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LIS-643
Information Architecture & Interaction Design
Fall 2017

Tuesday 11:30-2:20p (01) / 3:00-5:50p (02) • Pratt Manhattan Center, Room 609

Credits: 3
Pre-requisites: none

Office Hours: Thursdays 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 introduce or expand on important concepts covered. All readings are available via the LMS.

Assessment and Grading

All assignments are part of a semester-long website re-design project with a client selected by the instructor. The overall course grade is based on a total of 200 points, weighted as follows:

Note: (i) = individual assignment; (g) = group assignment

45% Information Architecture Deliverables

- 25% IA1: Understanding Users (i)
  Select and use two primary user research methods focused on a specific target audience of the client and summarize major findings in (1) a user research brief and (2) a persona. Also include evidence of data collection.
- 20% IA2: Structuring Content (g)
  Using Optimal Workshop, (a) design and run a card sorting study and (b) develop a new IA and evaluate it through a tree testing study. Summarize major findings in (1) a research brief and (2) a site map representing a revised IA for the client.

40% Interaction Design Deliverables

- 10% IxD1: Competitive Review (g)
  Conduct a review of 3-5 of the client's competitors and present major insights/findings in any format.
- 10% IxD2: Prototype Evaluation (i)
  Design a paper prototype (mobile + desktop) of the client's website that support the completion of 2-3 key tasks and evaluate it with at least 2 users. Summarize usability findings in a one-page brief.
- 15% IxD3: Digital Prototype (g)
  Design a high-fidelity digital prototype (mobile + desktop) that supports the completion of 2-3 tasks, using Sketch + InVision (or similar). Include step-by-step instructions for each task.

10% DS: Design Story (i)
A reflective summary of your design process, presented in case study format.
***This assignment is MSLIS e-Portfolio eligible*

10% GPP: Group Project Participation (i)

- 5% Midterm participation assessment (GPP-m)
- 5% Final participation assessment (GPP-f)

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

Date	Topic	Due
Part I: Information Architecture (IA)		
1 Aug 29	**Welcome + What is Design?** ▪ Resmini, A. & Rosati, L. (2012). A Brief History of Information Architecture. *Journal of Information Architecture*, 3(2). ▪ Myers, B. (1998). A brief history of human-computer interaction technology. *ACM interactions, 5*(2), 44-54. ▪ Forlizzi, J., & Battarbee, K. (2004). Understanding experience in Interactive Systems. In *Proceedings of the 2004 Conference on Designing Interactive Systems (DIS '04)*. New York, NY: ACM. 261-268.	
2 Sep 5	**Understanding Users & Contexts + LAB** ▪ Rogers, Y., Sharp, H., & Preece, J. (2011). Data gathering. In *Interaction Design: Beyond Human-Computer Interaction* (3rd Ed.) (pp. 222-269). Chichester: John Wiley & Sons, Inc. ▪ Wright, P., & McCarthy, J. (2008). Empathy and Experience in HCI. In *Proceedings of the 2008 ACM SIGCHI Conference on Human Factors in Computing Systems (CHI '08)*. New York, NY: ACM. 637-646.	
3 Sep 12	**Communicating Insights + LAB** ▪ Dabner, D., Stewart, S., & Zempol, E. (2014). Fundamentals of Composition. In *Graphic Design School: The Principles and Practice of Graphic Design* (pp. 32-58). Hoboken, NJ: John Wiley & Sons, Inc.	
4 Sep 19	**Modeling Users + LAB** ▪ Cooper, A., Reimann, R., Cronin, D., Noessel, C. (2014). Modeling Users: Personas and Goals. In *About Face 4: The Essentials of Interaction Design* (pp. 61-99). Indianapolis, IN: Wiley Publishing. ▪ Nielsen, L. & Hansen, K. S. (2014). Personas is Applicable - A Study on the Use of Personas in Denmark. In *Proceedings of the 32nd Annual ACM Conference on Human factors in Computing Systems (CHI '14)*. New York, NY: ACM. 1665-1674.	
5 Sep 26	**Navigation, Organization & Labeling** ▪ Karafillis, A. (2013). Efficiently Simplifying Navigation Systems, Part 1: Information Architecture. *Smashing Magazine*. ▪ Karafillis, A. (2014). Efficiently Simplifying Navigation Systems, Part 2: Navigation Systems. *Smashing Magazine*. ▪ Rosenfeld, L, Morville, P, & Arango, J. (2015). Chapter 7 – Labeling Systems. In *Information Architecture for the World Wide Web* (4th Ed.) (pp. 133-173). Sebastopol, CA: O'Reilly Media.	

6 Oct 3	**Understanding Mental Models** ▪ Young, I. (2008). What and Why? The Advantages of a Mental Model. In *Mental Models: Aligning Design Strategy with Human Behavior* (pp. 1-39). Brooklyn, NY: Rosenfeld Media. ▪ Spencer, D., & Warfel, T. (2007). Card sorting: A definitive guide. *Boxes and Arrows*. Retrieved from: http://boxesandarrows.com/card-sorting-a-definitive-guide/	**IA1 (i)**
7 Oct 10 *(midterm break)*	**Creating (and Testing) Your IA** ▪ Brown, D. (2011). Site maps. In *Communicating Design: Developing Web Site Documentation for Design and Planning* (2nd Ed.) (pp. 94-123). Berkeley, CA: New Riders. ▪ Spencer, D. (2014). How to Test an Information Architecture. Retrieved from http://uxmastery.com/testing-information-architecture/	
8 Oct 17	**Cognition & Emotion + LAB** ▪ Rogers, Y., Sharp, H., & Preece, J. (2011). Cognitive aspects. In *Interaction Design: Beyond Human-Computer Interaction* (3rd Ed.) (pp. 65-99). Chichester: John Wiley & Sons, Inc. ▪ Norman, D. (2004). Three levels of design: Visceral, behavioral, and reflective. In *Emotional Design: Why We Love (or Hate) Everyday Things* (pp. 63-98). Cambridge, MA: Basic Books.	
Part II: Interaction Design (IxD)		
9 Oct 24	**Understanding The Design Space + LAB** ▪ Brown, D. (2011). Competitive reviews. In *Communicating Design: Developing Web Site Documentation for Design and Planning* (2nd Ed.) (pp. 254-263). Berkeley, CA: New Riders. ▪ Peterson, C. (2014). Mobile and Beyond. In *Learning Responsive Web Design: A Beginner's Guide*. Sebastpol, CA: O'Reilly Media	**IA2 (g)** **GPP-m (i)**
Oct 31	*****NO CLASS – Professor away at conference*****	
10 Nov 7	**Workflows, User Flows, and Sketches + LAB** ▪ Peterson, C. (2014). Responsive Workflows. In *Learning Responsive Web Design: A Beginner's Guide* (pp. 183-259). Sebastpol, CA: O'Reilly Media. ▪ Bowers, M. (2015). Creating Perfect User Flows for Smooth UX. Retrieved from https://www.uxpin.com/studio/blog/creating-perfect-user-flows-for-smooth-ux/ ▪ Buxton, B. (2009). The anatomy of sketching & Sketching User Experiences. In *Sketching User Experiences* (pp. 105-114, 139-141). San Francisco, CA: Morgan Kaufmann Publishers.	**IxD1 (g)**
11 Nov 14	**Prototyping with Purpose + LAB** ▪ Unger, R., & Chandler C. (2009). Prototyping. In *A Project Guide to UX Design* (pp. 204-219). Berkeley, CA: New Riders.	

12 Nov 21	**UI Conventions and Prototyping Guidelines + LAB** ▪ *No readings assigned*	**IxD2 (i)**
13 Nov 28	**LAB** ▪ *No readings assigned*	
14 Dec 5	**LAB** ▪ *No readings this week*	
15 Dec 12	**Informal project presentations + Course Wrap-up** *Note: Design Story (DS) is due by 6p on Saturday, December 16*	**IxD3 (g)** **GPP-f (i)** **DS (i)**

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.

Additionally, there will be several activities throughout the term that must be completed before coming to class. These activities will not be graded but are essential to fulfilling course requirements, especially those that require group collaboration. Failure to complete these activities in a timely fashion will not only let down your classmates, it will have a negative impact on your overall learning experience.

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**.

Communication

The best way to contact me is by email (cmacdona@pratt.edu). I check e-mail regularly and you can expect an email response within 48 hours. Should that change, you will be notified in advance.

Inclusion

Pratt Institute is committed to the full inclusion of all students. If you are a student with a disability and require accommodations, please contact the Learning/Access Center (L/AC) at lac@pratt.edu to schedule an appointment to discuss these accommodations. Students with disabilities who have already registered with the L/AC are encouraged to speak to the professor about accommodations they may need to produce an accessible learning environment. More information can be found on the L/AC website: https://www.pratt.edu/student-life/student-affairs/learning-access-center/

Incompletes

Incompletes will not be awarded except for documented medical reasons.

Institute-Wide Policies

All Institute-wide policies, including policies on attendance, academic integrity, plagiarism, computer, and network use, are listed in the Bulletin under "Community Standards" available online at https://www.pratt.edu/student-life/student-affairs/office-of-the-vice-president-for-student-affairs/student-policies/.

Laptops & Cell phones

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

Research Participation

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

Revisions to the Syllabus

While this syllabus provides a reliable framework for the course, it is 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.

MSLIS e-Portfolio

The MSLIS e-Portfolio provides students with an opportunity to showcase their best coursework and to demonstrate they have met the MSLIS program-level student learning outcomes. Work completed for this course may be included in the MSLIS 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. Reflective Practice: Students perform within the framework of professional practice.