

## Instructor

LeAnne Wagner

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Office hours: Tues + Thurs, 1:30 - 5:30 by appointment

## Course Information

ISM 220 Section 401 - Class #12502

Class times: Thurs, 10:00AM - 1:15PM

Room: 14 E. Jackson 206 (Daley Building, Loop Campus)

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

Slack: <https://ism220-fall17.slack.com>

Last day to drop the course: 9/19/17

Last day to withdraw: 10/24/17

## Course Summary

What does it take to create a digital application that is useful and usable? This course focuses on conceptualizing, designing, and prototyping interactive applications. Students will apply design principles and patterns in a user-centered design process, build and refine interactive prototypes using the Axure prototyping tool.

## Learning Objectives

1. Students will be able to create sketches, wireframes, and interactive prototypes of interaction designs as part of a user-centered design process.
2. Students will develop an understanding of common design patterns and practice applying them.
3. Students will be able to produce a coherent interaction design that reflects design and usability principles.
4. Students will be able to refine interaction designs by applying evaluation methods.

## Texts

- Tidwell, Jennifer. (2011). *Designing Interfaces: Patterns for Effective Interaction Design* (2nd Edition).
- Neil, Theresa. (2014). *Mobile Design Pattern Gallery: UI Patterns for Smartphone Apps*.
- Additional reading materials will be provided on D2L.

## Prerequisites

ISM 210 or GD 200

## Software & Computers

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. Students will be expected to understand and follow all related policies and procedures.

The course involves Axure RP, a wireframing and prototyping tool and other similar tools. 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>. Axure RP support and learning resources: <http://www.axure.com/learn>.

## Grading

	Grade Proportion
<b>Individual Work</b>	
Attendance & Class Participation	10%
Weekly Reading Response	5%
Design Exercises (3)	15%
Design Pattern Presentation	10%
Portfolio Piece	10%
<b>Group Project</b>	
P1 User Study	12%
P2 Concept Exploration	6%
P3 Low Fidelity Prototype	12%
P4 Mid-High Fidelity Prototype/Presentation	20%
<i>Total</i>	100%

- **Attendance and Class Participation.** Class meetings will involve a combination of lecture, discussions, hands-on activities, presentations, and group work. Assigned readings should be completed before class. The Attendance and Class Participation portion of the grade is based on attendance, contributions to discussions, and participation/completion of in-class activities. See Attendance Policy.
- **Weekly Reading Response.** Weekly reading assignments will be assigned. After completing the reading assignment, post a response to Slack under the appropriate channel before class starts. Students can miss one Reading Response without affecting their grade.
- **Design Exercises.** Assignments involve applying design patterns in user interface wireframes/prototypes.
- **Design Pattern Presentations.** Students will present examples and analyses of selected design patterns in use.
- **Group Project.** In small groups, students will conduct user research and produce a design for a website or mobile app. All students are expected to contribute equally. Each group project will have a peer review factored into the grade.
- **Portfolio Piece.** Each student will construct a project summary to highlight skills and products developed in the class, which may be used in a professional portfolio.

**Grading Scale.** Letter grades are based on the following minimum percent of total points earned.

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

## Class Schedule (subject to change, defer to weekly slides)

Date	Before Class Required Reading	In Class Topics and Activities	After Class Assignments/Activities
<b>Module 1 Introduction / Design Patterns</b>			
<b>Sept. 7</b> Class 1		<ul style="list-style-type: none"> <li>• <b>User-centered design, usability, and design patterns</b></li> <li>• <b>Prototypes</b></li> <li>• <b>Activities:</b> Recognizing and sketching design patterns; Start <a href="#">Design Exercise 1 - Design Pattern Application</a>, complete for homework.</li> <li>• <i>Form groups</i></li> <li>• <i>Sign up for Design Pattern Presentations.</i></li> </ul>	<p><b>Due Thu Sept. 14 in class:</b> <b><u>Design Exercise 1</u></b> <i>Bring to class (in paper form).</i></p> <p><b>Sign up for Axure</b> <b>Sign up for Pattern Presentation</b></p> <p><b>Reading response</b> <i>Slack, week_01</i></p>
<b>Module 2 Understanding Users and Context</b>			
<b>Sept. 14</b> Class 2	<p><b>Read (before Sept 14 class)</b></p> <ul style="list-style-type: none"> <li>• What do Prototypes Prototype? (D2L)</li> <li>• Tidwell, Ch. 2 Organizing Content: Information Architecture and Application Structure</li> <li>• Optional readings on D2L</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning about users and context</b></li> <li>• <b>User research and analysis</b></li> <li>• <b>Prototypes cont.</b></li> <li>• <b>Activities:</b> Sharing of <a href="#">Design Exercise 1</a>, Introduction to <a href="#">Design Challenge</a>; Explanation of <a href="#">P1 User Study</a>; Launch group work; Planning user interviews and observations</li> <li>• <i>Post <a href="#">Group Organization Plan</a>.</i></li> </ul>	<p><b>Due Fri Sept. 15:</b> <b><u>Revised Design Exercise 1</u></b> <i>Submit final version to D2L by Friday night.</i></p> <p><b>**Due Thu Sept. 21 1 in class: User Research Results:</b> In your groups, conduct user interviews and observations. Bring the results of your research to class (i.e., printed notes) - I will check them. Groups must bring in these results to receive class participation credit.</p> <p><b>Reading response</b> <i>Slack, week_02</i></p>
<b>Module 3 Exploring Concepts &amp; Solutions</b>			
<b>Sept. 21</b> Class 3	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Tidwell, Ch. 3 Getting Around: Navigation, Signposts, and Wayfinding</li> <li>• Excerpts from (Kumar, 2012): Observations to Insights, Insights Sorting, Design Principles Generation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analysis, synthesis &amp; ideation.</b> Bring your user research notes!</li> <li>• <b>Due: Design Pattern Presentations (1)</b></li> <li>• <b>Defining requirements with user stories</b></li> <li>• <b>Activities:</b> Generating insights and design principles from user research, Affinity diagramming; Ideation and representation methods; Explanation of <a href="#">P2 Concept Exploration</a>; Writing user stories</li> </ul>	<p><b>Due Sunday Sept. 24</b> <b><u>P1 User Study</u></b> <i>Post to D2L Submissions.</i></p> <p><b>Reading response</b> <i>Slack, week_03</i></p>
<b>Sept. 28</b> Class 4  LeAnne out, Prof. Ugochi sub	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Tidwell, Ch. 4 Organizing the Page: Layout of Page Elements</li> <li>• Neil, Ch. 1 Navigation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>NAVIGATION. Creating organization and structure</b></li> <li>• <b>Creating and testing low fidelity prototypes</b></li> <li>• <b>Activities:</b> Designing navigation; Paper prototyping; Explanation of <a href="#">P3 Low-Fidelity Prototype</a></li> </ul>	<p><b>Due Sunday Oct. 1:</b> <b><u>P2 Concept Exploration</u></b> <i>Post to D2L Submissions.</i></p> <p><b>Reading response</b> <i>Slack, week_04</i></p>
<b>Module 4 Designing the User Experience</b>			
<b>Oct. 5</b> Class 5	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Tidwell, Ch. 5 Lists of Things</li> <li>• Neil, Ch. 4 Search, Sort, and Filter</li> <li>• Optional readings on D2L</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SEARCH, SORT, AND FILTER</b></li> <li>• <b>Due: Design Pattern Presentations (2)</b></li> <li>• <b>Activities:</b> Designing search, sort, and filter; Creating and testing paper prototypes</li> </ul>	<p><b>Reading response</b> <i>Slack, week_05</i></p>

Oct.12 Class 6	<ul style="list-style-type: none"> <li>• <b>Watch/Do (required):</b> <ol style="list-style-type: none"> <li>1) <a href="http://www.lynda.com">Lynda.com</a> course <i>UX Design Tools: Axure</i>: Chapters 1 through 10 (Chapter 11 optional) OR,</li> <li>2) <b>Axure online training</b> (<a href="http://www.axure.com/learn">http://www.axure.com/learn</a>) Core Training Tutorials 1 through 6, and browse tutorials in the More Adventures section: More Prototyping Basics, Mastering Masters, Dynamic Panels, and iPhone Apps</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Axure RP Prototyping tool / Work on Design Exercise 2 and/or P3</b></li> <li>• <b><u>Due: Design Pattern Presentations (3)</u></b></li> </ul>	<p><b>Due Sun Oct. 15:</b> <b><u>P3 Low Fidelity Prototype.</u></b> <i>Post to D2L Submissions.</i></p> <p><b>Due Thur Oct. 19:</b> <b><u>Design Exercise 2 - Axure Practice.</u></b> <i>Post to D2L Submissions.</i></p> <p><b><u>Reading response</u></b> <i>Slack, week_06</i></p>
Oct. 19 Class 7	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Tidwell, Ch. 8 Getting Input from Users: Forms and Controls</li> <li>• Neil, Ch. 2 Forms</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FORMS</b></li> <li>• <b><u>Due: Design Pattern Presentations (4)</u></b></li> <li>• <b>Activities:</b> User testing with paper prototypes, Axure techniques; Start <u>Design Exercise 3</u>, complete for homework.</li> </ul>	<p><b>Due Thursday Oct. 26:</b> <b><u>Design Exercise 3</u></b> <i>Bring to class.</i></p> <p><b><u>Reading response</u></b> <i>Slack, week_07</i></p>
Oct. 26 Class 8	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Tidwell, Ch. 9 Using Social Media</li> <li>• Neil, Ch. 8 Social Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• <b>SOCIAL PATTERNS</b></li> <li>• <b><u>Due: Design Pattern Presentations (5)</u></b></li> <li>• <b>Activities:</b> Project work and team check-ins.</li> </ul>	<p><b>Due Friday Oct. 27:</b> <b><u>Revised Design Exercise 3.</u></b> <i>Submit to D2L with any revisions.</i></p> <p><b><u>Reading response</u></b> <i>Slack, week_08</i></p>
<b>Module 5      Testing and Refinement</b>			
Nov. 2 Class 9		<ul style="list-style-type: none"> <li>• <b>User testing of high fidelity prototypes.</b> Bring testable prototypes to class.</li> </ul>	
Nov. 9 Class 10 <i>Last class meeting</i>		<ul style="list-style-type: none"> <li>• <b>Final Presentations</b></li> </ul>	<p><b>Due Sunday Nov. 12:</b> <b><u>P4 Mid-High Fidelity Prototype</u></b> <i>Post to D2L Submissions.</i></p> <p><b>Due Friday Nov. 17:</b> <b><u>Portfolio Piece.</u></b> <i>Post to D2L Submissions.</i></p>

*The P4 and Portfolio Piece assignments are the final, culminating projects. There is no final exam in this course.*

## Group Projects

Group projects will comprise a significant portion of this class. Plan for weekly time allocated to group work for this class once group work starts. Detailed instructions will be provided for each project. While the group may assign a primary role to each group member, all group members are jointly responsible for the entire assignment and presentation.

Generally, each group member will receive the same grade for a project, which is based on the overall quality of the project and presentation that was produced. However, in some cases, additional credit may go to those who make an exceptional contribution to a project and reduced credit to those who contribute little to a project.

**Team work and process.** Students will complete a Group Formation Survey which I will use to form groups. Group members will be expected to establish their own norms for communicating expectations, plans, check-ins, and deadlines. I encourage groups to use collaboration tools such as [Google docs](#), [Asana](#), and [Trello](#) to manage tasks and facilitate communication. This is a basic aspect of professional work and the ability to work well with others is key. In order to complete quality work that is completed by deadlines, I encourage groups to contact me with any questions so I can help. Do not wait until the last minute to ask for help! Here is [a great resource](#) for tips on working successfully in a group.

**Problems working in groups.** Ideally, working in a group is fun and allows individuals to learn from each other. As you probably have experienced, it can also be time-consuming and stressful. Please make an effort to stay positive, encouraging to others, flexible, and respectful. I encourage team members to address and confusions or tensions as early as possible. I am willing to step in to aid collaboration if needed; groups members should contact me. As soon as you encounter subpar performance by a teammate: talk to them and accurately record their performance in your team assessment. If groups are having difficulty working together, I reserve the right to assign roles and to be cc'd on all group communication related to the project (ex., cc me on emails and send me meeting notes/decisions) Points may also be deducted for any individual that does not significantly contribute to group work by actively participating in meetings, contributing to creation and revision of deliverables, and working in a cooperative manner. If you speak up early, I can help. If you wait until late in the quarter to speak up, you share responsibility for the problem — and there's little I can do. Since there is a lot of group work in this class, we need to make great efforts for individuals to work well together.

## Policies & Expectations

### Attendance

Students are expected to attend each class and to remain for the duration. Attendance will be taken and is reflected in the Class Participation and Attendance portion of the course grade. Your active participation and engagement in the class is expected and is required to get credit for this portion of the course grade.

### Absence

- Attend every class.
- Three absences for any reason, whether excused or not, may constitute failure for the course.
- **Communicate with me if you must miss class 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

- Being present and arriving on time to every class is my expectation for everyone. Communicate with me if you must be late to class for any reason. I appreciate it when you let me know.
- If there is a reason why you cannot consistently arrive on time to class, please let me know.
- Tardiness exceeding 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 and having them ready for discussion and critique in class 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 within 24 hours of the due date.**

### Email Policy

Mon-Thu, you can expect me to return emails within 24 hours. Expect a delayed response Fri-Sun. 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.).

### 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 ask 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 fellow students in a professional and appropriate manner
  - Use body language (ex., eyes, posture) that shows active listening during instructor/student presentations
  - Be respectful towards 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, 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:

- AQ: Last day of the last final exam of the subsequent winter quarter
- WQ: Last day of the last final exam of the subsequent spring quarter
- SQ: Last day of the last final exam of the subsequent autumn quarter
- Sum: 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](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 feedback regarding their instructor and the course. Detailed feedback will enable the instructor to tailor teaching methods and course content to meet the learning goals 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.