

Instructor

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Office hours: Wednesdays 10:00-11:30 AM and by appointment

Course Information

ISM 320 Section 602

Class times: Wednesdays 1:30 - 4:45 PM

Room: CDM 801 Campus: Loop

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

Last day to drop the course with no penalty: April 10, 2015. If dropped on or after April 11, 2015, grade of "W" will be assigned.

Course Website

We will use Design to Learn (D2L) to manage course materials and communications: <https://d2l.depaul.edu/>

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.

Required Text

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

Class Format

Class meetings will involve discussions, hands-on activities, design work, critique, and presentations. Students should expect to spend **5 to 10 hours per week** on reading, design, development, and writing activities outside of class time.

Software & Computer Labs

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>.

| Grade Proportion | Course Requirement |
|------------------|--|
| 10% | Class Participation |
| 10% | Axure Work / Design Exercises |
| 10% | Principles Presentations |
| 10% | P1A Information-Oriented Deconstruct & Analyze |
| 10% | P1B Information-Oriented Design |
| 10% | P2 Process-Oriented Deconstruct & Analyze |
| 10% | P3 Creation-Oriented Deconstruct & Analyze |
| 22% | Design Project (choice) |
| 8% | Portfolio |
| 100% | Total |

Evaluation & Grading

Coursework includes the following components:

- **Class Participation.** This portion of the grade is based on attendance and being an active participant in class discussions and activities. See [Class Participation](#) and [Attitude](#) expectations described below.
- **Axure Work / Design Exercises.** Class time will be used to solve design problems through prototyping.
- **Principles Presentation.** To enrich the class discussion and practice presenting design ideas, students will sign up to present principles and found examples.
- **Projects.** This class centers on individual projects that apply the principles in systems that are of interest to students.
- **Portfolio.** Students will curate selected portions of work produced during the class.
- **Peer Help Extra Credit.** For going above and beyond helping other students on particular assignments, 1 to 10% of points may be awarded at discretion of instructor. The student who was helped must email the instructor and summarize the help that was provided.

Grading Scale

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

| | | | |
|----|--------|------------|--------------|
| A | 93.00% | 186 points | Excellent |
| A- | 90.00% | 180 points | |
| B+ | 88.00% | 176 points | |
| B | 83.00% | 166 points | Very Good |
| B- | 80.00% | 160 points | |
| C+ | 78.00% | 156 points | |
| C | 73.00% | 146 points | Satisfactory |
| C- | 70.00% | 140 points | |
| D+ | 68.00% | 136 points | |
| D | 60.00% | 120 points | |
| F | 0.00% | 0 points | |

Course Schedule

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

| Class | Due Before Class | In Class Topics and Activities |
|--|--|--|
| Apr 1 Class 1 | | <ul style="list-style-type: none"> • Introductions, course overview, expectations and policies, explanation of projects • Sign-up for Principles Presentations • Axure overview & self-assessment (hand-in) • Project Theme 1: Information application pattern • Explanation of P1A Deconstruct and Analyze assignment |
| April 8 Class 2 | <ul style="list-style-type: none"> • Due Read focus principles for Project Theme 1 | <ul style="list-style-type: none"> • Due Principles Presentations due (for those scheduled) • Work on Design Exercise (1). Finish and submit by April 9. |
| April 15 Class 3 | <ul style="list-style-type: none"> • Due Post P1A Deconstruct and Analyze to D2L discussion by Sunday, Apr. 12 • Due Up-vote P1A in D2L by Tuesday, Apr. 14 • Design Brief. Think about an information-oriented system you want to focus on for P1B and write a one-page design brief. Bring a hard copy to class. | <ul style="list-style-type: none"> • Discuss P1A examples • Due Design Brief for P1B Design Concept • Small group critique of Design Briefs • Axure workshop • Work on P1B in class • Presentation guidelines and tips |
| April 22 Class 4 | <ul style="list-style-type: none"> • Finish your P1B Design Concept and prepare a presentation for critique. | <ul style="list-style-type: none"> • Due Presentations of P1B Design Concept. • Due Submit P1B to D2L by 11:59pm on April 22. |
| April 29 Class 5 | <ul style="list-style-type: none"> • Due Read focus principles for Project Theme 2 | <ul style="list-style-type: none"> • Project Theme 2: Process application pattern • Due Principles Presentations due (for those scheduled) • Axure workshop |
| May 6 Class 6 | <ul style="list-style-type: none"> • Due Post P2A Deconstruct and Analyze to D2L discussion by Sunday, May 2 • Due Up-vote P2A in D2L by Tuesday, May 5 • Due Read focus principles for Project Theme 3 | <ul style="list-style-type: none"> • Discuss P2A examples • Project Theme 3: Creation application pattern • Due Principles Presentations due (for those scheduled) • Work on Design Exercise (2). Finish and submit by May 7. |
| May 13 Class 7 | <ul style="list-style-type: none"> • Due Post P3A Deconstruct and Analyze to D2L discussion by Sunday, May 10 • Due Up-vote P3A in D2L by Tuesday, May 12 • Design Brief. Think about what you want to do for a final design project and write a one-page design brief. Bring a hard copy to class. • Portfolio (Optional): Bring your portfolio (it doesn't need to be "done"!) for sharing and feedback. | <ul style="list-style-type: none"> • Discuss P3A examples • Due One-page Design Brief for P3B (Share in class and hand-in hard copy) • Small group critique of Design Briefs |
| May 20 Class 8 | <ul style="list-style-type: none"> • Work on final Design Project | <ul style="list-style-type: none"> • Portfolio Day |
| May 27 Class 9 | <ul style="list-style-type: none"> • Work on final Design Project | <ul style="list-style-type: none"> • Feedback, help, and check-ins on Design Project |
| June 3 Class 10 <i>Last class meeting</i> | <ul style="list-style-type: none"> • Finish your final Design Project and prepare a presentation for critique. | <ul style="list-style-type: none"> • Due Presentations of Design Projects. Submit Final Design Concept by Friday June 5. |
| June 10 <i>Finals period</i> | | <ul style="list-style-type: none"> • Due Portfolio by Wednesday, June 10 |

Project Theme 1: Information Application Pattern

Develop a concept for a web site or mobile application that involves complex and content-focused interaction. Types of systems might be news readers or a news-oriented web site, online stores, databases, portfolio sites, informational web sites. System like these may emphasize exploration, information seeking, social interaction, and learning. You may choose to focus on systems that emphasize social interactions. Or, you might develop a concept for an existing system that does not currently have a social interaction focus, and you can explore how to integrate a social aspect.

Focus Principles

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

Project Theme 2: Process Application Pattern

Develop a concept for a web site or mobile application that 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.

Focus Principles

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

Project Theme 3: Creation Application Pattern

Develop a concept for a web site or mobile application that 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.

Focus Principles

1. 80/20 rule
2. Aesthetic-usability effect
3. Area Alignment
4. Control
5. Flexibility-usability trade-off
6. Good continuation
7. Iconic Representation
8. Layering
9. Mapping
10. Mimicry
11. Ockham's Razor
12. Recognition over recall

Policies & Expectations

Attendance

Students are expected to attend each class and to remain for the duration. Attendance will be taken.

- **Attend every class.**
- Absences **for any reason should not exceed two** during the quarter. **A third absence will reduce your final grade by one letter grade.**
- **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.
- **Communicate with me if you must miss class arrive late for any reason.**
- Tardiness that exceeds 30 minutes is counted as an absence.
- 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.

Class Behavior

- Food and drink during class is ok.
- **Surfing Facebook, Pinterest, and checking email, etc. during class when your attention is expected is disrespectful and unprofessional.** I am asking for your cooperation and attention during class time.
- **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

Attitude

A professional and academic 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.

Late Assignments

Late assignments will be accepted only if you (1) contact me at least two hours before the due date with an explanation, and (2) turn in the assignment within three days of the due date. Each day the assignment is late after three days will decrease the possible point value by 10%. Late assignments may not include comments in addition to the grade. **If you do not communicate with me at all within 24 hours of the due date, I will not accept the assignment and no credit for the assignment will be given.** My policy is intended to encourage communication with me regarding any difficulty handing the assignment in on time.

Civil Discourse

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be [Socially Responsible Leaders](#). It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

Withdrawal

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

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.

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

Academic Integrity Policy & Plagiarism

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

The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor. **Assignments submitted to D2L will be electronically checked for plagiarism (using specialized software built in to D2L).**

Resources for Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at:

Student Center, LPC, Suite #370

Phone number: (773)325.1677

Fax: (773)325.3720

TTY: (773)325.7296

Online Instructor Evaluation

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

Visit the Writing Center

Consider visiting the Writing Center to discuss your written assignments for this course. Writing Center Tutors are specially trained undergraduate and graduate students who can help you at any stage of your writing project. They can help you focus and develop your ideas, review your drafts, and polish your writing, as well as answer questions about grammar, mechanics, style, and citation. You may schedule appointments on an as-needed or weekly basis. In addition to Face-to-Face appointments, the Writing Center also provides Written Feedback by Email and Online Appointments. Be sure to schedule your appointment with enough time to think about and incorporate the feedback you'll receive. Bring/upload your assignment handout and/or any other relevant materials to your appointment.

How do I schedule an appointment? To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing. You can also call one of our offices: (312) 362-6726 (Loop Office, 1600 Lewis Center) or (773) 325-4272 (LPC Office, 250 McGaw Hall). When possible, the Writing Center accepts walk-in requests, but it's always a good idea to schedule your appointment ahead of time. You may schedule tutorials on an as-needed basis or as weekly standing appointments up to 3 hours per week. All Writing Center services are free to the DePaul community.