

Instructor

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Course Information

ISM 210 Section 401 • Class number 10445
 Class times: Mon and Wed, 10:10-11:40 AM
 Room: CDM 226 Campus: Loop
 Course homepage: <https://d2l.depaul.edu/>
 Last day to drop the course with no penalty: Sept. 23, 2014
 If dropped on or after Sept. 25, 2014=, 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

Class meetings will involve a combination of lecture, discussions, hands-on activities, presentations of projects, and group work. I will encourage and expect participation and cooperation from each student, as the success and enjoyment of this class depends on it! Students will get more from the course if they are willing to collaborate and learning from each other.

Learning Outcomes

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: 0321643399
- Norman, Donald A. (2013). *The Design of Everyday Things, Revised 3rd edition*. ISBN: 978-0465050659
Note that this is a new edition of the book.

Evaluation & Grading

Coursework includes the following components.

	Grade Proportion	Due
Individual Work		
Participation	10%	<i>Throughout</i>
Design Critique Paper	15%	Sept 24
Midterm Exam	20%	Oct 8
Take-home Final Exam	15%	Nov 19
Group Project		
P1 User Research Plan	3%	Oct 6
P2 Research Results	3%	Oct 13
P3 User Study & Personas	10%	Oct 22
P4 Concept Exploration	10%	Oct 29
P5 Wireframes and Evaluation	14%	Nov 18
<i>Total</i>	100%	

Participation. The participation portion of the grade is based on attendance and on contributions to class discussions and activities. Assigned readings are due on the date listed in the class schedule. Read, and review the material, take notes on it and be ready to discuss it. In some cases, satisfactory work from in-class activities must be handed in order to receive participation credit.

Assignments. Assignment details will be posted in D2L. Bring a hard copy to class on the due date and submit to D2L dropbox.

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

Group Project. In groups of two or three, students will research, conceptualize, and design a new web site or mobile app. All students are expected to contribute equally. At the completion of the project, students must provide a peer review of their teammates. The review is used, in part, in determining each student's team project participation score, which constitutes a portion of the student's overall final grade.

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

Assignments must be submitted **by 9:00 AM** on the due date indicated below, unless announced otherwise. All assignments should be submitted to D2L. Readings should be completed by the date listed.

MODULE 1 Introduction to HCI and Interaction Design

W Sep 10 **Intro to interaction design and user experience; Syllabus, course overview and expectations**

Read Saffer, Ch. 1 What is Interaction Design?

Read Saffer, Ch. 2 The Four Approaches to Interaction Design

Optional Watch The Birth of HCI: <https://class.coursera.org/hci-004/lecture/19>

MODULE 2 Essential Interaction Design Principles

M Sep 15 ***It's not your fault! Why so-called human errors are actually errors of design***

Read Norman, Ch. 1 The Psychopathology of Everyday Things

Focus on: discoverability, affordance, signifiers, mapping, feedback, conceptual models, the system image

Read Norman, Ch. 2 The Psychology of Everyday Action

Focus on: gulfs of execution and action, seven stages of action, three levels of processing

Explanation of Design Critique Paper

Due [Student Questionnaire](http://depaul.qualtrics.com/SE/?SID=SV_0pp0l4ygD0CTp9X): http://depaul.qualtrics.com/SE/?SID=SV_0pp0l4ygD0CTp9X

W Sep 17 ***How do you know what to do? IxD principles continued: visibility, constraints, feedback***

Read Norman, Ch. 3 Knowledge in the Head and in the World

Focus on: tradeoff between knowledge in the head/world, constraints, natural mapping

Read Norman, Ch. 4 Knowing What to Do: Constraints, discoverability, and feedback

Focus on: types of constraints

Activity [Examining everyday objects](#)

M Sep 22 ***Oops! Understanding and designing for error***

Read Norman, Ch. 5 Human Error? No, Bad Design

Focus on: errors, slips, and mistakes

Activity [UI design task](#)

W Sep 24 **Applying Norman's seven principles in user interface design**

Read Norman, Ch. 6 Design Thinking

Optional Norman, Ch. 7 Design in the World of Business

Due [Design Critique Paper](#)

Due [Group Formation Survey](#)

MODULE 3 Understanding User Needs

M Sep 29 ***What should we design and why? Methods for problem framing***

Read Saffer, Ch. 3 Design Strategy

Activity Competitive analysis; Design Challenge and P1 and P2

W Oct 1 ***What do users need? User research methods: ethical conduct, interviews, observations***

Read Saffer, Ch. 4 Design Research

Activity Launch group work; [User interviews](#)

M Oct 6 **Group project work: User research; Midterm review/questions**

Due [P1 User Research Plan](#) Graded as Pass/Fail. *Bring printed copy to class.*

W Oct 8 **MIDTERM EXAM**

MODULE 4 Making Sense of User Research

M Oct 13 **Now What? Tools and methods for analyzing user research data**
Read Saffer, Ch. 5 Structured Findings
Activity Turning insights to design principles
Due P2 Research results *Bring the results of your user interviews to class (i.e., printed notes). These are graded as Pass/Fail, are required for class participation.*

W Oct 15 **Group project work: Analyzing research**
Activity Developing personas

M Oct 20 **What should it do? Brainstorming, creating concepts, design principles**
Read Saffer, Ch. 6 Ideation and Design Principles
Activity Ideation methods

MODULE 5 Design, Prototyping, and Testing

W Oct 22 **Making your ideas come alive. Methods for documenting and refining design**
Site maps, scenarios, sketches, storyboards, task flows, use cases
Read Saffer Ch. 7 Refinement (focus on methods for documenting and refining a design)
Activity Sharing of P3; Sketching
Due P3 User Study & Personas *Bring a printed copy to class and post to D2L.*

M Oct 27 **How should it work? Prototyping**
Read Saffer Ch. 8 Prototyping, Testing, and Development
Activity Paper prototype

W Oct 29 **Shaping the user experience: Laws of interaction design; Gestalt principles; Wireframes**
***CDM 801** **Introduction to Balsamiq Mockups**
Read Saffer Ch. 7 Refinement (focus on design principles)
Activity Sharing of P4; Applying Gestalt principles
Due P4 Concept Exploration *Bring a printed copy to class and post to D2L.*

M Nov 3 **Checking for usability: Heuristic evaluation; More work with Balsamiq Mockups**
***CDM 801** **Activity** Evaluating and refining group projects

W Nov 5 **Does it do what we want it to do? Usability and User Testing**
***CDM 801** **Activity** Evaluating and refining group projects

MODULE 6 Projects: Putting it all Together

M Nov 10 **Project work**

W Nov 12 **Final presentations, Part 1**
Due Group presentations, first group

M Nov 17 **Final presentations, Part 2; Wrap-up** *Last class meeting*
Due Group presentations, second group

Tu Nov 18 **Due** P4 Wireframes and Evaluation

W Nov 19 **Due: 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, Wednesday, November 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.

Policies & Expectations

Guidelines for Class Behavior

- 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

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.

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.

Excused Absence

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at <http://studentaffairs.depaul.edu/dos/academicprocesses.html>.

Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

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.