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# SYLLABUS

## EXSM 3921: UI Design Foundations

### User Experience / User Interface Design Certificate

Faculty of Extension | University of Alberta

**Course Dates:** July 4 – August 21, 2022

**Location/Format:** online (asynchronous)

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**Course instructor(s)** **Najia Aftab**

**and contact  
information:**

najia@ualberta.ca

Please allow 24 hours for a response.

**Program office  
information:**

If you have any concerns or questions regarding the course, you can contact the program staff, Monday through Friday, at techprog@ualberta.ca

**Date of last  
syllabus revision:**

Summer 2022

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*The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Metis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.*





# ABOUT THE COURSE

## Course Description

The user interface (UI) is the point where your users interact with your website/app. In this course, you will learn the fundamentals of UI design. You'll learn the UI design process including storytelling, sketching, and prototyping, and how the user experiences these on the front end. Understand how data visualization, and web design, impacts branding, visual identity, and accessibility. By the end of this course, you'll be able to articulate the design process and how this influences the user experience.

## Course Outcomes

After completing this course, students should be able to:

- Understand UI design basics and the importance of visual design elements such as shape, space, colour, and movement
- Learn the psychology behind typography and select effective fonts for the design
- Learn to craft and consistently apply UI elements in interface design
- Create user interfaces that are not only functional but visually appealing and accessibility compliant
- Understand the fundamentals of web page anatomy.

## Course Materials

- All course materials (readings and links) will be available through eClass.
- Sign up for Adobe XD design tool (free version)





## COURSE SCHEDULE

### Key Course Dates

All assignment submission deadlines follow **Mountain Time (MT)** and are listed below.

Key Dates & Times	
Module 1	<ul style="list-style-type: none"><li>• Assignment 1</li><li>• Non - Graded Discussion</li><li>• Due Date: July 9, 2022, 11:59 PM</li></ul>
Module 2	<ul style="list-style-type: none"><li>• Assignment 2</li><li>• Graded Discussion</li><li>• Due Date: July 16, 2022, 11:59 PM</li></ul>
Module 3	<ul style="list-style-type: none"><li>• Assignment 3 - Group assignment</li><li>• Due Date: July 23, 2022, 11:59 PM</li></ul>
Module 4	<ul style="list-style-type: none"><li>• No scheduled assignment for this week</li></ul>
Module 5	<ul style="list-style-type: none"><li>• Assignment 4</li><li>• Graded Discussion</li><li>• Due Date: August 6, 2022, 11:59 PM</li></ul>
Module 6	<ul style="list-style-type: none"><li>• Assignment 5 - Part I</li><li>• Due Date: August 13, 2022, 11:59 PM</li></ul>
Module 7	<ul style="list-style-type: none"><li>• Assignment 5 - Part II</li><li>• Due Date: August 20, 2022, 11:59 PM</li></ul>





# MODULE OVERVIEWS

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## Module 1: UI design fundamentals

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### Topics

- Introduction to UI Design
- Elements of visual design
- Design inception basics

### Learning Outcomes

After completing this module, learners should be able to:

- Understand what UI design is
- Master and apply UI design best practices
- Understand elements of visual design: shape, space, colour, and movement
- Gain a quick overview of design inception
- Practice and apply design principles to initiate a UI design project

### Required Readings

- **Weblink:**  
Kingston. C. (2020, June 12). Key Principles for Better Design Composition. Adobe XD Ideas  
<https://xd.adobe.com/ideas/process/ui-design/design-composition-key-principles/>

### Supplementary (Optional) Readings

- **Weblink:**  
Neilson, Z. (2021, July 20). Principles of Design. Adobe XD Ideas  
<https://xd.adobe.com/ideas/process/ui-design/5-principles-design/>





## **Activities & Assignments**

- Non-graded discussion
- Complete Assignment - 1





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## Module 2: Typography and Colour Theory

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### Topics

- Psychology behind Typography
- Basic Colour theory

### Learning Outcomes

After completing this module, learners should be able to:

- Describe the expressive qualities of a typeface
- Name the main type classifications; understand the importance of when and how to use a font
- Understand and apply different colour theories and models to their design

### Required Readings

- **Weblink:**  
Arhipova, A. (n.d.) Colour in Design: Influence on Users' Actions. Tubik blog.  
<https://blog.tubikstudio.com/color-in-design-influence-on-users-actions/>
- **Weblink:**  
Martin, L. (2017, August 29). Typography Elements Everyone Needs to Understand. Medium.  
<https://medium.com/gravitdesigner/typography-elements-everyone-needs-to-understand-5fdea82f470d>

### Supplementary (Optional) Readings

- **Weblink:**  
Color Wheel Pro. (n.d.). Colour theory in action. Colour wheel pro.  
<http://www.color-wheel-pro.com/color-meaning.html>
- **Weblink:**  
Shutterstock (n.d.). *What different types of fonts mean and how to use them*. Shutterstock  
<https://digitalsynopsis.com/design/font-psychology-emotions/>





## **Activities & Assignments**

- Graded Discussion
- Complete Assignment - 2





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## Module 3: Inspirations and Visual design

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### Topics

- Gestalt Theory
- Moodboards
- Introduction to Adobe XD

### Learning Outcomes

After completing this module, learners should be able to:

- Understand and apply the main components of Gestalt Theory
- Understand what moodboards are and the variety of inspirational sources for creating them
- Learn to use different elements of a moodboard
- Use moodboard creating sources
- Install Adobe Creative Cloud and Adobe XD
- Understand the Workspace basics
- Navigate within and understand the use of Adobe XD assets
- Create artboards, elements, and use UI kits, objects, and text in Adobe XD

### Required Readings

- **Weblink:**  
Copperman, A. (2020, October 28). 11 Creative Lookbook and Mood Board Designs. Adobe Spark.  
<https://blog.adobespark.com/2020/10/28/creative-lookbook-and-mood-board-designs/>

### Supplementary (Optional) Readings

- **Weblink:**  
Fleck, R. (2020, November 6). Moodboarding 101: Build beautiful & effective moodboards for your design projects. Dribbble.  
<https://dribbble.com/stories/2020/11/06/how-to-create-moodboards>





## Activities & Assignments

- Complete Assignment - 3



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## Module 4: Adobe XD

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### Topics

- Adobe XD Basics

### Learning Outcomes

After completing this module, learners should be able to:

- Explore Artboards, Repeat grids, Colors, Buttons, Prototyping, and Overlays in Adobe XD.

### Activities & Assignments

- Practice Adobe XD



## Module 5: Digital Accessibility

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### Topics

- Accessibility
- Web Accessibility

### Learning Outcomes

After completing this module, learners should be able to:

- Contemplate and incorporate accessibility into their design process.
- Recognize the importance of accessible design and what ramifications could occur if it is not thought about or included.

### Required Readings

- **Weblink:**  
Hausler, J. (2015, April 15). 7 Things Every Designer Needs to Know about Accessibility. Medium.  
<https://medium.com/salesforce-ux/7-things-every-designer-needs-to-know-about-accessibility-64f105f0881b>

### Supplementary (Optional) Readings

- **Weblink:**  
Slide share. (2017. September 22). Web accessibility 101: The why, who, what, and how of "a11y". Slideshare.  
<https://www.slideshare.net/eentricarts/web-accessibility-101-the-why-who-what-and-how-of-a11y>

### Activities & Assignments

- Discussion: Accessibility Scan of personal device
- Complete Assignment - 4

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## Module 6: UI elements: Forms

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### Topics

- Webpage Anatomy
- An introduction to UI elements: Forms

### Learning Outcomes

After completing this module, learners should be able to:

- Understand the basic anatomy of a webpage and the four-step process to create good websites
- Identify and apply the components of a standard web page
- Understand the UI elements
- Design a consistent and strong look & feel for forms

### Required Readings

- **Weblink:**  
UXPin. (n.d.). User Interface Elements Every Designer Should Know  
<https://www.uxpin.com/studio/blog/user-interface-elements-every-designer-should-know/>
- **Weblink:**  
Babich, N. (2018, August 28). Best Practices For Mobile Form Design. Smashing Magazine.  
<https://www.smashingmagazine.com/2018/08/best-practices-for-mobile-form-design/>

### Supplementary (Optional) Readings

- **Weblink:**  
Babich, N. (2020, March 12). Best Practices for Form Design: Structure, Inputs, Labels and Actions. XD IDEas.



## **Activities & Assignments**

Complete Assignment - 5 Part I





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## Module 7: UI elements: Buttons and Navigations

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### Topics

- UI elements: Buttons and Navigations

### Learning Outcomes

After completing this module, learners should be able to:

- Understand buttons anatomy and design effective use of buttons
- Understand main navigation menus, breadcrumbs, tabs, accordions, sidebars, and footers that have well structured visual components and helpful interactivity
- Recognize the challenges and learn best practices involved in creating consistent navigation experiences for apps and websites across device/platform.

### Required Readings

- **Weblink:**

Billy, C. (n.d.). Designing for Action: Best Practices for Effective Buttons. Balsamiq  
<https://balsamiq.com/learn/articles/button-design-best-practices/>

- **Weblink:**

Bakusevych, T (April 7, 2020). Button Design — UI component series  
. UX Collection  
<https://uxdesign.cc/button-design-user-interface-components-series-85243b6736c7>

### Supplementary (Optional) Readings

- **Weblink:**

Jessica. (February 19, 2018). UI Design 101: Introducing Navigation Controls. Balsamiq.  
<https://balsamiq.com/company/news/navigation-controls>

- **Weblink:**

Material Design. (n.d.). Understanding Navigation. Material Design.  
<https://material.io/design/navigation/understanding-navigation.html>



## Activities & Assignments

Complete Assignment - 5 Part II



## COURSE ASSESSMENT & GRADED ACTIVITIES

### Assessments Overview and Weighting

Please refer to the “Key Course Dates” section for a list of all assessment due dates.

Assessment	Weighting
Assignment 1	10 %
Graded Discussion Assignment 2	5 % 10 %
Assignment 3	15 %
Graded Discussion Assignment 4	5 % 15 %
Assignment 5 - Part I	20 %
Assignment 5 - Part II	20 %
<b>TOTAL</b>	<b>100 %</b>

Marking criteria for all assignments will be specified within the instructions for the assignment. Please review these criteria before completing your assignments.

### Assessment Details and Evaluation Criteria

#### Assignment - 1:

##### *Description / Instructions*

Design inception puts you in a position to start work on an end-to-end slice of functionality for your product – a minimum testable solution. The mood-design inception sheet is your first design step toward that solution in this course. This sheet is the smallest thing you can build which demonstrates the fundamental concepts of your solution and validates the end-to-end value of your proposition. Describe your inception sheet from the inside out

##### *Evaluation Criteria*





Students will be assessed on the following criteria:

- Design Inception Chart for the given brief

(10 marks)

## **Assignment - 2: Introduction of Typography**

### *Description / Instructions*

The learning objective of this exercise is to explore: why is typography important? How does it impact the viewer, user or consumer of a website? Is it making the brand visually appealing or doing the opposite job?

### *Evaluation Criteria*

Students will be assessed on the following criteria:

- Typography review
- Critiques and suggestions

(10 marks)

## **Assignment - 3: Inspirations and Visual Design**

### *Description / Instructions*

As a designer, it's always exciting when a client says "Let's start from scratch." You are the unicorn, the holy grail, in other words, a designer's dream client. But this is where your project can get into trouble. Without a framework, there's a high chance your team is presented with a design that neither represents your voice nor (and more importantly) speaks to your target audience. The Learning objective of this assignment is to create a consistent UI design framework for our future website design.

### *Evaluation Criteria*

Students will be assessed on the following criteria:

- Moodboard for the given brief

(20 marks)

## **Assignment - 4: Accessibility**

### *Description / Instructions*

The learning objective of this assignment is to explore and understand the accessibility of our devices and make recommendations for our future projects. By visiting an actual website in the second part of the assignment you will practice identifying the accessibility issues with a website.

### *Evaluation Criteria*

- My device accessibility (Graded Discussion)
- Website accessibility scan

(5+15 marks)

## **Assignment - 5: Part I - UI elements: Forms**

### *Description / Instructions*

Forms are often the most important part of an online business' revenue. They are possibly the most interactive components on any business's website and are often the most important part of an online business' revenue.

### *Evaluation Criteria*

Students will be assessed on the following criteria:

- Form style and structure

(20 marks)

## **Assignment - 5: Part II - UI elements: Buttons and Navigations**

### *Description / Instructions*

The learning objective of this assignment is to prepare consistent Buttons, States and Navigations for the given brief.

### *Evaluation Criteria*

Students will be assessed on the following criteria:

- Button style and Navigation structure

(20 marks)



## COURSE-SPECIFIC POLICY STATEMENTS

### Penalty for Late Assessments

In this course, the penalty for late assessments will be a loss of 2% of the assessment's weight **per day**. If you have extenuating circumstances that will prevent you from handing in your assignments on-time, please contact your instructor *before* the due date to discuss the potential options.

### Citation Style

Written assignments must comply with a University-accepted citation style, either MLA or APA. For more information, visit the University Libraries website ([www.library.ualberta.ca](http://www.library.ualberta.ca)) and click 'Citation Guides' in the Library Services menu.

### Understanding Your Grades

The University of Alberta uses a letter grading system with a four-point scale of numerical equivalents for calculating grade point averages. Grades reflect judgments of student achievement made by instructors. These judgments are based on a combination of absolute achievement and relative performance in a class.

All final results are reported using a letter grade or grade point value.

The following table presents an approximate guide for understanding the relationship between percentage grades and letter grades:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F	Letter Grade
96–100	91–95	86–90	81–85	77–80	72–76	69–71	64–68	60–63	55–59	50–54	< 50	% range





# UNIVERSITY & FACULTY OF EXTENSION GRADING POLICY

## Official Grade Notification

Students can access and print their final grades **only** through Bear Tracks, an online service provided to University of Alberta students. To log into Bear Tracks, visit <https://www.beartracks.ualberta.ca>. To learn more about Bear Tracks and your CCID please visit <https://www.ualberta.ca/registrar/registration-and-courses/bear-tracks-resources>.

Any other edition or statement of a final grade should be considered unofficial, including those released in eClass or by other means. In the rare event, access is not available, a hard copy may be requested through the Program Office. Program Offices will not release grades over the telephone under any circumstances. ***If you would like to receive an email notifying you when your final grades are available, please sign on to Bear Tracks and visit the Grades section.***

## The University of Alberta Grading System

The following table provides information about the meaning of letter grades:

Grading in Continuing Education Courses *		
Descriptor	Letter Grade	Grade Point Value
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Satisfactory	C+	2.3
	C	2.0
	C-	1.7
Poor	D+	1.3
	D	1.0
Failure	F	0

\*These descriptors above to continuing education and undergraduate courses using alpha grades. Graduate courses use an alternative descriptor set.

Courses that are graded using the “completed requirements” criteria use the following grades and





remarks:

Final Grades	Description
CR	Completed requirements; no grade point value assigned.
NC	Failure; no grade point value assigned.

A complete list of current final grades and remarks can be found [§23.4](#) of the University Calendar.

## Failing Grades

Students will receive a failing grade under the following conditions:

- if the student has failed to meet the course requirements at the required standards stipulated by the course instructor, e.g. the student's aggregate grade on submitted assignments is lower than the minimum passing grade for the course;
- if the student has failed to withdraw from the course. Non-attendance does not constitute notice of withdrawal from a course. If the student chooses to withdraw from a course, the student must contact the Faculty of Extension Registration Office and submit a written withdrawal request.

## Grade Appeals

The assignment of grades is the responsibility of the course instructor. Any concerns regarding grades should first be discussed with the instructor. If the problem is not resolved, students may wish to consult the Faculty of Extension regulations regarding grade appeals. The Faculty of Extension has developed procedures in order that learners who encounter concerns and problems related to academic standing, learning assessment/grades, program requirements, or other matters may have them reviewed equitably and expeditiously. Copies of these procedures can be obtained from the Office of the Dean at 2-240 Enterprise Square, 10230 Jasper Avenue, phone (780) 492-2681.





# UNIVERSITY AND FACULTY OF EXTENSION POLICY STATEMENTS

## Course Outline Policies

Policy about course outlines can be found in the [Academic Regulations](#) section of the University Calendar.

## Academic Integrity

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (<https://www.ualberta.ca/governance/resources/policies-standards-and-codes-of-conduct/code-of-student-behaviour.html>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

## Recording in the Classroom

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

**Please note that online synchronous class times for this course may be recorded for the benefit of the class.** Any recordings of this course will be disclosed to other students enrolled in this section of the class, the instructor, and any other teaching assistants and/or course administrators who may support the course. It is recommended that students remove all identifiable and personal belongings from the space in which they will be participating. Students do have the right to not participate in the recording, and in such cases are advised to turn off their cameras and audio recording devices prior to recording; students can still participate in online synchronous sessions through text-based chat. Unless otherwise specified, recordings will be saved to Zoom cloud storage, accessible via eClass, and made available for as long as the course eClass section remains active. Please direct any questions about this digital collection of recordings to your course instructor.

## Accommodating Disabilities

If you have a disability or condition that may require some modifications, please contact Accessibility Resources (1-80 Students' Union Building; PH: (780) 492-3381; TTY: (780) 248-1665) and obtain a determination as to what accommodations should be made.





## Withdrawal, Refunds, and Transfer Information

If you wish to drop or withdraw from this course, you must do so by the official drop or withdrawal deadline. Please refer to <https://www.ualberta.ca/extension/information/for-students/forms/cancel-registration> for information related to official drop and withdrawal policies and deadlines, as well as guidelines to the withdrawal process. Non-attendance does not constitute notice of withdrawal from a course. In graded courses, please note that a failing grade can be assigned to any student who has not officially withdrawn from the course.

## Your @ualberta.ca Email Address

The University of Alberta uses email to communicate important information and notices to our students, and you have been automatically assigned an @ualberta.ca email account. It is your responsibility to check your @ualberta.ca email account regularly.

Visit <https://www.ualberta.ca/extension/information/for-students/checklist#email> for more information.

## Applying for Graduation

Continuing Education students who expect to complete the requirements of a certificate or citation program by the end of winter term must apply for graduation by Feb. 1 using Bear Tracks under Academics > My Academics > Graduation.

See <https://ext.ualberta.ca/information/policies/graduation> for more information.

## In Case of Emergency

All students attending classes at Enterprise Square MUST be familiar with the Faculty of Extension's Emergency Protocols in the event of a fire or other emergency situation. Click here to visit emergency protocols: <https://bit.ly/2NAZFmR>.

## Records in General Studies Courses

Faculty of Extension general studies courses (those with the prefix EXGEN) are non-graded and will appear on the transcript as "Non-graded."

## Records in Courses in Certificate and Citation Programs

Faculty of Extension courses offered as part of certificate or citation programs are assessed. Any learner, meeting course prerequisites, can take a course that is part of a credentialed program. If you are not registered to take the full program at this time, taking a graded course gives you the opportunity to participate in assessments and earn a grade that reflects your achievement. Grades earned can later be applied to applicable program requirements. Grades earned in Continuing Education courses contribute to your University of Alberta Continuing Education GPA. University of Alberta undergraduate and graduate GPAs are calculated independently.

If you do not wish to complete assessments, receive a grade, or apply course credit to a credential, you must register to "audit" the course. Courses will appear on the transcript as "Audit." Students registered into graded courses that do not self-identify and officially register an audit student will receive the grade







earned.

