

# INLS718 SYLLABUS

## USER INTERFACE DESIGN

### PREREQUISITES

INLS582, Systems Analysis; INLS382, Information Systems Analysis and Design; or permission of instructor.

### OVERVIEW

This course will introduce basic principles relevant to the design of the human interface to computer-mediated information systems. The major topics to be discussed include the characteristics of information system users, the characteristics of tasks supported by information systems, the interface design process, and methods for evaluating an interface design.

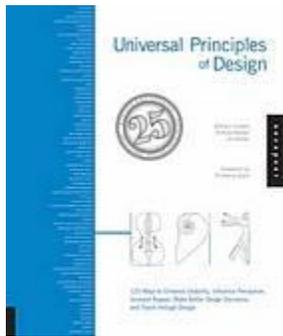
### RATIONALE AND RELATIONSHIP TO THE CURRENT CURRICULUM

This course is designed to prepare students to participate in the design of information system interfaces. Its content is dependent on prior knowledge gained in Systems Analysis (INLS582 or 382), which focuses on analyzing and designing the functions that systems perform, and is complementary to Database I (INLS523), which focuses on organizing the data provided by information systems. INLS718 will also introduce students to the methods used in the evaluation of system interfaces. This course is a prerequisite for INLS818, Seminar in Human-Computer Interaction.

## READINGS

We will have two required textbooks.

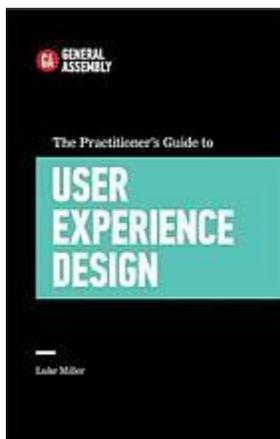
The first textbook is a cross-disciplinary reference of design, pairing clear explanations of design concepts with visual examples of the concepts applied in practice.



Lidwell, W., Holden, K., Butler, J., & Elam, K. (2010). *Universal Principles of Design Universal principles of design: 125 ways to enhance usability, influence perception, increase appeal, make better design decisions, and teach through design.* Beverly, Mass: Rockport Publishers.

We will use selected principles from this book as preparatory readings for each class session, but as the book includes 125 principles and we have 29 sessions, we won't necessarily cover each one in depth. I do think you need to have this book in your professional collection, though, and that is why it is a required text.

The second textbook, according to its blurb, “breaks down the essence of what it takes to meet a customer's needs and shows you how to apply these principles while working in tech. From finding your inspiration to creating prototypes, this book pulls from case studies, research, and personal experience to give you the tools and tactics you need to survive in the fast-paced world of UX design.”



Miller, L. (2015). *The practitioner's guide to user experience design.* New York; Boston: Grand Central Publishing, 2015.

This book will provide a framework in which to think about applying the principles of design to the real world of executing a design for a particular user.

## EVALUATION

### DESIGN AND IMPLEMENTATION OF AN INTERFACE PROTOTYPE

This series of assignments involves designing a prototype of an interface for an information system and developing a description of that interface.

The design process involves six components:

assignment	description	worth
01	identifying and describing the intended users of the system	10%
02	identifying and describing the essence of the task to be supported by the system	20%
03	making justifiable decisions about the design	20%
04	graphical overview of the system and a prototype of the interface	20%
05	usability inspection of a design developed by one of your classmates	10%
06	a thoughtful response to that inspection	10%
daily	value added	10%

## GRADING

But what kind of standard will be applied?

*Subjective assessment draws upon the instructor's professionally developed awareness of quality in academic or other work. This may be essential for assessing with validity, because some outcomes require sensitivity to context and thus cannot be assessed in a fixed way across contexts. Objective assessment, in contrast, relies on quantitative scales that could apply to description of student work or performance. [IUPUI]*

Therefore, grading the evaluation tools for INLS718 is necessarily a subjective effort and a grade will generally mean the descriptors in the table below.

Grad	Undergrad	Points	What it means
H	A	95 >	Mastery of course content at the highest level of attainment that can reasonably be expected
P		80-94	A totally acceptable performance ...
	A-	92-94	... demonstrating an adequate level of attainment
	B+	87-91	
	B	83-86	
	B-	80-82	
L		60-79	A marginal performance in the required exercises ...
	C+	77-79	... demonstrating a minimal passing level
	C	73-76	
	C-	70-72	
	D+	67-69	
	D	60-66	
F	F	< 60	For whatever reasons, an unacceptable performance

## HONOR CODE

Faculty and students at the University of North Carolina at Chapel Hill adhere to their Code of Student Conduct. Accordingly, you all should recognize that most software applications available in the computer lab are copyrighted and cannot be copied.

We can learn much from each other and we will do that. I expect each of you to help each other.

We'll discuss what we expect in terms of cooperative, collaborative, shared work and the honor code.

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## THE CODE OF STUDENT CONDUCT

### **Honor Code**

It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity.

### **Campus Code**

It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

The system rests on several central tenets:

- the university community, including faculty and students, share a commitment to the pursuit of truth, and the dissemination of knowledge to succeeding generations of citizens devoted to the high ideals of personal honor and respect for the rights of others
- these goals can only be achieved in a setting in which intellectual honesty and personal integrity are highly valued; other individuals are trusted, respected, and fairly treated; and the responsibility for articulating and maintaining high standards is widely shared
- both students and faculty must play active roles in fostering a culture in which honor is prized and acting to remedy violations of community norms relating to academic misconduct, injuries to members of the University community, and conduct that adversely affect University operations and resources

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution.

- your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for the most significant Carolina tradition
- your reward is in the practice of these principles
- Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code.
- you are encouraged to work together with your fellow students and to share knowledge and learning
- however, academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work

## DIVERSITY

### WHAT THIS FACULTY STANDS FOR

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value.

We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability.

As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

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### REMEMBER,

On occasion you may have felt yourself to be a member of a minority group, picked on by a majority group. Here at school, you may find those roles reversed. Do not fall prey to the temptation to use your new majority sensibility to get back at those who may have picked on you in the past, when you were in a minority group. Treating others as you would have them treat you is always a good rule to follow.