

Spring 2024 Syllabus  
UNIVERSITY OF FLORIDA

## COURSE INFORMATION

GRA 4186C: Senior Design Studio

Sections 0314 and 0316

Meets Tuesdays and Thursdays | periods 5-7 | 11:45am-01:55pm

In Studios FAC 314 & FAC 316

This course also requires community and out-of-class activities.

## INSTRUCTORS

Maria Rogal (she/her/hers)

[mrogal@ufl.edu](mailto:mrogal@ufl.edu)

Office hours: Walk-in hours Thursdays 3:00 – 4:00 PM in FAC 313D and by appointment (link available on Canvas).

I usually reply to coursework-related questions within 6 hours on Teams and up to 2 days via email during the work week and business hours (Monday – Friday F, 9:00 AM – 6:00 PM). Please note your deadlines and urgency.

Frederick M. C. van Amstel (he/him/his)

Personal website: <http://fredvanamstel.com>

Office hours: Tuesdays 03:00 pm – 05:00 pm in FAC 313 or by appointment (link available on Canvas).

Preferred written communication channel: [fvamamstel@ufl.edu](mailto:fvamamstel@ufl.edu)

Alternative messaging channel: Microsoft Teams

Expected answer time: 2-6 hours within business hours (8 am-5 pm)

## LAND ACKNOWLEDGEMENT

We acknowledge that for thousands of years, the area comprising the state of Florida has been and continues to be home to many Native Nations. We further recognize that the main campus of the University of Florida is in the heartland territory of two historically known Native societies: those of the Potano and the Alachua Seminole. The Potano, of Timucua affiliation, lived here in the Alachua region from before European arrival until the destruction of their towns in the early 1700s. The Seminole, also known as the Alachua Seminole, established towns here shortly after but were forced from the land as a result of a series of wars with the United States known as the Seminole Wars (based on the Smathers Libraries land acknowledgment).

## SYLLABUS CHANGES

Please note that the instructors may need to modify the course syllabus and may do so at any time. Notice of such changes will be announced quickly through email & Canvas.

## COURSE DESCRIPTION

Emphasizes self-directed design, research, and study leading to the development and realization of complex design projects. Public dissemination of final projects.

Prerequisite: GRA 4196C and GRA 4197C and a BFA Graphic Design major of senior standing.

## COURSE OBJECTIVES

- Learn how to learn and design how to design
- Integrate learning skills as designing skills, i.e., learning for designing and designing for learning
- Develop meta skills: knowledge management, design thinking, work organizing, data visualization, and others
- Gain experience with participatory design, codesign, service design, and other collective approaches that integrate learning as part of designing
- Master creating new knowledge while learning and designing

## PEDAGOGICAL NOTE

This course is a self-managed studio, meaning students manage their studio with instructor guidance. The instructors play the facilitator and, eventually, the complicator roles. They assist students in gathering, envisioning possibilities, problematizing the taken-for-granted, making decisions, and executing their plans together. The goal is that students take the lead in defining what to learn and what to design. The instructors take the lead until a working participatory governance takes over the course. Then, students lead with instructors' support.

As a proposal to organize the self-management activity, the instructors introduce the Rumsfeld Matrix, a shared knowledge visualization technique. The matrix is laid on a board where post-it notes summarizing specific knowledge can be attached. The board is divided into four quadrants:

1. We know that we know: This category represents the knowledge that students are aware they possess. It's about recognizing and acknowledging their existing skills and understanding.
2. We don't know that we know: This refers to the knowledge or skills students have but are not consciously aware of. It's about uncovering and utilizing hidden talents or understanding.
3. We know that we don't know: This is about recognizing the gaps in knowledge. It involves understanding what one needs to learn or the areas where more information is required.
4. We don't know that we don't know: This final category represents unknown unknowns – areas of knowledge or skills that students are not even aware they lack. It's about exploring and discovering entirely new areas of learning.

The board is updated every class as a moment of reflection on what has been collectively achieved. After updating the board, a negotiation on what to do next

follows. Students can learn and design anything that suits the studio's historical trajectory. The following sample activities provide a glimpse of the course format:

- Student or alums guest lectures and workshops
- Self-selected reading assignments
- Political leaflets and publications discussion
- Codesign experiments
- Collective text writing
- Shared resources development
- Codesigning design tools
- Mapping conceptual spaces of possibilities
- External community and organization visits
- Participatory design projects

## SEMESTER OUTLINE

Week 1 – Instructor-guided explorations on what self-management is and how it applies to a design studio?

Suggested readings:

de Siqueira, I. L. M., & van Amstel, F. M. (2023). Service design as a practice of freedom in collaborative cultural producers. In Proceedings of the Service Design and Innovation Conference (ServDes 2023), Rio de Janeiro. pp. 315–325.

<https://doi.org/10.3384/ecp203016>

Angelon, Rafaela and Van Amstel, Frederick M.C. (2021) Monster aesthetics as an expression of decolonizing the design body. *Art, Design & Communication in Higher Education*, 20(1), pp. 83–102(20). [https://doi.org/10.1386/adch\\_00031\\_1](https://doi.org/10.1386/adch_00031_1)

Week 2 – Instructor-guided explorations on why is learning so fundamental to design?

Suggested reading:

Tessier, V. (2022). Expansive learning for collaborative design. *Design Studies*, 83, 101135. <https://doi.org/10.1016/j.destud.2022.101135>

Week 3–6 – Student-guided explorations on a topic-to-be-decided

Week 7–16 – Developing one or several codesign projects

## GRADING & ATTENDANCE

Grading is based on two individual writing assignments. Halfway through the course, students will write a self-reflection on what they have learned and designed and what they expect from the remaining weeks. Ultimately, students update that reflection with the experience gained and speculate how they will continue learning and designing after graduating. Before each assignment, students will collectively agree upon a set of evaluation criteria to be used by the instructors in grading them.

Grades will follow this pattern:

	MEANING	% SCALE	GPA
A	Consistently Exceeds ALL expectations	95 – 100%	4.0
A-		90 – 94%	3.67
B+		87 – 89%	3.33
B	Meets, but does not exceed, ALMOST ALL to ALL expectations	84 – 86%	3.0
B-		80 – 83%	2.67
C+	Meets MANY to MOST expectations	77 – 79%	2.33
C		74 – 76%	2.0
C-		70 – 73%	1.67
D+	Does not meet MOST or ALL expectations	67 – 69%	1.33
D		64 – 66%	1.0
D-		60 – 63	.67
E		<60	0

Attendance is required for this class. Late arrivals (after class begins) or early departures (before class is dismissed or ends) are tolerated.

It is your responsibility to keep track of your attendance record on Canvas. Requirements for class attendance, make-up exams, assignments, and other work in this course are consistent with university policies. Students who participate in official athletic or scholastic extracurricular activities are permitted twelve (12) scholastic day absences per semester without penalty. Along with more information on how UF assigns grade points, you'll find these by visiting: <https://catalog.ufl.edu/graduate/regulations/>

#### PROGRAM VISIBILITY

Unless otherwise requested, your work may be used to promote the graphic design program at the University of Florida, in faculty teaching portfolios, and as educational examples in academic conferences or journals. We will make every attempt to credit your work to you where appropriate. You retain the copyright of your work.

## UF POLICIES THAT APPLIES TO THIS COURSE

Non-Discrimination Policy (Regulation Number 1.006): "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to nondiscrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." <https://policy.ufl.edu/regulation/1-006/>

Multicultural environment: The Center for Inclusion and Multicultural Engagement <http://www.multicultural.ufl.edu/> has the following offices to provide student support and foster a multicultural campus environment: Office of Lesbian Gay Bisexual Transgender Queer+ Student Engagement, Office of Black Student Engagement, Office of Hispanic-Latinx Student Engagement, and Office of Asian Pacific Islander Desi Student Engagement.

Harassment: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. More information at <http://www.hr.ufl.edu/eoo/sexharassment.html>

Title IX: it is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality. Please know that your instructor in this course is considered an Official with Authority who is required to report violations of the gender equity policy. You can also find details of specialist support services at the end of the syllabus. You might not need them, but you might know someone who does. The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. <https://titleix.ufl.edu>

Academic Freedom and Responsibility: "In the development of knowledge, research endeavors, and creative activities, the faculty and student body must be free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence. The faculty must be free to engage in scholarly and creative activity and publish the results in a manner consistent with professional obligations. A similar atmosphere is required for university teaching. Consistent with the exercise of academic responsibility, a teacher must have freedom in the classroom in discussing academic subjects selecting instructional materials and determining grades. The university student must likewise have the opportunity to study a full spectrum of ideas, opinions, and beliefs, so that the student may acquire

maturity for analysis and judgment. Objective and skillful exposition of such matters is the duty of every instructor." <https://policy.ufl.edu/regulation/7-018>

Academic integrity: if you use words, images, or ideas that are not your own, you must cite them. Claiming the work of others as your own is a serious breach of professional ethics and will result in a failing grade in this class. The UF Honor Code specifies a number of other behaviors that are in violation of this code and the possible sanctions.

Academic honesty: the act of lying, cheating, or stealing academic information so that one gains academic advantage is strongly discouraged. As a University of Florida student, you are 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, copying ideas, plagiarism, bribery, misrepresentation, conspiracy, or fabrication. You can find UF's Student Conduct Code, here.

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 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/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students here.

Disruptive behavior: All 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 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. For more information, visit: <https://policy.ufl.edu/regulation/1-008/>

Student Privacy: There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, see <https://registrar.ufl.edu/ferpa/>

In Class Recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. For more information, visit: <https://aa.ufl.edu/policies/in-class-recording>

REQUIRED MATERIALS

Students studying in the Design and Visual Communications MFA program are required to have appropriate hardware, software, and access to the Internet and perform design and design-related tasks, including access to UF's Canvas, UF GSuite/Google Drive, Teams, OneDrive, and Adobe Creative Cloud. 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. Adobe CC Discounted for Students is a special UF student pricing on a one-year subscription to the entire Adobe Creative Cloud Suite. To purchase your Adobe CC Discounted for Students subscription, please log in at <https://portal.helpdesk.ufl.edu> and if eligible to purchase click on "Eligible, take me to OnTheHub" button. The service will run for one year from the time the software is activated. Distribution is provided by Kivuto/OnTheHub who is an authorized distributor for Adobe not affiliated with UF Computing Help Desk.

With questions related to your computer system and technology in the Graphic Design area, you can contact our Lab Technician, Michael Christopher ([mchristo@ufl.edu](mailto:mchristo@ufl.edu)). He can help diagnose problems and provide solutions.

All course readings are posted on Canvas.

#### UF RESOURCES

Students Requiring Accommodation: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> It's important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Teaching Center: General study skills and tutoring. <https://teachingcenter.ufl.edu/> or Broward Hall, 352-392-2010 or to make an appointment 352-392-6420.

Mental health support: The university has several services to support student's mental health. If you or a friend is in distress, please contact U Matter, We Care at [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student. If you need guidance yourself, please see the Counseling and Wellness Center: <https://counseling.ufl.edu/services/> or 392-1575.

Writing. If you are struggling with writing in English, please seek guidance from the Writing Studio at <http://writing.ufl.edu/writing-studio/> or at 2215 Turlington Hall for one-on-one consultations and workshops.

Career Connections Center: Career assistance and counseling services. <https://career.ufl.edu/> Reitz Union Suite 1300, 352-392-1601.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. <https://cms.uflib.ufl.edu/ask>