

# HCDE 518 Studio A/E

Mondays 2 Oct 2023 – 4 Dec 2023

Lecture: 6-6:50 PM

Studio: 7-9:50 PM

Primary location: Odegaard Undergraduate Library room 141 ([OUG 141](#)). Locations may vary, so please check announcements and email.

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## Teaching Team

Instructor: Douglas Pyle, MS - [dougDoug@uw.edu](mailto:dougDoug@uw.edu)  
Office Hours: by appointment

TA: Ruoxi (Anna) Shang - [rxshang@uw.edu](mailto:rxshang@uw.edu)

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## Overview

This course explores the user-centered design paradigm from a broad perspective, emphasizing how user research and prototype assessment can be integrated into different phases of the design process. Students learn to think like a user-centered designer and carry out activities that are key to user-centered design.

This is a required, 4-credit, foundation course in the MS degree and UCD certificate programs in HCDE.

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## Objectives

The general aims of this course are to:

- Develop an appreciation for the theory and sensibilities of design.
- Develop skills in the use and application of a variety of design methods, specifically applicable to user-centered design.
- Improve individual and collaborative skills in design-based problem solving.

Upon the successful completion of this course, you should be able to:

- Given a problem setting, critically discuss the appropriateness of potential design methodologies such as contextual design, scenario-based design, participatory, etc.
- Describe the issues and challenges to achieving a human-centered design process.

- Gather useful information about users and activities through observation or systematic inquiry.
- Use, adapt and extend classic design standards, guidelines, and patterns.
- Employ selected design methods at a basic level of competence: affinity diagrams, card sorting, scenarios of use, personas, storyboarding, sketching, and usability evaluation.
- Create a prototype for a small system and plan and perform a usability evaluation.
- Document and effectively communicate a UCD design solution to multiple stakeholders.

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## Description

HCDE 518 is an introduction to the user-centered design process and is oriented toward practical methods for approaching a design problem.

Design is a unique form of inquiry. We design whenever we change some existing situation into a preferred one. The difficulty, of course, is how to envision a preferred situation and arrive at it. In this class, we will develop an appreciation for the nature of design, and we will develop specific skills for studying and designing interactive systems.

You will find the concepts and methods covered in this class to be widely applicable. You will be able to use them when designing organizations of people, when designing information structures, and when designing a business plan. But in this class we will focus on the design of interactive systems, on human-centeredness, and on usability.

The major question is: how do we design interactive systems that are useful, usable, and enjoyable?

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## Grading

Grades will be determined according to the following distribution. Specific assignments, descriptions, and details may be found in the [Assignments](#) section of canvas. This table shows the breakdown of Assignment Categories.

CATEGORY	ASSIGNMENT	Points
Participation (NC)		0%

	There a number of assignments that do not count towards the final grade, but are listed in this category because we feel they contribute to the course goals and your educational experience. See the Participation category in the <a href="#">Assignments</a> section.	
Assignments (Individual)		40%
Project Process (Group)		40%
Communication (Group)		20%
TOTAL		100%

The minimum passing score for the course is 60%, which will earn a 1.7, the minimum passing grade for graduate courses. The minimum score required to earn a 4.0 is 98%. Scores between those endpoints are scaled linearly. Note that even though a grade of 1.7 is considered passing, a minimum grade of 2.7 is required for elective courses to be counted toward a graduate degree.

We recommend keeping up with the deadlines, but Studio B will not deduct points for late work. Generally, we consider 5 days to be the grace period for late work.

We expect all group members to do equal work and to behave professionally. If we learn a group member has either not done equal work or is treating their group members poorly, the instructional team will assign a zero to that member and that member will be expected to work alone for the rest of the quarter. Any violation of the student conduct code will be reported to the proper authorities.

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## Materials

You are required to keep a sketchbook for various exercises in this course. A bound, paper-based one is preferred, but a digital one is acceptable if you use a drawing app.

We recommend a number of useful books for this course, and the practice of human centered design in general, but all course readings will be provided on canvas, so you are not required to purchase these titles. If a link is broken, please use the “ask 3 before me” approach by looking for it through google, the UW library, a peer, etc. before asking the teaching team.

- RECOMMENDED: Buxton, B. (2007) *Sketching User Experiences*. San Francisco: Morgan Kaufmann.

- RECOMMENDED: Moggridge, B. (2007) *Designing Interactions*. Cambridge, MA: The M.I.T. Press.
- SUPPLEMENTAL: Courage, C. and K. Baxter. (2005) *Understanding Your Users*. Elsevier.
- SUPPLEMENTAL: Norman, D.A. (1988) *The Design of Everyday Things*. New York: Basic Books.
- SUPPLEMENTAL: Greenberg, S., Carpendale, S., Marquardt, N., & Buxton, W. (2012). *Sketching User Experiences: The Workbook*. Amsterdam: Elsevier/Morgan Kaufmann.

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## Disclaimer

This syllabus and all associated assignments, requirements, deadlines, and procedures are subject to change.

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## Acknowledgment

This syllabus and course materials are based on a version of the course originally developed by HCDE professor Julie Kientz. It has been updated and modified over many years by all of the instructors who have also taught it.

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## Communication

Professional and courteous communication is expected in this course. Grades cannot be discussed through email or slack.

Please expect 24 business hours for responses to electronic communication and please be advised that the teaching staff only checks email twice a day.

Use the general slack channel for all questions unless they are personal in nature.

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## Covid 19 and Other Illness Policy

We will follow all UW public health measures for masking, distancing, and cleaning. Please do not come to class if you are sick or need to obtain medical care. If you miss class, please let us know and communicate with your project group to make up any missed work. It is possible that we might need to pivot to fully remote 518 as the public health situation evolves.

## Academic Integrity

The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you're uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have.

Acts of academic misconduct may include but are not limited to:

- Cheating: working collaboratively on quizzes/exams and discussion submissions, sharing answers and previewing quizzes/exams)
- Plagiarism: representing work as your own that you did not create, without giving appropriate credit to the original author or mechanism that created it.
- Unauthorized collaboration: working with another person on an individual assignment

Concerns about these or other behaviors prohibited by the Student Conduct Code will be referred for investigation and adjudication by (include information for specific campus office).

Students found to have engaged in academic misconduct may receive a zero on the assignment (or other possible outcome).

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## Conduct

The University of Washington Student Conduct Code (WAC 478-121) defines prohibited academic and behavioral conduct and describes how the University holds students accountable as they pursue their academic goals. Allegations of misconduct by students may be referred to the appropriate campus office for investigation and resolution. More information can be found online at <https://www.washington.edu/studentconduct/>

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## Diversity and Inclusion

The University of Washington and the Department of Human Centered Design & Engineering are committed to **creating and sustaining an inclusive culture** that values diversity and works for equity in opportunity and outcomes. Diversity, equity, and inclusion feature prominently in the HCDE department's current strategic planning documents. Attention to DEI shows in the department's articulated values and work on DEI represents one of the goals. In this group, we will strive to bring these goals and commitments in line with our work. We will respect each others' identities and strive to create a learning environment where we all are included. We will work together to foster a welcoming and open environment, treating each other with respect, and collaborating toward equity.

[hcde.uw.edu/diversity](https://hcde.uw.edu/diversity)

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## Access and Accommodations

Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at [disability.uw.edu](https://disability.uw.edu).

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## Mental Health and Wellbeing Resources at UW

Grad school is hard, and the particular contexts we are all living in are only exacerbating preexisting stress. Please know that the teaching team takes your wellbeing seriously and is here if you need to chat. We will do our best to listen and support you, but you should also realize that we are not trained professionals in counseling. The UW Counseling Center ([uw.edu/counseling](https://uw.edu/counseling)) provides a number of options for receiving support, including self-help, workshops, and shortterm and long-term counseling.

If you are experiencing a crisis situation after hours and cannot wait until the UW Counseling Center is open, please call the Crisis Clinic at (206) 461-3222 or toll-free at 1-866-427-4747. If you are experiencing a life-threatening emergency, dial 911. If you feel unsafe, please contact UW Safe Campus at (206) 523-7233 (SAFE).

In addition, these are some resources available to you at UW.

[HCDE Hardship Fund](#) [UW Mental Health](#)  
[UW Safe Campus](#)  
[UW Food Pantry](#)

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## Religious Accommodations

Providing the Religious Accommodations language is **required** to be included in all syllabi and/or to link to the [Religious Accommodations Policy page](#) for students to read.

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at: <https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy>

Accommodations must be requested within the first two weeks of this course using this form:  
<https://registrar.washington.edu/students/religious-accommodations-request/request>

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## Readings

All readings are available electronically through the UW library or online. Updated links are on Canvas. Recommended supplemental readings are also on Canvas.