

UXD 101 Design Principles Section 401 – Spring 2024 Syllabus

Course Information

UXD 101-601 (33233)

Class times: Monday, 1:30PM - 4:45PM

Room: CDM Center Room 206

Last day to drop the course with no penalty: April 14th, 2024

Last day to withdraw: May 19th, 2024

Instructor

Nathan Koch (he/him/his)

Email: nkoch3@depaul.edu (best contact method)

Office: 14 E. Jackson, Room 200B

Office Hours: Monday, 5:30PM - 7:00PM

Links

Course Homepage: <https://d2l.depaul.edu/d2l/home/958044>

Discord: <https://discord.gg/n5DrJSBpHT>

Course Summary

This course introduces user experience design principles using code. User experience design principles include: affordance, conceptual model, consistency, constraint, discoverability, feedback, mapping, and signifiers. Students will analyze user experience design principles through activities and group discussion. Students will apply user experience design principles through design exercises and projects. This is an introductory- level course, prior experience is not expected, beginners are welcome. *Prerequisites: None.*

Learning Objectives

1. Students will be able to identify and describe user experience design principles.
2. Students will be able to analyze the effectiveness of applied user experience design principles.

3. Students will be able to integrate user experience design principles in design projects using code.

Course Resources

Recommended Reading

1. *Getting Started with p5.js: Making Interactive Graphics in JavaScript and Processing* by Lauren McCarthy, Casey Reas, and Ben Fry (ISBN-13: 978-1457186776 ISBN-10: 1457186772). https://www.oreilly.com/library/view/getting-started-with/9781457186769/?sso_link=yes&sso_link_from=DePaul Available as an ebook for free via the DePaul library Software.
2. *The Design of Everyday Things*, Revised 3rd edition* by Norman, Donald A. (2013).. ISBN: 978-0465050659 (ebook link on D2L) *Note that this is a new edition of the book. <https://ebookcentral.proquest.com/lib/depaul/reader.action?docID=1167019&ppg=1>

Software

- This courses uses the p5.js web editor (editor.p5js.org), a web app that is free and does not require installation.
- This course uses Discord for discussion and assignment submissions alongside D2L.

Grading

	Grade Proportion
Class Participation	10%
Sketches 1-6	85%
Reflection Paper	5%
Total	100%

Credits

This syllabus has been adapted from syllabi by LeAnne Wagner and Jess Westbrook.

Rubric for Sketches 1 through 6

	Description
90-100%	You demonstrate full understanding of the associated principle. Your code shows you've taken your own spin on my examples.
80-90%	You demonstrate moderate understanding of the associated principle. Your code is very similar to my in-class examples.
70-80%	Your sketch does not entirely demonstrate the principle. There are minor issues in the code like missing assets.
50-60%	Your sketch does not at all demonstrate the principle. There are fairly major code issues I need to fix before I can run your example.
0-50%	No submission, no code, or very large chunks of missing code.

Class Schedule

Class	Topics	Due	Read / Watch for Following Week
1 4/1	<ul style="list-style-type: none"> • Introductions + Syllabus • What are design principles? • Intro to p5.js 		<ul style="list-style-type: none"> • Getting Started with p5.js - Chap 1-3 • The Design of Everyday Things - Pages 1-9 • Articles on D2L
2 4/8	Consistency - What connects the different parts of the design?	Familiarize yourself with p5.js	<ul style="list-style-type: none"> - Getting Started with p5.js - Chapter 4 - The Design of Everyday Things - Pages 10-20
3 4/15	Signifiers - What messages does the visual design convey and how?	Consistency - Sketch #1	<ul style="list-style-type: none"> • Getting Started with p5.js - Chap 5 • The Design of Everyday Things - Pages 23-25

4 4/22	Feedback (pt 1) - How do users see/hear/ feel the impact of their interactions?		<ul style="list-style-type: none"> • Getting Started with p5.js - Chap 13 • The Design of Everyday Things - Pages 155-161
5 4/29	Feedback (pt 2) - How can animation and sound contribute to feedback?	Signifier - Sketch #2	<ul style="list-style-type: none"> • Getting Started with p5.js - Chap 6 • The Design of Everyday Things - Pages 123-132
6 5/6	Constraints - What limitations benefit the users' experience?		<ul style="list-style-type: none"> • Getting Started with p5.js - Chap 7 • Articles on D2L
5/13	NO CLASS		Memorial Day
7 5/20	Affordance - How do users know how to interact before they interact?	Feedback - Sketch #3	<ul style="list-style-type: none"> • Getting Started with p5.js - Chap 8 • The Design of Everyday Things - Pages 20-23
8 5/27	Mapping - How do users know what impact their interaction will have before they interact?	Constraints - Sketch #4	<ul style="list-style-type: none"> • Getting Started with p5.js - Chap 9 • Articles on D2L
9 6/3	Discoverability - How do all the principles work together to make something easy to interact with?	Affordance - Sketch #5	<ul style="list-style-type: none"> • Getting Started with p5.js - Chap 11 • Articles on D2L
11 6/10 <i>No Class</i>	No final exam in this course.	Discoverability - Sketch #6 Reflection Paper Optional: Sketch Resubmits	

Policies & Expectations

Communication

Please use email to contact me. Please allow up to 24 hours for a response on a weekday or 48 hours for a response on a weekend or holiday before sending a follow-up email. Students should include specific class number details in the title of all email correspondences (i.e., “[UXD 220] Title of Email”). 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.). Students should check email and D2L for announcements daily.

Attendance

Our class exists online this quarter during a tumultuous time. All of us are adjusting to recent changes in our home, work, and school lives. However, students are expected to attend each class and to remain for the duration. You are expected to arrive prepared for class (i.e., complete assigned readings and assignments) and to participate actively to get credit for this portion of the grade. With that being said, my goal is to work with you as much as possible to make sure you are successful in this course.

Absence Policy

- Attendance will be taken in each class (and recorded in D2L).
- **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.**
- If you are 15 minutes late for class or leave 15 minutes early, it will constitute as an absence.
- Students are individually responsible for material they may have missed due to absence or tardiness.
- If there are any special needs due to unforeseen serious circumstance that hinder your participation in class, you may complete the Absence Notification process through the Dean of Students office. The form can be accessed at [http:// studentaffairs.depaul.edu/dos/academicprocesses.html](http://studentaffairs.depaul.edu/dos/academicprocesses.html). Students must submit supporting documentation alongside the form. The professor reserves the right to offer an excused absence and/or academic accommodations.

Course Policies

- Arrive on time to every class. 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.

- Please watch the recorded lecture in the case you missed class and follow up with your classmates regarding what you missed.
- We only meet once a week so I would appreciate your full attention during class.
- Be engaged in class discussions and workshop activities
 - Show leadership and take initiative in group efforts.
 - Show genuine effort to cooperate with others.
 - 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 with the professor and students in a professional manner.
 - Be respectful towards others .

If you feel behind with the course material, please talk to me as soon as possible so that we can figure out how to get you caught up. Late work for the final project submission cannot be accepted because I have to turn in your grades on time. However, we live in exceptional times. If you need an extension on the final project, I will work with you to file for an Incomplete grade.

Preferred Name & 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 your preferred name and/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>

Commitment to Diversity and Safer Spaces

In this class we make a commitment towards diversity by acknowledging the different identities and backgrounds we inhabit. A collaborative effort between the students and the teacher is needed for creating a supportive learning environment. If a class member says that something you have said or shared with the group is offensive, remember this is a valuable opportunity for everyone present to

grow and learn from one another with further discussion. All class members are encouraged to discuss such instances with the instructor so they can be addressed with greater care in the future. [voidLab / CC SA, adapted from Kate Hollenbach]. Any instances of continued 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.

Late Assignments

Late work will be accepted according to the following schedule:

- Less than one week late: -10 pts
- 1-2 weeks late: -20 pts
- More than 2 weeks late: -50 pts.

The last day to submit late work for partial credit is November 14, 2023 at 11:59PM.

Extensions

If you need more time to finish your work, a no penalty 3 day extension can be granted if you contact me before the assignment due date and I agree to it. If you have not turned in the assignment by the date of the extension, only partial credit will awarded as described in the Late Assignments section.

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. A re-grading may results in points added, deducted, or no change. 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. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

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. Students should always discuss potential financial impacts in advance of making a decision to withdraw. Financial aid and tuition counselors are available in the DePaul Central Office for this purpose.

Academic Integrity and Plagiarism

All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity. More information can be found at <https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx>.

DePaul Academic Calendar and 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. For the entire academic calendar for the year, please see <https://academics.depaul.edu/calendar/Pages/default.aspx> and be sure to select 2020-2021. Information on enrollment, withdrawal, grading, and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

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. Please see <https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx> for additional information.

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.

Resources for Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success. There are two office locations:

1. Loop Campus – Lewis Center #1420 – (312) 362-8002
2. Lincoln Park Campus – Student Center #370 – (773) 325-1677

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gergory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible. Please see [https:// offices.depaul.edu/student-affairs/about/departments/Pages/ csd.aspx](https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx) for Services and Contact Information.

Tutoring

The College of Computing and Digital Media offers a tutoring center as an additional resource to students. Use the tutoring website to set up an appointment: [http:// www.cdm.depaul.edu/Current%20Students/Pages/TutoringProgram.aspx](http://www.cdm.depaul.edu/Current%20Students/Pages/TutoringProgram.aspx)

Software Tutorials

Additional tutorials for using the Adobe Creative Suite are available via LinkedIn Learning (formerly [lynda.com](https://www.lynda.com)). For details on how to log in for free with your DePaul credentials, please see: <https://offices.depaul.edu/information-services/services/technology-training/Pages/online-training.aspx>

Spring Quarter 2024

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