

HCI 440: Introduction to User-Centered Design

Instructor

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9:00-9:45 PM (CDM 218)

Course Information

HCI 440 Section 201/210
Class time: Wednesday, 5:45-9:00 PM
Room: CDM 218
Campus: Loop
Course homepage: <https://d2l.depaul.edu/>
Last day to drop with no penalty: Jun 26; after Jun 26, a grade of "W" will be assigned.

Course Summary

This course presents the principles and practices of user-centered interaction design (UCID), which include: user and task analysis; conceptual modeling and design; detailed design; prototyping; and evaluation. Students apply these UCID principles and practices in a series of individual and team assignments. The course introduces the essential elements of these practices and sets the context for further study of them in other foundation and advanced courses. Topics covered in the course include:

- The fundamentals and process of UCID;
- User research and establishing requirements, including task description and analysis;
- Conceptualizing and modeling interaction;
- Interaction design, prototyping, and construction; and
- Evaluation and evaluation frameworks.

The coursework consists of:

- Lectures;
- Class-time activities;
- Reading assignments;
- An individual assignment;
- Team assignments; and
- Three online quizzes.

Students perform UCID activities on a team-selected project throughout all team assignments.

Learning Objectives (LO)

1. Students will demonstrate understanding of the vocabulary, principles, practices, and disciplines involved in user-center interaction design and its areas of application. (LO1)
2. Students will implement the essential elements of the user-centered design process. (LO2)
3. Students will apply research methods such as competitive analysis, user observation, and user interviews to establish interaction design requirements. (LO3)
4. Students will apply the principles of user-centered interaction design to create coherent interaction designs that implement requirements and reflect design and usability principles. (LO4)
5. Students will apply iterative design and prototype evaluation methods to refine their interaction designs. (LO5)
6. Students will communicate the results of their work in an effective and professional manner. (LO6)
7. Students will apply effective interpersonal skills in order to participate and contribute to the efforts of a multidisciplinary team. (LO7)

Required Text

- Hartson, R. and P.S. Pyla (2012). *The UX Book: Process and Guidelines for Ensuring a Quality User Experience*, Morgan Kaufmann/Elsevier Science, 2012. ISBN: 978-0123852410

This text is also available online at the DePaul Libraries Web site, <http://library.depaul.edu/>, in the Safari database. Campus Connection login is required to access the Safari eBook.

Prerequisites

None.

Class Format

Class meetings involve a combination of lecture, discussions, and class-time activities.

Evaluation & Grading

Coursework includes the following components:

Coursework	Grade Proportion
Participation	10%
Individual Assignment	10%
Team Assignments	40%
Team Participation	10%
Quizzes	30%
Total	100%

Weekly participation. In-class students are expected to attend every class session; OL students are expected to view the COL recording of the class as soon as possible, usually within 2-3 days of the in-class meeting. All students must post at least one substantive comment, relevant to the class topics and activities for the week, to the online participation forum. A substantive comment is one that further explores a topic covered in class or one posted by another student. A “thank you” or “that’s interesting” does not constitute a substantive comment, nor does simply posting a URL without a substantive discussion of its relevance. (LO1)

Individual Assignment. The individual assignment acts as a foundation exercise for the rest of the coursework, particularly the team assignments. (LO1-LO3)

Team Assignments/Team Participation. These are done as part of a team consisting of three or four students. Team assignments consist of practical exercises in performing various user-centered interaction design activities. Each team must complete a team working agreement. All students on each team are expected to contribute equally to every assignment. If a student does not contribute their fair portion to an assignment, that student’s grade on the assignment is reduced. At the completion of each assignment, students must complete an online peer review of their teammates. The review is used, if necessary, to adjust a student’s grade on the assignment, and in determining each student’s final team assignment participation grade component. (LO1-LO7)

Quizzes. Quizzes provide the student with the opportunity to test her or his basic comprehension of course material. Each quiz is available online in D2L for several days, so that the student may take the quiz at a convenient time. No time extensions are granted for quizzes without prior permission. (LO1-LO3)

Time Budget. Students should allow approximately 3-4 hours of work outside of class for each scheduled hour of class; this works out to 10-12 hours each week (on average) for most students. Team meetings and team assignment collaboration may increase the amount of time required.

Grading Scale. Final letter grades will be given based on the following minimum percent of total points earned:

If the final numeric grade is less than:	and greater than or equal to:	the final letter grade is:
-	93	A
93	90	A-
90	87	B+
87	83	B
83	80	B-
80	77	C+
77	73	C
73	70	C-
70	67	D+
67	60	D
60	0	F

Grading and Final Grade Posting. Grading during the quarter is completed as soon as possible, usually within one week of assignment submission. Final grades will be posted as soon as possible after the end of the quarter, but not later than 27 March 2015 at 11:59 PM.

Grade Responsibility. Every effort is made to provide the student with the resources and support needed to succeed in the course. Grades are assigned fairly and impartially based on the coursework submitted by the student, without regard to external circumstances such as GPA goals or employer tuition reimbursement minimum grade requirements. It is the student's responsibility to earn his or her final grade. Please do not ask for a grade which you do not earn.

In-Class and Online Sections. Every effort is made to accommodate and be inclusive of online students. Since the quizzes are delivered online, OL students do not need to make proctoring arrangements for these. Adequate time is given to complete all assignments, so all students must submit assignments by the same day and time.

Student Support & Communication. Support for both in-class and online students is provided through weekly office hours dedicated to the course and through online question-and-answer discussion forums on D2L. Students in the Chicago area may come to the instructor's posted office hours. Online students may call during these posted office hours; however, it is recommended that such calls be scheduled in advance in order to ensure a place in the queue. Online discussion forums are available to all students and should be used for posting general coursework questions and comments. The instructor makes every effort to respond to postings within 24 hours. However, due to schedule issues, it occasionally may take longer to receive an instructor response. Email should be used only for personal issues or for student- or team-specific coursework questions. For technical issue (as opposed to personal issue) team emails, please Cc: all team members. Make all questions clear and specific.

Please include the course number and section (e.g., HCI 440 - OL) in the email Subject: field and include your full name in the body of the email.

Note: The instructor does not preview homework assignments. However, the instructor does answer specific questions about assignments.

Class Schedule

A detailed course schedule with assignments and due dates is provided in the Checklist on D2L. The D2L Checklist represents the definitive class schedule for all coursework and will be updated, if necessary, as the quarter progresses.

Policies & Expectations

An asterisk “” following a heading indicates that the section includes an instructor-specific policy*

Guidelines for Class Behavior

- Be on time.
- Take an active role in class discussions and activities.
- Be a respectful participant by keeping phones in silent mode.
- ***Please keep eyes up (and off your electronic devices) when attention should be paid to the group discussion or presentation. It is unprofessional and disrespectful to the instructor and other students to be surfing the internet, chatting, or checking social media.***
- Practice professionalism in your communications (face-to-face, emails, etc.) with the professor and fellow students.

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, tablet, 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 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.

Exceptional Circumstances*

Every effort is made to accommodate students who encounter exceptional personal circumstances during the quarter. Students who experience unanticipated personal, work, health, or family emergencies should notify the instructor by email or phone as soon as possible after the emergency with a brief explanation of the circumstances and any anticipated impact these might have on coursework. All such exchanges are treated as strictly confidential. Students who have anticipated exceptional circumstances such as secular or religious holiday observances, medical treatment, or travel should notify the instructor as early as possible of these circumstances and any anticipated impact these might have on coursework. In both unanticipated and anticipated cases, a suitable plan for dealing with the coursework impact is agreed upon by the student and instructor. In some cases, suitable documentation of the exceptional circumstances may be requested by the instructor.

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 exceptional 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 (<http://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.

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

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 or team 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 or team'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.

Academic Integrity Policy and 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 grade of '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.

All assignment submissions to D2L are subjected to automated plagiarism analysis using *Turnitin*. Analysis results are visible to the student.

► Students must complete a short *Academic Integrity Awareness Quiz* before submitting their first assignment. If you have any questions about what constitutes an academic integrity violation or what its consequences might be, please be sure to have these questions answered before submitting your first assignment.

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!

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under *News* in D2L and sent via email.