



Craig M. MacDonald, Ph.D.  
Pratt Institute, School of Information & Library Science  
144 West 14<sup>th</sup> Street, Room 604c  
New York, NY 10011-7301  
[cmacdona@pratt.edu](mailto:cmacdona@pratt.edu)  
<http://www.craigmacdonald.com>

## LIS-643

# Information Architecture & Interaction Design

Fall 2014

Tuesday 3:30-5:50p (01) / 6:30-8:50p (02) • Pratt Manhattan Center, Room 609

**Credits:** 3

**Pre-requisites:** LIS-653 and LIS-654

**Office Hours:** Thursday 3-6p and by appointment

### Bulletin Description

This course provides students with practical knowledge and hands-on experience designing digital interfaces from a user-centered perspective through an exploration of the dual practices of information architecture and interaction design. Students will go through the entire user-centered design lifecycle, from concept to prototype, and in the process will 1) learn about and employ a variety of design methods aimed at understanding users and their contexts and 2) learn about and use appropriate tools and media to create a range of design deliverables that effectively communicate design insights. At the conclusion of this course, students will have a foundation of knowledge and skills that will prepare them to do practical design work in a variety of settings and organizations.

### Course Goals & Objectives

The goals of this course are to:

- Gain an understanding of information architecture and interaction design and their role in the user-centered design process.
- Provide practical experience using design methods and creating design deliverables.
- Improve individual and collaborative skills in problem solving, communication, and creative thinking.

Upon successful completion of this course, a student will be able to:

- **Explain** and **describe** the roles of information architecture and interaction design.
- **Choose** and **employ** appropriate methods to understand users and their contexts.
- **Select** and **use** appropriate tools and media to create design deliverables.
- **Create** high-quality work products that effectively communicate design insights and are consistent with professional practice.

## Required Readings

**There is no required textbook for this course.** Instead, there will be several required readings each week that are meant to introduce the concepts covered in the lectures or, in some cases, broaden and enrich your understanding of those concepts.

All readings will be available via the LMS. It is expected that you come to class having read the assigned readings for the week.

## Assessment and Grading

The overall course grade will be based on a total of 200 points, weighted as follows:

*Note: (I) = individual assignment; (G) = group assignment*

### 40% Information Architecture Deliverables

10% IA1: Understanding Content (G)

20% IA2: Understanding Users (I)

10% IA3: Card Sorting Brief (G)

### 35% Interaction Design Deliverables

10% IxD1: Sketching (I)

15% IxD2: Paper Prototyping (I)

10% IxD3: Digital Prototype (G)

### 15% DS: Design Story (G) *\*\*e-Portfolio eligible (User-Centered Focus)\*\**

### 10% Final Paper: IA/IxD in the Real World (I)

Detailed descriptions of each assignment will be distributed in class and posted to the LMS.

Grades will be awarded for points accumulated based on Pratt's grading scale:

|               |    |                |    |                |    |                |
|---------------|----|----------------|----|----------------|----|----------------|
| Excellent     | A  | 4.0 (93-100)   | A- | 3.7 (90-92.99) |    |                |
| Above Average | B+ | 3.3 (87-89.99) | B  | 3.0 (83-86.99) | B- | 2.7 (80-82.99) |
| Acceptable    | C+ | 2.3 (77-79.99) | C  | 2.0 (73-76.99) |    |                |
| Failure       | F  | 0.0 (00-72.99) |    |                |    |                |

## Course Schedule

| Session                                      | Topic   | Due            |
|--|---|----------------|
| <b>Part I: Information Architecture (IA)</b> |   |                |
| <b>1</b><br>Aug 26                           | <b>Welcome + Introduction to IA and IxD</b> <ul style="list-style-type: none"> <li>Resmini, A. &amp; Rosati, L. (2012). A Brief History of Information Architecture. <i>Journal of Information Architecture</i>, 3(2).</li> <li>Myers, B. (1998). A brief history of human-computer interaction technology. <i>ACM interactions</i>, 5(2), 44-54.</li> </ul>  |                |
| <b>2</b><br>Sep 2                            | <b>Design: Communication &amp; Understanding</b> <ul style="list-style-type: none"> <li>Brown, D. (2011). Site maps. In <i>Communicating Design: Developing Web Site Documentation for Design and Planning</i> (2nd Ed.) (pp. 94-123). Berkeley, CA: New Riders.</li> <li>Brown, D. (2011). Competitive reviews. In <i>Communicating Design: Developing Web Site Documentation for Design and Planning</i> (2nd Ed.) (pp. 254-263). Berkeley, CA: New Riders.</li> <li>Detzi, C. (2012, March). From Content Audit to Design Insight: How a content audit facilitates decision-making and influences design strategy. <i>UX Magazine</i>. Retrieved from <a href="http://uxmag.com/articles/from-content-audit-to-design-insight">http://uxmag.com/articles/from-content-audit-to-design-insight</a></li> </ul> |                |
| <b>3</b><br>Sep 9                            | <b>Context &amp; User Needs</b> <ul style="list-style-type: none"> <li>Forlizzi, J., &amp; Battarbee, K. (2004). Understanding experience in Interactive Systems. In <i>Proceedings of the 2004 Conference on Designing Interactive Systems (DIS '04)</i>. New York, NY: ACM. 261-268.</li> <li>Wright, P., &amp; McCarthy, J. (2008). Empathy and Experience in HCI. In <i>Proceedings of the 2008 ACM SIGCHI Conference on Human Factors in Computing Systems (CHI '08)</i>. New York, NY: ACM. 637-646.</li> </ul>   |                |
| <b>4</b><br>Sep 16                           | <b>Understanding Users</b> <ul style="list-style-type: none"> <li>Rogers, Y., Sharp, H., &amp; Preece, J. (2011). Data gathering. In <i>Interaction Design: Beyond Human-Computer Interaction</i> (3<sup>rd</sup> Ed.) (pp. 222-269). Chichester: John Wiley &amp; Sons, Inc.</li> </ul>  | <b>IA1 (g)</b> |
| <b>5</b><br>Sep 23                           | <b>Personas</b> <ul style="list-style-type: none"> <li>Cooper, A., Reimann, R., &amp; Cronin, D. (2007). Modeling Users: Personas and Goals. In <i>About Face 3: The Essentials of Interaction Design</i> (pp. 75-108). Indianapolis, IN: Wiley Publishing.</li> <li>Nielsen, L. &amp; Hansen, K. S. (2014). Personas is Applicable - A Study on the Use of Personas in Denmark. In <i>Proceedings of the 32nd Annual ACM Conference on Human factors in Computing Systems (CHI '14)</i>. New York, NY: ACM. 1665-1674.</li> </ul>  |                |
| <b>6</b><br>Sep 30                           | <b>Navigation, Organization &amp; Labeling</b> <ul style="list-style-type: none"> <li>Karafillis, A. (2013). Efficiently Simplifying Navigation Systems, Part 1: Information Architecture. <i>Smashing Magazine</i>.</li> <li>Karafillis, A. (2014). Efficiently Simplifying Navigation Systems, Part 2: Navigation Systems. <i>Smashing Magazine</i>.</li> </ul>   |                |

|  |  |                            |
|--|--|----------------------------|
| <b>7</b><br>Oct 7                        | <b>Card Sorting</b> <ul style="list-style-type: none"> <li>Spencer, D., &amp; Warfel, T. (2007). Card sorting: A definitive guide. <i>Boxes and Arrows</i>. Retrieved from: <a href="http://boxesandarrows.com/view/card_sorting_a_definitive_guide">http://boxesandarrows.com/view/card_sorting_a_definitive_guide</a></li> </ul>   | <b>IA2 (i)</b>             |
| <b>8</b><br>Oct 14                       | <b>**NO CLASS – Mid-Semester Break**</b>   |                            |
| <b>9</b><br>Oct 21                       | <b>Cognition &amp; Emotion</b> <ul style="list-style-type: none"> <li>Rogers, Y., Sharp, H., &amp; Preece, J. (2011). Cognitive aspects. In <i>Interaction Design: Beyond Human-Computer Interaction</i> (3<sup>rd</sup> Ed.) (pp. 65-99). Chichester: John Wiley &amp; Sons, Inc.</li> <li>Norman, D. (2004). Three levels of design: Visceral, behavioral, and reflective. In <i>Emotional Design: Why We Love (or Hate) Everyday Things</i> (pp. 63-98). Cambridge, MA: Basic Books.</li> </ul> |                            |
| <b>10</b><br>Oct 28                      | <b>LAB on Card Sorting</b><br><i>Room 609 will be open from 3:30p until 8:50p.</i>   |                            |
| <b>Part II: Interaction Design (IxD)</b> |  |                            |
| <b>11</b><br>Nov 4                       | <b>Sketching and Ideation</b> <ul style="list-style-type: none"> <li>Buxton, B. (2009). The anatomy of sketching. In <i>Sketching User Experiences</i> (pp. 105-114). San Francisco, CA: Morgan Kaufmann Publishers.</li> <li>Buxton, B. (2009). Sketches are not prototypes. In <i>Sketching User Experiences</i> (pp. 139-141). San Francisco, CA: Morgan Kaufmann Publishers.</li> </ul>  | <b>IA3 (g)</b>             |
| <b>12</b><br>Nov 11                      | <b>Prototyping + Wireframes</b> <ul style="list-style-type: none"> <li>Unger, R., &amp; Chandler C. (2009). Wireframes and annotations. In <i>A Project Guide to UX Design</i> (pp. 185-203). Berkeley, CA: New Riders.</li> <li>Unger, R., &amp; Chandler C. (2009). Prototyping. In <i>A Project Guide to UX Design</i> (pp. 204-219). Berkeley, CA: New Riders.</li> </ul>  | <b>IxD1 (i)</b>            |
| <b>13</b><br>Nov 18                      | <b>LAB on Paper Prototyping</b> <ul style="list-style-type: none"> <li>Medero, S. (2007). Paper Prototyping. <i>A List Apart: For People Who Make Websites</i>, 231. Retrieved from <a href="http://alistapart.com/article/paperprototyping">http://alistapart.com/article/paperprototyping</a></li> </ul>   |                            |
| <b>14</b><br>Nov 25                      | <b>LAB on Digital Prototyping</b> <ul style="list-style-type: none"> <li><i>No readings this week</i></li> </ul>   | <b>IxD2 (i)</b>            |
| <b>15</b><br>Dec 2                       | <b>LAB on Digital Prototyping</b> <ul style="list-style-type: none"> <li><i>No readings this week</i></li> </ul>   |                            |
| <b>16</b><br>Dec 9                       | <b>**NO CLASS – Studio Days**</b>  |                            |
| <b>17</b><br>Dec 16                      | <b>Course Wrap-up</b><br><br><i>Final Papers due to the LMS by 11:59pm on Friday, December 19</i>  | <b>IxD3 (g)<br/>DS (g)</b> |

## Policies

### *Assignments*

Because of the project-based nature of this course, all graded assignments must be uploaded to the LMS before class on the due date (unless otherwise noted) with no exceptions. **Late assignments will be graded at 50% and assignments more than 24 hours late will not be graded.**

### *Attendance & Participation*

Although it is ungraded, active participation in class is essential to successful learning in this course. The course format may vary each week, but typical class sessions will consist of short lectures and small group activities that directly inform individual and group project deliverables.

Attendance is therefore expected and required. Students with 3 absences (for any reason, including documented medical reasons) cannot expect to receive an A in the course and, in accordance with Pratt Institute policy, may be asked to drop the class. **Please notify me ASAP if you know you will be absent.** You will be expected to make up any missed material for classes that you miss.

Attending class is also critical because there will be substantial class time to complete project work; if you are not present, you will miss valuable time needed to communicate and coordinate with your fellow group members. But, simply attending class will not suffice; you are expected to be consistently engaged with the discussions/activities.

### *Academic Honesty*

Instances of cheating, plagiarism, and improper use of intellectual property will not be tolerated. Do not plagiarize or copy from anywhere, including articles, websites, class handouts, class slides, other students' work, web design templates, work you have submitted to another course, etc. Unless specifically indicated otherwise, all assignments submitted for this course must be **your own work**, with sources properly cited.

Any assignment that includes copied material will be given an automatic *zero* – this includes cases where only a portion of the assignment is copied. Depending on the nature of the offense, this may also result in failure of the course. **No excuses will be accepted.** More information about Pratt's academic integrity code can be found at: <http://www.prattsenate.org/learning/02-academic.htm>

### *Communication*

The best way to contact me is by email ([cmacdona@pratt.edu](mailto:cmacdona@pratt.edu)). I check e-mail regularly and you can expect an email response within 24 hours. Should that change, you will be notified in advance.

### *Disabilities*

Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. For further information, contact the Coordinator of Disability Services at 718.636.3711.

### *Incompletes*

Incompletes will not be awarded except for documented medical reasons.

### *Institute-Wide Policies*

All Institute-wide policies are listed in the Bulletin under “Community Standards” available online at [http://www.pratt.edu/student\\_life/student\\_affairs/student\\_policies/](http://www.pratt.edu/student_life/student_affairs/student_policies/) and which include policies on attendance, academic integrity, plagiarism, computer, and network use.

### *Laptops & Cell phones*

Please turn your cell phone off during class. Laptops are permitted for coursework purposes only.

### *Research Participation*

As part of this course, students may be asked to participate in research studies conducted by SILS faculty.

### *Revisions to the Syllabus*

While this syllabus provides a reliable framework for the course, it is possible that assigned readings will be added or deleted or that events (guest lectures, extreme weather, etc.) may require changes to the schedule. Any changes will be announced in class or via e-mail.

## **SILS e-portfolio**

Starting Fall 2012, all students entering the MSLIS degree program are required to complete an e-portfolio that must be approved by their advisor before they will be permitted to graduate. The e-portfolio provides students with an opportunity to showcase their best work from the courses they have taken at SILS, and an opportunity to demonstrate they have met the learning objectives of a Master of Information and Library Science.

Work completed for this course may be included in the e-portfolio to satisfy one or more of the following learning outcomes (outcomes with a primary focus in this course are **in bold**):

1. Research: Students carry-out and apply research.
2. Communication: Students demonstrate excellent communication skills and create and convey content.
3. Technology: Students use information technology and digital tools effectively.
4. **User-Centered Focus: Students apply concepts related to use and users of information and user needs and perspectives.**
5. LIS Practice: Students perform within the framework of professional practice.

Detailed information on the learning outcomes, requirements and how to create your e-portfolio is available from: <https://www.pratt.edu/academics/information-and-library-sciences/sils-eportfolio/>