

EMPATHIZE
Conduct research to a better understanding of your users.

DEFINE
Use your research to observe user needs and current problems.

IDEATE
Brainstorm solutions; highlight opportunities for innovation.

PROTOTYPE
Build genuine, tactile representations of your best ideas.

TEST
Conduct testing with your users and iterate based on feedback.

IMPLEMENT
Document the final solution and put the vision into effect.

Course Description

User Experience (UX) design is about people, not technology. The goal is to design artifacts that allow the users to meet their needs in the most effective, efficient, and satisfying manner. In this course, we will examine various UX design approaches that can be used for the creation of websites/applications, mobile devices, and other technologies. Through readings, activities, and projects, we will investigate how UX professionals conduct ethnographic research to learn about their audience, convey those findings to their clients, design wireframes, and validate designs through prototype testing.

A note about the workload for this class: working with users is rewarding, but it is also time consuming and challenging. The UX process can take months (and sometimes as long as a year) to complete based on the complexity of the system being designed. We have 10 weeks to move from concept to validated design. The majority of the research for this class will be primary (people-based) rather than secondary (book-based) research, so be prepared to meet with users/user groups every week in addition to the readings you will need to complete for each class meeting. Although there will be several "production" days on the course schedule that will allow you and your groups to work on your assignment deliverables in class, you will most likely need to set up regular group meeting times outside of class for the duration of the quarter.

Course Goals

- Develop an appreciation for concepts and sensibilities of user experience design
- Understand user research methods
- Understand how to communicate user research findings with personas and scenarios
- Learn to give and accept critiques of design ideas in a constructive manner
- Demonstrate skills for medium- and hi-fidelity prototyping
- Appreciate the process of user experience design as a cyclical, iterative process
- Prepare high quality, professional documentation and artifacts relating to the design process for clients (and for preparation for a professional portfolio)
- Improve individual and collaborative skills in design problem solving

Materials

Required

Unger & Chandler, [A Project Guide to UX Design, 2nd Ed](#)

[Trello account](#)

Other readings will be provided through Canvas

[Figma](#) account using your @ucdavis.edu email



Grading

Project #1: User Research & Personas	15%
Project #2: Wireframes	25%
Project #3: Prototype/User Testing	25%
Project #4: Client Report & Presentation	35%

Grading Criteria

A	Top-notch, excellent, extraordinary accomplishment. Really strong conception execution. Minor tinkering at most needed to improve work. A+=98-100%, A=94-97%, A-=90-93%
B	Very strong work. Everything in order, well conceived and well executed. Minor editing problems at most. NOTE: The differences between an A and a B have to do with a combination of originality, excellence, thoroughness, and attention to detail in execution. Although A grades may include comments on sentence level editing, doing this type of editing would not be sufficient to raise a B to an A. B+=88-89%, B=84-87%, B-=80-83%
C	Average, or strong but missing some components. No glaring conceptual or execution problems, but nothing particularly outstanding in either department. Topic or problem may be somewhat limited, or execution may be less than optimal. C+=78-79%, C=74-77%, C-=70-73%
D	Acceptable, but below average work. Either conception, execution or both definitely need to be improved. D+=68-69%, D=64-67%, D-=60-63%
F	Not of acceptable quality. F=0-59%

Attendance

We will spend our in class time time working on project-building activities; your success is dependent on your attendance and engagement with these class activities. Attendance and engagement is essential to your success in UWP 110.

If you are tardy or absent, you are still responsible for any information and assignments discussed, completed, or submitted. I will not remind you of what you missed, nor will I reteach a class—it is your responsibility to keep yourself on track. I would recommend exchanging phone numbers or email addresses with your teammates so that you can find out what you missed when you must be absent. You should continually check Canvas for any updates as I may make changes to the calendar.

You will spend your outside of class time working on activities that ask for practice and application of course concepts; your success is dependent on your completion of these class activities.

I expect each student to responsibly engage in all discussions and/or activities.

Late Work

I do not accept late work. All work is due at on the date and time listed on the assignments. In industry completing tasks after due dates affects not only your project, but it can impact other projects' timelines as well as costing your company money.

Group Work

All the work in this class will be done in groups. It is up to you to make sure you participate in your group. If a group member fails to participate the following process will be followed

1. Group members will notify me about the problem.
2. I will meet with all group members and we will set up a plan to move forward.
3. If the group member/members fail to meet the agreed-to plan, the remaining group members may vote the member(s) out of the group.
4. Group member(s) who are kicked out of their group may ask another group to let them join. If unable to find a new group, the member(s) will have to complete the remaining project individually.

Technology

We will be using several pieces of software to help complete and manage the group projects. You will need to get an account with [Figma](#) (using your @ucdavis.edu email) one of the UX industry standard softwares, to work in this quarter.

We will also use [Trello](#) , another industry standard, to track tasks and other project related information. You will need to sign up for a free account.

Office Hours

I will hold regular office hours every week, and also will be available by appointment. Do not hesitate to contact me if you wish to discuss any aspect of the course. Office hours are often an under-utilized resource, and work best when you tailor them to your own needs. Plan to come in, and plan to plan ahead: arrive with specific questions and concerns that you'd like to discuss.

Email

My email policy is thus: if you email me Monday – Friday, I will try very hard to respond within 24 hours; if you email me late Friday – Sunday, I will try very hard to respond within 48 hours. As with anything electronic, things happen, so if you do not hear back from me within these time frames assume I did not receive or see (e.g., it went to my spam or junk mail box) your email; either send the email again or try and contact me via other electronic means (Twitter, IM, etc.)

I do not reply to email messages that are poorly written, unclear or disrespectful. If it is not worth your time to send a thoughtful message it is not worth my time to reply to it. I suggest that you include an appropriate subject title (e.g.,UWP 104T Sec 1) in your email. Please treat emails to me as professional correspondence, which they are: open and close with proper salutations and maintain a polite, professional tone. Brief questions about assignments are appropriate for email. I do not respond to essay drafts over email. For more involved questions, or to discuss an assignment or grade, please speak to me during office hours.

Plagiarism and Academic Honesty

Plagiarism is the use of another person's work, words or ideas without acknowledging that use. You may not borrow someone else's ideas, conclusions, sentences, or phrases without citing that person as a source. This holds true for—but is not limited to—published writing, information drawn from internet sources, and ideas transmitted in conversation. In any form, you may not turn in any work that is not your own. It is your responsibility to familiarize yourself with the UC Davis policy on plagiarism and the Code of Academic Conduct: consult your student handbook and/or the Student Judicial Affairs website [http://sja.ucdavis.edu]. Please read carefully the handout provided in class. **Plagiarized material will be forwarded to the Office of Student Judicial Affairs.**

Furthermore, as outlined by Student Judicial Affairs, you may not submit to this class work prepared for another class, and may not collaborate with others on your work unless specifically authorized to do so:

Unless otherwise specified by the instructor, all work submitted to fulfill course requirements must be work done by the student specifically for that course. This means that work submitted for one course cannot be used to satisfy requirements of another course unless the student obtains permission from the instructor. Unless permitted by the instructor, do not work with others on graded coursework, including in class and take-home tests, papers, or homework assignments. When an instructor specifically informs students that they may collaborate on work required for a course, the extent of the collaboration must not exceed the limits set by the instructor.

Plagiarism and Academic Honesty Subtopic: Originality in Image, Design, & Code

In this course, you are encouraged to look at sample media on the web and elsewhere as you develop your projects and learn the various mediums. However, I expect that your final projects, including any images, sound or video will be your own. When you do use media elements from other sources, there must be an indication of that somewhere, somehow in your project. We'll talk about savvy ways to do that.

Special Needs Statement

According to University policy, students with disabilities must be registered with the Student Disability Center before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please speak with me privately after class or email me as soon as possible to schedule an appointment with me to discuss your needs.

Diversity

UC Davis does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or immigration status. Effective learning environments value and support diversity.

Pronouns are linguistic tools that we use to refer to people. (i.e. they/them/theirs, she/her/hers, he/him/his). Because pronouns in English are often associated with gender identity, using each other's correct pronouns is an important way to show respect to each other and create a learning environment that is inclusive to all genders and sexual orientations. Consistent with core values for this course, we will collectively create an inclusive learning environment by doing the following:

- Offer opportunities for our classmates to share their correct pronouns
- Use each other's pronouns correctly, or if pronouns are not known, refer to people by name or with gender neutral language
- Discuss the group using gender neutral language (i.e. "y'all" or "everyone" versus "you guys")

About this Syllabus

This syllabus is subject to change throughout the semester based on student needs and agreed to by the Professor. When updates, additions, or subtractions are made, reference to these changes will be discussed in class or on the class website.