

Instructor

Denise C. Nacu, Ph.D.
 Office: Daley 200C
 Email: dnacu@cdm.depaul.edu
 Office hours: Wednesdays, 12:00-1:30PM

Course Information

ISM 320 Section 601
 Class times: Wednesdays 1:30PM - 4:45PM
 Room: Daley 206 Campus: Loop
 Course homepage: <https://d2l.depaul.edu/>
 Last day to drop the course with no penalty: April 6, 2018. If dropped on or after April 6, 2018, grade of "W" will be assigned.

Course Website

<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.

Additional Objectives

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

Required Text

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

Class Format

Class meetings will involve discussions, hands-on activities, design work, critique, and presentations. Students should expect to spend **6 to 10 hours per week** on reading, design, development, and writing activities outside of class time.

Computers & Software

This class meets in a room that is equipped with laptops for student use during class time. Students may use these laptops or bring their own devices.

The course involves Axure RP, a wireframing and prototyping tool. I will provide some 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. Apply for a free license ASAP here: <https://www.axure.com/edu>.

Evaluation & Grading

Coursework includes the following components:

Grade Proportion	Course Requirement
15%	Attendance and Class Participation
10%	Principles Presentation
22%	P1 Critique and Design Project
24%	P2 Critique and Design Project
24%	P3 Critique and Design Project
5%	Portfolio Piece
100%	Total

- **Attendance and Class Participation.** Class meetings will involve lecture, discussions, hands-on activities, presentations, and individual/group work. Because it is critical to be present in class, this portion of the grade is mainly based on the percentage of classes attended. One class may be missed without penalty. Punctuality and contributions to discussions and class activities are also considered. Three (3) missed classes may result in failure of the course. See Attendance Policy on page 4 for more regarding expectations.
- **Principles Presentation.** To enrich the class discussion and practice presenting design ideas, students will work in groups of two to present principles and found examples.
- **Critique and Redesign Projects.** Students will complete three individual UX design projects that apply the principles in systems that are of interest to students.
- **Portfolio Piece.** Students will construct a project summary to describe design process, rationale, and concepts (may be used in a professional portfolio.)

Grading Scale

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

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

Course Schedule

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

Class	In Class	Homework
March 28 Class 1	<ul style="list-style-type: none"> Course overview, introductions, explanation of projects Project Theme 1: Information application pattern Sign-up for Principles Presentations Activity: Deconstruct and analyze 	<ul style="list-style-type: none"> Read about P1 principles in course text (see next page) Select an information-oriented system you want to focus on for P1 and write a one-page Design Brief (see ISM 320 Project Guidelines in Assignments). Bring a hard copy to next class. Prepare Principles Presentation (for students scheduled)
April 4 Class 2	<ul style="list-style-type: none"> Principles Presentations for Theme 1 by students who are scheduled to present Designing for social interaction Small group sharing of Design Briefs 	<ul style="list-style-type: none"> Post P1A Critique by Sun, April 8, 2018 to D2L discussion Begin work on P1B Design
April 11 Class 3	<ul style="list-style-type: none"> Intro to Sketch Work on P1B in class Presentation expectations and tips <i>Guest speakers/reviewers</i> <ul style="list-style-type: none"> Mike Niebling, Sr. User Experience Designer / Engineer at Mediafly Mele Hamasaki, Product Intern at Workday 	<ul style="list-style-type: none"> Continue work on P1B Design and presentation
April 18 Class 4	<ul style="list-style-type: none"> P1B Design Presentations (1st 1/3 of class based on last name) 	<ul style="list-style-type: none"> Submit P1B Design to D2L submission folder by Sun, April 22 (You may choose to make changes after presenting in class) Read about P2 principles in course text (see next page) Prepare Principles Presentation (for students scheduled)
April 25 Class 5	<ul style="list-style-type: none"> Project Theme 2: Process application pattern Principles Presentations by students who are scheduled to present Designing for persuasion Small group discussion of Design Briefs 	<ul style="list-style-type: none"> Post P2A Critique by Sun, Apr 29 to D2L discussion
May 2 Class 6	<ul style="list-style-type: none"> Work on P2B in class <i>Guest speaker</i> <ul style="list-style-type: none"> Antonis Kocheilas, Managing Director, Head of Planning at Ogilvy & Mather 	
May 9 Class 7	<ul style="list-style-type: none"> P2B Design Presentations (2nd 1/3 of class based on last name) Portfolio Day: Bring your portfolio (or whatever you have at this point, it doesn't need to be "done"!) 	<ul style="list-style-type: none"> Submit P2B Design to D2L submission folder by Sun, May 13 (You may choose to make changes after sharing in class) Read about P3 principles in course text (see next page) Prepare Principles Presentation (for students scheduled)
May 16 Class 8	<ul style="list-style-type: none"> Project 3: Creation application pattern Principles Presentations by students who are scheduled to present Designing for creativity and learning Work on P3B Design in class 	<ul style="list-style-type: none"> Post P3A Critique to D2L discussion by Sun, May 20
May 23 Class 9	<ul style="list-style-type: none"> Work on P3B Design <i>Guest speakers/reviewers</i> <ul style="list-style-type: none"> Sammy Gonzalez, UX Designer at CINGroup Ann Marie Carrothers, Mozilla Foundation 	<ul style="list-style-type: none"> Continue work on P3B Design and presentation
May 30 Class 10 Last class meeting	<ul style="list-style-type: none"> Final Project Presentations 	<ul style="list-style-type: none"> Submit P3B Design to D2L submission folder by Sunday, June 3 Submit Portfolio Piece to D2L submission folder by Monday, June 4

Theme 1: Information Application Pattern PRESENTATIONS ON APRIL 4

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.

1. Alignment, Proximity, Similarity, Hierarchy _____
2. Gutenberg Diagram, Satisficing, Inverted Pyramid _____
3. Highlighting, Legibility, Signal-to-Noise Ratio _____
4. Wayfinding, Consistency _____
5. Hick's Law, Five Hat Racks, Serial Position Effects _____

Theme 2: Process Application Pattern PRESENTATIONS ON APRIL 25

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.

1. Performance Load, Picture Superiority Effect, Errors _____
2. Garbage in-garbage out, Visibility, Mental Models _____
3. Priming, Nudge, Constraint _____
4. Progressive Disclosure, Entry Point _____
5. Fitts' Law, Forgiveness, Confirmation _____

Theme 3: Creation Application Pattern PRESENTATIONS ON MAY 16

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.

1. Aesthetic-usability Effect, Mimicry _____
2. Area Alignment, Iconic Representation _____
3. Flexibility-usability Trade-off, Control _____
4. Mapping, Modularity _____
5. Ockham's Razor, Recognition over Recall _____

Policies & Expectations

Attendance

Students are expected to attend each class and to remain for the duration. Your active participation and engagement in the class is expected and is required to get credit for this portion of the course grade.

Absence Policy

- Attendance will be taken and is reflected in the Class Participation and Attendance portion of the course grade. (as described in Evaluation & Grading on page 1).
- **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.**
- 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 Policy

- 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 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 be late to class for any reason. I appreciate it when you let me know.
- Tardiness that exceeds 30 minutes is counted as an absence.

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.

Late Assignments

Completing assignments on time is essential for this class. Thus, to encourage accountability, late assignments will not receive credit unless acceptable reasons are documented (sickness, family emergency) and communicated to me by 24 hours before due date.

Class Behavior

- Food and drink during class is ok.
- Internet surfing 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 students in a professional 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

Email Policy

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

Attitude

A professional attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse

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

Coursework Grade Review Requests

Every effort is made to grade in a fair and consistent manner. Should a disagreement arise about a course grade, the student may submit a grade review request in writing to the instructor. The request must be submitted within 48 hours after the assignment grade has been posted. The request must include the student's argument for a different grade evaluation, based on verifiable evidence presented by the student. The instructor

handles grade review requests and responds to the student with a review decision as soon as possible.

Incomplete Grades

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

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

Withdrawal

Students who withdraw from the course do so by using the Campus Connection system. Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

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 & Plagiarism

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

Academic Policies

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

Resources for Students with Disabilities

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

Lewis Center 1420, 25 East Jackson Blvd.
Phone number: (312) 362-8002
Fax: (312) 362-6544
TTY: (773) 325-7296

Online Course Evaluations

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

Visit the Writing Center

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