

## INSTRUCTOR

Dr. Sheena Erete (*pronounced 'uh-ret-tay'*)

Email: [serete@depaul.edu](mailto:serete@depaul.edu) (preferred)

Office: 14 E. Jackson (Daley Bldg.), 200H

Office hours: Tuesdays 10am - 1pm (by appt only)

If you cannot meet in-person, we can also meet online. Send me an email if you would like to meet online. Also, please email me if you need to meet outside of my office hours.

## COURSE INFORMATION

ISM 210 - Section 401

Class times: Tuesdays 1:30pm - 4:45pm

Location: 14 E Jackson (Daley Bldg), Room 206

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

Last day to drop the course: Sept 18, 2018

Last day to withdraw: Oct 23, 2018

## COURSE DESCRIPTION

This course familiarizes students with the user interface development process, including user and task analysis, interaction design, prototyping and evaluation. Students study human perception, cognition and motor abilities as they relate to the design of interactive systems. In a series of homework and a course project, students design and revise prototypes as they apply a user-centered design process. Emphasized topics include user profiles, information architecture, and usability testing. Students provide written analysis of their research and process. Prerequisite(s): None

## COURSE SUMMARY

Why study Human-Computer Interaction? As more and more of our everyday lives become mediated by interactive systems, it becomes even more pressing to understand how to create an effective user experience. This course will help you understand what makes interactive systems such as websites, mobile apps, and games easy to use, efficient, useful, and enjoyable. Students in this class will draw upon theory, principles, user research methods, and case examples to develop perspectives and skills for designing interactive systems.

## CLASS FORMAT

Classes will involve a combination of lectures, workshops, and discussions. Students will often be working in small groups on workshops and projects. Your participation in-class and online (D2L) are critical to your grade.

## LEARNING OUTCOMES

1. Students will be able to critique a software application or device using **principles of interaction design**.

- Students will be able to **apply user-centered research methods** for need finding, generating insights, and developing concepts for interactive systems.
- Students will be able to apply user research to **design a digital application** (website or mobile app) and create an interactive prototype.
- Students will be able to **apply usability and evaluation methods** to improve and refine a design.

## REQUIRED TEXTS

- Saffer, Dan (2009). Designing for Interaction: Creating Innovative Applications and Devices (2nd Edition). ISBN: 0321643399
- Norman, Donald A. (2013). The Design of Everyday Things, **Revised 3rd edition**. ISBN: 978-0465050659  
Note that this is a new edition of the book.

## EVALUATION & GRADING

	Grade Proportion
Participation & In-Class Workshops	20%
Midterm	20%
Homework Assignments (H1, H2)	20%
Final Project	40%

**Participation.** The participation portion of the grade is based largely on class attendance and participation in class workshops.

**Assignments.** Assignment details will be posted in D2L. Be sure to submit your work to D2L the day before class or by the **due date on the syllabus**.

**Group Projects.** Students will work in groups on one homework (H2) and the final project. All students are expected to contribute to groups equally. At the completion of the assignment, students must provide a peer review of their teammates, which will be factored into the final grade.

## Grading Scale

Letter grades will be given based on the following minimum percent of total points earned.

A	93.00%	Excellent/Outstanding effort
A-	90.00%	Very Good
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%	

## CLASS SCHEDULE

### INTRODUCTION TO HCI AND INTERACTION DESIGN

Sep 11

#### Week 1

##### In class:

- Syllabus, course overview, and expectations
- *Topic*: What is interaction design?
- *Topic*: Approaches to Interaction Design
- *Topic*: Competitive Analysis Research
- *Workshop 1*: The Personal Carrier
- *Discuss H1*: Competitive Analysis

##### Homework:

- Course survey: <http://goo.gl/forms/9nEXXNgafp>
- *Read*:
  - Saffer, Ch. 1 - What is Interaction Design?
  - Norman, Ch. 1 - The Psychopathology of Everyday Things
  - Saffer, Ch. 3, pages 60-67 - Competitive Analysis
  - (optional) Saffer, Ch. 2 - The Four Approaches to Interaction Design

### 1. DISCOVER: RESEARCH + UNDERSTANDING USER NEEDS

Sept 18

#### Week 2

##### Due Monday, Sep 17 @ 11:59pm:

- H1: Competitive Analysis

##### In class:

- *Topic*: Goals of Design Research; User research methods (ethical conduct, observations, affinity diagramming)
- *Activity*: Conducting observations
- *Workshop 2*: Transforming observations into visual representations
- *Discuss H2*: User Research

##### Homework:

- *Read*:
  - Norman, Ch 3 - Knowledge in the Head and in the Real World
  - Norman, Ch 4 - Knowing What to Do

Sept 25

#### Week 3

##### In class:

- *Topic*: Interaction Design Principles (*discoverability, affordance, signifiers, mapping, feedback, conceptual models, the system image*)
- *Workshop 3*: Design Principles Scavenger Hunt

##### Homework:

- *Read*:
  - Saffer, Ch. 4, pages 73 - 87 - Design Research: Observations
  - Article: DIY Experience Maps (<http://www.ux-lady.com/diy-experience-map/>)

Oct 2

**Week 4**

**Due Monday, Oct 1 @ 11:59pm:**

- H2: User Research

**In class:**

- *Topic:* Understanding and designing for error; Gestalt principles
- *Workshop 4:* Applying Gestalt Principles
- *Discuss:* Midterm
- *Discuss:* Final Project - Part 0: Group Formation

**Homework:**

- *Read:*
  - Norman, Ch 5 – Human Error
  - Article: How to Improve UX using Gestalt Principles (<https://www.justinmind.com/blog/how-to-improve-ux-using-gestalt-principles/>)
  - Article: Cognitive Psychology for UX: 7 Gestalt Principles of Visual Perception (<https://www.usertesting.com/blog/2016/02/24/gestalt-principles/>)

Oct 9

**Week 5**

**In class:**

- **Midterm (In-Class) - ATTENDANCE REQUIRED**
- *Topic:* User research methods continued (*interviews, surveys*)
- *Workshop 5:* Generating Interview Questions
- *Discuss:* Final Project - Part 1: User Research

**Homework:**

- *Read:*
  - Saffer, Ch. 4, pages 87-93 - Research Methods (interviews & Activities)

**2: DEFINE: SYNTHESIS + MAKING SENSE OF USER RESEARCH**

Oct 16

**Week 6**

**Due Monday, Oct 15 @ 11:59pm:**

- Final Project - Part 1: User Research

**In class:**

- H2: Presentations
- **Bring interview transcripts/notes to class!**
- *Topic:* Tools and methods for analyzing user data; design strategies
- *Workshop 6:* Analyzing interviews and development design strategies
- *Discuss:* Final Project - Part 2 & Part 3: Concept Explorations & Prototyping

**Homework:**

- *Read:*
  - Saffer, Ch. 5 - Structured Findings

**3: DESIGN: PROTOTYPING**

Oct 23

**Week 7**

**Due Monday, Oct 22 @ 11:59pm:**

- Final Project - Part 2: Concept Exploration

**In class:**

- *Topic:* Making ideas come alive, site maps, scenarios, sketches, storyboards, task flows, use cases

- *Topic*: Prototyping, what questions are we answering?; Paper prototyping
- *Workshop 7*: Ideation and Concept Exploration
- *Discuss*: Final Project - Part 3: Prototyping

**Homework:**

- *Read*:
    - Saffer, Ch. 6: Ideation and Design Principles
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Oct 30

**Week 8**

**In class:**

- *Topic*: Prototyping, what questions are we answering?; Paper prototyping (continued)
- *Workshop 8*: In-class Paper Prototyping

**Homework:**

- *Read*:
  - Saffer, Ch. 8 - Prototyping, Testing, and Development

**4: DELIVER: TESTING, FEEDBACK + REFINEMENT**

Nov 6

**Week 9**

**Due Monday, Nov 5 @ 11:59pm (Post on D2L and Bring to Class):**

- Final Project - Part 3: Prototypes

**In class:**

- *Topic*: Does it do what we want it to do? Usability and User Testing; Shaping the user experience: Laws of interaction design; Heuristic Evaluations
- *Workshop 9*: Heuristic Evaluations
- *Activity*: In-class Prototype Testing
- *Discuss*: Final Project - Part 4: Prototyping and Evaluation

**Homework:**

- *Read*:
    - Saffer, Chap 7 - Refinement
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Nov 13

**Week 10**

**In class:**

- **Final Project - P4: Final Project Presentation**

**Homework:**

- *None*
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**Exam Week**

**Due: Nov 19 @ 11:59pm - Final Project - P5: User Evaluation Report**

There is no final exam in this course.

## POLICIES & EXPECTATIONS

### Guidelines for Class Behavior

- Be professional. Treat this class like a job.
- Be respectful towards others. Listen when others talk and share ideas.
- Attend every class. (Communicate with me if you must miss class for any reason, you wouldn't just fail to show up to a job.)
- Arrive on time to every class. Important information is communicated at the very beginning of class.
- Food and drink during class is ok.
- Keep your phones in silent mode, in your bag or pocket, and no texting in class. If you have a need to be available by phone for an urgent matter (e.g., sick relative), please let me know.
- If you are not taking notes or viewing other class materials on your laptop, it should be closed. If you are found using your computer for purposes other than this class, you may lose the privilege to use your computer during class.
- Be engaged in class discussions and workshop activities, your participation grade depends on it:
  - 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 careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire)
  - Be respectful towards others

### Email Policy

- All email should be sent to: [serete@depaul.edu](mailto:serete@depaul.edu).
- **Prior to emailing the professor, be sure to do the following:**  
Check the syllabus. Check the assignment. Check D2L. Check with a colleague in the class. If your inquiry is not answered after performing those steps, then send an email.
- All email subjects should be worded as follows: "[ISM 210] <meaningful subject line>". An example of an email subject is: "[ISM 210] Question regarding H2"
- All email must contain your full name, course, and section.
- All email should be collegial and professional.
- Plan to use email as your main mode of communication with the professor outside of class.

### Attendance

Students are expected to attend each class and to remain for the duration. Attendance will be taken and students are responsible for signing in. **Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student.** *Three absences for any reason, whether excused or not, may constitute failure for the course. Communicate with me if you must be absent or late for any reason.* Students are individually responsible for material they may have missed due to absence or tardiness.

### In-class Workshops

To receive full credit for participation, you must upload the results of your in-class workshops to D2L > Discussions.

V. 09.01.2018

### Absence Notification

Should a student need to be absent from class for a medical, mental health, or personal reason, the Dean of Students Office can notify faculty of absences not exceeding five days per incident, as long as proper documentation is submitted along with the absence notification form <http://offices.depaul.edu/student-affairs/support-services/academic/Pages/absence-notification.aspx>

### Late Assignments

Late assignments, including in-class activities and workshops, will be accepted only if you **(1) contact me before the due date** with an explanation, and if I find the explanation acceptable, **(2) you turn in the assignment within three days** of the due date. For each day the assignment is late, your grade will decrease in point value by 10%. Late assignments may not include comments in addition to the grade. **In-class workshops can be made-up if absent, but late workshops will receive a 10% reduction in score due to tardiness.**

***If you do not communicate with me at least 24 hours BEFORE the due date, I will NOT accept the assignment and no credit for the assignment will be given.*** My policy is intended to encourage communication with me regarding any difficulty handling the assignment in on time.

Please be sure when uploading assignments to D2L that the file has uploaded to Submissions. I will not accept the excuse that 'I thought I uploaded it, it must not have gone through.' If you have trouble uploading a document, take a screenshot of the issues, email [fits@depaul.edu](mailto:fits@depaul.edu) and cc me on the email to FITS. This must be prior to the due date of the submission. Thus, do not wait until the last minute to submit an assignment.

### Regrade Requests Policy

I take a significant amount of time grading your assignments and go to great lengths to help you understand the course content, which is most important. However, there may be some cases where you feel you would like the grade for an assignment to be reviewed. Please note: if a regrade request is granted, the entire assignment will be regraded, which could lead to an increase, decrease, or unchanged grade on the assignment.

If you would like your assignment to be reviewed after a grade and feedback has been given, you must submit a written request within 48 hours of the feedback. The request must be a formal letter to the professor sent in a PDF (not just an email). The formal letter must include your information (your full name, student ID, email, and course number/section). The letter should state the assignment in question and language from the assignment instructions AND rubric specific to the section in question, the exact section copied from submission that you feel fulfills the instructions, and an explanation of why you believe the assigned grade is wrong. I will read your written request, consider its validity, regrade the entire assignment, and make a decision about a grade change. The grade on your assignment might increase, decrease, or remain unchanged as a result of the additional scrutiny the regrade request engenders.

I urge you to resist the temptation to use regrade requests as a means to fish for a better grade. Do not use this as an opportunity to argue how the content in your submission could be stretched to mean the right answer. Regrade requests that are perceived to be specious will prompt increased rigor when rechecking your submission, which may often result in a grade reduction.

### Group Assignments

When working in groups, you are responsible for communication outside of class within your group. It is your responsibility to be proactive in reaching out to group members and working together to complete assignments. When a group assignment is handed in, it is assumed that

the work represents the final deliverable for the whole group. The entire group should review the assignment before it is handed in. If your group is having trouble communicating and/or working together, please contact me as soon as possible to resolve issues.

*Anti-slacker Rule:* A significant amount of your final grade is based on your group projects. Therefore, it is imperative that you significantly contribute to your team projects. In EXTREME cases, if group members have clear evidence that another member is not contributing in a substantial manner to the project, they can formally fire that team member. First, the team should formally communicate their concerns and share their evidence of lack of engagement with me via email, copying all the members other than the team member in question. I will then send ONE written warning to the team member. If the team member in question still does not participate in a satisfactory manner, the group should send me another email with evidence of lack of participation and again explain the circumstances. The team member will then receive written notification from me that they have been fired. A fired member will still be required to submit the same assignments on the syllabus on the same topic as their former group. A fired group member will automatically lose 30% of the points on ALL subsequent submissions for the group project.

### 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 professor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the professor 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 professor 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 professor.
- 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 professor, 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

### 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.

### Academic Integrity Policy & 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 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. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the professor.

Assignments submitted to D2L will be electronically checked for plagiarism (using specialized software built in D2L).

### 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

### 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 citations.

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.

**How do I schedule a Writing Center 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.

### **Changes to Syllabus**

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be stated during class, on D2L, and sent via email.