MMC6936 UX Design Theory
FALL 2018

3 CREDIT HOURS

Instructor: Jessica E Gutchess
Email: jegutchess@ufl.edu
Phone: 607-345-1572

Office Hours: By appointment, hours flexible to include evenings and weekends (via Google Hangout).

* The syllabus is subject to change during the semester. Students will be notified if changes are made.

Course Website: http://elearning.ufl.edu/

Course Communication: Students with general questions about course content and assignments are directed to utilize the discussion forum for questions. The forum will act as the primary resource for general questions and welcomes follow up questions for clarity. Students with specific questions about course content or assignments may email the instructor and expect a response within a 24-hour window. For emergencies, students may reach to out the instructor by text or phone call, 607-345-1572

Instructor Bio: Jessica Gutchess is a UX Researcher at The Wall Street Journal. Having worked in UX at both digital agencies and corporations, she has perspective on how the role shifts in different companies. From small UX teams that work across the breadth of UX, to large teams that specialize and collaborate closely with many teams, Jessica has 5+ years of experience in it all. Graduating from Cornell University with a BA in Communication and running research labs, she has a strong humanities research background. She currently lives in NYC.

Course Description:
In this course, students will be introduced to the theories behind Human-Computer Interaction (HCI) and apply them directly to User Experience Design (UXD). This is a hands-on course with bi-weekly projects that will build off of one another. Each project will be part of the UXD process and accumulate to the final project, a presentation of the student's UXD recommendation for a website or other digital medium. The final presentation will be for a branded user experience complete with user flows, personas, information architecture, wireframes and insights from usability testing to optimize their experience. By the end of this course students will gain the knowledge necessary to effectively communicate and evaluate user experiences.

Course Objectives:
By the end of this course, students will:
- Utilize the principles of User Experience Design (UXD) and identify the value of UXD in marketing.
- Architect a high-level user experience that strategically aligns user needs with business goals to drive conversions.
- Create user experience documents such as basic wireframes, information architecture, personas, user flows and requirements.
- Develop usability testing scenarios and create rapid prototypes for validation research.
- Measure and analyze website conversion rates for insights about how to improve the user experience.
- Audit websites for proper user experience and competitor websites for strength, weaknesses and insights.

Course Goal:
Ascertain the fundamentals of user experience design and gain the skills necessary to evaluate and communicate an effective user experience

Expectations:
To excel in this course, students must be curious, humble and ready to fail. Identifying the best user experience is an iterative process, which often requires failure before validation. Reading assignments are critical for material comprehension and will guide coursework for that week. Student-to-student interactions through the discussion forum facilitate critical thinking about new subject matters in the form of critiques and sharing insights.

Students are required to complete work on time and participate in class discussions in a professional manner while respecting the instructor and fellow students. These discussions are not limited to the Canvas shell, but all platforms that involve coursework.

Required Text:
In lieu of requiring students to purchase several books, some readings will be provided in Canvas as PDFs or as links to online materials. However, since the breath of UX is so expansive and our time is limited to 12 short weeks, students may choose to purchase primary textbooks to use for future reference.

Required Textbook:
- UX Strategy: How to Devise Innovative Digital Products People Want by Jamie Levy, O'Reilly Media https://www.amazon.com/UX-Strategy-Innovative-DigitalProducts/dp/1449372864

- Don't Make Me Think: A Common Sense Approach to Web Usability, Edition 2 by Steve Krug

Optional Textbooks*:*

- The Design of Everyday Things by Don Norman
https://www.amazon.com/gp/product/0465050654/ref=pd_bxgy_14_img_2?ie=UTF8&psc=1&refRID=X8WDDMPTPDRVQRF39HP0

Additional Readings:
Listed in the course schedule and in each weekly module on Canvas

Engagement:
The explicit definition of a good user experience is an evolving target that changes with technological advancements and the adoption rate of new mental models. What is perceived as easy to use one day could be obsolete the next. The principles taught in this course will tend to stay true over time but to keep students up to date with the latest in UX, we will have a discussion board to share interesting articles and ideas.

Prerequisite knowledge and skills:
The course requires that students know how to create digital marketing plan and have a basic understanding of Google Analytics. Students will also need to be proficient in PowerPoint or Keynote for building their presentations skills.

Teaching Philosophy:
Fail fast and always be optimizing. If you learn anything from this course you will learn that you are not the user and that users will always continue to surprise you. This class combines the practical applications of human-computer interaction and research to teach students empathy so they can better understand their users needs and how to help them reach their goals. To help students better understand different types of thinking, they will evaluate each other's work and as well as complete written assignments to assess comprehension of subject matter. Students will conduct first and third party research and present their insights in a final presentation.

Course Policies

Attendance Policy:
Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day, Monday – Friday, to check for course updates in the announcements and discussion sections of the site.

Late Work and Make-up Policy:
Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

- Less than an hour late   05 points off
- More than an hour late but less than 24 hours late   10 points off
- More than 24 hours late but less than 48 hours late   15 points off

- More than 48 hours late 25 points off
- A week or more late Not accepted at all

The new lecture week runs begins on Mondays.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Technical issue policy: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.
*When preparing for presentations or work that requires technology, it is always a good rule of thumb to prepare for something to go wrong or not work properly. Please use this mindset when preparing for deliverables in this class.

Coursework & Assignment Details

All assignments, quizzes, etc. will be submitted electronically through Assignments in Canvas. Participation in discussion posts will take part in Canvas.

Deadlines:
This class, like others, involves many deadlines. Here is a reminder. The new lecture starts on Mondays:

Exercises & UX Documents	11:59 PM EST Sundays the week assigned
Discussions	11:59 PM EST Sundays the week assigned
Discussion Comments	11:59 PM EST Tuesday the following week
Discussion Responses	11:59 PM EST Sunday the following week
Mid Semester Project	11:59 PM EST Thursday 10/04
Final Presentation	11:59 PM EST Sunday 12/04

Grading:
Your work will be evaluated according to this distribution:

- Discussions (10) 15%
- UX Documents (3) 30%
- Exercises (4) 10%
- Quizzes (2) 5%
- Mid Semester Project 20%

The final grade will be awarded as follows:

A	100%	to	93%
A-	< 92%	to	90%

B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 82%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 72%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 62%	to	60%
F	< 59%	to	0%

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Weekly Lectures:
The Instructor will hold mostly live lectures on Monday evenings at 8pm, with the exception of the first lecture, which will take place on a Wednesday at 8pm. These give you the chance to ask questions directly to the instructor. If you can't take part in these lectures there will be the opportunity to catch up by watching recordings. However, you are expected to do all you can to participate live. The aim is for this interaction is to provide you with more skills and ideas for your assignments.

In the event the Professor cannot make a live lecture, a pre-recorded video will be provided and communicated to the class in advance.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings.

Assignments

Discussion Forums & Comments:
All Discussion Forums assignments will be followed up with a Comments task to complete the assignment. Please see each individual assignment for instruction as the format changes each week. The most important part of this assignment is the comments task. You are being graded on your ability to critically think about the new subject material and demonstrate your understanding of it. Develop your thoughts based the readings and aim for strong insights. This applies to whether you are critiquing or supporting a post. For each discussion forum assignment, you are required to leave a comment that is 4-5 sentences long on two other students' posts. The following Sunday, you will be expected to respond with 3-4 sentences to the comments left on your original post.

RUBRIC

Goal:
Students will demonstrate their understanding of the processes of human behavior and social int eraction and use design thinking concepts and behavioral science perspectives to interpret them.

Objective
Students will demonstrate their understanding of behavioral and design thinking theories and perspectives.

OUTSTANDING (4)
Uses deep understanding of theoretical frameworks, concepts, terms, and important thinkers and ideas from several design thinking concepts to explain observed behavior; makes connections between usability principles and identifies solutions to observed problems supported by design thinking concepts to demonstrate understanding.

EFFECTIVE (3)
Uses knowledge of theoretical frameworks, concepts, terms, and important thinkers and ideas from two design thinking concepts to discuss observed behavior; identifies usability principles of design thinking in explaining a particular event or scenario.

ADEQUATE (2)
Uses basic understanding of concepts, descriptive terms, and important thinkers and ideas from at least one of the design thinking concepts explain observed behavior; recognizes usability principles of design thinking.

INEFFECTIVE (1)
Lacks understanding of relationship of concepts, terms and important ideas to each other or to design thinking concepts; uses beliefs, applies ideas inaccurately, or uses irrelevant facts to explain observed behavior.

INCOMPLETE (0)
Work is incomplete in assignment completion and/or thought. Ideas are not relevant to subject matter and without logical conclusion.

Exercises
All exercises vary by week. Please see each individual assignment for instruction as the format changes each week. The grading rubric for Exercises only changes for the Design Thinking Exercise, see detail below.

CRITICAL THINKING RUBRIC
Applies to Design Thinking Exercise

Goal:
Students will demonstrate their understanding of the processes of human behavior and social interaction and use design thinking concepts and behavioral science perspectives to interpret them.

Objective
Students will demonstrate their understanding of behavioral and design thinking theories and perspectives.

OUTSTANDING (90-100)
Uses deep understanding of theoretical frameworks, concepts, terms, and important thinkers and ideas from several design thinking concepts to explain observed behavior; makes connections between usability principles and identifies solutions to observed problems supported by design thinking concepts to demonstrate understanding.

EFFECTIVE (89-80)
Uses knowledge of theoretical frameworks, concepts, terms, and important thinkers and ideas from two design thinking concepts to discuss observed behavior; identifies usability principles of design thinking in explaining a particular event or scenario.

ADEQUATE (79-70)
Uses basic understanding of concepts, descriptive terms, and important thinkers and ideas from at least one of the design thinking concepts explain observed behavior; recognizes usability principles of design thinking.

INEFFECTIVE (69-60)
Lacks understanding of relationship of concepts, terms and important ideas to each other or to design thinking concepts; uses beliefs, applies ideas inaccurately, or uses irrelevant facts to explain observed behavior.

INCOMPLETE (Less than 60)
Work is incomplete in assignment completion and/or thought. Ideas are not relevant to subject matter and without logical conclusion.

UX Documents
User Experience (UX) document assignments build off of one another and are specific to the material each week. Please see each individual assignment for instruction as the format changes each week. While each document format may vary, overall you are being graded on your critical thinking skills and your ability to communicate your assumptions and logical conclusions.

The UX document assignments tasked are requirements for any real world job. If you ever get stuck, a simple Google search should give you a plethora of information. Keep in mind, the Internet as a resource can be extremely helpful but do not let it overwhelm you. The amount of detail that can go into these documents in the real world can be immense but that won't be necessary for this course. Set your expectations for yourself based on the assignment examples.

RUBRIC

Student Behavior	Excellent (100-90)	Good (89-80)	Satisfactory (79-70)	Less than Satisfactory (69-60)	Unsatisfactory (less than 60)

1. The student will identify the concept or problem with its various components	Formulate (through writing or illustration) a clear description of the problem or concept and specify its major components to be examined.	Describe (or sketch out) the problem and its components.	List or recognize a variety of components related to the concept or problem.	Recognize that there is a problem or concept that needs to be solved.	Unable to recognize problem or concept.
2. The student will research, organize, and prioritize information.	Select and prioritize information appropriate to solving the problem or concept.	Examine, categorize, and organize research information.	Gather research information.	List areas to be researched.	No research done at all.
3. The student will establish criteria and propose solutions.	Construct several proposed solutions consistent with the proposed criteria.	Prioritize the criteria and propose at least one possible solution consistent with the proposed criteria.	Evaluate the criteria and propose a solution.	Develop a criteria list.	Unable to identify criteria.
4. The student will implement and evaluate solutions.	Select and justify the final solution to the problem.	Analyze and evaluate all assessment information.	Gather assessment information about the implemented proposed solution(s).	Implement at least one proposed solution.	

Quizzes
All quizzes are specific to each module. Please see individual quiz description for more detail. The format of the quizzes may very. Students should prepare for multiple choice, short answer and data analysis questions.

Midterm Project
Due date: October 04 11:59pm

It is time to narrow down your business concepts to one based on feedback from your peers and user research. Leverage the lectures, slides, readings, and recommended resources to jump-start your business idea into a real product. But first, we must conduct user research to validate your value proposition.

Most valuable: Week 4, Week 5, Week 6

Requirements:

This submission should be in the format of Keynote, PowerPoint or Google Slides and include the following:

Project Concept Name & Value Proposition - 10pts

- 1 Slide
- Also include a slide with your top UX influencers & competitors (only list top 5-8)

Provisional Persona Sketches - 10pts

- Must create at least 2
    - Quadrant 1 - Name, archetype, avatar, quote
    - Q2 - Basic demographics (if applicable)
    - Q3 - Behaviors
    - Q4 - Needs/Goals
- Attach as a separate document or as pictures of the sketches within your presentation

User Interviews & Script - 30pts

- Conduct user interviews with 5 people who fit your provisional personas
- User interview script must include:
    - Screener questions, introduction, key interview questions, probing questions, debriefing questions and conclusion
    - Use behavioral questions and question types based on Cooper
    - No more than 20 questions! Choose them wisely!
    - Submit as separate document with the assignment
- Include your research goals and give examples of 3 key questions you asked - 1-2 slides
- Include brief summary of who you interviewed (should align with provisional personas)
    - Ex. Busy mom, 32, 3 kids, lives in the suburbs - Do not include their real names!

User Research Analysis Method - 25 pts

- Choose one: Affinity Map, Empathy Map or Mental Model
- Include picture of you affinity map, empathy map or mental model
    - 1 Slide - If it is hard to see, attached as a separate document as well
    - 1-2 Slides - Top 4-6 insights gained from research

Personas - 20 pts

- Follow the template provided on canvas criteria, but you can create or use any template you like
- Include 2, but no more than 4!
  o There can be one if there is only one persona for your product/service
- Note: for this assignment, we will not have the time or resources to create fully researched user personas, for this reason, you will be creating persona that can be based on *some* assumptions.
- 1 Slide for each persona

Value Innovation Storyboard - 15 pts

- Use UX Strategy Chapter 6 for detailed instruction
- Include picture of sketches or image of preferred visual format
- 1-2 Slides

Final Presentation
Due date: November 11, 11:59 PM EST

The final project is a culmination of the previous work submitted from the mid-term and week 5-10 assignments with revisions made from graded work. Additionally, your presentation skills will be put to the test with a 5-minute video presentation.

Part 1: "Take-Home" Presentation - 60pts

The "take-home" presentation is the document you leave behind after your presentation. It is used as a reference for more details about your project and should explain how your design solution evolved through user research.

- Keynote, PowerPoint or Google Slides presentation of revised assignments submitted from Week 5-Week 10. This work is submitted separately from the video presentation.
  o If submitting a Google Slides link, please set sharing to "Anyone with a link can comment"
- *Requirements:*
  o All of the below *must be revised* based on any feedback received:
    1. Business Concept (5 pts)
       - Business name
       - A brief summary of your business concept and target audience
       - The value proposition - this should be clearly articulated in one concise sentence
       - Competitors and Influencers - include a high-level description of each and identify competitor from influencer
       - 3-4 slides
    2. User Personas and Requirements (10 pts)
       - Updated personas with clear user goals and any other feedback you received

- User goals align with user requirements
- 3-4 slides
3. User Flows
    - One for each persona (10 pts)
    - 2-4 slides
4. Website Navigation Structure (10 pts)
    - Updated to reflect in the final wireframe designs
    - If using an image, please include a link to the image or attach the image in submission for viewing purposes
    - 1-2 slides
5. Revised Final Wireframes (15 pts)
    - Include titles for each wireframe and a brief description or annotations to explain what interactions take place on each page.
    - Add numbers to show the interaction flow
    - Make sure your primary persona's user requirements are met through your designs. I will be grading based on if their requirements are being met.
    - Wireframes should be of higher fidelity than the previous submission with more details about interactions that can take place. You should be able to show this to someone who does not know your concept, and they should be able to understand your website (given they understand this is a wireframe, and empty boxes are images, etc.) Just a word of advice, if you ask your friends, you might not get as honest feedback as someone you do not know.
6. Evidence of User Research (10 pts)
    - Be sure to add any necessary notes or slides that support important design decisions you made based on user research.
7. *Extra Credit Prototype (10 pts)*
    - Create a digital prototype of your revised wireframes
    - Earn up to 10 pts extra credit on your final
    - Points will be awarded for the completeness of your prototype

Part 2: 5-minute Video Presentation - 40pts

1. Video presentations must be 4-5 minutes long. (5 pts)
    o No longer than 5 minutes.
    o 5 points will be deducted for each minute over 5 minutes.
2. Presentation Quality (10 pts) & Storytelling (25 pts)
    o The presentation is visually appealing and you sound confident about your design solution.
    o The video presentation must include the most important information for creating a convincing UX solution. Select the pieces from each assignment that you think effectively communicates your UX solution.
    o Your presentation grade is based on the quality of how you communicate the following areas below. Excellent students will showcase a presentation that reaches the expectations shown in the week 12 slides.
        - *Requirements:*
        - 5-minute video presentation (Google Drive Link, YouTube, etc.)

- Within your slides you must address the following areas:
  - Problem
  - Solution
  - Validation Research (evidence of user research that supports your design solution)
  - Design Solution
  - How It Works

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University Policies

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.
Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.
University counseling services and mental health services:
  Counseling and Wellness resources
  http://www.counseling.ufl.edu/cwc/Default.aspx
  352-392-1575

**Netiquette: Communication Courtesy:
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Class Demeanor:
Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Getting Help:
For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources
  http://www.counseling.ufl.edu/cwc/Default.aspx
  352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaint-process to submit a complaint.

Course Evaluation:
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu
Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct
https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

COURSE SCHEDULE

Course Introduction

Course Introduction Video:
- You will learn an overview of user experience principles and how they are applied strategically.
- You will start to consider the impact perceived user experience has on the outcome of a business or product.
- Explanation of course requirements and assignments

Assignments:
- Discussion Forum: Week 1 Introductions
  Instructions: Since we're not in an actual classroom, let's take a minute to get to know each other! Tell us a little about yourself, the program you are in and what you hope to learn this semester.
  - **Due 11:59 PM EST Thursday, August 23, post to Discussion Board on Canvas**

Week One: UX 101 (8/22-8/26)

Learning Objectives:
- Examine the principles of user experience design
- Identify what makes the design of everyday things easy to understand
- Evaluate what makes a website easy to use

Watch:
- Lecture: UX 101
- What the #$%@ is UX Design?

Required Readings:
- The Design of Everyday Things by Don Norman
  - Chapter 1: The Psychopathology of Everyday Things
    - View and save PDF here.
  - Don't Make Me Think
    - Chapter 1: Don't make me think!
    - Chapter 2: How we *really* use the Web
  - CUBI Model Article

Assignments:

- Discussion Forum: User Testing – You Are The User!

  Instructions: After watching "The User is My Mom," you should understand the basics of how important is it for users to talk through what they are doing during a user test. The only requirement is that you be yourself - there are no wrong answers - and that you speak ALOUD.

  Now it is your turn to be the user. Submit a video of you performing the tasks below and remember to tell us what you are doing and thinking as you navigate through the website. **Upload your video to the discussion board.**
  Turn on your screen recorder and go to amazon.com and perform the following tasks:

  Scenario

  Pretend it is mid-November, and Christmas time is quickly approaching. You need to get both your mother and brother a gift in-time for Christmas. Due to the time-constraints and convenience, you decide to get them both a gift from Amazon. Your mother loves gardening, and your brother loves video games. You have a budget of 100 dollars between the two of them.

  1. Find a few gifts you could get for your mother and how much it might cost.

  2. Find a few gifts you could get for your brother and how much it might cost.

  3. Make a thoughtful decision about what are the best choices for you.

  You will be graded on your ability to speak your thoughts out loud consistently. Points will be deducted for every minute that you do not talk about your thought process

  - **Due 11:59 PM EST Sunday, August 26, post to Discussion Board on Canvas**

- Discussion Forum Comments
  Instructions: Watch two of your assigned peer's videos and analyze their user experience using principles from the Design of Everyday Things. Your analysis must be at least two paragraphs and include three principles from the readings.
  - **Due 11:59 PM EST Tuesday, August 28 the following week on Canvas**

- Quiz 1: UX 101
  Description: Based on the required reading for week one, this quiz will test your understanding and comprehension of the basic principles of UX
  - **Due 11:59 PM EST Sunday, August 26**

Week Two: Design Thinking (8/27-9/2)

Learning Objectives:
- Exercise the psychology behind human-centered design
- Find solutions to a problem using design thinking

- Observe and analyze how people interact with objects to identify solutions for an improved user experience

Watch:
- Lecture: Design Thinking

Required Readings:
- The Design of Everyday Things by Don Norman
  - [Chapter 2: The Psychology of Everyday Actions](#)
  - [Chapter 6: Design Thinking](#)

Assignments:

- Exercise: Design Thinking
  Instructions: Find a common object that is used in a public area. Try to find an object that is common but not always intuitive like the microwave at your work's kitchen, a vending machine, coffee machines, the printer, etc. At a popular time of the day, observe how others are interacting with that object. Take note of the emotions the users are experiencing while using the object and any errors that they run into. Think of how you could improve the design. In a 600-800-word paper, explain the object, the environment you observed it in and the type of people who used it. Explain the goal or the need met that the object serves and errors people encountered while using it. Detail possible solutions to the errors and visually communicate how you would redesign the object. Visually, you can design with a sketch or use graphics, but it must have annotations on it to communicate your thinking. How you visually communicate the object will not be as important as the thinking you use to justify your design. Submit the assignment via canvas and a brief overview of the assignment to the discussion board for others to comment on how they use the object.
  - **Due 11:59 PM EST Sunday, Sept. 02, submit on Canvas**

- Discussion Forum: Design Thinking Assignment
  Instructions: Post your design thinking exercise to the discussion board.
  - **Due 11:59 PM EST Sunday, Sept. 02post to Discussion Board on Canvas**

- Discussion Forum Comments
  Instructions: Comment on two other students' posts either supporting or critiquing the posted example's user experience. Ask the author a thoughtful question for response. Comments must be 4-5 sentences long. Grading is based on depth of insight shared.
  - **Due 11:59 PM EST Tuesday, Sept. 04, the following week on Canvas**

- Discussion Forum Responses
  Instructions: Respond to the comments on your posts. Responses must be 3-4 sentences long. Grading is based on depth of supporting evidence or reflective thought.
  - **Due 11:59 PM EST the following Sunday, Sept. 09**

Week Three: Evaluating Usability & UX Design (9/3-9/9)

Learning Objectives:
- Inspect websites for usability problems using Nielsen's heuristics
- Conduct a professional heuristic evaluation and analysis on a website
- Propose usability solutions to based on UX principles and theories
- Apply Gestalt design theories to improve UX design

Watch:
- Lecture: Website Reviews

Required Readings:
- Don't Make Me Think by Steve Krug
  - Chapter 3: Billboard Design 101
  - Chapter 4: Animal, vegetable, or mineral?
- Nielsen's 10 Usability Heuristics by NNgroup
- Recognition vs Recall by NNgroup
- Preventing User Errors by NNgroup
- Severity Ratings for Usability Problems by NNgroup

Assignments:

- Exercise: Website Audit Group Project
  Instructions: Conduct a basic website user experience audit for the website your team chooses. Evaluate the website based on functionality, structure, branding, creative, and usability. Use these usability heuristics to help you evaluate and organize your thoughts.
  Requirements:

  - Create additional questions as criteria for your analysis. Align with your team members first for consistency of questions. You can modify any question as well.
  - Conduct your evaluation individually. Make a copy of the template and fill your's out first.
  - Take screenshots of anywhere a violation of the heuristic has occurred and reference them within the Google Sheet. You can create a new tab to hold them.
  - Start with the homepage and go through any area of the website that can be defined as part of your group project's area. *It is ok if there is overlap!*
  - Submit as a Google Sheets link with the share settings set to "Anyone with a link can comment."
  - **Due 11:59 PM EST Sunday, Sept. 9 submit on Canvas**

- Discussion Forum: Share Heuristic Evaluation with Project Group
  Instructions: Share the Google links to your heuristic evaluations here. Discuss your findings and make a plan for combining your evaluations into one Google sheet. Start delegating who will do what slides for the Google Slides presentation due on Thursday.
  - **Due 11:59 PM EST Sunday, Sept. 9 submit on Canvas**

- Discussion Forum: Share Group Heuristic Evaluation with Class

  Instructions: Using the Google Sheet provided share and combine the scores from your personal heuristic evaluation within your designated project group. Create a Google Slide presentation with the most critical usability updates. Use screenshots to show where the problem occurred, which heuristic was violated and a recommendation for how to fix the problem.

  - No more than 10 slides
  - Set sharing to anyone with a link can comment or view
  - Include screenshots, video or gifs of the usability issue found
    - Make relevant recommendation based on usability issue and design principles learned
  - Include averaged severity rating scale
  - Use language that the client will understand
  - **Due 11:59 PM EST the following Thursday, Sept. 13**

- Discussion Comments: Compare Notes from Heuristic Evaluation
  Instructions: Comment on two other team's Google Slides presentations and compare their findings with what your team found. Each comment should be 3-5 sentences. You will be graded on your analysis and the meaningful connections you make about usability issues and recommendations.

  - **Due 11:59 PM EST the following Sunday, Sept. 16**

Week Four: User Research Methods (9/10-9/16)

Learning Objectives:
- Explain different user research methods and identify which type of research method to use for different UX needs
- Identify most common types of bias that can be introduced during user research
- Create and execute card sorting exercise
- Structure a proposed website navigation based on card sorting exercise

Watch:
- Lecture: User Research Methods

Required Readings:
- UX Strategy by Jamie Levy
  - Chapter 8: Conducting Guerilla User Research
- Don't Make Me Think by Steve Krug
  - Chapter 9: Usability Testing on 10 cents a day

- Why You Only Need to Test with 5 Users by NNgroup
- Quantitative vs Qualitative Usability Testing by NNgroup
- Avoid Leading Questions During User Research by NNgroup
- When to Use Which UX Research Methods by NNgroup
- How to Address Biases in UX

Required Skimming:
- Usability Guidelines

Assignments:

- Quiz: User Research Methods
  - **Due 11:59 PM EST the following Monday, Sept. 17**

- Discussion: Part 1 | Individual Card Sorting with Project Group
  Instructions: Each member of your group will conduct an in-person card sorting exercise with one user. That means each team will conduct three card sorting exercises. This will only be an open card sorting exercise due to time constraints. Combine your results with your team members. Analyze findings and make a recommendation for how the navigation should be structured so that users can easily find the information they are looking for based on the area of the website specific to your project group.

PART 1

Card sorting exercise instructions:

1. Review the website your team chose and note primary navigation labels as well as any pages that are critical for your group's section of the website.
2. Create a list of 50 labels that you and your team want to test for your card sorting exercise. The labels are the exact names of pages found in the navigation. If you are unsure of what the page name is, use the link name that brought you there.
   o Talk with your group to make sure all your labels are consistent
   o Using a Google Sheet can help your team stay organized for this part of the process.
3. Using the selected labels, create cards using sticky notes, index cards, printouts, etc. (you can improvise if needed)
4. Create blanks (limit 10)
5. Find a user who meets your audience criteria and can meet in person for about 30 minutes.
6. While conducting your card sorting exercise in-person, be sure to ask probing questions and prompt your user to think out loud so you can understand why they chose certain labels
7. Take photos of how your users sorted their cards; note any new labels they created
8. Share your photos and notes with your team for further analysis in PART 2.

Requirements:

- Each team member conducts an in-person card sorting exercise (limit to 50 cards) with one person that you would consider your audience (ex. A pet lover who enjoys volunteering/donating/adopting/going to classes & workshops.
- Use an open card sorting method as detailed above
- Include primary navigation labels as well as anything that might be logical to your team found on the Humane Society's website. *I am expecting overlap between groups.*
- Make sure your team all uses the same cards (labels) with the same number of blanks (limit 10)
- Share photos of how your user organized the cards and notes with your group

- Due 11:59 PM EST the following Monday, Sept. 17

- Discussion: Part 2 | Project Group's Navigation Recommendations with Class

Instructions: Combine your results and make a recommendation for how the navigation should be structured so that users can easily find the information they are looking for based on the area of the website specific to your group's website area. The website navigation should consider the hierarchy of information needs with the essential information found at the top navigation bar and the less important information found in the footer.

Requirements:

Structure a proposed website navigation based on the results of your team's individual card sorting exercise and submit it in the form of Google Slides.

- Create 4-5 slides (Google Slides)
  o If you use Google Slides, *please set sharing to anyone with a link can comment*
- Include quotes from users and key insights learned from the card sorting exercise
  o Think of patterns or confusion your users had that support your recommendations
- Design a diagram of the recommended website navigation

- Due 11:59 PM EST the following Friday, Sept. 21

Week Five: The Business of UX (9/17-9/23)

Learning Objectives:
- Develop value innovation based on users needs and business models
- Assess user needs and strategically align them with business goals
- Storyboard ideas and brainstorm with others to find innovative solutions
- Conduct competitive research to find strengths, weaknesses, and insights
- Conduct competitive analysis on competitor websites for value proposition differentiators

Watch:
- Lecture: UX Strategy

Required Readings:

- UX Strategy by O'Reilly
  - Chapter 1: What is UX Strategy?
  - Chapter 2: The Four Tenets of UX Strategy
  - Chapter 4: Conducting Competitive Research
  - Chapter 5: Conducting Competitve Analysis

Assignments:
- Discussion: Part 1 | Group Competitor Analysis Research & Chart
  Instruction: Based on your project group's specific area for the site you chose, evaluate three other websites of your team's choice for comparison. Fill out the google sheet provided on Canvas and fill it out with your team. As a team, select 6 or more assessment criteria for analysis. While conducting your competitor/comparator research, take screenshots and add annotations to highlight strengths or weaknesses and explain your thinking.

  Requirements:

  - Conduct competitor/comparator research on three websites
  - Fill out the google sheet provided on canvas and create at least 6 assessment criteria
  - Please set your sharing to **anyone with a link can comment!**
  - **Due 11:59 PM EST Sunday, September 23, submit on Canvas**

- Exercise: Part 2 | Group Competitor Analysis Presentation
  Instructions: For the second part of this assignment, you will work together in your project teams to analyze your findings from your competitor research and put your strongest recommendations together in the form of a presentation.

  Requirements:

  - Create Google Slides for a competitor analysis presentation
    - No more than 16 slides
    - Set sharing so anyone can comment
  - Explain why certain assessment criteria were created and how they helped your team reach your research goals
  - For each competitor/comparator website, create 2-3 slides with 2-3 bullet points each
  - Include screenshots of the websites and annotations to explain your thinking
  - Give no more than five recommendations for UX improvements

  - **Due 11:59 PM EST Thursday, September 27, submit on Canvas**

- Discussion: Post Part 2 | Group Competitor Analysis Presentation
  Instructions: Post your project group's [Competitor Analysis Presentation](#) to this class discussion board. Only one person from the group needs to post the presentation.

- **Due 11:59 PM EST Thursday, September 27, submit on Canvas**

- Exercise: Storyboarding Solutions

  Instructions: Define a fictional business idea that solves a problem using the design-thinking methods taught in the previous weeks. Don't worry about figuring out any of the details about your business idea this week! This week focus on understanding a problem and coming up with as many wild ideas that might be used to help solve this problem. *Budget and technology are up to you and can be anything!*

  Remember, while this business is fictional, it must be tied to reality because you will need to test on people for future assignments and your final presentation. For example, do not make a website for cats. Think through this problem and have fun with it! *You will be using this business idea to build out your semester-long project.*

  The goal of this assignment is for you to demonstrate your knowledge about how to align business needs with users needs (we will get to the Killer UX part later this semester). Your business must identify a problem, solution, and who you are going to target in general (We will go into more detail about the "who" in Week 6).

  Step 1: Identify a problem area that affects a group or groups of people - it can be anything! It is important to keep your scope wide for this week.

  Step 2: Think of 6-8 possible solutions to solve this problem area

  Step 3: Using pencil and paper, sketch out a storyboard with at least 4 panels for each possible solution. You can create the panels by folding your paper. Below is an example of a framework you can use. You want to be sure to show the context in which the problem occurs, the problem, and the solution.

  1. Panel 1 - Context & Environment
  2. Panel 2 - The problem
  3. Panel 3 - The solution
  4. Panel 4 - The outcome

  Grading will be based on the range and variety of ideas you decide to include in your storyboard. You will not be graded on your creative abilities. This is about coming up with a lot of ideas and not all of them may not be great in your opinion -- and that is ok! Your peers will help you build upon your ideas.

  Requirements:

  - Include the problem area that you are working on and the group or groups of people the problem affects.
  - At least 6 storyboard solutions for your problem
  - For each storyboard, include 4 panels that explain the context, problem, and solution.

- **Due 11:59 PM EST Sunday, September 23, submit on Canvas**

- Discussion: Storyboard Solutions
  Instructions: Post your [storyboards from this week's exercise](#) to the discussion board for everyone to review and share ideas with you.

  This is worth 10 pts of the 100 pt assignment. Points will be deducted if the storyboards are submitted in a format that is not easy to view or understand.

  - **Due 11:59 PM EST Sunday, September 23, submit on Canvas**

- Discussion Comment: Storyboarding Solutions
  Instructions: Review two of your peer's storyboard solutions and help build their ideas! You will be graded on how valuable your feedback is for your peer's solutions to the problem they are trying to solve. If someone already has two reviews, please comment on another peer's post, they need your feedback too.

  - Comment on at least two storyboards, with each comment being at least 3-4 sentences (One comment per storyboard)
    o Come up with any ideas that can fill in any holes you see or provide insights to make their ideas betters solutions
    o Remember, your ideas do not need to have a budget -- anything goes!
  - Any negative feedback will result in loss of points!
    o This is the "yes, and..." phase of brainstorming
  - Each peer comment is worth 30 pts of the 100 pt assignment (*60 pts total*)

  - **Due 11:59 PM EST Thursday, September 27, submit on Canvas**

- Discussion Response: Storyboarding Solutions
  Instructions & Requirements:
    ▪ Respond to at least two of the comments your peers posted on your storyboards
    ▪ You will be graded on how you synthesized the insights they shared with you and how you thought about incorporating their ideas
    ▪ Responses must be 2-3 sentences each
      ▪ Each response is worth 15pts (30 pts total)

  - **Due 11:59 PM EST Sunday, September 30, submit on Canvas**

Week Six: Building Empathy (9/24-9/30)

Learning Objectives:

- **User Interviews** - Ask your users the right questions to gain insights into their motivations, behaviors, needs & goals.
- **User Research Analysis** - Use affinity maps, empathy maps, and mental model maps to synthesize and analyze the insights gained from user interviews and research.
- **User Personas** - Create provisional personas to validate your value proposition and final personas to guide your UX requirements.
- **Scenarios & Storyboarding** - Identify your user's pain points and needs by walking in their shoes. Use storyboards to map out the key experiences.

Watch:
- Lecture title: Building Empathy

Required Readings:
- UX Strategy by Jamie Levy
  - Chapter 3: Validating the Value Proposition
  - Chapter 6: Storyboarding Value Innovatio
- About Face by Alan Cooper
  - Chapter 5
- Sketching User Experiences by Bill Buxton
  - Section 4.4 – The Narrative Storyboard
- Medium.com
  - Updated Empathy Map
  - Mental Models
- Innovation with Mental Models by Indi Young

Assignments:
- **Midterm Project**
  Due date: October 04 11:59pm

Week Seven: Emotion & Motivation (10/1-10/7)

Learning Objectives:

- **Emotional Design** - Examine converging theories about human emotion to design meaningful experiences
- **Behavior** - Apply theories about human behavior to design more human-like products and increase conversion rates
- **Game Design** - Explore the basic principles of game design and how they can be leveraged to motivate users
- **Habit Formation** - Examine habit formation theories and their application within user interfaces to motivate behavior

Watch:

- Lecture: Emotions & Motivations

Required Readings:
- UX Designers Can Learn from Game Design & Gamification
- Behavior Model for Persuasive Design by BJ Fogg
- Emotional Design by Don Norman
  - Chapter 3: Three Levels of Design
  - Chapter 4: Fun and Games
- Hooked – How to Build Habit-Forming Products
  - Chapter 1: The Habit Zone

Week Eight: Structuring Experiences (10/8-10/14)

Learning Objectives:

- **Scenarios & Requirements** - Utilize persona scenarios to gather user requirements & information needs
- **Information Architecture** - Build components of an information architecture to organize content and information for your users in a familiar way
- **User Flows** - Create users flows to understand how users might navigate through your website
- **Website Navigation** - Structure a proposed website navigation based on your user research (card sorting exercise

Watch:
- Lecture: Structuring Experiences

Required Readings:
- Don't Make Me Think By Steve Krug
  - Chapter 6: Street Signs & Breadcrums
- Information Architecture by O'Reilly
  - Chapter 3: User Needs & Behaviors (p30-38)
  - Chapter 4: The Anatomy of an Information Architecture
- About Face by Alan Cooper
  - Chapter 6: Scenarios & Requirements

Assignments:

- UX Document: IA, User Flows, and Navigation
  Instructions: The key to a great user experience is allowing the user to find what information they need when they need it. Follow these steps to get you started on the path

of identifying content/information users need and organizing it in a way that is most useful for them.

1. User Flow Diagrams

Now that you know who your users are, you need to provide a path for them to reach their goals on your website. Create a user flow for each of your personas where they reach their main goal in no more than 6-8 steps (if you go over that is ok, but try to get close). These should be based on your storyboard but more detailed and include different interaction steps. When creating your user flows, consider various entry points your user may start from. Will they get there by an ad that goes to a landing page?

2. IA Diagram

Now that you understand who your primary user is, their goals and their journey on your website, you now need to create and organize the content they need to reach their goals. First, think about the type of content your user will need to make a decision on your website. You can start brainstorming ideas for content by drawing an IA diagram (or Sitemap) and structuring the content in an organization that you think the user will find most useful.

3. Card Sorting

Then you will test three people who would be your primary users by conducting a card sorting exercise. You can conduct this in-person using post-its or online, but it is recommended in-person so you can ask more questions about why they chose specific labels.

4. Proposed Navigation Structure

Based on your results, develop a proposed website navigation structure. The website navigation should align with your information architecture and card sorting results. Be sure to ask your users which information is most important so that you can define what information belongs in your top navigation and put the less important information in the footer.

Requirements:

- Create a user flow diagram for each of your personas.
  - This can be in a slide format or image, your choice. You can also sketch out the flows if you prefer.
- Conduct card sorting exercise (limit to 50 cards) in-person or online with at least 3 people that you would consider fit your persona types.
  - Create two slides with key insights learned from the card sorting exercise and high-level detail about who you interviewed.
- Create an information architecture diagram/sitemap (can just be a hand-drawn picture) and submit it in the form of a Keynote, PowerPoint, or Google Slide slide. You can also arrange sticky notes and take of picture of that if it is your preferred method for brainstorming.

- This is more for brainstorming purposes. I am looking for your considerations of content needs and how you organized them into your navigation structure.

- Structure a proposed website navigation based on the IA and card sorting exercise. Consider the main navigation, sub-pages, utility bars, landing pages, on-boarding, footer links, and search.

- **Submit work in the form of a PDF presentation (Keynote, Google Slides, Powerpoint, etc.)**

  - **Required Slides:**
    - Business Concept/Value Proposition Slide (Can be from midterm)
    - Personas (Can be from midterm)
    - User Flows
    - IA Diagram
    - Learnings from Card Sorting
    - Proposed Navigation Structure

- **Due 11:59 PM EST Monday, October 9, submit on Canvas**

Week Nine: Rapid Prototyping (10/15-10/21)

Learning Objectives:

- **Draft** basic low fidelity sketch wireframes to communicate the user experience for the primary user flow
  - Quickly brainstorm different layouts, content structures, and features
- **Design** higher fidelity sketch wireframes to find solutions for organizing content and key interactions.
- **Build** a digital paper prototype and test with users to validate and improve the design and user flow
- **Iterate** to refine the primary user flow and key interactions based on early feedback from users

Watch:
- Lecture: Rapid Prototyping

Required Readings:
- UX Strategy by Jamie Levy
  - Chapter 7: Creating Prototypes for Experiments
- Prototyping: A Practioner's Guide by Warfel, T.Z.
  - Chapters 6-11

Assignments:

- UX Document: Sketching Wireframes & Rapid Prototyping
  Description: Get your pencils out and try your hand at creating wireframes for your website/app/digital experience based on the steps you identified in your user flows and information architecture. Use black, white and shades of grey in your sketches and use simple boxes and words to communicate your layouts. Remember, this is not about visual design, this is about information design and content hierarchy. What you will be designing is what content or features needs to exist on what pages in order for the user to be able to reach their goals. To help you visually communicate the relationships between content and navigation, start using the Gestalt principles you have learned.

  Create 6-10 key screens that walk users through the main user flow of your website/app/digital experience so they can reach their goal. First, start out by brainstorming different ideas for layouts, content organization and features with low-fidelity sketches. Once you feel comfortable with the basic structure, create higher fidelity sketches with more detail to communicate key interactions and information. After you have finished your high fidelity sketches, create a digital paper prototype using the free app or take a video of you going through your paper prototype. Then you must test your prototype with three people who fit your primary persona and watch them go through your design without helping them. Ask them for their feedback and make another iteration of the prototype based on their feedback. Then test again with your revised prototype with 3 different people. Make your final revisions based on their feedback.

  Requirements:

  Submit your sketches, prototype links, and findings in a Keynote, Powerpoint, or Slides presentation with no more than 12 slides. The slides should include:

  1. Business overview slide (copy/paste from previous assignments)
  2. Overview slide of your personas that only includes:

     - Persona's photo
     - Persona's name/key characteristic
     - Persona's user goals

  3.Original user flow (you can just copy/paste from user flow assignment)

     - Images of your initial low fidelity sketches that reflect your user flow
     - Include titles of each screen and the steps the user has to take to reach their goal

  4. Images of your higher fidelity sketches used in your prototype (both iterations)

     - Include a summary of the user feedback you received and the changes you made based on your first round of user testing
     - Link to both prototypes or videos of paper prototypes

5. Images of your revised final sketches

   - Include a summary the user feedback you received and the changes you made based on your second round user testing
   - Link to the *revised final* prototype or video of the final paper prototype
   - **Due 11:59 PM EST Sunday, October 14**

- Discussion: Sketching & Prototyping
  Instructions: Only submit your final prototype video or link to the discussion board
  - **Due 11:59 PM EST Sunday, October 14 post to Discussion Board on Canvas**

- Discussion: Peer Review Prototype Comments
  Instructions: Comment on two peer's prototype and give them feedback about your experience.
  - **Due 11:59 PM EST Thursday, October 18 post to Discussion Board on Canvas**

Week Ten: Wireframes & Requirements (10/22-10/28)

Learning Objectives:

- Create mid to high fidelity digital wireframes for the key interaction pages of your business's website.
- Identify, build and prioritize user requirements based on personas.
- Strategically design visual hierarchy based on user requirements and content hierarchy.

Watch:
- Lecture: Wireframes & Requirements

Required Readings:
- Communicating with Visual Hierarchy by Luke Wroblewski
- 6 Principles for Visual Designers by Alex Bigman
- IA & Content Organizational Models
- About Face by Alan Cooper
  - Chapter 7: From Requirements to Design

Assignments:
- UX Document: Wireframes & Requirements
  Description: Based on your validated user flows, sketch wireframes and prototype, it is time to take your website user experience to the next step. This assignment is the initial draft of the primary pages of your website. Think of it like the blueprints for building a house. I'm looking for how you will structure your website and where the

essential content will go. So first you will need to create your persona requirements, so you know what types of features and content need to live on your website for your users. Use the example shown in my slides for your persona requirements.

For your wireframes, your grade is based on the quality of thought put into the type of information you are providing for your users and placement of it based on your user requirements. The design comes secondary. Your IA should be evident in the user flow, clearly helping your users reach their goals and giving them clear actions to do so. Using the examples shown in the slides, wireframe four pages of the primary user flow (it should have changed based on feedback from your last assignment). Do your best. I will review and send you revisions for you to make and send in for your final presentation.

Submit your work to Canvas under UX Documents in a Keynote or Powerpoint presentation with 7-10 slides. The slides should include:

1. Business overview slide
2. Revised user flow
   - The user flow should reflect all the steps needed or support where screens should exist so that way you only need to design the key wireframes.
3. Persona requirements slide - (Should look like the one in the lecture)
   1. Persona's photo, name/key characteristic
   2. Persona's user requirements
   3. Prioritized by primary, secondary, etc.
4. Homepage wireframe
5. Create 4 other wireframes based on key interaction pages in your user flow. **Make sure one of them reflects your user reaching their goal! (This does not always mean the purchase confirmation screen.**

- **Due 11:59 PM EST Sunday, October 21**

- Discussion: Wireframes & Requirements
  Instructions: Submit your wireframes to the discussion board for your peers to comment on and give feedback.
  - **Due 11:59 PM EST Sunday, October 21 post to Discussion Board on Canvas**

- Discussion: Peer Review Wireframes
  Instructions: Comment on two peer's wireframes and give them feedback about you understood to use the interface they created.
  - **Due 11:59 PM EST Thursday, October 25 post to Discussion Board on Canvas**

Week Eleven: Extra Credit Week (10/29-11/4)

Learning Objectives:
- We covered so much content this semester that we have an extra week! Take advantage of the additional time this week to turn in extra credit and work on your <u>Final Presentation</u>. Please note the feedback you receive on all your personal project assignments should be reflected in your final presentation.

Assignments:
- Discussion Forum: Usability Tests (Extra Credit 2pts added to final grade)
  Instructions:
  Find an example of a bad user experience online. Create at least three tasks you want to measure the usability of on the website and define success criteria. Then go through the website as if you are the user and report your findings.

  Submit to the discussion board:

  - A link to the website and a brief description of what the company does
  - The three tasks you chose to measure
  - Your success criteria (completion rate, time efficiency, and/or satisfaction)
  - Outcome (you do not have the use the equations for this assignment since you are only testing with yourself)
  - Explain each step you took to complete each task and what went wrong.

- **Due 11:59 PM EST Sunday, November 4 post to Discussion Board on Canvas**

Week Twelve: Presenting UX Solutions (11/5-11/11)

Learning Objectives:
- Design presentations in a visually engaging format
- Organize content to frame a story
- Present evidence-based UX solutions
- Effectively communicate your ideas in 5 minutes or less

Watch:
- Lecture: Presenting UX Solutions

Required Readings:
- The Art of the Pitch, Persuasion and Presentation Skills that Win Business by Peter Coughter
  Chapter 8: Organizing the Presentation

- Example of presentation link

Assignments:
- **Final Project**
  Due date: 11:59 PM EST Sunday, November 11

Disclaimer:
This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

Assignment	Due Date	% of Grade
User Testing – You Are The User Discussion	Sunday 08/26/18 11:59PM	1.5%
Introductions Discussion	Thursday 08/23/18 11:59PM	1.5%
UX 101 Quiz	Sunday 08/26/18 11:59PM	2.5%
Design Thinking Exercise	Sunday 09/02/18 11:59PM	2.5%
Design Thinking Discussion	Sunday 09/02/18 11:59PM	1.5%
Heuristic Evaluation Exercise	Sunday 09/09/18 11:59PM	2.5%
Heuristic Evaluation Discussion	Thursday 09/13/18 11:59PM	1.5%
User Research Methods Quiz	Monday 09/17/18 11:59PM	2.5%
Card Sorting Discussion	Monday 09/17/18 11:59PM	1.5%
Navigation Recommendations Discussion	Thursday 09/20/18 11:59PM	1.5%
Storyboarding Exercise	Sunday 09/23/18 11:59PM	2.5%
Storyboarding Discussion	Sunday 09/23/18 11:59PM	1.5%
Competitor Analysis Discussion	Thursday 09/27/18 11:59PM	1.5%
Competitor Analysis Exercise	Thursday 09/27/18 11:59PM	2.5%
Midterm	Thursday 10/04/18 11:59PM	20%
IA, User Flows, Navigation UX Document	Monday 10/08/18 11:59PM	10%
Sketching & Paper Prototypes UX Document	Sunday 10/14/18 11:59PM	10%
Sketching & Paper Prototypes Discussion	Sunday 10/14/18 11:59PM	1.5%
Wireframes & Requirements UX Document	Sunday 10/21/18 11:59PM	10%
Wireframes & Requirements Discussion	Sunday 10/21/18 11:59PM	1.5%
Final Presentation	Sunday 11/11/18 11:59PM	20%
	Total	**100%**