

## RESOURCES FOR MENTAL & PHYSICAL WELL-BEING

- [Office of Health Promotion and Awareness](#) staff can provide wellness coaching and a number of other supports. Appointments can be requested by calling 773-325-7129 or completing [this online intake form](#).
- [University Counseling Services](#) are operating remotely but still accessible during COVID-19.
- [Dean of Students Office](#) provides critical support in times of need including administrative support, student advocacy, and identifying campus and community resources.

## Instructor

Joseph Wanka

Office: ONLINE

Email: [jwanka@depaul.edu](mailto:jwanka@depaul.edu) (best contact method)

Office hours: By appointment via Blue Star

## Course Information

UXD 320 Section 601

Class number: 30063

Class Time: Wednesdays 10:00AM - 1:15PM

Location: 14EAS 00206 at Loop Campus

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

*Last day to drop the course with no penalty: April 9, 2022. Last day to withdraw with a 'W' is May 13, 2022.*

## Course Summary

This course will deepen skills in design and prototyping by challenging students to solve real-world problems. Students will apply organizational and analytical strategies learned in UXD while developing more advanced prototyping skills with a range of tools and methods.

## Prerequisites

UXD 220 or GD 215 or GD 216

## Learning Objectives

1. Students will be able to apply interaction design principles in the critique and design of user interface designs.
2. Students will be able to create sketches, annotated wireframes, workflows, sitemaps, and interactive prototypes which address user and business/organizational requirements.
3. Students will be able effectively communicate the rationale for designs they create in verbal and written forms.

## 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.
3. Students will develop potential projects for their professional portfolios.

## Required Text

*Universal Principles of Design - 2nd edition, Revised and*

*Updated edition.* Lidwell, Holden & Butler, Rockport Publishers, 2010. ISBN: 978-1592535873

## Course Format

This course will be conducted in a online synchronous format. As the global pandemic and other socio-political events continue to affect aspects of our daily lives, this course is designed to provide a balance of structure, flexibility, and social support. Class meetings will be designed to take best advantage of our weekly dedicated time. The course will involve recorded and live lectures, discussions, activities, workshops, guest speakers, and presentations. Expect to spend 5-10 hours per week on reading, research, design, and writing activities outside of class time. Please communicate your specific needs, questions, or concerns. I am open to making changes and adapting as needed.

Grade Proportion	Course Requirement
20%	Self-directed prototyping practice
10%	Principles Presentation
20%	Critique and Design Project
30%	Final Project (3 deliverables)
10%	Peer feedback
10%	Participation
100%	Total

## Evaluation & Grading

The course grade will be determined as follows. All projects will be conducted individually.

- **Self-directed prototyping practice.** Using online resources and peer support, students will practice skills in using various UX prototyping tools.
- **Principles Presentation.** To develop understanding and application of design principles to the design of interactive systems, students will present principles and found examples.
- **Critique and Redesign Project.** Students will complete an individual UX design project that requires analysis of an existing system and a redesign of some aspect of it.
- **Final Project.** Students will complete a UX project that links to course themes and builds prototyping skills.
- **Peer feedback.** Students will practice analyzing and discussing UX design through peer feedback and discussion.
- **Participation.** Because participation in activities during scheduled class time is central to this course, class participation is part of the course grade. Please contact me if attending class via Zoom presents a problem.

## 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.

	Wednesday activities and topics	Due by <u>Tuesday</u> of next week
<b>Mar 31</b> Week 1	<ul style="list-style-type: none"> <li>• <b>Course overview</b></li> <li>• Intro to Principles Presentation</li> <li>• Intro to Prototyping Practice assignment</li> </ul>	By Tuesday, April 6 <ul style="list-style-type: none"> <li>• <b>Review</b> the syllabus</li> <li>• <b>Sign-up</b> for your Principles Presentations due date</li> <li>• <b>Post</b> to introduce yourself in <b>Introductions</b> D2L discussion</li> <li>• <b>Watch:</b> <a href="#">Theme 1: Information application pattern</a></li> <li>• <b>Read</b> about Theme 1 principles in course text (see next page)</li> </ul>
<b>April 7</b> Week 2	<ul style="list-style-type: none"> <li>• <b>Theme 1: Information application pattern.</b> Goals, tasks, and design tensions for systems with content-focused interaction</li> <li>• Intro to Critique and Redesign Project</li> </ul>	By Sunday, April 11 (only students who signed up for this date) <b>Post Principles Presentation</b> for Theme 1 to D2L discussion  By Tuesday, April 13 <ul style="list-style-type: none"> <li>• <b>Post</b> feedback to at least 4 Theme 1 presentations</li> <li>• <b>Watch:</b> <a href="#">Theme 2: Process application pattern</a></li> <li>• <b>Read</b> about Theme 2 principles in course text</li> <li>• <b>Start assignment</b> Prototyping Practice 1 (See A1 - A4)</li> </ul>
<b>April 14</b> Week 3	<ul style="list-style-type: none"> <li>• <b>Theme 2: Process application pattern.</b> Goals, tasks, and key design and usability concerns for systems enables the user to complete some task or set of tasks</li> <li>• <b>Guest from DePaul Career Services:</b> <a href="#">Lorne Bobren</a>, Assistant Director &amp; Career Specialist</li> </ul>	By Sunday, April 18 (only students who signed up for this date) <b>Post Principles Presentation for Theme 2</b> to D2L discussion  By Tuesday, April 20 <ul style="list-style-type: none"> <li>• <b>Post</b> feedback to at least 4 Theme 2 presentations</li> <li>• <b>Watch:</b> <a href="#">Theme 3: Creation application pattern</a></li> <li>• <b>Read</b> about Theme 3 principles in course text (see next page)</li> <li>• <b>Submit assignment</b> Prototyping Practice 1</li> </ul>
<b>April 21</b> Class 4	<ul style="list-style-type: none"> <li>• <b>Theme 3: Creation application pattern.</b> Goals, tasks, and key design patterns and tensions concerns for systems involving the creation or modification of some kind of object</li> <li>• <b>Guest speaker:</b> <a href="#">Vikram Bhaduri</a>, Head of Growth at levAR</li> </ul>	By Sunday, April 25 (only students who signed up for this date) <b>Post Principles Presentation for Theme 3</b> to D2L discussion  By Tuesday, April 27 <ul style="list-style-type: none"> <li>• <b>Post</b> feedback to at least 4 Theme 3 presentations</li> <li>• <b>Start assignment</b> <i>Critique and Redesign Project</i></li> </ul>
<b>April 28</b> Class 5	<ul style="list-style-type: none"> <li>• <b>Portfolio Day.</b> Portfolio tips and friendly feedback. Bring your portfolio (or whatever you have at this point, it doesn't need to be "done"!).</li> </ul>	By Tuesday, May 4 <ul style="list-style-type: none"> <li>• <b>Submit assignment</b> Prototyping Practice 2</li> </ul>
<b>May 5</b> Class 6	<ul style="list-style-type: none"> <li>• <b>Critique and Redesign Project Feedback</b></li> <li>• <b>Guest speaker:</b> Tori Meschino, Experience Designer at Bounteous</li> </ul>	By Tuesday, May 11 <ul style="list-style-type: none"> <li>• <b>Submit assignment</b> Critique and Redesign Project in D2L discussion</li> </ul>
<b>May 12</b> Class 7	<ul style="list-style-type: none"> <li>• <b>Critique and Redesign Project Sharing</b></li> <li>• In-class workshop: Cognitive Bias and UX</li> </ul>	By Tuesday, May 18 <ul style="list-style-type: none"> <li>• <b>Start</b> Final Project</li> <li>• <b>Submit Final Project Plan</b> to D2L discussion (see D2L for requirements)</li> </ul>
<b>May 19</b> Class 8	<ul style="list-style-type: none"> <li>• <b>Final Project Sharing and Feedback</b></li> <li>• <b>Guest speaker:</b> <a href="#">Catherine Hayden</a>, Co-Founder and Design Lead; <a href="#">Adam Purol</a>, User Experience Designer at Hayden Design House</li> </ul>	By Tuesday, May 25 <ul style="list-style-type: none"> <li>• <b>Submit Final Project in Progress</b> to D2L discussion (see D2L for requirements)</li> </ul>
<b>May 26</b> Class 9	<ul style="list-style-type: none"> <li>• <b>Final Project Sharing and Feedback</b></li> <li>• <b>11am Guest speaker:</b> <a href="#">Julia Vo</a>, Senior Product Designer at PayPal</li> </ul>	By Tuesday, June 1 <ul style="list-style-type: none"> <li>• <b>Prepare to present Final Projects</b> in class</li> </ul>
<b>June 2</b> Class 10	<ul style="list-style-type: none"> <li>• <b>Final Project Presentations</b></li> </ul>	<b>By June 10</b> <ul style="list-style-type: none"> <li>• <b>Make any desired changes and post Final Project to D2L discussion AND submission folder.</b> Peer feedback is optional but encouraged.</li> </ul>

## APPLICATION PATTERN THEMES AND DESIGN PRINCIPLES

These are the themes we will explore to analyze and design the user experience of interactive systems. Design principles are grouped into these themes. Use the *Universal Principles of Design* book to read about each of these principles. See the syllabus for schedule for when these readings should be completed. Each student will create a presentation that explains the principle(s) and examines examples.

### Theme 1: Information Application Pattern

This pattern involves complex and content-focused interaction. Types of systems might be news readers or a news-oriented web sites, online stores, databases, portfolio sites, informational web sites. Systems like these may emphasize exploration, information seeking, social interaction, and learning.

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|----------------------|---------------------------|-----------------------------|
| 1. Alignment         | 6. Satisficing            | 11. Wayfinding              |
| 2. Proximity         | 7. Inverted Pyramid       | 12. Consistency             |
| 3. Similarity        | 8. Highlighting           | 13. Hick's Law              |
| 4. Hierarchy         | 9. Legibility             | 14. Five Hat Racks          |
| 5. Gutenberg Diagram | 10. Signal-to-Noise Ratio | 15. Serial Position Effects |

### Theme 2: Process Application Pattern

This pattern 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.

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

### Theme 3: Creation Application Pattern

This pattern 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.

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|-------------------------------|------------------------------------|-----------------------------|
| 1. Aesthetic-usability Effect | 5. Flexibility-usability Trade-off | 9. Ockham's Razor           |
| 2. Mimicry                    | 6. Control                         | 10. Recognition over Recall |
| 3. Area Alignment             | 7. Mapping                         |                             |
| 4. Iconic Representation      | 8. Modularity                      |                             |

## Policies & Expectations

### Preferred Names and 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 an alternate name 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>

### Respect for Diversity and Inclusion at DePaul University as aligned with our Vincentian Values

At DePaul, our mission calls us to explore “what must be done” in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time, the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

### Attendance

Because participation in activities during the scheduled class time is central to this course, class participation is part of the course grade. *Considering our current unusual circumstances, please contact me to address your individual situation if attending class via Zoom presents a problem.* If I observe a prolonged lack of participation, I will reach out to you to check-in, or follow-up with the Dean of Students for a wellness check.

### Email Communication

On weekdays, you can expect me to return emails within 24-48 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.).

### Late Assignments

If you need more time to complete an assignment or project, you should communicate your need to me at least 24 hours IN ADVANCE of the deadline and we can discuss an extension. Because of the way some assignments will be structured, extensions may not be possible.

To encourage accountability, late assignments will not receive full credit unless acceptable reasons are documented (sickness, family emergency) **and** communicated to me by 24 hours before due date. Late work will be accepted up to one week late with up to 90% credit; submissions up to two weeks late may receive up to 80% credit; submissions received after two weeks may receive up to 50% credit. No late assignments will be accepted after Class 10.

### Professional Behavior

Students should practice behavior that would be expected in a professional environment, whether that is online, face-to-face, or in written forms of communication.

- Be respectful towards others
- Use body language (ex., eyes, posture) that shows active listening during instructor/student presentations
- Be careful not to distract others

### 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 or mocking another's opinion. If any issues arise a student may be asked to leave the classroom/meeting. 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.

### 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](mailto: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](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.

### ACADEMIC SUPPORT RESOURCES

[DePaul student success resources](#)

[CDM Remote Learning resources](#)

- [Research Librarians](#) can help you develop your research skills and discuss appropriate research strategies and resources.
- [University Center for Writing-based Learning](#) offers many resources to improve writing ability.
- [Center for Students with Disabilities](#) can help identify accommodations that may support your academic learning needs and working style.
- [Office of Multicultural Student Success](#) seeks to support students with marginalized identities