

Instructor

Denise C. Nacu, Ph.D.
 College of Computing & Digital Media, DePaul University
 Office: CDM 473
 Email: dnacu@cdm.depaul.edu • Office phone: 312-362-6526
 Office hours: Monday 1-2:30 PM and by appointment

Course Information

ISM 210 Section 801 & Section 810
 Class times: Monday, 5:45-9:00 PM
 Room: CDM 216 Campus: Loop
 Course homepage: <https://d2l.depaul.edu/>
 Last day to drop the course with no penalty: Jan. 17
 If dropped on or after Jan. 18, grade of "W" will be assigned

Course Summary

Why study Human-Computer Interaction? As more and more of our everyday lives become mediated by interactive systems, it becomes even more pressing to understand how to create an effective user experience. This course will help you understand what makes interactive systems such as web sites, mobile apps, and games easy to use, efficient, useful, and enjoyable. Students in this class will draw upon theory, principles, user research methods, and case examples to develop perspectives and skills for designing interactive systems.

Class Format (On-Campus, Online)

On-campus section will involve a combination of lecture, discussions, hands-on workshops, presentations of projects, and group work. The online section will involve watching class recordings, doing workshop activities, and participating in online discussions. Some activities will involve interaction across sections. Details about participation expectations is outlined in this syllabus. I will encourage and expect participation and cooperation from each student, as the success and enjoyment of this class depends on it!

Learning Outcomes (LO)

1. Students will be able to critique a software application or device using principles of interaction design.
2. Students will be able to apply user-centered research methods for need finding, generating insights, and developing concepts for interactive systems.
3. Students will be able to apply user research to design a digital application (website or mobile app) and create an interactive prototype.
4. Students will be able to apply usability and evaluation methods to improve and refine a design.

Required Texts

- Saffer, Dan (2009). *Designing for Interaction: Creating Innovative Applications and Devices* (2nd Edition). ISBN: 978-0321643391
- Norman, Donald A. (2013). *The Design of Everyday Things, Revised 3rd edition*. ISBN: 978-0465050659
 Note that this is a brand new edition of the book.

Evaluation & Grading

Coursework includes the following components.

| | Grade Proportion |
|---------------------------------|------------------|
| Participation & Workshops | 15% |
| Homework Assignments (HW1, HW2) | 20% |
| Project (P1, P2, P3) | 30% |
| Midterm Exam | 20% |
| Take-home Final Exam | 15% |
| <i>Total</i> | 100% |

Participation & Workshops. This portion of the grade is based on being an active participant in the class, which has different criteria for the on-campus and online sections. On-campus students will complete Workshop activities during the class meeting. Online students will do the Workshops on their own and post their results in D2L. Each week, a subset of the on-campus section will participate in the Workshop online. Detailed expectations for on-campus and online students are described in this syllabus.

Homework Assignments. Homework assignments are expected to be individual efforts.

HW1 Design Critique I (LO1)

HW2 Design Critique II (LO1)

Project. Students will work in groups of two or three to design a new web site or mobile app. All students are expected to contribute equally to the project.

P1 User Study & Personas (LO2)

P2 Concept Exploration (LO3)

P3 Prototyping and Evaluation/Presentation (LO4)

Exams. The midterm and final exams will assess understanding of key concepts covered in the course. These will be administered via D2L. Details TBA.

Grading Scale

Letter grades will be given based on the following minimum percent of total points earned.

| | | |
|----|--------|------------------------------|
| A | 93.00% | Excellent/Outstanding effort |
| A- | 90.00% | Very Good |
| B+ | 88.00% | |
| B | 83.00% | Good |
| B- | 80.00% | |
| C+ | 78.00% | |
| C | 73.00% | Satisfactory |
| C- | 70.00% | |
| D+ | 68.00% | |
| D | 60.00% | |
| F | 0.00% | |

Class Schedule

Readings should be completed by the date listed. Assignments must be submitted **by 11:59 PM** on the due date indicated below, unless announced otherwise. All assignments should be submitted to D2L. Workshops are to be completed by students in both the in-class and online sections. Workshop topics may be revised as needed during the course.

| Class | Before Class Required Reading | In Class Topics and Activities | After Class Deadlines and Activities |
|---|--|---|---|
| Jan 6 Class 1 | <ul style="list-style-type: none"> Syllabus Saffer <ul style="list-style-type: none"> Ch. 1 What is Interaction Design Ch. 2 The Four Approaches to Interaction Design | <p>Module 1 Introduction</p> <p>Module 2 Essential Interaction Design Principles</p> <ul style="list-style-type: none"> Course expectations Introductions Explanation of HW1 Workshop 1: Introductions OL students: Post by Tuesday, respond by Thursday; On-campus Group 1 will participate online | <p>Due on Sun Jan 12:</p> <ul style="list-style-type: none"> HW1: Design Critique I In addition to posting to D2L, on-campus students should also bring a printed copy to class. Student Questionnaire link provided on D2L <p><i>On-campus students, make sure you know which Group you are in (check D2L by clicking More in the nav bar, then Groups)</i></p> |
| Jan 13 Class 2 | <p>Norman:</p> <ul style="list-style-type: none"> Ch. 1 The Psychopathology of Everyday Things Ch. 2 The Psychology of Everyday Actions Ch. 3 Knowledge in the Head and in the World Ch. 4 Knowing What to Do Ch. 5 Human Error? No, Bad Design | <ul style="list-style-type: none"> Sharing of HW1 (Bring hard copy of HW1) Affordance, signifiers, conceptual models, visibility, constraints, mapping, feedback, errors, seven stages of action, knowledge in the head/world Explanation of HW2 Workshop 2: Examining Everyday Things OL students: Post by Tuesday, respond by Thursday; On-campus Group 2 will participate online | |
| Jan 20 Class 3 | <p>Norman:</p> <ul style="list-style-type: none"> Ch. 6 Design Thinking Ch. 7 Design in the World of Business (optional) <p>Saffer, Ch. 3 Design Strategy</p> | <ul style="list-style-type: none"> Continued: Interaction design principles Workshop 3: UI design task OL students: Post by Tuesday, respond by Thursday; On-campus Group 3 will participate online <p>Module 3 Understanding User Needs</p> <ul style="list-style-type: none"> Methods for problem framing; competitive analysis | <p>Due Jan 26:</p> <ul style="list-style-type: none"> HW2: Design Critique II In addition to posting to D2L, on-campus students should also bring a printed copy to class. Group Formation Survey |
| Jan 27 Class 4 | Saffer, Ch. 4 Design Research | <ul style="list-style-type: none"> Explanation of P1 and Design Challenge Project groups formed User research methods: ethical conduct, interviews, observations Workshop 4: User Interviews OL students: Post by Tuesday, respond by Thursday; On-campus Group 4 will participate online Midterm review/questions | <i>Review for midterm (Study Guide to be provided.)</i> |
| Feb 3 Class 5 CDM 801 | Saffer, Ch. 5 Structured Findings | <p>MIDTERM EXAM: Meet in the CDM 801 computer lab to take the midterm via D2L during the first half of class. Bring a pen or pencil.</p> <p>Module 4 Making Sense of User Research</p> <ul style="list-style-type: none"> Tools and methods for analyzing user research data Personas Workshop 5: Group Work OL students: Post by Tuesday, respond by Thursday; On-campus Group 5 will participate online | <p>Due in Feb 10 class:</p> <ul style="list-style-type: none"> Research results <p><i>Teams should conduct user interviews by Feb 10.</i></p> |

| Class | Before Class Required Reading | In Class Topics and Activities | After Class Deadlines and Activities |
|------------------------------|---|---|--|
| Feb 10 Class 6 | Saffer, Ch. 6 Ideation and Design Principles | <ul style="list-style-type: none"> Analyzing research Workshop 6: Turning insights into principles OL students: Post by Tuesday, respond by Thursday; On-campus Group 6 will participate online <p><i>Bring the results of your user interviews to class (i.e., printed notes). These are not graded, but required in class participation.</i></p> | Due Feb 16 <ul style="list-style-type: none"> P1: User Research & Personas In addition to posting to D2L, on-campus students should also bring a printed copy to class. |
| Feb 17 Class 7 | Saffer Ch. 7 Refinement <ul style="list-style-type: none"> Focus on methods for documenting and refining a design, pp. 143-158 Saffer Ch. 8 Prototyping, Testing, and Development | Module 5 Design, Prototyping, and Testing <ul style="list-style-type: none"> Brainstorming, creating concepts, design principles Methods for documenting and refining design: Site maps, scenarios, sketches, storyboards, task flows, use cases Workshop 7: Ideation and Concept Exploration OL students: Post by Tuesday, respond by Thursday; On-campus Group 7 will participate online | Due Mar 2 P2: Concept Exploration In addition to posting to D2L, on-campus students should also bring a printed copy to class. |
| Feb 24 Class 8 CDM 819 | Saffer Ch. 7 Refinement <ul style="list-style-type: none"> Focus on design principles, pp. 128-143 | <ul style="list-style-type: none"> Shaping the user experience <ul style="list-style-type: none"> Laws of interaction design Gestalt principles Prototyping; wireframes Introduction to Balsamiq Mockups Workshop 8: Applying Gestalt Principles OL students: Post by Tuesday, respond by Thursday; On-campus Group 8 will participate online | |
| Mar 3 Class 9 CDM 819 | None | <ul style="list-style-type: none"> Checking for usability: Usability, heuristic evaluation, and user testing Project work Workshop 9: Evaluating and Refining Projects OL students: Post by Tuesday, respond by Thursday; On-campus Group 8 will participate online | Due Mar 9 P4: Prototype and Evaluation In addition to posting to D2L, on-campus students should also bring a printed copy to class. |
| Mar 10 Class 10 | None | Module 6 Projects: Putting it all Together Final presentations and wrap-up | Due Mar 10 Group Project Presentations |
| Mar 17 | Take-home Final Exam The exam will be administered via D2L. It will open at 9 AM CST and must be completed by 5:00 PM CST on the scheduled final exam date, Monday, March 17, 2014. Please allow at least two hours to complete the exam. It may be taken at any location (i.e., it does not need to be taken on campus). Additional details TBA. | | |

On-Campus Section

Attendance

Students are expected to attend each class and to remain for the duration. Attendance will be taken. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. Three absences for any reason, whether excused or not, may constitute failure for the course. ***Please communicate with me if you must be absent or late for any reason.*** Students are individually responsible for material they may have missed due to absence or tardiness. Please notify me in advance if there are any special needs.

Guidelines and Expectations

- Food and drink during class is ok
- Attend every class. (Communicate with me if you must miss class for any reason)
- Arrive on time to every class. Being present and arriving on time to every class is my expectation for everyone. Important information is communicated at the very beginning of class. If there is a reason why you cannot consistently arrive on time to class, please let me know.
- Be a respectful participant by keeping phones in silent mode and do not text in class. If you have a need to be available by phone (sick relative, etc.), please let me know.
- Be engaged in class discussions and workshop activities:
 - Participate with enthusiasm
 - Show genuine effort to cooperate with others
 - Show leadership and take initiative in group efforts
 - Frequently and eagerly offer your thoughts, perspectives, and responses to instructor/classmates
 - Make contributions that reflect excellent preparation (i.e., complete required reading)
- Practice professionalism
 - Communicate (face-to-face, emails, etc.) with the professor and fellow students in a professional and appropriate manner
 - Use body language (ex., eyes, posture) that shows active listening during instructor/student presentations
 - Be careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire);
 - Be respectful towards others

Suggested Workflow for On-Campus Students

This is the suggested weekly workflow for on-campus students in this course.

| Monday | Tuesday-Thursday | Friday-Sunday |
|--|--|---|
| (1) Attend class meeting (2) In class, complete Workshop activity | (3) <i>Only for student group assigned for the week, post Workshop by Tuesday at 11:59 PM (typically, this involves posting results of Workshop to D2L discussion); and respond to the Workshop by Thursday at 11:59 PM (typically, this involves reviewing posts and adding some comments or up-votes)</i> <i>On-campus students, make sure you know which Group you are in (check D2L by clicking More in the nav bar, then Groups)</i> | (4) Read assigned chapters (5) Submit assignments when due by Sunday at 11:59 PM |

Workshop Interaction with Online Students

Students will be required to share Workshop activities conducted with students in the online section, as assigned. This will involve posting the results of workshop activity to the designated discussion topic in D2L by Tuesday at 11:59 PM and then responding to the other posted work (as directed per workshop) by Thursday at 11:59 PM.

Online Section

Are you ready to take an online course?

Online students are expected to watch each recorded lecture and do Workshop activities as directed. You will need to log in to D2L at least three times per week in order to follow the class activities. If there is a reason why you may be falling behind in this work, please inform me as soon as possible, so that I can help you stay on track. Keep in mind that the online class is not self-paced; this means that you will need to keep up with scheduled activities for this class in order to be successful. Hence, a great deal of self-discipline will be required to participate as expected in this section. The online course will not be “easier” or “take less time” than the on-campus section.

DePaul has some resources regarding online classes. Take a look at the 7 most important things you can do to have a successful online learning experience: http://education.depaul.edu/Programs/Online_Learning/Online_Success.asp

Guidelines and Expectations

- Watch every recorded class session as soon as you can, by Tuesday at the latest. I will make my best effort to make it clear which parts of the recording can be skipped.
- Do the Workshop activities and post to D2L by Tuesday night. Instructions for the Workshops will be posted in the Discussions area of D2L.
 - Plan for this activity in your weekly schedule.
 - Contribute to Workshops with sincere effort and enthusiasm.
 - Follow the Workshop deadlines and submit on time every week.
- Review the Workshop activities and respond in D2L by Thursday night.
 - Make an effort to interact with other online students with a respectful and professional manner.
- Practice professionalism
 - Communicate (face-to-face, emails, etc.) with the professor and fellow students in a professional and appropriate manner.
 - Be respectful towards others
 - Communicate with the instructor about any questions, comments, or concerns.

Expected Workflow for Online Students

For online students, the course is designed around the work flow summarized below. I have attempted to make the schedule as regular as possible in order to keep things manageable for students. The deadlines described below will be enforced (via D2L restrictions), so it will be important to meet each deadline. A subset of the on-campus students will be participating in the online workshop each week.

| Monday-Tuesday | Wednesday-Thursday | Friday-Saturday-Sunday |
|--|---|--|
| (1) Watch recorded lecture (2) Review Workshop assignment (3) Post Workshop by Tuesday at 11:59 PM (typically a post to D2L discussion) | (4) Review and Respond to Workshop as directed by Thursday at 11:59 PM | (5) Read assigned chapters (6) Submit assignments when due by Sunday at 11:59 PM |

Projects

For the final project (P1, P2, and P3), online students will have a choice of working individually or with a group.

Expectations and Policies Relevant to Both Sections

Late Assignments

Late assignments will be accepted only if you (1) contact me at least two hours before the due date with an explanation, and (2) turn in the assignment within three days of the due date. Each day the assignment is late after three days will decrease the possible point value by 10%. Late assignments may not include comments in addition to the grade. If you do not communicate with me at all within 24 hours of the due date, I will not accept the assignment and no credit for the assignment will be given. My policy is intended to encourage communication with me regarding any difficulty handing the assignment in on time.

Attitude

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues. Civil Discourse
DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be [Socially Responsible Leaders](#). It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

Withdrawal

Students who withdraw from the course do so by using the Campus Connection system (<http://campusconnect.depaul.edu>). Withdrawals processed via this

system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

Retroactive Withdrawal

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

- Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
- Winter Quarter: Last day of the last final exam of the subsequent spring quarter
- Spring Quarter: Last day of the last final exam of the subsequent autumn quarter
- Summer Terms: Last day of the last final exam of the subsequent autumn quarter

Coursework Grade Review Requests

Every effort is made to grade in a fair and consistent manner. Should a disagreement arise about a coursework grade, the student may submit a grade review request in writing to the instructor. The request must be submitted within 48 hours after the assignment grade has been posted. The request must include the student's argument for a different grade evaluation, based on verifiable evidence presented by the student. The instructor handles grade review requests and responds to the student with a review decision as soon as possible.

Academic Integrity Policy & Plagiarism

This course will be subject to the academic integrity policy passed by faculty. More information can be found at <http://academicintegrity.depaul.edu/>.

The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor.

Assignments submitted to D2L will be electronically checked for plagiarism (using specialized software built in to D2L).

Resources for Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at:

Student Center, LPC, Suite #370
Phone number: (773)325.1677
Fax: (773)325.3720
TTY: (773)325.7296

Online Instructor Evaluation

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

Visit the Writing Center

Consider visiting the Writing Center to discuss your written assignments for this course. Writing Center Tutors are specially trained undergraduate and graduate students who can help you at any stage of your writing project. They can help you focus and develop your ideas, review your drafts, and polish your writing, as well as answer questions about grammar, mechanics, style, and citation.

You may schedule appointments on an as-needed or weekly basis. In addition to Face-to-Face appointments, the Writing Center also provides Written Feedback by Email and Online Appointments. Be sure to schedule your appointment with enough time to think about and incorporate the feedback you'll receive. Bring/upload your assignment handout and/or any other relevant materials to your appointment.

How do I schedule an appointment? To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing. You can also call one of our offices: (312) 362-6726 (Loop Office, 1600 Lewis Center) or (773) 325-4272 (LPC Office, 250 McGaw Hall). When possible, the Writing Center accepts walk-in requests, but it's always a good

idea to schedule your appointment ahead of time. You may schedule tutorials on an as-needed basis or as weekly standing appointments up to 3 hours per week. All Writing Center services are free to the DePaul community.

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under News in D2L and sent via email.