DESIGN FOR USER EXPERIENCE   Jarrett Fuller
Tuesdays, 9:00am–3:00pm, Brown 304   jfuller@mica.edu
jarrettfuller.github.io/dux   @jarrettfuller

COURSE DESCRIPTION

In this course, explore the process for developing digital products that serve users' needs. Students will prototype screen-based experiences that are empathetic to the needs of the end user. Students will develop design concepts that mediate relationships between people and products, environments, and services. Key concepts might include content strategy, navigation structures, usability principles, personas, and wireframes.
Prerequisite: GD 220.

LEARNING OUTCOMES

O1 Identify and practice a process for user experience design.
O2 Identify and describe key principles for interaction.
O3 Develop navigation structures that support user needs.

DOCUMENTATION

UX deliverables are not just interfaces. Often, the best way to sell an idea is through careful, intelligent documentation. You will be asked to document all stages of your work, including visual research, writing, sketches, revisions and final deliverables. Research can be gathered in any fashion, however it must be conducive to digital submission, so you should be able to photograph, scan or otherwise convert your research into digital assets. Each assignment will be graded on your documentation as well as your final product. At the end of each project, final documentation of the project's research, design and development will be submitted for grading and records purposes. Guidelines for this will be discussed in class for each project.

USERFLOW RESEARCH

The core of UX — and all graphic design — is the ability to identify and empathize with your end user. Each week, you will download and test an application and document its main user flow and any issues you come across. These application critiques will be posted each week, and we'll select 1 or 2 to discuss. These critiques should include the following information:

- Screenshots & user flow for primary action
- From the initial screen, explain to us what you think the primary action is, and then diagram and screenshot that flow through the application.
- Flow Diagram
- Screenshots of flow
- Takeaways and suggestions
- Based on the in-depth review you've taken, what are things the application is doing that is good, and where are some opportunities to improve.
- At least 3 examples of either praise or criticism.

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JANUARY 17   Class intro, general UX discussion, Project 1
                          assigned
                          READING: Apple HIG, Google Material Design

JANUARY 24   Project 1 concepts due
                          DISCUSSION: User Flows, design patterns, prototyping
                          IN CLASS: work session
                          READING: Design Patterns

JANUARY 31   PROJECT 1 FULL-CLASS CRITIQUE

FEBRUARY 7   *PROJECT 1 DUE* Project 2 assigned
                          DISCUSSION: UX Research, Audience, Personas
                          IN CLASS: work session
                          READING: Nicely Said's Research Questions

FEBRUARY 14   Project 2 concepts due
                          DISCUSSION: Content, Language, Style Guides
                          IN CLASS: feedback, work session
                          READING: 18F Content Guide, MailChimp Style Guide

FEBRUARY 21   Project 2 design/research
                          DISCUSSION: Neutrality, Cognitive Biases and Defaults
                          IN CLASS: small group user testing
                          READING: How Default Settings Rule the world

FEBRUARY 28   PROJECT 2 HALF CLASS CRITIQUE

MARCH 7   PROJECT 2 HALF CLASS CRITIQUE
                          Project 3 assigned.

MARCH 14   *SPRING BREAK — NO CLASS*

MARCH 21   *PROJECT 2 DUE* Project 3 Concepts due.
                          DISCUSSION: UX beyond the screen
                          IN CLASS: Project 3 research/design
                          READING: Invisible Interfaces

                          IN CLASS: small group user testing

MARCH 28   PROJECT 3 FULL CLASS CRITIQUE (flow, visual design)

APRIL 4   Project 3 individual project meetings

APRIL 11   PROJECT 3 HALF CLASS CRITIQUE

APRIL 18   PROJECT 3 HALF CLASS CRITIQUE

MAY 2   *PROJECT 3 DUE* All user flows due.
                          Course evaluation

*Syllabus subject to change.
Please check http://jarrettfuller.github.io/dux/ for the latest version.

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GRADING
Projects 1-3: 25% each
Classroom/Interactions: 15%
User flow Research: 10%

PROJECT GRADES
Based on process, execution, growth, and professionalism. Here's how to ace them:

- **Process.** Work through applicable research methods and structures, creating personas and UX artifacts as you go. Test and validate theories. Fail fast then try something new. Always keep user needs as the guiding principle.
- **Execution**. Effectively use design principles to solve problems and solve them in a manner conducive to your users. Make sure your documentation is readable and understandable. Pay attention to details when the details matter.
- **Professionalism.** Come to class, meet deadlines, help each other, and be vocal during critiques. UX is a collaborative discipline and you will have to talk to users, stakeholders, and other people on your team.

GRADE SCALE
Currently, you all have a C grade. Here's how to change that:

- A — Work really hard and go beyond what is expected. Think through larger problems, and produce high-quality executions and documentation. Come to class on time, all the time, have a positive attitude and be deeply engaged.

- B — Work hard and think through big ideas, take some risks, get out of your comfort zone. Produce above-average documentation and flows. Come to class, have a positive attitude, and participate thoughtfully in discussions.

- C — Do your work. Finish all your projects, producing standard quality documentation and flows. Keep your attendance acceptable, and be positive and particpate in discussions and critique.

- D — Barely do your work. Produce unacceptable or lackluster flows and have shoddy documentation. Be disengaged and non-participatory, or do not meet acceptable attendence.

- F — Don't do your work. Produce work with little to no effort, provide no documentation, or miss more than 3 classes. Plaigarize. (You have to really try to fail.)

ATTENDANCE
Punctuality and attendance are mandatory. Arrive on time to the start of each class and after break. If you have more than 3 absences you'll fail the course. Be prepared to work on your projects—this means all materials required for in class work and out of class assignments should be complete. *Two late attendances will equal one unexcused absence.*

Three unexcused absences will equal a failing grade. We'll be covering a lot each class so I'd rather you show up to class without your homework than not come to class because you don't have it done. If you don't have a doctor's excuse or my prior approval, try to be in class.

Late work will not be tolerated, unless notice is given 2 days prior to class. Your grade will be lowered by a full letter grade each day it is late.
Project backups are required for all digital projects. There are no excuses for computer issues. (I suggest using a cloud based system such as Dropbox or Google Drive.)

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AMERICANS WITH DISABILITIES ACT
Any student who may need an accommodation based on the potential impact of a disability should contact the Learning Resource Center at 410-225-2416, in Bunting 458, to establish eligibility and coordinate reasonable accommodations.

Environmental Health and Safety (EHS): Students are responsible to follow health and safety guidelines relevant to their individual activities, processes, and to review MICA's Emergency Action Plan and attend EHS training. Students are required to purchase personal protection equipment appropriate for their major or class. Those students who do not have the proper personal protection equipment will not be permitted to attend class until safe measures and personal protection are in place.

PLAGIARISM
Each discipline within the arts has specific and appropriate means for students to cite or acknowledge sources and the ideas and material of others used in their own work. Students have the responsibility to become familiar with such processes and to carefully follow their use in developing original work.

Policy
MICA will not tolerate plagiarism, which is defined as claiming authorship of, or using someone else's ideas or work without proper acknowledgement. Without proper attribution, a student may NOT replicate another's work, paraphrase another's ideas, or appropriate images in a manner that violates the specific rules against plagiarism in the student's department. In addition, students may not submit the same work for credit in more than one course without the explicit approval of all of the instructors of the courses involved.

Consequences
When an instructor has evidence that a student has plagiarized work submitted for course credit, the instructor will confront the student and impose penalties that may include failing the course. In the case of a serious violation or repeated infractions from the same student, the instructor will report the infractions to the department chair or program director. Depending on the circumstances of the case, the department chair or program director may then report the student to the appropriate dean or provost, who may choose to impose further penalties, including expulsion.

Appeal Process
Students who are penalized by an instructor or department for committing plagiarism have the right to appeal the charge and penalties that ensue. Within three weeks of institutional action, the student must submit a letter of appeal to the department chairperson or program director, or relevant dean or provost related to the course for which actions were taken. The academic officer will assign three members of the relevant department/division to serve on a review panel. The panel will meet with the student and the instructor of record and will review all relevant and available materials. The panel will determine whether or not to confirm the charge and penalties. The findings of the panel are final. The panel will notify the instructor, the chairperson, division, the student, and the Office of Academic Affairs of their findings and any recommendations for change in penalties.

TITLE IX NOTIFICATION
Maryland Institute College of Art seeks to provide an educational environment based on mutual respect that is free from discrimination and harassment. If you have encountered sexual harassment/misconduct/assault, please know that there are multiple ways to report it and you are encouraged to do so (www.mica.edu/equal_opportunity). Additionally, in order to meet our commitments to equity and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, faculty and staff members are required to report disclosures of sexual violence made to them by students, except when prior notice regarding a specific classroom assignment or discussion is provided. If you require academic accommodations due to an incident involving sexual harassment or discrimination, please contact Student Affairs at 410.225.2422 or Human Resources at 410.225.2363.

STUDENTS WITH EXTENDED ILLNESS OR CAUSE FOR LEGITIMATE ABSENCE
In the case of extended illness or other absences that may keep the student from attending a class for more than three meetings, undergraduate students must contact the Student Development Specialist in the Division of Student Affairs. The Student Development Specialist will then work with the student to determine the cause and appropriateness of the absences and subsequently notify instructors as necessary. Graduate students must contact the instructor, program director, and the Office of Graduate Studies. Students in art education or professional studies programs must contact the Dean for the Center for Art Education or the Associate Dean for Open Studies, respectively. The appropriate administrator will facilitate a conversation with relevant faculty to determine whether the student can achieve satisfactory academic progress, which is ultimately at the sole discretion of the faculty member.