

SYLLABUS FOR INSC 311: USER-CENTERED DESIGN (SPRING 2023)

Course Modality: Online Asynchronous

School of Information Sciences (<https://sis.utk.edu/>)
University of Tennessee, Knoxville (<https://www.utk.edu/>)

INSTRUCTOR INFORMATION

Primary Instructor

- Joseph Winberry, MSIS
- Pronouns: He/Him/His
- jwinber1@vols.utk.edu
- Office Hours: By Appointment via Zoom
- Email (to schedule)

Secondary Instructor

- Carolyn Hank, PhD, MLIS
- Pronouns: She/Her/Hers
- chank@utk.edu
- 444 Comm. Bldg.
- 865-242-7170 (cell/text)
- Office Hours: By Appointment
- Calendly (to schedule): <https://calendly.com/carolynhank>



Welcome Statement

Have you used a new technology, product or service, and said, “What were they thinking? This make no sense?” Or, maybe you thought, “Wow! Whoever designed this read my mind! It does exactly what I hoped it would!” This course is all about focusing on users to inform the design of effective, efficient and satisfying digital technologies, such as a smartphone interfaces, websites, or mobile applications. In this course, you learn why users are central to good design, and then apply it by developing a prototype. By the end of this course, instead of saying, “What was the designer thinking,” you will be able to explain and demonstrate what the designer could have done in consideration of user needs and preferences.

You might be wondering why this course has two instructors. Well, we think user-centered design is so important that we doubled up instructors for this course! We kid! But really, while this is a fun and engaging class, it a big class with lots of content to cover and lots of applied activities to do. Two instructors allows us to best support all of you (and for us, the instructors, to support each other). More on what this means for class communications is detailed later in this syllabus.

COURSE INFORMATION

Catalog Description

INSC 311 User-Centered Design (3 credit hours): Application of user research theories and techniques for placing user needs across all design process stages. Conducting user research, gathering requirements and planning and developing intuitive, user-friendly products.

Additional Information

This course is required for all BSIS Majors and IS and UXD Minors. It is also a pre-requisite for 400-level courses in the BSIS-UXD concentration at the School of Information Sciences.

Student Learning Outcomes

Students who complete this course will be able to:

- Define and describe basic terminology and processes of user-centered design.
- Analyze information systems from a user-centered perspective.
- Articulate the need for practical design by collecting user requirements and creating personas.
- Design and evaluate a low fidelity prototype.

Course Design

This course is delivered **online and asynchronously via Canvas**. This means there is not a specific date and time to meet together as a class each week. Instead, **weekly course materials** will be made available on **Canvas every Monday**. You will engage with readings, recorded lectures, assignments, and other course materials throughout the week. If you encounter technical difficulties accessing the class Canvas site, consult the Office of Information and Technology's [online resources and direct assistance](#).

Required Text(s)

There are two required textbooks for this course

- *The Design of Everyday Things*, by D. Norman (ISBN 978-0465050659). This book is available via the campus bookstore, another bookstore of your choice, or [Amazon for either rental or purchase](#).
- *The UX Book: Agile UX Design for a Quality User Experience*, by H.R. Hartson and P.S. Pyla (ISBN-10: 0128053429). This book is especially helpful as you work on assignments. It is [available electronically through the University Libraries website](#). Since an electronic version of this book is available, you do not need to purchase your own copy unless you prefer to have your own. If you run into issues accessing this e-book, please contact a librarian via the [Get Help or Chat with Us features on their website](#).

Other Readings/Videos

Additional required readings will be assigned throughout the semester and will be posted to the weekly modules in Canvas. In addition to viewing any instructor-recorded lectures, you are also required to regularly view other video content posted to the weekly Canvas modules.

COMMUNICATION

Email and Canvas

We are required to communicate with you through your **UTK email address**. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK email to your preferred address if you do not wish to check both accounts.

It is the student's responsibility to ensure that any time critical email is read and acted upon. Both instructors will send class-related emails to your UTK email account throughout the semester. So **whether it is sent by Joseph or Carolyn**, be sure to check your email frequently.

Please do not hesitate to email us with updates, questions, or concerns. **When emailing, include both Joseph and Carolyn in your email** (jwinber1@vols.utk.edu AND chank@utk.edu). One of us will respond, typically within 24 hours for emails received Monday-Friday. Emails sent Friday-Sunday may not be answered until Monday.

If you have an **urgent problem**, you can be emphatic in the subject line. You are also welcome to flag the message (e.g., red flag for “urgent”). Make clear it is a class-related emailing by including “INSC 311” in the subject line.

We have obligations during the semester when we may be unavailable (e.g., work-related travel). We will share any dates we are unavailable in a [discussion thread on Canvas](#) for own awareness.

Canvas Announcements

In order to help you stay organized and inspired, we will send out weekly Canvas announcements each Monday, as well as updates later on in the week as needed. It is important that you receive and read these announcements as they often contain essential class information. It is your responsibility to ensure you receive these announcements. If you do not receive an announcement on the first Monday of the semester (Jan. 23, 2023), it is your responsibility to reach out to the [OIT Helpdesk](#) for assistance. Make a note to regularly read these and any other Canvas announcements and messages. There may be extra credit opportunities that are communicated solely through the announcements, so keep an eye out!

Canvas Discussion Board

We utilize the discussion board for some assignments and required course activities. You are also encouraged to use the discussion board for other communications, like sharing cool designs you encounter or cool resources you have found. However, be aware questions for us that need a **timely response**, like a question on a class assignment, should be communicated via email. While we regularly read the discussion board, Canvas is not always open on our computers, unlike our email client, which is a constant in our lives :).

Instructor Office Hours

We do not maintain established office hours as it allows more flexibility in meeting with students. If you have questions, concerns, or other topics to discuss one-on-one or in a small group, schedule an appointment. You can schedule a meeting with Joseph, with Carolyn, or with both of us. We are available to meet over Zoom; additionally, Carolyn is available to meet in her office. To schedule with Joseph, email him: jwinber1@vols.utk.edu. To schedule with Carolyn, do so here: <https://calendly.com/carolynhank>. To schedule a meeting with both of us, email us both.

COMPUTING REQUIREMENTS AND RESOURCES

Technology Requirements

A laptop or desktop with reliable Internet access **is necessary** for participating in this course. You also need access to a microphone and web camera, as you will be asked to record and share some videos for this class. While you may be tempted to use your smart phone or tablet for participating in class, such as watching video recordings or completing activities in Canvas,

please don't rely on these devices exclusively as some functionality, at times, is compromised when using those types of devices.

We know access to all the resources you need to achieve your learning goals can be a challenge. Please let us know by email ASAP if you have any issues accessing reliable equipment for use in class. Assistance with Canvas, Zoom, and other technologies can be found by visiting the Office of Information & Technology's website: oit.utk.edu.

Technical Support

You must have adequate computing skills, including but not limited to, use of word processing and presentation software, Web browsers, email, Canvas, and Zoom. The [Office of Information Technology \(OIT\)](#) provides help and [training classes](#) for students at no charge.

Other Resources for Course Success

In addition to content posted to the class Canvas site and your required textbooks, we also recommend the [User Experience Professional Association \(UXPA\) International website](#). The website has lots of excellent info, including publications, career resources and other materials. This resource may be beneficial to you as a student in this course, as well as post-degree if you are planning to be an early career professional in user experience (UX).

Other Resources for Academic Success

The University provides support for academic success. Listed below are resources to be familiar with for success in all of your courses and academic life at the University:

- [Center for Career Development and Academic Exploration](#)
- [Course Catalogs](#) (Listing of academic programs, courses, and policies)
- [Hilltopics](#) (Campus and academic policies, procedures and standards of conduct)
- [OIT Help Desk](#)—You may also call 865.974.9900
- [Schedule of Classes/Timetable](#) (via Banner)
- [Student Health Center](#) (visit the site for a list of services)
- [Student Success Center](#) (Academic support resources)
- [Undergraduate Academic Advising](#) (Advising resources and major guides)
- [University Libraries](#) (Access to library resources, databases, course reserves, and services)

For majors in the College of Communication and Information, there are additional resources available to you:

- [CCI Center for Undergraduate Programs and Advising](#)
- [Career Development at CCI](#)

COURSE ATTENDANCE AND PARTICIPATION POLICIES

Expectations of the Student

- Complete all assigned reading prior to *attending* (see below) each class session. The assumption in each lecture is that you know the information that is in the readings. Therefore, the lectures will engage with and build upon the information in the readings.

- Complete all assignments and submit them on time, using the format and procedure specified by the instructor.
- Be a responsible and collaborative group member when working on group assignments.
- Check your e-mail and Canvas (including announcements, Canvas messages) regularly.
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the UT Honor Code and University codes of conduct.

Expectations for the Instructors

- Create and facilitate meaningful learning activities.
- Be prepared for all classes by having materials available in the weekly modules every Monday.
- Evaluate all work fairly and equitably, and provide feedback in a timely manner (typically within one to two weeks after graded assignments submitted).
- Be respectful of all students by communicating in an effective and timely manner, and being available for consultation at a time that is mutually agreeable.
- Abide by the University codes of conduct.

Attendance and Participation

Even though this course takes place completely asynchronously, **attendance is still very much required and necessary**. And because course delivered asynchronously, all content is always available to you, even if there is a reason (within reason) you cannot access and/or complete it by the deadline. Examples of reasonable excuses for failing to complete weekly activities and/or assignments on time include: 1) illness; 2) family emergencies; 3) special curricular activities or job requirements; 4) participation in official university activities such as music performances; 5) military obligation, 6) religious holidays; and 7) court imposed legal obligations (e.g., jury duty, subpoena). **Contact both instructors** if you will be delayed in completing the class content for the week and let us know when you plan to complete it.

We will know if you do not “attend.” Some of your weekly class activities leave a digital trail. For example, if you watched a recorded lecture or downloaded an audio file, we will know (and we will know if you didn't). We will know if you completed (or didn't) an unmarked quiz (as we may use those to reinforce information and keep you engaged while watching video recordings). And we will know if you did (or did not) contribute to a discussion board post.

Your attendance is noted when you participate in these activities. If a pattern of failure to attend class (which includes watching course materials, engaging in non-graded tasks such as discussion boards as well as not completing graded assignments, etc.), we will provide you with a written warning. If you continue not to participate, we reserve the right to penalize your final grade in the course by one letter grade for each subsequent warning provided. Similarly, failure to participate in group activities with group members will negatively affect your assignment grades, and therefore your final grade in the course. Carolyn has three dogs: Sam, Charlie and Stevie.

Class Cancellation, Including Inclement Weather

The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. The information is distributed to the

campus community, shared with local media, and posted on the University homepage at <http://utk.edu>. When a decision to close is made, it applies to all classes (whether on-campus or online). If this happens, we will extend any due dates for asynchronous class sessions and/or assignments/quizzes for the respective week in which the closure occurs.

ADDITIONAL POLICIES AND POINTS OF INFORMATION

Disability Services

The University of Tennessee, Knoxville, is committed to providing an inclusive learning environment for all students. If you anticipate or experience a barrier in this course due to a chronic health condition, a learning, hearing, neurological, mental health, vision, physical, or other kind of disability, or a temporary injury, you are encouraged to contact Student Disability Services (SDS) at 865-974-6087 or sds@utk.edu. An SDS Coordinator will meet with you to develop a plan to ensure you have equitable access to this course. If you are already registered with SDS, please contact your instructor to discuss implementing accommodations included in your course access letter.

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus. For more information, see the [UT Principles of Civility and Community](#).

CCI Diversity Statement

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

SIS Diversity & Inclusion Statement (Excerpted)

The School of Information Sciences is committed to diversity, inclusion, and equal opportunity for all. Our commitment to promoting, protecting, and ensuring diversity and inclusion in our community builds on an understanding that a diverse and inclusive society is essential for the free exchange of ideas, debate, research, academic freedom, growth, responsibility, knowledge,

integrity, cooperation, and success in the local and global context. Diversity and inclusion are also essential in developing the cultural competencies and effectiveness information professionals must have to serve the needs of increasingly diverse and pluralistic communities. *For complete statement, see the [Diversity & Inclusion Statement of the School of Information Sciences](#).*

Instructor Status as a Title IX Mandatory Reporter

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit titleix.utk.edu.

ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

Academic Integrity

Students should be familiar with the [Hilltopics Student Handbook](#), and comply with all academic policies. This includes the University of Tennessee Honor Statement and the Academic Integrity Policy.

The Honor Statement reads: *“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. ‘As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.’”* For more information, see the Honor Statement on the Academic Policies and Procedures page of the current [catalog](#) for student and faculty responsibilities.

The Academic Integrity policy reads: *“Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.”* For additional information, see the [Student Code of Conduct](#).

Plagiarism

Plagiarism in any of its forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (e.g., not having quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge).

3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
4. Collaborating on a graded assignment without the instructor's approval.
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. Resources are available through the University Libraries, including a [Citing Sources guide](#). **Please note that assignments may be processed using anti-plagiarism software to check for infractions.** Lapses of academic integrity are penalized according to their severity and may rise to the level of and include a course grade of "F" among other consequences.

Graded Assignments

This table delineates assignments by name, point value, percentage of final grade, and due date. Assignments will be evaluated by both instructors, unless noted in the table below (under "notes"). It is further organized by assignments you complete as an individual, and those you will complete as a small group. A brief description of each assignment follows the table. A more detailed description of each assignment is provided via Canvas at the appropriate junction.

Assignment	Point Value	Percentage of Final Grade	Due Date	Notes
Individual Assignments				
Self-Introduction Activity	5	5%	01/29/23	Evaluated by both instructors
Journal Entry 1	10	10%	2/26/23	
Test 1	15	15%	3/05/23	
Test 2	15	15%	04/30/23	
Journal Entry 2	10	10%	05/07/23	
<i>Individual Total</i>	55	55%		
Group Assignments: User-Centered Design Project				
Team Formation	5	5%	02/05/23	These activities build on each other, and each is critically important to your team's success and final project. If you encounter an issue and are unable to reach a resolution on as a team, contact Dr. Hank immediately.
Potential Interfaces	5	5%	02/12/23	
Proposal with System Concept Statement	5	5%	02/19/23	
Work Activity Affinity Diagram (WAAD)	5	5%	3/12/23	
User Requirements	5	5%	3/26/23	
User Persona	5	5%	04/02/23	
Prototype	5	5%	04/16/23	
Peer Usability Report	5	5%	04/30/23	
Final Presentation	5	5%	05/14/23	
<i>Group Total</i>	45	45%		

Assignment	Point Value	Percentage of Final Grade	Due Date	Notes
TOTAL	100	100%		

User-Centered Design Project

This semester you will work with fellow group members to improve an existing application or website or design a new user-centered interface. To make this happen, your team will complete the following tasks:

- Identify an existing application or website in need of improvement or brainstorm a new interface.
- Conduct research with current or prospective users.
- Develop a prototype of the redesigned or new interface.
- Evaluate your design.
- Present your final design to your colleagues.

While specific details of the project will be discussed on Canvas, each team member is expected to be deeply involved and make substantial contributions throughout each step of the project. By continuing in this class, you agree to stay in regular contact with your group members. In order to facilitate the process of full group participation, each group member will be required to submit each of their group's project assignments ahead of the respective deadlines. If you are not communicating and working with your group, you will not have access to the full group project, and this will be evident by your lack of a full or any group project submission. If you are not communicating and working with your team to the point that they have to submit assignments without you, you will lose points. If this pattern continues, you may be required to complete future group assignments by yourself. If you are facing any issues with group member participation, please contact Dr. Carolyn Hank (chank@utk.edu).

Tests

There will be 2 tests throughout the semester consisting of multiple-choice, true-false, and short-answer questions. Each test will cover about half of the semester of content so take good notes throughout the semester as you engage with course readings, lectures, and other materials.

Journal Entries

During the term, students will reflect on their learning experiences in 2 journal entries. These journal entries are between the student and instructor; your comments will not be shared with other students.

Preparing Assignments

In your response you are expected to draw on course materials, including required readings. The readings from the recent sessions preceding the date you reply to the scenario is due should be useful in composing your response. You are welcome to consult and consider other resources, whether listed in the Canvas Modules as required or optional readings, or as found on your own. In preparing assignments, remember the following:

- If referencing readings from the syllabus, as shown in the weekly Canvas modules, you do not need to provide a reference list for these items. However, you must provide an APA-style in-text citation when appropriate (e.g., Harvey, 2010). Remember to provide page

numbers with the in-text citation if you are using a direct quote from the source (e.g., Harvey, 2010, p. 125).

- If you are referencing materials not included in the syllabus, as shown in the weekly Canvas modules, then you are expected to cite appropriately. For example, in APA, this would entail including an in-text citation in the narrative of your reply, as well as a list of references.
- All individual assignments must be word-processed, double-spaced and include your name, date, and course number (i.e., Student Name(s), Date, INSC 311) in the top right hand corner as the heading.
- The title of the document/file should be StudentFirstNameLastName_INSC 311_Assignment Name. Example: JosephWinberry_INSC 311_Journal Entry #1
- All group assignments should follow these steps as well, including putting all member names in the top right hand corner along with the date, class, and group number. The group number should be included in the file naming. Therefore, the title of the group documents/files should be Group #_INSC 311_Assignment Name. Example: Group1_INSC 311_Potential Interfaces
- Submitted documents for individual assignments should be in Word or PDF form.
- Group assignments will also generally be required to be submitted in Word or PDF form but could be submitted in a different form if necessary for the specifics of the group assignments. However, these documents should still have headings with all group member names and group number as well as follow the syllabus instructions on file naming.

Submitting Assignments

All assignments are due by 11:59 PM Eastern unless noted otherwise in the course schedule shown at the end of this syllabus or unless I provide you an updated schedule via Canvas. If it looks like you are not going to be able to make the deadline, please email the instructors at least 12 hours beforehand so that we can identify on an alternative schedule if possible. It is up to the student(s) to reach out in advance whenever possible (allowances for late work include emergencies such as personal or family illnesses, accidents, or other major issues). If you do not reach out in advance or do not have an explanation for tardiness in communicating and completing assignments that reach the level of an emergency, you should expect to lose points.

To submit an assignment, simply visit that assignment's page on Canvas and click "start assignment" before scrolling below and completing the necessary steps before pressing "submit assignment." Remember that you are expected to submit individual assignments as well as group assignments individually. This means that should not rely on someone else in your group to submit the group assignment. Submit it yourself and write in the comments of the submission specifically what you contributed to the assignment. Failing to be specific in what you contributed

may result in you receiving less points on the group assignment. Also, please note for extra credit later, Joseph's dog is named Francis.

Assigning Grades

After receiving your assignments, we make every effort to return your marked assignments via Canvas within one-to-two weeks, though this is not a guarantee. Please note that we provide a point score for submitted assignment along with written feedback and annotations for select assignments. If you'd like to compute a letter grade based on the points provided, divide your score by the total points possible for the assignment. For example, if you earned 23 out of 25 points on an assignment, your percentage grade would be 92, equivalent to an A- for that particular assignment.

Your final semester grade will be based on your total points earned divided by the total possible points over the course of the semester. We may provide extra credit opportunities throughout the semester. Those are added to your total points earned tally (but not the total points possible, as then it would not be "extra" credit).

Any questions concerning any specific grade you receive on a specific assignment should be discussed first with the instructor who graded your assignment. If you remain dissatisfied, then you may refer to the Grade Appeal Procedures in the Undergraduate Catalog.

Grading Scale

Semester grades will be assigned according to the following scale:

A	93-100	Superior performance (4 quality points)
A-	90-92.99	Intermediate superior performance (3.7 quality points)
B+	88-89.99	Very good performance (3.3 quality points)
B	83-87.99	Good performance (3.0 quality points)
B-	80-82.99	Intermediate good performance (2.7 quality points)
C+	78-79.99	Fair performance (2.3 quality points)
C	73-77.99	Satisfactory performance (2.0 quality points)
C -	70-72.99	Unsatisfactory performance (1.7 quality points)
D+	68-69.99	Unsatisfactory performance (1.3 quality points)
D	63-67.99	Unsatisfactory performance (1.0 quality points)
D -	60-62.99	Unsatisfactory performance (0.7 quality points)
F	0-59.99	Failure performance (0.0 quality points)
S		Satisfactory; only assigned for C or better work when a course is taken on a S/NC grading basis. Carries no point value.
NC		No Credit; indicates failure to complete a course satisfactorily, and is only assigned for C- or worse work when a course is taken on a S/NC grading basis. Carries no point value.
I		Under extraordinary circumstances and at the discretion of the instructor, the grade of I (Incomplete) may be awarded to students who have satisfactorily completed a substantial portion of the course but cannot complete the course for reasons beyond their control. An I carries no quality points. If the I grade is not removed within one calendar year or upon graduation, it shall be changed to an F and count as a failure in the computation of the grade point average.

W		Indicates student has officially withdrawn from the course or the university. Carries no point value.
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Incompletes

Based on University of Tennessee-Knoxville policy, a grade of *I* (Incomplete) is reserved for **emergencies** that prevent the student from completing the course on time. Incompletes are granted only under the most unusual of circumstances and solely at the discretion of the instructor. Plan your semester's course of study carefully to make sure you schedule sufficient time to complete the required work. For students who simply "disappear" without contacting me and without completing the required form, an "F" is submitted. The form is available on the [School of Information Sciences' website](#).

Think You Might Need to Withdraw?

Life happens. If you think you need to withdraw from this course, keep in mind this date: May 9, 2023. This is the last day to drop with a W for the Spring 2023 semester.

COURSE EVALUATION

TN Voice, the university's online, end-of-course evaluation system, is coordinated through the Office of Institutional Research and Assessment. You are encouraged to complete this evaluation. At the School of Information Sciences, it is our collective responsibility to improve the state of teaching and learning. We also invite your comments throughout the course and consider all comments, suggestions, and recommendations and take action as feasible.

DISCLAIMER

The instructors reserve the right to update the syllabus and course schedule at any point throughout the course of the semester. Any revisions will be communicated via Canvas announcements and/or email. The resulting revised syllabus will be clearly marked with a revision date in the header on page 1 of the syllabus.

Hey, did you read the syllabus all the way through, word for word? If so, great! You get an extra credit point! To get it, just go to the "Shady Extra Credit" under assignments during the first week of class and tell us the names of our dogs (four in total!).

COURSE SCHEDULE

The course outline is arranged by week and the date the module opens. Modules open every Monday throughout the semester, with the exception of Spring Break. Each week is further organized by module name. Several modules takes place across 2 or more weeks. Primary topics to be addressed are provided, along with action items. These include required readings, class activities, and assignments. You should complete the required readings before completing other activities. You are also required to check each module on Canvas for additional required course materials not listed here, including recorded lectures, other videos, and other materials. A reminder: Assignments are due at 11:59pm Eastern on the dates provided unless explicitly stated otherwise.

Week	Date	Module/Topic(s)	Action Items
1	01/23	Interactions with Technologies <ul style="list-style-type: none"> • Course Overview 	<ul style="list-style-type: none"> • Read Syllabus • Read Chapter 1 (Norman) • Read Chapter 1 (Hartson & Pyla) • Complete Self-Introduction Activity (due 1/29)
2	01/30	<ul style="list-style-type: none"> • Human-Centered Design • Interaction 	<ul style="list-style-type: none"> • Read Chapter 2 (Norman) • Skim Chapters 30 and 31 (Hartson & Pyla) • Design Project: Team Formation (due 2/5)
3	02/06	<ul style="list-style-type: none"> • Mapping • Constraints • Error Preventions 	<ul style="list-style-type: none"> • Read Chapter 3 (Norman) • Skim Chapter 4 (Norman) • Skim Chapter 3 (Hartson and Pyla) • Design Project: Potential Interfaces (due 2/12)
4	02/13	Designing a System <ul style="list-style-type: none"> • Design Thinking • Design Lifecycle • System Concept Statement 	<ul style="list-style-type: none"> • Skim Chapter 5 (Norman) • Read Chapter 6 (Norman) • Design Project: Proposal with System Concept Statement (due 2/19)
5	02/20	Consulting Users <ul style="list-style-type: none"> • Contextual Inquiry 	<ul style="list-style-type: none"> • Read Chapter 11 (Hartson and Pyla) • Read Chapter 29 (Hartson and Pyla) • Complete Journal Entry 1 (due 2/26)
6	02/27	<ul style="list-style-type: none"> • Usage Research • Data Analysis 	<ul style="list-style-type: none"> • Read Chapter 7 (Hartson and Pyla) • Read Chapter 8 (Hartson and Pyla) • Complete Test 1 (due 3/5)
7	03/06	<ul style="list-style-type: none"> • Contextual Analysis • Extracting Design Requirements 	<ul style="list-style-type: none"> • Read Chapter 9 (Hartson and Pyla) • Read Chapter 10 (Hartson and Pyla) • Design Project: Work Activity Affinity Diagram (WAAD) (due 3/12)

SPRING BREAK (03/13-03/20) – ENJOY!			
8	03/20	Developing a Design <ul style="list-style-type: none"> • User Personas • Ideation • Sketching • Mental Models and Conceptual Design 	<ul style="list-style-type: none"> • Read Chapter 14 (Hartson and Pyla) • Read Chapter 15 (Hartson and Pyla) • Design Project: User Requirements (due 3/26)
9	03/27	<ul style="list-style-type: none"> • Nature of Design • Developing a Design • Generating Ideas 	<ul style="list-style-type: none"> • Read Chapter 12 (Hartson and Pyla) • Read Chapter 13 (Hartson and Pyla) • Design Project: User Persona (due 04/02)
10	04/03	<ul style="list-style-type: none"> • Prototyping 	<ul style="list-style-type: none"> • Read Chapter 20 (Hartson and Pyla) • FYI: No class day (04/06) and Spring Recess (04/07)
11	04/10	Evaluating a Design <ul style="list-style-type: none"> • Evaluation Methods 	<ul style="list-style-type: none"> • Read Chapter 21 (Hartson and Pyla) • Read Chapter 24 (Hartson and Pyla) • Design Project: Prototype (due 04/16)
12	04/17	<ul style="list-style-type: none"> • Data Analysis 	<ul style="list-style-type: none"> • Read Chapter 25 (Hartson and Pyla) • Read Chapter 26 (Hartson and Pyla) • Design Project: Peer Usability Report (due 04/23)
13	04/24	Careers and Future Thinking <ul style="list-style-type: none"> • Careers in User-Centered Design 	<ul style="list-style-type: none"> • Read Chapter 7 (Norman) • Complete Test 2 (due 04/30)
14	05/01	Teamwork	<ul style="list-style-type: none"> • Use time to work on finalizing your Team Project • Complete Journal Entry 2 (due 05/07)
15	05/08	Classes End 05/09	<ul style="list-style-type: none"> • Design Project: Present Final Project (due 05/09)