INSC 436: Analytics and Metrics for User Experience (Fall 2022)

COURSE INFORMATION

INSC 436: Analytics and Metrics for User Experience, Fall 2022 (3 credit hours)
University of Tennessee, Knoxville
Course Mode: Online Asynchronous via Canvas

Faculty Contact Information
- Dr. Carolyn Hank
- 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

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

COURSE INFORMATION

Catalog Description
Concepts in analytics and metrics. Identifying, selecting and applying appropriate tools.
Analyzing and interpreting data to improve services and systems. (RE) Prerequisite(s): 430.

Additional Information
This course is required for BSIS Majors pursuing a User Experience Design (UXD) concentration, and for all UXD Minors. It may be used as a major elective for all other BSIS majors, regardless of concentration.

Student Learning Outcomes
Upon completion of this course, the student will be able to:
- List and define metrics for user experience.
- Explain the relevant context for metric types.
- Develop appropriate qualitative and quantitative metrics for conducting a usability test.
- Evaluate usability test data using qualitative, quantitative and mixed metrics.
- Prepare and present a usability report using appropriate metrics.
**Course Design**

The course takes place completely asynchronously. We do not meet live, except for one assignment (and that is an individual meeting; more on that later in this syllabus). And even if asynchronous, this class still adopts an active learning approach utilizing Universal Design for Learning (UDL) strategies. Why? Because I care about your engagement with course materials, and because we all have different learning and linguistic styles. It is hoped that the variety of activities in this course will allow ALL of us to participate and engage.

To facilitate your learning and engagement, the class content is presented on Canvas as weekly modules. We have 15 weeks of modules this semester (see the Course Outline at the end of this syllabus for more detail). Except for weeks 1 and 2 (the latter due to Labor Day), your weekly module will open to you on/by 5pm on Mondays. It may include video lectures, audio recordings and a variety of other activities. These represent approximately **150 minutes of content**, or what the University refers to as “contact hours.”

There will also be 2-3 readings or webinars you are required to read/watch/listen to in order to prepare you for the next week’s module. These represent approximately **75 minutes of content**, or what the University refers to as “non-contact hours.” Contact and non-content materials and activities are not marked, meaning you do not earn points for completing them. Rather, these are activities you are required to complete as part of your commitment to class and attendance.

You have from the day the weekly module opens on Canvas (typically Mondays) until the following Sunday at 11:59 pm EDT/EST to complete all the contact and non-contact materials and activities for that week. You have flexibility on when you complete it; however, you are required to complete it (and ALL of it). For information on what happens if you don’t, see the **Course Attendance and Participation Policies** section of this syllabus.

Also, be aware on weeks when there are no classes, such as Fall Break, Thanksgiving, or when I travel, I reduce the contact and/or non-contact hours required for that week. This is made clear in the **Course Outline** section of this syllabus.

Be aware that the readings and non-lecture videos listed in the weekly Module section of Canvas are available through several channels, including your required text (detailed below), the open Web and the University of Tennessee Libraries. If you have any challenges accessing these, please let me know as soon as possible. It is assumed however that: (1) you have already contacted a library staff member if it is an issue with accessing a resource listed to the library catalog or accessible from a library-licensed database; (2) you have looked on Canvas to see if any scanned PDFs are provided (under Modules); and (3) you checked the Canvas discussion board to see if an alternative link etc. to the “unavailable” source has been posted.

Be sure to orient yourself to using library resources at the University. You are expected to retrieve any assigned journal articles, etc., whether from the library’s collection or elsewhere. **I do not provide instruction in how to this.** Consult library information and resource pages, such as information for undergraduate students ([https://www.lib.utk.edu/info/undergrad/](https://www.lib.utk.edu/info/undergrad/)).
Required Text
There is a required textbook for this class (bullet below). I realize the costs of tuition, fees and incidentals, like required textbooks, create burdens for students (I was a student once too, who is still paying on my student loans). I make copies of the required text available in my office (as well as recommended texts) for reading on-site (in the Communications Building). Contact me via email or text if you would like to schedule a time to borrow these texts for the day. But hey, even better news if you’d rather spend your money on other things (or not borrow money today to pay back later): Your required textbook is available as an eBook through University Libraries (with unlimited access). Here is the permalink: tiny.utk.edu/zmH8x. You must be logged in with your NetID to access it.

  - ISBN: 978-0-12-415781-1

Be aware: A third edition of this text was published in March 2022, after the textbook requirement was already submitted to the UT Bookstore. I utilize both the second and third editions for instructional purposes. However, it is the second edition that is required for this class. If you purchased the third edition instead, that is all good! No need to purchase the second edition of the book. Just let me know via email just so I am aware. Also, I have two dogs. Why am I writing that? Keep reading the syllabus and you’ll find out.

Recommended Text(s)
These textbooks are recommended; that is, they are completely optional. You are not required to buy them, read them etc. However, these may be useful to you for expanding your knowledge in UX analytics and metrics. I also draw from these texts in class video and audio recordings and other class materials (so, in a way, it is required for me, not you :). This listing also includes textbooks previously assigned in other INSC UXD courses. It may be useful to consult these in this course as a refresher or for approaching content in new a context, particularly as concerns metrics and analytics.


COMMUNICATION

Communicating via Email and Other Channels
Email is the best way to contact me. In line with University policy, any official email sent to students will be addressed to their UTK email address. It is the student’s responsibility to ensure
that any time critical email is read and acted upon. I send class-related emails to your UTK email account and via Canvas throughout the semester. Be sure to check your email frequently.

I try to respond to all email within 48 hours; however, other activities such as travel or research may delay me. If you have an urgent problem, you may also contact me via text message. If email, be emphatic in the subject line that it is an urgent message. You are welcome to flag the message (e.g., red flag for “urgent”). I will prioritize responding to urgent messages. And if you are texting me, remember to tell me who you are (I can assure you I do not have your number in my contacts :)

While you are welcome to use the Discussion Board on Canvas for communication, be aware questions for me that need a timely response should be communicated via email or text. I read the Discussion Board, but less frequently than my emails and texts.

Instructor Availability
I 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 with me at: https://calendly.com/carolynhank. We can meet in my office (444 Comm Bldg.), via Zoom or over the phone. And heads-up: You will all meet with me at least once this semester, and you will earn points for it. There is more on that in the Assignments table later in this syllabus.

COMPUTING REQUIREMENTS AND RESOURCES

Technology Requirements
A laptop or desktop 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 smartphone or tablet for participating in class, such as watching video recordings or completing activities in Canvas, please don’t … as some functionality, at times, is compromised when using those types of devices. There will be class content, like audio recordings (of me) or podcasts (of others) that I encourage you to download and listen to when not sitting in front of a computer. Use of smartphone then is all good. But in no way should your phone or tablet be your primary or sole means for participating in this class.

I spent my undergraduate years loitering in the bookstore to read required books I could not afford (or trespassing, per the bookstore manager). I know access to all the resources we need to achieve our learning goals can be a challenge. Please let me know ASAP if you have any issues accessing reliable equipment for use in class. Oh, and one of my dogs is named Sam. She is a nine-year-old border collie mix. Is this a non sequitur? Maybe. Keep reading the whole syllabus, from first word to last. to find out.

Course Resources
In addition to content posted to the class Canvas site and your required textbook, I also recommend you familiarize yourself with the User Experience Professional Association (UXPA) International website, including their publications, career resources and other materials. This
resource may be beneficial to you as a student, as well as post-degree if you are planning to be an early career professional in user experience (UX).

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 in using various technologies for students at no charge, including qualitative and quantitative software. I am an expert in information sciences, but not OIT. Contact them for help, please … and not me (unless you like for your problems to go unresolved).

COURSE ATTENDANCE AND PARTICIPATION POLICIES

Attendance FAQs and Policies
1) It’s Required: Even though this course takes place completely asynchronously, attendance is still very much required and necessary. And because 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 me if you will be delayed in completing the class content for the week and let me know when you plan to complete it.

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

3) I do not give points for attending class … but I do take them away if you do not attend. If you do not complete all activities assigned for the week that I can detect (e.g., video recording, audio recording, unmarked quizzes, discussion board posts and other activities), then it counts as an unexcused absence (unless you contacted me, as detailed in bullet 1 above. It does not matter if you did not complete all, most or some of the activities – it will still count as an unexcused absence. At the end of the semester, I deduct five points for each unexcused absence from your total points earned for the semester. So, say you earned 85 out of a possible 100 points on assignments and quizzes; if you have three unexcused absences, your final point tally will be adjusted to 70/100 (and you don’t want that, right?). Throughout the semester, I use the gradebook to communicate unexcused absences to you that will result in a deduction of points at the end of the semester.

4) Life happens. Believe me, I know. Do not hesitate to reach out (see bullet 1). You are all managing school with lots of other life events (e.g., family, a job, or multiple jobs; a bad break-up, a bad flu; roommate troubles; money troubles; etc.). I get it. I am here to help you achieve your learning goals on the way to your ultimate big picture goal – an undergraduate degree! I don’t judge and I don’t get mad. However, I do get frustrated if you ghost me and your peers in
this class. I don’t seek out ghost encounters … meaning, if you go quiet on me, I may make a
couple of attempts to contact you. If these are not successful and I do not hear from you, you risk
a low or failing grade in this course. So, don’t ghost me. I can assure you I am not scary. Reach
out rather than check out.

5) For additional information, see the Assignments, Assessment and Evaluation section of this
syllabus for a couple of other policies as concerns late assignments or if you find yourself unable
to fully complete this course (aka: think you are at risk of a failing grade). Also, my other dog’s
name is Charlie, and she is a two-year-old golden retriever mix.

Participation
Class participation via the discussion board is a valued aspect of this course, It should be
conducted in a respectful manner and in line with the University Civility Statement, including
principles on civility and community. Let’s all commit to being considerate of each other by fully
participating in this course in a civil and supportive manner.

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, I will extend any due dates for asynchronous class sessions and/or
assignments/quizzes for the respective week in which the closure occurs.

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

**Marked Assignments**
The table that follows provides a brief listing of all marked assignments and quizzes by name and the week it is due. All marked quizzes are “open book/open notes,” though be aware: they are timed. “Marked” means that these are the assignments and quizzes that will count toward your final grade in the course. There are also unmarked activities and quizzes you are required to complete but are not scored (as you already about in the Course Delivery and Course Attendance and Participation sections of the syllabus). All marked work and quizzes will be administered and/or submitted via the class Canvas site, except for the 1:1 Chat With Carolyn (me!). Instructions for completing all marked assignments and quizzes are detailed on Canvas.

Curious: do you have grade or assignment anxiety? Does it help if I tell you that I also provide extra credit point opportunities throughout the semester (maybe even in this syllabus)? Hopefully, it does. If it doesn’t, happy to have a chat with you. Also, please note that the points possible for the quizzes vary. This is done intentionally to work up toward quizzes with a higher point value, for those with quiz anxiety, and to work down toward lower point values to allow time to focus on the final project of the semester, Usability Study Formal Report and Presentation.

Wait, I no longer have two dogs … now I have three! My family adopted a third dog while I was proof-reading this syllabus for the last time (met him a few days earlier). His shelter name was Spike. His new name is Stevie (in honor of my late brother, Steve, who would have liked Stevie nee Spike :). He is a 56-pound Basset Hound mix (hopefully by the end of the semester he will be a 52-pound Basset Hound mix; he is a little overweight).
<table>
<thead>
<tr>
<th>Assignment/Quizzes</th>
<th>Point Value</th>
<th>% of Final Grade</th>
<th>Week Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>5</td>
<td>5%</td>
<td>Week 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Must be completed on/by 09/18/22</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>10</td>
<td>10%</td>
<td>Week 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Must be completed on/by 10/02/22</td>
</tr>
<tr>
<td>1:1 Chat with Carolyn</td>
<td>5</td>
<td>5%</td>
<td>Week 6-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Must take place between 10/3-10/14</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>20</td>
<td>20%</td>
<td>Week 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Must be completed on/by 10/16/22</td>
</tr>
<tr>
<td>Quiz 4</td>
<td>20</td>
<td>20%</td>
<td>Week 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Must be completed on/by 11/06/22</td>
</tr>
<tr>
<td>Quiz 5</td>
<td>15</td>
<td>15%</td>
<td>Week 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Must be completed on/by 11/20/22</td>
</tr>
<tr>
<td>Usability Study: Formal Report</td>
<td>20</td>
<td>20%</td>
<td>Week 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Must be submitted on/by 12/04/22</td>
</tr>
<tr>
<td>Usability Study: Presentation</td>
<td>5</td>
<td>5%</td>
<td>Week 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Must be submitted on/by 12/11/22</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

**Preparing, Submitting and Assigning Scores**

The words or ideas of others must be properly cited. For in-text citations and reference lists for written work, students should adopt the style conventions of the *Publication Manual of the American Psychological Association (APA), 6th Edition or 7th Edition*. You may request to use a style with which you are more familiar (e.g., Chicago, MLA etc.). Contact me with your request via email. Requests will be granted on a case-by-case basis.

Submit assignments and quizzes on time! There are exceptions when I may accept a late assignment. If you will be late submitting an assignment or quiz, it is your responsibility to contact me ASAP, in advance of the assignment or quiz due date (when reasonably possible). I reserve the right to dock points for any late assignments or quizzes. Further, I reserve the right to provide an alternative assignment when a quiz is missed; failure to complete the alternative assignment may result in a score of zero for the respective quiz.

Questions concerning the assignment or quiz instructions and/or a specific score you receive should be discussed first with me. If you remain dissatisfied, then refer to the Grade Appeal Procedures in the *Hill topics Student Handbook*.

I make every effort to return your marked assignments and quizzes within one week of submission, though this is not a guarantee. Be aware it may take two or more weeks for my evaluation to be completed. I use the gradebook feature on Canvas to track your scores; you should regularly refer to the gradebook to track your progress in this course.
**Grading Scale**

Semester grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Superior performance (4 quality points)</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99</td>
<td>Intermediate superior performance (3.7 quality points)</td>
</tr>
<tr>
<td>B+</td>
<td>88-89.99</td>
<td>Very good performance (3.3 quality points)</td>
</tr>
<tr>
<td>B</td>
<td>83-87.99</td>
<td>Good performance (3.0 quality points)</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
<td>Intermediate good performance (2.7 quality points)</td>
</tr>
<tr>
<td>C+</td>
<td>78-79.99</td>
<td>Fair performance (2.3 quality points)</td>
</tr>
<tr>
<td>C</td>
<td>73-77.99</td>
<td>Satisfactory performance (2.0 quality points)</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.99</td>
<td>Unsatisfactory performance (1.7 quality points)</td>
</tr>
<tr>
<td>D+</td>
<td>68-69.99</td>
<td>Unsatisfactory performance (1.3 quality points)</td>
</tr>
<tr>
<td>D</td>
<td>63-67.99</td>
<td>Unsatisfactory performance (1.0 quality points)</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.99</td>
<td>Unsatisfactory performance (0.7 quality points)</td>
</tr>
<tr>
<td>F</td>
<td>0-59.99</td>
<td>Failure performance (0.0 quality points)</td>
</tr>
<tr>
<td>S</td>
<td></td>
<td>Satisfactory; only assigned for C or better work when a course is taken on a S/NC grading basis. Carries no point value.</td>
</tr>
<tr>
<td>NC</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Indicates student has officially withdrawn from the course or the university. Carries no point value.</td>
</tr>
</tbody>
</table>

**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 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?**

Again, as written earlier in this syllabus, life happens. If you think you need to withdraw from this course, keep in mind this date: December 7, 2022. For full session courses, like this one, this is the absolute last day to drop a course with a W.
ADDITIONAL POLICIES AND POINTS OF INFORMATION

Disability Statement
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.

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 are 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.

**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.

**DISCLAIMER**

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within is subject to change.

**COURSE OUTLINE**

**GUIDANCE FOR USING COURSE OUTLINE**

The course outline is organized by week and topical theme (e.g., Introduction). Each week provides applicable date ranges; that is, the date on which the respective module is made available on Canvas and the date by which you are required to complete all activities, viewings, recordings and readings contained in that Module. Typically, each week represents 225 minutes of activities (150 minutes of contact hours and 75 minutes of non-contact hours). These minutes are also shared in the outline as there are weeks with reduced minutes, such as during fall break. Also listed are any marked assignments or marked quizzes scheduled for that week. No details on specific readings, activities or other information are provided in this outline. This information is posted on the class Canvas site under Modules.

**WEEK 1: COURSE OVERVIEW**

| Applicable Dates                  | • Module opens on/by 5pm Wednesday, August 31, 2022  
|                                  | • Module to be completed on/by 11:59 pm, Sunday, September 4, 2022 |
| Time Expected to Complete all Activities | • Contact Hours: 50 minutes (reduced as Module posted on a Wednesday)  
|                                      | • Non-Contact Hours: 75 minutes  
|                                      | • Total Minutes: 125 minutes |
| Assignments/Quizzes                | • None scheduled |
**WEEK 2: METRICS OVERVIEW**

| Applicable Dates | • Module opens on/by 5pm Tuesday, September 6, 2022  
| | • Module to be completed on/by 11:59 pm, Sunday, September 11, 2022 |
| **Time Expected to Complete all Activities** | • Contact Hours: 100 minutes (reduced due to Labor Day)  
| | • Non-Contact Hours: 75 minutes  
| | • Total Minutes: 175 minutes |
| **Assignments/Quizzes** | • None scheduled |

**WEEK 3: ANALYTICS OVERVIEW**

| Applicable Dates | • Module opens on/by 5pm Monday, September 12, 2022  
| | • Module to be completed on/by 11:59 pm, Sunday, September 18, 2022 |
| **Time Expected to Complete all Activities** | • Contact Hours: 150 minutes  
| | • Non-Contact Hours: 75 minutes  
| | • Total Minutes: 225 minutes |
| **Assignments/Quizzes** | • Quiz 1 (must be completed by 11:59 pm, Sunday, September 18, 2022) |

**WEEK 4: SELECTING METRICS**

| Applicable Dates | • Module opens on/by 5pm Monday, September 19, 2022  
| | • Module to be completed on/by 11:59 pm, Sunday, September 25, 2022 |
| **Time Expected to Complete all Activities** | • Contact Hours: 150 minutes  
| | • Non-Contact Hours: 75 minutes  
| | • Total Minutes: 225 minutes |
| **Assignments/Quizzes** | • None scheduled |

**WEEK 5: PERFORMANCE METRICS**

| Applicable Dates | • Module opens on/by 5pm Monday, September 26, 2022  
| | • Module to be completed on/by 11:59 pm, Sunday, October 2, 2022 |
| **Time Expected to Complete all Activities** | • Contact Hours: 150 minutes  
| | • Non-Contact Hours: 75 minutes  
| | • Total Minutes: 225 minutes |
| **Assignments/Quizzes** | • Quiz 2 (must be completed by 11:59 pm, Sunday, October 2, 2022) |

**WEEK 6: ISSUE BASED METRICS**

| Applicable Dates | • Module opens on/by 5pm Monday, October 3, 2022  
| | • Module to be completed on/by 11:59 pm, Sunday, October 9, 2022 |
| **Time Expected to Complete all Activities** | • Contact Hours: 50 (reduced due to Fall Break)  
| | • Non-Contact Hours: 50 minutes (reduced due to Fall Break)  
| | • Total Minutes: 100 minutes |
| **Assignments/Quizzes** | • 1:1 Chat With Carolyn (must be scheduled and take place between 10/3-10/14) |
### WEEK 7: SELF-REPORTED METRICS

| Applicable Dates | • Module opens on/by 5pm Monday, October 10, 2022  
| | • Module to be completed on/by 11:59 pm, Sunday, October 16, 2022 |
| Time Expected to Complete all Activities | • Contact Hours: 150 minutes  
| | • Non-Contact Hours: 75 minutes  
| | • Total Minutes: 225 minutes |
| Assignments/Quizzes | • Quiz 3 (must be completed by 11:59 pm, Sunday, October 16, 2022)  
| | • Reminder: 1:1 Chat With Carolyn (must be scheduled/take place between 10/3-10/14) |

### WEEK 8: BEHAVIORAL & PSYCHOLOGICAL METRICS

| Applicable Dates | • Module opens on/by 5pm Monday, October 17, 2022  
| | • Module to be completed on/by 11:59 pm, Sunday, October 23, 2022 |
| Time Expected to Complete all Activities | • Contact Hours: 50 minutes (reduced due to scheduled travel for me)  
| | • Non-Contact Hours: 75 minutes  
| | • Total Minutes: 125 minutes |
| Assignments/Quizzes | • None scheduled |

### WEEK 9: COMBINED & COMPARATIVE METRICS

| Applicable Dates | • Module opens on/by 5pm Monday, October 24, 2022  
| | • Module to be completed on/by 11:59 pm, Sunday, October 30, 2022 |
| Time Expected to Complete all Activities | • Contact Hours: 150 minutes  
| | • Non-Contact Hours: 75 minutes  
| | • Total Minutes: 225 minutes |
| Assignments/Quizzes | • None scheduled |

### WEEK 10: OTHER UX METRICS

| Applicable Dates | • Module opens on/by 5pm Monday, October 31, 2022  
| | • Module to be completed on/by 11:59 pm, Sunday, November 6, 2022 |
| Time Expected to Complete all Activities | • Contact Hours: 150 minutes  
| | • Non-Contact Hours: 75 minutes  
| | • Total Minutes: 225 minutes |
| Assignments/Quizzes | • Quiz 4 (must be completed by 11:59 pm, Sunday, November 6, 2022) |

### WEEK 11: QUALITATIVE DATA & ANALYSIS

| Applicable Dates | • Module opens on/by 5pm Monday, November 7, 2022  
| | • Module to be completed on/by 11:59 pm, Sunday, November 13, 2022 |
| Time Expected to Complete all Activities | • Contact Hours: 150 minutes  
| | • Non-Contact Hours: 75 minutes  
| | • Total Minutes: 225 minutes |
| Assignments/Quizzes | • None Scheduled |
### WEEK 12: REPORTING AND PRESENTING RESULTS

| Applicable Dates                          | • Module opens on/by 5pm Monday, November 14, 2022  
|                                          | • Module to be completed on/by 11:59 pm, Sunday, November 20, 2022 |
| Time Expected to Complete all Activities | • Contact Hours: 150 minutes  
|                                          | • Non-Contact Hours: 75 minutes  
|                                          | • Total Minutes: 225 minutes |
| Assignments/Quizzes                      | • Quiz 5 (must be completed by 11:59 pm, Sunday, November 20, 2022) |

### WEEK 13: CASE STUDIES

| Applicable Dates                          | • Module opens on/by 5pm Monday, November 21, 2022  
|                                          | • Module to be completed on/by 11:59 pm, Sunday, November 27, 2022 |
| Time Expected to Complete all Activities | • Contact Hours: 50 minutes (reduced due to Thanksgiving)  
|                                          | • Non-Contact Hours: 25 minutes (ditto)  
|                                          | • Total Minutes: 75 minutes |
| Assignments/Quizzes                      | • None Scheduled |

### WEEK 14: ANALYTICS & METRICS REVIEW

| Applicable Dates                          | • Module opens on/by 5pm Monday, November 28, 2022  
|                                          | • Module to be completed on/by 11:59 pm, Sunday, December 4, 2022 |
| Time Expected to Complete all Activities | • Contact Hours: 150 minutes  
|                                          | • Non-Contact Hours: 75 minutes  
|                                          | • Total Minutes: 225 minutes |
| Assignments/Quizzes                      | • Usability Study: Formal Report (must be submitted by 11:59 pm, Sunday, December 4, 2022) |

### WEEK 15: WRAP-UP

| Applicable Dates                          | • Module opens on/by 5pm Monday, December 5, 2022  
|                                          | • Module to be completed on/by 11:59 pm, Wednesday, December 7, 2022 |
| Time Expected to Complete all Activities | • Contact Hours: 50 minutes (reduced as last day of classes Wednesday)  
|                                          | • Non-Contact Hours: 0 (there is nothing left to prep for :)  
|                                          | • Total Minutes: 50 minutes |
| Assignments/Quizzes                      | • Usability Study: Presentation (must be submitted by 11:59 pm, Sunday, December 11, 2022). |

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 email me on/by 11:59 pm on Sunday, September 4, 2022, with subject line “Shady”, and send a welcome message to my family’s new dog, Stevie nee Spike (since you read all about him, and his dog-mates, Sam and Charlie 😃).