SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

COMP 635

COURSE TITLE

INFORMATION ARCHITECTURE

TYPE COURSE

NON-FEE VOCATIONAL

CATALOG COURSE DESCRIPTION

This course introduces the fundamentals of Information Architecture. Through theory and hands on application, students will receive an overview of how to design the architecture of an information system that is integrated with the technology of the Internet and the World Wide Web. (FT)

LECTURE/LABORATORY HOURS

50

ADVISORY

NONE

RECOMMENDED SKILL LEVEL

Possess a 10th grade reading level; ability to communicate effectively in the English language; knowledge of math concepts at the 8th grade level; and facility with Macintosh or Windows operating system, ability to use a browser.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
   SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
   SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

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

To provide instruction in designing and implementing an information system with the World Wide Web. Students will learn what information architecture is and the associated terminology. Students will create a conceptual design of an information system. They will learn to design and understand how users view navigation, labeling and searching systems on the Word Wide Web.

COURSE OBJECTIVES

Upon successful completion of this course, students will demonstrate through theory and practical application, problem solving, critical thinking, written and oral communication and mathematical ability that they are able to:

1. Describe what makes a web site work.
2. Define Information Architecture.
3. Demonstrate creating cohesive organization systems.
4. Demonstrate organizing Web sites.
5. Demonstrate a knowledge of designing Navigation Systems.
6. Demonstrate a knowledge of creating effective Labeling Systems.
7. Demonstrate a knowledge of designing search interfaces.
8. Describe how users utilize search interfaces.
9. Demonstrate how to conduct research.
10. Create a conceptual design of the architecture of an information system.
11. Describe production, operations, and implementation of an information system.
12. Perform a cost analysis of proposed work.

**SECTION II**

COURSE CONTENT AND SCOPE

1. What Makes a Web Site Work
2. Introduction To Information Architecture
   - 2.1. The role of the information architect
   - 2.2. Who should be the information architect?
   - 2.3. Collaboration and communication
3. Organizing Information

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.1. Organizational challenges
- 3.2. Organizing web sites and intranets
- 3.3. Creating cohesive organization systems

4. Designing Navigation Systems
   - 4.1. Browser navigation features
   - 4.2. Building context
   - 4.3. Improving flexibility
   - 4.4. Types of navigation systems
   - 4.5. Integrated navigation elements
   - 4.6. Remote navigation elements
   - 4.7. Designing elegant navigation systems
5. Labeling Systems
   - 5.1. Why you should care about labeling
   - 5.2. Labeling systems, not labels
   - 5.3. Types of labeling systems
   - 5.4. Creating effective labeling systems
   - 5.5. Fine-tuning the labeling system
   - 5.6. Non-representational labeling systems
   - 5.7. A double challenge
6. Searching Systems
   - 6.1. Searching and your web site
   - 6.2. Understanding how users search
   - 6.3. Designing the search interface
   - 6.4. In an ideal world: the reference interview
   - 6.5. Indexing the right stuff
   - 6.6. To search or not to search?
7. Research
   - 7.1. Getting started
   - 7.2. Defining goals
   - 7.3. Learning about the intended audiences
   - 7.4. Identifying content and function requirements
   - 7.5. Grouping content
8. Conceptual Design
   - 8.1. Brainstorming with white boards and flip charts
   - 8.2. Metaphor exploration
   - 8.3. Scenarios
   - 8.4. High-level architecture blueprints
   - 8.5. Architectural page mockups
   - 8.6. Design sketches
   - 8.7. Web-based prototypes
9. Production and Operations
   - 9.1. Detailed architecture blueprints
   - 9.2. Content mapping
   - 9.3. Web page inventory
   - 9.4. Point of production architecture
   - 9.5. Learning from users
10. Information Architecture in Action

COURSE CONTENT AND SCOPE (CONTINUED)

10.1. Archipelagoes of information
10.2. Cost analysis
10.3. A case study: Henry Ford Health System

APPROPRIATE READINGS

Appropriate readings may include, but are not limited to, periodicals, magazines, instructor-written materials, manuals, computer based training on CD-ROMS (CBT), Web based training

APPROPRIATE READINGS (CONTINUED)

(WBT), instructor selected URLs and other publications related to the design and implementation of Information Systems Architecture and the World Wide Web.

WRITING ASSIGNMENTS

Appropriate writing assignments may include, but are not limited to, preparing text for an assigned project, keeping a journal on all laboratory and project work, creating a conceptual information system, completing all assigned reports, performing mathematical calculations as assigned, and completing all written assignments.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, reading texts, reference resources or handouts; Internet sites, computer based training on CD-ROMS (CBT), Web based training (WBT), and research as needed to complete projects; and organizing and preparing written answers to assigned questions.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, analysis and evaluation of reading assigned text and computer based training on CD-ROMS (CBT), Web based training (WBT) materials and utilize this analysis in classroom discussions, writing assignments, and in performing laboratory activities. Students must select and use appropriate methods and materials needed to complete laboratory assignments.

EVALUATION

A student's grade will be based on multiple measures of performance. The assessment will measure development of independent critical thinking skills and will include evaluation of student's ability to:

1. Apply theory to assignments.
2. Complete all lessons, which may include CBT, WBT, and laboratory assignments.
3. Successfully complete all exams, including any online exams.
4. Perform on written, oral, or practical examinations.
5. Contribute to class discussions.
6. Maintain attendance per current policy.

EVALUATION (CONTINUED)

7. Demonstrate ability to work independently and as a team member.
8. Demonstrate troubleshooting skills.
9. Demonstrate ability to help others learn.

Satisfactory completion of the course requires completion of a culminating activity, which may include, but is not limited to, one of the following:

1. Complete conceptual design of an Information System.
2. Practical lab projects.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction may include, but is not limited to, lecture, computer based training on CD-ROMS (CBT), Web based training (WBT), self-paced lab, demonstration, individualized study, use of audio-visual aids, group/team work, tutorials, outside assignments, guest lectures, field trips, and guided student job assignments. This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Text:

*Information Architecture for the World Wide Web* – Rosenfeld, Louis/Morville, Peter
Publisher: O'Reilly & Associates, Inc., ISBN-10: 0596527349

URLs:

www.argus-inc.com
www.schof.colorado.edu/course/ECEN_5003.html
www.info.com/iaclass/course/calendar.html
www.about.com
www.caup.umich.edu/students/students.html
www.Bigstep.com
www.iarc.com/index.html
www.johnblack.com
www.studio256.com
www.averia.unm.edu
www.askjeeves.com

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 Zip disk.

PREPARED BY Carol Akey and Sharian Lott DATE July, 2000

REVISED BY Paul Richard DATE: February 22, 2007

REVISED BY Instructional Services, SLOs added DATE: March 7, 2017

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