Course Syllabus

I. Course Information

1. User Interface Design

2. RSEG-128-1DL

3. July 15, 2019 - September 22, 2020 | Course Week runs from Wednesday to Tuesday.

4. Instructor’s Name and Contact Information

   David Lumerman
   Email: dlumerman@brandeis.edu
   Phone: 516-655-8669
   Office Hours/Availability – Available through email Monday – Friday, checked periodically on weekends
   Virtual Open Door: Periodic Mondays beginning at 7:00pm EST

   https://brandeis.zoom.us/j/2759384751
   Password: UX

   Video Conference will remain open as long as necessary, but closed if empty by 7:30pm
   You can use the Private Forum in LATTE for any direct communications with me. Please send me a message to arrange a time to speak with me directly with questions or concerns or if you need help with the course material or assignments.

5. 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.

6. Course Description

   This course introduces user interface design principles and concepts of user centered design. User Interface concepts for web, desktop and mobile applications are practiced in a variety of design projects. Universal design concepts, accessibility design, navigational schemas and elements of screen design are also discussed.

   People interact with user interfaces every day, they become part of our lives. The most well designed user interfaces transition from simple useful and usable interface to desirable. This class is a journey through interface development with the perspective of smart design through information gathering, goal centered design practices and problem solving through iterative interface design. Through our discussions and projects we will analyze a variety of user interfaces, and review the implementation of the core user interface design principles.

   Upon completion of this course, students will be able to:

   1. Create User Interface Design for web, desktop and mobile applications.

   2. Apply the principles of user centered design to user interface creation.
3. Determine navigation and menu schemas based on the application needs.
4. Apply the principles of universal design and accessibility to the user interface design.
5. Interpret user feedback and collected data to refine user interface designs.

Welcome Note

This class lets you get your hands dirty in the development of the user interface without the overhead of the development of a final coded product. While there is ample opportunity to bring your vision to life, the goal of the course is to build a foundation of good design.

I look forward to you joining me on this journey as we explore interfaces that work and interfaces that miss the mark and discover why.

Course Overview Video: https://ensemble.brandeis.edu/Watch/Gw23Exf9

Prerequisites

RSEG 120 or equivalent experience

7. Materials of Instruction

a. Required Texts


b. Required Software and Other Supplies

- Balsamiq Markups (https://balsamiq.com/) would be recommended for the class as it has a simple learning curve, includes pre-designed constructs for interface elements, and allows for quick ideation. Balsamiq has a 30 day free trial and a low cost of $89 (Instructor Preference 5 of 5).
  Any digital drawing tool is acceptable. OmiGraffle for mac (Instructor Preference 3 of 5) or Visio for PC (3 of 5) are simple tools for basic interface design, while Adobe Photoshop (4 of 5) and Adobe Illustrator (3 of 5) will allow for more finished designs. Refined designs and coded interfaces are not requirements for the class.

c. Recommended Resources

- N/A

Hyperlinks, recommended sites

d. Online Course Content

This course will be conducted completely online using Brandeis’ LATTE site, available at 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.
8. Course Grading Criteria

<table>
<thead>
<tr>
<th>Percent</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td><strong>Discussions/Online participation:</strong> individual discussions (including original responses and replies) Per week, 10 weeks</td>
</tr>
<tr>
<td>40%</td>
<td><strong>Assignments</strong> (10% each)</td>
</tr>
<tr>
<td>30%</td>
<td><strong>Final Project</strong></td>
</tr>
</tbody>
</table>

**Final Project**
Translating a paper process

**Description of Assignments**

1. **Participation – Discussion Questions**

Each week, students are required to post original responses to the discussion questions by Saturday (by 11:55pm in his/her time zone), and at least two substantive replies to the responses of others by Tuesday (by 11:55pm in his/her time zone).

**Participation Evaluation Criteria:**

<table>
<thead>
<tr>
<th>Question Response</th>
<th>Includes your own insights into the topics, sharing your professional experiences as appropriate and your own conclusions</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Includes references to weekly required readings and/or other external sources, cited appropriately. All original responses must draw on external references</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answers the question posed completely; poses questions or points of consideration to elicit responses from classmates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Well written, with no spelling or grammatical errors, and with the care normally exercised for the student’s professional communications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appropriate Length to make your argument or reply. While there is no set criteria, 200 words is a good benchmark to aim for. Concisely making your point is better than 500 words that do not.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion Replies</th>
<th>Substantive (beyond an &quot;I agree&quot; or complementary post) with:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Follow-on points from your related experiences and/or from the readings</td>
</tr>
</tbody>
</table>

3
Follow-up questions of others to extend the conversation (encouraged, but not required)

*Well written*, with no spelling or grammatical errors, and with the care normally exercised for the student’s professional communications

*Appropriate Length* to make your argument or reply. While there is no set criteria, 200 words is a good benchmark to aim for. Concisely making your point is better than 500 words that do not.

| Timeliness/Activity | Timeliness; The message board is an ecosystem where all participants give and take from the overall discussion. Waiting until the end of the time period makes posting easier as there is a framework to work from and does not allow for other students to meet their reply goals. While the deadline parameters are Saturday night for posting and Tuesday night by replying consistently straddling of these borders will result in lower scores weekly. Activity should be across multiple days to help create a robust dialog. | 10% |

**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.

2. **Assignments**

**Assignment 1:** Developing a Persona
The first assignment is designed to gain some experience developing personas. We will be designing personas based on publicly accessible data and direct interviews. The outcome will be the creation of 3 personas.

**Assignment 2:** Developing Thumbnails
Assignment 2 will apply principles of layout and design through the creation of thumbnail drawings in multiple form factors. A total of 21 thumbnails will be created through the process. A set of thumbnails will illustrate the progression between device form factors.

**Assignment #3:** Developing Interaction
As an extension of the prior assignment, a set of detailed designs will be created utilizing appropriate design elements, and conveying the designed interaction.
**Assignment #4: User Testing**
Design and implement one of the techniques for user testing utilizing at least three users, targeted on a single website of your choosing with the goal of identifying interface problems.

**3. Final Project/Assignment**: Translating a paper process into a digital format.
This assignment utilizes all of the parts from the course. Taking you from requirements, prototyping to iterative screen development this project takes an existing paper process and translates it into a digital process, developing a set of personas, thumbnails and finished design set which students will be required to test and iterate. The deliverable for this assignment is in two parts.

### Assignment General Rubric (Specific rubrics available for each assignment):

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completion</strong></td>
<td>Assignment has all the requested parts, has been submitted on time, and any interim touchpoint deliverables have been met. Assignment is of appropriate length, as specified in the specific assignment. Well written, with no spelling or grammatical errors, and with the care normally exercised for the student’s professional communications</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Translation (Specific to each assignment)</strong></td>
<td>The tasks required have been completed per the assignment. This part differs for each assignment. Individual rubrics outline the expected outcomes.</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Success</strong></td>
<td>Success of the overall deliverable aligned to the expected outcome.</td>
<td></td>
</tr>
<tr>
<td><strong>Synthesis</strong></td>
<td>Through references or actions show synthesis of the course materials.</td>
<td>20%</td>
</tr>
</tbody>
</table>
## II. Weekly Information

<table>
<thead>
<tr>
<th>Week 1</th>
<th><strong>The Goals of User Directed Design in the User Interface Design Process</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>At the end of week 1, students will be able to:</td>
</tr>
<tr>
<td></td>
<td>● Apply goal-directed design process to design and layout of user</td>
</tr>
<tr>
<td></td>
<td>interfaces</td>
</tr>
<tr>
<td></td>
<td>● Interpret usability heuristics when creating and reviewing user</td>
</tr>
<tr>
<td></td>
<td>Interfaces</td>
</tr>
<tr>
<td></td>
<td>● Identify user goals to make appropriate user interface choices</td>
</tr>
<tr>
<td></td>
<td>● Incorporate the correct imperative, selection, entry, and display</td>
</tr>
<tr>
<td></td>
<td>controls in the design of user Interfaces</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td>● Watch: Video Lesson: Goal directed design (4:58)</td>
</tr>
<tr>
<td></td>
<td>● Watch: Video Lesson: Heuristics in good design (6:49)</td>
</tr>
<tr>
<td></td>
<td>● Read: Cooper, Chapter 1, 21 (589-611)</td>
</tr>
<tr>
<td></td>
<td>● Read: Hierarchy of Needs (smashing magazine)</td>
</tr>
<tr>
<td></td>
<td>● Read: 10 Usability Heuristics for User Interface Design; Jakob Nielsen</td>
</tr>
<tr>
<td><strong>Discussions</strong></td>
<td>● Introduce Yourself Forum</td>
</tr>
<tr>
<td></td>
<td>● Private Forum</td>
</tr>
<tr>
<td><strong>Assignments/Assessments</strong></td>
<td>● None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th><strong>Data Gathering and the Impact on the Design Process</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>At the end of week 2, students will be able to:</td>
</tr>
<tr>
<td></td>
<td>● Classify qualitative and quantitative types of data</td>
</tr>
<tr>
<td></td>
<td>and determine when differing data types are</td>
</tr>
<tr>
<td></td>
<td>appropriate with the design process</td>
</tr>
<tr>
<td></td>
<td>● Create personas to assist in modeling user</td>
</tr>
<tr>
<td></td>
<td>experience with a user interface</td>
</tr>
<tr>
<td></td>
<td>● Use data gathering techniques to influence user</td>
</tr>
<tr>
<td></td>
<td>interface choices</td>
</tr>
<tr>
<td></td>
<td>● Demonstrate requirements gathering techniques to</td>
</tr>
<tr>
<td></td>
<td>solicit user centered requirements</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td>● Watch: Video Lesson: Data Gathering (6:58)</td>
</tr>
<tr>
<td></td>
<td>● Read: Cooper, Chapter 2, 3, 4</td>
</tr>
<tr>
<td></td>
<td>● Read: Eliciting, Collecting, and Developing</td>
</tr>
<tr>
<td></td>
<td>Requirements</td>
</tr>
<tr>
<td></td>
<td>● Watch: Creating a Persona (3:01)</td>
</tr>
<tr>
<td><strong>Recommended Resources:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Watch: Creating personas for effective user stories</td>
</tr>
<tr>
<td></td>
<td>(9:59)</td>
</tr>
<tr>
<td><strong>Discussions</strong></td>
<td>● Week 2 Discussion: original responses no later than</td>
</tr>
<tr>
<td></td>
<td>Saturday, replies no later than Tuesday</td>
</tr>
<tr>
<td>Assignments/Assessments</td>
<td>● Assignment #1: Developing a Persona</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>The Application of Design Concepts across multiple devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives</td>
<td>At the end of week 3, students will be able to:</td>
</tr>
<tr>
<td></td>
<td>● Demonstrate design approaches across multiple devices</td>
</tr>
<tr>
<td></td>
<td>● Illustrate the concepts of mobile first design as related to requirements and design</td>
</tr>
<tr>
<td></td>
<td>● Apply principles of resizable screens to affect the display of user interfaces across screen orientations</td>
</tr>
<tr>
<td></td>
<td>● Create thumbnail drawings that convey interface designs, motion and interaction</td>
</tr>
<tr>
<td>Readings</td>
<td>● Watch: Video Lesson: Creating thumbnails (6:47)</td>
</tr>
<tr>
<td></td>
<td>● Watch: Video Lesson: Designing across Devices (8:01)</td>
</tr>
<tr>
<td></td>
<td>● Read: Cooper, Chapter 19 (503-557), 20</td>
</tr>
<tr>
<td></td>
<td>● Read: A Hands-On Guide to Mobile-First Responsive Design; UX Pin</td>
</tr>
<tr>
<td>Discussions</td>
<td>● Week 3 Discussion: original responses no later than Saturday, replies no later than Tuesday</td>
</tr>
<tr>
<td>Assignments/Assessments</td>
<td>● Assignment #2: Developing Thumbnails</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Interactions and Prototyping: Turning ideas requirements patterns and principles into good design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives</td>
<td>At the end of week 4, students will be able to:</td>
</tr>
<tr>
<td></td>
<td>● Apply Interaction Design Principles and Patterns to the Design of User Interfaces</td>
</tr>
<tr>
<td></td>
<td>● Appraise prototyping tools and their use within design projects</td>
</tr>
<tr>
<td></td>
<td>● Develop mock functionality conveying interaction to meet user goals</td>
</tr>
<tr>
<td></td>
<td>● Incorporate Guidelines for Using Color to Design of User Interfaces</td>
</tr>
<tr>
<td></td>
<td>● Apply Principles for Reading Improvement to Information Design</td>
</tr>
<tr>
<td>Readings</td>
<td>● Watch: Video Lesson: Prototype tools Video (4:01)</td>
</tr>
<tr>
<td></td>
<td>● Watch: Video Lesson: Mock Functionality (Part 1 - 3:47; Part 2 - 4:08)</td>
</tr>
<tr>
<td></td>
<td>● Read: Cooper, Chapter 7, 8(179-198), 9.</td>
</tr>
<tr>
<td></td>
<td>● Read: Applying Color Theory to Digital Displays; UX Matters</td>
</tr>
<tr>
<td></td>
<td>● Read: Legibility, Readability, and Comprehension; Nielsen Norman Group</td>
</tr>
<tr>
<td>Recommended Resources:</td>
<td>● Read: Design Pattern directory from UI Patterns</td>
</tr>
<tr>
<td>Discussions</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>● Week 4 Discussion: original responses no later than Saturday, replies no later than Tuesday</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignments/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Assignment #3: Developing interaction; Checkpoint for comments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Metaphors, Idioms, Affordances and their application within the user interface</th>
</tr>
</thead>
</table>
| Learning Objectives | At the end of week 5, students will be able to:  
  ● Apply Interface Paradigms, Including Best Practices for Metaphors, Idioms, and Affordances, to the Design of User Interfaces  
  ● Apply Foundations and Principles of Visual Interface Design to the creation of User Interfaces  
  ● Establish Consistency Rules and Standards when Designing User Interfaces  
  ● Use Short-Term and Long-Term Memory Characteristics in Improving User Interface Design (Miller’s Law) |
| Readings | ● Watch: Video Lesson: Creating a visual interface (5:17)  
  ● Read: Cooper, Chapter 10, 13, 17  
  ● Watch: Design Tips for Better HMI: Hierarchy, Consistency, and Contrast (4:22)  
  ● Read: How Chunking Helps Content Processing; Nielsen Norman Group |
| Discussions | ● Week 5 Discussion: original responses no later than Saturday, replies no later than Tuesday |
| Assignments/Assessments | ● Assignment #3: Developing interaction - Submission  
  ● Final Assignment assigned |
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Advanced Interaction techniques and sharpening the pencil to obtain desirable interfaces</th>
</tr>
</thead>
</table>
| Learning Objectives | At the end of week 6, students will be able to:  
  - Incorporate Direct Manipulation of GUI Objects to foster a tactile user experience  
  - Use Toolbars and Toolbar Controls To Provide Additional Navigation and Ease-of-Use for User Interfaces  
  - Construct user experiences utilizing in time communication to make interfaces appear intelligent and thoughtful  
  - Use modal and modeless windows to convey information and interact with user interfaces |
| Readings |  
  - Watch: Video Lesson: Advanced Interaction techniques (6:48)  
  - Read: Cooper, Chapter: 12, 18  
  - Read: The Illusion of Time; Medium.com |
| Discussions |  
  - Week 6 Discussion: original responses no later than Saturday, replies no later than Tuesday |
| Assignments/Assessments |  
  - None |

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Moving users through interfaces using search, navigation and design</th>
</tr>
</thead>
</table>
| Learning Objectives | At the end of week 7, students will be able to:  
  - Illustrate how users move through interfaces and the triggers that lead them  
  - Use breadcrumb interaction to reassure the user and reduce abandonment  
  - Set up user interaction through the use of general search, faceted search, navigation and textual links  
  - Apply Fitts’ and Hick-Hyman Laws and their effect on the user interface |
| Readings |  
  - Watch: Video Lesson: Moving through effective interfaces (6:59)  
  - Watch: Video Lesson: Interface Laws and the Interface (6:20)  
  - Read: Cooper, Chapter 14 |
| Recommended Resources: |  
  - Read: Why Shoppers Don’t Make it Past Checkout  
  - Read: Designing the Perfect Checkout: The Mystery of Cart Abandonment |
<table>
<thead>
<tr>
<th>Discussions</th>
<th>Week 7 Discussion: original responses no later than Saturday, replies no later than Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments/Assessments</td>
<td>Final assignment; Checkpoint for comments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>User testing techniques, goals and utilizing the resulting data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives</td>
<td>At the end of week 8, students will be able to:</td>
</tr>
<tr>
<td></td>
<td>● Incorporate user testing within the design and development process</td>
</tr>
<tr>
<td></td>
<td>● Apply user testing techniques to obtain reliable usable data</td>
</tr>
<tr>
<td></td>
<td>● Analyze user testing results to improve user interaction</td>
</tr>
<tr>
<td>Readings</td>
<td>● Watch: Video Lesson: Testing (8:05)</td>
</tr>
<tr>
<td></td>
<td>● Watch: Video Lesson: Analysis of User Testing (5:46)</td>
</tr>
<tr>
<td></td>
<td>● Read: Cooper, Chapter 5</td>
</tr>
<tr>
<td></td>
<td>● Read: 5-Second Tests; UIE</td>
</tr>
<tr>
<td></td>
<td>● Read: A Refresher on A/B Testing; Harvard Business Review</td>
</tr>
<tr>
<td></td>
<td>● Watch: Low fidelity prototype testing (2:51)</td>
</tr>
<tr>
<td></td>
<td>● Read: Talking with Participants During a Usability Test; Nielsen Norman Group</td>
</tr>
<tr>
<td>Recommended Resources:</td>
<td>● Read: Running a Usability Test; Usability.gov</td>
</tr>
<tr>
<td>Discussions</td>
<td>Week 8 Discussion: original responses no later than Saturday, replies no later than Tuesday</td>
</tr>
<tr>
<td>Assignments/Assessments</td>
<td>Assignment #4: User Testing</td>
</tr>
<tr>
<td>Week 9</td>
<td>The Iterative design process, improving and learning from users</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------------</td>
</tr>
</tbody>
</table>
| Learning Objectives | At the end of week 9, students will be able to:  
  ● Interpret user feedback to improve user interface designs  
  ● Create designs that simplify the interaction and improve the experience  
  ● Incorporate Techniques to Address User Challenges in Problem Solving and Calculations in Creating User Interfaces  
  ● Apply Principles of User Learning to Creating User Interfaces, Including Learning From Experience and Performing Learned Functions |
| Readings |  
  ● Watch: Video Lesson: Problem Solving (5:42)  
  ● Watch: How Users Evolve (3:51)  
  ● Read: Cooper, Chapter 11  
  ● Watch: Meet the Alexa Voice UI Design Team (2:58)  
  Recommended Resources:  
  ● Watch: Silicon Valley HBO - Pied Piper Usability Test (4:48)  
  ● Watch: Unresponsive Gestures (2:50)  
  ● Watch: Video Google Glass (8:58) |
| Discussions |  
  ● Week 9 Discussion: original responses no later than Saturday, replies no later than Tuesday |
| Assignments/Assessments |  
  ● none |
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Error Handling, response time and designing for edge cases</th>
</tr>
</thead>
</table>
| **Learning Objectives** | At the end of week 10, students will be able to:  
- Incorporate Error Messages, Alerts, and Confirmations in a Non-Obtrusive Manner in User Interfaces  
- Provide Rich Modeless Feedback to Improve User Experience  
- Incorporate User Expectations on Responsiveness in the Design of User Interfaces  
- Construct user interfaces that account for user interaction outside of normal expectations |
| **Readings** |  
- Watch: Video Lesson: Design Responsiveness (5:42)  
- Watch: Video Lesson: Edge Cases (3:51)  
- Read: Cooper, Chapter 15, 16 |
| **Discussions** |  
- Week 10 Discussion: original responses no later than Saturday, replies no later than Tuesday |
| **Assignments/Assessments** |  
- Final Assignment due |
III. Course Policies and Procedures

1. Late Policies

Assignments are due by the end of the relevant course week. For example, Homework 1 is due at the end of week 2. To avoid any problems caused by confusion over dates and times, I set assignment deadlines to be 6am on the following Wednesday. This gives you an automatic six-hour grace period for each assignment. If an assignment is late, it will lose 5 points for every day it is late. Continuing with this example, if the first assignment is submitted after 6am but before midnight, it will lose 5 points. Submission by midnight the following day will lose 10 points. If an assignment is more than a week late, I will not accept it for credit. I do this so that I will have an opportunity to discuss the assignments and possibly post reference solutions to help the class.

Brandeis and its servers run on Eastern Time. If you are in another timezone, the times you see in Latte are not converted to your local time unless you change your preferences. Due dates and times always reflect Standard Time or Daylight Saving Time when these are observed in Massachusetts. Note that Brandeis will change from Eastern Daylight Time to Eastern Standard Time during this semester.

2. Grading Standards

- Work expectations – how much time can the student expect to spend per week on various course activities throughout the term
  - For example:
    
    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 5-8 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, midnight EST).

- How points and percentages equate to grades

| 100-94  | A     | 76-73  | C     |
| 93-90   | A-    | 72-70  | C-    |
| 89-87   | B+    | 69-67  | D+    |
| 86-83   | B     | 66-63  | D     |
| 82-80   | B-    | 62-60  | D-    |
| 79-77   | C+    | 59 or < | F |

3. Feedback

My goal is to grade homework within a week of the due date. I will post an announcement if I am delayed in grading for some reason. If you submit an assignment late, I usually grade it after the following assignment is due, so that my feedback is timely for the greatest number of students.

If you have questions about assignments, the most reliable private way to reach me is via the One on One Discussion forum. If your question will help the entire class, I may take the liberty of answering it via the Questions and Answers forum.

If you send me a message at my Brandeis email address, I normally respond within 24 hours of receiving it. However, email may be delayed several days.
4. Confidentiality

- 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.

- 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.

5. Class Schedule and Assignment Availability and Due Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Start/End Dates</th>
<th>Assignment</th>
<th>Available</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 15-21</td>
<td></td>
<td>7/1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>July 22-28</td>
<td>Assignment 1</td>
<td>7/1</td>
<td>7/28</td>
</tr>
<tr>
<td>3</td>
<td>July 29 - Aug 4</td>
<td>Assignment 2</td>
<td>7/1</td>
<td>8/4</td>
</tr>
<tr>
<td>4</td>
<td>August 5-11</td>
<td>Assignment 3 (For Comments)</td>
<td>7/24</td>
<td>8/11</td>
</tr>
<tr>
<td>5</td>
<td>August 12-18</td>
<td>Assignment 3</td>
<td>7/31</td>
<td>8/18</td>
</tr>
<tr>
<td>6</td>
<td>August 19-25</td>
<td></td>
<td>7/31</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>August 26 - Sept 1</td>
<td>Final (For Comments)</td>
<td>7/31</td>
<td>9/1</td>
</tr>
<tr>
<td>8</td>
<td>September 2-8</td>
<td>Assignment 4</td>
<td>7/31</td>
<td>9/8</td>
</tr>
<tr>
<td>9</td>
<td>September 9-15</td>
<td></td>
<td>7/31</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>September 16-22</td>
<td>Final Assignment</td>
<td>7/31</td>
<td>9/22</td>
</tr>
</tbody>
</table>
IV. University and Division of Graduate Professional Studies Standards

Please review the policies and procedures of Graduate Professional Studies, found at http://www.brandeis.edu/gps/current-students/academic-information/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 the Rabb School Disability Coordinator 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.

Students may be required to submit work to TurnItIn.com software to verify originality. TurnItIn is a tool that compares student assignment submissions to internet sources and a comprehensive database of other papers. It creates a report that provide a link to possible matches and a “similarity score”. TurnItIn does not determine whether a paper has been plagiarized; individual faculty will make that judgment. All papers submitted to TurnItIn are kept in a separate reference database of Brandeis work, to be used solely for the purpose of detecting plagiarism in the future. Students retain copyright on their original course work. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at LTS - Library guides

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.