MINT Design Studio

INSTRUCTOR

Marjorie Shropshire
Email m.shropshire@ufl.edu, or on Teams
Office visits via Zoom
Office hours Tuesday 4-5 pm or by appointment

COURSE MEETING TIMES AND LOCATION

Tuesday and Thursday 8:30-11:30 am
On Zoom (see link on Canvas)
Expect to devote around 10–12 hours per week to Mint

COURSE DESCRIPTION

Mint is an experiential professional practice studio with an emphasis on the design process, including research, discovery, definition, design, and realization of real-world communication design projects.

Students work in collaboration with peer design teams and selected client-partners to apply design and other knowledges respectfully and responsibly. The projects we take on have a pedagogical function and are diverse in concept, content, media, and scope. Students are admitted to Mint through application.

COURSE STRUCTURE

This is an interactive course where participants learn through a range of interactions. Since this course is remote, our activities will be a combination of synchronous and asynchronous as well as individual and collaborative graphic design and related activities—including ideation sessions, feedback, lectures, remote interviews and related design research/fieldwork. Active participation, humility, kindness, and collaborative attitude is vital to the success of everyone.

COURSE OBJECTIVES

- Learning about impact and potential through design research, methods, strategy, and production
- Codesign: How to design with people based in real world contexts and constraints.
- Work in a team and with client-partners
- Apply research to design
- Further develop your abilities to work with ambiguity and develop resilience, which are key assets to designers and artists

COURSE TOPICS

As an advanced graphic design course using an iterative and non-linear process, the topics below will be incorporated into assignments and project work throughout the semester. Additional content will be incorporated as needed, for example content specifically important to the design or a project.

Mindset
- Positionality
- Context
- Equity
- Respect
- Reciprocity
- Empathy

Professional Development
- Planning
- Outreach
- Agreements
- Studio Life
- Building Networks

Design: Research + Making
- Methods Application
- Visualizing Research
- IRB + Ethical Engagement
- Process
- Codesign
- Iterative Making
- Production

Communication
- Presentation
- Documentation
- Collaboration/Teamwork
- Reflection
- Exchange/Participation

EXPECTATIONS OF MINT STUDENT DESIGNERS

- Students will take responsibility for organizing projects, researching to find data/sources of information, documenting and sharing information, and work together with the client-partner and key stakeholders to complete project work.
- Class sessions focus on the work at hand and establish an environment to do this in a respectful, creative, and efficient manner.
- Our main goal is to be agile and flexible in order to meet project/work needs, acknowledging these may change based on interactions, the design process, and research findings.
- In taking on a project, we make an agreement with the client-partner and a commitment to finish what we agree to, within reason and with respect.
- We work to establish a relationship of trust. To do this, we treat everyone with whom we interact with the respect that we want for ourselves, keeping in mind that respect may look and act different in different contexts.

REQUIRED MATERIALS

- *Graphic Design Thinking: Beyond Brainstorming*
  Author: Ellen Lupton. ISBN: 9781568989792
- *A Designer's Research Manual*
  Author: Jen and Ken Visocky O'Grady. ISBN: 9781631592621
- Additional readings will be provided electronically
- Adobe Creative Cloud with Typekit, MS Office, GSuite Software
- Access to UF's Canvas, GSuite, Google Drive, Teams, and OneDrive
- Laptop suitable for graphic design and production with appropriate RAM & HD capacity.
  For technology requirements, visit:
  https://arts.ufl.edu/academics/art-and-art-history/programs/design-and-visual-communications/technology/
- In order for you to fully participate and meet course learning objectives, students taking graphic design courses are required to have appropriate hardware, software and access to the Internet. For more details regarding hardware, software, specifications, and some purchasing options, including discounts for UF students, visit:
  https://arts.ufl.edu/academics/art-and-art-history/programs/design-and-visual-communications/technology/
- Because computer access is an institutional requirement, computer costs are designated as allowable costs for students who qualify for Financial Aid. Accordingly, Student Financial Affairs has added costs for access to a computer into budgets. For more information, contact your financial adviser in the Office of Student Financial Affairs directly.

FEES + EQUIPMENT USE

- Materials and Supplies Fees: $0.00. All fees are waived this semester due to the pandemic. Access to Mint Design Studio @Infinity Hall will be an option with appropriate social distancing. Please consider how you use Mint materials and be conservative.

COMMUNICATION

Communicate with me via UF email or Teams chat. I check emails daily between Monday and Friday. I am happy to set up a Zoom or phone meeting with you during office hours or by appointment.

ZOOM INTERACTIONS

- Set up your Zoom account through ufl.zoom.us and create your profile including your name and a professional profile image.
- If you have privacy concerns and do not want to use an image, please typeset your name or use a designed icon.
- Note that we will Zoom with client-partners and stakeholders, so the image you project also reflects the team.
- Video and Audio are normally turned off for your privacy when you enter the Zoom room so you have to turn them on manually.
- Seeing your live image is comforting and inspiring but let me know if you don't feel the same and need to keep your camera off.
- Keep your microphone on mute unless you are speaking. Pressing the space bar is a great shortcut to unmute temporarily.
- Turn off your camera if you need to step away.
- Dress: think SMART CASUAL — we aim to present ourselves as professionals.
- If you are not able to participate using video and voice, need assistive devices, or have other concerns, please reach out as soon as you are able.

UF ZOOM NOTES ON RECORDING AND PRIVACY

- Our class sessions, including client meetings, may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live.
- Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.
- If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image.
- Students who un-mute during class and participate orally are agreeing to have their voices recorded.
- If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.
- As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

HOW I TEACH + CLASS METHODS

This is a professional practice class. My goal is to facilitate a highly interactive environment similar to a professional design studio. You will work on real world projects and assignments with a particular structure. This should also be flexible enough to allow you to thrive and succeed individually and as a group, prioritizing responsibility, professionalism, independent thinking, autonomy, and a proactive client-designer relationship. I will provide extensive feedback and support. My goal is to expose you, both theoretically and practically, to the current and future needs and expectations of the design profession. One goal I have is to identify and maintain standards of excellence in all aspects of interactions.

GRADING & EVALUATION

The purpose of grading and evaluation is to pinpoint the strengths and weaknesses of one's performance. Information on current UF grading policies for assigning grade points is online here: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Grades are based on your overall performance in Mint although specific project assignments and roles factor into this evaluation. To aid in the assessment process, each student will write and submit his/her own thoughtful self-assessment and meet with the instructor twice during the semester to discuss your class experience and performance.

Your final grade is calculated by adding the total points earned and dividing them by the total number of assigned projects. Your final grade will be assigned based on a combination of self, peer, client/partner, and instructor assessments of your performance in the following categories:

Participation	25 sessions x 5 pts each	250
Work Product	Mindset	125
x measure of	Professional Development	125
biweekly contributions	Design Research + Making	125
10 pts x 12.5	Communication	125
Activity (4)	Reflection (12.5 pts ea)	125
Community	Engagement	125
TOTAL		**1000**

Here is another way to look at earned grades: EXPECTATIONS OF PARTICIPATION + INTERACTIONS
Participation by all members is critical to a positive and productive learning environment.

EXCELLENT TEAM MEMBER: 5
Consistently demonstrates excellent and exemplary preparation; has analyzed readings and other material (e.g., visual resources, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of material. Contributes in a very significant way to ongoing discussions and critiques. Responds very thoughtfully to other students' comments, contributes to cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. Demonstrates consistent active involvement.
This is likely to result in the following semester grades: A, A–

A GOOD TEAM MEMBER: 4
Demonstrates good preparation: knows readings and other materials well—has thought through implications of them. Offers interpretations and analysis of material to class. Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.
This is likely to result in the following semester grades: B+, B

SATISFACTORY PARTICIPANT: 3

Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement. You have not earned the confidence of the community.
This is likely to result in the following semester grades: B–, C+, C

NEEDS IMPROVEMENT: 2

Student is present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates infrequent involvement in discussion. Demonstrates basic preparation: knows readings and other materials, but does not show evidence of trying to interpret or analyze them. Proposes very limited ideas during critiques or within a group. Works on outside work during Mint. You do not have the confidence of the community and aren't contributing to the studio.
This is likely to result in the following semester grades: C–, D+, D, D–

UNACCEPTABLE: 1

Student is barely present or disruptive. Does not respond or does not offer much. Rare involvement in discussion. Is not prepared. You do not have the confidence of the community and aren't contributing to the studio.
This is likely to result in the following semester grades: D–, W

GRADING SCALE

A	1000–940	(exceptional work)	C	760-730	(average borders inadequate)
A–	930–900	(superior work)	C–	720-700	(below average work)
B+	890-870	(very good work)	D+	690-670	(barely meeting criteria)
B	860-830	(above average work)	D	660-630	(not meeting criteria)
B–	820-800	(slightly above average work)	D–	620-600	(not meeting much criteria)
C+	790-770	(adequate, average work)	E	590–000	(failure to meet most criteria)

CLASS ATTENDANCE, MAKE-UP EXAMS AND OTHER WORK

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies:
 https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then deliver this documentation to the instructor when requesting any accommodation. **Disability office:** dso.ufl.edu/drc

DISRUPTIVE BEHAVIOR

Be advised that you can and will be dismissed from class if you engage in disruptive behavior. Students who intentionally act to impair, interfere with, or obstruct the mission, purposes, order, operations, processes, and functions of the University shall be subject to appropriate disciplinary action. **The Dean of Students Office:** www.dso.ufl.edu

UF HONOR PLEDGE

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 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.
Student Conduct & Honor Code: https://sccr.dso.ufl.edu/process/student-conduct-code/

ONLINE COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here https://gatorevals.aa.ufl.edu/students/ for guidance on how to give feedback in a professional and respectful manner. 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 ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

COVID RELATED GUIDELINES: **FACE TO FACE INTERACTIONS (F2F)**

- You are not required to meet face to face in this course this semester.
- In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions should you choose to go into the studio or shared space.
- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- If you are experiencing COVID-19 symptoms (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), please use the UF Health screening system and follow the instructions on whether you are able to attend class.
- Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms: https://coronavirus.ufhealth.org/screen-test-protect-2/frequently-asked-questions/covid-19-exposure-and-symptoms-who-do-i-call-if/. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the university attendance policies.

CAMPUS RESOURCES: HEALTH AND WELLNESS

- **U Matter, We Care:** If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress. https://umatter.ufl.edu/
- **Counseling and Wellness Center:** Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services. https://counseling.ufl.edu/
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website. https://shcc.ufl.edu/
- **University Police Department:** Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies). https://police.ufl.edu/
- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608. https://ufhealth.org/emergency-room-trauma-center

CAMPUS RESOURCES: ACADEMIC RESOURCES

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu. https://helpdesk.ufl.edu
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. https://career.ufl.edu
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. https://uflib.ufl.edu/find/ask/
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. https://umatter.ufl.edu/office/teaching-center/
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. https://umatter.ufl.edu/office/writing-studio/
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information. https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
- On-Line Students Complaints: View the Distance Learning Student Complaint Process. https://distance.ufl.edu/getting-help/student-complaint-process/

WEEK 1
TUESDAY 1-12
- Welcome
- Introduction to Mint and client partner Project YouthBuild
- In-studio assignment: Goals and expectations (Jamboard)
- In-studio assignment: 3-minute presentation (Jamboard)
- 16 personalities. Test ourselves and share

THURSDAY 1-14
- Presentation to client of identity modifications
- The design process: what is it?
- Design challenges and problem identification
- Time management
- IRB: what is it?
- In-studio assignment: Create IRB accounts

WEEK 2
TUESDAY 1-19
- Overview of design research and fieldwork (Designer's Research Manual, 11-17)
- Codesign. What is it?
- Working with people: respect, listening: how to do it
- Preparing questions
- In-studio assignment: Practice interviews
- Homework: Read section 1:7 in *Introduction to Design Equity* – "What is Design Thinking and What Does it Have to do with Equity?"
  Write a 2-paragraph reflection and post to Canvas discussion. Respond to 2 peers.

THURSDAY 1-21
- Positionality: what is it? How does it relate to design research?
- ACTIVITY 1: In-studio assignment: Positionality exercise – collage/biography
- In-class discussion: How might positionality affect research and design decision making?
- ACTIVITY 2: (Homework) Research how to build an anti-racist app (see project sheet)

WEEK 3
TUESDAY 1-26
- Project YouthBuild Deliverables
- Talk about teams: Tracker Team/Identity Team. What are they doing/what will they do?
- Choose your team (use Chat to log team assignments based on student preferences)
- What are roles? What is teamwork?
- Reading (at home): "Ad Agency Process and Roadmap"
- Brand Identity Books. Assign ACTIVITY 3.
- Homework: Watch: Another way to look at a creative team:
  https://uxdesign.cc/5-design-personas-every-design-team-has-to-have-1600054e7ea3

THURSDAY 1-28
- Discuss the ad agency process you read about in "Ad Agency Process and Roadmap".
  What parts of this seem to be applicable to MINT Studio?
- Research in detail: Double Diamond model and more
- Work in class
- Homework: Watch video: *At AIGA: The fastest ways to get your business to invest in design*.
  https://youtu.be/nGX70EOI6f0 – write a 2-paragraph reflection and post to Canvas discussion.
  Respond to 2 peers.

WEEK 4
TUESDAY 2-1
- Deliverable: Present research on how to build an anti-racist app
- Writing up documents (SWOT; creative brief)
- Strengths, weaknesses, opportunities, threats (SWOT). Looking for opportunities and identifying design challenges
- What is a creative brief and how do I write one?
- ACTIVITY 4: In-studio assignment: Create a SWOT list and a creative brief

THURSDAY 2-4
- Deliverable: results of design research, practice presentation
- WEEK OF FEBRUARY 1-4: INDIVIDUAL CHECK IN MEETING (15 MINUTES). SCHEDULE IN ADVANCE

WEEK 5
TUESDAY 2-9
- Specifications and estimates. How to estimate/communicate with vendors
- Paper/finishes: How to choose them
- Work in class to get estimates for Project YouthBuild items (T-shirts etc.)
- Write up a speculative RFE for a print job

THURSDAY 2-11
- Deliverable: ACTIVITY 4: Brand Identity Book
- Project work as defined on team schedule

WEEK 6
TUESDAY 2-16 – Project work as defined on team schedule
THURSDAY 2-18 – Project work as defined on team schedule

WEEK 7
TUESDAY 2-23 – Project work as defined on team schedule
THURSDAY 2-25 – Recharge day – no class

WEEK 8
TUESDAY 3-2 – Project work as defined on team schedule

THURSDAY 3-4
- Project work as defined on team schedule
- Other activities TBD
- WEEK OF MARCH 1-4: INDIVIDUAL CHECK IN MEETING (15 MINUTES). SCHEDULE IN ADVANCE

WEEK 9 – MID-TERM REFLECTION: Reflection and production
TUESDAY 3-9 and THURSDAY 3-11

WEEK 10
TUESDAY 3-16 – Project work as defined on team schedule
THURSDAY 3-18 – Deliverable TBD

WEEK 11
TUESDAY 3-23 – Project work as defined on team schedule
THURSDAY 3-25 – Project work as defined on team schedule

WEEK 12
TUESDAY 3-30 – Project work as defined on team schedule
THURSDAY 4-1 – Final design deliverable (date may be adjusted but not beyond 4-8)

WEEK 13
TUESDAY 4-6 – Project work as defined on team schedule

THURSDAY 4-18
- Semester reflection on individual and group processes, accomplishments, wrap-up loose-ends, preparation of materials as needed, including production. What are opportunities for next steps?
- Deliverable on 4-15: Process Book

WEEK 14
TUESDAY 4-13 and **THURSDAY 4-15**
- Semester reflection on individual and group processes, accomplishments, wrap-up loose-ends, preparation of materials as needed, including production. What are opportunities for next steps?
- Deliverable on 4-15: Process Book

WEEK 15
TUESDAY 4-20 (LAST CLASS) TBD
THURSDAY 4-22 (Reading day)