UXUI 1376 Information Architecture

Section Number and Synonym
Course Time and Location
Semester and Year

Red text = editing instructions/sample text

How to Reach Me *[enter your own info as needed below]*

Instructor's Name -
Office Hours -
Office Location and Number -
Phone, Email, Website, etc. -
Arranging Conferences/Appointments -

Course Description

Catalog Description: Understand the application of information architecture to develop software product concepts. Students will explore systems of organization, categorization, and labeling of content, functions, and features. Artifacts such as site structure, navigation and wayfinding systems, and search systems will be designed.

Credit Hours: 3 *[enter the option for your course, and delete the others:]*

- **Courses that meet twice a week:**
  - Classroom Contact Hours per week: 1.8
  - Laboratory Contact Hours per week: 2.8

- **Hybrid (meet once a week):**
  - Classroom Contact Hours per week: .8
  - Laboratory Contact Hours per week: 1.4

- **Online courses**
  - 3 credit hours

All courses offered in the Visual Communication department are workforce courses, and may have some transfer restrictions to other colleges. Students interested in transferring courses to another college should speak with our departmental advisors, Zoe Dahmen or Jennifer Jones, or their Area of Study advisor.

Course Prerequisites:
UXUI 1370 - Survey of UX Design

Course Rationale/Objectives

This course will focus on an introduction to user research methods as relate to information-oriented websites and digital systems. Students will learn the role of data, content, and information in designing effective user experiences. Competency in information architecture design will prepare students for study in advanced courses in user research, product design, and user interface design.

Student Learning Outcomes

What you'll learn to do by the end of this course:

1. Explain information architecture and identify its components.
2. Analyze various systems of Organization
3. Categorize and label content, functions, and features
4. Create an effective site structure
5. Design intuitive navigation and wayfinding systems

What you'll learn to do by the end of the program:

User Experience:

- Produce prototypes for software applications using industry standard methods, tools, and techniques.
- Apply a user centered design process in the creation of software applications.
- Design and develop responsive layouts for multi-device, and multi-channel applications.
- Prove proficiency in team collaboration.
- Develop proficiency in the presentation, design, and delivery of a UX portfolio to demonstrate professionalism.

Visual Design:

- Apply user centered design methodologies in the production of visual design for digital media.
- Use best practices in industry standard vector, raster, and prototyping tools to produce visual design for digital media.
- Produce visual design for digital media by selecting appropriate color, typefaces, layouts and concepts.
- Produce designs, concepts and prototypes based on current industry standards for the production of visual design for digital media.
- Collaborate on a multi-disciplinary team to interpret client needs, execute ideas, and deliver a final solution to the client.

What you'll learn that will help in the workforce [on the job]:

Secretary's Commission on Achieving Necessary Skills (SCANS): *In 1989, the U.S. Department of Labor education jointly surveyed U.S. employers to find out the most important skills and competencies needed by workers. The results of that survey identified SCANS (**S**ecretaries **C**ommission on **A**chieving **N**ecessary **S**kills). These are skills that employers need the most from*

their workers. SCANS skills are the predictors of success in workplace. The following is a list of SCAN competencies identified in this course. For expanded definitions of the listed SCANS, please go to: www.academicinnovations.com/report.html

RESOURCES 1.1 Manages Time	**INTERPERSONAL** 2.3 Serves Clients/Customers 2.5 Negotiates 2.6 Works with Cultural Diversity	**INFORMATION** 3.1 Acquires and Evaluates Information 3.2 Organizes and Maintains Information 3.3 Uses Computers to Process Information	**SYSTEMS** 4.1Understands Systems 4.2 Monitors and Corrects Performance 4.3 Improves and Designs Systems
TECHNOLOGY 5.1 Selects Technology 5.2 Applies Technology to Task 5.3 Maintains and Troubleshoots Technology	**BASIC SKILLS** 6.1 Reading 6.2 Writing 6.5 Listening 6.6 Speaking	**THINKING SKILLS** 7.1 Creative Thinking 7.2 Decision Making 7.3 Problem Solving 7.4 Mental Visualization 7.5 Knowing How To Learn 7.6 Reasoning	**PERSONAL SKILLS** 8.1 Responsibility 8.2 Self-Esteem 8.3 Sociability 8.4 Self-Management 8.5 Integrity/Honesty

Required Texts & Materials *[edit as needed for your course]*

Textbook

- Required:
  Everyday Information Architecture by Lisa Maria Martin (ISBN-13 : 978-1937557744)

Required Online Resources

- An Adobe Creative Cloud subscription — to access the software in the labs and for your own use.
- Blackboard – to find all project and course related information, submit projects, and view grades
- Miro – to share work and participated in critique
- Figma (optional but recommended) – to design user interfaces
- ACC Google Apps: including calendar, docs and drive
- Optimal Workshop

Tools

- Flash Drive/USB Stick at least 1 GB
- Sketchbook/Notebook
- Markers/Pens/Pencils
- X-acto® knife and extra blades — for trimming your projects or optional mounting.
- Metal ruler (24” – 36”) — for measuring and cutting your projects
- A device [smart phone, digital camera or scanner] to take and upload photographs

Additional Expenses

- All projects may incur additional expenses for paper and printing, depending on paper choices and sizes, and where you print. ACC offers printing capabilities to students; however, these are limited (printing quality, paper stock, etc.).

Instructional methodology

The teaching methods in this class are based on professional experience and best practices in the area of design and advertising. These methods might include: lecture, demonstration, critiques in group and one-on-one settings, group activities, and student presentations.

Distance Education *(for online or hybrid courses only)*

As a hybrid course, you will be expected to complete half of the course work online, and you may be asked to submit work between class sessions. I will notify you of all deadlines.

Students are required to have access to a computer with high speed internet and an Adobe Creative Cloud subscription. The class is time and computer intensive, requiring 6 -10 or more hours per week to complete assignments.

Students will use various online tools, including the Blackboard learning management system, for assignment instructions, submitting assignments, and collaboration.

We encourage you to review the ACC Distance Education General Information available at https://online.austincc.edu/faq/

Student Technology Support

Students can visit ACCelerator at the Highland Campus as well as Computer Centers around the District to access high-speed internet and computer stations. Hours of operation for these locations are listed below. See COVID-19 protocols to be on campus. Additional details are available at Student Technology Access https://students.austincc.edu/student-technology-access/.

Austin Community College provides free, secure drive-up WiFi to students and employees in the parking lots of all campus locations. WiFi can be accessed seven days a week, 7 am to 11 pm. Additional details are available at Student Technology Access https://students.austincc.edu/student-technology-access/.

Students who do not have the necessary technology to complete their ACC courses can request to borrow devices from Student Technology Services. Available devices include iPads, webcams, headsets, calculators, etc. Students must be registered for a credit course, Adult Education, or Continuing Education course to be eligible. For more information, including how to request a device, visit Student Technology Access https://students.austincc.edu/student-technology-access/.

Student Technology Services offers phone, live-chat, and email-based technical support for students and can provide support on topics such as password resets, accessing or using Blackboard, access to technology, etc. To view hours of operation and ways to request support, visit Student Technology Access https://students.austincc.edu/student-technology-access/.

Grading system

Below is a list of assignments and their grade percentages for this course. If any of these projects or grades change, I will notify you of those changes before we continue with the project. Grades will be computed on a 100 point scale. Projects along with attendance, participation and presentation contribute to your final grade for the class.

A=90-100 B=80-89 C=70-79 D=60-69 F=59 or below

There are three types of assignments you'll complete in this course.
They are described below, including how much of your total grade those assignments are worth.

Lecture Discussions and Activities (40%) - Participation Grade
Participation in lecture discussions or activities will occur during live, virtual class meetings. Active participation in class is required.

Projects (40%) - Rubric graded
Each competency will have a related design challenge where students will apply learnings from the assigned chapters and resources. Projects may include multiple steps of the design process, critiques, iterations, and final process presentations. Projects will have the associated rubric in the project brief.

Retrospectives (20%) - Completion Grade
After each project, students will complete a personal retrospective. They will answer the questions provided in their personal retrospective document and collect a running document throughout the semester.

Course Policies *Official college policy is italicized.*

Student standards of conduct - Acceptable standards of conduct include behavior that is civil, courteous, and respectful of all members of the campus community, their property, and the property of the college; promotes mutual respect, equality, and safety of its members and opposes those acts that harass. intimidate, or haze its members.

Illegal acts, include, but not limited to possession or use of firearms, explosives, or other weapons; gambling; unlawful possession, use, and distribution of narcotics; assault or stalking. ACC's policy on student standards and code of conduct can be found here in the current student handbook: www.austincc.edu/handbook

Classroom interaction
Throughout the course of the semester, you will be interacting with me, fellow students and outside professionals in critiques and group discussion. You will be both giving and receiving feedback on your work. These critiques will be conducted in various ways, from one-on-one interactions to large group environments. In all instances, classroom behavior should support and enhance learning. I expect everyone to treat one another with understanding, dignity, and respect.

I will not tolerate disruptive behavior, either in a physical classroom or in online environments (video conferencing, chatrooms, etc.). This disruptive behavior may include:

- Persistent speaking without permission
- Side conversations or off-topic conversations

- Engaging in activities not related to the class
- Using cell phones for non-related course purposes. Examples: answering calls or sending text messages during class.
- Using computers in the classroom for non-course related purposes
- Sleeping, eating, or other distracting behavior
- Monopolizing class discussion, refusing to defer to instructor, or listen to others; persisting when the instructor has indicated that the student's remarks are off topic and it is time to move on
- Reacting angrily or defensively to critique from guests, instructors, or classmates
- Sighing, rolling eyes, or muttering when other people are talking
- Refusing to participate in group activities such as group or peer-to-peer critiques
- Chronically entering late/leaving early
- Filming, photographing, or taping the class without the instructor's prior permission
- Disputing authority and arguing with faculty and other students
- Yelling, arguing, swearing, bullying, or other harassing or intimidating behavior
- Physically or verbally abusive conduct
- Failing to follow to the instructor's rules or instructions
- Using vulgar or obscene language, slurs, or other forms of intimidation
- Showing up to class under the influence of alcohol/drugs
- Threats of any kind
- Destruction of property
- Any behavior that puts the health or safety of the instructor or other students in the classroom in jeopardy

If you engage in disruptive behavior, I may file a Student Discipline Report and refer you to the Dean of Student Services. The Dean will investigate the case, and based on the investigation, s/he may put sanctions into place, including but not limited to withdrawing you from the class.

If the behavior is severe, I will call Campus Police, who may immediately refer you to the Dean of Student Services.

Attendance and participation - [Edit as needed for your course] *Each instructor should clearly express their attendance and class participation policies. The instructor also needs to be explicit about whether the class is synchronous or asynchronous, and what activities, e.g., discussion boards, have mandatory participation. If the course has a laboratory component, clear guidance is needed on how the laboratory activities will be conducted.*

If there are specific policies for field or laboratory activities, they could be included here. Some suggested wording is: "Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class."

Or for online courses:
"Regular and timely class participation in discussions and completion of work is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw

students from the class."

And to cover situations where classes are canceled because of weather, pandemic, or other emergencies: "The student is responsible for communicating with their professor during the closure and completing any assignments or other activities designated by their professor."

Absences *[edit as needed for your course]*
If for any reason you're unable to come to class, you will be counted as absent. You are allowed 3 absences. I make no distinction between an excused or unexcused absence, so use your absences meaningfully and sparingly. I will count you absent if you:

- are not in class
- leave the class extremely early
- disappear in the middle of the class for a significant length of time
- get to class extremely late

At your fourth absence, I will drop your course grade by a letter grade. I will drop your grade a further letter grade for each subsequent absence thereafter.

Arriving late
Don't be late. It's unprofessional to keep others waiting. A continual pattern of late attendance will count against your final grade.

Leaving early
If you must leave class early, please make arrangements with me ahead of time, so you'll know what material we'll be covering for the rest of the class period. Leaving class early will count as an absence.

Withdrawal Policy - *It is the responsibility of each student to ensure that his or her name is removed from the roll should they decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is recorded before the Final Withdrawal Date.* ***The Final Withdrawal Date for this semester is April 22.*** *The student is also strongly encouraged to keep any paperwork in case a problem arises.*

Students are responsible for understanding the impact that withdrawal from a course may have on their financial aid, veterans' benefits, and international student status. Per state law, students enrolling for the first time in Fall 2007 or later at any public Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college education. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are strongly encouraged to meet with an advisor when making decisions about course selection, course loads, and course withdrawals."

Missed or Late Work - *Each instructor should clearly express their policies with regard to missed exams, late homework or laboratory exercises, etc. Again, this helps immensely when dealing with student grade disputes.*

[edit as needed for your course] Assignments are due at the beginning of class periods. If you turn an assignment in after that, your project is late. I will lower a project one letter grade for each class day that it is late.

Incompletes
An incomplete (grade of "I") will only be given for extenuating circumstances. What constitutes "extenuating circumstances" is left to the instructor's discretion, while following any rules or guidelines set by the department. If a grade of I is given, the remaining course work must be completed by a date set by the student and professor and given on the "Report of Incomplete" form. This date is often about three weeks prior to the end of the following semester. A grade of I also requires completion and submission of

the Incomplete Grade form, to be signed by the faculty member (and student if possible) and submitted to the department chair.

Students may request an Incomplete from their faculty member if they believe circumstances warrant. The faculty member will determine whether the Incomplete is appropriate to award or not. The following processes must be followed when awarding a student an I grade.

1. Prior to the end of the semester in which the "I" is to be awarded, the student must meet with the instructor to determine the assignments and exams that must be completed prior to the deadline date. This meeting can occur virtually or in person. The instructor should complete the Report of Incomplete Grade form.

2. The faculty member will complete the form, including all requirements to complete the course and the due date, sign (by typing in name) and then email it to the student. The student will then complete his/her section, sign (by typing in name), and return the completed form to the faculty member to complete the agreement. A copy of the fully completed form can then be emailed by the faculty member to the student and the department chair for each grade of Incomplete that the faculty member submits at the end of the semester.

3. The student must complete all remaining work by the date specified on the form above. This date is determined by the instructor in collaboration with the student, but it may not be later than the final withdrawal deadline in the subsequent long semester.

4. Students will retain access to the course Blackboard page through the subsequent semester in order to submit work and complete the course. Students will be able to log on to Blackboard and have access to the course section materials, assignments, and grades from the course and semester in which the Incomplete was awarded.

5. When the student completes the required work by the Incomplete deadline, the instructor will submit an electronic Grade Change Form to change the student's performance grade from an "I" to the earned grade of A, B, C, D, or F.

If an Incomplete is not resolved by the deadline, the grade automatically converts to an "F." Approval to carry an Incomplete for longer than the following semester or session deadline is not frequently granted."

Copyright – The software programs used in the labs are licensed to the college, which is the original purchaser. Thus students cannot duplicate the software for their personal use. *Do not* use college equipment to duplicate software for other students or to produce work-for-profit.

Do not download, copy or scan copyrighted material for use in your projects unless it meets the Fair Use guidelines below and the copyright holder is properly credited.

Fair Use is an important element of U.S. copyright law that allows for the use of copyrighted work without asking permission of the copyright holder, especially when the copyrighted work is used for criticism, scholarship, and education. Under the Fair Use guidelines students may:

- Incorporate portions of copyrighted materials when producing a project for a specific course; and
- Perform and display their own projects and use them in their portfolio or use the project for job interviews or as supporting materials for application to other schools.

For more information on Fair Use see *http://en.wikipedia.org/wiki/Fair_use*

Artificial Intelligence (AI) – Any use of AI-created content in coursework must include attribution or credit identifying it as such.

Use of ACC email - *All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify students of any college- related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Information about ACC email accounts, including instructions for accessing it, are available at the ACC Email Q&A website.*

As your instructor, I will email you only at your ACC account. Likewise, you should use your ACC account when communicating with instructors and staff.

[Edit as needed for your course]
For this course, I will:

- answer emails by 5:00pm of each day. If I get your email after 5:00pm you will get a response on or before 5:00pm of the following day.
- not normally answer emails over the weekend from 5:00pm Friday to 8:00am Monday.
- only answer questions from your ACC email account to mine; or from the official class blog.

Cell phone policy - Please silence your phone during scheduled class times. Please do not check your phone or text during class time; you may check messages during your break.

Course Outline/Calendar

* Week 6 will have lectures and other activities. Additionally, there will be time dedicated to working on any upcoming assignments and milestones that are due and you will have the opportunity to check in and ask questions one on one with the professor.

WK	Competency	Assignments and due dates
0	– Pre-class: Read Blackboard START HERE and take Orientation Quiz	
1 Week of Jan 17	**Competency 1: Understand Information Architecture and identify its components.** – Understand various definitions of IA and information. – Observe the history of IA. – Communicate the role of IA in User Experience Design. – Identify the components of IA.	• Review It: What is Information Architecture? (With Examples)? • Review It: Explaining Information Architecture (History of Information Architecture)
2 Week of Jan 24		• Read: Everyday Information Architecture: Intro and Chapter 1, Systems of Organization (p. 1-17) - Due Week 3 • Retrospective #1: What is Information Architecture? - Due Week 3

3 Week of Jan 31	**Competency 2: Analyze various systems of organization.** – Name five systems for categorizing data and content. – Explain the five part framework for organizing content. – Apply frameworks to content to aid information understanding – Analyze content – Evaluate groups of content	• Watch It: The Five Hat Racks - (A Motion Graphics from The Universal Principles of Design) (LATCH Video) - Due Week 4
4 Week of Feb 7		• Read: Everyday Information Architecture: Chapter 2, Content Analysis (p. 18-35) - Due Week 5 • Watch It: Google Sheets - Tutorial 01 - Creating and Basic Formatting • Practice It: Google Sheets
5 Week of Feb 14	**Competency 3: Categorize and label content, artifacts, and functions.** – Understand the value of effective labeling system – Develop a systemic taxonomy – Run online and offline card sorting sessions – Create clear and usable categories and labels based on user needs.	• Project 1: Card Sorting - Milestone due dates to be posted with project - Due Week 8 • Read: Everyday Information Architecture: Intro and Chapter 3, Categories and Labels (p 36-55) - Due Week 6 • Retrospective #3: Visualizing Raw Data - Due Week 6
6 Week of Feb 21		
7 Week of Feb 28		• Sign up for Optimal Workshop • Project check in: Have professor review cards before proceeding to next step
8 Wee		• Read: Everyday Information Architecture: Chapter 4, Site Structure (p. 56-74)

k of Mar 7		- Due Week 10 • Retrospective #4: Conduct Card Sort Study - Due Week 8
Spring Break: Week of Mar 14		
9 Week of Mar 21	**Competency 4: Create an effective site structure** – Identify value of site maps – Practice various ecosystem document styles – Articulate a site ecosystem by developing a sitemap Test findability of site structure with tree testing	• Project 2: Sitemaps - Milestone due dates to be posted with project - Due Week 11
10 Week of Mar 28		• Retrospective #5: Sitemap Design - Due Week 12 • Project 3: Testing Site Structure - Milestone due dates to be posted with project - Due Week 12
11 Week of Apr 4		• Retrospective #6: Conducting and Analyzing Tree Test - Due Week 13 • Read: Everyday Information Architecture: • Chapter 5, Navigation and Wayfinding (p. 75-98) • Chapter 6, Tags and Taxonomies (p. 99-116) - Due Week 13
12 Week of Apr 11	**Competency 5: Design intuitive Navigation and wayfinding system** – Identify various navigation structures – Recognize wayfinding signals – Test usability of a navigation system – Create an effective navigation system	• Project 4: Designing Navigation UI - Milestone due dates to be posted with project - Due Week 14
13 Week of Apr		• Read: Usability Testing 101 • Project 5: Usability Testing a Navigation UI Prototype - Milestone due dates to be posted with project - Due Week 16 • Complete usability testing

18		• Retrospective #7: Wireframe Critique - Due Week 16
14 Week of Apr 25		• Retrospective #8: Conduct Usability Testing - Due Week 16 • Prep for final presentation of test insights and recommendations.
15 Week of May 2		– Catch up Day
16 Week of May 9		– Present test insights and recommendations

Visual Communication Labs and Tutoring

Most support services will be available online. A tutoring schedule will be available early in the semester on the Viscom Student Field Guide site:
https://admc.austincc.edu/viscom-students/knowledge-base/tutoring-and-learning-resources-2/

Etiquette Guide for Online Courses

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These skills will be valuable in the workforce, so now is the time to establish good habits.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.
- Be careful with personal information (both yours and others').

General Guidelines

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other communication.
- Use clear, concise language.
- Remember that all college-level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :)
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Before asking a question, check the instructor’s FAQs or search your Learning Management System resources and/or the internet to see if the answer is obvious or easy to find.

Email Etiquette

When you send an email to your instructor, or classmates, you should:

- Use a descriptive subject line.
- Begin with an appropriate greeting or salutation (for formal emails, “Dear Dr. Rhodes:” or more casual emails could use, “Hi Anna,”).
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Avoid using “reply all.”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button.
- If you must forward an email chain to someone, summarize questions or concerns in your email.
- When emailing college staff with requests that will require them to look up your records, include your eID in your signature.

Message Board Etiquette and Guidelines

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Be as brief as possible while still making a thorough comment.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.

- Don’t wait until the last minute to make your post. Allow time for other students to respond before the deadline. Likewise, don’t wait to post your replies until the deadline; the author deserves an opportunity to address any questions you have or respond to points you make.
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point.
- Always be respectful of others’ opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.