

## Instructor

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## Course Information

Class number: 26587, Section 501  
Class times: Mondays, 1:30PM - 4:45PM  
Room: CDM 801 Campus: Loop  
Course homepage: <https://d2l.depaul.edu/>  
Last day to drop the course with no penalty: Jan. 16  
If dropped on or after Jan. 17, grade of "W" will be assigned

## 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, build and refine interactive prototypes using the Axure prototyping tool.

## Learning Objectives

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

## Required Texts

- Tidwell, Jennifer. (2011). *Designing Interfaces: Patterns for Effective Interaction Design* (2nd Edition).
- Neil, Theresa. (2014). *Mobile Design Pattern Gallery: UI Patterns for Smartphone Apps*.
- Additional reading materials will be provided on D2L.

## Prerequisites

ISM 210 Introduction to Human-Computer Interaction and GD 105 Introduction to Visual Design are recommended.

## Software

The course involves Axure RP, a wireframing and prototyping tool. I will provide demos and tutorials; however, you are expected to use learning resources on your own as well.

Axure RP is installed on the computers in: CDM 801 Lab, CDM 1st Floor Lab, CDM 819 Lab, LPC SC 364. So that you can install your own copy on your computer, apply for a free license ASAP here: <https://www.axure.com/edu>. Axure RP support and learning resources: <http://www.axure.com/learn>.

## Grading

	Grade Proportion
<b>Individual Work</b>	
Attendance & Class Participation	14%
Design Exercise 1	10%
Design Exercise 2	10%
Design Pattern Presentation	10%
Quizzes (2)	12%
Portfolio Piece	5%
<b>Group Project</b>	
P1 User Study	9%
P2 Concept Exploration	5%
P3 Low Fidelity Prototype	11%
P4 Mid-High Fidelity Prototype	14%
<i>Total</i>	100%

- Attendance and Class Participation.** Class meetings will involve a combination of lecture, discussions, hands-on activities, presentations, and group work. Assigned readings should be completed before class. The Attendance and Class Participation portion of the grade is based on attendance, contributions to discussions, and participation/completion of in-class activities. **Three absences automatically reduces this grade to a D (60%) and may constitute failure of the course.** For details see "Attendance" in this syllabus.
- 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.
- Quizzes.** Short quizzes will be given in class (via D2L) to assess understanding of key ideas from the assigned readings.
- Group Project.** In small groups, students will conduct user research and produce a design for a website or mobile app. All students are expected to contribute equally. A peer review of teammates' contributions will be required and may impact individual grades.
- Portfolio Piece.** Each student will create short reflection that highlights skills and products developed in the class.

**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

## Class Schedule

Date	Before Class Required Reading	In Class Topics and Activities	After Class Deadlines and Activities
<b>Module 1 Introduction to UCD and Design Patterns</b>			
<b>Jan 5</b> Class 1	<b>Read</b> <ul style="list-style-type: none"> <li>Tidwell, <i>Preface</i></li> <li>Nielsen's 10 Usability Heuristics: <a href="http://www.nngroup.com/articles/ten-usability-heuristics/">http://www.nngroup.com/articles/ten-usability-heuristics/</a></li> </ul>	<ul style="list-style-type: none"> <li><b>User-centered design, usability, and design patterns</b></li> <li><b>Activities:</b> Digital application analysis and redesign, Recognizing and sketching design patterns; Start <u>Design Exercise 1</u>, complete for homework.</li> </ul>	<p><b>Due Wed Jan 7 at 9am: Group Formation Survey</b></p> <p><b>Due Mon Jan 12 in class: Design Exercise 1</b> (Bring to class)</p>
<b>Module 2 Understanding Users and Context</b>			
<b>Jan 12</b> Class 2	<b>Read</b> <ul style="list-style-type: none"> <li>Chapter on interviewing from <i>Observing the User Experience: A Practitioner's Guide to User Research</i></li> <li><i>Needfinding</i> handout</li> <li>Optional: <i>Field Visit</i> excerpt from <i>101 Design Methods: A Structured Approach for Driving Innovation in Your Organization</i> (Vijay Kumar, 2012)</li> </ul>	<ul style="list-style-type: none"> <li><b>Learning about users and context</b></li> <li><b>User research and analysis</b></li> <li><b>Activities:</b> Sharing of Design Exercise 1, Introduction to <u>Design Challenge</u>; Explanation of <u>P1 User Study</u>; Launch group work; Planning user interviews and observations</li> <li><u>Sign up for Design Pattern Presentations.</u></li> <li><u>Post Group Organization Plan.</u></li> </ul>	<p><b>Due Wed Jan 14 at 9am Revised Design Exercise 1</b> (Submit to D2L with any revisions)</p> <p><b>Due Mon Jan 19 in class: User Research Results:</b> In your groups, conduct user interviews and observations. Bring the results of your research to class (i.e., printed notes). These are not graded, but required in class participation.</p>
<b>Module 3 Exploring Concepts &amp; Solutions</b>			
<b>Jan 19</b> Class 3	<b>Read</b> <ul style="list-style-type: none"> <li>Excerpts from (Kumar, 2012): Observations to Insights, Insights Sorting, Design Principles Generation</li> </ul>	<ul style="list-style-type: none"> <li><b>Analysis, synthesis &amp; ideation</b></li> <li><b>Defining requirements with user stories</b></li> <li><b>Low fidelity prototyping</b></li> <li><b>Activities:</b> Generating insights and design principles from user research, Affinity diagramming; Ideation and representation methods; Explanation of <u>P2 Concept Exploration</u>; Writing user stories; Paper prototype exercise</li> </ul>	<p><b>Due Sunday January 25 at 3:00 PM: P1 User Study</b> <i>Post to D2L dropbox.</i></p>
<b>Module 4 Designing the User Experience / Working with Axure RP</b>			
<b>Jan 26</b> Class 4	<b>Read</b> <ul style="list-style-type: none"> <li>Tidwell, Ch. 2 Organizing Content: Information Architecture and Application Structure</li> <li>Tidwell, Ch. 3 Getting Around: Navigation, Signposts, and Wayfinding</li> <li>Tidwell, Ch. 4 Organizing the Page: Layout of Page Elements</li> <li>Neil, Ch. 1 Navigation</li> </ul> <b>Watch/Do:</b> <ul style="list-style-type: none"> <li>Axure core training #1, #2, and #3 (<a href="http://www.axure.com/learn">http://www.axure.com/learn</a>)</li> </ul>	<ul style="list-style-type: none"> <li><b>Creating organization and structure</b></li> <li><b>NAVIGATION</b></li> <li><b>Using Axure to create wireframes</b></li> <li><b>Activities:</b> Intro to Axure; Designing navigation; Explanation of P3 Low-Fidelity Prototype</li> </ul> <p>Presentation 1 (web) _____</p> <p>Presentation 2 (web) _____</p> <p>Presentation 3 (web) _____</p> <p>Presentation 4 (mobile) _____</p> <p>Presentation 5 (mobile) _____</p> <p>Presentation 6 (mobile) _____</p>	<p><b>Due Sunday Feb 1 at 3:00 PM: P2 Concept Exploration</b> <i>Post to D2L dropbox.</i></p> <p>Study for Quiz 1 (guide provided).</p>

<b>Feb 2</b> Class 5	<b>Read</b> <ul style="list-style-type: none"> <li>Tidwell, Ch. 5 Lists of Things</li> <li>Neil, Ch. 4 Search, Sort, and Filter</li> <li><i>Prototyping for Tiny Fingers</i> (Marc Rettig, 1994)</li> <li>Optional: <i>The Skeptic's Guide To Low-Fidelity Prototyping</i> (Busche, 2014)</li> </ul> <b>Watch/Do:</b> <ul style="list-style-type: none"> <li>Axure core training #4, #5, and #6</li> </ul>	<ul style="list-style-type: none"> <li><b>QUIZ 1:</b> Given in class via D2L. Don't be late.</li> <li><b>SEARCH, SORT, AND FILTER</b></li> <li><b>Activities:</b> Designing search, sort, and filter; User testing prototypes; Axure techniques</li> </ul> Presentation 7 (web) _____ Presentation 8 (web) _____ Presentation 9 (mobile) _____ Presentation 10 (mobile) _____	
<b>Feb 9</b> Class 6	<b>Read</b> <ul style="list-style-type: none"> <li>Tidwell, Ch. 8 Getting Input from Users: Forms and Controls</li> <li>Neil, Ch. 2 Forms</li> </ul> <b>Watch/Do:</b> <ul style="list-style-type: none"> <li>Browse Axure tutorials and articles related to prototyping for mobile (<a href="http://www.axure.com/learn/iphone-app">http://www.axure.com/learn/iphone-app</a>)</li> </ul>	<ul style="list-style-type: none"> <li><b>FORMS</b></li> <li><b>Activities:</b> Designing forms; Axure techniques; Start <u>Design Exercise 2</u>, complete for homework.</li> </ul> Presentation 11 _____ Presentation 12 _____ Presentation 13 _____ Presentation 14 _____ Presentation 15 _____	<b>Due Sunday Feb 15 at 3:00 PM: P3 Low Fidelity Prototype.</b> Post to D2L dropbox.  <b>Due Mon Feb 16 in class: Design Exercise 2</b> (Bring to class)
<b>Feb 16</b> Class 7	<b>Read</b> <ul style="list-style-type: none"> <li>Tidwell, Ch. 6 Doing Things: Actions and Commands</li> <li>Neil, Ch. 5 Tools</li> </ul>	<ul style="list-style-type: none"> <li><b>ACTIONS, TOOLS, AND COMMANDS</b></li> <li><b>Activities:</b> Sharing of Design Exercise 2; Designing actions, tools, and commands</li> </ul> Presentation 16 _____ Presentation 17 _____ Presentation 18 _____ Presentation 19 _____	<b>Due Wed Feb 18 at 9am Revised Design Exercise 2</b> (Submit to D2L with any revisions)  Study for Quiz 2 (guide provided).
<b>Feb 23</b> Class 8	<b>Read</b> <ul style="list-style-type: none"> <li>Tidwell, Ch. 9 Using Social Media</li> <li>Neil, Ch. 8 Social Patterns</li> </ul>	<ul style="list-style-type: none"> <li><b>QUIZ 2:</b> Given in class via D2L. Don't be late.</li> <li><b>SOCIAL PATTERNS</b></li> </ul> Presentation 20 _____ Presentation 21 _____ Presentation 22 _____ Presentation 23 _____	
<b>Module 5 Putting it All Together</b>			
<b>Mar 2</b> Class 9		<ul style="list-style-type: none"> <li><b>In-class project work, user testing, and feedback</b></li> </ul>	
<b>Mar 9</b> Class 10		<ul style="list-style-type: none"> <li><b>Final Presentations</b></li> </ul>	<b>Due Saturday Mar 14 at 3:00 AM: P4 Mid-High Fidelity Prototype.</b> Post to D2L dropbox.  <b>Due Sunday Mar 15 at 3:00 AM: Portfolio Piece.</b> Post to D2L dropbox.

## Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If changes are made, they will be thoroughly addressed during class.

## Policies & Expectations

### 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 automatically reduces the Attendance and Class Participation grade to a D (60%) and may constitute failure of 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.

### 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. 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 a grade of 0 (F) will be given.** My policy is intended to encourage communication with me regarding any difficulty handing the assignment in on time.

### 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

### 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.

### 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).**

## 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.

## 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](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.