

# INSC 430: User Experience Foundations

Spring 2023

## COURSE INFORMATION

INSC 430: User Experience Foundations, Spring 2023. Three credit hours  
University of Tennessee, Knoxville  
Course Mode: In-person, HHS-53B  
Class Meetings: Tuesdays and Thursdays, 12:55 pm – 2:10 pm EST

### Faculty Contact Information

- Dr. Bradley Wade Bishop, Associate Professor
- [wade.bishop@utk.edu](mailto:wade.bishop@utk.edu)
- COM 454
- 865.974.2775
- By appointment



### SIS Office Information

- 450 Communications Bldg.
- 1345 Circle Park Drive
- Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667

### Welcome Statement

It is my pleasure to have you in this course. Welcome to SIS and the undergraduate major in information sciences.

## COURSE INFORMATION

### Catalog Description

This is the introductory course for the UXD concentration in the BSIS degree. In this course, students will learn about the fundamentals, theories of what is user experience (UX), what constitutes the field of study, research methods, and applications of UX. Students will be exposed to the functional, aesthetic, and experience design process and its role in usability. Prerequisite: INSC 311.

### Student Learning Outcomes

Students who complete this course will be capable of demonstrating awareness, knowledge, and/or understanding of

1. Key concepts of UX
2. Guiding principles of UX

3. Key theories and human cognition
4. Major elements of UX (people, system, interaction, etc.)
5. Applying UX design elements within the context of use
6. Planning for the entire UX process for an application
7. User research methods
8. Design solutions
9. Usability evaluation of products and systems

## COVID-19 STATEMENT

The UT classroom policies pertaining to absences due to COVID-19, making up missed work, and resources about COVID-19 are at <https://teaching.utk.edu/wp-content/uploads/sites/78/2020/11/COVID-19-Syllabus.pdf>. Let me know if you have any questions about the policies.

## Course Design

This course adopts an active learning approach. You will complete small group and individual assignments. Course content and activities will be managed via Canvas. You will use the Canvas course site to submit your assignments. Your grades will also be returned using this system. The topics in this course are divided into five modules:

**Module 1:** UX Concepts and Guiding Principles

**Module 2:** UX Lifecycle – Planning; User Needs and Requirements

**Module 3:** UX Lifecycle – Design Solutions

**Module 4:** UX Lifecycle – System Evaluation through Usability

**Module 5:** UX Lifecycle – Design Prototyping and Implementation

## Required Text(s)



Voil de, N. (2019 or 2020). *User Experience Foundations*. Published by BCS Learning & Development Limited. ISBN-10: 1780173490; ISBN-13: 9781780173498.

- Additional materials from outside of the textbook will be announced in advance and/or posted in Canvas course site.

## COMMUNICATION

### Email

I am 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.

### Instructor Availability

Please don't hesitate to email me with updates, questions, or concerns. I will typically respond within one or two days during the week, but I might not respond on the weekend. I will notify you if I will be out of town and/or if connection (or other) issues may delay a response.

## COMPUTING REQUIREMENTS AND RESOURCES

### Requirements

This class requires that you be comfortable with different technologies, including Online@UT (Canvas), the Internet and Web searching, word processing, and presentation software. There are campus resources to support your use of technology (see list below), but ultimately it is your responsibility to make sure you have the necessary technical equipment and knowledge needed.

### Course Resources

- Technology at SIS: <http://www.sis.utk.edu/sis-technology>
- UT Office of Information Technology (OIT): <https://oit.utk.edu/Pages/default.aspx>.
- The <http://lynda.com> website is a great source, with tutorials and videos on everything from Google Drive to our own out-of-class software Canvas, so check it out, at <https://oit.utk.edu/Training/online-training/lynda/Pages/default.aspx> . You'll need your UTK netid and password to access **Lynda.com** free of charge.
- Information about using Zoom: <https://oit.utk.edu/teachingtools/liveonline/best-practices-for-participants/>
- UT Libraries: <http://lib.utk.edu>

### Technical Support

Online @UT Canvas Resources for Students: <https://oit.utk.edu/teachingtools/online/student-resources/>

Office of Information Technology (OIT) HelpDesk: <https://help.utk.edu/footprints/contact/> , or (865) 974.9900.

SIS Technical Support: [dgreene@utk.edu](mailto:dgreene@utk.edu)

## COURSE ATTENDANCE AND PARTICIPATION POLICIES

### Learner Expectations

- Be prepared for all classes.
- Be on time for classes.
- Actively contribute to the learning activities in class.
- Get involved in constructive class discussions and activities to earn participation points.
- Abide by the UT Honor Code.
- Read the assigned materials.
- Submit assignments on time. Late submissions will incur penalty.
- Check your email and Canvas on a regular basis for announcements.
- Use audio in Zoom for asking questions or engaging in discussions.
- Use Zoom text chat minimally.
- Be respectful of all classmates, regardless of age, gender, color, background, culture, disability, or other diversity.
- Be respectful in communicating with the instructor.
- Be prepared to work in small groups on activities and projects/assignments.

- Use technology and software such as Zoom and Canvas, among others, and associated features **responsibly** and ensure **safety** and **security**. [See also the **Disclaimer** section].

### **Instructor Expectations**

- Be prepared for all classes.
- Evaluate student work fairly and equitably.
- Be respectful of all students.
- Create and facilitate a meaningful learning environment.
- Create and facilitate meaningful learning activities.

### **Attendance and Participation**

It is assumed that each student will miss no more than one session and will speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade. Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation.

**Unexplained absences will affect your grade.** Contact me as soon as possible if you cannot attend class. If you must be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Obtain notes, handouts, and so forth from Canvas

*Acceptable reasons for absence from the class include:*

- Illness,
- Serious family emergencies,
- Military obligation,
- Severe weather conditions,
- Religious holidays,
- Obligations for court imposed legal obligations (i.e., jury duty and subpoena)
- Other reasons (at the instructor's discretion).

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade (**2-point reduction** for every absence).

### **Class Cancellation**

Should it be necessary to cancel a class meeting, I will inform you in advance via email and/or post an announcement on Canvas course site. See also the UT Inclement Weather policy below.

### **Inclement Weather**

The Chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, it applies to all classes (whether on-campus or online). The information is distributed to the campus community, shared with local media, social media, and posted on the University homepage at <http://utk.edu>.

## ADDITIONAL POLICIES AND POINTS OF INFORMATION

### **Disability Services**

Any student who feels they may need an accommodation based on the impact of a disability should contact [Student Disability Services](#) in Dunford Hall at 865-974-6087, or by video relay at 865-622-6566, to coordinate reasonable academic accommodations.

### **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](#) and [Hilltopics Student Handbook](#).

### **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.

### **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 <https://titleix.utk.edu/>

### **HELP Line**

If you have any mental health or well-being concerns, contact [865-974-HELP](https://titleix.utk.edu/) (4357)—Help is available 24/7.

## 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 – PLEASE READ CAREFULLY

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 (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).

**Note that copying much text will not be acceptable even if proper documentation is provided.**

*All work will be verified for plagiarism, especially when the instructor is in doubt.*

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 and Frequently Used Style Manuals](#).

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

### Assignments & Examinations

The table below provides a brief summary of assignment by name, due date, point value and percentage of final grade. A brief description of each assignment follows the table. It also includes examinations.

*Please note that the assignments are subject to change. I will notify you in advance if such change occurs.*

***NOTE: Exams must be taken as scheduled and UT announces dates later in the semester. Legitimate reasons for late submission or taking the exams at a later date will be reviewed and a decision will be made. Please provide your respective request in writing via email.***

| Assignments/Examinations  | Point Value | Percentage of Final Grade | Due Date               |
|---|-------------|---------------------------|------------------------|
| 1. Job opportunities & employment in UX (individual)                          | 10          | 10%                       | Feb. 9 <sup>th</sup>   |
| 2. Product Concept Statement (small groups)                                   | 5           | 5%                        | Feb. 23 <sup>rd</sup>  |
| 3. Gathering user needs & requirements (small groups)                         | 15          | 15%                       | March 23 <sup>rd</sup> |
| <b>Mid-term exam</b>  | 15          | 15%                       | April 13 <sup>th</sup> |
| 4. Consolidating user needs and extracting design requirements (small groups) | 15          | 15%                       | April 20 <sup>th</sup> |
| 5. Usability evaluation (small groups or individual)                          | 15          | 15%                       | May 4 <sup>th</sup>    |
| <b>Final exam</b>   | 20          | 20%                       | <b>TBA</b>             |
| 6. Constructive class participation   | 5           | 5%                        | -                      |
| <b>Total</b>  | 100         | 100%                      |                        |

### Brief Description of Assignments

Assignment #1: Job opportunities & employment in UX (individual): For this assignment, you will work individually. You will find relevant and credible sources on job opportunities and employment in UX. You will write a short essay and reflect on your findings.

Assignment #2: Product Concept Statement (small group): For this assignment, you will collaborate with classmates in a small group to write a product concept statement for a product or system to examine.

Assignment #3: Gathering user needs & requirements (small group): For this assignment, you will collaborate with the same group in Assignment 2), recruit a small group of users, observe how they interact with the product or interface using the Contextual Inquiry method.

Assignment #4: Consolidating user needs and extracting design requirements (small group): For this assignment, you will work with the same small group to consolidate user needs and requirements collected and identified in Assignment 3. You will create a list of requirements and suggestions for design improvements that should enhance the user experience with the product.

Assignment # 5: Usability evaluation (small group OR individual): For this assignment, you will work individually or with the same group to review and evaluate a product or interface using specific usability heuristics. You will identify usability issues and recommend solutions for solving the issues.

#### **NOTE on group work:**

- Groups should be no smaller than 3 and no larger than 4.
- All group members should contribute equally to group assignments. Each member will be asked to provide the percentage of effort they made on an assignment and briefly describe their contributions.
- If you find that you are unable to work in a group and prefer to work individually, you must let me know immediately so I mitigate the issue in a timely manner.
- If you are able to work in a group but have issues working with some group members, you must let me know immediately so I mitigate the issues in a timely manner.

#### **Examination**

There is one mid-term exam and one final exam. These will have true/false, multiple-choice, and possibly short answer questions.

#### **Preparing Assignments**

*Student work is assigned a grade based on the quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an "A" grade.*

- *I prefer that you use the American Psychological Association (APA) Style in relation to formatting and citing sources.*
- *All sources must be cited; quotations must be formatted and attributed correctly. Not doing so constitutes plagiarism.*
- *Refrain from using spoken language in your assignment. For example, instead of using "I didn't," use "I did not."*
- *All assignments must be word-processed, double-spaced, with 1-inch margins throughout, and include your name, date, and course number. DON'T Submit assignments in a PDF format unless noted otherwise by the instructor.*
- *Paginate all assignments.*

## Submitting Assignments

Assignments are due by 11:59 p.m. EST/EDT on the due date listed on the syllabus, unless otherwise noted on the syllabus (such as for your final exam. **I will ONLY download submitted assignments from Canvas ONCE.** Therefore, if your assignment is not submitted by the due date, you will incur penalty, unless you send me an email informing me that your assignment will be late and provide legitimate reasons for the delay. **Not doing so will result in a one-point deduction for each 24-hours if the assignment is not turned in. When you submit the late assignment in Canvas, email me.**

## Assigning Grades

Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score. If you'd like to compute a letter grade based on the score provided, divide

## 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.   |

## Incompletes

Based on adopted 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 ensure sufficient time to complete the required work. For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

## COURSE EVALUATION

You will be invited by email from TNVoice to evaluate the course at the end of the term. Please participate in this valuable process. I read all comments, suggestions, and recommendations. I also invite your comments throughout the semester about the course.

## DISCLAIMER

- *Be aware revisions may be made to this syllabus over the course of the semester. As such, the content contained within may be subject to change.*
- The instructor is not to be held responsible to any mishaps, injury, or other issues/problems caused by using the technology such as Zoom software, microphone to enable the audio, regardless of whether such use is through mobile phones, tablets, laptops, or desktop computers.

## COURSE OUTLINE

**The course outline is subject to change. I will notify you in advance for any change made to the outline and due dates. Additional readings from outside of the textbook may be assigned throughout the semester.**

| Date  | Topic   | Assigned Readings | Activities Due Date                           |
|-------|---|-------------------|---|
| 01/24 | Introduction  | None              | None  |
| 01/26 | Concepts & context of UX  | Text, chaps. 1-2  | Class discussion                              |
| 01/31 | Concepts & context of UX  | Text, chaps. 1-2  | Class discussion                              |
| 02/02 | Guiding principles of UX<br>Inclusive design                    | Text, chap. 3     | Class discussion                              |
| 02/07 | Guiding principles of UX<br>Inclusive design                    | Text, chap. 3     | Class discussion                              |
| 02/09 | UX lifecycle: Overview  | Text, chap. 4     | <b>Assignment #1: Job opportunities in UX</b> |
| 02/14 | Project goals<br>Product concept statement                      | Text, chap. 4     | Class discussion                              |
| 02/16 | User research methods:<br>gathering user needs and requirements | Text, chap. 4     | Class discussion                              |

|   |  |                                |  |
|---|--|--------------------------------|--|
| 02/21   | User research methods:<br>Gathering user needs and requirements      | Text, chap. 4                  | Class discussion   |
| 02/23   | User research methods:<br>Analysis of user needs and requirements    | Text, chap 4                   | <b>Assignment 2:<br/>Product concept statement</b>             |
| 02/28   | Analysis of user needs and requirements                              | Text, chap. 4                  | Class discussion   |
| 03/02   | Design – context of use<br>Profile, persona, scenario                | Text, chap. 5                  | Class discussion   |
| 03/07   | Design - context of use<br>Profile, persona, scenario                | Text, chap. 5                  | Class discussion   |
| 03/09   | Design solutions -<br>Information architecture                       | Text, chap. 7                  | Class discussion   |
| <b>Spring Break (March 13-17)</b>                     |  |                                |  |
| 03/21   | Design solutions –<br>information architecture                       | Text, chap. 7                  | Class discussion   |
| 03/23   | Design solutions -<br>Information architecture<br>Interaction design | Text, chap. 7<br>Text, chap. 8 | <b>Assignment 3:<br/>Gathering user needs and requirements</b> |
| <b>iConference (Spain) NO CLASS March 28 &amp; 30</b> |  |                                |  |
| 04/04   | Design solutions –<br>Interaction design                             | Text, chap. 8                  | Class discussion   |
| 04/06   | <b>**NO CLASS DAY</b>  |                                |  |
| 04/11   | Design solutions – Visual design                                     | Text, chap. 9                  | Class discussion   |
| <b>04/13</b>  | <b>Mid-term exam</b>   |                                |  |
| 04/18   | Mental & conceptual models<br>Key theories                           | Text, chap. 10                 | Class discussion   |
| 04/20   | Usability evaluation methods   | Text, chap. 11                 | <b>Assignment 4:<br/>Analysis of user needs</b>                |
| 04/25   | Usability evaluation methods   | Text, chap. 11                 | Class discussion   |
| 04/27   | Usability evaluation methods   | Text, chap. 11                 | Class discussion   |
| 05/02   | Interface prototyping  | Text, chap. 10                 |  |
| 05/02   | Interface prototyping  | Text, chap. 10                 | Class discussion   |
| 05/04   | Agile development method   | Text, chap. 12                 | <b>Assignment 5:<br/>Usability evaluation</b>                  |
| 05/9  | <b>**Spring Recess</b>   |                                |  |
| <b>TBA</b>  | <b>Final Exam Week May 11-17</b>                                     |                                |  |

*UT Study Day: Wednesday, May 10<sup>th</sup>.*