

UXD 210 : Introduction to User Experience Design

Autumn Quarter 2022 | T 5:45pm - 9:00pm | Section 830



Instructor Info

Faculty: Prof: Amish Desai
adesai22@depaul.edu

Loop Campus Classroom
Online Synchronous

Office Hours:

Tuesdays 5:00pm - 5:45pm

Fridays: 5:00pm - 5:45pm

Location: Online Only (Via Zoom)

The best way to contact me is through my DePaul email address. Please allow for 48 hours for me to respond back to you. If your request or inquiry requires a deeper discussion I may encourage setting up an appointment during my office hours.

Office hours are held online via [Zoom](#) for this quarter. I encourage appointments over walk-ins out of consideration to ensure there is dedicated time for each individual requesting time. You may also consider offering office hours by appointment in addition to any set period(s) of time. Also consider offering students the ability to participate in office hours using video conference software, such as

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 and posted under Announcements in D2L.



Course Description

This course familiarizes students with the user-centered design process starting from research to prototype evaluation. As a heads-up, considering some students' first exposure to user experience, the first part of the course will feel vague and ambiguous and that is by design. Using a single threaded small group project, students will define, design, and revise their user experience in support of solving a user need as they apply the user-centered design process collectively. Emphasized topics include primary & secondary user research, idea generation, concepting, prototyping, and usability testing. Students provide written analysis of their research and process.



Course Learning Outcomes

By the end of this course, students will be able to:

- Students will be able to complete an evaluation of any digital experience or software using principles of interaction design.
- Students will be able to apply user centered research methods for need finding, generating insights, and developing concepts for prototyping.
- Students will be able to gain familiarity and practice idea generation techniques.
- Students will be able to create a low-fidelity prototype(s) to support their insights and user analysis.
- Students will be able to apply usability evaluation techniques to improve and refine their concept and/or prototype.



Required Materials

Required textbooks

You are required to do the reading every week from Week 1-8 (see schedule below) and lack of a textbook is no excuse for failing to complete pop quizzes. It is suggested that you purchase both books. However, both books are available as e-books via DePaul Library (choose the correct version).

- *Required Textbooks Designing for Interaction: Creating Innovative Applications and Devices, 2nd edition, Saffer, Dan. ISBN-10: 0321643399*
- *The Design of Everyday Things (Revised Edition, 2013) - Norman, Donald. ISBN-10: 0465050654*
- *Additional readings/articles will be posted to D2L*

Online Class Site

- DePaul D2L: Official announcements

Software

We will be using Mural extensively for this course to support group/teamwork throughout the quarter. Please visit this link to apply for a Student access to the tool.

<https://www.mural.co/education/student-workspace>

Wireframing: Our approved tool is Balsamiq. You can use any tool that will allow you to manipulate shapes and text. Some available free tools are:

- <https://www.lucidchart.com>
- <https://www.framer.com>
- <https://www.figma.com>

Technical Knowledge

You are expected to know, or learn outside of class, how to communicate via D2L. You must be sure you know how to submit documents on D2L, as well as complete and submit D2L quizzes. Not understanding how to properly use D2L is not an excuse for late or absent work. During the first week, you may need to ask for help or check for tutorials online. Later in the course, you could benefit from learning a wireframing tool (i.e Balsamiq) and you may need to do some tutorials to understand it.



About our Course Modality

UXD 210 -830 is an **ONLINE** course for the duration of the quarter. However, due to Prof. Amish Desai's schedule, there will be NOT be class on Tuesday, January 25th (noted in the schedule below). All zoom classes will be recorded and made available in D2L 48 hours after the course. *(Please See Zoom Policies and Expectations on Page 13)*

It is expected students will:

- Be responsible for the energy they bring into the classroom.
- Be prepared to be present and reduce digital temptations via mobile devices unless instructed to do so for class lecture or group work at time.
- Be an active participant in class discussions and provide their perspective pertaining to the topic at hand.
- Be considerate of other students' opinions, perspectives, backgrounds, and help build a safe space for sharing thoughts and questions.



COVID-19 Updates

For the latest news and resources regarding DePaul's response to COVID-19, please visit <https://resources.depaul.edu/coronavirus/Pages/default.aspx>



Computer Labs & Internet-Enabled Devices

If you need access to a computer, you can view the list of [computer labs on campus](#) for more information. Don't forget to bring your DePaul ID or you may not be able to access the lab. [Intelliprint](#) systems are available in computer labs and at other locations on campus for printing.



Tutoring | Writing Center

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the

writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit www.depaul.edu/writing to learn more about the online appointment options the UCWbL is offering.



Library Resources

The DePaul University Library (<https://library.depaul.edu>) provides access to authoritative information sources and online research tools which you can access using your Campus Connect login. Research help is available daily via text, chat, phone, email or video. You may also make an appointment with a librarian to discuss your research projects. For the latest information about library access and services in Winter Quarter 2021, see <https://libguides.depaul.edu/covid19>.



Grading Breakdown

<i>Item</i>	<i>Points</i>	<i>Percentage</i>
<i>Key Assignments</i> <ul style="list-style-type: none">• <i>Self Diary Study (25 points)</i>• <i>Heuristic Evaluation (25 points)</i>• <i>Story Board (25 points)</i>• <i>Testing Plan (25 points)</i>• <i>Reflection Retro (25 points)</i>	125	20%
<i>Midterm: User Research Report (Discussion Guide, Results, Synthesis, and Recommendations)</i>	125	30%
<i>Final Group Presentation</i>	200	40%
<i>Active Group & Class Participation</i>	50	10%
<i>TOTAL</i>	<i>500</i>	<i>100%</i>



Assignment Info

Grading Details

- **Key Assignments** - There are 4 assignments that will drive familiarity of the user-centered design process and further their work towards the final presentation. These inputs will be critical requirements as part of their final presentation package at the end of the quarter. Formal submissions will occur in D2L or informally within MURAL at the start of the class. Instructor will inform the class location for submission in D2L.

- Mid-Term Group Project - User Research Report. This deliverable is required input for final presentation completion at the end of the quarter. This Report will include 7 parts:
 - a. Defined Problem
 - b. Objective for Learnings
 - c. Draft Questions
 - d. Data Collected
 - e. Synthesis
 - f. Research Findings
 - g. Recommendations
- Final Group Project - The final projects commences with a presentation and PDF documenting the user centered design process each group has taken collectively and individually to solve their specific user problem space. The final document (PDF) will consist of:
 - a. What problem are we solving?
 - b. Key insights from User Research
 - c. Initial Concept(s)
 - d. Storyboard
 - e. Building a simple interface prototype
 - f. User test Plan & Results
 - g. Prioritized Revisions
 - h. Recommendations
 - i. Holistic Learning outcomes (individual)

Document will consist of images from testing, screenshots from prototype(s) and images of revised changes. Additional for item J - an individual perspective piece on holistic learning outcomes achieved from the course of the quarter.



Late Work, Absences, Make-Ups, and Extra Credit

You cannot pass this class by waiting until the midterm or at the end of the quarter to complete all assignments. Each assignment and outcomes are intentionally designed to be additive. If you complete assignments and group-work on-time will significantly reduce effort for yourself and your team for the final presentation and documentation.

No late work will be accepted in this course. Exceptions will only be considered when students apply for and receive an Absence Notification for serious life issues:
<https://offices.depaul.edu/student-affairs/support-services/academic/Pages/absence-notification.aspx>

CDM Absence Notification Note: "Absences cannot exceed five days per incident, and documentation must be submitted within two weeks of the absence."

If you are not sure whether you will be able to meet the deadlines, you should drop the class.



Course Schedule

DePaul University Autumn Quarter Schedule

<https://academics.depaul.edu/calendar/Pages/default.aspx>

Week	Date	Type	Topic	Assignments
Week 1	1/4	Online	Introduction to UXD 210 Wallet Exercise Workshop	<ul style="list-style-type: none">● Norman Ch. 1 & 7● Saffer Ch. 4● Self-Diary Journey
Week 2	1/11	Online	Self-Diary Due Generative/Evaluative Research Jacob Nielsen Heuristics Interaction Design Principles	<ul style="list-style-type: none">● Heuristic Evaluation● Norman Ch. 2&3● Saffer Ch. 3
Week 3	1/18	Online	Heuristic Evaluation Due Design Research & Questions Interview Mechanics Interview Practice	<ul style="list-style-type: none">● Norman Ch. 4 & 5● Draft Interview Guide
Week 4	1/25	NO CLASS		<ul style="list-style-type: none">● Conduct Primary Research Interviews
Week 5	2/1	Online	Synthesizing your data Identifying Patterns, forming Themes	<ul style="list-style-type: none">● Complete Midterm Project
Week 6	2/8	Online	Midterm Due Idea Generation Techniques	<ul style="list-style-type: none">● Saffer Ch. 5● Idea Board
Week 7	2/15	Online	User Flow & Storyboarding Prototyping	<ul style="list-style-type: none">● Start Prototype
Week 8	2/22	Online	Storyboard Due User Testing Techniques	<ul style="list-style-type: none">● Finish Prototype● Complete User Test Plan

Week 9	3/1	Online	User Test Plan Due Testing Dry-Run	<ul style="list-style-type: none"> ● Complete User Testing
Week 10	3/8	Online	In-Class Workshop	<ul style="list-style-type: none"> ● Work on Final Presentation
Finals Week	3/15	Online	In-Class group presentations of Final Project	<ul style="list-style-type: none"> ● Individual Reflection Due 3/19



Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (<http://academicintegrity.depaul.edu>) for further details.

ACADEMIC INTEGRITY & POLICIES

This course will be subject to the university's academic integrity policy. More information can be found at <https://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/Pages/default.aspx>

CLASS DISCUSSION

Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions, and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

CELL PHONES / ON-CALL

If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undistruptive manner. Out of

respect to fellow students and the professor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

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:
<https://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

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. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at
[https:// www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx](https://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx)

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.



DePaul and College-Specific Policies

PREFERRED NAME & GENDER PRONOUNS

I value each student's right to be referenced by their gender pronoun and their preferred name. If your name and pronoun in Campus Connect don't reflect what you'd like me to use, please let me know.

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
policies.depaul.edu/policy/policy.aspx?pid=332

RESOURCES FOR STUDENTS WITH DISABILITIES

Students who feel they may need 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) by emailing csd@depaul.edu and/or visiting one of the locations below.

COVID-19 Virtual Office

During the temporary closure of our physical offices due to Covid-19, Center for Students with Disabilities is accessible for live questions, referrals, and assistance via a virtual office using Zoom. The virtual office will be staffed Monday-Friday from 9:00 a.m. to 5 p.m. (CST).

Virtual Office: www.tinyurl.com/CSDVirtualOffices

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.depaul.edu.

SEXUAL AND RELATIONSHIP VIOLENCE

Academic relationships are based on communication, trust and respect, and as a DePaul community, we share a commitment to take care of one another. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence or other trauma. In other instances, students may reach out to faculty as a potential source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not, in itself, constitute a formal report to the University and will not begin the process of DePaul providing a response.

Those seeking to report an incident of sexual or relationship violence to DePaul should:

(a) use the attached link to do so [here](#)

(https://cm.maxient.com/reportingform.php?DePaulUniv&layout_id=4)

(b) contact the Title IX Coordinator (312-362-8066 or titleixcoordinator@depaul.edu) or

(c) contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400)

Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or hpw@depaul.edu). More information is available at <http://studentaffairs.depaul.edu/hpw/shvp.html>. Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

ENROLLMENT/WITHDRAWAL AND OTHER 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 registration policies can be found at [DePaul Central](#).

WITHDRAWAL

Students who withdraw from the course do so by using the Campus Connection system (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.

ADMINISTRATIVE WITHDRAWAL

Administrative Withdrawal Appeals are submitted to and processed by the Dean of Students Office, and allow students to be retroactively withdrawn from classes for medical, mental health or personal crises even after the term has ended. More information is available on the [Division of Student Affairs](#) website.

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 form](#) through the [Dean of Students office](#). 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.

SYLLABUS CHANGES AND ERRORS

The instructor may make changes and updates to the course syllabus and schedule as needed. Students will be notified of any changes. If you find any broken links, outdated information, or other content that just seems “off” somehow, please let me know so I can fix it. I really do appreciate students helping me find and fix mistakes or confusing wording in my materials.

ZOOM (3 Sessions this quarter)

PARTICIPATION EXPECTATIONS:

Camera Use During Zoom Meetings

It's much easier for us to feel connected as a class and build a sense of community if we can see and hear each other. While I don't require students to have their cameras on at all times, having your camera on during class meetings is strongly encouraged. During our meetings, I'll do my best to indicate if there are times when you don't need to have your camera on. I'll also provide a heads up if there will be times when it's particularly important that all participants have their cameras and microphones on (during a small-group discussion activity, for instance).

Camera-Related Concerns

x`. If you have experienced these issues, please review the tips below. If you're still concerned about camera use or participation expectations in general after reviewing these guidelines, please contact me so we can identify potential solutions.

Workarounds and Accommodations

1. **Be proactive.** If you won't be able to use your camera or microphone during an upcoming meeting, please email me beforehand so I'm aware. This helps me know if participation levels might be lower than usual so I can plan accordingly.
2. **Consider using a virtual background.** If you have concerns about sharing your space, feel free to use a [virtual background](#) if your device supports this feature. When choosing a virtual background, please avoid images or videos that are overly distracting or inappropriate for a class setting.
3. **Add an image to your Zoom profile.** For moments when you aren't able to use your camera, it's helpful if your classmates and I can see a visual representation of you instead of just your name. By [adding a photo to your Zoom profile](#), we'll be able to put a face with your name even if you need to turn your camera off temporarily. Ideally, your Zoom profile photo should be relatively professional (selfies are fine) and show your face clearly. If you have reservations about adding a photo to Zoom, let me know so that we can discuss your concerns and find a possible alternative.

General Tips and Guidelines

- Treat video conferences as you would a regular class session on campus. Be prepared to be attentive and engaged during meetings.
- Be on time or notify your instructor if you will be late or unable to attend.

- Minimize distractions, such as televisions and cell phones, when possible.
- Don't engage in other activities during sessions (driving, cooking, cleaning, etc.)
- Try to put your device at eye level on a solid surface. Holding your device or placing it in your lap can add movement to your video, which can be distracting.
- Mute your microphone when you're not speaking to minimize background noise.
- Use your given or preferred name as your display name.
- Please note that sharing the meeting link, ID number, or password with anyone outside of the class is prohibited. Sharing meeting screenshots or recordings with anyone outside of the class is also prohibited.

Code of Student Responsibility

The Dean of Students Office is committed to partnership in the educational mission of DePaul University. This mission is enhanced by a Code of Student Responsibility, which includes policies that outline expectations and standards of behavior for the student community. Students should report any incidents of behavioral misconduct (including harassment) in video conference meetings to their instructor. Any incident of harassment and/or behavioral misconduct that impedes the teaching & learning environment may be referred to the Dean of Students Office for referral to the student conduct process. This includes sharing meeting links, passwords, screenshots, recordings, or other meeting information in a way that could facilitate harassment or misconduct by others.

Technology Considerations

- If you need assistance during a video call, contact DePaul's Technology Support Center at 312.362.8765.
- If connectivity issues impact your audio/video quality, try turning off your camera.
- If you're experiencing issues with Zoom, you can use a site like [speedtest.net](https://www.speedtest.net) to check your internet connection speed. A good minimum upload/download speed for video conferencing is at least 1.5Mbps.