Term Information

Effective Term   Spring 2025

General Information

Course Bulletin Listing/Subject Area   Design
Fiscal Unit/Academic Org   Design - D0230
College/Academic Group   Arts and Sciences
Level/Career   Graduate
Course Number/Catalog   6230
Course Title   Research Through Design Studio
Transcript Abbreviation   ResearchThruDesign
Course Description   A studio environment in which graduate students have the opportunity to conduct thesis topic exploration and development in using research through design in the areas of digital animation and interactive media (DAIM) or design research and development (DRD).
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   Yes
Allow Multiple Enrollments in Term   Yes
Max Credit Hours/Units Allowed   9
Max Completions Allowed   3
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   Grad Standing in Design MFA program
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   50.0499
Subsidy Level   Masters Course

Intended Rank   Masters

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes	• Practice production skills by working iteratively and thoughtfully in generating effective prototypes and applied creative research
	Explore, integrate and investigate your design research interests via experimentation in production using
	• Practice and refine writing and presentation skills as a way of organizing your thinking about your project and research direction and preparing for end of year review cycle.
	• Develop skills for independent and collaborative work
	• Develop the ability to offer informed and constructive technical and aesthetic criticism of the work of peers and self
Content Topic List	• prototyping, production skills, collaboration, design research, research through design, experimentation as research, presentation skills, technical and aesthetic criticism
Sought Concurrence	No

Attachments

• Design6250_ResearchThroughDesignStudio_Syllabus.pdf

  (Syllabus. Owner: Proulx,Sebastien)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Proulx,Sebastien	05/14/2024 01:30 PM	Submitted for Approval
Approved	Munch,Fabienne	05/14/2024 02:30 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/07/2024 01:12 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/07/2024 01:12 PM	ASCCAO Approval

Spring 2025
T/R 2:30 – 4:45pm @ ACCAD classroom 347A
Instructor:
e: name.# @osu.edu
v: 292-XXXX
Office Hours: by appt. at <address here>

CATALOG DESCRIPTION
A studio environment in which graduate students have the opportunity to conduct thesis topic exploration and development in using research through design in the areas of digital animation and interactive media (DAIM) or design research and development (DRD).

COURSE DESCRIPTION
This course is a studio in which students focus on making artifacts as a way of guiding or responding to a thesis thread. To begin, we will work on a warm-up project to activate your making skills and practices. Then each student will propose and work on self-initiated projects that address thesis interests. Students will work to develop productive strategies for realizing connections and to use these experiences to formulate practice-led research processes.

COURSE OBJECTIVES
1. Practice production skills by working iteratively and thoughtfully in generating effective prototypes and applied creative research

2. Explore, integrate and investigate your Design research interests via experimentation in production

3. Practice and refine writing and presentation skills as a way of organizing your thinking about your project and research direction and preparing for end of year review cycle.

4. Develop skills for independent and collaborative work

5. Develop the ability to offer informed and constructive technical and aesthetic criticism of the work of peers and self

COURSE METHODOLOGY
Studio format requires active production work and discussion of the process and outcomes by all of us. Class sessions will consist of *working sessions* as well as *critiques and discussions* focusing on progress of individual student project work. In order for our studio to be productive students must be committed to production on their own work and participation in discussion on your own and your colleagues' projects.

During the semester, we will complete phases of project development, prototyping and production as well as journaling as a means of distilling the project experience. These are all mandatory. Readings,

viewings and discussion are intended to give you a better understanding of design research, production, prototyping, developments in the field and to prepare you for your project work.

Be prepared to work on your projects outside of class. You should invest minimally 9 hours/week on this class. You will be able to work during our studio but it is likely that you won't have enough time to complete the work unless you put in extra hours outside of our class time.

Students will present their work in sessions each Tuesday and Thursday. Students will be expected to make an organized and coherent representation of their individual (or their group) progress each Wednesday. Be prepared to take notes on all of the discussion directed at your work and to integrate the useful comments into your work and next presentation to the group or to the professor.

Additionally students may be required to attend specified 2025 screenings and events (see class schedule on Carmen) **There may be a ticket fee for these events.**

Adherence to deadlines is expected. It is the individual student's responsibility to keep track of the deadlines and to present the work to the class and instructor on the specified dates. Late or missed deadline will result in a lowered grade of 10% per day.

Due to the nature of the project work, **students are expected to be working onsite, at ACCAD and within the community**. Problems with "offsite" systems and/or incompatibility will not be an acceptable excuse for missed assignments or lack of progress.

GRADING
- Weekly Journal Entries   = 15 pts. (1 point/week)
- Warm-up Project   = 10 pts.
- Phase 1 Project PROPOSAL   = 5 pts.
- Phase 1 Research Project   = 30 pts.
- Phase 2 Project PROPOSAL   = 10 pts.
- Phase 2 Research Project   = 35 pts
- Bi-Weekly Reading Discussion   = 14 pts.
- <u>Explainer Video #2</u>   <u>= 10 pts.</u>
       TOTAL   = 100 pts.

Grading Scale

93-100.0 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-	0-59.9 E

ATTENDANCE
All students are required to be on time and in attendance for each and every class. Students arriving to class more than 10 minutes late will be counted as absent. Three (3) absences will lower a final grade by one full letter (e.g. B- would lower to C-). Four (4) absences will result in a failing grade ("E") for the course.

ASSIGNMENTS

Weekly Working Journal & Web Documentation:
Each student will maintain an individual online journal or blog of progress, problems and visual documentation of their work. **Students must record at least one meaningful and complete post per week** to get credit for journaling. <u>Journals will be graded each Monday morning</u>, based on the postings from the previous week. **Upload the URL for the journal to Carmen each Sunday by 1pm.**

Bi-Weekly Reading & Discussion
This semester we will read one academic article every other week over length of the semester. The focus in reading the papers is for you to become more familiar with issues in your discipline AND to become more familiar with the formatting of short papers. Each student is expected to thoroughly read each paper, take notes and come prepared for discussion.

PROJECTS
WarmUp Project - Lost Words:
Student will have 4 weeks to produce a story about Lost Words. See Assignment sheet for details.
Start date: NOW!
Finish date: Tuesday, February 4 at the beginning of class

Research Project Phase 1 – 5 weeks:
Student will propose/produce/prototype an aspect of your thesis thread or topic that spans 5 weeks of effort. Due to the short time parameters of this project, it is critical that students propose ideas that:
1. are doable within the allotted time
2. challenge and expand individual skill level
3. provide the opportunity to explore research interests within the production
4. create meaningful content

Proposal Due: Tuesday, January 28th & Feb 6th
Sections: Summary of Idea and Purpose, Relationship to Thesis Thread, Reference Images, Technical Needs, Calendar
Phase 1 Begins: Tuesday, February 4th
Phase 1 Ends: Thursday, March 5th

Research Project Phase 2 – 5 weeks:
Student will have the remaining 5.5 weeks to expand on or produce a new aspect of your thesis thread or topic.
Proposal Due: Thursday, March 5th and 17th
Sections: Summary of Idea and Purpose, Relationship to Thesis Thread, Relationship to Phase 1, Reference Images, Technical Needs, Calendar
Phase 2 Due: Monday, April 22nd @ 2:00pm (this is our finals time)

Explainer Video
Students will construct a 2-3 minute video that will summarize their work this semester, in relationship to their particular thesis thread of topic and the context of their current work within this topic or thread**.**

Week		What is due?
W1: T Jan 9th/ R Jan 11th	Welcome to class, Intro to course, syllabus, calendar Discuss Explainer Video Project and Online Journaling Intro to students topics	**W:** *Explainer Video 1* **Read:** Chris Landreth (2 articles) **Studio:** Explainer Video Work
W2: T Jan 16th / R Jan 18th	In class work on Explainer Video. Chris Landreth – Making Faces workshop.	**Journal:** Entry #1 Due **Discussion:** Chris Landreth (2 articles) **Studio:** Explainer Video 1 Work
Thursday Jan. 18	**Chris Landreth Talk**	**Wexner Center for the Arts, Video Theatre, 7:00pm**
W3: T Jan 23rd/R Jan 25th	**Studio:** Explainer Video 1 **Studio:** Project Proposal Phase I	**Journal:** Entry #2 Due **Read:** TBD **Critique:** Explainer Video 1 Due
W4: T Jan 30th/R Feb 1st	**Studio:** Proof-of-concept work	**Journal:** Entry #3 Due **Discuss:** TBD **Studio:** on-going work
W5: T Feb 6th /R Feb 8th	**Studio:** Proof-of-concept work	**Journal:** Entry #4 Due **Read:** William Kentridge
W6: T Feb 13th /R Feb 15th	**Studio:** Proof-of-concept work	**Journal:** Entry #5 Due **Discuss:** William Kentridge **Studio**: on-going work
Tuesday, February 13	**William Kentridge**	**Wexner Center Exhibition, in class**
W7: T Feb 20th /R Feb 22nd	**Studio:** Critique Phase I work **Studio:** Phase II proposal	**Journal:** Entry #6 Due **Studio:** *Project Phase 1* Due: Tuesday, February 20th **Read:** Humane Tech **Portfolio:** Text explanations on posted work due **Studio:** on-going work
W8: T Feb 27th /R Mar 1st	**Studio:** Project Phase II work	**Journal:** Entry #7 Due **Discuss:** Humane Tech **Studio:** on-going work
Sunday March 4	**Humane Tech Workshop Kickoff**	**2 - 5pm**
W9: T Mar 6th /R Mar 8th	Work with *Human Technologies* Group for both class sessions	**Journal:** Entry #8 Due Teams working together all-day Monday – Friday to create humane technologies prototypes. Our focus this year is on Well-being and we have collaborators joining us.
March 12 - 16	**Spring Break**	
W10: T Mar 20th/R Mar 22nd	**Studio:** Phase 2 work	**Studio:** on-going work **Read:** TBD **2nd Year:** Begin to setup Committee Meeting

Week		What is due?
W11: T Mar 27th/R Mar 29th	**Studio:** Phase 2 work	**Journal:** Entry #9 Due Project **Phase 2 Mid-term Due: Wednesday, March 22nd** **Discuss:** TBD **2nd Year:** Confirm Committee Meeting day/time set **Studio:** on-going work
W12: T April 3rd /R April 5th	**Studio:** Phase 2 work **Studio:** Explainer Video 2	**Journal:** Entry #10 Due **Read:** Alberto Cairo **Studio:** on-going work
W13: T April 10th /R April 12th	**Studio:** Phase 2 work **Studio:** Explainer Video 2	**Journal:** Entry #11 Due **Discuss:** Alberto Cairo **Studio:** on-going work
Sunday, April 15	**Alberto Cairo, Visual Trumpery**	**Science Sundays, Ohio Union Theatre, 3-5pm**
W14: T April 17th /R April 19th	**Studio:** Critique Phase 2 work **Studio:** Explainer Video 2	**Journal:** Entry #12 Due Project **Phase 2 Due: Tuesday, April 17th**
Finals Week		**2nd Year:** committee meetings **1st Year:** **Thursday, May 3 (9-4pm)**

Academic Misconduct

The Committee on Academic Misconduct (COAM) recommends that every faculty member, instructor, and graduate teaching associate who is teaching a course prepare and distribute (or make available) to all students a course syllabus that contains a statement concerning "academic misconduct" or "academic integrity". The Ohio State University does not have a standardized statement on academic misconduct that instructors can use in their syllabi. Thus, COAM has prepared the following statement, which course instructors are free to use (with or without modification) for their syllabi:

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

RESOURCES FROM THE DRAKE INSTITUTE FOR TEACHING AND LEARNING
RESOURCES FROM THE TEACHING AND LEARNING RESOURCE CENTER
COMMITTEE ON ACADEMIC MISCONDUCT (COAM)

Content Warning Language

Some students around the country are requesting that professors give a warning ahead of time if there is class material that could evoke a traumatic experience. Ohio State does not have a formal policy regarding content warnings, but the following language could be used by a faculty member who may want to provide such warnings, perhaps in the syllabus:

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Copyright

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Counseling and Consultation Services / Mental Health Statement

In 2013, USG passed a resolution (47-R-13) recommending that all Ohio State University campuses encourage every academic department to include a statement on their course syllabi informing students of the counseling and consultation services available to them. Their recommended statement is included below:

Columbus:

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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,
Call 614-247-5838 or TTY 614-688-8605,
Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Disability Statement (with Accommodations for Illness)

All instructors are encouraged to include in their syllabus a statement inviting students with disabilities to meet with them in a confidential environment to discuss making arrangements for accommodations. There are several reasons why this syllabus statement is critical. This statement both normalizes the accommodation process and helps to create a positive and welcoming environment for students with disabilities. Also, the statement creates a collaborative vehicle for providing accommodations and serves as a reminder to students who need the accommodations that these arrangements need to be made.

Columbus:

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

https://odi.osu.edu/
https://odi.osu.edu/racial-justice-resources
https://odi.osu.edu/focus-on-racial-justice
https://cbsc.osu.edu

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against

graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Lyft Ride Smart (Previously Safe Ride Program)

Lyft Ride at Ohio State offers eligible students discounted rides, inside the university-designated service area (opens in new window) and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. More information about the service and the Lyft App, and a link to get started using the Lyft Ride Smart services can be found at: https://ttm.osu.edu/ride-smart.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**.

Policy: Religious Holidays, Holy Days and Observances

Weather / Short-Term Closing

Although Ohio State strives to remain open to ensure continuity of services to students and the public, extreme conditions can warrant the usage of the university's Weather or Other Short-Term Closing Policy. Please visit this webpage to learn more about preparing for potential closings and planning ahead for winter weather.