

Course Description:

These courses are combined to give students a holistic understanding of the research & design process. Each section covers what it means to apply research and design to problems faced by consumers, businesses, and groups of people. The techniques covered in this course will help students gain confidence in visual communication, research techniques, understand the different practices related to learning about users, and the elements of design.

What will I learn?

Main skills and attitudes to be developed:

- How to conduct research to learn about software users and how to apply research findings.
- How to test ideas quickly and make changes based on feedback.
- Communicating ideas and findings based on your audience.
- Working as part of a research & design team.
- Fundamentals of visual design to communicate ideas and product decisions.
- Application of the iterative design process.
- Students will engage in analogue and digital drawing as a means to express the research, development, and design process.

How will I learn?

During the first half of the semester, the course is a mix of weekly online lectures, readings, and assignments where students learn and practice the foundations of research and design.

- For the **research focused class**, the assignments will focus on research activities.
- For the **design focused class**, the assignments will focus on design activities.
- The second part of the course will be weekly critiques and student presentations on research and design topics.
- Read all assignments and ask questions at least 2 days prior to the due date.

Prerequisites for the course:

There are no prerequisites for the course

How to succeed in this course:

Students are responsible for reading the assignment and asking for clarification prior to the assignment due date.

Course Requirements

Required Materials

Textbooks - Research & Design (Must have by second week of class)

- Norman, D. A. (2013). *The design of everyday things*. New York: Basic Books.
- Hall, E. (2013). *Just enough research*. NY, NY: A Book Apart.

Textbooks - Research (must have by third week of class)

- Krug, S. (2010). *Rocket Surgery Made Easy: The Do-It-Yourself Guide to Finding and Fixing Usability Problems*. Berkeley CA: New Riders.
- Buley, L. (2013). *The User Experience Team of One: A Research and Design Survival Guide*. Brooklyn, N.Y: Rosenfeld Media.
- Martin, B. & Hanington, B. (2018). *The Pocket Universal Methods of Design*. Beverly MA: Rockport Publishers.

Textbooks - Design (Optional reading)

- Kelley, T., et al (2001) *The Art of Innovation*

Supplies

Drawing instruments (such as pens, pencils, markers, rulers)

3x5 cards

Required Devices & Supplies

For in class meetings, students should bring laptops to class.

It is also recommended that students have materials to take notes on paper (ie, notebook, legal pad, pens).

Software requirements - design software should be available in the library and iSchool labs. If students wish to purchase design software, they are welcome to do so.

*Software options will be discussed in class.

Classroom expectations

Class attendance students are expected to attend all classes and attendance will be part of the grade for the semester. If a student is unable to make it to a class, **advanced notice** needs to be given to instructors prior to the absence. In the case of illness, students must contact the instructors and absences will be handled on a case by case basis.

Class participation students are expected to participate in online discussions and in person activities by asking questions and following guidelines for providing feedback.

Behavior expectations students are expected to respect instructors, classmates, and research volunteers.

Assignments

All assignments will have complete descriptions separate from the syllabus. Some assignments will be exclusively for the design or research course. Please refer to canvas for due dates and assignments that you need to complete for your section of the class.

Research Class Assignments

Ethnography/Contextual Interview

After completing the in class ethnography session, students will go to different locations to observe and record contextual human behavior.

Survey Design

Creation of a survey based on best practices for question creation.

Interview Design

Creation of an interview guide based on best practices for understanding user motivations and behaviors.

Literature Review

Completion of a worksheet related to secondary research discovery.

Heuristic Review

Evaluation of a website or application using Nielsen Norman's 10 heuristics.

Usability Study

Usability evaluation of a website or application.

Design Class Assignments

Color Ethnography Assignment

Pick items around your home that you feel represent who you are and create a color palette out of those colors. Then name the colors.

Paper Prototyping

Create a paper prototype using 3x5 cards for a travel app. Then videotape someone testing it.

Best Practices Presentation

You will research either a design or research topic covered in the first part of the class and come up with recommendations for practice. Topics will be selected by the third class day.

Design of Everyday Things

Documentation and presentation of everyday things around campus and your community that do not follow conventions. Visual ideations on solutions to everyday problems

Final Project Assignments (both sections)

Prototypes

Completion of prototypes using different design tools.

Applied Research Synthesis

Listing and description of research techniques used and findings.

Final Project

Case study of the research, prototyping, testing, and iteration to solve a problem.

Grading for this Course

Grading for the course will be discussed in the first class section.

Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com>. Check this site regularly and use it to ask questions about the course schedule.

Changes to the schedule may be made at our discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advance notice as possible).

Class Dates

[Important Dates](#)

Week	Date (Tuesday)	Class Topic
1	9/3/19	IN PERSON MEETING First day of class + Syllabus + Design & Research Overviews
2	9/10/19	ONLINE Design Overview + Design history + Design types Visual Design topics + Design principles + Color + Type
3	9/17/19	ONLINE Research + Just Enough Research - Summaries + Primary research + Ethnography - observation & discussion + Interviews + Secondary Research + Desk Research + Literature Reviews
4	9/24/19	ONLINE Design + Design of Everyday things - Summaries Visual Communication + Whiteboarding

		<ul style="list-style-type: none"> + Drawing Design Tools <ul style="list-style-type: none"> + Pen & Paper + Software
5	10/1/19	IN PERSON Research Topics <ul style="list-style-type: none"> + Heuristic Review + Usability + Survey Design
6	10/8/19	ONLINE Design Topics <ul style="list-style-type: none"> + Prototypes + Design Tools Presentations + Topic Selection
7	10/15/19	ONLINE Research <ul style="list-style-type: none"> + Phases of Research + Synthesis methods
7.5	10/19/19	SATURDAY TEAM PROJECT WORKSHOP
8	10/22/19	ONLINE Design Making and Giving a Presentation <ul style="list-style-type: none"> + 30/20/10 rule + Presentation styles
9	10/29/19	ONLINE Checkpoint for project
10	11/5/19	ONLINE Checkpoint for project
11	11/12/19	ONLINE Checkpoint for project
12	11/19/19	IN PERSON Presentation Practice Portfolio Overview
13	11/26/19	ONLINE Thanksgiving Week
14	12/3/19	IN PERSON Last Day of Class Presentations
15	12/10/19	Last class day 12/9/19 > Finals date TBD

Policies

Classroom Policies

Statement on Learning Success

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Grading Policies

Assignments are flexible, but grades are firm. If you are concerned about your class performance, talk to the instructor as soon as possible.

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D	65%
F	<65%

Late work

Late work will be handled on a case-by-case basis. We expect assignments to be turned in on time and students to reach out to the professors prior to the due date for any extension considerations.

Absences

The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency. The student must inform the professors prior to an absence. If there is an emergency, please notify the professors as soon as reasonably possible.

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.

- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. • Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Pronoun Preference

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by a name different than what appears on the roster, and by the gender pronouns you use. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

University Policies

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: **"As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."** **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

University Resources for Students

Your success in this class is important to me. We will all need accommodations because we all

learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). <http://ddce.utexas.edu/disability/about/>

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support.

<http://www.cmhc.utexas.edu/individualcounseling.html>

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Important Safety Information:

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:
www.utexas.edu/emergency