We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

The mission of UBC iSchool is to enhance humanity's capacity to engage information in effective, creative and diverse ways, through innovative research, education and design.

LIBR 555: Information Design 1 – Systems (3)

*This .pdf version of the syllabus is preliminary. The Canvas course pages will be the 'document' of record starting first day of class.

Program: MLIS
Year: Winter Session 1, 2018-19
Course Time: Wednesday, 2:00 - 4:50 pm
Location: Terrace Lab
Instructor: R. Kopak
E-mail address: r.kopak@ubc.ca
Office location: Barber 495
Office phone: 604-822-2898
Office hours: Wednesday and Thursday, 12:45-1:45 pm; or by appointment
Canvas: canvas.ubc.ca

Course Goal:

The goal of this course is to develop within students a user-centred design perspective that can be used to optimally frame the logical and physical design of information systems in a variety of information use environments. An additional goal of the course is to ground students in "Design Thinking," providing them with a methodology that can be applied to a wide variety of contexts in which 'design' is an important component.

Course Objectives:

Upon completion of this course students will be able to:

• Knowledgeably apply a user-centred analysis and design perspective throughout the entire information design lifecycle [1.1, 4.1]
• Collect and analyse data on user needs [4.2, 2.2]
• Assess usability of design artifacts [4.2]
• Think critically about the role of both analysis and design and its place in a variety of information system contexts [1.4]
• Apply the components and practices of Information Architecture [1.2]
• Design a Website, or similar system, at the macro (prototype) level [1.3]
• Effectively report the outcomes of their design practice and artifacts [2.1]
• Effectively work in both individual and team settings [3.1]

- Employ "design thinking" and the methods associated with it to a variety of other design problems and environments [1.1]

    *Numbers in brackets [e.g. 2.2] indicate relationship of objectives to the iSchool's list of core competencies.

The course will cover the following topics:

- The information system design lifecycle
- Research practices in information design
- Design Thinking and other problem solving perspectives in information analysis and design
- Contextual design
- Missions, goals, objectives and design within constraints
- Identifying and assessing stakeholder requirements and user needs
- Analysis of tasks
- User modeling including development of personas and scenarios
- Information architecture
- Information representation
- Usability evaluation and assessment

Prerequisites:
- MLIS and Dual MAS/MLIS: LIBR506, LIBR507, LIBR508, LIBR509
- MAS: completion of MAS core and permission of the SLAIS Graduate Adviser

Format of the course:

A lecture/lab/seminar approach is used in the class. Foundational material will be delivered in a lecture format. As the course progresses, students will participate more fully in the delivery and discussion of course materials. Lab sessions will be held periodically.

Students are encouraged to actively participate in the classes. This may be done, for example, by asking questions when concepts are fuzzy or confusing, or perhaps more importantly, by sharing ideas and information that they have discovered in their readings and research. In class activities to demonstrate design techniques will also be held.

Required and Recommended Reading:

Required:

- Unger, R., and Chandler, C. (2012). A Project Guide to UX Design for User Experience Designers in the Field or in the Making, 2nd edition. Berkeley, CA: New Riders.

    - If you wish to purchase a copy, it is cheapest to do so through an online source. For example, both Indigo and Amazon carry hard copy and e-versions of the book. You can also obtain an DRM free, PDF version from Peach Pit Press. No copies have been ordered through the bookstore.

- Morville, P., and Rosenfeld, L., Arango, J. (2015). Information Architecture for the Web and Beyond, 4th ed. Sebastopol, CA: O'Reilly.

- Copies of this book are available through online booksellers. I will make one printed copy (in binder) available on the bookshelf outside by office.

Recommended:

- Allen, J., and Chudley, J. (2012). Smashing UX Design: Foundations for Designing Online User Experiences. John Wiley & Sons. ISBN-10: 0470666854

    - A copy of this book is available online through UBC Library through reserve. It is quite good, and used in previous years. Unfortunately, hard to find in print.

- Hartson, R., and Pyla, P.S. (2012). The UX Book: Process and Guidelines for Ensuring a Quality User Experience. Waltham, MA: Morgan Kaufmann.
    - Copy available online through UBC Library, and physical copy available outside my office. Also, previously used as a main text, but a bit expensive.

- Brinck, T., Gergle, D., and Wood, S.D. (2002). Usability for the Web. San Francisco: Morgan Kaufman Publishers.

    - Still a fave of mine, but getting a bit dated.

One copy each of the recommended books are also available on the bookshelf outside the instructor's office **for local use within the School**.

Course Assignments,

Assignment Name	Due Date	Weight	Graduate Competencies
Design Journal 1	September 19	10%	
Design Project, Part 1	October 10	30%	
Design Journal 2	October 31	10%	
Design Project, Part 2	November 28	40%	
Participation		10%	

Course Schedule
(N.B. Changes to readings may appear in final Canvas version of syllabus available by first class meeting).

Week	Date	Topics and Readings
1	September 5	Introduction to Course • **A Project Guide to UX Design: 1,2** Supplementary: • Smashing UXD: 1,2,10,11 • UXBook: 1, 2

2	September 12	Contextual Inquiry and Analysis • **A Project Guide to UX Design: 3-6** • **Information Architecture: 11** Supplementary: • Smashing UXD: 3, 4, 6-9 • UXBook: 3, 4 **Design Journal 1 Due**
3	September 19	User Requirements and Modeling • **A Project Guide to UX Design: 7, 8** • **Information Architecture: 12** Supplementary: • Smashing UXD: 9, 10 • UXBook: 5, 6,
4	September 26	Conceptual Design and Design Thinking • **A Project Guide to UX Design: 9-11** Supplementary: • Smashing UXD: 11-14 • UXBook: 7, 8 Information Architecture I • Smashing UXD: 15 • **Information Architecture: 1- 4**
5	October 3	Information Architecture II • **Information Architecture: 6–10**
6	October 10	Guidelines and Patterns • **Smashing UXD: 19-33** Start working your way through these chapters and continue throughout remainder of course • **Design Project Part 1 Due**
7	October 17	Production and Prototyping • **A Project Guide to UX Design: 12, 13** • **Information Architecture: 13** Supplementary: • Smashing UXD: 16-18 • UXBook: 9, 10, 11, 22
8	October 24	Usability Testing and Evaluation • **A Project Guide to UX Design: 15** Supplementary:

		• Smashing UXD: 5 • UXBook: 12, 13
9	October 31	Usability Testing and Evaluation Supplementary: • UXBook: 14-16 • **Design Journal 2 Due**
10	November 7	Usability Testing and Evaluation
11	November 14	Project Workshop
12	November 21	Project Workshop
13	November 28	Windup and Presentation of Final Projects • Show and Tell • **Design Project Part 2 Due**

Attendance:

- Attendance at every class is required. If you know you are going to be absent be sure to inform me beforehand.
- Prolonged absence will require a note from a healthcare provider or an accommodation notice from Access and Diversity. Failure to provide this documentation could result in a lower course mark.
- Any penalties imposed for excessive absences are at the discretion of the instructor.

Evaluation: All assignments will be marked using the evaluative criteria given on the SLAIS web site.

For late assignments, a deduction of ½ letter grade will be made for each 3 day period in which an assignment is handed in past the due date. For example, if an assignment is handed in (posted to Canvas) on the Friday, Saturday, or Sunday after a Thursday due date, the mark given to the assignment will be reduced from, e.g., A- to B+. If handed in on the following Monday, Tuesday, or Wednesday, a further ½ mark deduction will be made.

Please see sections below on A&D and religious accommodations for exceptions to the late deduction rule. Be sure to inform the instructor beforehand if either of these apply to you.

Access & Diversity: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [https://students.ubc.ca/about-student-services/access-diversity]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations.

Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: http://equity.ubc.ca/days-of-significance-calendar/

Academic Integrity

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.