Middle Georgia State University

School of Computing
Department of Information Technology

SECTION 1 - GENERAL COURSE INFORMATION

Course Title:	Human & Computer Interaction
Course Prefix and Number:	ITEC 3235 Section 03
Course CRN#:	CRN 26400
Semester & Session:	Spring 2026 Full Session
Campus Location:	Macon Campus
Meeting Days:	M/W
Meeting Time:	12:30 pm to 1:45 pm

INSTRUCTOR'S INFORMATION

Name:	**Dr. Angela C. Munoz**	
E-mail Address:	Angela.munoz@mga.edu	
Office Location:	Macon PSC 325	
Office Phone Number:	(478) 471-3621	
Tentative Office Hours:	**Monday**	9 am to 11 am, 2 pm to 4 pm
	Wednesday	9 am to 11 am, 2 pm to 4 pm

SECTION 2 - DETAILED COURSE INFORMATION

Course Prerequisite: N/A
Credit Hours: 3
Course Description: This course covers the scientific principles, HCI design methodology, and the user-interface technology that are used in the HCI implementation. Topics include human cognition, HCI theories, user observation, task analysis, prototyping, evaluation techniques, user interface modalities, graphical user interface components, and accessibility.

Student learning outcomes: Upon completion of this course the students will be able to:
- By the end of this course, students will be able to:
- Analyze the cognitive, behavioral, and perceptual factors that influence human interaction with computer systems.
- Apply HCI design methodologies, including user observation, task analysis, and prototyping, to create effective interfaces.
- Evaluate user interfaces using usability testing, accessibility standards, and user centered evaluation techniques.
- Design graphical user interfaces (GUIs) that integrate best practices in layout, navigation, and user experience.

	• Incorporate accessibility and inclusivity principles to ensure usability for diverse user groups, including those with disabilities.
Topics:	
	• Human Cognition & HCI Theories – Mental models, perception, memory, and interaction design principles.
• User Observation & Task Analysis – Gathering and interpreting data on user needs, behaviors, and workflows.
• Prototyping & Design Iteration – Low- and high-fidelity prototyping methods for interface development.
• Evaluation Techniques – Usability testing, heuristic evaluation, and accessibility compliance.
• Graphical User Interfaces & Accessibility – GUI components, interaction modalities, and inclusive design standards.

Required course materials:
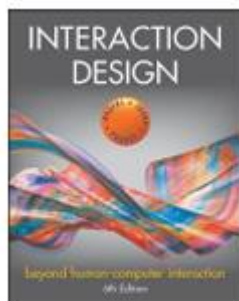
Interaction Design: Beyond Human-Computer Interaction 6th Edition
by Yvonne Rogers (Author), Helen Sharp (Author), Jennifer Preece (Author)
ISBN-10 111990109X

Technology Requirement:
- Microsoft Word
- Canva Account
- Microsoft PowerPoint
- Camera & Microphone

Library/Learning Resources: As a Middle Georgia State University student, you have complete access to GALILEO (Georgia Library Learning Online), a virtual library of licensed commercial databases. It provides access to over 100 databases indexing thousands of periodicals and scholarly journals. There are over 10,000 journal titles available in full-text. Additional GALILEO resources include e-books, government documents, reference collections, and video databases. The Middle Georgia State University library also has core collection with locally purchased resources to support this graduate course. Currently the exclusive holdings for the B.S. / M.S. in Information Technology graduate courses are as follows: e-Journals = 1,661, Print Books = 1,164, e-books = 4,325, and DVDs = 66.

The following are examples of online databases that support this undergraduate course. They are available to you through GALILEO and/or institutionally funded subscriptions:
- ACM Digital Library
- Computer Source
- Computing (ProQuest)
- Academic Search Complete
- Research Library (ProQuest)
- Wilson Omnifile: Full-Text Mega Edition
- Google Scholar
- Films on Demand

Tutoring is available free of charge on all MGA campuses for currently enrolled students. To view center contact information, subjects tutored, and tutor availability, go to the SSC website at http://www.mga.edu/student-success-center/. SSC tutoring sessions may be scheduled online and face-to-face through the "Book an Appointment" link on the Student Success Center website. Other services at the SSC include online academic workshops and a robust website with resources for academic assistance. The centers also have computer workstations, printing, and Internet access.

SECTION 3 - COURSE ASSESSMENT INFORMATION

Students in this course are evaluated through a diverse set of learning activities that emphasize hands-on design practice, user-centered research, iterative prototyping, usability testing, APA 7 writing, and professional critique. Assessments are intentionally structured to mirror real-world UX workflows and certification programs, ensuring that students build both foundational knowledge and portfolio-ready design artifacts.

The evaluation system consists of Projects, Quizzes, Weekly Design Discussions, and a Final UX Case Study (UTA Project). Each component is designed to measure theoretical understanding, practical application, and professional communication skills essential to Human–Computer Interaction.

Projects (Assignments & Milestones)

Project-based assignments are central to this course and serve as cumulative demonstrations of students' growing expertise in UX and HCI. These assignments include the Action Assignment, low- and high-fidelity prototypes, user testing documentation, drafts, and individual reflections.

Project assessments are intended to:

• **Develop Practical UX Skills**

Students progressively build industry-standard artifacts such as personas, journey maps, task flows, heuristic evaluations, low-fidelity wireframes, high-fidelity prototypes, usability testing reports, and APA-formatted case studies. These activities strengthen design competency and professional readiness.

• **Encourage Critical Thinking & Evidence-Based Design**

Students must justify design decisions using UX principles, heuristics, accessibility guidelines, and usability research. This aligns assessment with genuine problem-solving rather than surface-level design.

• **Foster Collaboration, Peer Feedback, & Reflection**

Throughout the course, students give and receive structured critique through weekly Design Discussions, participate in team-based assignments, and complete reflective analyses of their work. This mirrors collaborative studio environments common in UX practice.

• **Build Toward a Final UX Case Study**

Each assignment contributes to the final User Task Analysis (UTA) Project, which synthesizes research, design, testing, and reflection into a polished, professional UX case study suitable for a future portfolio.

Quizzes

Quizzes are short, targeted assessments designed to reinforce key concepts from readings, lectures, and design activities. They help students track their progress with essential HCI and UX terminology.

Key features include:

• **Frequent Knowledge Checks**

Quizzes ensure comprehension of core material such as cognitive principles, design heuristics, accessibility guidelines, prototyping methods, and user research terminology.

• Immediate Feedback for Mastery

Students are able to identify misconceptions early, supporting deeper understanding and better application to assignments.

• Reinforcement of Course Scaffolding

Periodic cumulative items help connect themes across modules—for example, tying usability testing principles back to early wireframing challenges or linking accessibility standards to prototype revisions.

Quizzes promote continuous engagement and discourage cramming, supporting better long-term retention of critical UX and HCI concepts.

Design Discussions (Weekly Canva Critique Studios)

Instead of traditional text-based discussions, this course uses weekly visual design critique sessions, aligning with professional UX design studio practices. Each week, students upload a Canva artifact they created and critique peers' work using established HCI principles.

Design Discussions are designed to:

• Strengthen Applied Design Literacy

Students learn to identify strengths and weaknesses in interface design by evaluating alignment, spacing, hierarchy, interaction cues, and accessibility.

• Promote Professional Communication

Peer feedback must be constructive, specific, evidence-based, and framed using UX vocabulary (heuristics, affordances, constraints, mental models, etc.).

• Encourage Iterative Improvement

Students refine their designs weekly based on structured critique—mirroring real industry workflows where iterative design is essential.

• Build a Collaborative Learning Community

Through asynchronous critique, students gain insight from diverse perspectives and become more confident communicating design decisions.

Design Discussions cultivate reflective, analytical, and communicative skills essential for UX designers.

Final Project – UX Case Study (UTA Project)

The final project is a comprehensive User Task Analysis (UTA) that demonstrates mastery of the full UX design process. Students submit:

- APA-formatted UTA Final Report

- High-fidelity clickable prototype

- Evidence of user research and testing

- Accessibility considerations

- Design rationale based on heuristics & HCI principles

- Team Reflective Presentation with Cameos

- Individual Reflection Paper

This capstone deliverable integrates all course competencies and is the primary measure of students' ability to perform real-world UX/HCI analysis and design.

CRITERIA FOR DETERMINING THE FINAL COURSE GRADE

Final grades are computed based on percentages as follows:

Grading Summary
10 % Quizzes
20% Discussions
30% Assignments
<u>40% Final Project</u>
100% of Final Grade

Grading Policy

Letter Grade	Description	Grading Scale
A	Excellent work	90 to 100
B	Good work	80 to 89.9
C	Satisfactory work	70 to 79.9
D	Passing work	60 to 69.9
F	Failing work	Below 60

SECTION 4 - INSTRUCTOR-SPECIFIC POLICIES

Professional Communication

All emails from the instructor will be sent to your "Official" college email address. It is the student's responsibility to check their college email account at least 3 times per week. Please use your MGA email account to send emails to the instructor **(do NOT use D2L).** The best way to contact the instructor is by email or request a time to meet via email/MS Teams. The instructor will respond to all emails within 24 hours during the work week (Monday-Friday) and 48 hours on weekends (Saturday-Sunday).

Course Design

This is a deadline class. All material for this class is due at 11:59 p.m. on Sunday. No late work will be accepted. All assignments will be uploaded to Turnitin.com by the professor.

Late material will be considered only with an excused notification, verified by the professor or the CSI department chair. The instructor will discuss the completed assignments with any student in attendance after 24 hours has passed, and a written argument with bullet points has been turned into the professor. The bullet points should professionally discuss the reasons for a grade change or extension. All students are required to upload his or her daily threads and assignments, midterm, and final to the online platform/ gradebook. All students are required to keep a full copy of all their work, including the notes, research tools, raw images, audio clips, on a backup server, or the school's server, and where possible and legal a back-up hard drive. I would suggest that each student creates a digital archive of all raw material, research and images/videos on a personal hard drive or DVD weekly and or after each assignment's

finalization. There will be no excuses for lost information, damaged hard drives, or stolen information and data. All students are responsible for the data collection and storage.

AI USAGE POILICY FOR COURSEWORK

To maintain a culture of integrity and respect, the use of generative AI tools in this course follows a traffic light model:

- **Green Light:** You are free to use generative AI tools in any way you see fit for your coursework. Any AI-generated content must be properly cited. Example: "Feel free to use generative AI tools for idea generation, writing assistance, or research. Ensure that any work not originally created by you is properly cited."

- **Yellow Light:** You may use generative AI tools in specific, instructor-approved ways. Ensure that any AI-generated work is cited. Example: "You are encouraged to explore AI tools for brainstorming or research. However, all writing and final submissions must be your own. AI-generated content must be cited appropriately."

- **Red Light:** Generative AI tools are not allowed for any part of your coursework. Example: "All work in this class must be entirely your own. The use of AI tools is prohibited at any stage of the work process unless specifically authorized."

Note: If no specific signal or light is given for an assignment, you may assume a **Green Light** approach. However, always cite AI-generated content and use these tools responsibly.

SECTION 5 - TENTATIVE COURSE SCHEDULE AND OUTLINE

The schedule below contains class activities, assignments, and deadlines. Note that the course schedule is "tentative" and subject to change based on student and/or pedagogical needs. All changes will be announced and posted on the course website.

Date	Readings	Activities	Due Date
Week 1: Jan 12-Jan 18	Syllabus and Orientation Module 1 Chapter 1	Intro to HCI, UX Foundations, Canva Onboarding • Set up Canva account & explore tools • Read syllabus and project overview • Complete Persona Card in Canva • Form Action Assignment teams • **Design Discussion:** Persona Critique	Jan 18
Week 2: Jan 19-Jan 25	Module 2 Chapter 2	History of HCI & Product Evolution + Research Foundations • Choose product for Action Assignment • Build Empathy Map in Canva • Draft Problem Statement (APA) • Gather APA sources on product design history • **Design Discussion:** Empathy Map Critique	Jan 25

Week	Module/Chapter	Topics	Due
Week 3: Jan 26-Feb 1	Module 3 Chapter 3	**Action Assignment Development + Task Analysis & Scenarios** • Create Task Flow Diagram in Canva • Develop 2–3 User Scenarios • Build Action Assignment slide deck (draft) • **Design Discussion:** Task Flow Critique	Feb 1
Week 4: Feb 2-Feb 8	Module 4 Chapter 4	**Action Assignment Presentations + Heuristics & Accessibility Intro** • Present Action Assignment (team) • Conduct Heuristic Evaluation on chosen website • Draft Accessibility Observations • **Design Discussion:** Heuristic Violation Critique	Feb 8
Week 5: Feb 9-Feb 15	Module 5 Chapter 5	**Low-Fidelity Wireframes I (Structure & Layout)** • Sketch and build first Lo-Fi Wireframes in Canva • Apply layout, spacing, and hierarchy principles	Feb 15
Week 6: Feb 16-Feb 22	Module 6 Chapter 6	**Low-Fidelity Wireframes II + UX Writing** • Revise wireframes with improved labels & navigation • Add microcopy for clarity • Prepare clickable structure • **Design Discussion:** Wireframe v2 Critique	Feb 22
Week 7: Feb 23-Mar 1	Module 7 Chapter 7	**Clickable Lo-Fi Prototype** • Build clickable Lo-Fi prototype in Canva • Test for flow completeness • Peer demo & feedback • **Design Discussion:** Clickable Prototype Critique	Mar 1
Week 8: Mar 2-Mar 8	Module 8 Chapter 8	**Style Guide + Hi-Fi Prototyping I** • Create Style Guide: colors, fonts, components (Canva) • Begin transitioning wireframes → Hi-Fi screens • **Design Discussion:** Color & Typography Critique	Mar 8
Week 9: Mar 9-Mar 15	Module 9 Chapter 9	**Hi-Fi Prototyping II** • Build polished Hi-Fi screens • Apply accessibility contrast checks • Add interaction details • **Design Discussion:** Hi-Fi Screen Critique	Mar 15

Week	Module	Topic	Due
Week 10: Mar 16-Mar 22	Module 10 Chapter 10	**Usability Testing Prep + UTA Draft** • Prepare testing script and user tasks • Clean up Hi-Fi prototype for evaluation • Submit UTA Draft (APA) • **Design Discussion:** Usability Task + Screen Readiness Critique	Mar 22
Week 11: Mar 23-Mar 29	Spring Break	Spring Break	Mar 22
Week 12: Mar 30-Apr 5	Module 11 Chapter 11	**User Testing Part I** • Conduct 2–3 usability testing sessions • Record observations, errors, time on task • Collect SUS or UMUX-LITE scores • **Design Discussion:** Usability Problem Screenshot Critique	Apr 5
Week 13: Apr 6-Apr 12	Module 12 Chapter 12	**Synthesis & Iteration** • Analyze test findings • Prioritize issues by severity • Revise prototype (Hi-Fi v2) • Write Evaluation Summary (APA) • **Design Discussion:** Before/After Revision Critique	Apr 12
Week 14: Apr 13-Apr 19	Module 13 Chapter 13	**Final UX Case Study (UTA Report) Build** • Finalize all sections of UTA Case Study • Insert annotated screens, findings, citations • Conduct quality check for APA 7 formatting • **Design Discussion:** Annotated Screenshot Critique	Apr 19
Week 15: Apr 20-Apr 26	Module 14 Chapter 14	**Reflective Presentation + Cameos** • Build Team Reflective Presentation (Canva or PPT) • Record 30–45 second Cameos (individual video reflection) • Run peer review of presentation • **Design Discussion:** Storytelling Slide Critique	Apr 26

Week 16: Apr 27-May 3	Module 15 Chapter 15	Final Portfolio + Individual Reflection • Final Prototype • Final UTA Report (APA) • Team Reflective Presentation • Individual Reflection Paper • Optional course showcase • **Design Discussion:** Final Case Study Hero Slide Critique	May 3
Week 17: May 4-May 10	Module 16 Chapter 16	UX Portfolio & Professional Branding Week • Convert UTA project into a portfolio case study • Create a "Hero Image" slide for portfolio • Write LinkedIn-ready summary of UX project • Learn how to discuss UX work in interviews • Optional 1-minute video portfolio intro • **Design Discussion:** Portfolio Case Study Critique	May 10

SECTION 6 – INSTITUTIONAL POLICIES

Students are responsible for reading, understanding, and adhering to all Middle Georgia State University student policies, including those linked on the Institutional Policies page. https://www.mga.edu/center-excellence-teaching-learning/syllabi-policies.php

STUDENT ATTENDANCE & WITHDRAWAL POLICY

The instructor is required to report "no-shows" or students who do not show up the first day of class. Therefore, all students enrolled in the course must verify their enrollment. This can affect financial aid, and you may be dropped from the class. Your instructor will notify you as to how to verify your enrollment before the beginning of the term to ensure that you are not reported as a "no-show".

Students are encouraged to read the withdrawal policy found at https://www.mga.edu/registrar/registration/drop-add.php before dropping/withdrawing from the class.

Students who wish to withdraw from the University must complete the Withdrawal Form, obtaining the required signature from the advisor, and submitting it to the Office of the Registrar at the Macon campus or the administrative offices at other campuses. Withdrawal is not complete until all withdrawal procedures have been properly executed. https://www.mga.edu/registrar/

Students may withdraw from the course and earn a grade of "W" up to and including the midterm date, which occurs on *April 8, 2026*. After this date students who withdraw will receive a grade of "WF." https://www.mga.edu/academics/calendars/index.php

DELAYED OPENING OR CLOSING OF THE UNIVERSITY

If class is unable to occur for an opening or closing of the university, go to the online webpage of the course for additional instructions. If there are no additional instructions provided on the course homepage news section, then just plan to meet at the normal next regularly scheduled meeting for the course. Knight Alert can be used to check or https://www.mga.edu/police/alert/index.php

STUDENT USE OF AI IN COURSEWORK

To maintain a culture of integrity and respect, generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.