Research & Practice  GRA6931 | 3 CREDITS | FALL 2019

**COURSE DESCRIPTION**
A rotating topics course focused on the integration of research and practice to address complex problems within diverse contexts. The study and use of qualitative, quantitative, and mixed research methods appropriate for an expanded practice are addressed through discussions, case studies, writing, fieldwork, and presentations. This course responds to and interacts directly with Graphic Design Seminar (GRA6930).

**PREREQUISITES**
Design and Visual Communication major student or permission of faculty supervisor.

**COURSE OBJECTIVES**
- Learn how to design in a complex, intercultural environment for a diverse audience;
- Explore the diverse aspects necessary to design for ‘real world problems’ and constraints (including intercultural communication strategies, budgets, constituents’ needs and wants, feasibility, dissemination);
- Study and apply different methods to conduct design research fieldwork and visualization;
- Learn and apply research methods to achieve desired outcomes;
- Develop engaging documentation for public dissemination;
- Work directly with communities and disciplinary experts to develop innovative solutions to community-identified problems.

**COURSE STRUCTURE**
Each semester students will focus on one project in-depth. This will be a project that is in context (i.e., a real project on a real site, working with people in their spaces) and in collaboration with subject matter experts. The process will follow the program’s general framework and methodology, although there will be space to alter this based on needs and constraints. The methodology is dynamic in this way.

Each week will include reflection on new knowledge acquired, discussions about how to “connect the dots,” practice and exercises on specific methodologies and design research tools, and feedback which will be a time for the participants to come together to address questions of import to individuals, the project, stakeholders, and context. Throughout the course the activities will be flexible enough to accommodate natural changes in progress, but general structure and expectations will be provided.

**GENERAL COURSE TOPICS**
- Semiotics of culture and design
- Ethnographic design research methods
- Intercultural communication
- Visualization in response to research
- Design fieldwork practices and tools
- Design and Social Responsibility
REFERENCES AND BIBLIOGRAPHY
Readings or other reference materials will be assigned weekly as necessary. This class will use books, scholarly journal articles, online case studies, and other open-source materials. Please read Annex 2 at the end of the syllabus for a running list of references that inform this class.

MATERIALS AND SOFTWARE
For this class you will need:

- A process or sketch book as thick and as big as you can handle. You will need to do plenty of experimentation, sketching and ideation on a spacious surface.
- A small, pocket-size journal for daily annotations and reflections.
- Pencil for free-hand sketching and note taking.
- Other sketching and ideation materials of your preference (such as markers, ruler, Micron pens, etc). Other materials will be provided during class activities (such as post-it notes or Sharpies).
- A laptop computer with Adobe Creative Cloud software.
- Access to digital camera, audio recorder, and audio/video editing software of your preference. Most current phones are able to do decent quality multimedia recording.

GENERAL COURSE SCHEDULE

- **Week 1-4:** Introductory topics, concepts, and theories
  
  **BLOCK 1**
  
  Preparing for Design Research
  
  Horizontal Methods
  
  Scholarly writing and knowledge dissemination
  
  (This block will be lead by Professor Maria Rogal, Graphic Design Seminar Instructor)

- **Week 5-8:** Design research exercises and practice
  
  **BLOCK 2**
  
  Learning to do fieldwork
  
  Visualizing research
  
  Getting to know project collaborator
  
  (Anne Wolfe, City of Gainesville)

- **Week 8-12:** Fieldwork with City of Gainesville
  
  **BLOCK 3**
  
  Learning to report findings
  
  Learning to work with people

- **Week 13-16:** What have we learned? What have we discovered?
  
  **BLOCK 4**
  
  Creating a visual narrative with research findings
  
  Preparing for presentation to City of Gainesville
  
  Final delivery of semester materials for grading

Detailed descriptions of the semester blocks will be provided in a timely manner during the semester. Each exercise and practical activity will be discussed and given a grading criteria. Sudden changes in weekly activities may occur as we adapt to working with people in the community and city partners.
The purpose of grading and evaluation is to pinpoint the strengths and weaknesses of your work. To this end, I can only respond to what is observable.

**Grade Table**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100–95</td>
<td>Exceptional or excellent work throughout the process. All submissions and outcomes are excellent, with no errors or changes necessary</td>
</tr>
<tr>
<td>A–</td>
<td>94–90</td>
<td>Excellent; surpassed all criteria but minor room for improvement</td>
</tr>
<tr>
<td>B+</td>
<td>89–87</td>
<td>Very good; surpassed all criteria but some areas can be improved</td>
</tr>
<tr>
<td>B</td>
<td>86–83</td>
<td>Good; met all criteria but more than minimal room for improvement</td>
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<tr>
<td>B–</td>
<td>82–80</td>
<td>Above average; met criteria but needs improvement</td>
</tr>
<tr>
<td>C+</td>
<td>79–77</td>
<td>Average; met some criteria and there are several areas for improvement</td>
</tr>
<tr>
<td>C</td>
<td>76–73</td>
<td>Average; much improvement needed</td>
</tr>
<tr>
<td>C–</td>
<td>72–70</td>
<td>Slightly below average; further improvement is needed</td>
</tr>
<tr>
<td>D+</td>
<td>69–67</td>
<td>Below average; very significant improvement is needed</td>
</tr>
<tr>
<td>D</td>
<td>66–63</td>
<td>Below average; poor and/or incomplete work</td>
</tr>
<tr>
<td>D–</td>
<td>62–60</td>
<td>Below average; very poor and/or incomplete work</td>
</tr>
<tr>
<td>E</td>
<td>59 or below</td>
<td>Failing; work did not meet any criteria or you submitted no work</td>
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</tbody>
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**UF Grading Policy**: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

**Distribution of Grades**

Grading for this class will be done collaboratively with Graphic Design Seminar.

- **10%**: Observable participation and performance during introductory learning and discussions. *Block 1.*
- **20%**: Progress (general research, concept, methods, ideation, risk taking, quantity and quality of work). *All semester.*
- **25%**: 6-8 design research exercises and sprints (exploration, attention to detail, permutations, visual organization, quality and innovation of formal solutions, presentations, and analysis). *Block 2.*
- **25%**: Fieldwork activities and Final Presentation to the City of Gainesville. *Block 3 and 4.*
- **10%**: Professionalism (participation, collaboration, inquiry, attitude towards work and collective environment, respect, healthy criticism, group work, openness to ambiguity). *All semester.*
- **10%**: Documentation of personal work and process (journal/process book). *All semester.*
Anex 1
research & practice
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GENERAL CLASS, SCHOOL OF ART + ART HISTORY, AND UNIVERSITY OF FLORIDA
GUIDELINES AND POLICIES

Attendance
You can miss two class days without penalty. After two absences, you will be required to show an official excuse of your absence. Unexcused absences for 6 or more class periods will result in an "E". At all times, you must demonstrate your proactivity to be up to date with class contents, activities, exercises and other requirements, even if you have missed class sessions.

Arriving 10 or more minutes late after class has commenced means that attendance is not awarded on that day. Excused absences and tardies follow university guidelines and may include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays and participation in official university activities or court-imposed legal obligations. If you have a delay, please contact instructor by email prior class.

Twelve-Day Rule
Students who participate in official athletic or scholastic extracurricular activities are permitted twelve (12) scholastic day absences per semester without penalty. In any case, it is the student’s responsibility to maintain satisfactory academic performance and attendance.

Absences for Religious Holidays
Students, upon prior notification of their instructions, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. A student who believes that he/she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Health and Safety
The UF School of Art and Art History is concerned about the safe use of art materials.
Notes related to the design area: Batteries, old monitors, lamps from digital projectors may release mercury if broken. There are no known health hazards from exposure to lamps that are intact. A complete handbook is provided at: http://arts.ufl.edu/site/assets/files/37319/saahhealthandsafetyhandbook.pdf

General University Policies and Services
This resource covers most policies and procedures important to students. http://www.dso.ufl.edu/

Students Requiring Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter that must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Honesty Policy
UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity
by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code (https://www.dso.ufl.edu/sscr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student’s duty to report observed academic honesty violations. These can include: cheating, plagiarism, bribery, misrepresentation, conspiracy, or fabrication. https://www.dso.ufl.edu/sscr/process/student-conduct-honor-code/

FOR EMERGENCIES
DIAL 911 / The building number for Fine Arts C is 0599.
Non-emergencies: contact the University Police Department: (352)392-1111, http://police.ufl.edu/

Student Healthcare Center
Dial 911 for medical emergencies.
Dial (352)392-1161 for urgent after-hours medical questions.
Dial (352)392-1171 for after-hours mental health assistance.
http://shcc.ufl.edu/

Counseling and Wellness Center

Computer Use and Acceptable Use Policy
All faculty, staff, and students of the University of Florida are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.
http://www.it.ufl.edu/policies/acceptable-use/acceptable-use-policy/

Class Demeanor / Disruptive Behavior
Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to discussion should be held at a minimum, if at all. Faculty, students, Administrative and Professional staff members, and other employees [hereinafter referred to as ‘member(s)’ of the University], who intentionally act to impair, interfere with, or obstruct the mission, purposes, order, operations, processes, and functions of the University or the workplace that is a classroom shall be subject to appropriate disciplinary action by University authorities for misconduct, as set forth in the applicable rules of the Board of Regents and the University and state law governing such actions. Be advised that you can and will be dismissed from class if you engage in disruptive behavior. A detailed list of disruptive conduct may be found at — http://regulations.ufl.edu/regulations/uf-1-general/

Class Evaluations (Gator Evals)
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/
Anex 2
research & practice
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CLASS REFERENCES AND THEORETICAL FRAMEWORK
The following is a running list of books and references that have influenced this course and that we may use. Readings or other reference materials will be assigned weekly as necessary. Please use the other side of this page to keep your own record of readings, articles, and inspirational books.


