

Course Information

UXD 220 Section 601
 Prerequisites: UXD 101 & UXD 210
 Class Number: 37075
 Class Time: Thursday, 1:30 PM - 4:45 PM
 Location: 14EAS 00206 at Loop Campus
 Last day to drop the course with no penalty: April 9, 2022. Last day to withdraw with a 'W' is May 13, 2022.

Instructor

Joseph Wanka
 Office: ONLINE
 Email: jwanka@depaul.edu (best contact method)
 Office hours: By appointment via Blue Star.

Links

Course Website (D2L): <https://d2l.depaul.edu/>

Course Summary

What does it take to create a digital application that is useful and usable? This course focuses on conceptualizing, designing, and prototyping interactive applications. Students will apply design principles and patterns in a user-centered design process and build and refine interactive prototypes.

Learning Objectives

1. Students will be able to create **sketches**, **wireframes**, and **interactive prototypes** of interaction designs as part of a **user-centered design process**.
2. Students will develop an understanding of common **design patterns** and practice applying them.
3. Students will be able to produce a coherent interaction design that reflects **design and usability principles**.
4. Students will be able to refine interaction designs by applying **evaluation methods**.

Texts

The textbooks are freely available through Safari Books Online via the DePaul Library.

- Tidwell, Jennifer. (2020). [Designing Interfaces: Patterns for Effective Interaction Design](#) (3rd Edition).
- Neil, Theresa. (2014). [Mobile Design Pattern Gallery: UI Patterns for Smartphone Apps](#).
- Additional reading materials will be provided on D2L.

Software

The course involves extensive focus on wireframing and prototyping. Therefore, you will be required to use a prototyping software tool. We will use [Figma](#) as our primary software in the class, which should make sharing our work

online easier. See [instructions for a free Figma educational account](#). You do not need to purchase any software for the class. If you prefer to use another prototyping tool (e.g., Sketch, Adobe XD, Proto.io), please discuss your preferred tool with the professor. Despite whatever tool you use, you will be responsible for identifying tutorials to learn how to use the tool.

Grading

The final course grade is based on the following:

	Grade Proportion
Individual Work	
Class Participation and Peer Review	20%
Weekly Reading Response	10%
Design Exercises (2)	15%
Design Pattern Presentation	10%
Group Project	
P1 Low Fidelity Paper Prototype	10%
P2 Mid-Fidelity Wireframe Prototype	10%
P3 Interactive Hi-Fidelity Prototype	25%
Total	100%

- **Class Participation and Peer Review.** Class meetings will involve lecture, discussions, hands-on activities, presentations, peer feedback, and individual/group work. Because it is critical to be present in class, half of the grade is based on class participation. The other half is based on peer review from your group project.
- **Design Exercises.** Assignments involve applying design patterns in user interface wireframes/prototypes.
- **Design Pattern Presentations.** Students will present examples and analyses of selected design patterns in use.
- **Group Project.** In small groups, students will design a website or mobile app. Students are expected to contribute equally.
- **Extra Credit.** Opportunities for extra credit may be offered, ex.: attending School of Design Speaker series talks, participation in CDM participant pool, job/internship show and tell, and special topic mini-presentations.

Grading Scale. Letter grades** are based on the following minimum percent of total points earned.

A	93.00%	Excellent
A-	90.00%	
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%	Poor
No Pass/D/Fail option for Spring 2021		

Class Schedule

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.

Date	Preparation Before Class Required Reading/Watching	In Class Topics and Activities	After Class Assignments/Activities
Module 1 Introduction / Design Patterns			
Mar 31 Class 1		<ul style="list-style-type: none"> • Introductions • User-centered design, usability, and design patterns • Activities: Recognizing and sketching design patterns; Start Design Exercise 1 - Design Pattern Application, complete for homework. 	Due Wed April 7 before class: Design Exercise 1 <i>Post to D2L Discussions > #design_ex_1</i>
Module 2 Understanding Users and Context			
Apr 7 Class 2	Read and watch: <ul style="list-style-type: none"> • Tidwell, Ch 1: Designing for People • Watch on lynda.com: Design Patterns As Building Blocks • Browse D2L > Content > Assignment Examples • Browse: https://darkpatterns.org/ and some of the other pattern library links in Class 1 slides 	<ul style="list-style-type: none"> • Learning about users and context • User research and analysis • Prototypes • Activities: Sharing of Design Exercise 1, • Sign up for Design Pattern Presentations. • Studio: Launch group work; Post Group Organization Plan. 	Due Wed, April 14, 10:00am: Revised Design Exercise 1 Submit final version to D2L > Submissions. Due Wed April 14: Bring Group Organization Plan and ideas for project to class
Module 3 Exploring Concepts & Solutions			
Apr 14 Class 3	Read <ul style="list-style-type: none"> • Tidwell, Ch. 2 Organizing Content: Information Architecture and Application Structure • Tidwell, Ch. 6 Mobile Interfaces • Watch on lynda.com: UX Foundations: Prototyping IDEO Tool kit: <ul style="list-style-type: none"> • Find Themes: http://www.designkit.org/methods/5 • Excerpts from (Kumar, 2012): Observations to Insights, Insights Sorting, Design Principles Generation 	<ul style="list-style-type: none"> • Analysis, synthesis & ideation. Bring your user research notes! • Due: Design Pattern Presentations (1) • Defining requirements with user stories • Activities: Generating insights and design principles from user research; Introduction to Design Challenge for Final Project; Introduction to Design Exercise 2; Studio: Affinity diagramming; Ideation and representation methods 	

<p>Apr 21 Class 4</p>	<p>Read</p> <ul style="list-style-type: none"> • Tidwell, Ch. 3 Getting Around: Navigation, Signposts, and Wayfinding • Tidwell, Ch. 4 Layout of Screen Elements • Neil, Ch. 1 Navigation 	<ul style="list-style-type: none"> • NAVIGATION. Creating organization and structure • Due: Design Pattern Presentations (2) • Creating and testing paper prototypes • Activities: Designing navigation; Explanation of <u>P1 Low Fidelity Paper Prototypes</u> • Studio: Prototyping tool / Work on P1 	<p>Due Mon April 26, 11:59 pm: <u>Design Exercise 2</u> Post to D2L submissions.</p> <p>Due Wed Apr 28 bring to class: P1 - <u>Low Fidelity Paper Prototypes</u> <i>Bring sketches to class.</i></p>
Module 4 Designing the User Experience			
<p>Apr 28 Class 5</p>	<p>Read</p> <ul style="list-style-type: none"> • Prototyping for Tiny Fingers (Marc Rettig, 1994) • Tidwell, Ch. 7 Lists of Things • Neil, Ch. 4 Search, Sort, and Filter • Optional: The Skeptic's Guide To Low-Fidelity Prototyping (Busche, 2014) 	<ul style="list-style-type: none"> • SEARCH, SORT, AND FILTER • Creating and testing low fidelity prototypes • Due: Design Pattern Presentations (3) • Activities: Designing search, sort, and filter; • Studio: Feedback and testing paper prototypes 	<p>Due Mon May 3, 11:59 pm: <u>P1 Low Fidelity Paper Prototype</u> Post to D2L submissions.</p>
<p>May 5 Class 6</p>	<p>Read</p> <ul style="list-style-type: none"> • Tidwell, Ch. 8 Doing Things: Actions and Commands • Tidwell, Ch. 10 Getting Input from Users: Forms and Controls • Neil, Ch. 2 Forms 	<ul style="list-style-type: none"> • ACTIONS AND FORMS • Due: Design Pattern Presentations (4) • Explanation of <u>P2 Mid-Fidelity Wireframe Prototype</u> • Studio: Work on P2 	<p>Due Wed May 12 for class: <u>P2 Mid-Fidelity Wireframe Prototype</u> <i>Bring prototype to class.</i></p>
<p>May 12 Class 7</p>	<p>Read</p> <ul style="list-style-type: none"> • Neil, Ch. 8 Social Patterns • Reading posted on D2L 	<p>**Bring mid-fi prototypes ready to test</p> <ul style="list-style-type: none"> • SOCIAL PATTERNS • Due: Design Pattern Presentations (5) • Studio: Testing of mid-fi prototypes 	<p>Due Mon May 17, 11:59 pm: <u>P2 Mid-Fidelity Wireframe Prototype</u> Post to D2L submissions.</p>
Module 5 Testing and Refinement			
<p>May 19 Class 8</p>	<ul style="list-style-type: none"> • Tidwell, Ch. 5 Visual Style and Aesthetics 	<ul style="list-style-type: none"> • Activities: Project work and team check-ins. • Due: Design Pattern Presentations (6) • Activities: Explanation of <u>P3 Interactive High-Fidelity Prototype</u> which includes final presentations. • Studio: Work on P3 	<p>Due Wed May 26 bring to 1-1: <u>P3 Interactive Hi Fidelity Prototype</u> <i>Bring prototype to 1-1 meeting.</i></p>
<p>May 26 Class 9</p>		<p>**NO CLASS**</p> <ul style="list-style-type: none"> • 1-1 Meetings with the instructor as needed. • User testing of high fidelity prototypes. Bring testable prototypes to class. 	<p>Due Wed June 2, 10:00 am: <u>P3 Final Presentation</u> Post to D2L Submissions.</p>

June 2 Class 10 <i>Last class meeting</i>		• Final Presentations	Due Wed, June 9, 11:59 pm: P3 Interactive High Fidelity Prototype Post to D2L submissions.
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There is no final exam in this course, only the final project (P3).

Group Projects

Group projects will comprise a significant portion of this class. Plan for weekly time allocated to group work for this class once group work starts. Detailed instructions will be provided for each project. While the group may assign a primary role to each group member, all group members are jointly responsible for the entire assignment and presentation.

Generally, each group member will receive the same grade for a project, which is based on the overall quality of the project and presentation that was produced. However, in some cases, additional credit may go to those who make an exceptional contribution to a project and reduced credit to those who contribute little to a project.

Teamwork and process. Group members will be expected to establish their own norms for communicating expectations, plans, check-ins, and deadlines. I encourage groups to use collaboration tools such as [Google docs](#), [Asana](#), and [Trello](#) to manage tasks and facilitate communication. This is a basic aspect of professional work and the ability to work well with others is key. In order to complete quality work that is completed by deadlines, I encourage groups to contact me with any questions so I can help. Do not wait until the last minute to ask for help! Here is [a great resource](#) for tips on working successfully in a group.

Problems working in groups. Ideally, working in a group is fun and allows individuals to learn from each other. As you probably have experienced, it can also be time-consuming and stressful. Please make an effort to stay positive, encouraging to others, flexible, and respectful. I encourage team members to address and confusions or tensions as early as possible. I am willing to step in to aid collaboration if needed; groups members should contact me. As soon as you encounter subpar performance by a teammate: talk to them and accurately record their performance in your team assessment.

If groups are having difficulty working together, I reserve the right to establish new team configuration. For example, this might involve disbanding a team and requiring individuals to work individually, or I may assign specific roles and require to be cc'd on all group communication related to the project (ex., cc me on emails and send me meeting notes/decisions). Points may also be deducted for any individual that does not significantly contribute to group work by actively participating in meetings, contributing to creation and revision of deliverables, and working in a cooperative manner. If you speak up early, I can help. If you wait until late in the quarter to speak up, you share responsibility for the problem — and there's little I can do. Since there is group work in this class, we need to make great efforts for individuals to work well together.

Preferred Name & Gender 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 your preferred name and/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>

Also, if you feel comfortable, I encourage you to update your Zoom user information with your preferred name and gender pronouns.

Policies & Expectations

Communication

Please use email to contact me. Please allow up to 24 hours for a response on a weekday or 48 hours for a response on a weekend or holiday before sending a follow-up email. Students should include specific class number details in the title of all email correspondences (i.e., "[UXD 220] Title of Email"). 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.). Students should check email and D2L for announcements daily.

Attendance

Our class exists online this quarter during a tumultuous time. All of us are adjusting to recent changes in our home, work, and school lives. However, students are expected to attend each class and to remain for the duration. You are expected to arrive prepared for class (i.e., complete assigned readings and assignments) and to participate actively to get credit for this portion of the grade. With that being said, my goal is to work with you as much as possible to make sure you are successful in this course.

Absence Policy

- Attendance will be taken in each class (and recorded in D2L).
- **Three (3) missed classes may result in failure of the course.**
- **Communicate with me if you must miss class or be late for any reason. I appreciate a quick email to let me know.**
- If you are 15 minutes late for class or leave 15 minutes early, it will constitute as an absence.
- Students are individually responsible for material they may have missed due to absence or tardiness.
- If there are any special needs due to unforeseen serious circumstance that hinder your participation in class, you may 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 right to offer an excused absence and/or academic accommodations.

Course Policies

- Arrive on time to every class. Important information is communicated at the beginning of class. If there is a reason why you cannot consistently arrive on time to class, please let me know.
- Please watch the recorded lecture in the case you missed class and follow up with your classmates regarding what you missed.
- We only meet once a week so I would appreciate your full attention during class.
- Be engaged in class discussions and workshop activities:
 - Show leadership and take initiative in group efforts
 - Show genuine effort to cooperate with others

- 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 with the professor and students in a professional manner.
 - Be respectful towards others

Commitment to Diversity and Safer Spaces

In this class we make a commitment towards diversity by acknowledging the different identities and backgrounds we inhabit. A collaborative effort between the students and the teacher is needed for creating a supportive learning environment. If a class member says that something you have said or shared with the group is offensive, remember this is a valuable opportunity for everyone present to grow and learn from one another with further discussion. All class members are encouraged to discuss such instances with the instructor so they can be addressed with greater care in the future. [voidLab / CC SA, adapted from Kate Hollenbach]. Any instances of continued 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.

Late Assignments

Late work will be accepted according to the following schedule:

- Less than one week late: up to 80% credit
- 1-2 weeks late: up to 70% credit
- More than 2 weeks late: up to 50% credit

The last day to submit late work for partial credit is June 2, 2021 at 11:59PM.

If you feel behind with the course material, please talk to me as soon as possible so that we can figure out how to get you caught up. Late work for the final project submission cannot be accepted because I have to turn in your grades on time. However, we live in exceptional times. If you need an extension on the final project, I will work with you to file for an Incomplete grade.

Extensions

If you need more time to finish your work, a no penalty 3 day extension can be granted if you contact me before the assignment due date and I agree to it. If you have not turned in the assignment by the date of the extension, only partial credit will awarded as described in the Late Assignments section.

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. A re-grading

may result in points added, deducted, or no change. 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. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptional cases will receive such approval. Information about the Incomplete Grades policy can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

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. Students should always discuss potential financial impacts in advance of making a decision to withdraw. Financial aid and tuition counselors are available in the DePaul Central Office for this purpose.

Academic Integrity & Plagiarism

All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity. More information can be found at <https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx>.

DePaul Academic Calendar and 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. For the entire academic calendar for the year, please see <https://academics.depaul.edu/calendar/Pages/default.aspx> and be sure to select 2020-2021. Information on enrollment, withdrawal, grading, and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

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. Please see <https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx> for additional information.

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. 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.

Resources for Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success. There are two office locations:

Loop Campus – Lewis Center #1420 – (312) 362-8002
Lincoln Park Campus – Student Center #370 – (773) 325-1677

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gergory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible. Please see <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> for Services and Contact Information.

Tutoring

The College of Computing and Digital Media offers a tutoring center as an additional resource to students. Use the tutoring website to set up an appointment: <http://www.cdm.depaul.edu/Current%20Students/Pages/TutoringProgram.aspx>

Software Tutorials

Additional tutorials for using the Adobe Creative Suite are available via LinkedIn Learning (formerly lynda.com). For details on how to log in for free with your DePaul credentials, please see: <https://offices.depaul.edu/information-services/services/technology-training/Pages/online-training.aspx>