IDESN 2300 – INTERACTIVE WORKSHOP
Site Architecture

"If you've ever tried to use something and thought, "where am I supposed to go next?" or "this doesn't make any sense," you are encountering an issue with an information architecture."

— *The Information Architecture Institute*

Course Description

Interactive Workshop is comprised of two seven week workshops (Site Architecture and HTML/CSS) that are an introduction to the web development and design process.

Site Architecture

As a designer, there are roughly three types of site architecture projects you might work on: designing a new site from scratch, making incremental improvements to an existing site, and/or redesigning a site that has outgrown its original size and scope. Each of these projects requires you to understand how people think in order to create a site experience that allows people to find what they are looking for and/or achieve specific goals. **In this 7-week workshop, we'll focus on the third project example (redesigning a site that has outgrown its original size and scope), with an emphasis on how content is organized and accessed by the end user**. Your goal is to take an existing website, which has become cumbersome and difficult to navigate, and transform that site experience into something that is proven to be easier to use. To be successful, your process will include a period of discovery/definition, site architecture, and design. In the process, you will learn how to audit an existing website, and visually diagram/map complex user interactions for web, tablet and/or mobile experiences. During this section, various prototyping tools will aid in researching, sketching and designing clear and articulate narratives for user experiences.

Fall 2018
Tuesday & Thursday
9:00 am – 11:30 am
Lunder Arts Center, Room 320
3.00 CEUs, Prerequisite: None

Lisa Spitz
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Office Hours
email for an appointment

Schedule At-A-Glance
Section 1: 09/06 – 10/25/2018
Section 2: 10/30 – 12/18/2018

No-Class: Thursday, November 22

Learning Outcomes

At the end of this section, students will be able to:

❶ Audit existing websites through a process of evaluation and assessment;

❷ Diagram, prototype and test a website interface using a click-through wireframe;

❸ Consider human factors in user interface (UI) and user experience (UX) design;

❹ Communicate effectively using vocabulary specific to web and interactive design;

❺ Engage in the complete interactive web design process by modeling industry practice;

❻ Apply visual communication skills (use of color, typography and composition) from previous design courses.

Tentative Course Schedule

There are four main assignments in this section of the course. Each assignment counts as 20% of your final grade (rubrics for each can be found in Blackboard). All assignments will be collected via Blackboard. Students are expected to meet weekly deadlines and turn in their work on the dates specified. A breakdown of class activities and deliverables for each assignment is as follows:

Assignment 1: Discovery/definition   *relevant outcomes:* ❶ ❸

Week(s)	Emphasis
1–2	**Getting to know your mess**
	Activities: In part 1 you'll choose from a list of websites that could be defined as being a "mess" and answer key questions of what's there and what's working. To do this, you'll complete a site audit, conduct 1:1 usability tests, perform a heuristic evaluation, and document findings.
	Deliverables: A **Project Brief,** summarizing site content, strengths and weaknesses, site users and stakeholders, and project goals.

Suggested Texts

- Covert, A. (2014). *How To Make Sense of Any Mess.* CreateSpace Independent Publishing Platform. **Available online at:** http://www. howtomakesenseofanymess.com

- Rosenfeld L., Morville P., & Arango J. (2015). *Information Architecture: For the Web and Beyond (4th Edition).* Sebastopol, CA: O'Reilly Media, Inc.

- Spencer, D. (2009). *Card Sorting: Designing Usable Categorie*s. Rosenfeld Media. **Chapter 4 available online at:** http:// rosenfeldmedia.com/books/ card-sorting/

- Wurman, R. S. (2001). *Information Anxiety 2.* Indianapolis, IN: QUE.

Assignment 2: Site architecture
relevant outcomes: ❷ ❸

Week(s)	Emphasis
3	**Structuring content**

Activities: In part 2 you'll experiment with multiple organization and labeling systems for your site's content. To do this you'll rely heavily on card-sorting and diagramming as your go-to methods for making sense of content structures.

Deliverables: A **Site Map**, documenting a proposed hierarchy and structure for your website's content.

Assignment 3: Design
relevant outcomes: ❷ ❸

Week(s)	Emphasis
4–6	**Designing interactions**

Activities: In part 3, you'll explore multiple navigation and search systems for accessing your sites' content. To do this you'll rely heavily on sketching and paper prototyping as a quick and dirty tool for visualizing your ideas. Then, as your best ideas become low-fidelity wireframes and prototypes, you'll conduct a round of remote-unmoderated usability testing and revise your prototype based on feedback.

Deliverables: **Low-fidelity wireframes and prototypes,** demonstrating how users might easily use your revised website to find what they are looking for and/or achieve a specific goals

Assignment 4: Process book
relevant outcomes: ❹ ❺ ❻

Week(s)	Emphasis
7	**Communication and storytelling**

Activities: In part 4, you'll document your activity in this section in the form of a process book. To do this, you'll reflect on the past six weeks, select content, and write captions that effectively communicate your process to individuals outside of class.

Deliverables: A **Process Book** which highlights key activities and outcomes, leveraging your visual communication skills from previous design courses.

Digital Requirements

The following digital tools will be used in this course:

- Adobe XD (free)
- FontAwesome
- UserTesting.com

Supplies

- Notebook / sketchbook
- Pencils and pens
- Black sharpies
- Digital camera or smartphone with camera
- Pocket folder or three-ring binder (for handouts)
- Lesley email account (used for all class communication)

Grading

In addition to the four main assignments (each accounting for 20% of your grade), the remaining 20% of your grade is comprised of classroom attendance (20%). At the end of the semester, your final grade for this course will be an average of your grade for the HTML/CSS and Information Architecture sections of this course.

Course Expectations

Blackboard is your go-to resource for this class. The course schedule, resources, homework assignments, grades, and announcements will all be posted weekly via Blackboard. You are required to present your work and demonstrate progress each class period and expected to take notes during class, engage in discussion/critique, and capture feedback on your assignments. Internet use unrelated to coursework and texting in class will not be tolerated.

Attendance Policy

Regular attendance in class is required. Students are expected to arrive on time and remain in class for the entire period scheduled. The responsibility for work missed due to any type of absence rests with the student. A failing grade may be assigned to any student who attends less than 80% of class meetings (3 classes of a course meeting once per week or 6 classes of a course meeting twice weekly). Any exceptions are made at the discretion of the instructor.

Attendance is taken during every class period. Do not make prior commitments that require you to miss class or leave class early (i.e. doctor or dentist appointments, family weddings, car appointments, etc) unless absolutely necessary. Personal commitments should be scheduled on your personal time, not class time.

If you know that you will have to miss a class, ask a classmate to bring in your work and check Blackboard for that week's assignment — you will be expected to have completed your work upon your return to class. I strongly recommend "saving up" absences for any unexpected emergencies for genuine need. Review the attendance policy on the left.

Chronic lateness will lower your course grade. Leaving class early (15 minutes), or arriving late (15 minutes) counts as a half (50%) absence. Coming to class with no work is marked as a half (50%) absence.

Grade Breakdown

20% – Assignment 1: Project Brief
20% – Assignment 2: Site Map
20% – Assignment 3: Low Fidelity Wireframes and Prototypes
20% – Assignment 4: Process Book
20% – Attendance

= 100%

Grading Policy

A. Exceptional work in all aspects.

B. Above average work, distinguished in certain but not all aspects.

C. Average and/or unexceptional work. Lowest passing grade.

D. Below average work.

F. Failing work. No credit.

Attendance Policy

Attendance is mandatory.

There are only 6 allowed absences for the course (overall).

More than 6 absences = failure for the course

Leaving class early (15 minutes), or arriving late (15 minutes) counts as a half (50%) absence.

Coming to class with no work is marked as a half (50%) absence.

Learning Community Statement

Faculty, staff and students are all responsible for advancing a campus and classroom climate that creates and values a diversity of ideas, perspectives, experiences and identities. As such, we aspire to engage together in a community where each person is respected and empowered to express themselves and be heard.

We commit to creating an environment and developing course content that recognizes the learning experience of every student with dignity and respect, regardless of differences that include, but are not limited to: race, socio-economic status, ethnicity, indigenous background, immigration status, nationality, gender identity/expression, language, abilities and accommodations, religion/spirituality, sexual orientation, veteran status or membership in uniformed services, political views, age and physical appearance.

Mission Statement

Lesley University's Mission Statement states that "…*Lesley prepares socially responsible graduates with the knowledge, skills, understanding and ethical judgment to be catalysts shaping a more just, humane, and sustainable world.*" Among many experts in the field, Diane Goodman has described the following competencies: (1) Building self-awareness, (2) Understanding and valuing others, (3) Knowledge of societal inequities, (4) Interacting effectively with a diversity of people in different contexts, and (5) Fostering equity and inclusion. Our mission and these competencies are embedded in our curricula and our classrooms. They provide a foundation for transformative teaching and learning, and approaches to social justice.

Library Services

The Library Research Portal (research.lesley.edu) provides access to multiple services and authoritative resources for academic research including books, articles, tests, visual media, and teaching resources. The Lesley University Library encourages students and faculty to use these academic resources for their assignments:

- Our Ask-A-Librarian page lets you chat, text, call, e-mail, or request a meeting with a librarian!

- Visit our two libraries for drop-in help, course reserves, computers/wifi, printing, new magazines and journals, and (of course) books!
Sherrill Library (main library), Brattle Campus, 617-349-8850
Moriarty Library (arts library), Porter Campus, 617-349-8070

Design Department Matriculation Policy

All students in a B.F.A., Diploma, or Certificate Program in Design are required to receive a C- or higher in Design Sequence courses. Design students receiving a D+ or lower will need to repeat this course (or pass an additional design elective) if they wish to matriculate in the Design program.

Academic Dishonesty

Academic dishonesty comes in many forms. The following list is not meant to be exhaustive and a student may be charged and found guilty of violating the University's Academic Integrity Policy for an offense not enumerated below. Academic dishonesty includes: cheating, plagiarism, fabrication and falsification, multiple submissions, abuse of academic materials, complicity/unauthorized assistance, lying/tampering/theft. Please review the student handbook for details: http://www.lesley.edu/academic-integrity-policy/

Disability Statement

Lesley University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and to benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and must provide documentation of the disability. Eligibility for reasonable accommodations will be based on the documentation provided.

If you are a student with a documented disability, or feel that you may have a disability, please contact the appropriate disability administrator:

For Students with Learning Disabilities, Attention Disorders and Asperger Syndrome:
Kimberly J. Johnson
Director LD/ADD Academic Support Program
Doble Hall, 2nd floor
Phone: 617-349-8462, Fax: 617-349-8324, kjohnso7@lesley.edu

For Students with Physical, Sensory, and Psychiatric Disabilities:
Daniel Newman
Director of CAA (ADA/504 Coordinator)
Doble Hall, 2nd Floor
Phone: 617-349-8572, Fax: 617-349-8324, dnewman@lesley.edu

The contact persons play the role of facilitator between the student's needs, faculty requirements, and administrative guidelines of the University. Disability-related information is not shared without the permission of the student.

Back up your work

Back up your work weekly using OneDrive (available through your Lesley account), Dropbox, Google drive, your own backup drive, etc.

Data loss – from a lost, fried and/or stolen hard drive, dead laptop, or malware – cannot be used as an excuse for late or missing work.

You are responsible for the re-creation of any projects that are lost or missing.

Equal Opportunity and Inclusion Policy

Lesley University remains committed to a policy of equal opportunity, affirmative action, and inclusion for all current and prospective faculty, students, and staff and to eliminating discrimination when it occurs. Lesley University does not discriminate on the basis of race, color, religion, sex, national origin, age, veteran status, disability, or sexual orientation in admission to, access to, treatment in, or employment in its programs and activities. Lesley will not ignore any form of discrimination, harassment, or sexual harassment by any member of the Lesley community. Moreover, Lesley does not condone any form of retaliation against any person who brings a complaint of discrimination, harassment or sexual harassment or against anyone who cooperates in a complaint investigation. For more information, visit https://lesley.edu/students/policies/equal-opportunity-and-inclusion-policy or contact Dr. Nathaniel Mays, Dean of Student Life and Interim Title IX Coordinator, 617-349-8539 and equalopportunity@lesley.edu