



DES 499: Advanced Digital Tools: Exploring UX for Designers

Units: 2.0

FA21—Thu—Time: 6:00 – 8:40 pm

Aug 26 – Dec 02, 2020 Final: Dec 09, 7 – 9 pm

Contact Hours:

2 hrs 50 min contact hours per week

Average 6 hr outside of class per week. (For each unit of in-class contact time, the university expects two hours of out of class student work per week.)

Program: USC Roski MFA in Design - 33329R

Location: Online

Instructor: Laurie Burruss

Office: By appointment on Zoom

Office Hours: Thu 5:00 pm – 6:00 pm, Fri. 9:00 am -12 pm

Contact Info: Email lburruss@usc.edu, cellphone (626-485-3325), Skype: cosmodog52, etc. Timeline for replying to emails/calls (24 hrs)

Course Description

Advanced Digital Tools: Exploring UX for Designers introduces and explores the process of designing digital products and experiences that are efficient, effective, accessible, and even delightful for users. UX Design focuses on interactions that people have with products like mobile apps and other digital products through empathy with the user, definition of user pain points, discovery and research, wireframing, prototyping and testing. Other key UX Design topics of exploration include user personas, user flow, conceptualization techniques like card sorting, scenarios, storyboards, and experience mapping. among. Course projects and activities focus on concept development, ideation, collaboration, and other applied skills critical to product design. In addition, case studies provide context for problem solving, defining the brief, and collection of comparative data and research to analyze user experiences. Synchronous instruction includes class lectures and small group interactive activities. Asynchronously, various creative software is incorporated to support understanding the processes and strategies involved in the foundations of UX and UI. Ultimately, student teams learn how to apply these concepts through a semester-long, team-based project focused on an online mobile experience.

The breakdown of the course is as follows:

- 50% - Exposure to UX Design techniques, strategies, and research.
- 35% - Designing, creating, and presenting an online mobile application/project in small teams.
- 15% - Design thinking and research skills.

Prerequisite(s): DES 202, DES 203. Recommended DES 303

Learning Objectives

Upon completion of Design 499: **Advanced Digital Tools: Exploring UX for Designers** students will be able to:

1. Identify a variety of current UX design practices.
2. Propose, research, conceptualize, design, and develop an effective mobile application in terms of mission, vision, and fulfillment of a user's experience.
3. Create a design system for a UX product.
4. Evaluate and assess a variety of relevant UX case studies in terms of processes and research practices.
5. Explore UX product and service design as a positive way to engage end users through research, advocacy and action.
6. Complete an online mobile experience that advances the design practice and portfolio of junior and senior level students.

Course Notes

1. **Projects:** This is a project and skills-based class. Instruction covers a range of processes and software skills appropriate to the design industry.
2. **Group Critiques:** Group critiques and class discussions are a vital part of this course. They allow students to practice the formal vocabulary necessary to communicate visual ideas, as well as provide feedback on the work. Participation in-group critiques factors into the grade for each project.
3. **Collaboration:** Students will be required to work in teams to address research, case studies and UX design process. Group strategy is a core requirement for the course.
4. **Research:** This class requires that students explore the software on their own in addition to classroom instruction. In addition, students research the field of user experiences relevant to the project's goals.
5. **Homework:** On average, you will spend a minimum of six hours a week completing projects outside of class time. Students are expected to schedule additional time outside of class to complete assignments.

Grading Type: Letter Grade

Blackboard URL: All copies of lecture slides and other class information will be posted on Blackboard.

Technological Hardware/Software covered but not limited to:

- Adobe Creative Suite – (Provided by Roski including programs: Illustrator, Photoshop, Adobe XD).
- UX design and prototyping software: Sketch, InVision, Figma, Mural.
- Integrated application of various software programs.
- Presence on various digital platforms like Instagram, Snapchat, TikTok, YouTube, etc.

Required Readings and Supplementary Materials

Required readings and supplementary materials: Posted on Blackboard and in project briefs.

Description and Assessment of Assignments

Class activities: Lecture/Discussion, Instruction/Demonstration, Critique, Studio Time, Lab

Types of work include: Exercises (short, timed), Challenges (problem-solving & discovering principles, 1-3 hours timed) and Projects (long, 2 – 4 weeks, complex, project-based problem-solving for “real world” contexts). Research and data gathering through observation, collection, and reflection as well.

Assessments: Rubrics, 1:1 desk critique, weekly feedback, formal critiques.

Grading Breakdown

Including the above detailed assignments, how will students be graded overall? Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.

Assignment	Points	% of Grade
Mobile User Experience Design Project	400	40
UX Design Theory, Research & Practices	250	25
Digital Tools for UX Design	150	15
Comparative Case Studies	100	10
Design System	100	10
TOTAL	1000	100

Quality of work will be the most important criterion. This includes resolution and presentation of ideas, attention to detail, level of craftsmanship, and overall presentation.

- A. Commitment to the work and the creative process as shown by mastery of the materials used and processes completed to finish the project.
- B. Participation in class discussion, group critiques and completion of all assigned project sketchbooks.
- C. Understanding of terms and issues relating to the specific projects.
- D. Completion of all the projects and the required accompanied materials is required to pass the class.
- E. The level of experimentation and risk taking demonstrates the level of commitment to the field of Design and the student's desire to be a better designer.

Grading Scale

Grading Scale (Example)

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Assignment Rubrics

Project rubrics will be posted and handed out with projects and challenges as presented.

Assignment Submission Policy

All projects and challenges will have due dates. Material may be delivered electronically by email (including sending me a URL for Dropbox or Google Drive) or via Adobe Creative Suite

Grading Timeline

I grade and give feedback throughout the semester.

Additional Policies

Please inform me (email or text) regarding the following: late assignments, missed classes, attendance expectations, use of technology in the classroom, etc.

Course Schedule: A Weekly Breakdown

Orange – Hands-on Tutorials, *Blue* – Mobile Application Development

Date	Topics/Daily Activities	In-Class Activities	OYO (On-Your-Own)	Deliverable/ Due Dates
Week 1 Aug 26	Introductions Syllabus Blackboard Setup Course Overview: What is UX?	Mural: Team Race (30 min) Illustrated Interview (15 min)	Illustrated Interview Mural Introductions	<input type="checkbox"/> Illustrated Interview – posted to Mural
Week 2 Sep 02	Design Thinking: Processes & Strategies <i>Creating a Product Design Brief – select 1 in teams of 3</i>	Make Toast: Systems Design (45 min) Additional LinkedIn Learning Resources	<i>01_Adobe_XD_Design (60 min)</i>	<input type="checkbox"/> Mural Introductions – completed in Mural
Week 3 Sep 09	I. Discovery: Design Research & Data - Interviews, Surveys, SWOT (competitor analysis)	Empathy: YouTube/YouTeach Brief (30 min)	<i>02_Adobe_XD_Prototype (60 min)</i>	<input type="checkbox"/> Ideation Proposals: Design Brief – Problem(s) identified
Week 4 Sep 16	II. Conceptualization A: Card Sorting, Personas <i>How to Design a User Survey</i>	Card Sorting Workshop Empathy: YouTube/YouTeach Presentations	<i>03_Adobe_XD_Components (60 min)</i>	<input type="checkbox"/> Empathy: YouTube/YouTeach – Present in class <input type="checkbox"/> Revised Briefs with SWOT
Week 5 Sep 23	II. Conceptualization B: Storyboards, User Workflow <i>How to Create a Flowchart</i>	UI Kits & Plugins for Adobe XD	<i>04_Adobe_XD_Collaboration (60 min)</i>	<input type="checkbox"/> User Surveys/Interviews
Week 6 Sep 30	III: Lo-fi Prototyping A: Paper	Paper Prototyping Sprint	<i>05_Mural: FlowChart & Project Design</i>	<input type="checkbox"/> User Personas Identified
Week 7 Oct 07	III: Lo-fi Prototyping B: Wireframing	Wireframing Sprint	<i>06_Adobe_XD_Advanced_Topics</i>	<input type="checkbox"/> Flowchart
Week 8 Oct 14 - 15	Fall Recess – NO CLASS			
Week 9 Oct 21	IV: Design - Hi-fi Prototyping: Design Systems <i>Elements of Mobile Application</i>	Screens: Splash, Onboarding tutorial screens, Home & Menu, Log-in & Profile, Stats, Calendar, E-commerce, Product Card, Check out		<input type="checkbox"/> Wireframe <input type="checkbox"/> Prototyping
Week 10 Oct 28	V: User Testing	Team Meetings & Reviews		<input type="checkbox"/> Design System <input type="checkbox"/> Prototyping

Week 111 Oct 28	VI: Accessibility & Universal Design Learning (UDL)			<input type="checkbox"/> Continue Prototyping
Week 12 Nov 11	In class Presentations of Mobile Application to date	Team Meetings & Reviews		<input type="checkbox"/> Outside User Testing <input type="checkbox"/> Revise & Reiterate
Week 13 Nov 18	In-Class Mobile App Testing	Sign up for Final Presentations		<input type="checkbox"/> In Class User Testing Revise & Reiterate
Week 14 Nov 25	Thanksgiving Break – No Class			
Week 15 Dec 02	Final: Presentation of Mobile Application by Teams			
Week 16 Dec 09	Final: Presentation of Mobile Application by Teams			

PARTICIPATION AND ATTENDANCE POLICY under COVID

Participation and attendance policy for ZOOM / COVID situation:

Participation: 15% of your grade for the course

All students are expected to engage in class discussion. Students must complete required readings before the class meeting in order to participate in discussion. This includes the viewing of videos and other media.

Attendance policy: Participation is REQUIRED for every class meeting. You are expected to show up on Zoom in every class, on time, prepared, and engaged. Students who miss more than 2 classes without a medical excuse or family emergency in writing will receive a deduction of half a letter grade for the course; a further half grade will be deducted for each 2 additional classes missed. Students who have more than 5 unexcused absences (i.e., those absences that have not been cleared with professor) will receive a failing grade for the course. Habitual tardiness is not acceptable. Three tardies equals one absence, with consequences as above.

*****You must email your instructor ahead of the beginning of the semester if you have any issues attending every class synchronously and using your computer video camera to be visible during class. If you have an issue only for one or two classes, make arrangements before the class begins.*****

Zoom Etiquette:

MUTE your sound unless you are called on or have something to contribute. Turn off cell phones before class. Laptops may be used to make notes and for Zoom only. Students who are obviously surfing, checking email, watching videos/television, or similar will be asked to leave Zoom and marked absent for that day with results per the above.

Students are expected to use their video camera and be visible during class. Attend class in appropriate attire. Showing up for class in pajamas, or in your bed is disrespectful to fellow classmates and the professor. It may also be necessary to create a neutral background when attending your Zoom class session. This will ensure your privacy and set the tone for the classroom experience. Students should have a designated workspace where they can attend Zoom and work on assignments and show physical work when appropriate.

Behavior Violating University Standards: <https://policy.usc.edu/scampus-part-b/> 11.12 (section B&C)

B. Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu