

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

COMM 673

COURSE TITLE

USER INTERFACE DESIGN

TYPE COURSE

NON-FEE

VOCATIONAL

CATALOG COURSE DESCRIPTION

This course serves as an introduction to the science behind User Experience (UX) design, illustrating the breadth of the field that extends well beyond the web and demonstrating the strict research methodologies that support it. Topics will focus on user- and task-analysis (needs analysis, establishing goals, content audits), field research methods (observation, interviewing, testing, documentation of personas), usability testing and the UX process (task models, user journeys, content requirements, card sorts, creating site maps), and more. (FT)

LECTURE/LABORATORY HOURS

60

ADVISORIES

COMM 672 WEB PROGRAMMING: HTML AND CSS

RECOMMENDED SKILL LEVEL

Possess a 10th grade reading level; ability to communicate effectively in the English language.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by leaning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.
3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Learn the science behind UX design
2. Learn the difference between user interface design and user experience.
3. Introduce students to the principles of Human Factors and User Interface Design, including theories of human-computer interaction, and design principles and standards
4. Introduce pre-planning tools and strategies of web development.
5. Learn user- and task-analysis (framing, establishing goals),
6. Understand field research methods (observation, interviewing, testing, documentation of personas)
7. Learn how to create content requirements
8. Learn how to define the needs and goals of a target audience.

COURSE OBJECTIVES

Upon successful completion, the student will be able to:

1. Use and understand pre-planning tools and strategies of web development.
2. Explain the difference between user interface design and user experience.
3. Demonstrate principles and techniques of usability.
4. Explain content strategy.
5. Explain and demonstrate wireframes, site maps and storyboards.
6. Explain how to define the needs and goals of a target audience.
7. Explain how to determine the range of required features and functionality of a website.

SECTION II

COURSE CONTENT AND SCOPE

1. UX and UI design
 - 1.1. What is UX?
 - 1.1.1. Overview of UX
 - 1.1.2. UX job roles
 - 1.1.3. Core skills and methods used
 - 1.1.4. What makes a good web user experience
 - 1.1.4.1. Navigation
 - 1.1.4.2. Site Layout
 - 1.1.4.3. Writing for the web
 - 1.1.4.4. Using media to enhance your site
 - 1.1.4.5. Good design practices
 - 1.1.5. Elements of UX
 - 1.1.6. Incorporating UX into a project
 - 1.2. What is UI design?
 - 1.2.1. Overview of UI

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.2.2. UI job roles
 - 1.2.3. Human factors
 - 1.2.4. Core skills and methods used
- 1.3. Human centered design
- 1.4. Ingredients of UX design
 - 1.4.1. Screen readability
 - 1.4.2. Typography
 - 1.4.2.1. How people read online
 - 1.4.2.2. Eye tracking
 - 1.4.2.3. Making type readable
 - 1.4.3. Working with a variety of screen sizes
- 2. Design Elements and Principles
 - 2.1. The function of design
 - 2.2. Elements of design
 - 2.2.1. Line
 - 2.2.2. Shape
 - 2.2.3. Texture
 - 2.2.4. Space
 - 2.2.5. Size
 - 2.2.6. Value
 - 2.2.7. Color
 - 2.3. Design principles
 - 2.3.1. Balance
 - 2.3.2. Emphasis
 - 2.3.3. Contrast
 - 2.3.4. Alignment
 - 2.3.5. Repetition
 - 2.3.6. Proximity
 - 2.3.7. Flow
 - 2.3.8. Unity
- 3. Needs analysis
 - 3.1. What is needs analysis?
 - 3.2. Performing a needs analysis
 - 3.3. Establishing goals
 - 3.4. Content audits
- 4. Web Site Strategy and Planning
 - 1.1 Discovering the business strategy
 - 1.3. Measuring success
- 5. User research
 - 5.1. What is user research?
 - 5.2. How many users do you need
 - 5.3. How to observe a user
 - 5.4. Defining who the user is
- 6. Competitive analysis
- 7. Content Strategy
 - 7.1. Planning
 - 7.2. Understanding voice and tone

COURSE CONTENT AND SCOPE (CONTINUED)

- 7.3. Creating a content audit
- 7.4. Categorizing
- 7.5. Defining the audience
- 7.6. Developing personas
- 7.7. Creating scenarios
- 8. Card sorting
 - 8.1. What is card sorting?
 - 8.2. What goes on the cards
 - 8.3. Performing and card sort
 - 8.4. Getting participants
 - 8.5. Gathering data
 - 8.6. Analysis of data
 - 8.7. Reverse card sort
 - 8.8. Validation of results
- 9. Site maps
 - 9.1. What is a site map?
 - 9.2. Creating a user flow
 - 9.3. Tools for creating sitemaps

APPROPRIATE READINGS

Reading assignments of appropriate reading level may include, but are not limited to, materials such as a textbook, supplemental reading assignments, industry-related periodicals or magazines, manuals, videos, television programs about the internet, online help, articles posted on the internet, and information from web sites, online libraries and databases. Topics should be related to what role a designer plays in creating a user interface and how using color, type and imagery is essential in making interfaces function clearly and seamlessly.

WRITING ASSIGNMENTS

Writing assignments may include completing assigned reports, providing written answers to assigned questions, performing internet research and reporting on that research. An example would include a case study of what role the designer plays in creating and shaping user experience through the use of ideation, site mapping and creating user flows.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, appropriate internet research, reading, preparing reports and studying as needed to perform successfully in class. An appropriate assignment for instance would include demonstrating how to run a card sort to test and validate website hierarchy and structural organization.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to creating a website plan, building personas, participation in group discussions, identify best practices in regards to the end-user and justify reasoning behind design concentric choices.

EVALUATION

Evaluation methods may include, but are not limited to performance in a variety of activities and assignments, such as completing a research project individually or in a group, hands-on projects, demonstration of use of information architecture, quizzes, class participation, written and practical tests, attendance and punctuality.

Upon successful completion of all courses in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to lectures, discussion, hands-on demonstrations, computer-assisted instruction, laboratory assignments and field trips.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

The UX Book: Process and Guidelines for Ensuring a Quality User Experience, Rex Hartson, Morgan Kaufmann, current edition

User Interface Design for Programmers, Joel Spolsky, Apress, current edition

Smashing UX Design: Foundations for Designing Online User Experiences, Jesmond Allen and James Chudley, Wiley, current edition

Don't Make Me Think: A Common Sense Approach to Web Usability, Steven Krug, New Riders, current edition

Lean UX: Applying Lean Principles to Improve User Experience, Jeff Gothelf, New Riders, current edition

Recommended Supplies:

Pen, journal (composition book), notebook paper and a soft 3-ring binder, or a one-subject 110 sheet college ruled notebook, and appropriate storage media such as a USB Drive or external hard drive and/or cloud-based storage.

PREPARED BY Emily Kay DATE November 3, 2021

REVISED BY: _____ DATE _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog