Syllabus

INLS 718 User Interface Design (3 credits), Spring 2019

Instructor: Fei Yu (feifei@unc.edu)

Class Schedule: Tuesdays 5:45 to 8:30 PM; Manning 208

Office Hours: By appointment; Manning #305 or HSL #551

Prerequisites:

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

Course Description

This course introduces fundamental design principles relevant to the design of the human interface to computer-mediated information systems. The major topics to be discussed include universal design principles, user research methods, the characteristics of tasks supported by information systems, user interface design process, and methods for evaluating an interface design.

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 System Analysis (INLS582 or 382), which focuses on analyzing and designing the functions that systems perform. INLS718 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.

This course is not a programming class although UI/UX designers usually work closely with software engineers or application developers; this is not a graphic design class either although graphic design tools and skills can facilitate the prototyping process.

Textbooks:

1. Lidwell, W., Holden, K., Butler, J., & Elam, K. (2010). **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.

2. Krug, S. (2014). **Don't make me think, revisited: A common sense approach to Web usability**. Indianapolis: New Riders

3. Sharps, H., Rogers, Y., & Preeced, J. (2015). **Interaction design: Beyond human-computer interaction**. Chichester: John Wiley.

Course Structure

This course includes class lectures, guest speaker lectures, exercises, case studies, readings, assignments, universal design principle (UDP) presentations, group projects, and a field trip to the usability testing lab at SAS. Students are expected to read assigned readings prior to the class.

Course Requirement

Requirement	% of total grade
Attendance	10%
Class participation	
• Student presentation on design principles	30%
• Class discussions	10%
Assignments	30%
Class project & presentation	20%

Grading

Undergraduate Students		Graduate Students	
Grade	Range	Grade	Range
A	90-100	H	95-100
B	80-89	P	80-94
C	70-79	L	70-79
D	60-69	F	69 or below
F	59 or below		

Schedule

You should regularly check the Sakai site for the course schedule and assigned readings for each class. Please note: course schedule may change. The Sakai version will always reflect the up-to-date syllabus.

Class	Date	Topic	Group Assignment	Reading
1	Jan. 15	Introduction and overview Guest speaker	H1	Sharps, H. (Ch 1, 6)
2	Jan. 22	Design process and models		Lidwell, W.; Sharps, H. (Ch1, 9, 12)
3	Jan. 29	User study & research method	H1 due	Lidwell, W.; Sharps, H. (Ch7)
4	Feb. 5	User study & research method	H2	Lidwell, W.; Sharps, H. (Ch3, 8)

5	Feb. 12	Conceptual model & mental model		Lidwell, W.; Sharps, H. (Ch2); Krug, S. (Ch 1-4)
6	Feb. 19	User task descriptions	H2 due	Lidwell, W.; Sharps, H. (Ch10)
7	Feb. 26	Documenting user tasks		Lidwell, W.; Krug, S. (Ch 6-7)
8	Mar. 5	Information architecture Guest speaker	H3	Lidwell, W.; Krug, S. (Ch 6-7)
9	Mar. 12	Developing and documenting design		Lidwell, W.
10	Mar. 19	Prototyping and tools	H3 due	Lidwell, W.; Miller, L. (Ch 3)
11	Mar. 26	Prototyping and tools	H4	Lidwell, W.; Sharps, H. (Ch11-12)
12	Apr. 2	No class (SAS visit)	H5	Lidwell, W.; Krug, S. (Ch 8-9)
13	Apr. 9	Usability & evaluation methods	H4 due	Lidwell, W.; Sharps, H. (Ch13-14)
14	Apr. 16	UI Design deliverables		Lidwell, W.; Sharps, H. (Ch13, 15)
15	Apr. 23	No class (usability testing for class project)	H5 due	
16	Apr. 30	Special topics Class Project Presentation		Krug, S. (Ch 10-13)
	May 3	Class project deliverable due		

Absence

This is a once-a-week class and a lot of materials are packed into each session. If you miss a session, you will miss a lot. If you have more than 2 absences (or any unexcused absences), your attendance and participation grade will decrease by 25% for every subsequent absence.

Writing Skills and Citation Information

Strong written communication skills are critical in both academia and the workplace. Your responses to assignments must be well-organized, clear, concise, free from grammatical errors, original, and corrected cited. Students who have questions about their writing, or who want to improve their writing are encouraged to contact the Writing Center (http://writingcenter.unc.edu/) which has many excellent resources to help you with your writing.

I do not require a single specific style of citation, although you are welcome to use an established citation style like Chicago or APA. My **main priority** is that I am able to access the same resources that you used based on the citation you provided. This means providing the unique identifiers of your source, which include:

- Author (this can be an individual or an organization such as Kaiser Family Foundation).
- Year of publication.
- Title of publication.
- If you accessed the resource online:
    - Date of access (the date that you viewed the website).
    - A link to the resource.
- If you are referencing a journal article, in addition to the online citation, please also include the journal name, volume, pages, etc.

Put your full references at the end of your document, and some short unique identifier (either author, year or a number) after the part of your writing that is being cited. For example, if I were citing the Kaiser Overview of Health Reform, in the text I would write:

Most U.S. citizens are now required to have some form of health insurance coverage (Kaiser Family Foundation, 2010)

Or I could also write:

Most U.S. citizens are now required to have some form of health insurance coverage (1).

Then, at the end of my answer, I would put (with any other references that I had used):

1.) Kaiser Family Foundation. (2010). *Overview of Health Reform.* Retrieved May 13, 2013 from http://www.kff.org/healthreform/8061.cfm

Don't worry too much about the details of the citation format beyond what I mentioned here. The priority is just to get you in the habit of citing your sources. Many fields and departments have a specific

citation format that they prefer, and you can use this to practice, or plan to learn it later when it becomes necessary.

Due Dates and Late Work

The homework assignments are normally due on Tuesdays before 5:45 PM. A late penalty of 10% per day will be applied unless prior arrangements have been made with the instructor. Students are highly encouraged to submit their homework even if it is late.

Sakai

We will use Sakai for Course Materials and Homework Assignments, and the Class Project Deliverable. It is the responsibility of each student to make sure they have access to Sakai and can submit assignments when they are due. If for some reason you are unable to submit an assignment to Sakai, you may email it to me along with a note about the problem you encountered.

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.

The code of student conduct
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.

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.