

## Instructor

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Office hours by Zoom or phone: Generally, Mon and Thu afternoon and by appt. Please use BlueStar to make an appointment. Email me if the posted appointment times don't work for you.

## Course Information

ISM 320 Section 601 Class number: 30576 • Remote

Scheduled class time: Wednesdays 10:00AM - 1:15PM

Course website: <https://d2l.depaul.edu/>

*Last day to drop the course with no penalty: April 13, 2020. If dropped on or after April 14, 2020, grade of "W" will be assigned.*

## Course Summary

This course explores principles of interactivity in theory and application. Through a series of projects, students will create sketches, wireframes, workflows, and interactive prototypes that solve problems and reflect design principles. This course is focused on building design and prototyping proficiency, grappling with complex design problems, thinking through solutions, and articulating design rationales in conversations, presentations, and through deliverables.

## Prerequisites

ISM 220 or GD 215 or GD 216

## Learning Objectives

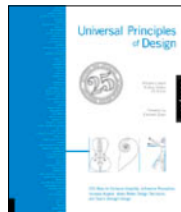
1. Students will be able to critique aspects of user interface designs based on a theoretical and practical understanding of interaction design principles.
2. Students will be able to create sketches, annotated wireframes, workflows, sitemaps, and interactive prototypes.
3. Students will be able to articulate the rationale for designs they create in verbal and written communication.

## Additional Objectives

1. Students will explore and connect personal interests to course topics.
2. Students will become familiar with career opportunities involving user experience design and ways to navigate career pathways.

## Required Text

*Universal Principles of Design - 2nd edition, Revised and Updated edition.* Lidwell, Holden & Butler, Rockport Publishers, 2010. ISBN: 978-1592535873



You can purchase the physical book if you like (I think it is a great book to have handy on your bookshelf!); however, you can also read it for free through Safari Books Online accessible through the DePaul Library. Here is the [link](#) to the book.

## Class Format

This course will be conducted all online amid a global health crisis affecting all aspects of our daily lives. In recognition of pervading uncertainty and stress, this course is designed to provide a balance of structure, flexibility, and social support. D2L and email will be our main modes of communication, with optional meetings via Zoom during the scheduled class meeting time. All projects will be conducted individually; however, I will encourage students to interact and provide feedback to each other. Please communicate any special needs, questions, or concerns as the course proceeds. I am open to making changes and adapting as needed.

## Evaluation & Grading

The course grade will be determined through completion of the following assignments and projects.

Grade Proportion	Course Requirement
20%	Self-directed prototyping practice
10%	Principles Presentation
25%	Critique and Design Project
30%	Final Project (3 deliverables)
15%	Peer feedback
100%	Total

- **Self-directed prototyping practice.** Using online resources and peer support, students will practice skills in using various UX prototyping tools.
- **Principles Presentation.** To develop understanding and application of design principles to the design of interactive systems, students will present principles and found examples.
- **Critique and Redesign Project.** Students will complete an individual UX design project that requires analysis of an existing system and a redesign of some aspect of it.
- **Final Project.** Students will select a final UX project that links to course themes and provides an opportunity to practice prototyping skills.
- **Peer feedback.** Students will practice analyzing and discussing UX design through peer feedback and discussion.
- **Attendance.** Attendance in synchronous meetings is optional. Attendance will not be figured into the course grade.

## Grading Scale

Letter grades are based on the percent of total points earned.

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

## Course Schedule

Syllabus and schedule is subject to change. Additional/supplemental readings and resources may be added as needed. All deadlines are at 11:59pm unless otherwise noted.

	Wednesday activities and topics	Due by <u>Tuesday</u> of next week
<b>April 1</b> Week 1	<ul style="list-style-type: none"> <li>• <b>10-11:00am, Welcome Meeting via Zoom</b> (all Zoom meetings will be optional)</li> <li>• Course overview, introductions, explanation of projects</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Post</b> to introduce yourself in <b>Introductions</b> D2L discussion</li> <li>2. <b>Review</b> the syllabus; optionally watch recording of Zoom Welcome Meeting</li> <li>3. <b>Sign-up</b> for your Principles Presentations due date</li> <li>4. <b>Read</b> about Theme 1 principles in course text (see next page)</li> </ol>
<b>April 8</b> Week 2	<ul style="list-style-type: none"> <li>• <b>10-11:00am, Open Hour on Zoom</b></li> <li>• <b>Theme 1: Information application pattern</b></li> <li>• Goals, tasks, and design tensions for systems with content-focused interaction; designing for social interaction</li> <li>• Intro to Principles Presentation</li> <li>• Intro to Critique and Redesign Project</li> <li>• Intro to Prototyping Practice assignment</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Watch:</b> <u>Theme 1: Information application pattern</u></li> <li>2. <b>Prepare a Principles Presentation and post</b> to D2L by Sunday, April 12 (only students who signed up this date)</li> <li>3. <b>Post</b> feedback to at least 4 presentations by Tuesday, April 14</li> <li>4. <b>Read</b> about Theme 2 principles in course text (see next page)</li> <li>5. <b>Start assignment</b> Prototyping Practice 1</li> </ol>
<b>April 15</b> Week 3	<ul style="list-style-type: none"> <li>• <b>10-11:00am, Open Hour on Zoom</b></li> <li>• <b>12:00pm-12:45pm. Guest speaker:</b> Sam Gonzalez, Product Designer at Stretto</li> <li>• <b>Theme 2: Process application pattern</b></li> <li>• Goals, tasks, and key design and usability concerns for systems enables the user to complete some task or set of tasks; designing for persuasion</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Watch:</b> <u>Theme 2: Process application pattern</u></li> <li>2. <b>Prepare a Principles Presentation and post</b> to D2L by Sunday, April 19 (only students who signed up for this date)</li> <li>3. <b>Post</b> feedback to at least 4 presentations by Tuesday, April 21</li> <li>4. <b>Read</b> about Theme 3 principles in course text (see next page)</li> <li>5. <b>Submit assignment</b> Prototyping Practice 1 by April 21</li> </ol>
<b>April 22</b> Class 4	<ul style="list-style-type: none"> <li>• <b>10-11:00am, Open Hour on Zoom</b></li> <li>• <b>Theme 3: Creation application pattern</b></li> <li>• Goals, tasks, and key design patterns and tensions concerns for systems involving the creation or modification of some kind of object</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Watch:</b> <u>Theme 3: Creation application pattern</u></li> <li>2. <b>Prepare a Principles Presentation and post</b> to D2L (only students who signed up for Sunday, April 26 due date)</li> <li>3. <b>Post</b> feedback to at least 4 presentations by Tuesday, April 28</li> <li>4. <b>Submit assignment</b> Prototyping Practice 2 by April 28</li> </ol>
<b>April 29</b> Class 5	<ul style="list-style-type: none"> <li>• <b>10-11:00am, Open Hour on Zoom</b></li> <li>• <b>11-12:00pm, Portfolio Day</b> (optional)</li> <li>• Bring your portfolio (or whatever you have at this point, it doesn't need to be "done"!)</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Start assignment</b> Critique and Redesign Project</li> </ol>
<b>May 6</b> Class 6	<ul style="list-style-type: none"> <li>• <b>10-11:00am, Open Hour on Zoom</b></li> <li>• <b>11am-12pm. Guest speaker:</b> Julia Vo, Product Designer at Paylocity</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Submit assignment</b> Critique and Redesign Project by May 12</li> </ol>
<b>May 13</b> Class 7	<ul style="list-style-type: none"> <li>• <b>10am-12:30pm, Open Hours on Zoom</b></li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Post feedback</b> to Critique and Redesign projects by May 19</li> <li>2. <b>Start</b> Final Project</li> </ol>
<b>May 20</b> Class 8	<ul style="list-style-type: none"> <li>• <b>10am-12:30pm, Open Hours on Zoom</b></li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Submit</b> Final Project - version 1 by May 26</li> </ol>
<b>May 27</b> Class 9	<ul style="list-style-type: none"> <li>• <b>10am-11:00am, Open Hours on Zoom</b></li> <li>• <b>11am-12pm. Guest speaker:</b> Qilin (Tom) Yu, UI Technical Designer, Wargaming</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Post feedback</b> to Final Projects Ver. 1 by Sunday May 31</li> <li>2. <b>Submit</b> Final Project - version 2 by June 3</li> </ol>
<b>June 3</b> Class 10	<ul style="list-style-type: none"> <li>• <b>10am-12:30pm, Open Hours on Zoom</b></li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Post feedback</b> to Final Projects Ver. 2 by Sunday Jun 7</li> <li>2. <b>Submit</b> Final Project - version 3 by June 9</li> </ol>

## APPLICATION PATTERN THEMES AND DESIGN PRINCIPLES

These are the themes we will explore to analyze and design the user experience of interactive systems. Design principles are grouped into these themes. Use the *Universal Principles of Design* book to read about each of these principles. See the syllabus for schedule for when these readings should be completed. Each student will create a presentation that explains the principle(s) and examines examples.

### Theme 1: Information Application Pattern

This pattern involves complex and content-focused interaction. Types of systems might be news readers or a news-oriented web sites, online stores, databases, portfolio sites, informational web sites. Systems like these may emphasize exploration, information seeking, social interaction, and learning.

- |                      |                           |                             |
|----------------------|---------------------------|-----------------------------|
| 1. Alignment         | 6. Satisficing            | 11. Wayfinding              |
| 2. Proximity         | 7. Inverted Pyramid       | 12. Consistency             |
| 3. Similarity        | 8. Highlighting           | 13. Hick's Law              |
| 4. Hierarchy         | 9. Legibility             | 14. Five Hat Racks          |
| 5. Gutenberg Diagram | 10. Signal-to-Noise Ratio | 15. Serial Position Effects |

### Theme 2: Process Application Pattern

This pattern enables the user to complete some task or set of tasks. Types of systems might involve setting up or configuring, submitting information in forms or uploading data, completing a transaction like a purchase or reservation. Systems like these may emphasize efficiency, effectiveness, and utility. Preventing and handling errors and simplifying complex processes for users are other common concerns for these types of systems.

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|-------------------------------|----------------------------|------------------|
| 1. Performance Load           | 6. Mental Models           | 11. Entry Point  |
| 2. Picture Superiority Effect | 7. Priming                 | 12. Fitts' Law   |
| 3. Errors                     | 8. Nudge                   | 13. Forgiveness  |
| 4. Garbage in-garbage out     | 9. Constraint              | 14. Confirmation |
| 5. Visibility                 | 10. Progressive Disclosure |                  |

### Theme 3: Creation Application Pattern

This pattern involves the creation or modification of some kind of object. Types of systems might involve supporting illustration, coding, photo/video editing, diagramming, building media artifacts, or writing. Systems like these may emphasize user control and flexibility. Common design concerns include learnability, balancing structured/open-ended activity, and visibility of tools/features.

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|-------------------------------|------------------------------------|-----------------------------|
| 1. Aesthetic-usability Effect | 5. Flexibility-usability Trade-off | 9. Ockham's Razor           |
| 2. Mimicry                    | 6. Control                         | 10. Recognition over Recall |
| 3. Area Alignment             | 7. Mapping                         |                             |
| 4. Iconic Representation      | 8. Modularity                      |                             |

## Preferred Names and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at <http://policies.depaul.edu/policy/policy.aspx?pid=332>

## Policies & Expectations

### Attendance

Attendance will not be included in the course grade. If I observe a prolonged lack of participation, I will reach out to you to check-in.

### Email Communication

On weekdays, you can expect me to return emails within 24 hours. Expect a delayed response on weekends. In the spirit of practicing professional communication, make an effort to write email messages in a formal, professional tone (e.g., proper greeting, correct spelling, etc.).

### Late Assignments

If you need more time to complete an assignment or project, you should communicate your need to me at least 24 hours IN ADVANCE of the deadline and we can discuss an extension. Because of the way some assignments will be structured, extensions may not be possible.

To encourage accountability, late assignments will not receive full credit unless acceptable reasons are documented (sickness, family emergency) **and** communicated to me by 24 hours before due date. Late work will be accepted up to one week late with up to 90% credit; submissions up to two weeks late may receive up to 80% credit; submissions received after two weeks may receive up to 50% credit. No late assignments will be accepted after Class 10.

### Professional Behavior

Students should practice behavior that would be expected in a professional environment, whether that is online, face-to-face, or in written forms of communication.

- Be respectful towards others
- Use body language (ex., eyes, posture) that shows active listening during instructor/student presentations
- Be careful not to distract others

### Attitude

A professional 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 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.

### Coursework Grade Review Requests

Every effort is made to grade in a fair and consistent manner. Should a disagreement arise about a course 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.

### 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 requirements independently in consultation with the instructor by the deadline 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. 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.

### **Academic Integrity & Plagiarism**

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

### **Academic Policies**

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

### **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: [csd@depaul.edu](mailto:csd@depaul.edu).

Lewis Center 1420, 25 East Jackson Blvd.

Phone number: (312) 362-8002

Fax: (312) 362-6544

TTY: (773) 325-7296

### **Online Course Evaluations**

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

### **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. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit [www.depaul.edu/writing](http://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.