UXD 394: Capstone I
2024 Winter Quarter

Course Modality: in-person synchronous
Time: Wednesdays 10am – 1:15pm
Location: C112F (Basement), DePaul Center (I E Jackson Blvd)
Duration: January 10, 2024 – March 13, 2024
Final: 8:30 – 10:45am, March 20, 2024
Last Updated: January 2024

Instructor Info

Instructor: Vivian Xu, M.F.A.
Email: wxu24@depaul.edu
Office: 205E, Daley Building, 14 E Jackson Boulevard
Zoom: 293 135 9484 or https://depaul.zoom.us/j/2931359484
Office Hours: Monday, 1:30 – 3:00pm or by appointment
Pronouns: she, her, hers

Email Communication: I will usually respond to emails within 24 hours between 9AM - 5 PM Monday - Friday. I will respond to emails outside of these times in cases of emergency.

Course Description

UXD 394: Capstone 1 is the first of a sequence of two capstone courses for undergraduate students in the Experience Design program. This sequence engages students in real-world scenarios where they will design and develop an in-depth client-based experience design project from start to finish. Students will work in teams to identify project needs and scope, apply research methods and techniques, generate design concepts, develop and test prototypes, and implement refined design solutions.

Students must successfully complete both UXD 394: Capstone 1 and UXD 395: Capstone 2 in sequence to receive credit. These courses provide students with an opportunity to integrate their major area of design study with concepts introduced in their general education program while satisfying both the Experiential Learning requirement and the Capstone requirement.

At the end of the UX Design Capstone sequence, students will present their work to an audience as well as submit a comprehensive process book of their design work that meets the standards of a professional portfolio.

Learning Outcomes

By the end of this course, you will be able to:

- Identify experience design problems in real world scenarios.
- Define a clear design brief that establishes project entry point and scope.
- Apply human-centered research and design methods towards the generation and implementation of feasible solutions.
- Communicate design work lucidly to team members, clients, and audiences.

Materials & Resources

Books

- Thompson, Shanon E. *The Practical Guide to Experience Design: A Guidebook for Passionate, Curious, and Intentional People who Enjoy Designing for Humans*. Artificial Publishing, 2020. [amazon kindle]

Software

- Adobe Creative Cloud
- Figma: https://www.figma.com

Computer Access

- https://offices.depaul.edu/information-services/services/labs-classrooms/computer-labs/Pages/default.aspx

Center and Lab Resources

- **Jarvis Student Center for Innovation and Collaboration** [site]
  Location: Room C112, 1 E. Jackson Blvd.
  Hours: Monday – Thursday, 10am to 7pm
                    Friday, 10am to 5pm

- **Idea Realization Lab (IRL)** [site]
  Location:
       IRL 1   Daley Building, Room 310, 14 E Jackson Blvd.
       IRL 2   Schmitt Academic Center 236, 2320 N. Kenmore Ave
  Hours:
       IRL 1   Monday – Friday, 10am to 8pm
       IRL 2   Monday – Friday 10pm to 6pm

Saturday 12pm to 6pm

- **Print Lab** [site]
  Location: Daley Building, Room 511, 14 E Jackson Blvd.
  Hours: Monday – Friday, 10am to 6pm (except Wednesday when it closes at 5pm)

Assessment

- Participation   (25%)
- Design   (60%)

     Discover Phase   (30%)
     Design Research   analytical   (10%)
     Design Process   activity-based   (10%)
     Design Documentation   artifacts   (10%)

     Define Phase   (30%)
     Design Research   analytical   (10%)
     Design Process   activity-based   (10%)
     Design Documentation   artifacts   (10%)

- Communication   (15%)
       Midterm Pitch   (5%)
       Final Pitch   (10%)

*** Team Assessment ***
You will also be assessed by your teammates on the following. Their assessment will factor into your design process grade.

- Communication skills
- Collaboration skills
- Professional conduct
- Team engagement

Grading Rubric	Letter Grade	Percentage
A-Level Grade	A	93-100
- **Participation**: Active engagement in course content and in-class activity. Demonstrated motivation in completing course work. Full attendance.	A-	90-92

▪ **Design**: Demonstrated high level of analytical and practical problem-solving skills seen through course work. Submitted work is polished. ▪ **Communication**: Lucid articulation of concepts and process. Excellent communication with team members, peers, mentors, and client.		
B-Level Grade	B+	87-89
▪ **Participation**: Good engagement in course content and in-class activity. Near full attendance.	B	83-86
▪ **Design**: Demonstrated good level of analytical and practical problem-solving skills seen through course work. Submitted work is of good quality. ▪ **Communication**: Good articulation of concepts and process. Good communication with team members, peers, mentors, and client.	B-	80-82
C-Level Grade	C+	77-79
▪ **Participation**: Satisfactory engagement in course content and in-class activity. Near full attendance.	C	73-76
▪ **Design**: Demonstrated satisfactory level of analytical and practical problem-solving skills seen through course work. Submitted work meets basic quality standards. ▪ **Communication**: Satisfactory articulation of concepts and process. Satisfactory communication with team members, peers, mentors, and client.	C-	70-72
D Grade Unsatisfactory engagement with or participation in required course content.	D	66-69
F Grade Failure to engage or participate in required course content.	F	0-65

Course Schedule

Time / Place	Format	In-class Outline	Post-class Deliverables
Week 1 In-person	Lecture and small group discussion.	**Introduction** 1) Introduction to the course. 2) Client pop-in. (30 min) 3) The design brief. 4) Team formation. Identifying team direction.	1) Team formations and direction. 2) Start on design brief draft. 3) Start on project plan.

Week 2
In-person
	Lecture and small group working session with instructor feedback.	**Discovery** \<Research\>
		1) Internal Analysis
		2) External Analysis
			1) Internal Research
			  ▪ Organization mapping.
			  ▪ Mapping of space.
			  ▪ Survey, interview, observation, immersion
			  ▪ Preliminary technology research
			2) External Analysis
			  ▪ Competitive research
			  ▪ Trend scape research and precedence

Week 3
In-person
	In-class presentations and peer review.	**Discovery** \<Analysis\>
		1) Internal Analysis
		2) External Analysis
			1) Internal Analysis
			  ▪ Organization and business analysis
			  ▪ Technology analysis and preliminary feasibility check
			2) External Analysis
			  ▪ Competitive analysis
			  ▪ Trend scape analysis

Week 4 In-person	Individual group meetings with instructor.	**Discovery** \<Audit\> Conduct experience audit.	1) Refined design brief. 2) Experience audit 3) Methodology statement articulating which research methods and approaches were used and why?
Week 5 In-person	In-class presentation and pitch to client.	**MIDTERM** Preliminary proposal. Check in point with client.	1) Midterm presentation of discovery phase findings to client. 2) Clearly outlined design brief. Final opportunity to switch direction or team. Direction or team changes should be submitted in written format via email to instructor.
Week 6 In-person	Lecture and small group working session with	**Define** \<Modeling\> 1) Personas 2) Conceptual Models	First draft: 1) Personas 2) Conceptual Models

	instructor feedback.		
Week 7 In-person	In-class presentations and peer review.	**Define** <Modeling> Revise personas and conceptual models.	Second draft: 1) Personas 2) Conceptual Models
Week 8 In-person	Lecture and small group working session with instructor feedback.	**Ideation** <Stage I> 1) Concept generation. 2) Feature definition. 3) Experience principles.	First draft: 1) Concepts 2) Feature Definitions 3) Experience Principles
Week 9 In-person	Lecture and small group working session with instructor feedback.	**Ideation** <Stage II> 1) Experience journey. 2) Key scenarios.	First draft: 1) Experience Journey 2) Key Scenarios
Week 10 In-person	In-class presentations and peer review.	**Ideation** <Revision> Narrow down concepts, revise feature definitions, and experience principles. Revise experience journey and key scenarios.	Second draft: 1) Concepts 2) Feature Definitions 3) Experience Principles 4) Experience Journey 5) Key Scenarios Prepare for final presentation and submission.
Week 11 In-person	In-class presentation and pitch to client.	**FINAL** Final proposal and pitch presentation. Client feedback.	Final presentation of discovery and define phase work to client.

Assignment Submission

Weekly Assignment: Design Artifacts

Assignments are due before each class the following week. Please set up a OneDrive for your team and grant me access to your drive. The team's course work documents should be submitted to this folder. Students are responsible for completing weekly assignments and the final submission in a timely manner.

Midterm:

Design Brief: (*first draft*)
- **Organization Profile**:
    - Organization internal analysis
    - External competitor and trend scape analysis
- **Goals and Objectives**
    - Define your design problem.
    - How does your design problem address the needs of the client?
    - What are design opportunities discovered through your research?
- **Project Audience**
    - Mapping of stakeholders, users, and experts.
    - Articulate the specific target audience your design work will address and why.
- **Resources and Limitations**
    - Technology and platform support needs.
    - Assets and other material needs.
    - Limitations and restraints.
- **Project Plan**
    - Schedule
    - Deliverables

Client Presentation: (10-15min)
- The presentation should highlight key aspects in your design brief to the client.
- The goal of your midterm presentation is to:
    - Communicate the design problem you've identified to the client. Receive confirmation from client on your direction.
    - Communicate the resources and support you will need in the next phase to the client.
    - Communicate a clear schedule and deliverables.

Final Submission:

Design Process Book: (*submitted in PDF format*)
*** For detailed guidelines, see *UXD394_Capstone_I_Process&Documentation* document.
- Design Brief (*second draft*)
- Project Plan
- Design Artifacts

Client Presentation: (10-15min)
- The presentation should highlight key aspects in your design process book to the client.
- The goal of your final presentation is to present your design solutions to the client and receive feedback for next step implementation.

University Policies

Academic Integrity

This course will be subject to the university's academic integrity policy. If you have any specific questions, be sure to consult with your professor.

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (http://academicintegrity.depaul.edu) for further details.

Enrollment/Withdrawal and Other 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 registration policies can be found at DePaul Central.

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

ADMINISTRATIVE WITHDRAWAL
Administrative Withdrawal Appeals are submitted to and processed by the Dean of Students Office, and allow students to be retroactively withdrawn from classes for medical, mental health or personal crises even after the term has ended. More information is available on the Division of Student Affairs website.

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 form through the Dean of Students office. 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.

SYLLABUS CHANGES AND ERRORS

The instructor may make changes and updates to the course syllabus and schedule as needed. Students will be notified of any changes. If you find any broken links, outdated information, or other content that just seems "off" somehow, please let me know so I can fix it. I really do appreciate students helping me find and fix mistakes or confusing wording in my materials.

Online Course Evaluation

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.depaul.edu.

Name and 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 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 policies.depaul.edu/policy/policy.aspx?pid=332

Sexual and Relationship Violence

As a DePaul community, we share a commitment to take care of one another. Classroom relationships are based on trust and communication. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence. In other instances, students may reach out to faculty as a source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not constitute a formal report to the University and will not begin the process of DePaul providing a response.

Students seeking to report an incident of sexual or relationship violence to DePaul should contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400) or the Dean of Students and Title IX Coordinator (Lincoln Park: 773-325-7290; Loop: 312-362-8066 or titleixcoordinator@depaul.edu).

Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or hpw@depaul.edu). More information is available at the Office of Health Promotion and Wellness website. Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

University Resources

Writing Center

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit www.depaul.edu/writing for more information.

The Dean of Students Office

The Dean of Students Office (DOS) is primarily responsible for meeting the urgent needs of students by providing clear and critical support structures in times of need. Additionally, the department helps develop and maintain community standards in order to facilitate a safe and healthy campus environment for our students. The Dean of Students Office provides the administrative withdrawal and absence notification processes, and can help students identify campus and community resources in times of personal and/or family crises and medical emergencies.

The Dean of Students Office at DePaul University promotes student learning and ethical decision making in an inclusive and student-centered environment. Utilizing a comprehensive approach to

student advocacy that is informed by DePaul's Catholic, Vincentian, and urban mission, the office collaborates with students, staff, faculty, parents and community partners to support students in reaching their academic and personal success.

Phone: 773-325-7290
Email: deanofstudents@depaul.edu or visit their Website
Location: Lincoln Park Campus Student Center, Suite 307 2250 N. Sheffield Ave.

Resources for Students with Disability

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) by emailing csd@depaul.edu and/or visiting one of the locations below.

Loop Campus
Lewis Center Suite 1420 25 East Jackson Blvd
phone: (312) 362-8002 fax: (312) 362-6544
tty: (773) 325-7296

Lincoln Park Campus
Student Center, Suite #370 2250 N Sheffield Ave
phone: (773) 325-1677 fax: (773) 325-3720
tty: (773) 325-7296

Resources for Students in Need of Support

Safety and Mental health safety are important. If you find yourself in a state of distress, depression, or unsafe circumstances, please make use of any of the following resources should you seek counseling.

DEPAUL STUDENT COUNSELING
Full time and Part time DePaul students may schedule appointments with the University Counseling Service Info here: https://offices.depaul.edu/student-affairs/support-services/counseling/Pages/default.aspx

The front desk staff is working remotely and will answer your call directly. If they are taking another call, please leave a message and your call will be returned within a business day. **If you would like to be contacted by a counselor please call** (773) 325-7779 or (312) 362-6923.

OFFICE OF HEALTH PROMOTION AND WELLNESS
Health Promotion and Wellness (HPW) provides holistic education, support and resources for individuals to establish and sustain long-term, healthy behaviors.

In light of the COVID-19 impact on the University, the Office of Health Promotion and Wellness programs and services remain open and can be accessible to students remotely. Students can meet with a staff member via Zoom. Appointments can be requested by calling 773-325-7129 or completing this online intake form.

ADDITIONAL RESOURCES EXTERNAL TO DEPAUL
National Suicide Prevention Lifeline
Phone: 1-800-273-8255
Online chat feature: https://suicidepreventionlifeline.org/chat/
National Domestic Violence Hotline
Available 24/7. Offers help in more than 200 languages. All calls are free and confidential. **Phone:** 1-800-799-7233
Chat online with someone: https://www.thehotline.org/
The Trevor Project
For young LGBTQ persons in crisis or in need of someone to talk to: **Phone:** 1-866-488-7386
Text START to 678678
Chat online by visiting: https://www.thetrevorproject.org/get-help-now/
Trans Lifeline
A peer support hotline run by trans people for trans people. **Phone:** 877-565-8860

Land Acknowledgement

At DePaul University, we acknowledge that we live and work on traditional Native lands that are home to well over one hundred different tribal nations. We extend our respect to all of them, including the Potawatomi, Ojibwe, and Odawa nations, who signed the Treaty of Chicago in 1821 and 1833. We also recognize the Ho-Chunk, Myaamia, Menominee, Illinois Confederacy, and Peoria people who also maintained relationships with this land. We acknowledge that these sacred homelands were ruptured by the European invasion of the Americas. In 1493, Pope Alexander VI promulgated the Doctrine of Discovery, which seized Native lands and resources with impunity. This doctrine has been used by countries throughout the Americas, including the U.S., to legitimize colonial policies of displacement and genocide toward Native peoples and to justify colonial legacies of white superiority and global capitalism.

We appreciate that today Chicago is home to the sixth-largest urban Native population in the United States. We further recognize and support the enduring presence of Native peoples among our faculty, staff, and student body. And in the spirit of St. Vincent de Paul, we reaffirm our commitment, both as an institution and as individuals, to help make our community and our society a more equitable, welcoming, and just place for all. Statement from the DePaul Office of Institutional Diversity & Equity.