Spring 2018
INSC 597: Information Architecture
The School of Information Sciences
The University of Tennessee
Class Meetings: Monday, 12:20-1:50 on ZOOM
(Plus 1hr10min Online Component to be finished at a time of your choice)
ZOOM Course ID/Link: https://tennessee.zoom.us/j/168834246

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I. COURSE DESCRIPTION

This course provides an overview of the concepts and theories of information architecture (IA), as well as opportunities to use information architecture in practice. Students will develop an understanding of the theoretical principles of information architecture through assigned readings, and the practical application of those principles through individual and group assignments. The course looks at the ways in which traditional library science concepts such as organization of information and the behavior of information seekers apply to Web design. The course also introduces the concepts of Web standards, labeling, Website navigation, the basics of usability, project management, Web evaluation, and Website design as an ongoing, iterative process.

Catalog description: Introduces fundamental concepts, methods, and practices in information architecture for virtual space. Focuses on organization, navigation, labeling, and searching of Web sites and intranets.

II. STUDENT OUTCOMES:

This course is an elective that has been determined by SIS faculty to contain specialized knowledge useful to most information professionals. The course will provide skills that coordinate with those acquired by students in core classes 520 and 530 and are related to such specialized electives as 565, 581, 582, 585, 588, and 598. Upon completion of this course, students will be able to:

• explain the main concepts of information architecture;
• master the basic principles and skills of user testing and metadata;
• explain Web design best practices based on the principles of information architecture;
• evaluate Websites based on the principles of information architecture using professional terminology;
• analyze the role of users in structuring shared information spaces;
• analyze the nature and use of labeling systems, including the role of thesauri, controlled vocabularies and metadata, in structuring information content;
• design/redesign Website navigation systems using various techniques;
• use diagraming software tools to design blueprints and wireframes for Websites;
• use software tools to design taxonomy;
• analyze emerging trends and issues in Web design and architecture.

III. COURSE DESIGN

The course adopts an active learning approach. Students are required to complete all required readings, attend all class lectures, complete graded activities and assignments, and participate in all class activities, including teacher-led and student-led discussions, and small-group and individual activities. All required readings are listed in the **Course Schedule** section of this syllabus as well as on the course site. Optional readings are provided on the course site only. While not required, you may find it helpful to consult these optional readings when completing select assignments.

IV. REQUIRED TEXTS:

Morville, P., Rosenfeld, L, and Arango, J. (2015). Information architecture: For the Web and beyond. Sebastopol, Calif.: O'Reilly. ISBN: 978-1491911686

RECOMMENDED TEXTS:

Ding, W., Lin, X., & Zarro, M. (2017). *Information architecture: The design and integration of information spaces (2nd ed.)*. San Rafael, CA: Morgan & Claypool Publishers. ISBN: 978-1627059060

Watrall, E., and Siarto, J. (2009). Head first Web design. Sebastopol, Calif.: O'Reilly. ISBN: 978-0596520304

READINGS ON CANVAS:

In addition to the required textbook, we have some class readings available on the Canvas course site, downloadable from each class module. Your computer must have Adobe Acrobat or a comparable pdf reader installed.

FOR MORE ADVANCED LEARNERS:

A list of articles, books, and online resources are available on the Canvas course site in each class module and the "Useful IA Resources" module.

V. POLICIES

COMMUNICATION
I encourage you to ask questions and give me feedback at any time so that I may assist you or adjust my teaching plan. The best way to reach me is by email (xzhu12@utk.edu). You are welcome to make appointments and meet with me in person or chat with me via Zoom (6086585155).

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the OIT Helpdesk to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

COMPUTING REQUIREMENTS
You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The Office of Information Technology (OIT) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

CLASS ATTENDANCE POLICY

It is assumed that each student be present and speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade; there will be a penalty of three (3) points for each class you miss without acceptable reasons. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:
- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.

Acceptable reasons for absence from class include:
- Illness
- Serious family emergencies,
- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences),
- Military obligation,
- Severe weather conditions,
- Religious holidays
- Participation in official university activities such as music performances and athletic competition,
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

INCLEMENT WEATHER

"*The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page.*" (http://safety.utk.edu/emergency-management/inclement-weather-policy/). SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about it.

DISABILITIES THAT CONSTRAIN LEARNING

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

CIVILITY

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

CCI DIVERSITY STATEMENT

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in http://hilltopics.utk.edu/academics/ as: "*Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*"

Students should abide by the **Honor Statement** described in the same Hilltopics, http://hilltopics.utk.edu/academics/:

"*An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.*"

PLAGIARISM

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:
- Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Collaborating on a graded assignment without the instructor's approval;
- Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. Additional resources are available at http://www.lib.utk.edu/instruction/plagiarism.

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F."**

GROUP WORK POLICY:

Each group will remain the same during the semester and under usual circumstances changing groups is not possible. If the situation does arise where it is impossible for you to work in your group, then you will have to negotiate with other group members to warrant an exchange. If there are complaints from group members about a lack of professionalism (e.g., poor or untimely communication and inadequate contribution) and unreasonable behavior from one group member, then disciplinary action will be taken against that group member. For example, if a group member does not respond to group communication within 48 hours or misses a group meeting without reasonable plans/measures to make up for the absence, the group may work on the assignment without this member. This member, consequently, will not gain a grade for the assignment. If there are problems in the group, do not wait until the end to tackle the matter: address, negotiate, and resolve the problem right away. At the end of the semester, each student will fill out a group member evaluation form for each of your group members. At least 30% of group assignment grades will be based on these reviews.

VI. ASSIGNMENTS AND GRADING

Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an "A" grade. Papers that are received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

PREPARATION OF WRITTEN WORK

- All assignments, except blog entries, must **include your name**, be in .doc/.docx format and letter size with an 11 or 12-point font and 1" margins on all sides, use **single line spacing** and reasonable paragraph spacing (0-12 pt), and include page numbers. The final report can include multiple files, but make sure they all use the same format and style.
- Name all assignment documents following the file name designation specified in section VII.
- Use either APA or Turabian/CMS documentation styles when you cite sources. All sources must be properly cited, quotations must be formatted and attributed correctly. Not doing so constitutes plagiarism.
- All written assignments should use the best practices for writing Web content described in Chapter 15 of http://www.usability.gov/sites/default/files/documents/guidelines_book.pdf. The most important elements include:
    - useful headings and subheadings (also see Usability.gov guidelines, Chapter 9)
    - short sections
    - short paragraphs (not more than six sentences, but not just two sentences either!)
    - short sentences—use active voice! (Chapter 15:9)
    - topic sentences
    - lists (bulleted or numbered), tables, and pictures
    - tables & pictures
- Assignments that do not follow the writing style requirements will get a deduction of 2 points.

DUE DATES AND LATE ASSIGNMENTS

Assignments should be submitted to the "assignments" area of Canvas and are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus. If your assignment is not ready by the deadline…

- You must send me an email informing me that your assignment will be late.

- After submitting your assignment to Canvas, send me an email informing me that your assignment has been submitted.
- One point will be deducted for each 24-hour hour period the assignment is not turned in.
- Late submissions will not be credited if the graded assignments have already been returned to the rest of the class.

INCOMPLETES

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. For students who simply "disappear" without contacting the instructor, an "F" is submitted.

ASSIGNING GRADES

Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. If you'd like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the scale on p. 6 of the syllabus for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92. Your final grade will be based on total points earned/total possible points over the course of the semester.

GRADING DISPUTE

Grading by its very nature is a subjective process, and it is virtually impossible to design exercises that can be objectively quantified with precise numeric scores. If you need clarification for the grade you receive, please make your request immediately after the distribution of the assignments; after one week, the grades reported to you are final.

EVALUATION

G grades will be assigned according to the following scale:

A	≥93	(4 quality points per semester hour) superior performance.
A-	90-92.75	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.75	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.75	(3 quality points per semester hour) satisfactory performance.
B-	80-82.75	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.75	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.75	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.75	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	≤59.75	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

COURSE EVALUATION

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

VII. ASSIGNMENTS: DESCRIPTION

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

Assignment		Points	Due Date
Participation (individual)		15	ongoing
Project Identification (individual)		5	9/7
Group sign up and group contract		0	9/12 & 9/19
Website Evaluation (individual)		10	9/19
Blueprint/Wireframe Exercise (individual)		10	10/24
Group Design/Redesign Project	Requirement analysis (group)	10	10/10
	Site structure (group)	10	11/7
	Controlled vocabulary (group)	10	11/21
	Presentation (individually graded)	10	12/3
	Final report (group)	10	12/2
Peer Review of IA Project (individual)		10	12/7
TOTAL		100	

PARTICIPATION (15%)

Participation will be evaluated based on the student's performance on the asynchronous activitie in addition to class attendance. The asynchronous activities are not "assignments" but class activities, and therefore they will not be graded. However, the timeliness and quality of completion and the level of engagement in these activities are good indications of class participation. Completing all the activities on time is necessary for a "B" grade; a grade above B requires active participation and engagement.

PROJECT IDENTIFICATION (5%)

Each student should identify a Website design or redesign project as a candidate for the group IA projects. Briefly describe (200-300 words) the project in the form of online discussion (post to the discussion board). You may want to include a brief description of the organization, the reasons for design or redesign, the problems to be addressed in the design/redesign, and your initial assessment of the difficulty of the project.

Each group may select one of these candidate Websites as the group project.

WEBSITE EVALUATION (10%)

Website Evaluation (2-3 pages): Based on your experiment with the "Navigation Stress Test" (http://instone.org/navstress), write an essay, evaluating the Website you have identified in "Project Identification." Do not simply summarize the test results; do not include the actual test pages—you want to synthesize and evaluate. If you have identified a Web design project, then evaluate a Website that is similar to your project for this part of the document. File naming: Lastname_webEval

BLUEPRINT/WIREFRAME EXERCISE (10%)

In this course, you will learn to use professional tools that information architects use to create visual deliverables (i.e., blueprints and wireframes). It is largely your own responsibility to learn to use these tools, and you will submit exercises to show your learning outcome. You will use Lucidchart

(https://www.lucidchart.com/), Microsoft Visio, or other diagramming tools to draw a high-level blueprint and two wireframes (one for the home page and the other for one of the second level pages) for a site (chosen by the instructor, TBA). File naming: Lastname_bluePrint

GROUP DESIGN/REDESIGN PROJECT (50%)

In the group project, you will work with other group members to design or redesign the information architecture of a Website. You will gain actual experience practicing the information architecture knowledge we learn in class. You will perform research and design actual information architecture. In this process, you will generate project documentation in the form of written products (including three interim products and one final report); at the end of the semester, you will present your project to the whole class. Each group should consist of 3-4 students. For the Group Work Policy, see section VII, "Class Policy."

1. **Requirement Analysis** (10 points). This document should include at least the following components as a result of your research:
   a. Specify the purpose of the organization and the organization's goals.
   b. Specify the purpose of the Website—what should it accomplish?
   c. Specify the goals of the Website redesign/design.
   d. Identify and describe at least 2-3 major user groups. Collect data from users in each group. Describe data collection technique(s) used (e.g., survey, interview), how data was collected (e.g. email, in person), and the number of participants.
   e. Use one or more of the data collection techniques we learn in class to gather "task analysis" information about your users. Then, (1) develop a persona for each user group, following instructions at: http://www.usability.gov/how-to-and-tools/methods/personas.html ; (2) develop one "elaborated" scenario for each persona, following instructions at: http://www.usability.gov/how-to-and-tools/methods/scenarios.html
   f. File naming: GroupNumber_analysis
2. **Site Structure** (10 points). These are the deliverables from the IA designing process. This document should include the following components:
   a. Blueprints with accompanying text. Include a high-level blueprint to describe the current structure of the Website that you are redesigning. To show your redesign, use Visio/LucidChart to draw at least three blueprints: 1) one high-level blueprint which reflects the high-level structure of the redesigned Website (examples: M&R Figure 13-1 and 13-2); 2) one or more detailed blueprint(s) that reflects the details of redesign (example: M&R Figure 13-8); and 3) a task-oriented blueprint (example: M&R Figure 13-5).
   b. Wireframes with accompanying text. Include two Wireframes for the current Website: one for the home page and the other for one of the second level pages. To show your redesign, use Visio/LucidChart to draw at least five wireframes: 1) one wireframe of the home page, 2) at least two wireframes of the major category pages, 3) at least one wireframe of an application page, and 4) at least one wireframe of one of the content pages.
   c. Requirements: 1) use Garrett's visual vocabulary for blueprints; 2) you may use van Dijck's stencils and Finck's stencils for elements that are not in Garrett's visual vocabulary, but please be consistent; 3) on every blueprint/wireframe, include a legend with all the elements on the diagram; 4) save each diagram as a .jpg file and insert it into the report (a Word document, preferably in .docx format); 5) diagrams are not always self-explanatory, therefore each of your diagrams in the report should include a narrative explaining what it means and how it reflects your redesign.
   d. File naming: GroupNumber_structure

3. ***Controlled Vocabulary*** (10 points). You are going to develop a metadata scheme and a thesaurus for your project.
    a. Metadata Scheme: Create a metadata scheme that can be used to describe each of your Webpages. If you have a special collection on your Website, you may design a metadata scheme for that special collection instead. You are encouraged to draw elements from existing metadata schemes (such as Dublin Core and MODS). For each element, specify: element name; definition; function of the element; type of the element (descriptive, administrative, or structural); how to use the element (Is it repeatable? What can its value be?); and example(s). You should include both descriptive metadata and administrative metadata. Format: the Dublin Core document is a nice example to follow http://dublincore.org/documents/dces/.
    b. Thesaurus: Create a classic thesaurus with at least 45 preferred terms based on the content of your Website. The thesaurus should include equivalence relationship (preferred terms and variant terms), hierarchical relationship (broader terms and narrower terms), associative relationship (related terms), and scope notes. For each preferred term, define all of the above that apply and provide hyperlinks. Also provide an index that includes all the terms (hyperlinks), including preferred terms and variant terms. See http://eric.ed.gov/?ti=all for reference.
    c. File naming: GroupNumber_CV
4. ***The Final Report*** (10 points). This is the culmination of the interim reports and the final product of the group project. In addition to the corrected/revised version of the interim reports—1, 2, and 3, the final report should also include the following content:
    a. An executive summary of the full report
    b. A brief plan for usability testing
    c. A memo to the instructor, summarizing specific steps taken by you to respond to or accommodate my comments or questions on the interim reports.
    d. Individual task specifications: Each student will submit a personal reflection as part of the final report detailing your work on the group project throughout the semester. Provide a list of things you have done for the group project and a brief description for each thing on the list.
    e. File naming: GroupNumber_final
5. ***Presentation***. Each group will give an online presentation at the end of the semester. The presentation should be delivered as if you are speaking to your clients. Explain what you have learned from your research, how the research informed your decision-making, why you have designed/redesigned the site in a particular way, and how this new design would help achieve the organization's goals. Show your design using various visual tools. Each individual's performance will be graded. Criteria will be available on the Canvas course site later in the semester.
    a. File naming: GroupNumber_presentation.

PEER REVIEW (10%)

Each student will review one other group's final report and their presentation. After the final reports are submitted, I will send one report to each student and you will write a critique essay (600-800 words), analyzing the strengths and weaknesses of the final report and the group presentation. The critique should include comments on both the style (format, writing, presentation skills, etc.) and the content (e.g., evaluating the site structure and the controlled vocabulary). You should also compare the project with your own group projects. File naming: Lastname_review

VII. WEEKLY COURSE SCHEDULE

All assignments/activities are due at 11:59pm on the due day specified below.

Additional readings (optional) and details about asynchronous activities are only listed under the canvas course modules.

Week Date Topics	Readings	Asynchronous activities (due Friday after class meeting)	Assignments Due date
1 8/27 WELCOME AND SYLLABUS; INTRODUCTION TO IA	M&R Chapter 1, 2	1. Short lecture 2. Read syllabus & browse course site 3. Self-introduction 4. Sign up for Discussion Leader	
2 9/3 LABOR DAY: NO CLASS	n/a		Project Identification (online discussion) Fri, 9/7
3 9/10 IA ANATOMY USER NEEDS AND BEHAVIOR	M&R Chapter 3, 4, 5	1. Short Lecture 2. Reading/lecture discussion 3. Topic discussion	Form groups and notify me Wed., 9/12
4 9/17 RESEARCH I: CONTEXT AND CONTENT	- M&R Chapter 11 - Project Management. http://www.usability.gov/how-to-and-tools/methods/index.html (read sections under "Project Management"; skim the sections under "User Research"	1. Short Lecture 2. Reading/lecture discussion 3. Topic discussion	Website Evaluation Wed., 9/19 Group contract Wed., 9/19
5 9/24 RESEARCH II: USERS	Spence, D. (2014). Understanding People. In *A Practical Guide to Information Architecture (2nd ed.).*UX Mastery.	1. Short Lecture 2. Reading/lecture discussion 3. Topic discussion	
6 10/1 DESIGN AND DOCUMENTATION	M&R Chapter 12, 13	1. LucidChart Tutorials 2. LucidChart signup and practice	
7 10/8 ORGANIZATION SCHEMES	M&R Chapter 6	1. Short Lecture 2. Reading/lecture discussion 3. Topic discussion	Project Deadline 1: Requirement Analysis Wed., 10/10
8 10/15 LABELING SYSTEM	M&R Chapter 7	1. Short Lecture 2. Reading/lecture discussion 3. Topic discussion	
9 10/22 NAVIGATION	M&R Chapter 8	1. Short Lecture 2. Reading/lecture discussion 3. Topic discussion	Blueprint/Wireframe Exercise Wed., 10/24
10 10/29 CONTROLLED VOCABULARY I: THESAURI, TAXONOMY, & METADATA	- M&R Chapter 10 - Hedden, H. (2010). Chapter 1: What are Taxonomies. In *The Accidental Taxonomist.* Information Today.	1. Short Lecture 2. Reading/lecture discussion 3. Topic discussion	

Week Date Topics	Readings	Asynchronous activities (due Friday after class meeting)	Assignments Due date
11 11/5 CONTROLLED VOCABULARY II: CONTENT MANAGEMENT	- Houghton-Jan, S, Etches-Johnson, A., and Schmidt, A. (2009). The read/write Web and the future of library research. *Journal of Library Administration, 49*(4), 365-382. - Mai, J-E. (2011). Folksonomies and the New Order: Authority in the Digital Disorder. *Knowledge Organization*, 38(2). 114-122	1. Short Lecture 2. Reading/lecture discussion 3. Topic discussion	Project Deadline 2: Site Structure Wed., 11/7
12 11/12 No class meeting Review and group work	TBA	1. Identify 3/3 candidates for the Best/Worst Website Competition 2. Vote for the best/worst website	
13 11/19 SEARCHING	M&R Chapter 9	1. Short Lecture 2. Reading/lecture discussion 3. Topic discussion	Project Deadline 3: Controlled Vocabulary Wed., 11/21
14 11/26 ACCESSIBILITY, USABILITY, AND EVALUATION	- Watrall, E., & Siarto, J. (2009). *Head first Web design*. Sebastopol, CA: O'Reilly. Chapter 9 - Rubin, J., and Chisnell, D. (2008). Chapter 5. Develop the test plan; Chapter 9. Conduct the test sessions. In *Handbook of Usability Testing: How to Plan, Design, and Conduct Effective Tests* (2nd ed.). NJ: Wiley.	1. Short Lecture 2. Reading/lecture discussion 3. Topic discussion	
15 12/3 GROUP PRESENTATIONS	None	[Try to] read the final report you are assigned to review on Monday morning before class	Project Deadline 4: Final Report (group) & presentation slides (individual) Sun., 12/2
			Peer Reviews of Redesign Fri., 12/7 Member Evaluations Fri., 12/7

DISCLAIMER

Please be aware revisions may be made to this syllabus and schedule over the course of the semester, and as such, the content contained within may be subject to change.