

Course Information

Professor / Lauren Meranda
Email / lauren.meranda@judsonu.edu

Meetings / T TH 8:00-10:40am
Website / www.judsonvis.com

Course Catalog Description

This course will cover visual communication for web and digital media technology. It will begin with understanding site structure and mapping. Students will plan, design, and produce finished websites and other multi media projects. The student will gain a greater understanding of site maps, site navigation, menus, buttons and web graphics.

Attendance

Attendance at all class meetings is required. You will be marked late if you arrive after the start of class. Two late arrivals is equal to one absence. More than two absences will impact your grade negatively, and more than three absences are grounds for an F.

Please note: No distinction will be made between excused and unexcused absences. You are responsible for maintaining your own schedule.

Late Work

All assignments are due by the start of the next class meeting, unless otherwise noted. An assignment must be posted on the blog AND CORRECTLY CATEGORIZED in order to be considered turned in. Late work will be marked down one grade for each day past the due date, e.g. an A paper turned in after 8am but within 24 hours will receive an A-. If you foresee a potential conflict, then see Prof. Meranda; with sufficient notice, it might be possible to arrange an alternative schedule.

Conduct

You are expected to conduct yourself courteously and professionally. Time spent in the classroom will be dedicated to presentation, discussion, and self-directed work time. Any other activities or behavior not conducive to our coursework will NOT be tolerated. Prohibited activities during class time include use of cell phones for talking or texting, surfing the web or social media for purposes unrelated to the class, rude or insulting language or behavior, and any other form of distraction from the tasks at hand.

We have a lot of exciting work to do, and our time together is valuable. Let's make the most of it.

Readings

You are responsible for readings from the textbook as well as the material posted on the class website. The reading assignments will be announced in class and posted on the class website. To be considered complete, you must post a two paragraph or more response to the readings before the next class session, unless otherwise noted. It is suggested to print out the readings and have notes available for class discussions. Participation is mandatory and will be factored into your daily participation grade.

Materials**Required Software**

Adobe CC
Sketch
InVision

Required Books

Elements of User Experience : User-Centered Design for the Web / Jesse James Garrett.

Suggested Books

Product Design for the Web : Principles of Designing & Releasing Web Products / Randy J. Hunt

Form+Code in Design, Art, and Architecture / Casey Reas, Chandler McWilliams, and Jeroen Barendse

The User Experience Team of One: A Research and Design Survival Guide / Leah Buley

Students can use the lab computers or their own laptop computers with the required software in class and for completion of course assignments. If you don't already, make sure to get a USB jump drive or external hard-drive. ALL hard drives (internal and external) eventually fail, so file safety cannot be guaranteed on ANY computer. Always back up your files. Loss or damage of data or files is NOT an acceptable explanation for late or missing assignments.

Students must have access to the internet and Judson email accounts to use the class blog for posting assignments and feedback. Please make sure you can access the internet from our classroom as soon as possible to avoid any delays. Reach out to the university IT ASAP if you are experiencing any connectivity issues.

Accommodations

Judson University is committed to making reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this class and are requesting accommodations, you must contact Gineen Vargas, ADA Compliance Coordinator in the Student Success Center, located in the Linder Tower—2nd floor at 847-628-1556.

The ADA Compliance Coordinator is responsible for coordinating accommodations and services for students with disabilities. Accommodations will not be granted prior to receipt of a current licensed clinician report outlining the disability, possible limitations and reasonable accommodations in order to meet the needs of the post-secondary coursework. Accommodations are never provided retroactively - prior to finalization of the Letter of Accommodation. Gineen will be happy to meet with you to discuss your accommodations. All discussions will remain confidential.

Further information is available by visiting the Student Success Center website https://myjudson.judsonu.edu/ICS/Student_Success_Center/

Digital Product Redesign

Look at the collection of interfaces that you interacted with over the weekend and pick one that you think needs to be redesigned. Over the next few weeks, we will be researching and exploring user experience in relationship to these interfaces. If you don't think any of the interfaces in your inventory will work, let me know and we can find you one that will.

01_E01: TAKING INVENTORY

Document every interface you use for 24hrs. Create a PDF outlining the good, bad, and ugly about each one. Post PDF of all your interfaces on the blog. For next class, choose the best one and the three worst ones to show to the rest of the class.

01_E02: RESEARCH: FINDING PROBLEMS

Make exhaustive studies of the usability of your chosen interface. Look at all the possible ways one may navigate through it. Consider how its aesthetics reflect its use.

Don't move on too quickly. Spend time growing intimately aware of all the problems with your interface. We will move into planning and redesigning later, but not yet! Slow down. Talk to people. Gather insights on how others use the product and issues they may encounter with it.

01_E03: UNDERSTANDING RESEARCH

During your research stage, you should have gathered a collection of observations on how users engage or want to engage with your product. During this step, we are going to turn observations into insights, and insights into goals for your redesign. Develop a report of this information.

01_E4: GENERATING IDEAS AND PAPER PROTOTYPES

Using your findings from the previous steps, you are to develop quick sketches of your product's user experience. Think about the features and how one would progress through them. Take your ideas and make rough paper prototypes. Test on yourself, adjust. Test on someone else, adjust. Finally test on two people outside of the class and video record their experience. Post to blog.

01_05: DEVELOP PRODUCT'S AESTHETIC DESIGN

How will your product look? This is not a superficial consideration. Design indicates use. Begin developing your design in Sketch. We will have in-class critiques and insight-groups. Be prepared to make changes to your design when users don't use it how you've anticipated.

01_06: BRING DESIGN INTO INVISION

Sketch links very nicely to InVision. Use this tool to develop an interactive prototype of your product. Consider consistency in the interactive elements you are developing.

01_07: TEST & REVISE

Continually test your product as you are developing the prototype, and make adjustments accordingly. Additionally, conduct at least three user tests with individuals outside of the class. Between each test, take notes and make the necessary adjustments.

Responsive Cooking Sites

In assignment 1, you found an existing web product and reworked its user interface. For this assignment, you will be building our own digital product. As a class, we will brainstorm and identify a digital product need on campus or the local community. We will go through the research process together, each conducting research and interviews. Once we develop clear insight statements for the product, each of you will design and prototype your own version.

02_01: BRAINSTORMING PRODUCT NEEDS IN THE COMMUNITY

We will spend class time in a group brainstorming session identifying areas in the community that could be helped with a digital product.

02_02: RESEARCH: BUILDING UNDERSTANDING AND EMPATHY

As a class, we will create a hunt statement to guide our research. We will develop audience segments and create a list of people to interview, split into teams, and develop discussion guides.

02_03: UNDERSTANDING RESEARCH

During the research stage, each group should have gathered a collection of observations on user behavior or how they may engage with our product. During this step, we will work in teams to turn observations into insights, and insights into goals for your design. Work together to develop a report of this information.

02_04: GENERATING IDEAS AND PAPER PROTOTYPES

Using the findings from the previous steps, everyone will now individually develop quick sketches of the product user experience. Think about the features and how one would progress through the app. Take your ideas and make rough paper prototypes. Test on yourself, adjust. Test on someone else, adjust. Finally test on two people outside of the class and video record their experience.

02_05: DEVELOP PRODUCT'S AESTHETIC DESIGN

How will your product look? What are some design tricks you learned from the previous assignment? Begin developing your design in Sketch. We will have in-class critiques and insight-groups. Be prepared to make changes to your design when users don't use it how you've anticipated.

02_06: BRING DESIGN INTO INVISION

Sketch links very nicely to InVision. Use this tool to develop an interactive prototype of your product. Consider consistency in the interactive elements you are developing.

02_07: TEST & REVISE

Continually test your product as you are developing the prototype, and make adjustments accordingly. Additionally, conduct at least three user tests with individuals outside of the class. Between each test, take notes and make the necessary adjustments.