

Course: DMED 521: Projects II (12 Credits)

Term: Spring 2024

Delivery Method: In Person

Instructors: Assigned per team

Pre-requisites: DMED 520: Building Virtual Worlds (Projects I)

Acknowledgement of Coast Salish Peoples and Land

We respectfully acknowledge the x^wməθk^wəyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish), səlilwətał (Tsleil-Waututh) peoples on whose unceded traditional territories our campus resides.

Course Description

Projects II cohesively builds on the Project I experience with increasingly complex technical, artistic and management challenges. Projects II is an independent, semester length team-based project working with an external client and/or collaborators. Students learn, experience, and execute iterative processes through team collaboration and prototype/proof of concept delivery.

Course Objectives

After completing DMED 521, each student will be able to:

- Effectively communicate and collaborate professionally with team, client, and community
- Demonstrate the ability to problem-solve in multidisciplinary teams, while making quality individual contributions
- Create innovative, technology driven, client-focused solutions by applying design thinking processes.
- Engage in reflective practice, regularly evaluate individual and team contributions, and roles to identify opportunities for improvement, and approach adaptations to enhance team effectiveness.

Format of the Course

This course is in-person Monday-Thursday 9am-4pm and may consist of offsite meetings with clients or user testing.

Assignments

Assignment	Due Date	Weight
Quarterly Check-in 1	Week 3	15%
Quarterly Check-in 2	Week 6	30%
Quarterly Check-in 3	Week 9	20%

Quarterly Check-in 4	Week 13	35%
----------------------	---------	-----

Course Evaluation

In project courses students are assigned to groups that balance multidisciplinary backgrounds. Working together, they will develop a project that meets defined technical/user needs and client expectations. Evaluation in project courses is based on individual contributions to all aspects of the team project.

Community grade: This community grade is based on how well the whole team supported and helped each other to learn better, provide useful feedback, create better projects, and created a supportive and inclusive community. *Note: If some people really contribute much less than others, their community mark will be reduced accordingly.*

Evaluation Criteria

- **Client Interaction**
 - Communication
 - Presentations/meetings
- **Teamwork and Process**
 - Team interactions/communication/collaboration
 - Individual contributions to team
 - Peer reflection
- **Product/Project**
 - Ideation, iterations, testing and analysis
 - Quality contributions
 - Process documentation
- **Individual Growth**
 - Setting clear individual learning goals/objectives
 - Weekly reflections
 - Self-reflection – How did I grow? How did I impact the team and project?
- **Other**
 - Professionalism
 - Presentations to faculty/students
 - Supervisor observations
 - Client observations

Course Schedule January to April

Phase 1 - Initial Organization and ideation
Phase 2 - Developing

Goals and deliverables
Phase 3 - Iterations Digital solutions iterations
Phase 4 - Final Final deliverables Final presentations

Weekly Schedule

Week	Dates	Schedule	Assignments
1	January 8-11	<ul style="list-style-type: none"> Project brief breakdown Client meeting(s) / set up 	
2	January 15-18		<ul style="list-style-type: none"> Team Charter due
3	January 22-25	<ul style="list-style-type: none"> Team photo and description submitted to website 	QUARTERLY CHECK-IN 1 (15%)
4	January 29 -February 1		
5	February 5-8		<ul style="list-style-type: none"> Project Charter due (client dependent)
6	February 12-15	<ul style="list-style-type: none"> Mid-term 360s Peer and self-reviews 	QUARTERLY CHECK-IN 2 (30%)
Feb 19 Family Day no classes	Feb 20-25	Reading Week No classes	
7	February 26- 29		
8	March 4-7		
9	March 11-14		QUARTERLY CHECK-IN 3 (20%)
10	March 18-21		
11	March 25-28 Good Friday March 29 th no classes		
12	April 2-4 Easter Monday April 1 - No classes	<ul style="list-style-type: none"> Final client meeting and deliverables handoff 	<ul style="list-style-type: none"> Final product delivered / documentation delivered to client
13	April 8-11	<ul style="list-style-type: none"> Assessment of personal goals achieved End of term 360s 	QUARTERLY CHECK-IN 4 (35%) <ul style="list-style-type: none"> Final presentations with cohort (Thursday April 11th)

		<ul style="list-style-type: none"> Peer reviews and final reflection 	<ul style="list-style-type: none"> Final academic deliverables including documentation and project archive
--	--	---	---

Attendance and Participation

Regular attendance is expected of students in all their classes (including participation, group work, tutorials, seminars, online etc.). Students who are unavoidably absent due to illness or disability should notify their instructors of their situation. Students are expected to attend based on the schedule (and their assigned group) and be fully present. Unreported lateness/absence also informs grading.

<https://www.sfu.ca/students/enrolment-services/policies-and-procedures/academic-concessions.html>

Grading Profile

A+	95-100	Exemplary expectations
A	90-94	Exceeding expectations
A-	85-89	Meet expectations
B+	80-84	Approaching expectations
B	75-79	
B-	70-74	Below expectations
C	60-69	Far below expectations
F	0 – 59	Fail (Students must retake the course).

A student in a master's or doctoral program must maintain a CGPA of 3.0. Under no circumstances will a student whose CGPA is below 3.0, be awarded a graduate degree.

<https://www.sfu.ca/students/advising-resources/calculators/gpa-calculator.html>

Ethics

You are required to use course ethics to do user/play testing. Please speak to your supervisor regarding the steps and policies.

Written & Spoken English

English is the official language of the school and all communication (written and spoken) is expected to be conducted in English. SFU and the MDM Program provide a wide range of free language support for those who need and it's up to each learner to seek that support.

Accommodations

The university accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably the first week of class, if you will require any accommodations on these grounds. The Centre for Accessible Learning (CAL) will make every effort to assist students with disabilities so that they achieve their educational goals. <https://www.sfu.ca/students/accessible-learning/establishing-accommodations/accommodation.html>

Academic Integrity: Your Work, Your Success

SFU's Academic Integrity website <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating.

Each student is responsible for their conduct as it affects the university community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the university. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the university. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

Inappropriate use of technology in coursework

If you are using any technology, including generative AI, to produce or edit content that will be part of your graded work in the course, you must be transparent about the tools that you use. Undeclared use of the tool/technology will be considered a violation of the academic integrity policy. Be aware that any tool used will require you to evaluate the output for accuracies and be responsible for making the appropriate corrections.

Graduate Studies Notes

Important dates and deadlines for graduate students are found here: http://www.sfu.ca/dean-gradstudies/current/important_dates/guidelines.html.