

# INTERACTION DESIGN

## COURSE SYLLABUS

**ADES 3510-501**

Tue. &amp; Thur. 8:00-10:50 AM

**LOCATION****UNT.ZOOM.US/J/97366452095**

Meeting ID: 973 6645 2095

**STEPHEN ZHANG**

Assistant Professor

stephen.zhang@unt.edu

**OFFICE HOUR:**

Mon. 11:00 AM-12:00 PM

Thur. 11:00 AM-1:00 PM

Appt. in Ourlook Calendar

**Join Zoom Meeting**

unt.zoom.us/j/99634777478

Meeting ID: 996 3477 7478

Students learn planning, research, and production methods specific to the discipline of interaction design. Principles covered relate to information hierarchy, user/information interactions, user-experience, and usability. Students receive exposure to relevant interaction design trends as means to analyze the use of technology in solving complex problems.

**COURSE OBJECTIVE:**

This course challenges the student to utilize abductive thinking and rapid prototyping to develop innovative concepts by recognizing new opportunities, acting on them, and validated them by leveraging creative insights, design efficacy and thought leadership skills.

**STUDENT LEARNING OBJECTIVES:**

- Understand what interaction design (IxD), user-interface design (UI), user-experience design (UX), and information architecture are.
- Understand methods, skills, and knowledge necessary to design for interactive communications.
- Understand the various roles a designer can play in IxD.
- Demonstrate ability to concept and develop digital solutions to improve human experience.
- Demonstrate the ability to facilitate user testing.
- Gain confidence in your strengths as a designer.
- Help you understand what areas of design practice fit your desires, experience, and knowledge.
- Help students become a responsible designers, able to assist with complex human problems and to make a difference in the world.

**COURSE STRUCTURE:**

This class is primarily structured around one large design challenge (**Project 2**). This runs concurrent to a case-study (**Project 1**), followed by a research journal (**Project 3**). Projects 1 and 3 each last half a semester. A tentative week-by-week schedule is provided at the end of this syllabus. Classes consist of lectures, critiques, demonstrations, student presentations, and in-class work. Come prepared each class with work complete and ready for feedback. The course will demand substantial work outside of class to progress and effectively use class time.

**MATERIALS REQUIREMENT:**

- MacBook Pro (or similar PC), with a microphone, speaker and camera
- Adobe Creative Cloud
- High speed Internet connection
- Adobe Creative Cloud **storage**. Minimum 20 GB dedicated for this class
- Flash drive (at least 1 GB)

## PROJECTS AND WEIGHTS

### Assignment 1: The Case Study 20%

Select a website from the assignment handout and research it thoroughly. Prompts will be given throughout the project duration. Analyze the information architecture, imagine a user persona, record a user journey, and summarize it all for your classmates. Presentations will take place daily (excluding critique days), beginning at the start of the semester.

### Assignment 2: The Big One 60%

Topics are assigned to groups of 3-4 students for a semester-long project. This is evaluated in two parts over the course of the semester: Part 1. Research and Content, and Part 2. Design/Prototyping. Part 1 is worth 20% and Part 2 is worth 40% of your course grade, with a large number of points contributed through faculty and peer performance reviews.

### Assignment 3: The Journal 20%

Maintain a research journal. Prompts given may relate to assigned readings, tutorials, or project process documentation.

## ASSESSMENT

Your final grade is based on the average of scores accumulated throughout the semester. Final grades are rounded to the nearest 10th of a point. Rubrics and specifications are to be provided for each assignment, but assessment is primarily based on four categories:

- 1. Participation** Respect classmates by listening and participating, especially in critiques. Your opinion is valuable! Points are docked for sleeping, texting, working on other class work, or using social media in class.
- 2. Professionalism** Everything turned in represents you, so make it good and do your best. Keep files organized, and clearly label uploads with your name. Keep up with attendance, and don't be late to critiques.
- 3. Concept** This is what it's all about. Apply research, and push yourself toward a unique and logical approach. Refine your work throughout a project's progression. Use demos/feedback, and revise projects as needed. Include thorough process documentation as requested. Keep everything!
- 4. Design** Create compelling visuals based on clearly defined purpose and unique concept. Meet all specifications, including size, format, etc. as outlined for each assignment. Visual decisions should all address the problem posed in the assignment prompt. Closely follow instructions: double- and triple-check those handouts!

<b>A</b>	90%+	Nice work! Surpasses goals of assignment/course.
<b>B</b>	80%-89.9%	Great effort, with a few opportunities for improvement.
<b>C</b>	70%-79%	Average work, achieved all outlined goals.
<b>D</b>	60%-69%	Below average. Undeveloped ideas and/or execution.
<b>F</b>	0%-59.9%	Unacceptable. I know you can do better!

## WORK SUBMISSION

As a primarily digital course, all deliverables will be submitted online by the time specified on assignment. No late projects will be accepted for grading. All students are responsible for turning in work on time regardless of attendance.

## PARTICIPATION GUIDELINES

Your perspective, voice and opinion are important and valued. Respect one another, and be prepared to help your classmates regularly. We can all learn from each other, so listen well and speak up often!

**ZOOM ETIQUETTE**

- Arrive early.
- Dress appropriately for class.
- Turn your video on. Be engaged in the conversation.
- Stage your video area to avoid distraction.
- Find a quiet space, but also one where you can also speak up when called upon.
- Do not invite other people who don't need to be here.
- Computer on solid support, not on your laps
- Have ample light.
- Try to look into the camera. Adjust the camera to eye level.
- Do your own tech support before you start.
- Raise your hand and notify your professor in order to ask a question
- Stay muted if you're not talking.
- The Zoom chat is not private. Don't type things you don't want others to see.
- Don't eat during class. Breaks will be given periodically.
- Don't conduct other private things during class.
- Stay focused and participate.

**ATTENDANCE POLICY**

Good attendance and punctuality are expected for this class and will strongly affect your grades. Roll will be taken at every class. You will be considered late if you arrive at class after roll has been taken. **If you are late, it is your responsibility during that class period to ask the instructor to add you to the roll, using Chat with the professor in Zoom during class period.**

You will receive two (2) free tardies. Beyond that, every four tardies will equal one unexcused absence. Only two (2) unexcused absences will be allowed. The fourth unexcused absence will lower your grade by one letter grade and so on. A total of six absences, excused or unexcused, will result in you receiving a grade of F for the class. There are no excused absences for anything but a verifiable death in the immediate family or with a doctor's note on his/her stationery with a telephone number. The doctor's note must be presented at the next class. A receipt is unacceptable.

**COMPUTER ETIQUETTE**

You are responsible for bringing and maintaining your own computer. Computers crash, drives become corrupt—more than once you may lose your work. Unfortunately this can occur more often as computers age and become overloaded with classwork. Crashes, loss of data, theft of machine, etc. are not acceptable reasons for turning work in late. Develop good backup habits!

- Save often. Especially if you're going to do something radical. Perhaps create a backup copy to save before you make any big changes.
- Save incrementally (aka versioning). For instance, save your file; myProject\_V01, myProject\_V02, myProject\_V03, etc. This way, if a file does become corrupt or mysteriously vanishes, you can reload the previously saved file and minimize your loss. This is vital for documenting your process at the end of each assignment.
- Back up files in more than one place. Besides saving work files onto your hard drive, save onto Google Drive, Dropbox, Box or another Cloud based service. This includes your raw data, research, images, text, etc.
- Resist the urge to text, check social media, or work on outside course work. It is ultimately your decision to be a diligent student or distracted seat warmer—so use technology wisely.

**LEARNING RESOURCES****Good Reads**

There is no required book for this class. Assigned readings will be given as PDF or online links. Though if you want to learn more, I recommend:

**2 free tardies are allowed**

After that, **4 tardies =1** unexcused absence

**2 unexcused absences are allowed**

The **3rd** unexcused absence=**1** final letter grade lower

The **4th** unexcused absence=**2** final letter grade lower

The **5th** unexcused absence=**3** final letter grade lower

Total **6 absences**, excused or unexcused=**F** of the final grad

**CLASS COMMUNICATION**

All course documents and project requirements will be available on Canvas

Class-wide instructions will be posted regularly on Canvas Announcements

It's the students' responsibilities to regularly monitor their UNT emails and check Canvas Announcements

**Rocket Surgery Made Easy**

*Steve Krug*

**Mobile First** [[abookapart.com/products/mobile-first](http://abookapart.com/products/mobile-first)]

*Luke Wroblewski*

**Responsive Web Design**

*Ethan Marcotte*

**Interaction Design: From Concept to Completion**

*Jamie Steane and Joyce Yee*

**Online Resources**

[abookapart.com](http://abookapart.com)

[alistapart.com](http://alistapart.com)

[producthunt.com](http://producthunt.com)

[uie.com](http://uie.com)

[w3schools.com](http://w3schools.com)

**Podcasts**

Dollars to Donuts

UIE Brain Sparks

The Design of Business | The Business of Design

**Don't Make Me Think**

*Steve Krug*

**Prototyping**

*Todd Zaki Warfel*

**Designing Interactions**

*Bill Moggridge*

[adaptivepath.org/ideas/](http://adaptivepath.org/ideas/)

[cooper.com/journal/](http://cooper.com/journal/)

[smashingmagazine.com](http://smashingmagazine.com)

[uxmovement.com](http://uxmovement.com)

The Big Web Show

Boxes and Arrows

**RIGHT INSTRUCTOR TO CHANGE SYLLABUS:**

The right to change this syllabus with or without notice remains at the discretion of the professor. Moreover, based on the fluid nature of the course, its ongoing classroom experiences and developing research activities, the professor may and will likely elect to change projects, learning experiences, outcomes, scheduling, assessment and in- and outside classroom activities during the semester. At his discretion, the professor will alert students to any changes if and when they are to occur and provide them with sufficient time to adjust their respective class and research activities. Students should check Canvas regularly to make sure they get the up-to-date information.

**RISK FACTOR:**

Risk Factor: 2. In level 2 courses, students are exposed to some significant hazards but are not likely to suffer serious bodily injury. In this class those risks are related to x-acto knife usage, adhesives, fumes and repetitive stress injuries related to extended computer use. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes and will be instructed how to proceed without danger to themselves or others."

**STUDENT PERCEPTIONS OF TEACHING (SPOT)**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

**PLAGIARISM:**

Plagiarism is a serious academic offense and may result in failure of an assignment, the class, or result in removal from the university. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. The student will first be notified in writing via email to schedule a face-to-face meeting with the instructor and another faculty member to determine the next level of action. If further action is warranted, the incident will be reported to the Dean of Students, who may impose an additional penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. Use of any unauthorized assistance in taking quizzes, tests, or examinations; b. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. The acquisition, without permission, of tests or other academic material belonging to a faculty or staff

**TO SUCCEED AT UNT**

Show up

Find Support

Get advised.

Be prepared

Get involved

Stay focused

member of the university; d. Dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. Any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. The knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. The knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Plagiarism is also literary or artistic theft. It is the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own. Copying someone else's writing or art, intact or with inconsequential changes, and adding one's name to the result constitutes plagiarism.

**RETENTION OF STUDENT RECORDS**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

**ELECTRONIC DEVICES:**

Cell-phones or other PDA devices unrelated to the class may not be turned on or used in class at any time. Computers may not be used in class without the permission of the instructor. No eating in class, eat lunch before coming to class or at break time.

**USE OF STUDENT WORK**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission. Download the UNT System Permission, Waiver and Release Form

## UNT REQUIREMENTS, POLICIES, SUPPORTS AND SERVICES

### UNT—THE BASICS FOR STUDENTS NEW TO CANVAS

For details, go to Modules on Canvas of this class

[https://unt.instructure.com/courses/32270/pages/the-basics-for-students-new-to-canvas-2?module\\_item\\_id=1704377](https://unt.instructure.com/courses/32270/pages/the-basics-for-students-new-to-canvas-2?module_item_id=1704377)

### UNT ONLINE COURSE TECHNOLOGY REQUIREMENTS & SKILLS

For details, go to Modules on Canvas of this class

[https://unt.instructure.com/courses/32270/pages/online-course-technology-requirements-and-skills?module\\_item\\_id=1704380](https://unt.instructure.com/courses/32270/pages/online-course-technology-requirements-and-skills?module_item_id=1704380)

- Technology Requirements
- Technology Skills
- Online Rules of Engagement

### UNT POLICIES

For details, go to Modules on Canvas of this class

[https://unt.instructure.com/courses/32270/pages/unt-policies?module\\_item\\_id=1704383](https://unt.instructure.com/courses/32270/pages/unt-policies?module_item_id=1704383)

- Important Academic Dates
- Academic Integrity Standards and Consequences
- Acceptable Student Behavior
- ADA Accommodation
- Important Notice for F-1 Students Taking Distance Education Courses
- Federal Regulation
  - Consequences
  - University of North Texas Compliance
- Sexual Assault Prevention
- Undocumented Students
- Emergency Notification & Procedures

### UNT ACADEMIC SUPPORT & STUDENT SERVICES

For details, go to Modules on Canvas of this class

[https://unt.instructure.com/courses/32270/pages/academic-support-and-student-services?-module\\_item\\_id=1704386](https://unt.instructure.com/courses/32270/pages/academic-support-and-student-services?-module_item_id=1704386)

- Technology Support
- Technical Assistance
- Student Services

### UNIVERSITY LIBRARY SERVICES

For details, go to Modules on Canvas of this class

<https://unt.instructure.com/courses/32270/modules>

### UNT WEB ACCESSIBILITY & PRIVACY

For details, go to Modules on Canvas of this class

[https://unt.instructure.com/courses/32270/pages/web-accessibility-and-privacy?module\\_item\\_id=1704393](https://unt.instructure.com/courses/32270/pages/web-accessibility-and-privacy?module_item_id=1704393)

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# INTERACTION DESIGN

## CONTRACT

I acknowledge that I have read the course syllabus. I understand the course structure, grading, attendance policies, as well as the risk factor rating. I hereby agree to the syllabus and its provisions. Additionally "I agree to the terms and conditions outlined in the Permission to Use Student Work contract."

Name (print) \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

WK 1 t. <b>8/25</b>	Intro	Course Introduction
	Lecture	Interaction Design Basics <ul style="list-style-type: none"> <li>- What is Interactive Design</li> <li>- UX vs. UI</li> <li>- Interface</li> </ul>
	Survey	Team Survey
	Assign	<ul style="list-style-type: none"> <li>• Download Chrome</li> <li>• Start learning Adobe XD. Watch <a href="https://www.youtube.com/watch?v=jHBMjjLY0Dw">www.youtube.com/watch?v=jHBMjjLY0Dw</a></li> <li>• Clear out 20 GB in Adobe CC storage space</li> <li>• <b>A 1. Case Study</b> <ul style="list-style-type: none"> <li>- Propose Research sites (3 options). Submit in Canvas Discussion.</li> <li>- Create a XD document.</li> </ul> </li> </ul>
th. <b>8/27</b>	Review	XD document.
	Teaming	Group into 6 teams
	Lecture	<ul style="list-style-type: none"> <li>• Reading Behavior</li> <li>• Type and Color</li> </ul>
	Assign	<b>A 1. Case Study</b> Analyze visuals into a mini style tile including fonts, colors, and style of buttons, links in various stages <b>A 2. Part 1</b> Client research <ul style="list-style-type: none"> <li>- Mission</li> <li>- Why does it exist</li> <li>- Products and services</li> <li>- What drives business</li> <li>- Target customers</li> <li>- Competition</li> <li>- Existing branding standard</li> </ul>
WK 2 t. <b>9/1</b>	Review	<b>A 1. Case Study</b> Identify colors and typefaces in your case study website
	Lecture	<ul style="list-style-type: none"> <li>• Accessibility</li> <li>• Responsive Design</li> <li>• Padding Margins</li> </ul>
	Review	<b>A 2. Part 1</b> Client research
	Assign	<b>A 1. Case Study</b> <ul style="list-style-type: none"> <li>- Show how grids/alignments shift across three breakpoints/screen sizes</li> <li>- Check the accessibility score of the colors and font sizes on the homepage <a href="https://www.w3.org/WAI/perspective-videos/">https://www.w3.org/WAI/perspective-videos/</a></li> </ul> <b>A 2. Part 1</b> Website Creative Brief <ul style="list-style-type: none"> <li>- Objective</li> <li>- Strategy</li> <li>- Major contents</li> <li>- Promotion</li> </ul>



th. 9/3	Review	<b>A 1. Case Study</b> Homepage of your case study site, its breakpoints and padding/margins.
	Discuss	Watch all accessibility videos on W3C.
	Lecture	<ul style="list-style-type: none"> <li>• Sections and Containers</li> <li>• Research</li> <li>• Empathy</li> </ul>
	Assign	<b>A 2. Part 1</b> - Complete Creative Brief - Watch Doug Dietz TED Talk <a href="http://www.youtube.com/watch?v=jajduxPD6H4">www.youtube.com/watch?v=jajduxPD6H4</a>
WK 3 t. 9/8	Present	Creative Brief
	Lecture	Brand Matrix Personas
	Assign	<b>A 2. Part 1</b> - Brand matrix - 2 personas per team member <b>A 1. Case Study</b> - Brand matrix: photography and/or illustration styles compared to at least 4 others - Imagine the primary user & design a persona
th. 9/10	Critique	<b>A 2. Part 1</b> - Brand matrix - 2 personas per team member
	Lecture	User Scenarios
	Assign	<b>A 2. Part 1</b> - Write 1 user scenario per group member. - Revise personas
WK 4 t. 9/15	Critique	User Scenarios
	Lecture	Information Architecture - Card Sort - Site Map
	Assign	<b>A 2. Part 1</b> - Conduct 4-5 card sorting sessions. - Based on the card sorting findings, create an abstract site map. - Both items will be uploaded next class, along with your initial outline <b>A 1. Case Study</b> Create your own representation of the site's IA
th. 9/17	Lecture	<ul style="list-style-type: none"> <li>• Hover States</li> <li>• Task Flows and Desire Paths</li> <li>• User Flows</li> </ul>
	Critique	<b>A 2. Part 1</b> Site Maps
	Assign	<b>A 2. Part 1</b> - Create 1 user flow per person on the team. - Gather all research into one PDF

WK 5 t. 9/22	Critique	<b>A 2. Part 1</b> Research presentation
	Assign	<b>A 2. Part 1</b> Finalize, unify & practice group research presentations <b>A 1. Case Study</b> Identify any design patterns in use (can use 2 slides if needed)
th. 9/24	<b>DUE</b>	<b>A 2. Design Project. Part 1.</b> By 11:59 P.M. Presentation PDF plus full script.
	Present	<b>A 2. Design Project. Part 1. Design Project</b> Group research presentation
	Lecture	Affordances and Patterns
	Launch	<b>A 2. Design Project. Part 2—Contents and visuals</b>
	Assign	<b>A 2. Part 2</b> List all design patterns in use on your client site
WK 6 t. 9/29	Lecture	Design Thinking
	Critique	Case Study Presentation Drafts
	Assign	<b>A 1. Case Study</b> Revise, practice & upload final presentations
th. 10/1	Present	<b>A 1. Case Study—Final presentations</b>
	<b>DUE</b>	<b>A 1. Case Study canvas submission.</b> By 11:59 P.M. Presentation PDF plus full script.
	Lecture	Wireframes Thumbzone
	Assign	<b>A 2. Part 2</b> Low-fidelity Wireframe—the homepage at mobile width (height may vary). 10 sketches per student
WK 7 t. 10/6	Critique	<b>A 2. Part 2</b> Low-fidelity Wireframe—the homepage at mobile width (height may vary). 10 sketches per student
	Launch	<b>A 3: Journal</b>
	Assign	<b>A 2. Part 2</b> Mid-fidelity wireframe of selected mobile homepage. Sketch 5 ways the selected mobile homepage might translate to desktop width
		<b>A 3: Journal</b> Select one of the 4 articles posted to canvas to learn more about one of the topics we discussed in class. Make sure everyone in your group is reading a different article, as this information can strengthen future design decisions. Then answer the following questions: 1. What is the article about? 2. How does the subject relate to UI/UX? 3. Is this concept present on your client's existing site? Or might you incorporate it in the redesign?
th. 10/8	Critique	<b>A 2. Part 2</b> Mid-fidelity wireframe of selected mobile homepage.
	Assign	<b>A 2. Part 2</b> Sketch mobile and desktop subpage wireframes. Number of sketches TBD.

WK 8 t. 10/13	Critique	<b>A 2. Part 2</b> Subpage sketches; mid-fidelity homepages
	Discuss	Process journals (note who is called)
	Lecture	Usability
	Demo	Previews, grids & repeat grids
	Assign	<b>A 2. Part 2</b> Revise homepage wireframes; mid-fidelity sub-pages <b>A 3: Journal</b> Read the article posted and answer these questions: <ul style="list-style-type: none"> <li>- How would you explain an affordance in your own terms?</li> <li>- In "It's not you, it's the interface," the author says Don Norman predicted we would confuse two related terms. What term goes hand in hand with affordance?</li> <li>- What's an affordance of a chair?</li> <li>- What's a signifier of a chair?</li> <li>- How might a user affect the affordance of a chair?"</li> </ul>
th. 10/15	Critique	<b>A 2. Part 2</b> Mid-fidelity wireframes
	Lecture	Visual System
	Assign	<b>A 2. Part 2</b> Begin style tiles/element collages (number per student TBD). sketch wordmarks.
WK 9 t. 10/20	Critique	<b>A 2. Part 2</b> Style tiles & wordmark sketches
	Lecture	Written Voice
	Discuss	Process journals (note who is called)
	Assign	<b>A 2. Part 2</b> <ul style="list-style-type: none"> <li>- Consolidate changes into one element collage per group.</li> <li>- Apply style to mobile page (1 per student)--- placeholder images/graphics and icons are okay at this point!</li> <li>- Complete the reading and edit copy (one page per student).</li> </ul> <b>A 3: Journal</b> Watch tutorials or read articles about working in Adobe XD. Summarize 3 tips you've found that you think will be helpful in the project moving forward, that we haven't covered in class. Be prepared to demonstrate these methods for your classmates.
th. 10/22	Critique	<b>A 2. Part 2</b> High-fidelity mobile pages, updated style tile
	Assign	<b>A 2. Part 2</b> <ul style="list-style-type: none"> <li>- Unify and revise all mobile pages.</li> <li>- Begin desktop width high-fidelity</li> <li>- Revise wordmark sketches</li> </ul>

WK 10	t. 10/27	Critique	<b>A 2. Part 2</b> High-fidelity mobile and desktop
		Demo	Sharing (to edit or for feedback), post links to discussion board
		Discuss	Process journals (note who is called)
		Assign	<b>A 2. Part 2</b> <ul style="list-style-type: none"> <li>- Divide work amongst team: test illustration/graphics/image treatments,</li> <li>- Sketch tabloid width homepage 5 ways;</li> <li>- Revise high-fidelity pages</li> <li>- Digitize wordmark</li> </ul> <b>A 3: Journal</b> Start a timer and time how long it takes you to complete the form linked below. Feel free to use false information, but go through the whole process. As you do, note anything that does not behave as you expected. What frustrations arise, and what causes them? (Note: it may be easier to make a voice recording of yourself talking through this and transcribe it afterwards, so you don't have to continuously stop to write.) List these and the total time it took to complete.
	th. 10/29	Demo	Wiring animations (links, buttons, navigation)
		Critique	Illustration drafts, tabloid low-fidelity
		Assign	<b>A 2. Part 2</b> <ul style="list-style-type: none"> <li>- Begin illustrations/graphics.</li> <li>- Begin single page animations.</li> <li>- Create homepage tabloid high-fidelity width flat.</li> </ul>
WK 11 t.	11/3	Discuss	Process journals (note who is called)
		Demo	Advanced Animation (if needed)
		Critique	Homepage at all 3 scales
		Assign	<b>A 2. Part 2</b> <ul style="list-style-type: none"> <li>- Continue illustrations/graphics</li> <li>- Continue animations</li> <li>- Link desktop pages into a live prototype</li> </ul> <b>A 3: Journal</b> Select 4 of the websites from the provided list. Ensure everyone in your group is looking at different sites. Make a list of the animations on each site's homepage, and describe them in detail. Be as specific as possible. Then, be prepared to discuss what type of animations could be suitable for your group project.
	th. 11/5	Critique	<b>A 2. Part 2</b> Full website prototype (desktop width; some placeholder images okay). Focus on scan-ability, hierarchy, interactions, color use and image quality.
		Lecture	User Testing
		Assign	<b>A 2. Part 2</b> <ul style="list-style-type: none"> <li>- Continue adding animations, illustrations, and unify pages</li> <li>- Write user testing script</li> <li>- Share current prototype link</li> </ul>

WK 12t. 11/10	In Class Discuss Assign	<p>User Testing, Process journals (note who is called) <b>A 2. Part 2</b></p> <p>View user testing videos of your prototype and summarize findings. List potential solutions to any issues.</p> <p><b>A 3: Journal</b> Read the provided article and reflect: What difference might there be between designing for a future interface versus a client project? What do you see as potential advantages or disadvantages to this process?</p>
th. 11/12	Discuss Overview Assign	<p>User testing findings remaining deliverables; add more animations <b>A 2. Part 2</b></p> <p>Make a list of all remaining tasks for the prototypes and list who will be responsible for these, as well as a deadline for when those items are needed.</p>
WK 13t. 11/17	Critique Demo Discuss Lecture Assign	<p>final deliverables for website. With examples. mockups in AfterEffects/Photoshop Process journals (note who is called) Documenting UI Projects <b>A 2. Part 2</b></p> <ul style="list-style-type: none"> <li>- Write one outline per group of the basic order of content for the presentation, including what images will be needed to showcase those concepts.</li> <li>- In a second document, create a detailed schedule, outlining everyone's commitments and responsibilities.</li> <li>- Also consider any online meetings/practice runs you would like to do before final presentations.</li> </ul> <p><b>A 3: Journal</b> Make a list of the remaining assets needed for the group presentation, including any online meetings/practice runs you would like to do before final presentations. Then work with your team to create a detailed schedule, outlining everyone's commitments and responsibilities. Post by next class.</p>
th. 11/19	Critique Assign	<p>Final prototypes; presentation outline <b>A 2. Part 2</b> Begin presentations!</p>
WK 14t. 11/24	Critique Assign	<p>Mock-up drafts <b>A 2. Part 2</b> Continue presentations, create mock-ups <b>A 3: Journal</b> As we complete the semester and put finishing touches on your presentations, take a moment to reflect on the importance of this step. Complete the linked reading and write 50+ words on why you think I'm asking you to present these projects, rather than just turning in files.</p>
th. 11/26	No Class	Thanksgiving

WK 15t.	12/1	<u>DUE</u>	<b>A 3: Research Journal—Canvas Submission</b>
		Critique	Presentation Drafts
		Assign	<b>A 2. Part 2</b> Revise & practice presentations
	th. 12/3		<b>No Class</b>
WK 16t.	12/8		10:30-12:30
		<u>DUE</u>	<b>A 2. Design Project. Part 2—Canvas Submission</b>
		Present	<b>A 2. Design Project. Part 2</b> Final Presentations (10:30-12:30)