accessible web-based platform.

### ***Exhibition:***

In addition to the final deliverables and documentation, students will present their work in a Spring Exhibition to showcase outcomes of Capstone Project.

***See Calendar of Topics and Project Brief for further details.***

## Reading Materials

Bi-weekly readings will be assigned and available to students via Carmen. See course calendar for specific reading assignments. Bi-weekly discussions on the previous week's reading will be integrated into our class time and students should come prepared to discuss the assigned reading.

**Additional Reading and Viewing:** 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.

## Grading

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

Time	Description	Point Value
	<b>Prototype Presentations</b>	
Week 4	Phase 1	10
Week 8	Phase 2	10
Week 12	Phase 3	10
	<b>Total</b>	<b>30</b>
	<b>Documentation</b>	
Week 2	weekly process, research, iterative artifacts, written reflections	1
Week 3	weekly process, research, iterative artifacts, written reflections	1
Week 4	weekly process, research, iterative artifacts, written reflections	1
Week 5	weekly process, research, iterative artifacts, written reflections	1
Week 6	weekly process, research, iterative artifacts, written reflections	2
Week 7	weekly process, research, iterative artifacts, written reflections	2
Week 8	weekly process, research, iterative artifacts, written reflections	2
Week 9	weekly process, research, iterative artifacts, written reflections	2
Week 10	weekly process, research, iterative artifacts, written reflections	2
Week 11	weekly process, research, iterative artifacts, written reflections	2
Week 12	weekly process, research, iterative artifacts, written reflections	2
Week 13	weekly process, research, iterative artifacts, written reflections	2
	<b>Total</b>	<b>20</b>
	<b>Capstone Project</b>	<b>40</b>
	<b>Capstone Exhibition</b>	<b>10</b>
	<b>Total</b>	<b>100</b>

Work evaluations falls 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.**

## 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](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## **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](http://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.

## **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

**Reading Assigned:** How Design Designs Us | [Part 1: The Silent Social Scripter](#), by Leyla Acaroglu

**Writing:** Revisit Project Proposal from AU semester

- Establish Prototyping Timeline
- Establish weekly work scope for Phases 1-3
- Confirm materials and supplies needed

## Week 2

**Topic:** Designing for People, Setting, and Use

**Reading Discussion:** on previous week's reading

**Making:** Capstone Project Development, Phase 1

**Documentation:** Capstone Project Phase 1, web-based text, and visuals

## Week 3

**Topic:** Designing for People, Setting, and Use

**Reading Assigned:** How Design Designs Us | [Part 2: Cognitive Activation Design](#) by Leyla Acaroglu

**Making:** Capstone Project Development, Phase 1

**Documentation:** Capstone Project Phase 1 documentation web-based text and visuals

**Informal Feedback Session:** Work towards Phase 1 Goals

## Week 4

**Topic:** Designing for People, Setting, and Use

**Reading Discussion:** on previous week's reading

**Making:** Capstone Project Development, **Phase 1 DUE**

**Presentation & Feedback Session:** Capstone Project, Phase 1

## Week 5

**Topic:** Visual, spatial, sound, motion, interactivity, coding, temporal elements of technology

**Reading Assigned:** How Design Designs Us: Part 3 | [The Ethics of Design](#), by Leyla Acaroglu

**Making:** Capstone Project Development, Phase 2

**Documentation:** Capstone Project Phase 2, web-based text, and visuals

**Informal Feedback Session:** Capstone Project, Phase 2

## Week 6

**Topic:** Visual, spatial, sound, motion, interactivity, coding, temporal elements of technology

**Reading Discussion:** on previous week's reading

**Making:** Capstone Project Development, Phase 2

**Documentation:** Capstone Project Phase 2, web-based text, and visuals

**Informal Feedback Session:** Capstone Project, Phase 2

## Week 7

**Topic:** Visual, spatial, sound, motion, interactivity, coding, temporal elements of technology

**Reading Assigned:** Peters and Calvo. Compassion vs. Empathy: Designing for Resilience. INTERACTIONS.ACM.ORG. September-October 2014.

**Making:** Capstone Project Development, Phase 2

**Documentation:** Capstone Project Phase 2, web-based text, and visuals

**Informal Feedback Session:** Capstone Project, Phase 2

#### Week 8

**Topic:** Blending physical and digital experiential media environments through design

**Reading Discussion:** on previous week's reading

**Making:** Capstone Project Development, **Phase 2 DUE**

**Presentation & Feedback Session:** Capstone Project, Phase 2

#### Week 9

**Topic:** Blending physical and digital experiential media environments through design

**Watching Assigned:** Ehrlich, D., & Hersko, T. (2021, August 31). How the future of entertainment will be forged between Hollywood and video games. IndieWire.

<https://www.indiewire.com/features/commentary/future-of-entertainment-hollywood-video-games-indiewire-25-1234659532/>

**Making:** Capstone Project Development, Phase 3

**Documentation:** Capstone Project Phase 3, web-based text, and visuals

**Informal Feedback Session:** Capstone Project, Phase 3

#### Week 10

**Topic:** Blending physical and digital experiential media environments through design

**Watching Discussion:** on previous week's watching

**Making:** Capstone Project Development, Phase 3

**Documentation:** Capstone Project Phase 3, web-based text, and visuals

**Informal Feedback Session:** Capstone Project, Phase 3

#### Week 11

**Topic:** Communicating about Your Design Work

**Reading Assigned:** Allen, R., & Mendelowitz, E. (2001). "Coexistence." In CAST01 - Living in Mixed Realities (pp. 299–302). Sankt Augustin; FhG, Institut Medienkommunikation.

**Making:** Capstone Project Development, Phase 3

**Documentation:** Capstone Project Phase 3, web-based text, and visuals

**Informal Feedback Session:** Capstone Project, Phase 3

#### Week 12

**Topic:** Communicating about Your Design Work

**Reading Discussion:** on previous week's reading

**Making:** Capstone Project Development, **Phase 3 DUE**

**Presentation & Feedback Session:** Capstone Project, Phase 3

#### Week 13

**Topic:** Refining the prototype design

**Reading Assigned:** D. Peters, K. Vold, D. Robinson and R. A. Calvo, "Responsible AI—Two Frameworks for Ethical Design Practice," in IEEE Transactions on Technology and Society, vol. 1, no. 1, pp. 34-47, March 2020, doi: 10.1109/TTS.2020.2974991.

**Making:** Capstone Project Delivery

**Documentation:** Research Reflections, web-based text, and visuals

#### **Week 14**

**Topic:** Anticipating new design questions and design possibilities

**Reading Discussion:** on previous week's reading

**Making:** Capstone Project Delivery

**Documentation:** Research Reflections, web-based text, and visuals

#### **Finals Week**

**Deliverables:** Capstone Project

**Exhibit:** Capstone Project Installation