Detailed schedule: Engl 309, Fall 2021

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Please see our Google Drive shared folder for assignments, readings, and other materials. Use our class slides to follow along in class (or to catch up if you are absent). When possible, links are added below. Scroll down past exam week for past weeks.

<mark>**This course has concluded.**</mark> For a list of current courses, visit my teaching page.

Week 1 (Aug 23, Aug 25, Aug 27): Introductions

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Preparation:
- Read the course syllabus and these assignments: engagement & participation, reading responses, and redesign portfolio. (Hard copies will be distributed in class; digital files in Drive.)
- Order all textbooks. Begin reading other texts (see week 2, below). Download and print all the assigned articles if you read better off paper.
- Complete student survey to help me shape the course to meet your collective needs.
- Create Google Drive repository for your coursework.
- Read Dam & Siang, "Design Thinking: A Quick Overview."
  - Consider the opening list carefully: learning these ways of thinking is very important for us.
  - Learn the five-part process. How is it similar to and different from ways you've completed coursework, projects for student organizations, or other work in the past?
  - What are empathy and iteration? Why are both good fits for design?
- Read Kleon, Idea #1, "Steal like an artist."
- Create reading response document and write prototype (practice) response.
  - <mark>**Your response for this week is due Friday.**</mark> (Usually they are due Sunday night. See the assignment for details.)
  - Note there's a specific prompt this week — that's not always the case.
  - My comments will help you understand how to shape your subsequent responses; these example responses should help too.

In class:
- **Mon:** Introductions. Syllabus and assignment introductions. Complete survey about your computing and design skills and experience (in class if possible).
- **Wed:** Re-introductions. Q&A on syllabus and assignments.
- **Fri:** Discuss "Design thinking" article and practice reading responses.

Week 2 (Aug 30, Sep 01, Sep 03): Principles of design

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Preparation:
- Read Vilhauer, "Audiences, Outcomes, and Determining User Needs."

- Specific techniques emerge here which we will refine later: paying careful -attention to users through direct engagement; building personas; testing designs and redesigning based on the results.
- Pay special attention to the discovery meeting questions.
- You get an introduction to personas here — and that continues in Quesenbery's examples (p. 7). We'll work a lot more with them in the future.
- Aside: A List Apart has many other extremely useful articles, and they sell great books too. Browse and read if it's useful for you.
- Read Quesenbery, "Balancing the 5Es."
  - How does Quesenbery's approach follow the principles of design thinking?
  - What are the five parts of usability? Why doesn't "ease of use" cut it?
  - Consider the examples on p. 7 carefully.
  - How can the 5Es be used as a design heuristic? in evaluation? (This article is oft-assigned in the professional writing program, so if you've read it already, focus on this last part.)
- Read Sourour, "The code I'm still ashamed of."
  - What connections do you see between the ethics of design as Sourour presents them, and those from Quesenbery?
  - This is a pretty extreme example: can you think of other, more subtle ways design involves ethical decision-making?
- Read Purdue tech mentors, "Introduction to Design Principles" and "Page Design."
  - These two documents offer a very brief overview of design which you can use all semester—and which Lupton and our other readings will amplify.
  - Learn the design principles: contrast (color), repetition, alignment (balance and symmetry), proximity.
  - Learn the page design elements: headings, access, typography, space.

In class:
- Mon: Discuss Purdue tech mentors & Kleon. In-class activity: flyer analysis.
- Wed: Discuss Vilhauer & Quesenbery. In-class activity: user needs analysis.
- Fri: Discuss Sourour. In-class-activity: Ethics of Otis study (if time).

Week 3 (Sep 10): Grid design

Preparation:
- Given the holiday, please finish your reading response by Tuesday this week, so I can read it first thing Wednesday.
- Read Lupton, *Thinking Through Type,* pp. 148–207 (the Grids section).
  - This may look like a lot of text, but there are a lot of example graphics, so it's a quick read. Go through it several times and use the examples to consider how grids work. The red grid lines drawn onto texts are particularly useful.
  - How do different technologies (paper, screen) support different grid implementations?
  - Sketch out some grids as you think about a flyer redesign.
  - Consider the connection between text grid, and text as interface, on p. 153.

- Read Kleon, pp. 24–73 (ideas 2 through 5).
  - What's the key method for "fake it 'til you make it?"
  - What are the rules of good stealing? How can you put them to work now?
  - Idea #4 is especially relevant for your design work this week.
  - What are your side projects?
- Review student survey results.
- InDesign prep for next week (do this Friday):
  - Please open Adobe InDesign on the iMac workstation where you normally sit in Heavilon 227. Create a blank new document.
  - This will install all software components and ensure things work well next week.
  - Plan to sit in this same spot next week!
  - If you have any issues, please let me know — I'll ask ITaP to help.
- **Project milestone:** redesign portfolio catalog & SFD due Fri Sep 10.

In class:
- **Mon:** No class meeting (Labor Day).
- **Wed:** No class meeting. Watch video presentation. Complete grid activity.
- **Fri:** InDesign prep (see above). Discuss Kleon. Submit redesign portfolio assignment.

Week 4 (Sep 13, Sep 15, Sep 17): Type & design

Preparation:
- Note the specific reading responses prompt this week.
- Prepare to use Adobe InDesign:
  - In class: use the same workstation you used last week.
  - View the ITaP student software trainers' InDesign videos.
  - Here's how InDesign is different than a word processor — and things to think about as you learn to use it.
  - Optional: browse Adobe's online tutorials for InDesign.
- Read Lupton, *Thinking with type*, up to p. 83 (the "Letter" section, including frontmatter).
  - Pay attention to the first and last paragraphs on p. 8: what does Ellen have to say here about the connections between design and culture?
  - In the historical account (pp. 12–35), consider:
    - What has changed and stayed the same about type and the design of text-heavy media?
    - How have technologies influenced design over time? How have designers acknowledged, played with, and/or shaped the technology, culture, design triangle?
  - Ellen shows quite a few different typefaces on pp. 16–18: the newest from 1800. Compare to today: what differences, if any, can you see? For example, see the discussion on p. 17.
  - What are your favorite typefaces, if you have any?
  - In the discussion of "scale" on p. 42, note how Ellen emphasizes the importance of printing!
  - What differences between typeface families do you see on pp. 46–47?

- ○ The "Letter" section concludes with best practices and specific applications. Consider which are most relevant for your redesign work (e.g. ornaments pp. 60–63; lettering pp. 64–67; logotypes pp. 68–71).
- ○ Ellen practices what she preaches; her book is beautiful. But how? Consider the ways *Thinking with type* follows the design guidelines it advocates. (That's for type, but for other stuff too.)

In class:
- ● **Mon:** Discuss Lupton. Start InDesign lesson. Sit where you sat last Friday!
- ● **Wed:** ~~Discuss Lupton. Continue InDesign lesson / activity.~~ Class cancelled.
- ● **Fri:** Three points on Lupton, then InDesign activity.

Week 5 (Sep 20, Sep 22, Sep 24): Designing with personas

Preparation:
- ● Note the specific reading responses prompt this week.
- ● You get evaluated; so does the course. Please complete this survey. (**Now open!**) I'll share results, comments, and my response next week.
- ● Read Usability.gov, "Personas" and consider how you might use them:
  - ○ Note how personas are developed using a research-based, iterative process.
  - ○ What are the best practices for developing them for your redesign portfolio?
  - ○ Consider how the development questions might be useful for your design process.
  - ○ Read the example persona carefully. (Here are more examples.)
- ● Read Goltz, "A Closer Look At Personas: A Guide To Developing The Right Ones (Part 2)"
  - ○ Compare the research methods here to Vilhauer and other readings.
  - ○ You aren't required to perform this much actual research for your redesigns, but it's a very good idea to do at least some.
  - ○ Look at the photos carefully. How do the researchers set up interactions with interviewees? What equipment is used?
  - ○ How is data analyzed?
  - ○ What does it mean to "socialize" personas?
- ● Read Zürn, "The Persona Core Poster – a service design tool"
  - ○ This template (recommended by Goltz) uses slightly different language than our other readings. Regardless, you can still use it for your personas—or build a similar one.
- ● Personas are one of many methods for user-centered design. If other approaches work for you, engage them, but be mindful of time and resources required, and consider ways to ensure quality.
- ● **Project milestone:** Redesign portfolio draft due Fri Sep 24. (Mon Sep 27 okay)
- ● Project milestone: Optional memo due Fri Sep 24 (Mon Sep 27 okay)
  - ○ **New:** Got questions? Requests for help? Share them here!
- ● **First engagement & participation evaluation** due Fri Sep 24.

In class:

- **Mon:** Discuss usability.gov and Goltz.
- **Wed & Fri:** Consider personas you developed for your reading response. Then complete [in-class activity on personas](#), starting Wed and finishing Fri.

Week 6 (Sep 27, Sep 29, Oct 01): Introduction to testing

Preparation:
- Please bring your **redesign portfolio** hard copies to class Monday. Add your **optional reflective memo** to Google Drive and point to it in Brightspace.
- Review semester project assignment.
- Read five week course **evaluation results and response.**
- Read Krug, to pp. 49.
    - These chapters introduce the concept of testing and spell out the difference between traditional, formal testing and "discount" testing.
    - Krug's book focuses on web sites; as with other texts, you may be adapting it for use on documents and other designs.
    - Chapter 4 lays out several different types of testing: napkin, wireframe, designs, working prototypes. Consider how Krug takes a design thinking approach here.
    - Chapter 5 is very nuts and bolts, but you'll need to think about these details for actual tests. You don't want to torpedo testing with poor logistics!
    - In chapter 5: why is three users enough?
    - The book reads quickly. Read the whole thing if you can.
- Want examples? Here are three — and you can look for more:
    - Krug's demo test (24:26), which he rightfully evangelizes
    - Jenn Downs: Mailchimp Usability Test (3:25).
    - Google's Guerilla Testing with Usability Cafe (3:30).
- Read Kleon, ideas #6 through #10 (pp. 74–140).
    - Kleon shifts to the social side of creativity here. Does that change things? How?
    - How does Kleon eat his own dog food? What are the key elements of his style? (See p. 36 for a definition.)
    - Reflecting back on all ten ideas: which is the hardest to implement? The easiest? Why?

In class:
- **Mon:** Questions on semester project. Introduce Krug. Testing demonstration.
- **Wed:** *Class outside!* Between Grissom and Heavilon. More discussion of Krug. Coffee!!
- **Fri:** Discuss Krug & Kleon.

Week 7 (Oct 04, Oct 06, Oct 08): Testing in depth

Preparation:
- Note the specific reading responses prompt this week.
- Read Krug, pp. 50 to end of book.
    - In chapter 6, think back to user-centered design: *who are your users, and what are their tasks?* Testing always starts here — period. Your design should too.

- ○ Note the focusing restrictions in chapter 6 (p. 54). These are very important.
- ○ Chapter 6 also hints at techniques like "scenarios" which are often used by design practitioners. Remember that I'll be suggesting others you can use as you develop your project.
- ○ The sample script is very useful, and it's easy to find more on the web.
- ○ Chapter 8 is the longest chapter and probably the most important in the book. Read it a couple times, **take careful notes,** and imagine using it to conduct a test on your own.
- ○ Chapter 9 discusses bringing observers into the test. That's useful in a work environment but less so for us. Even so, pay attention to the forms (p. 94, 95, 99): consider how they guide the tests according to Krug's principles.
- ○ Like Chapter 9, Chapter 10 imagines a work environment where the test coordinator interprets the results and shares them with others. Focus on the interpretative part here (analysis): which spills over into chapter 11.
- ○ Skim Chapters 12 through 16, especially 14 on remote testing, which I don't recommend as you learn the process.
- **Semester design project prospectus** due Fri Oct 8. (Specific time: I want this by Sat AM 10/09. No hard copy needed.)

In class:
- Mon: Discussion of Krug.
- Wed: Start activity: Test planning.
- Fri: Review activity. Finish discussion of Krug.

Week 8 (Oct 13, Oct 15): Designing with prototypes
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Preparation:
- Open topic for reading response. Finish 'em by Friday, please.
- Let Dilger know when/if/how you want to meet in studio week.
- Review Kleon ideas #6 through #10: how can they help with prototyping?
- Read Nessler, "A Guide to Paper Prototyping & Testing for Web Interfaces."
  - ○ Pay attention to the images as you read — they are VERY helpful.
  - ○ What comes before prototyping, for Nessler?
  - ○ Consider the equipment list: what types of mockups, does that suggest?
  - ○ What does prototyping from Nessler have in common with Krug's approach to testing? What's different?
- Read Chesters, "Prototyping with Sticky Notes."
  - ○ Consider the specific benefits which sticky notes can provide, for Chesters.
  - ○ What does prototyping from Chester have in common with Nessler's method? Krug's approach to testing? What's different?
- Download any templates you want for wireframing from Sneakpeekit.
- These are two methods of many: there are software tools and other methods for prototyping and/or guiding user research. I've picked these because they are easy and cheap, but if others work for you, go for it.

In class:

- **Mon:** No class. Enjoy your break. Be safe.
- **Wed:** Discuss Nessler & Chesters.
- **Fri:** Demos of paper prototypes. How can Kleon help?

Week 9 (Oct 18, Oct 20, Oct 22): Studio week I

Preparation:
- No reading response required this week.
- If you missed a previous response, or want to keep your response total on track for your grade target, write a response selecting one or two readings and describing how you are using them to develop your semester project.
- Provide feedback about texts to review in week 11.
- **Semester design project discovery draft** due Fri Oct 22. Share hard copies at the end of class.

In class:
- **Mon, Wed, & Fri:** Work individually and/or in groups. I will return materials and consult with everyone interested individually based on survey responses.
- *This is not an off week.* Put this time to work.

Week 10 (Oct 25, Oct 27, Oct 29): Ethics of design

Preparation:
- Note the specific reading responses prompt this week:
  - *What ethical issues are raised by your project?*
  - *How do the readings help you consider them?*
- We could still use a few more responses w/r/t the content to review in weeks 11 and 15.
- Read Turner, "Design, White Lies, & Ethics."
  - What was the key decision made here? Why was it (not) ethical?
  - What does the elevator/placebow example suggest?
  - Consider the eight step framework: can you apply it to your project? Why or why not?
  - What are the ethical challenges you face as a designer?
- Read Weyenberg, "The Ethics of Good Design: A Principle for the Connected Age."
  - Pause and consider the 10 Rams principles before continuing to the rest of the article.
  - Should #11 come first?
  - Consider the list of questions Weyenberg offers near the end of the piece: how can they shape our work? Is anything left out? Does Turner cover anything else?
- Review ACM, "Code of Ethics and Professional Conduct," and AIGA, "Standards of Professional Practice."
  - The Association for Computing Machinery is an organization of computer science, engineering, and user experience professionals and academics, and the American Institute for Graphic Arts, is a professional organization for design. Skim their codes of ethics to get an idea of the issues on their collective minds.

In class:
- **Mon:** Discuss Turner & Weyenberg. How do they apply to your projects?
- **Wed:** Discuss codes of ethics in comparison to other ethical readings.
- **Fri:** I will return your discovery drafts for in-class peer review.

Week 11 (Nov 01, Nov 03, Nov 05): Page design & typography

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Preparation:
- Open topic for reading response.
- Read selections from McWade, *Before and After Page Design.*
    - Our consensus for "More reading" was page design, and I love this book, so I'm glad to share it.
    - How does McWade combine page design, grids, type, and other design elements to make interesting pages?
    - McWade does not talk explicitly about audience analysis or testing: how can we bring that to his work?
    - Consider how the descriptions can help you describe your work in your design rationale memo (if you plan to write one).
    - This is part of a great book which you can pick up used for a couple bucks. *Highly recommended.* There's an online version, too, though it's not as good.
- Read selections from Strizver, *Type Rules!: The Designer's Guide to Professional Typography, Third Edition*
    - As with McWade (above) this book is in O'Reilly's Safari Books; you can access on campus, through the Purdue libraries, or using BoilerKey — just enter your Purdue email on the sign-in page, no password, and then do BoilerKey.
    - **Read chapters 4 through 9.** These chapters get more and more picky and detailed as they go. So read 4 and 5 very carefully; you can read the rest more quickly.
    - This will supplement what you read in Lupton with a LOT more detail and a LOT more explicit how-to (which is what many of you asked for).
    - Note many of the "how to" examples from software will be out of date since the book was published in 2010. Focus on the more theoretical content.
    - Pay attention to the examples — they are very useful.

In class:
- **Mon:** ~~I'll return redesign portfolios. Discuss McWade.~~ **Class cancelled.**
- **Wed:** I'll return redesign portfolios. Discuss McWade.
- **Fri:** Typography: review principles Strizver offers. Type activity.

Week 12 (Nov 08, Nov 10, Nov 12): Testing & reporting

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Preparation:
- Note the specific reading responses prompt this week — it's long, so see the assignment.

- - A lot of you asked about this, so I'm giving you a couple more days to finish — **any time Wed 11/10 is fine.**
    - Here's [more help about the Beaufort framework.](#)
  - [Watch video presentation.](#)
    - I've embedded some questions to help you think about the readings.
    - Holla if there are any issues.
  - Read Schade, "[Making Usability Findings Actionable: 5 Tips for Writing Better Reports.](#)"
    - There are other ways to think about analyzing testing results, but these five guidelines can shape not only your analysis but the shape of your reports too.
    - Which of the suggestions speak to analysis? to writing? to planning next steps?
  - Read Usability.gov, "[Reporting Usability Testing Results.](#)"
    - As above, consider which of the suggestions speak to analysis, to writing, and to planning next steps.
    - Pay attention to the structure of the test report; I strongly suggest you adopt it for your work.
    - Consider reviewing the linked report templates.
  - **Semester project [draft & testing plan](#) due Fri Nov 12. Bring hard copies to class.**
  - **Optional [memo of transmittal](#) draft due Fri Nov 12. No paper submission needed. I want this by Sat AM 11/13.**

In class:
  - **Mon:** No in-person class. Complete [activity](#) based on video. I'll be in [my Zoom](#) if you need to check in.
  - **Wed:** Review report format and content (Schade). Discuss any writing issues.
  - **Fri:** Testing day: bring materials to class and complete some practice testing, pairing with other folks. Fill out this [very short form](#) at the end of the day.

Week 13 (Nov 15, Nov 17, Nov 19): Type & design II
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Preparation:
  - Note the specific [reading responses prompt](#) this week.
  - Watch this Microsoft video: [Using Styles in Word](#) (3:06)
    - Pay attention to what to do and what NOT to do.
    - What tools are convenient, but not good for the long term?
  - Read Microsoft help, [Customize or create new styles in Word](#)
    - Note there's more than one way to change things. Learn several ways to do things, then pick the one you like the most.
    - Follow the links in this page to learn more.
  - Watch this YouTube video, ["Word 2016 - Modifying Styles"](#) (6:59)
    - This covers a lot of the info above, but in video form.
  - Read Microsoft help, [Create a table of contents in Word](#),
  - Read Microsoft help, [Create accessible PDFs](#).

In class:
  - **Mon:** Demonstration of using styles in Docs and Word.
  - **Wed:** [Style activity](#) with the syllabus for your redesign portfolio.

- **Fri:** Work day: practice styles OR InDesign OR bring materials needed for testing.

Week 14 (Nov 22): Ethics of design II

Preparation:
- No reading response required this week. If you missed a previous response, or want to keep your response total on track for your grade target, you may write one.
- Read Fair Use Week, "Fair use fundamentals."
  - I think this infographic offers a succinct summary of the fair use principles from the other articles.
- **Watch video presentation on fair use.**
  - This video was recorded last year just as the pandemic started, so there are some things which are specific to spring 2020. Please ignore those. In the video, I ask that you complete a Blackboard activity; we will do this in BrightSpace now.
- Read University of Minnesota, "Understanding Fair Use" and "Thinking Through Fair Use."
  - What commonplaces of copyright have you heard which are contradicted by the presentation here?
  - Make sure to learn the four part test.
  - Have a good look at the Minnesota worksheet (as re-created in Google Docs), and imagine using it yourself as you complete work for our course and others.

In class:
- **Mon:** No in-person class. Complete activity based on video. I'll be in my Zoom if you need to check in.
- **Wed & Fri:** No class (Thanksgiving break). Safe travels.

Week 15 (Nov 29, Dec 01, Dec 03): Review week II: Design thinking

Preparation:
- We're going all the way back to the first step in the process: empathizing with users. **What does it mean to go back to the beginning? How are you thinking differently?**
- Read Matrix, *Design Thinking: Getting Started*: Ch 01: Empathize
  - This chapter is very brief, but contains two useful frameworks. Think about how you can apply them to your projects.
- Read Dam & Siang, Design Thinking: Getting Started with Empathy
  - Same authors as before — but now they go into depth about empathy, offering a lot more detail, including some methods. Consider what's here that's not in the introduction.
  - Pay attention to empathy vs. sympathy and the Venn diagram visualization.
- Read Gibbons, Empathy Mapping: The First Step in Design Thinking
  - This article from NN/g offers a concrete method. Read carefully; we'll be using this technique in class.
- If you would like to have a conference in week 16, whether in class or outside, please email me to schedule.

- **Semester project update (and testing report)** due Mon Nov 29.

In class:
- **Mon:** Fair use refresher (based on your questions). Discuss Matrix, and Dam & Siang.
- **Wed:** Discuss Gibbons. Begin empathy maps.
- **Fri:** ~~Finish and share empathy maps.~~ Class is not required. You're welcome to attend and work on projects with help from me and peers.

Week 16 (Dec 06, Dec 08, Dec 10): Studio week II
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Preparation:
- No reading response required this week.
- As in week 9, if you missed a previous response, or want to keep your response total on track for your grade target, you can write a response.
- Review commentaries on your projects, and the results of testing, so you can work effectively on your projects in class with help from me and your peers.
- Please remember to complete Purdue's course evaluations.
- **Second engagement & participation evaluation** due Fri Dec 10.

In class:
- **Mon, Wed ~~or~~** Work individually and/or in groups. Please contact me if you wish to schedule a conference in or out of class. Again — *this is not an off week.* Put this time to work. **Class Fri is cancelled. I'll be in my Zoom if you need to talk.**

Exam week (begins Dec 13)
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- No assigned readings. No reading responses. No class meetings. No final exam.
- If you need to discuss your project, I will be available in Zoom as needed — please contact me to request an appointment.
- **Final semester project** due Tue Dec 14.
- **Final redesign portfolio** due Tue Dec 14.
- **Optional memos of transmittal & reflection** due Tue Dec 14.