Course Syllabus — Spring 2016

I. Course Information

Innovation and User Centered Design

RUCD 101

January 20, 2016 – March 29, 2016;
Online Course Week: Wednesday through Tuesday

Instructor Information

Lou Susi
Instructor, Brandeis University Graduate Professional Studies;
Experience Designer, Arbor Networks
Email: loususi@brandeis.edu

Virtual Office Hours

By Appointment: Monday – Friday 8:00am – 4:00pm and evenings/weekends as needed
Via Blue Jeans Web Conference: https://bluejeans.com/loususi
Via Conference Call: 1-888-240-2560 ID: 7657936626
Via Mobile Phone: 617-750-2922

Course Site https://moodle2.brandeis.edu/course/view.php?id=6228
Document Overview

This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and of weekly topics, outcomes, assignments, and due dates. Consider this your roadmap for the course. Please read through the syllabus carefully and feel free to share any questions that you may have. Please print a copy of this syllabus for reference.

Course Description

Catalog Description
This course introduces students to a foundation in user-centered design methodologies and processes that are currently being utilized to drive innovation across a wide variety of modern industries. We will primarily focus in on how an embedded, organization-wide, design-driven mindset leads the way for innovation in on-screen experience design and development, while also leaving room for non-screen-based considerations.

Students explore the theory and practice of user-centered design as a means of leading innovation through: design; critical qualitative and quantitative research; collaborative, interdisciplinary project work; conversations, reviews and interactive team-based activities; iterative design and development cycles; development of personas, use case scenarios and human-centered stories; usability testing and analytics; as well as other aspects of experience design. Students explore a collection of standard, fresh practices for informing and guiding design decisions throughout each iteration of the process. Throughout the course, students will leverage experience-driven, immersive activities to: sketch and design at various levels of refinement; drive and guide conversations around design decisions and rationale; research and create project-relevant personas; pull together preliminary research to inform initial design work as well as assess iterative designs with quick and dirty usability assessments; create napkin sketches, flow diagrams, wireframes, maps, visual comprehensives and prototypes to facilitate logical and productive design conversations; discuss organizational UX maturity and develop strategies for building better awareness, mindset and culture for user-centered design methodologies; as well as document your process, deliverables and collaborations to help you guide, optimize and promote the value of innovating through user-centered design.

Overall Course Outcomes

Upon completion of the course students will be able to:

1. Describe the value of user-centered design approaches to innovation and the role of a strong, collaborative design culture in professional organizations;

2. Develop measurable goals and objectives to support the effective assessment of design outcomes;
3. Research, develop, optimize and leverage personas throughout the user-centered design process;

4. Incorporate core aspects and relative value of: daily activities; iterative deliverables; usability, research and testing; curatorial facilitation; building a user-centered culture; and leadership;

5. Recognize the importance of interdepartmental, collaborative research and design;

6. Assess the effectiveness of design through research, feedback, interviews and usability throughout the entire process;

7. Build UX soft skills to negotiate, persuade and guide design decisions based on research and interdisciplinary collaboration;

8. Evaluate the current level of user-centeredness of an organization and develop a set of tactical strategies to deepen the cultural commitment to UCD for innovation;

9. Develop human-centered, informed stories to guide the entire, holistic, helical UX design process

Instructor’s Note
Thank you for registering for this course! I am looking forward to working with you this term as your instructor to develop a robust understanding of innovation and user-centered design — specifically honing in on building your ability to apply those critical design skills in a practical and strategic way to strengthen your actual daily project work initiatives.

I have worked to make the procedures that we will use clear to everyone through this syllabus and through the materials posted in the LATTE course. Please familiarize yourself with these materials and feel free to ask me any questions that you may have. I am happy to work with you individually and as a class to help you learn and apply newly-acquired design skills and concepts presented in the course. I encourage you to ask questions when you are unsure and need help or clarification. And definitely respond to your classmates’ questions when you believe you have the answer: In explaining how to approach problems, we learn more ourselves. We will all learn from each other, and I hope that we’ll have open and enriching discussions as we move forward!

My full introduction and biography has been posted to our discussion forum (Introduce Yourself forum in Week 1). I look forward to reading your biographies and getting to know you as well. I sincerely hope you enjoy this course, and look forward to your contributions.

Prerequisites None
Materials of Instruction

a. **Required Texts**


b. **Required Software and Other Supplies**: None

c. **Recommended Text(s) / Journals**

   A List Apart: For People Who Make Websites: [http://alistapart.com](http://alistapart.com)

   Boxes and Arrows: [http://boxesandarrows.com](http://boxesandarrows.com)


d. **Online Course Content**

   This section of the course will be conducted completely online using Brandeis' LATTE site, available at [http://latte.brandeis.edu](http://latte.brandeis.edu). The site contains the course syllabus, assignments, discussion forums, links/resources to course-related professional organizations and sites, and weekly checklists, objectives, outcomes, topic notes, self-tests, and discussion questions. Access information is emailed to enrolled students before the start of the course. To begin participating in the course, review the Welcome Message and the materials found in the Week 1 block.
Course Grading Criteria

<table>
<thead>
<tr>
<th>Percent</th>
<th>Component</th>
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</table>
| 30%     | Discussions / Online Participation  
30% individual discussions (including original responses and replies) 3% per week, 10 weeks |
| 50%     | UX Design Assignments  
Part One: Forensic Deconstruction Analysis  
• Analog to Digital (5%)  
• Flow Analysis (5%)  
• Oprah, Deconstructed (5%)  
Part Two: User Centered Design for Innovation  
• Service and Hospitality (20%)  
• Designs On The Future (15%) |
| 20%     | Final Project — UX Project Documentia |

Description of Assignments

**Individual Discussions / Online Participation (30% of the total grade / 3% per week)**

**Requirements**

- Post an original response to the discussion question in the Weekly Discussion forum on or before Saturday (midnight EST) of the course week.
- Post at least two substantive replies to the posts of others on or before Tuesday (midnight EST). These other posts are responses to the discussion topic messages of others. The assumption is that you will read through the posts of your classmates to enhance your learning; respond to those of your choice, based upon your own experiences and insights.
- Post to the discussions on at least three different days of the course week.

**Viewing Forum Posts**

In some cases, I have set up the Discussions Forums so that you will not be able to view the original responses of others until you post a response to my starter thread. In other cases, the discussion is open and visible without the need to post in advance. I will identify the nature of the discussion at the beginning of each week.
Evaluation Criteria

- All graded assignments and assessments will be evaluated on a 100 point scale, and will be weighted toward your final grade according to the Course Grading Criteria section above.
- All graded assignments and assessments will include rubrics containing detailed success criteria included with each assignment document on the course homepage.
- Each week, 100 points may be earned toward the participation component of the grade.

Online Discussion Response Qualitative Rubric

This rubric can serve as your general guide for the basic components of a well-crafted discussion response. Please also see the detailed discussion criteria and grading schema on the pages following this rubric.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A Level</th>
<th>B Level</th>
<th>C / D Level</th>
<th>F Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consideration</td>
<td>Posed a new original idea or developed an opinion in depth</td>
<td>Opinion clearly stated</td>
<td>Opinion not clearly stated</td>
<td>Little or no evidence of rumination</td>
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<tr>
<td>Narrative</td>
<td>Provided vivid personal or professional examples or story to give context to the topic</td>
<td>Provided personal / professional examples or story related to the topic</td>
<td>No use of personal / professional examples or story</td>
<td>Unrelated personal examples or story (Off-topic)</td>
</tr>
<tr>
<td>Reasoning</td>
<td>Justified reasoning or use of metaphorical thinking that encouraged responses</td>
<td>Interesting idea or metaphor posed with some justification</td>
<td>Argument without justified reason</td>
<td>Disconnected ideas or unoriginal ideas duplicative of readings</td>
</tr>
<tr>
<td>Citation</td>
<td>Appropriately cited relevant ideas beyond the assigned readings</td>
<td>Appropriately referenced class notes, material, or readings</td>
<td>Inaccurate citation or misapplied reference</td>
<td>No citation or references</td>
</tr>
</tbody>
</table>
Original Discussion Responses (60% of Weekly Participation Grade)

Evaluation Criteria:

- Includes your own insights into the topics, sharing your professional experiences as appropriate and your own conclusions;
- Includes references to weekly required readings and/or other external sources, cited appropriately. All original responses must draw on external references which may include my topic notes, the additional readings, the text, or other sources that you locate to support and justify your responses;
- Answers the question posed completely;
- Poses questions or points of consideration to elicit responses from classmates;
- Consists of at least 200-300 words;
- Well written, with no spelling or grammatical errors;
- One day late: -10 out of 30 possible raw points; more than one day late: no credit

Substantive Discussion Replies (35% of Weekly Participation Grade)

- Substantive (beyond an "I agree" or complimentary post) with:
  - Follow-on points from your related experiences and/or from the readings
  - Follow-up questions of others to extend the conversation (encouraged)
  - Consists of at least 200 words
- Grammar/spelling/format/sources noted as appropriate;
- One or more days late: no credit

Posting Actively to Discussion Throughout the Course Week (5% of Weekly Participation Grade)

- Post on three days of the course week: (full 5% credit);
- Post on two days of the course week: (3% credit);
- Post on one day of the course week: (1% credit)

Thoughts on Discussions

Keep in mind that these postings to the forums will be as rich as we make them; not having a traditional classroom in which to discuss topics, we can have some interesting discussions and share our experiences during the 10 weeks. They are required to encourage you to share your knowledge and ideas while gaining from the experiences of your peers as well. You will quickly adjust to the weekly requirements and become familiar with the review criteria, and I look forward to some rich discussions.
UX Design Assignments (50% of the total grade)

Students will develop a set of instructional design deliverables leading up to the final project, which will be discussed in detail in separate instructions posted to the Assignments sections of each week in the course site. Some of the deliverables will be produced individually; in some cases students will work in small groups or pairs.

The following documents will be produced:

Part One: Forensic Deconstructive Analysis

- **Analog to Digital (5%)**: Available Wednesday of Week 1, Due at the End of Week 2
- **Flow Analysis (5%)**: Available Wednesday of Week 2, Due at the End of Week 3
- **Oprah, Deconstructed (5%)**: Available Wednesday Week 3, Due at the End of Week 4

Part Two: User Centered Design for Innovation

- **Service and Hospitality (20%)**: Available Wednesday of Week 4, Due at the End of Week 7
- **Designs On The Future (15%)**: Available Wednesday Week 7, Due Sunday Week 9, Peer Evaluation at the End of Week 10

Final Project: UX Process Documentia (20% of the total grade)

The final project will require students to leverage previous work throughout the semester to create a body of documentation that illustrates a variety of UX processes and deliverables that then help promote innovation through user-centered design for awareness and deeper UX integration within the culture of an organization. Although there is no specific templated final deliverable format for this assignment, the document should sufficiently tell a story about the sense of guidance and accountability these processes serve for the betterment of a business and its people.

Note: A portion of the grade will be determined by students’ successful participation in a peer-evaluation and feedback process. A detailed description and instructions for the final project will be provided well in advance, and will be posted to the appropriate Assignments section of the course.

Available Weds of Week 8, Project Due Sunday of Week 10, Peer-Evaluation due Tuesday of Week 10.
## II. Weekly Outline

<table>
<thead>
<tr>
<th>Week 1 (January 20-26)</th>
<th>Defining Innovation and User-Centered Design</th>
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<tbody>
<tr>
<td><strong>Weekly Outcomes</strong></td>
<td>1. Define and describe innovation</td>
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<tr>
<td></td>
<td>2. Define and describe user-centered design</td>
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<td>3. Define the role(s) of the UCD design</td>
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<td>professional</td>
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<td>4. Describe the key elements of the user-</td>
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<td>centered design process</td>
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<td>5. Explain the core value of human-centered</td>
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<td>feedback to the UXD design process</td>
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<td></td>
<td>6. Outline the relationship between UCD</td>
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<td>and innovation</td>
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<tr>
<td><strong>Discussions</strong></td>
<td>• Introduce Yourself Discussion</td>
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<td></td>
<td>• Week 1 Discussion Response</td>
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<td></td>
<td>• Week 1 and Introduce Yourself Replies</td>
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<tr>
<td><strong>Readings &amp; Resources</strong></td>
<td>• Week 1 Learning Resources</td>
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<td></td>
<td>• Week 1 Lesson</td>
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<td></td>
<td>• Buley Text: Chapters 1 and 2</td>
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<tr>
<td><strong>Assignments / Assessments</strong></td>
<td>• Begin: Analog to Digital (Due Week 2)</td>
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<td>• Week 1 Reflection (Optional)</td>
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<thead>
<tr>
<th>Week 2 (January 26-February 2)</th>
<th>Meet The Users</th>
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<tbody>
<tr>
<td><strong>Weekly Outcomes</strong></td>
<td>1. Define and describe personas</td>
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<tr>
<td></td>
<td>2. Research, develop and iteratively refine</td>
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<td>project-based personas</td>
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<td>3. Design activities using personas to</td>
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<td>represent the user</td>
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<td>4. Explain strategic ways to use personas as</td>
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<td>a means to drive design collaborations,</td>
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<td></td>
<td>discussions and decisions</td>
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<td>5. Describe the relationship of personas to</td>
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<td>UCD</td>
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<tr>
<td><strong>Discussions</strong></td>
<td>• Week 2 Discussion Response</td>
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<tr>
<td></td>
<td>• Week 2 Replies</td>
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<tr>
<td><strong>Readings &amp; Resources</strong></td>
<td>• Week 2 Learning Resources</td>
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<td></td>
<td>• Week 2 Lesson</td>
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<tr>
<td></td>
<td>• Buley Text: Chapters 3 and 4</td>
</tr>
<tr>
<td><strong>Assignments / Assessments</strong></td>
<td>• Submit: Analog to Digital (Due Tuesday)</td>
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<td></td>
<td>• Begin: Flow Analysis (Due Week 3)</td>
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<td>• Week 2 Reflection (Optional)</td>
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</table>
## Week 3 (February 3-9)

### Design Thinking

#### Weekly Outcomes
1. Define and describe design and visual thinking
2. Develop a set of collaborative, active and inclusive UCD practices
3. Identify different activities and deliverables from the UX toolkit
4. Describe the role and value of visual design thinking to UCD

#### Discussions
- Week 3 Discussion Response
  - Week 3 Replies

#### Readings & Resources
- Week 3 Learning Resources
- Week 3 Lesson
- Buley Text: Chapters 5 and 6

#### Assignments / Assessments
- Submit: Flow Analysis (Due Tuesday)
- Begin: Oprah, Deconstructed (Due Week 4)
- Week 3 Reflection (Optional)

## Week 4 (February 10-16)

### Collaboration For Innovation

#### Weekly Outcomes
1. Describe the collection of roles residing directly within a typical UX team (or performed by a ‘UX Team of One’)
2. Discuss the extended, collaborative, inclusive team mentality of UCD
3. Explain the need to develop, nurture and utilize ‘soft skills,’ facilitation and guidance in UX
4. Define and visualize a proposed UCD process in its relationship to development and other departments within a business organization

#### Discussions
- Week 4 Discussion Response
  - Week 4 Replies

#### Readings & Resources
- Week 4 Learning Resources
- Week 4 Lesson
- Buley Text: Chapters 7 and 8
- Krug Text: Chapters 1, 2 and 3

#### Assignments / Assessments
- Submit: Oprah, Deconstructed (Due Tuesday)
- Begin: Service and Hospitality (Due Week 7)
- Week 4 Reflection (Optional)
<table>
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<tr>
<th>Week 5 (February 17-23)</th>
<th>Tools, Deliverables and Activities for UX and Innovation</th>
</tr>
</thead>
</table>
| **Weekly Outcomes**    | 1. Describe a range of tools, deliverables and activities that help drive UCD  
|                        | 2. Plan and conduct a collaborative UX design workshop to kick-start the process  
|                        | 3. Produce physical media and active analysis to understand experience and guide optimal design  
|                        | 4. Generate conversations, interviews and meetings with iterative deliverable design artifacts  
| **Discussions**        | • Week 5 Discussion Response  
|                        |   • Week 5 Replies  
| **Readings & Resources** | • Week 5 Learning Resources  
|                        |   • Week 5 Lesson  
|                        |   • Krug Text: Chapters 3, 4 and 5  
| **Assignments / Assessments** | • Week 5 Reflection (Optional)  

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<thead>
<tr>
<th>Week 6 (February 24-March 1)</th>
<th>A storyFirst Approach to Human-Centered Design</th>
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</table>
| **Weekly Outcomes**         | 1. Describe the value of storytelling for UCD and innovation  
|                            | 2. Design and write stories for user-centered design purposes  
|                            | 3. Discuss the features, interactions, context and flows of design through the filter of story  
|                            | 4. Critically assess a present story; write out a more optimal, target end story; and plan out iterative steps toward that end story  
|                            | 5. Assess and evaluate storytelling as a guide for the UCD process  
| **Discussions**             | • Week 6 Discussion Response  
|                            |   • Week 6 Replies  
| **Readings & Resources**    | • Week 6 Learning Resources  
|                            |   • Week 6 Lesson  
|                            |   • Krug Text: Chapters 6, 7 and 8  
|                            |   • Buley Text: Chapters 9 and 10  
| **Assignments / Assessments** | Week 6 Reflection (Optional)  

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<table>
<thead>
<tr>
<th>Week 7 (March 2-8)</th>
<th>Analytics, Research and Usability</th>
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</table>
| **Weekly Outcomes** | 1. Describe the critical importance of feedback and research for the UCD process  
                           2. Discuss a variety of usability methods and practices  
                           3. Conduct usability sessions and other research to evaluate and further inform design  
                           4. Develop design optimization strategies based on usability and analytics insights  
                           5. Create a concise and useful usability report with suggestions from the findings |
| **Discussions** | • Week 7 Discussion Response  
                           • Week 7 Replies |
| **Readings & Resources** | • Week 7 Learning Resources  
                           • Week 7 Lesson  
                           • Krug Text: Chapters 9, 10 and 11 |
| **Assignments / Assessments** | • Submit: Service and Hospitality (Due Tuesday)  
                           • Begin: Designs On The Future (Due Week 9)  
                           • Week 7 Reflection (Optional) |

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<thead>
<tr>
<th>Week 8 (March 9-15)</th>
<th>Soft Skills for Design and Innovation</th>
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</table>
| **Weekly Outcomes** | 1. Identify and develop a collection of empathic soft skills as part of UCD  
                           2. Discuss the importance of soft skills  
                           3. Anticipate and describe people-based challenges to the UCD process  
                           4. Develop soft skill strategies to meet, influence and guide these challenges in a human-centered way |
| **Discussions** | • Week 8 Discussion Response  
                           • Week 8 Replies |
| **Readings & Resources** | • Week 8 Learning Resources  
                           • Week 8 Lesson  
                           • Gothelf / Seiden Text: Section 1 |
| **Assignments / Assessments** | • Begin: UX Project Documentia (Due Week 10)  
                           • Week 8 Reflection (Optional) |
## Measuring The Work

### Weekly Outcomes

1. Describe a variety of ways to evaluate the effectiveness and success of a design
2. Evaluate how a design serves and maps to: business goals and needs; user goals and needs; a larger social context
3. Discuss ethical challenges that come up during the design process and how to resolve issues through UCD
4. Discuss how UCD can be leveraged to discover new opportunities for innovation
5. Describe the qualitative criteria utilized to assess the success or failure of a design

### Discussions

- Week 9 Discussion Response
  - Week 9 Replies

### Readings & Resources

- Week 9 Learning Resources
- Week 9 Lesson
- Gothelf / Seiden Text: Section 2

### Assignments / Assessments

- Due: Designs On The Future (Due Tuesday)
- Week 9 Reflection (Optional)

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## UX Strategy and The UCD Cultural Continuum

### Weekly Outcomes

1. Assess the UX maturity of teams and organizations
2. Differentiate between product / service design strategy and UX culture development strategy
3. Develop strategies and practices to establish and foster an immersive, embedded UX culture

### Discussions

- Week 10 Discussion Response
  - Week 10 Replies

### Readings & Resources

- Week 10 Learning Resources
- Week 10 Lesson
- Gothelf / Seiden Text: Section 3

### Assignments / Assessments

- Due: UX Project Documentia (Due Sunday)
- Complete: Peer Evaluation (Due Tuesday)
- Week 10 Reflection (Optional)
III. Course Policies and Procedures

Orientation

All students who are new to Graduate Professional Studies or whom have not previously taken an online course are expected to have completed the Student Online Orientation course accessible from the GPS Resources block of the course homepage. This should be performed before the course start date.

Asynchronous Work

All required work for the course may be done asynchronously; i.e., students can login to the course, read/download materials, post to the forums, and submit assignments throughout the course week. Please carefully follow the syllabus and the weekly modules to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course.

At points throughout the semester, I will make myself available for synchronous chat sessions using the BlueJeans video conferencing link noted on the first page of this syllabus. These sessions will be open Q&A, and they are optional. I will post a recording of each chat session so that those students who did not participate can view the recorded synchronous discussions. For any group projects, students may use the asynchronous group forums available and, if they choose, they may use the synchronous group meeting rooms available.

Work Expectations

Students are responsible to explore each week’s materials and submit required work by their due dates. On average, a student can expect to spend approximately 3-5 hours per week reading and approximately 7-9 hours per week completing assignments and posting to discussions. The calendar of assignments and due dates is located at the end of this syllabus, and all assignments are due by the close of the associated week (Tuesday evenings).
Late Policies

Late discussion posts are strongly discouraged as the success of class discussion is dependent upon the active engagement of all participants in the course. Late policies related to discussion posts can be found in the Evaluation Criteria section above.

Points will be deducted for late Instructional Design “Blueprint” deliverables according to the following scale:

- 1-2 days late - 5 points
- 3-4 days late - 10 points
- 5-6 days late - 15 points
- 7 or more days late — not accepted *Late Final Projects cannot be accepted

On rare occasion, personal or professional issues do arise that may warrant an exception to the late policy above. Please notify the instructor at least 24 hours in advance of a due date if an issue arises that will make it impossible for you to meet a stated due date. Exceptions, although rare, will be considered on a case-by-case basis.

Confidentiality in the Classroom

As we proceed throughout our Discussions, I’d like to highlight a point about confidentiality in our online classroom. We can draw on the wealth of examples from our organizations in class discussions and in our written work. However, it is imperative that we not share information that is confidential, privileged, or proprietary in nature. We must be mindful of any contracts we have agreed to with our companies. In addition, we should respect our fellow classmates and work under the assumption that what is discussed here (as it pertains to the workings of particular organizations) stays within the confines of the classroom.

Finally, for your awareness, members of the University’s technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained.

Grading Standards

Students are graded on demonstration of knowledge or competence, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. All assignments are meant to represent your own work. I expect students to conduct themselves courteously online. If in my judgment a student’s conduct is not courteous, I reserve the right to reduce that student’s grade.
How Points and Percentages Equate to Grades

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>100-94</td>
<td>A+ / A</td>
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<tr>
<td>93-90</td>
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<td>89-87</td>
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Feedback

Feedback will typically be provided on assignments and the final project within 10 days of the due date. Within 7 days of the close of each week, feedback will be provided on weekly participation via the associated Weekly Participation Feedback links; you do not have to submit anything to these assignments. I will be recording your weekly participation grades and providing narratives describing your discussion posts (participation) for that week.
### Calendar and Due Dates

<table>
<thead>
<tr>
<th>Assignment Number</th>
<th>Assignment Name</th>
<th>Available</th>
<th>Date</th>
<th>Due</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Analog to Digital</td>
<td>Wednesday, Week 1</td>
<td>January 20</td>
<td>Tuesday, Week 2</td>
<td>January 26</td>
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<tr>
<td>Two</td>
<td>Flow Analysis</td>
<td>Wednesday, Week 2</td>
<td>January 27</td>
<td>Tuesday, Week 2</td>
<td>February 2</td>
</tr>
<tr>
<td>Three</td>
<td>Oprah, Deconstructed</td>
<td>Wednesday, Week 3</td>
<td>February 3</td>
<td>Tuesday, Week 4</td>
<td>February 9</td>
</tr>
<tr>
<td>Four</td>
<td>Service and Hospitality</td>
<td>Wednesday, Week 4</td>
<td>February 10</td>
<td>Tuesday, Week 7</td>
<td>March 1</td>
</tr>
<tr>
<td>Five</td>
<td>Designs On The Future</td>
<td>Wednesday, Week 7</td>
<td>March 2</td>
<td>Tuesday, Week 9</td>
<td>March 22</td>
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**Part One: Forensic Deconstructive Analysis**

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<tbody>
<tr>
<td>One</td>
<td>Analog to Digital</td>
<td>Wednesday, Week 1</td>
<td>January 20</td>
<td>Tuesday, Week 2</td>
<td>January 26</td>
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<tr>
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**Part Two: User Centered Design for Innovation**

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<tbody>
<tr>
<td>One</td>
<td>Analog to Digital</td>
<td>Wednesday, Week 1</td>
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<td>Wednesday, Week 7</td>
<td>March 2</td>
<td>Tuesday, Week 9</td>
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**Final Project**

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<tr>
<td>Six</td>
<td>Final Project UX Process Documentia</td>
<td>Wednesday, Week 8</td>
<td>March 9</td>
<td>Sunday, Week 10 Project Due</td>
<td>March 27</td>
</tr>
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<td></td>
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<td>Tuesday, Week 10 Peer Evaluation</td>
<td>March 29</td>
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**Recurring Weekly Work**

<table>
<thead>
<tr>
<th>Assignment Name</th>
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<tbody>
<tr>
<td>Response to Discussion Questions</td>
<td>Due by Saturday each week</td>
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</tr>
<tr>
<td>Other Substantive Posts (2 Per Week)</td>
<td>2 Posts due by Tuesday each week</td>
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</table>
IV. University and Division of Graduate Professional Studies Standards

These are policies and procedures set at the University and Division level. An instructor may not remove these sections. All instructors must make these policies unquestionably clear to students by posting related announcements to the online classroom.

Please review the policies and procedures of Graduate Professional Studies, found at http://www.brandeis.edu/gps/resources/student-handbook.html. We would like to highlight the following:

Learning Disabilities

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this course, please contact me immediately.

Academic Honesty and Student Integrity

Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, "Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student’s own effort. A student’s name on any written exercise constitutes a statement that the work is the result of the student’s own thought and study, stated in the students own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source.” In particular, students must be aware that material (including ideas, phrases, sentences, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to cite resources properly may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.

Further information regarding academic integrity may be found in the following publications: “In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis
Community", "(Students') Rights and Responsibilities Handbook", AND "Graduate Professional Studies Student Handbook". You should read these publications, which all can be accessed from the Graduate Professional Studies Web site. A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Rabb School Graduate Professional Studies.

**University Caveat**

The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances.