COM 226: User Experience (UX) Writing

Embry-Riddle Aeronautical University, Department of Humanities & Communication
Instructor: Dr. Ashley Rea
Office: Building 74, Rm. 311
Office Hours: MW 11-12 PM, TR 9:00-12:00 PM and by appt.
Email: ashley.rea@erau.edu

University Course Description

This version of technical and professional communication will emphasize instruction in user experience (UX) writing. Bringing together theories of user-centered design and methodologies of inclusive design, students will design digital writing portfolios that feature their own implementation of UX methods to drive their content design. Students will compose UX writing using industry technological tools to ideate, design, prototype, test, revise, and edit their UX writing across different platforms for end users.

To enroll in COM 226, students must have previously earned a C or higher in COM 122 or the equivalent.

Course Overview

COM 226 equips students to become skilled technical communicators in the professional workplace. Students learn genre conventions to compose and design professional written and digital texts in the form of memos, internal and external copy, portfolios, and reflections. Across all assignment sequences, students will engage all stages of the writing process—inventing, prewriting, drafting, revising, editing—to compose original technical documents that are responsive to instructor feedback and peer review feedback. Students are also invited to hone their oral communication skills by delivering formal classroom presentations that are attuned to audience expectations. Additionally, students will be introduced to various technological tools to compose and design technical documents for diverse audiences and rhetorical purposes. The classroom lectures, discussions, and assignments are informed by current theoretical conversations in user experience that engage the role of the professional communicator in ethical and professional contexts.

Learning Outcomes

At the conclusion of COM 226, students will achieve the following learning objectives:

- Implement User Experience (UX) methods to conduct primary and secondary foundational research (e.g., user personas, empathy maps, user journey maps), design research, as well as develop plans for post-launch design research.
- Plan and practice composing effective UX writing by using industry technological tools to design content for UX portfolios.
- Develop research plans to ground their writing that is attentive to issues of diversity, equity, and inclusion to design content for diverse users.
- Identify and implement effective project management and team collaboration skills through the production of multimodal deliverables.
- Summarize, evaluate, synthesize, and apply theories, methods, and principles of user-experience design and participatory design.
- Apply the multimodal writing process to invent, draft, revise, and edit their writing for a

professional writing style that is responsive to a rhetorical purpose and audience.
- Document research using a professional style guide to ensure ethics and transparency in writing.
- Plan and deliver effective multimodal presentations, employing effective communication across different modes, media, and genres.

Goals

This course will prepare students to become competent in UX writing. Students will prepare digital portfolios with a range of multimedia artifacts (e.g., user personas, empathy maps, user journey maps, internal and external copy, resumes, case studies) to showcase their approach to human-centered writing.

Conferences

See me when you have questions about an assignment, when you would like to try out some ideas before a document is due, or when you have questions about a comment. You should also see me to get help with writing problems, to resolve questions about grades, or to suggest ways to improve the course.

Required Materials

To fully participate in this class, students will be required to have access to the following:
- *The Encyclopedia of Human-Computer Interaction, 2ⁿᵈ Edition* from the Interaction Design Foundation. This open-source textbook can be found: https://www.interaction-design.org/literature
- *Open Technical Communication* by Tiffani Reardon, Tammy Powell, Jonathan Arnett, Monique Logan, and Cassie Race. This open-source textbook can be found: https://alg.manifoldapp.org/projects/open-tc
- Canvas Login to access additional course readings and documents
- Adobe Creative Suite & Lookback software (access to the following is provided in the COM 226 computer lab classroom)
- ERAU student email

Assignments

Instructions for each assignment will be explained in a detailed handout. Below are general descriptions.

Assignment 1: Audience Analysis

Technical communication is meant to be used and not just read. Good technical communication communicates information to an audience who will act on that information in a variety of ways: in making hiring decisions, in following technical procedures, in developing research plans, and more. As such, cultivating an inclusive and thoughtful understanding of users is critically important. In this assignment, you will develop user personas, empathy maps, and user journey maps.

Assignment 2: UX Research Plan

The field of user experience includes research, design, and writing. This assignment introduces you to qualitative and quantitative research methods for UX, including field visits, observations, surveys, interviews, and design sprints. As a class, we will explore various approaches to UX research and practice research methods. For this assignment, you will craft a research plan describing methods you might use to address a "wicked problem" in your industry or field.

Assignment 3: University Writing + Design Lab Website Copy
Working in teams, you will respond to the request for proposals for internal and external technical writing documents needed for the new campus writing + design lab. This assignment will ask you to build on your analysis of the needs of the writing lab audience (other ERAU students and faculty) and craft technical writing documents for the new campus writing + design lab's website. For example, you might write an instruction set for how to use the tutorial scheduling software, technical descriptions for digital composing software accessible to students in the writing center, pre- or post-tutorial registration surveys, tutor training modules, or internal handbook materials.

Assignment 4: Usability Testing
Technical communicators often need to conduct user testing to ensure that their products or processes are accessible and usable for their intended audience. For this assignment, you will conduct usability testing for the writing + design lab's website, technical documents, and marketing materials. As a class, we will determine the scope and purpose of the testing and decide upon the standards for evaluation. With your team from Assignment 3, you will prepare a researched-based recommendation memo proposing specific solutions responding to findings from your user testing.

Assignment 5: Digital Portfolio
Digital portfolios are an increasingly common vehicle for developing a professional online identity. Professionals are beginning to create them and employers are beginning to expect them. Employers are interested in e-portfolios for a variety of reasons: they provide multiple writing samples, display skills with computers and new media, and require reflection and meta-knowledge. As a final course assignment, you will design a digital portfolio including work from this course and from others. You will create your portfolio for an audience of potential employers.

Final Exam

Students will submit their digital portfolio on Canvas as the final exam for the class. There will not be an in-person final exam. Final drafts are due by the end of our scheduled final exam period on May 4th.

Grading[1]

This class uses labor-based contract grading. **Therefore, the default grade for the course is a "B" (3.0).** In a nutshell, if you do all that is asked of you in the manner and spirit it is asked, if you work through the processes we establish and the work we assign ourselves in the labor instructions during the quarter, if you do all the labor asked of you, then you'll get a "B" course grade. It will not matter what I or your colleagues think of your writing, only that you are listening to our feedback compassionately. We may disagree or misunderstand your writing, but if you put in the labor, you are guaranteed a B course grade. If you miss class (do not participate fully), turn in assignments late, forget to do assignments, or do not follow the labor instructions precisely, you will get a lower course grade (see the final breakdown grade table on the last page of this contract).

"B" Grades

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[1] This grading description is adapted from Asao Inoue's (2019) *Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom.*

You are guaranteed a course grade of "B" (3.0) if you meet all the following conditions.

1. **Presence and Participation**. You agree to **fully participate in at least 86.6%** (26 of 30) of our scheduled class sessions and their activities and assignments, which means **you will need to be present in class, as most activities cannot be done before or after class and require your colleagues to complete**. So, you cannot miss more than 4 class sessions and still meet our contract's guidelines. Usually, attendance in class equates to participation.

NOTE: Assignments not turned in because of an absence, either ones assigned on the schedule or ones assigned on earlier days in class, will be late, missed, or ignored (depending on when you turn it in finally, see the guidelines #4, #5, and #6 below).

Any absence due to a university-sponsored group activity (e.g., sporting event, band, another class field trip, etc.), military-related absences (e.g. deployment, work, duty, etc.), or documented illness will be considered independently of the above attendance policy, as long as the student has FIRST provided contacted me (Ashley) as soon as they are aware of the days they will be absent. This will allow us to determine how he/she will meet assignments and our contract, despite being absent. Each of these circumstances will be determined on a case-by-case basis in consultation between the student and me (Ashley) in a manner that is fair to all parties involved.

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2. **Lateness**. You agree to come on time or early to class. Walking into class late 1-2 times in a semester is understandable.
3. **Sharing and Collaboration**. You agree to work cooperatively and collegially in groups. This may be the easiest of all our course expectations to figure out, but we should have some discussions on what we expect from each other.
4. **Late/Incomplete Work**. You agree to turn in properly and on time all work and assignments expected of you in the spirit they are assigned, which means you'll complete all of the labor instructions for each assignment. During the semester, you may, however, turn in a few assignments late. The exact number of those late assignments is stipulated in the table on the last page of this contract, which we negotiate. **Late or incomplete work is defined as any work or document due that is turned in AFTER the due date/time BUT within 48 hours of the deadline.** For example, if some work (say a written reflective piece) was due on Thursday, February 15 at 11:59 pm, that piece must be turned in by 11:59 pm on Saturday the 17th.
5. **Missed Work**. If you turn in late work **AFTER the 48 hours** stipulated in #4 above (Late/Incomplete Work), then it will be considered "missed work," which is a more serious mark against your grading contract. This is due to the fact that all assignments are used in class when they are due, so turning in something beyond 48 hours after it is due means it is assured to be less useful, and its absence has hurt your colleagues in class (since they depended on you to turn in your work for their use).
6. **Ignored Work**. You agree not to ignore any work expected of you. Ignored work is any work unaccounted for in the quarter – that is, I have no record of you doing it or turning it in. My sense is that ignoring the work so crucial to one's development as a learner in our community is bad and unacceptable, so accumulating any "ignored work" will keep you from meeting our contract expectations (see table below).

7. **All Work/Labor** needs to meet the following conditions. To be *complete and On Time*, you agree to turn in on time and in the appropriate manner complete essays, writing, or other labor assigned that meet all of our agreed upon expectations. (See #4 above for details on late assignments). This means you'll carefully follow ALL of the LABOR INSTRUCTIONS given for the assignment, and be honest about completing labor that asks for particular time commitments of you (for example, "write for 20 minutes," etc.).

Knowing Where You Stand

This system is better than regular grading for giving you a clear idea of what your final grade looks like at any moment. If you are doing everything as directed and turning things in on time (no matter what anyone says), you're getting a B. As for participation in class, you'll have to keep track of it, but you can check with me at any time. I'll tell you what I have recorded. If I mark you absent / non-participatory, I'll always email you and let you know.

Improving Your Contracted Grade

The grade of B (3.0) depends primarily on *behavior* and *labor*. Have you shown responsible effort and consistency in our class? Have you done what was asked of you in the spirit it was asked? Have you put in the appropriate amount of labor? Higher grades than the default, the **grade of A (4.0)**, however, require *more labor that helps or supports the class* in its mutual discussions and work. In order to raise your grade, you may complete as many of the following items of labor as you like. **Each item completed fully and in the appropriate manner will raise your final course grade by one grade category**.

- **A lesson/activity/handout**: These handouts are on a topic and material that you research for the class's benefit and will need at least 2 weeks lead time, working with me (Ashley) on the materials. While we'll determine together the scope of your lesson, the main elements of your labor will be to produce: (1) a 1-2 page handout for the class's benefit in our writing and thinking; (2) some outline for our in-class activity that introduces your handout; and (3) a short reflective essay to me (Ashley) of about 1-2 pages (300-600 words) on what you learned in the process of doing this labor and what you feel the class stands to gain from the lesson you offered us.

- **Revised Drafts**: You may do the optional labor instructions for revising two final drafts for Assignments 1-3. You may turn these in to me (Ashley) any time **before week 14**.

- **Some other labor that benefits the class** and our mutual learning. Do you want to write about and report to us on an event related to the class? Or maybe you would like to read an article for us and summarize some of its findings or ideas that you think will help us do our work in class? If you have an idea, come to me (Ashley) early. We will plan it, while making sure the amount of labor is commensurate with the other items above, and schedule it.

For every item you complete on the above list, your contracted grade will **improve by one grade category** on the breakdown table below. So if you meet all the conditions for a B-contract (3.0), then your grade can improve in the following ways:

- **1 item** completed = course grade of **4.0 (A)**
- **2 items** completed = just you being awesome

If you only meet the requirements for a C-contract (2.0) or lower, the same movement up the grade ladder applies by completing items on the list above. You may even do more than two items and continue to raise your grade regardless of what grade you are qualified for. For example, if you only meet the requirements for a C (2.0) contract in the table below but do 3 extra labors above (the max), then your final course grade will be an A (4.0).

In accordance with FERPA regulations, I am not allowed to discuss your grades via email or in public settings. Similarly, I cannot discuss final grades via email once the semester concludes. These policies are in place to protect your privacy. If you have questions about your grade, please reach out to me to set up an in-person meeting in my office to discuss my evaluation of your performance in the class.

Course Policies

Contacting Me
I will primarily communicate with students individually via ERAU email. Some announcements and updates will also be posted on Canvas. Please check our classroom spaces and your email regularly so you don't miss any important updates or adjustments to our schedule. Please post any questions about the class or assignments in the appropriate forum in Canvas. I will answer messages and emails during regular business hours (roughly 8am–5pm local time). Keep these hours in mind when sending messages that may require a quick response. I expect you to use a professional approach when communicating with your peers and with me. If you do not know what this means, please ask.

Technology Use
Since the course meets in a computer lab, students are expected to use technology for class purposes.

Accessibility Accommodations
ERAU is committed to access for all students. It is University policy to provide reasonable accommodations to students with disabilities who qualify for services. Students with a documented (dis)ability should meet with me during the first two weeks of class to discuss possible accommodations through the Disability Support Services (DSS) office. However, if a student receives documentation of a (dis)ability later in the semester, I would still like to meet to discuss accommodations. Please feel free to speak with me privately, as I am happy to speak with you about making arrangements that will help you get the most out of this class. If you would like to discuss and/or request accommodations, please contact Disability Support Services. DSS is located on the first floor of Hazy Library, at the end of the hall. You may stop by, call 928.777.6750, or email the director at marcee.keller@erau.edu.

Classroom Civility
Students at ERAU are expected to exhibit professional and ethical behavior in the classroom. Respect for other students and instructors is required to contribute to a productive learning experience both in and out of the classroom. Students who do not cultivate a professional ethos in the classroom will receive either a warning or dismissal if the behavior is not corrected.
Please be respectful of the different experiences, beliefs, and values expressed by everyone in this course. This class should be a safe space where everyone feels comfortable sharing perspectives, asking questions, and taking productive risks. Behaviors that threaten, harass, or discriminate against

anyone will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Unacceptable, inappropriate behaviors include:

- making rude comments regarding students, me as the instructor, or the course material
- inhibiting the participation of other students or posting distracting remarks
- physically or verbally disrupting class spaces or activities
- abusing other students' contact information
- refusing to engage in scheduled learning activities.

Be a generous and kind colleague. Engage with each other respectfully at all times. This doesn't mean we have to always agree, but we should strive to interact with kindness and understanding. If you at any time feel uncomfortable in our class spaces or are upset with any aspect of our course, please let me know privately in a mature, respectful way.

Academic Integrity
Embry-Riddle is committed to maintaining and upholding intellectual integrity. All students, faculty, and staff have obligations to prevent violations of academic integrity and take corrective action when they occur. The adjudication process will include the sanction imposed on students who commit the following academic violations, which may include a failing grade on the assignment, a failing grade for the course, suspension, or dismissal from the University.

1. Plagiarism: Presenting as one's own ideas, words, or products of another. Plagiarism includes use of any source to complete academic assignments without proper acknowledgment of the source.
2. Cheating: A broad term that includes the following:
    a. Giving or receiving help from unauthorized persons or materials during examinations.
    b. The unauthorized communication of examination questions prior to, during, or following administration of the examination.
    c. Collaboration on examinations or assignments expected to be individual work.
    d. Fraud and deceit, which include knowingly furnishing false or misleading information or failing to furnish appropriate information when requested, such as when applying for admission to the University.

My assumption will always be that your writing is original and generated purposefully for this course during the spring semester of 2023. There are many types of plagiarism—some more obvious than others, but there are subtle forms you may not be aware of. A good rule of thumb to live by: if you're not sure whether you're violating these rules, talk to me about it before turning in the work in question. We are here to learn, after all.

Privacy of Student Records
The University respects the rights and privacy of students in accordance with the Family Educational Rights and Privacy Act (FERPA). The University may disclose certain items of directory information without the consent of the student, unless the student submits a written non-disclosure request. Students are required to file requests for non-disclosure with the Office of the Registrar. Non-disclosure forms remain in place permanently, unless the office is notified otherwise.

Nondiscrimination Statement/Title IX
Embry-Riddle Aeronautical University continually strives to recognize, respect, and celebrate the differences and cultural identities among individuals as we recruit, support, and embrace our diverse

community. We work to provide a safe environment where self-expression is welcome. We strive to create a campus climate that is free of discrimination so that networks, partnerships, and cultural competency can be fostered through leadership, integrity, and respect.

In so doing, *Embry-Riddle does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, sex, gender identity, gender expression, sexual orientation, disability, veteran status, predisposing genetic characteristic, age, religion, pregnancy status, or any other characteristic protected by University policy or state, local or federal law.*

This policy covers nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the campus community, guest or visitor who acts to deny, deprive, or limit the educational, employment, and/or social access, benefits, and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of the University policy on nondiscrimination. When brought to the attention of the University, any such discrimination will be appropriately remedied by the University.

If you have questions or need guidance regarding your Title IX rights, please contact the Title IX Coordinator at 928-777-3747.

Other Student Responsibilities
All Embry-Riddle students are responsible for knowing all academic regulations and procedures required for continued attendance at the University. These regulations and procedures are presented in University publications such as the catalog, the Student Handbook, the Flight Operations Manual, and the Academic Policies and Procedures Manual. These documents are available for reference either online or at the Office of the Registrar, student government offices, and academic departments throughout the University. A student who requires clarification of any policy or regulation should seek help from their academic advisor, program/department chair, or the Office of the Registrar. University regulations will not be waived because a student pleads ignorance of established policies and procedures. The University reserves the right to change curricula and academic regulations and procedures without notice or obligation.

COVID-19 Policies
Barring unforeseen circumstances, all classes will be held in-person unless otherwise noted on the syllabus. In order to keep us all safe and healthy together, I encourage you to take advantage of ERAU's vaccination clinics. Finally, office hours and individual assignment conferences will be offered over Teams and/or in person to accommodate student needs.

Syllabus Change Policy
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Campus Resources

Please feel free to drop by during my office hours, as this can be a productive opportunity to discuss questions, concerns, or to simply work through potential ideas for a project. If you are not available to meet during my scheduled office hours, I am happy to meet with you if you make other arrangements with me ahead of time. If you can't drop by, I make it a point to check my email

regularly during the weekdays from 8:00 AM – 5:00 PM, so don't hesitate to send me a message if you have questions or concerns about the class.

Hazy Library and Learning Center
The Hazy Library and Learning Center is actively involved in promoting your academic success and enriching your learning experience and research. Ask a Librarian about any of our many services we offer for students, staff, and faculty, including:
- Course Reserves: course support materials
- Information Resources: Research and Course Guides (LibGuides), and Databases
- Materials: Borrowing, My Library Account, Interlibrary Loan (ILL), and Purchase Requests
- Research Assistance: ASK Desk, Faculty Research Support, and online reference assistance
- Space: Computers, Study areas, and Online Room Reservation
- Technology: Computers and other technology, Computer Commons, and Technology Lending Services

University Tutoring
The Tutoring Program at the Embry-Riddle Aeronautical University Prescott campus provides free tutoring for all students. Our experienced peer tutors have already taken the courses for which they tutor, provide specific and knowledgeable guidance, suggest effective study strategies, and encourage independence in learning. For more information, email prtutor@erau.edu.

Counseling Services
The mission of Counseling Services is to enhance the emotional well-being of ERAU students. We believe that good mental health is a key part of overall health, and good health is essential to academic success! We support students' academic experience by providing brief mental health counseling and consultation services that help them identify barriers, improve coping, and achieve personal and academic goals. For more information, call 928.777.3312 or email prcounsel@erau.edu.

Course Schedule

Key: *HCI*—*Encyclopedia of Human-Computer Interaction*
OTC—*Open Technical Communication*

Mode of Delivery: In person classroom instruction (unless otherwise noted)

Week 1: Introduction to User Experience (UX)

Date	Day	Topic	Reading Due	Writing Due
1/11	W	Why write? Syllabus Overview; Class Introductions		
1/13	F	Defining UX; Introduction to Assignment 1	Read *HCI* "User Experience and Experience Design" (Marc Hassenzahl)	Introduction Letter (Prompt in Canvas)

Week 2: Design Thinking + Audience Analysis

Date	Day	Topic	Reading Due	Writing Due
1/16	M	**MLK Day. No class.**		
1/18	W	Understanding Design Thinking	Read "Introducing Design Thinking (and Making) for Technical Communication" (Jason Tham)	Sign up for individual conferences
1/20	F	**Class cancelled for individual conferences**	Read *OTC* Chapter 5.10 "Strategies for Peer-Reviewing & Team Writing"	Assignment 1 Proposal

Week 3: Inclusive Approaches to Understanding Users

Date	Day	Topic	Reading Due	Writing Due
1/23	M	Peer Review Workshop	Read Quesenbery, "Using the 5Es to understand users"	Assignment 1 Rough Draft
1/25	W	Empathy Maps & User Personas	Read *HCI* "Empathy" Read *HCI* "Creating Personas from User Research"	

1/27	F	User Journey Maps	Read *OTC* Chapter 5.2 "Audience Analysis"	Assignment 1 Final Draft

Week 4: Introduction to User-Centered Research

Date	Day	Topic	Reading Due	Writing Due
1/30	M	Setting Research Goals	Read *Observing the User Experience* "Setting Goals for Research & The Format of the Plan" (Elizabeth Goodman, Mike Kuniavsky, & Andrea Moed)	
2/1	W	Wicked Problems & User Research	Read *HCI* "User Research: What It Is & Why You Should Do It" (Ditte Hvas Mortensen) Read *HCI* "What are Wicked Problems and How Might We Solve Them" (Euphemia Wong)	Sign up for individual conferences.
2/3	F	**Class canceled for individual conferences.**	Read *Writing is Designing: Words and the User Experience* "Strategy and Research: Beyond Best Practices" (Michael Metts & Andy Welfle)	Assignment 2 Proposal

Week 5: Primary Research Methods

Date	Day	Topic	Reading Due	Writing Due
2/6	M	Qualitative Research Methods	Read *HCI* "What is Qualitative Research?"	
2/8	W	Quantitative Research Methods	Read *HCI* "What is Quantitative Research?"	

| 2/10 | F | Peer Review Workshop; Information Structures | Read *OTC* Chapter 5.5 "Power Revision Techniques"

Read *OTC* Chapter 5.11 "Information Structures" | Assignment 2 Rough Draft |

Week 6: Secondary Research Methods + Writing about Methods

Date	Day	Topic	Reading Due	Writing Due
2/13	M	Secondary Research Methods	Read "Creating, Using, and Sharing Information in Research Communities" (Cassie Hemstrom & Kathy Anders)	
2/15	W	Writing about Methods **Asynchronous class—Dr. Rea is presenting research at a conference.**		
2/17	F	Introduction to Assignment 3; Collaborative Writing and Project Management **Asynchronous class—Dr. Rea is presenting research at a conference.**	Read *OTC* Chapter 7 "Collaborative Writing" Look at examples on Canvas	Assignment 2 Final Draft

Week 7: Writing Technical Definitions, Instructions, and Internal Documents

Date	Day	Topic	Reading Due	Writing Due
2/20	M	**Presidents' Day. No class.**		

| 2/22 | W | Writing Definitions, Instructions, and Procedures | Read *OTC* Chapter 2.6 "Instructions"

Read *OTC* Chapter 2.7 "User Guides"

Read *OTC* Chapter 2.8 "Standard Operational Policies and Procedures" | Sign up for individual conferences |
| 2/24 | F | **Class cancelled for team conferences.** | | Assignment 3 Proposal |

Week 8: Designing for Belonging

Date	Day	Topic	Reading Due	Writing Due
2/27	M	Human-Centered Design	Read *HCI* "Human-Centered Design"	
3/1	W	The Ethical Implications of Instructional Documents	Read *OTC* Chapter 3 "Ethics in Technical Communication"	
3/3	F	Inclusive Design; Peer Review Workshop	Read *Designing for Belonging*, "Shaping Belonging" (Susie Wise)	Assignment 3 Rough Draft

Week 9: Document Design + Using Graphics in Technical Communication

Date	Day	Topic	Reading Due	Writing Due

3/6	M	Designing and Using Graphics; Data Visualizations	Read *OTC* Chapter 4.8 "Graphics" Read *HCI* "Data Visualization for Human Perception" (Stephen Few)	
3/8	W	Document Design; Emphasizing Important Information	Read *OTC* Chapter 2.11 "Titles, Abstracts, Introductions, and Conclusions"	
3/10	F	Introduction to Assignment 4; Usability Evaluations	Read *OTC* Chapter 6 "Usability Testing"	Assignment 3 Final Draft

Week 10: Spring Break

Week 11: Introduction to Usability

Date	Day	Topic	Reading Due	Writing Due
3/20	M	Introduction to Usability **Guest Speaker: Allana Wooley, Senior UX Researcher at Lutron Electronics**		Sign up for team conference
3/22	W	**Class cancelled for team conferences.**	Read Duhigg, "What Google Learned…"	Assignment 4 Proposal
3/24	F	Testing Protocols & Heuristic Evaluation	Read *HCI* "Heuristic Evaluation"	

Week 12: User Testing

Date	Day	Topic	Reading Due	Writing Due

3/27	M	Accessibility in Web Design; Peer Review Workshop	Read Usability.gov "Accessibility Basics," "Interaction Design Basics," and "User Experience Basics"	Assignment 4 Draft
3/29	W	Piloting User Testing		
3/31	F	User Testing with Lookback		Assignment 4 User Testing

Week 13: Iterative Design + Responding to User Testing

Date	Day	Topic	Reading Due	Writing Due
4/3	M	Iterative Design	Read *Observing the User Experience* "Balancing Needs Through Iterative Development" (Elizabeth Goodman, Mike Kuniavsky, & Andrea Moed)	
4/5	W	Technical Reports; Contextualizing Data **Guest Speaker: Dani Carmack, Hazy Library**	Read *OTC* Chapter 2.9 "Recommendation and Feasibility Reports" Read *OTC* Chapter 2.13 "Memos and Email"	
4/7	F	Introduction to Assignment 5		Assignment 4 Recommendation Memo

Week 14: Digital Portfolio Design

Date	Day	Topic	Reading Due	Writing Due
4/10	M	Accessibility, Usability, and Inclusion for Web Design	Read Web Accessibility Initiative "Accessibility, Usability, and Inclusion"	
4/12	W	UX Case Studies	Read *HCI* "What are UX Case Studies?"	

| 4/14 | F | Universal Design for Websites | Read *HCI* "Learn to Create Accessible Websites with the Principles of Universal Design" (Ruby Zheng) | |

Week 15: Peer Review of Digital Portfolios & Oral Presentation Strategies

Date	Day	Topic	Reading Due	Writing Due
4/17	M	UX Portfolios	Read *HCI* "What are UX Portfolios?"	
4/19	W	Peer Review Workshop		Assignment 5 Draft
4/21	F	Oral presentations	Read *OTC* Chapter 2.12 "Oral Presentations"	

Week 16: Final Presentations & Reflections

Date	Day	Topic	Reading Due	Writing Due
4/24	M	Assignment 5 Presentations		Assignment 5 Presentations
4/26	W	Assignment 5 Presentations; Course Wrap-Up		Assignment 5 Presentations
4/28	F	**Study Day. No class.**		

Finals Week

Date	Day		Writing Due
5/1	T	*There are no in-person class meetings during Finals Week. Instead, your final draft of your digital portfolio is due on Canvas by the end of our exam period.*	Assignment 5 Final Draft