Semester and Year | UXUI 1371 | 16 Week | Section Number and Synonym

Visual Design

Classroom: XXXXXXX | **Day & Time:** XXXXXXXXXXX

HOW TO REACH ME

Instructor's Name: XXXXXXXXXX

Tutoring Hours: XXXXXXXXXX

Office Location and Number: XXXXXX

Email: XXXXXXXXXXXX

Phone: XXXXXXXXXXXX

Course Description

Catalog Description

Learn techniques and methods used for the visual design of software products. Emphasis will be placed on content design, interface patterns, color, typography, multi-viewport design, visual communication for a better user experience, and image editing tools.

Course Prerequisites

UXUI 1373, UXUI 1374, and UXUI 1375; OR instructor's approval.

Course Objectives

This course will immerse students in the practice of visual problem solving for various digital interfaces. Emphasis will be placed on aesthetics, software product design concepts, information design, design elements & patterns, and design process artifacts. The course provides a "Design for Software" context for next-level-courses in the Visual Design, Graphic Design, and User Experience Design degrees.

Student Learning Outcomes

What you'll learn by the end of this course

- Apply techniques to solve visual design for software problems.
- Critique real world examples.
- Develop studio skills that include the preliminary design process.
- Explore the visual design process for a digital product from initial concept to comprehensive design.

What you'll learn by the end of the Visual Design discipline

- Tools and Techniques: Students will effectively choose software, methods, and techniques to create deliverables for print and/or digital media.
- Design Process: Students will select the most effective design processes and methods to meet project needs.
- Systems Methods: Students will design systems of reusable elements for digital media following industry-standard methods and practices.
- Critical Thinking: Students will analyze project goals to recommend effective design concepts and platform appropriate solutions to visual communication clients.
- Design Principles: Students will demonstrate proficiency in applying the elements and principles of graphic design.
- Digital Platforms: Students will design platform-appropriate, technically feasible, feature-rich, and accessible digital products.

What you'll learn by the end of the UX discipline

- Conceptualize: Students will construct a map or structure by organizing elements and naming relationships between them.
- Reflect: Students will be able to evaluate design quality by reflecting on their own decisions, goals, or intents.
- Analyze: Students will be able to analyze tradeoffs by integrating design best practices with client needs and constraints.
- Communicate: Students will be able to interpret research and design recommendations by predicting non-designer's needs.
- Collaborate: Students will demonstrate ability to work within teams by carrying out collaboration best practices.

What you'll learn that will help in the workforce

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*

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 6.3 Arithmetic 6.4 Mathematics 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

For expanded definitions of the above listed SCANS, please go to: austincc.edu/mkt/scans.php

Required Text & Materials

[Edit as needed for your class]

Textbooks

- Free Online Book - *Design Systems Handbook:* www.designbetter.co/design-systems-handbook
- Recommended books:
    - *Universal Principles of Design* by William Lidwell

Online Resources

- BlackBoard
    - Meetings
    - Grading
    - Distribution of materials
    - Calendar
    - Discussion Board
- ACC Google Apps
    - Gmail
    - Drive
    - Calendar
    - Hangouts

Software

- Figma
- Adobe Creative Cloud subscription ($10 / semester for Arts & Digital Media department majors)

Instructional Methodology

To help you meet course objectives, the teaching methods in this class are based on professional experience and best practices in the area of Visual Design. These methods might include: lecture, demonstration, critiques in group and one-on-one settings, group activities and student presentations. Students are encouraged to prepare for class meetings by reviewing the research materials available in the class Bb site.

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, a microphone, a webcam, 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/

How I Grade

Below is a list of assignments and their grade percentages for this course. If any of these projects or grades change, we 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 (not passing) F=59 or below (not passing)

Your final grade in this course will be assessed as follows:

5% Project 1

15% Project 2

20% Project 3

20% Project 4

10% Project 5

20% Project 6

5% Participation

5% Project Retrospectives

Participation

5% grade for ongoing discussion and participation: students must engage with the instructor, fellow students, and speak knowledgeably/intelligently about projects. You must be prepared by doing the assigned reading and research.

Be prepared to get up and participate in the playback of each assignment on due Day.

Participate in critiques, give specific, intelligent, and relevant feedback.

Assignment Grading Rubric

What is a Rubric? “A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery.” The rubrics that will be used for grading are built around the Competencies and Learning Objectives listed above. Each of the projects will address a set of skills/objectives.

Course Policies

Attendance and participation — 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. If you receive financial aid, your attendance must be certified in order to maintain your financial aid eligibility.

Absences [Edit to your preferences]
If for any reason you’re unable to come to class, you will be counted as absent. You are allowed three (3) absences with no excuse necessary. After that, an absence may be excused in cases of extreme circumstance or illness, but you must contact me in advance. If you are ill and contagious, I would rather work with you on what you miss than get sick! I will count you absent if you:

- are not in class
- leave the class 30 minutes or more before the class end time
- disappear in the middle of the class for a significant length of time
- get to class 30 minutes or more after the class start time

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

Arriving late [Edit to your preferences]
We will start the class on time. If you are only a few moments late, please enter and go to your desk quietly—there’s no need to call out to me to tell me you have arrived. I can see you. If you have a continual pattern of late attendance your grade will be affected.

For every three (3) tardies, you will receive one (1) absence.

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.

Withdrawal Policy - *It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she 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 submitted before the Final Withdrawal Date.* ***The Final Withdrawal Date for this semester is XXXXX.*** *The student is also strongly encouraged to retain their copy of the withdrawal form for their records.*

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 [Edit to your preferences]- Assignments are due at the beginning of class periods. If you turn an assignment in after that, your project is late and points will be deducted. I will lower a project one letter grade for each class day that it is late**.**

Incomplete - *An instructor may award a grade of "I" (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.*

If you are unable to complete all of the objectives for the passing grade in a course due to extraordinary circumstances—such as illness or death in the family—We may grant an "incomplete." Generally, to receive a grade of I, you must have completed all examinations and assignments to date, be passing, and have personal circumstances that prevent you from completing the course. Finally, these circumstances must have occurred after the deadline to withdraw with a grade of W.

Privacy policy *The Family Educational Rights and Privacy Act protects confidentiality of your educational records. Grades cannot be given over the phone, posted over non ACC e-mail, or through a fellow student.*

Statement on Students with Disabilities - *Each ACC campus offers support services for students with documented disabilities. Students with disabilities who need classroom, academic or other accommodations must request them through Student Accessibility Services & Assistive Technology (SAS). Students are encouraged to request accommodations when they register for courses or at least three weeks before the start of the semester, otherwise the provision of accommodations may be delayed.*

Students who have received approval for accommodations from SAS for this course must provide the instructor with the 'Notice of Approved Accommodations' from SAS before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the 'Notice of Approved Accommodations' from the student.

Students with approved accommodations are encouraged to submit the 'Notice of Approved Accommodations' to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations.

Additional information about Students Accessibility Services is available at www.austincc.edu/support-and-services

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

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.

For more information: **Other College Policies**

Student and Instructional Services

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: austincc.edu/support

Links to many student services and other information can be found at: austincc.edu/current

ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: austincc.edu/tutor

For help setting up your ACCeID, ACC gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

Open Lab

What is Open Lab? When does it take place?

- Open labs are available during various time slots in VisCom classrooms and provide additional practice time for students to work on assignments. Open lab hours and available software listed here: viscom.austincc.edu/lab-info. Please note: not all software is provided in all open labs.

- Tutoring is available in some labs. Please check the schedule for subject and availability.

Sign in and out of the lab.

- Sign in sheets are by the door — please use them each time you come to the lab.

Lab rules:

- Know the Open Lab hours (posted on all classroom doors and website).
- Please bring a flash drive or external hard drive to class so you can save all of your work to it. ***Note***: *All media are scanned in accordance with ACC policy*.
- Do not view or download inappropriate material. VisCom Tech Support Staff tracks internet use.

Top tips for easier work in the lab:

- Before working on a file, drag it from a flash drive to the desktop.
- If you would like to bring your own fonts for your project, load them into the Universal Type Client. If you need help, ask VisCom Tech Support staff.
- If you need help with the computers, scanners, printers, or flash drives, ask VisCom Tech Support staff.

Using printers and scanners:

- Limit your time with printers and scanners. Take turns.

- For *draft* prints, use black-and-white printers only.
- For *final* prints, you may use the color printer.
- Ask VisCom Tech Support staff if you need to print on any special paper.
- Please do not try to fix paper jams yourself. Contact VisCom Tech Support Staff.

Treat the lab like a learning space:

- Keep food and drink away from the computers.
- Do not plug personal equipment (such as laptops) into Ethernet ports.
- This lab is only for Visual Communication class assignments; please don't use it for other classes, personal, or outside work.
- Since this is an open lab, computers are first-come first-served.
- Be sure to logout before you leave the lab.

Be kind and considerate:

- Silence cell phones and take phone calls in the hallways.
- If you listen to music, use headphones or earbuds.
- If you argue, talk loudly, call people names, refuse to follow faculty and staff requests, or demand exceptions to these rules, you will be asked to leave.

16 Week Calendar

Weeks 1–2	**Competency 1:** Start a project Ideation with immersion and discovery. **Project 1:** Product page sketching and ideation **Goals:** Learning Objective 1: Research to understand clients, a business, and users. Learning Objective 2: Engage in ideation with sketching. Learning Objective 3: Present an idea as wireframes.
Weeks 3–5	**Competency 2:** Design the visual communication, content structure, and experience of an App/Site. **Project 2:** Product page visual hierarchy and design **Goals:** Learning Objective 1: Visualize an interface that communicates well to users. Learning Objective 2: Structure the content layout.

	Learning Objective 3: Use software to create clear and useful page mockups.
Weeks 6–7	**Competency 3:** Create a responsive design from an existing wireframe **Project 3:** Voting campaign **Goals:** Learning Objective 1: Design based on existing user interface wireframes Learning Objective 2: Evaluate interface for usability Learning Objective 3: Discover basic input types and apply them appropriately Learning Objective 4: Design responsively for multiple screen sizes
Week 8–10	**Competency 4:** Design for 10-foot display while following brand identity guidelines **Project 4:** Design a comprehensive presentation for a streaming entertainment service **Goals:** Learning Objective 1: Identify the visual elements that effectively communicate product ideas and branding. Learning Objective 2: Research and design visuals that potentially enhance a product's experience. Learning Objective 3: Evaluate UI Patterns that influence the visual design of a streaming video service. Learning Objective 4: Design high fidelity interface prototypes to demonstrate ideas.
Weeks 11–13	**Competency 5:** Design multi-step processes and apply a design system **Project 5:** Design System Basics **Goals:** Learning Objective 1: Understand how users navigate complex multi-step processes Learning Objective 2: Produce user friendly forms that adhere to best practices

	Learning Objective 3: Utilize a collection of repeatable components and a set of standards
Weeks 14–16	**Competency 6:** Design for highly configurable content on a glanceable display. **Project 6:** Design an information-rich smart home dashboard **Goals:** Learning Objective 1: Design for flexible content and user configuration Learning Objective 2: Explore the design challenges of an information-rich, glanceable dashboard Learning Objective 3: Indicate state to the user Learning Objective 4: Test designs with real-world content