Course Number/Title: COMM 405: Interface Analysis and Design
University of Michigan
Department of Communication and Media
Winter 2023
Time/Dates: Tu/Th 2:30-4:00 PM In-Person
Location: G444A Mason
Instructor Name: Corinne Jones
Instructor Email: ██████████Canvas Messenger (preferred)
Office Hours: 4:15-5:15 PM Tu/Th
Office Location: North Quad 5427, or Zoom Office hours (please schedule Zoom in advance)

*Please note, this syllabus is subject to change at the discretion of the instructor. Changes will be announced in class and as announcements on Canvas.

Scholars argue that interfaces are not neutral and that designers must make explicit their choices about who their designs privilege. In this course, students critically analyze and create computer interfaces, paying particular attention to how technological designs participate in power dynamics. In the first assignment, students apply critical frameworks to new media interfaces to analyze what argument the interface makes and what audiences the interface privileges. In the second assignment, student teams define and describe an interface that they will create. In the final assignment, student teams create and design their own interfaces. The final project is accompanied by individual memos that explain students' rhetorical choices.

Course Outcomes
By the end of this course, students will:
- (1) Critically interrogate the impacts of existing interface designs, paying particular attention to designs that result in inequitable outcomes along the lines of race and ethnicity, as well as how race and ethnic identity intersect with other types of discrimination.
- (2) Identify and analyze the specific means by which existing interfaces privilege specific audiences.
- (3) Collaborate with a team to plan an interface and design that responds to specific local (peer) stakeholders.
- (4) Create, adapt, and design interfaces that respond to the needs, goals, and expectations of those stakeholders.
- (5) Articulate their design choices and processes to describe how their interface centers the needs and goals of their stakeholders.

Required Texts
- All reading material will be available through U-M's library or PDFs through Canvas.

Other Required Materials
- Computer, Internet access, and familiarity with computer programs and technology
- A word processing program (e.g., Microsoft Word)
- PowerPoint, or some other presentation program

- A PDF reader (e.g., Adobe Reader)
- All papers must use MLA or APA formatting (See the Purdue OWL site http://owl.english.purdue.edu/owl/.)

Grade Breakdown:

Participation* (24 required classes x 0.5 point each), 12%	12 points
Reflective Responses, (15 Due x 1 point each), in/complete, 15%	15 points
Peer Reviews/UX Interviews (3 Due x 3 points each), in/complete, 9%	9 points
Interface Analysis Paper, 15%	15 points
Interface Proposal, 10%	10 points
Accessibility presentations, 9%	9 points
Interface Design (group project) 15%	15 points
Interface Design Memo, (individual) 15%	15 points

Final Grade out of 100 points

* Participation is based on in-class work. Since this class is very technological and workshop focused, "participation" is crucial in this class. However, I recognize there are multiple forms of participation, and I understand that attendance must be flexible. If you foresee any issues, please let me know as soon as possible so that we can make other arrangements.

Grading Scale:

A	94-100	B-	80-83	D+	67-69		
A-	90-93	C+	77-79	D	64-66		
B+	87-89	C	74-76	D-	60-63		
B	84-86	C-	70-73	F	59 and below		

If the grades are between cutoff percentages at the end of the semester, I will round the final grade up or down. If the grade is a 93.45%, I round that down to 93% for an A-. If the grade is 93.55%, I round that up to 94% for an A.

Assignment Descriptions

Participation (0.5 each, 12 points total): "Participation" is based on in-class work, and it is crucial since we have so many workshops this semester. However, I recognize there are multiple forms of participation, and I understand that attendance must be flexible. If you foresee any issues, please let me know as soon as possible so that we can make other arrangements. You can miss up to three classes this semester, no questions asked, with no penalty to your grade. However, you will be responsible for what we do in class, so I highly suggest that you contact me. I mark attendance down if you are more than 5 minutes late. **For clarity**: 27 total class days – 3 excused = 24 total x 0.5 each = 12 points.

Reading Responses (1 point each, 15 points total): Graded on Complete/Incomplete. These are structured responses that you will complete for readings this semester to help scaffold you into major assignments. You will respond to specific questions (listed in Canvas and in the syllabus below). They are **at least 200** words long and they are graded on completion. They should answer all parts of the question for full points.

Peer Reviews for Interface Analysis Papers/Usability Interviews for Interfaces and Revision Plans (3 points each, 9 points total): Graded on Complete/Incomplete. In class, we will complete peer reviews for our papers and usability/user experience interviews for our interfaces. Both are graded based on completion. If you complete all parts, you receive full credit. Please turn in a draft (complete or incomplete) of your paper (for the Interface Analysis Paper), and a URL for your interface (for the Interface Design) on Canvas before class. Peer reviews and usability interviews are completed in class. After you receive feedback from your peers, please write a brief revision plan and show me before you leave.

Interface Analysis Paper (15 points): For this analytic assignment, your **main task** is to write a **1,500 to 2,000-word** paper about a particular graphic user interface of your choosing that answers the following questions: **(1)** Implicitly or explicitly, *what* arguments is your interface making and what are the effects? It might be helpful to think about **which** audiences are privileged and prioritized on this particular interface? **(2)** *What* features on this interface make that argument or privilege a particular audience. *How* do those features make that argument and cater to that particular audience? **(3)** *Why* does that matter? The paper will be organized around a clear central claim that is clearly supported by evidence from the interface itself and from at least five scholarly sources, and it will use an academic writing style. They will include citations in MLA or APA format.

Accessibility Presentations (9 points): You will self-select to be on one of five teams in class. For these presentations, you will work with that team to create presentations defining web accessibility, about particular Accessibility Principles, and about how different groups of people access and use the internet based on the Web Accessibility Initiative. Your **main tasks** are to **(1)** summarize and define the pages about which you have chosen to present by using some sort of digital visual aid (Powerpoint, Canva, Piktochart, etc.) **(2)** find websites to share with the class that demonstrate those principles well and explain why they exemplify those principles, **(3)** find websites to share with the class that do *not* demonstrate those principles well and explain why they do not exemplify those principles, and **(4)** answer any questions your peers may have.

Interface Proposals (10 points): You will self-select to be on one of five teams in class. In this assignment, you will work with that team to design your own interfaces. For this assignment, your **main task** is to write a **500 to 750-word** proposal about the interface that your team will design. It will include the following sections with these headings: **(1)** Introduction/Summary **(2)** Context and Background **(3)** a Problem/Benefit Statements **(4)** Description of the Interface and technical skills **(5)** Research Plan, Division of Labor, and Timeline **(6)** Concerns/Questions.

Graphic User Interface Designs (group assignment) (15 points): You will self-select to be on one of five teams in class. In this assignment, you will work with that team to design your own interfaces. Your *main task* is to create an interface that addresses your local community here at the University of Michigan and is beneficial to other students at the University of Michigan in some way. I have provided possible website builders for you to explore in this course (see schedule below). The interface should: **(1)** Have at least *five* pages **(2)** Have a clear and consistent *layout*, and broadly follow the *design guidelines* outlined in class **(3)** Have a coherent and clear *navigation* system **(4)** Include *text* and *content* that is clear to your readers, include at least two appropriate and accessible *images* or *videos* which you either *create or source and cite*.

The text and images are your own, or they are appropriately attributed in a works cited page (not included in the five pages above). **(5)** Broadly follow the Accessibility guidelines outlined in class. You may choose to deviate from some of these standards, but please explain your choices for deviating from these standards in the accompanying individual memo.

Interface Design Memo (Final Assignment) (15 points): For this reflective assignment, your **main task** is to write a **1,000 to 1,200-word** paper about the interface that your team designed. The memo will be unified around a reflective "statement of learning and application" that answers: ***How does your interface respond to your specific stakeholders? How you can use these skills in your everyday life (at work, school, with friends, etc.)?*** This paper uses **three authors** from this class. To fully answer this question, you will include two sections of the paper. The first section answers ***How does your interface respond to your specific stakeholders?.*** It will include **(1)** Context and Stakeholders, **(2)** What specific features you incorporated into your interface design **(3)** Why you made those choices and how they center your stakeholders. The second section responds to ***How you can use these skills in your everyday life (at work, school, with friends, etc.)?.*** It includes **(4) Explaining** your design processes, **(5) Reimagining** the process, and **(6) Imagining** the future (use in jobs, daily life, etc.). The paper will be organized, unified around these questions, and it may use an informal tone.

Syllabus Statements

Race and Ethnicity Statement
Since this course meets the Race and Ethnicity Requirement for LSA, we will think critically about how race and ethnicity intersect with digital interfaces both as consumers (in the analysis section of the course) and as creators (in the design section of the course). We will **(1)** define race, ethnicity, and racism, **(2)** talk about how racial and ethnic intolerance and the resulting inequality manifests in the U.S., specifically through digital interfaces, and **(3)** talk about how racial and ethnic discrimination intersect with other types of discrimination. The Race and Ethnicity Requirement aims to help you develop your understanding of the complexities of living and working in increasingly diverse and interconnected societies, and they aim to enhance your communication skills in such settings. Courses that fulfill this requirement encourage you to engage and think critically about topics such as power, inequality, race, ethnicity, and racism. They teach you to recognize the ways in which race and ethnicity are embodied; how they can intersect with other group identities; and the implications of these intersections for democratic citizenship in the University community and beyond. Race and Ethnicity (R&E) courses are opportunities for you to gain an understanding of the complexities of racial and ethnic matters in the U.S. and across the globe. They prepare you for life in an increasingly diverse and interconnected world, and help you see your own experiences in relation to those of others by providing you with skills for critical analysis and communication. More than forty units and departments in LSA and other schools on campus offer courses that satisfy this requirement at both the lower- and upper-division levels. You may choose courses from the full range of humanities and social science subjects and in a class format that suits you best, including seminars, intergroup dialogues, and study abroad. Course emphases range from theoretical

analyses to learning intergroup discussion skills. Be sure to check the full range of offerings for the one that best fits your interest.

[Syllabi Statements altered for institutional context]

Calendar
To view the full academic calendar, please visit:
https://ro.umich.edu/sites/default/files/calendar/pdfs/Cal_2022-2023.pdf

Tentative Schedule:

Week	Readings (Due by class time)	Guiding Questions and In-Class work	Assignments (Due by class time, except for first class)
Week 1: Jan 5: **Th.**		Introduction and selecting possible interfaces for Assignment 1 Introduction to assignments Go over claims and evidence handouts (in Canvas). Talk about the Race and Ethnicity Course Requirements: Define Race, Ethnicity, and Racism.	**Participation 1**
Unit 1: Interface Analysis Part 1: Theories of Interfaces, Race, Ethnicity, and Interfaces			
Week 2: Jan 10: **Tu.**	Hamilton, A. M. (2020). A Genealogy of Critical Race and Digital Studies: Past, Present, and Future. *Sociology of Race and Ethnicity*, 6(3), 292–301. https://doi.org/10.1177/2332649220922577 For examples of interface analyses: Brock (A) (2020) *Distributed Blackness.* Pps. 49-54 and 101-105.	We often think of the Internet as a disembodied space. How does Hamilton challenge that idea? Watch: PBSOrigins: The Origin of Race in the USA Watch: PBSOrigins: What is ethnicity?	**Participation 2** **Response 1**: What is the problem with "colorblind" approaches to racism according to Hamilton and Brock? (***note: I will refer to "colorblind" as color-neutral for the rest of the class***). What is the "digital divide" and what does Hamilton

	(PDFs in Canvas in "Files"->"Course Readings" as "Brock_BlackBirdAnalysi s" and "Brock_TwitterAnalysi s")		say is the problem with "digital divide" narratives?
Week 2: Jan. 12 **Th.**	Drucker, J. (2011). Humanities Approaches to Interface Theory. *Culture Machine, 12* https://culturemachine. net/wp-content/uploads/2019/0 1/3-Humanities-434-885-1-PB.pdf	What kinds of cultural approaches can we take to interrogate interfaces?	**Participation 3** **Response 2:** What are the three some approaches to interface theory that Drucker outlines? Please define them to the best of your ability.
Part 2: Aesthetic and Content Analysis			
Week 3: Jan 17 **Tu.**	Cynthia Selfe and Richard Selfe (1994). The Politics of the Interface: Power and Its Exercise in Electronic Contact Zones. http://www.jstor.org/sta ble/358761 (and in Canvas)	Define contact zones. What is the content of the interface? Look at an interface that you are interested in exploring; What cultural metaphors and symbols does your interface use and why does that matter?	**Participation 4** **Response 3:** What are "contact zones"? Do interfaces reflect existing culture? Change culture? Both? Please explain.
Week 3: Jan 19 **Th.**	Lisa Nakamura (2008). *Digitizing Race: Visual Cultures of the Internet* Chapter 1: "Ramadan Is Almoast Here!" The Visual Culture of AIM Buddies, Race, Gender, and Nation on the Internet	Look at an interface that you are interested in exploring; Who is represented on the interface and in what ways? Why does that matter? Does your interface only allow the site designers to determine who is represented on the site? Who do they choose to include and how? Or, do people have some agency to represent themselves and with what limitations?	**Participation 5** **Response 4:** Why does representation on the interface matter, according to Nakamura (hint: page 50~). How does representation on an interface represent designers' goals?

			To the best of your ability, what is "active signification" and how does it reflect users' goals?
Week 4: Jan. 24 **Tu.**	Kristen Arola (2017). [Indigenous Interfaces]().	Why is appearing not the same thing as being for Arola? How does this fit into the anti-essentialism? How does Arola's arguments about identity is constituted add to the scholars we have already read?	**Participation 6** **Response 5:** What are the problems of assuming that an Indigenous interface would look a certain way, according to Arola? How does this connect to "essentialist" ideas? How does Arola suggest identity should be defined (hint: page 217), and please give a basic overview of that term as you understand it.
Week 4: Jan. 26 **Th.**	Alexander Galloway (2012). *The Interface Effect,* "Introduction" and "Chapter 1" (PDFs on Canvas).	What does Galloway mean that interfaces have effects? Why are interfaces more than "doorways" or windows?	**Participation 7** **Response 6**: Why does Galloway say that we cannot only understand interfaces through an aesthetic lens, and why does Galloway say that they not "doors"? What is the main

| | | | challenge/duality that interfaces must overcome? What is an "intra-face"?

What is the relationship between interfaces, software, and hardware? |
|---|---|---|---|
| Week 5:

Jan. 31
Tu. | Noble, S. (2018). Chapter 1 in *Algorithms of Oppression.* | If, as Galloway demonstrates, software and hardware are ideological, how do computational processes affect what shows up on the interface? Why does that matter?

What kinds of computational processes affect your interface?

Which stakeholders are prioritized with the results that appear on the interface? Why does that matter? | **Participation 8**

Response 7: To the best of your ability, please explain how computer algorithms and other underlying computer structures affect what shows up on Google's interface. Why does that matter for people represented in those images? |
| Part 3: Interaction Analysis | | | |
| Week 5:

Feb. 2
Th. | Costanza-Chock S. (2020). *Design Justice.* Introduction

Sasha Costanza-Chock (2020). *Design Justice.* Chapter 1 Design Values: Hard Coding Liberation (read until "Related Approaches: Value Sensitive Design, Universal Design, and Inclusive Design") | Define "affordances" and talk about the history of the term affordances. (Gibson, Norman, and Harston) | **Participation 9**

Response 8: Respond to: What are affordances, disaffordances, and dysaffordances? Please find at least one on an interface of your choosing. |

			What is the difference between [intention and impact]? What is [discriminatory design]?
Week 6: Feb. 7 **Tu.**	Mel Stanfill (2015) [The interface as discourse: the production of norms through web design].	What is Discursive Interface Analysis? How can we use it on our upcoming analysis assignments?	**Participation 10** **Response 9:** To the best of your ability, what is productive power and "interpellation"? What are the three types of affordances that discursive interface analysis uses and please define them. Please find at least one on an interface of your choosing.
Week 6: Feb. 9 **Th.**	Jennifer Sano-Franchini (2018). [Designing Outrage, Programming Discord: A Critical Interface Analysis of Facebook as a Campaign Technology]	What are micro-interactions? What kinds of interactions is your site structuring and what are the affective components of those interactions? How can we use micro-interactions on our upcoming analysis assignments? What are the affective components of the interface?	**Participation 11** **Response 10:** Why does Sano-Franchini say that subjective and emotional experiences matter? What does Sano-Franchini say about the ways that interface content can impact people? What are the four kinds of microinteraction

			s? Please define them and find at least one on an interface of your choosing.
Week 7: Feb. 14 **Tu.**	Melissa Villa-Nicholas and Miriam Sweeney (2020). "Designing the "good citizen" through Latina identity in USCIS's virtual assistant "Emma""	Does your interface have anything like a virtual assistant? How are those virtual assistants like or dissimilar to the Buddy Icons Nakamura wrote about? What kinds of claims and arguments do those virtual assistants make?	**Participation 12** **Response 11:** How does this article use the idea of "interpellation" or "hailing" and why does that matter?
Week 7: Feb. 16 **Th.**	Peer Reviews and Revision Plan	Peer Reviews and Revision Plan	**Participation 13** **Turn in a draft of your paper on Canvas and have a draft of the paper accessible to you during class (on paper, or on a computer that you are willing to share).** **Show me your revision plan before you leave class for points.**
Week 8: Feb. 21 **Tu.**	Gaboury, Jacob. (2018). Critical Unmaking: Toward a Queer Computation.	How can we recognize forms of participation that interfaces cannot capture?	**Participation 14** **Response 12:** What does Gaboury mean by "legible" and how does that connect to the definition of "failure" here? What are "glitches" purpose do they serve? How does this relate to

			critiques of "digital divide" narratives (from Hamilton)?
Week 8: Feb. 23 **Th.**		Talk about Assignment 2 and Accessibility Presentations. Get into teams and determine: (1) group roles, (2) procedures for handling conflict, and (3) topics for accessibility presentations. Brainstorm ideas for interfaces that you might want to make. You might find useful ideas here, or here. Explore free website builders, like • Google Sites • https://www.weebly.com/ • https://www.wix.com/ • https://wordpress.com • https://www.squarespace.com/ Find the "Help Page" on whatever site you choose.	**Participation 15** **Major Assignment 1: Interface Analysis Paper Due**
Week 9: Feb. 28 **Tu.** Spring Break (Feb. 25 – Mar. 6)	Spring Break (Feb. 25 – Mar. 6)		
Week 9: Mar. 2 **Th.** Spring Break (Feb. 25 – Mar. 6)	Spring Break (Feb. 25 – Mar. 6)		
Unit 2: Interface Design			

| Week 10:

Mar. 7
Tu. | Read: "Usability Testing" from and "Recruiting Participants the Legend of 'The General Public'" from usability.gov. (Also in Canvas as PDFs: Usability.gov_Usability Testing, Usability.gov_TheGeneralPublic)

AND

Walton, R. (2016) Supporting Human Dignity and Human Rights: A Call to Adopt the First Principle of Human-Centered Design. *Journal of Technical Writing and Communication, 46*(4), 402-426. Doi: 10.1177/0047281616653496 (available in Canvas and the library) | Distinguish between Accessibility, Usability, and User experience, and human-centered design.

Use the Usability.gov website to start to learn more about our stakeholders. Explicitly determine: Who are we prioritizing when we define stakeholders?

Read: Stakeholder Interviews 101 (in Canvas as NNGroup_StakeholderInterviews)

Develop questions to ask your peers/stakeholders in the project before you begin.

What do you want to learn from your peers about what they would want in an interface?
Think about:
• Why a peer would want to use the interface
• Context in which peers would use the interface
• Potential obstacles
• Define "success."
• Define "participation." | **Participation 16**

Response 13: Please define "human-centered design" and "usability" in your own words. Please also explain in your own words why "the general public" does not exist and reflect on why this matters for race, ethnicity, and other forms of marginalization in interface design (hint: think about the "color-neutral" approach from Hamilton). |
| Week 10:

Mar. 9
Th. | Sasha Costanza-Chock (2020). *Design Justice.* Chapter 3: Design Narratives: From TXT Mob to Twitter | Considering the critiques we outlined earlier about color-neutral approaches to interface design, why is it important to center specific audiences?

Who is the specific audience you want to benefit?

What assets do they already possess?

Interview peers with the stakeholder interview questions we defined last time. | **Participation 17**

Response 14: Define scoping and framing, and please briefly outline the issues that Costanza-Chock identifies with "problem framing." Define "asset-based" approaches versus "deficit- |

		Use framing and scoping handout to develop benefits statements.	based" approaches. In your own words, what was the issue with the Gates Foundations' toilets, according to Costanza-Chock?
Week 11: Mar. 14 **Tu.**	Nielsen Norman Group (n.d.) 10 Usability Heuristics for User Interface Design. *Nielsen Norman Group* Retrieved from: https://www.nngroup.com/articles/ten-usability-heuristics/ Nielsen Norman Group (n.d.) Empathy Mapping: The First Step in Design Thinking. *Nielsen Norman Group* Retrieved from: https://www.nngroup.com/articles/empathy-mapping/ (In Canvas as Nielsen_10UsabilityHeuristics and NNGroup_EmpathyMapping)	Define Nielsen's Ten Usability Heuristics. How can these apply to the interfaces that you are building? (We will return to these heuristics!) Talk about: Empathy Mapping: The First Step in Design Thinking and define "user personas."	**Participation 18** **Major Assignment 2: Interface Proposal**
Week 11: Mar. 16 **Th.**	Costanza-Chock (2020). *Design Justice.* Chapter 2 Design Practices: "Nothing About Us without Us"	Discuss the problems of user personas. Who else might we talk to about our interfaces, rather than rely on personas?	**Participation 19** **Response 15:** Why is the unmarked user a problem? What are "Stand-in users" and "user personas" and why does

			Costanza-Chock say they are a problem? In your own words, please explain the phrase "Nothing About Us without us."
Week 12: Mar. 21 **Tu.**	Hagen, R. and Golumbisky (2017) Chapter 6: in *White Space is not Your Enemy* (PDF in Canvas as HagenAndGolumbisky _Chapter 6 and available from the University of Michigan Library here)	**Group Presentations for** "Introduction to Accessibility," and "Components of Web Accessibility" Talk about layout in interface design. How does layout reflect Stanfill's arguments about aesthetic affordances? How does this relate to Arola's argument that interfaces that "look" a certain way cannot be indicative of a particular type of user?	**Participation 20**
Week 12: Mar. 23 **Th.**	Kreitzberg, C. (2017). The Intuitive Interface. *Princeton.edu*. Retrieved from https://ux.princeton.edu /learn-ux/blog/intuitive-interface And The Strikingly Blog (2020). Beginner's Guide to Intuitive Web Design. *The Strikingly Blog.* Retrieved from: https://www.strikingly. com/content/blog/begin ners-guide-to-intuitive-web-design/ (In Canvas as Kreitzberg _Intuitive Interface and TheStrikinglyBlog _Be	**Group Presentations for** "Perceivable Information and user interface" Talk about "intuitiveness" in interface design. How does what we learned about user-personas complicate "intuitiveness"?	**Participation 21**

	ginner's Guide to Intuitive Web Design)		

Week 13:
 	
Mar. 28
Tu.
	Fitzgerald, A. (2021). The Essential Guide to Website Navigation [Types and Top Examples]. *Hubspot.* Retrieved from: https://blog.hubspot.com/website/main-website-navigation-ht (PDF in Canvas as Fitzgerald_Navigation)	**Group Presentations for** "Operable user interface and navigation"
		
		Talk about navigation in interface design. What kind of navigation system are you developing? Why?
		
		How do navigation systems demonstrate Stanfill's concept of functional affordances (e.g. what is technically possible on an interface)? How do they demonstrate cognitive affordances (e.g. what types of things people can know)?
		
		Check other website's accessibility and then check your own interfaces' accessibility
		
		- WebAim's Accessibility Checker.
		    ○ https://wave.webaim.org/
		- A11Y's color-contrast checker.
		    ○ https://color.a11y.com/?wc3
		- Word Documents accessibility checker.
		- https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f#bkmk_use
			Participation 22
			Have a draft of your interface

Week 13: Mar. 30 **Th.**	Revisit: Nielsen Norman Group (n.d.) 10 Usability Heuristics for User Interface Design. *Nielsen Norman Group*	**Group Presentations for** "Understandable Information and user interface"	**Participation 23**

	Retrieved from: https://www.nngroup.com/articles/ten-usability-heuristics/	Revisit: Nielsen's 10 Usability Heuristics. Apply them to your own interfaces!	
Week 14: Apr. 4 **Tu.**		**Group Presentations for** "[How Disabilities Use the Web](#)," "[Older Users and Accessibility](#)," and "[Accessibility, Usability](#) and Inclusion" Watch [Usability Testing Tips and Tools on YouTube](#) and read over: "[Usability Testing Questions](#)." (Also in Canvas as Qualtrics_UsabilityQuestions) Take notes for developing your own UX questions!	**Participation 24**
Week 14: Apr. 6 **Th.**	**Usability/User Experience Interviews**	Complete Usability/User Experience Interviews with peer groups in class and develop revision plan with groups. (Must be in class for points)	**Participation 25** **Turn in a URL of your interface on Canvas and have a draft of the interface accessible to you during class (on a computer that you are willing to share).** **Show me your revision plan before you leave class for points.**
Week 15: Apr. 11 **Tu.**	**Usability/User Experience Interviews**	Complete Usability Testing with Peer groups in class and develop revision plan with groups. (Must be in class for points)	**Participation 26** **Turn in a URL of your interface on Canvas and**

			have a draft of the interface accessible to you during class (on a computer that you are willing to share). **Show me your revision plan before you leave class for points.**
Week 15: Apr. 13 **Th.**		Work/Draft Day for memo Peer and Self Review Day for memos Report back to your peer stakeholders.	**Participation 27**
Week 16: Apr. 18 **Tu.**	Classes End		**Final Interfaces Due and Final Individual Reflections Due in Finals (due at the end of class time for final questions)**
Apr. 19-23	Study Days		
Apr. 24-27	Final Examinations		