

Course Number/Title: COMM 405: Interface Analysis and Design

University of Michigan

Department of Communication and Media

Fall 2022

Time/Dates: Mon/Wed 5:30-7:00 PM In-Person

Location: G444B Mason

Instructor Name: Corinne Jones

Instructor Email: [REDACTED] Canvas Messenger (preferred)

Office Hours: 3:00-5:00PM M/W

Office Location: North Quad 5427, or Zoom Office hours (please schedule 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.
- (2) Identify and analyze how existing interfaces privilege specific audiences.
- (3) Collaborate with a team to plan an interface and design that responds to their community.
- (4) Create, adapt, and design interfaces for their local communities at the university.
- (5) Articulate their design choices and processes to explain the impacts of their design choices.

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), complete/incomplete, 15%	15 points
Peer and Self Reviews (3 Due x 3 points each), complete/incomplete, 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: “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. You will lose points for being excessively late. However, you will be responsible for what we do in class, so I highly suggest that you contact me.

Reflective Responses: Complete/Incomplete These are reflective Response that you will complete for readings this semester to help scaffold you into major assignments. They are **at least 200** words long and they are graded on completion. They include (1) an end of paper reference, (2) the claim/argument of the reading, and (3) a free or structured response. Most will be free responses, although you will have structured responses due **August 31, October 12, October 19, November 9, and November 14.**

Peer and Self Reviews: Complete/Incomplete Peer and self-reviews are graded based on completion. If you complete all of the parts, you receive full credit. They consist of three parts; (1) Drafts and Questions, which are turned in on Canvas before class, and you will bring a hard copy to class. (2) Peer reviews, which are completed on paper, and consist of answering your peers’ question, filling in a blank rubric, and answering a series of questions. (3) Self-Review, which are completed on paper, and consist of filling out a blank rubric, and determining how you will revise.

Interface Analysis Paper: For this analytic assignment, your **main task** is to write a **1500 to 2000 word** paper about a particular graphic user interface of your choosing that answers the following questions: **(1) *What*** arguments is your interface making? 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.

Accessibility Presentations: For these presentations, you will work with a 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, 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: In this assignment, we will work in self-selected teams of 3-4 people to design our own interfaces (**6 teams total**). 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): 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 some sort of ***navigation*** system **(3)** Include ***text*** and information that is clear to your readers **(4)** 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), and **(5)** broadly follow the ***design guidelines*** outlined in class or explain your choices for deviating from these standards in the accompanying individual memo.

Interface Design Memo (Final Assignment): For this reflective assignment, your **main task** is to write a **1000 to 1200 word** paper about the interface that your team designed. The memo will be unified around a reflective “statement of learning and application” that answers: ***What did you learn in this process, and how you can use these skills in your everyday life (at work, school, with friends, etc.)?*** To fully answer this question, you will include: **(1) *What*** is the **context** around this interface and what were your **goals**? **(2) *What*** specific features did you incorporate into your design to meet principles of UX/UI design and accessibility? ***Why*** did you make those choices in light of the context and goals you just laid out? **(3) *Explain*** your process in designing the interface. **(4) *Who else*** in the community might you have reached out to and included if we

had the time in the semester? *Why*? The paper will be organized, use prose that is understandable to myself and your peers, and have a clear central statement about what you learned and how you will use it. It will use 5 reputable sources.

Syllabus Statements

Academic Misconduct

The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. The college promotes the assumption of personal responsibility and integrity, and prohibits all forms of academic dishonesty and misconduct. All students and teams are required to abide by the academic honesty guidelines of the University of Michigan. Among other things, this means: (1) Students and teams must submit only their own, original work in fulfillment of course requirements; (2) Consulted works must be cited using an accepted documentation style; and (3) Students and teams must provide truthful representations to me on issues such as contributions to group projects and reasons for missing class. For clarity, the LSA Office of Academic Affairs defines plagiarism as “representing someone else’s ideas, words, statements or other work as one’s own without proper acknowledgment or citation” (see <https://lsa.umich.edu/lsa/academics/academic-integrity/academicmisconduct.html>).

All cases of academic misconduct will be referred to the LSA Office of the Assistant Dean for Undergraduate Education. Being found responsible for academic misconduct will usually result in a grade sanction, in addition to any sanction from the college.

For more information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see lsa.umich.edu/lsa/academics/academic-integrity.html. Students and/or teams requiring additional clarification are strongly urged to consult with me before submitting questionable work.

Grading and Missed Work Policy

Grades will be reported via Canvas, and most assignments will have a portion submitted in Canvas. Some work will be completed in class (see assignment prompts for specifics). All major assignments are due by the announced date and time except in the event of a medical or personal emergency (which includes COVID-19 related issues) or one of the reasons listed below. Coursework is due by class time unless otherwise noted. **For late work for major assignments, 10% (one letter grade) will be deducted for each 24-hour period as soon as the deadline has passed. I will continue to deduct 10% from the assignment for every 24-hour period until a grade of F is reached.** Some minor assignments cannot be made up since things like peer review require you to have turned in the assignment on time. Missed reflective responses also cannot be made up since you need to have read them for class. In general, I do not give make-up assignments, unless a student must miss a course deadline due to them representing the university in an authorized event.

Please note that I do not have the authority to change the modality of this course. You can view the modality of your course [here](#).

Contacting Me Outside of Class/Email Policy

Questions, comments and observations are helpful if shared in class, since others likely have similar concerns. If you do want to reach me personally, in this class our official mode of communication is through email located inside Canvas. In general, you can expect me to answer a short e-mail within 48 hours, except between 5 pm on Friday and 9 am on Monday or as otherwise noted. When emailing, please provide a subject line that makes it as clear as possible what you are emailing about. All communication between student and instructor and between student and student should be respectful. If you want to talk to me about a specific assignment, please do not leave a “comment” back to me in Canvas and expect me to see it and respond; I do not go back to assignments after I have graded them to check on them. Please email me instead. Finally, your peers and I may email you as well, so it is your responsibility to check your email and your Canvas inbox regularly.

Statement on Faculty/Student Interactions

I, Corinne Jones, am committed to creating a learning environment for my students that is free of Prohibited Conduct, including gender-based and sexual harassment, sexual violence, retaliation, and a hostile environment based on discrimination and intimidation. I acknowledge the power differentials between instructors and students, and the prohibition of “Covered Relationships” (sexual, romantic, or dating) between instructors and students. To accomplish this, I pledge to:

I will conduct office hours with my door open. Students who wish to have confidential conversations with me may schedule a private meeting via Zoom or may ask to have a closed-door meeting. But this closed-door meeting must be made on your request in writing, even on the spot. I will never suggest a closed-door meeting myself because of the power dynamic.

I will document all pre-scheduled meetings between the instructor and the student via Google Calendar (or other software) and/or university email. Students who email to request an office hour appointment should expect to receive an email confirmation or a Google Calendar (or other software) invitation from me, or, upon my email confirmation and request, may send me a Google Calendar (or other software) invitation for this meeting. The purpose is to provide a permanent record of the meeting and to ensure that all class activities are documented and transparent. Students who choose to drop by for informal meetings are welcome to do so, but there will be no documentation provided. (See above for open-door policy.)

All individual meetings between instructor/student will take place at university venues. I will conduct all individual communications using the University platforms of email, Canvas, Slack, or Piazza, with the caveat that we may use non-University platforms set up by students (such as GroupMe) only if they include all students in the class. There will be no instructor-student private communications on any non-University platforms, such as social media, GroupMe, personal phone numbers, What’s App, etc.

Culture of Care

LSA is committed to delivering our mission while aiming to protect the health and safety of the community, which includes minimizing the spread of COVID-19. Our entire LSA community is responsible for protecting the collective health of all members by being mindful and respectful in carrying out the guidelines laid out in our [Wolverine Culture of Care](#) and the [University’s Face](#)

[Covering Policy for COVID-19](#). Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#).

In our classrooms all students are expected to adhere to the required safety measures and guidelines of the State of Michigan and the University of Michigan, wearing a face covering that covers the mouth and nose in all classrooms, and not coming to class when ill or in quarantine. It is important to also be thoughtful about group gatherings as well as about classroom activities and exercises that require collaboration.

Any student who is not able and willing to comply with campus safety measures for this in-person course should contact the course instructor or their academic advisor to discuss alternate participation or course options. Students who do not adhere to these safety measures while in a face-to-face class setting, and do not have an approved exception or accommodation, may be asked to participate on a remote basis or disenroll from the class.

For additional information refer to the [LSA Student Commitment to the Wolverine Culture of Care](#) and the OSCR Addendum to the Statement of Student Rights and Responsibilities on the [OSCR website](#).

Course Recordings

Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use. *Additional information regarding course recordings and privacy concerns can be found on the [UM ITS Recording and Privacy Concerns webpage](#).*

Accessibility and Accommodations Statement

The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities <https://ssd.umich.edu/>; 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns, please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Depending on the situation, further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

Mental Health and Wellbeing

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together.

For personal concerns, U-M offers the following resources (links embedded):

- **Counseling and Psychological Services (CAPS)** - confidential; 734-764-8312; for after-hours urgent support, call and press 0; counseling, workshops, groups and more, counselors are embedded in some schools
- **Dean of Students Office** - 734-764-7420; provides support services to students and manages critical incidents impacting students and the campus community
- **Ginsberg Center for Community Service Learning** - 734-763-3548; opportunities to engage as learners and leaders to create a better community and world
- **Maize and Blue Cupboard (MBC)** - 734-936-2794; Food pantry with groceries, kitchen and cooking supplies, personal and household items, and support
- **Multi-ethnic Student Affairs (MESA)** - 734-763-9044; diversity and social justice through the lens of race and ethnicity
- **Office of Student Conflict Resolution** - 734-936-6308; offers multiple pathways for resolving conflict
- **Office of the Ombuds** - 734-763-3545; students can raise questions and concerns about the functioning of the university.
- **Services for Students with Disabilities (SSD)** - 734-763-3000; accommodations and access to students with disabilities
- **Sexual Assault Prevention and Awareness Center (SAPAC)** - confidential; 734-764-7771 or 24-hour crisis line 734-936-3333; addresses sexual assault, intimate partner violence, sexual harassment, and stalking
- **Spectrum Center** - 734-763-4186; support services for LGBTQ+ students
- **Trotter Multicultural Center** - 734-763-3670; intercultural engagement and inclusive leadership education initiatives
- **University Health Service (UHS)** - 734-764-8320; clinical services include nurse advice by phone, day or night
- **Well-being for U-M Students website** - searchable list of many more campus resources
- **Wolverine Wellness** - confidential; 734-763-1320; provides Wellness Coaching, Collegiate Recovery Program, and much more

Writing Resources

For writing assistance, check out the Sweetland Writing Center. Because you are graded on your writing, it is important that you take the appropriate care in crafting your papers. Please utilize the resources available at the writing center (<http://www.lsa.umich.edu/sweetland>) if you need assistance. I suggest taking the assignment prompt with you to the appointment.

Sexual Misconduct Policy

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and at sapac.umich.edu.

People in certain roles are considered “Individuals with Reporting Obligations” (IROs) and are required to report suspected Prohibited Conduct to the Equity, Civil Rights and Title IX Office at the University of Michigan. I am not an IRO, but I will direct you to resources to support you.

Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu.

You can also submit a complaint about assault or harassment to the Equity, Civil Rights and Title IX Office at the University of Michigan (ECRT). You can find information about reporting at each of the three campuses [here](#).

Please note that Title IX offices often distinguish between making a “report,” which does not launch an investigation, and filing a “complaint,” which does.

Report an assault through 911 Dialing 911 from your cell phone will take you to local police. Dialing 911 from a campus phone will dial to the University police dispatch. Report an assault to Local Police Ann Arbor Police Non-emergency Dispatch: 734-994-2911. Report an assault to University Police UM-Ann Arbor Division of Public Safety and Security (DPSS) / Special Victims Unit To report an incident: 734-763-1131

Equity-Focused Teaching Statement

Center for Research on Learning and Teaching (CRLT) at the University of Michigan has committed itself to Equity-Focused Teaching. Since inclusive teaching does not necessarily result in outcomes that attend to power dynamics and systemic inequities, the CRLT is dedicated to equity-focused teaching to disrupt systems of privilege. As the [CRLT](#) defines it, Equity-focused Teaching is a corrective tool that allows instructors to acknowledge and disrupt historical and contemporary patterns of educational disenfranchisement that often negatively impact marginalized and minoritized students. Equity-focused Teaching recognizes that systemic inequities shape all students’ individual and group-based experiences of social identity and produce vastly different relationships of power in and outside of the classroom, which impact students’ learning and success. The corrective work of equity-focused teaching involves deliberately cultivating a learning environment where students: (1) Have equal access to learning (2) Feel valued and supported in their learning (3) Experience parity in achieving positive course outcomes (4) Share responsibility for the equitable engagement and treatment of all in the learning community. Equity-focused teaching is an ongoing commitment and practice.

With this in mind, hostility and disrespectful behavior are not acceptable. Hostility includes language that is threatening, derogatory language that harms others, or is otherwise sexist, racist, xenophobic, homophobic, or transphobic. These types of remarks *will not be tolerated* in class or in written work. In general, be respectful and kind to each other, and you will not violate these policies. Assignments that violate these policies will receive a 0. If there are questions about this, please contact me. Read more about Equity Focused Teaching on [The Center for Research on Learning and Teaching’s website](#).

Please see [here](#) for the CRLT’s development of equity-focused teaching.

Land Acknowledgement

We acknowledge that the University of Michigan resides on the ancestral, traditional, and contemporary lands of the Anishinaabeg – The Three Fire Confederacy of the Ojibwe, Odawa, and Potawatomi Nations, as well as the Wyandot Nation. In particular, the university resides on land gifted by the three Nations and the Wyandot Nation, along with many other Indigenous Nations, in the 1817 Treaty of Fort Meigs. We acknowledge the language of "gift" in the original treaty entails mutual relationships between treaty parties, respect, and obligation on the part of the settlers. We advocate for Indigenous struggles against ongoing settler-colonization and strive for a decolonized future.

Attendance Policies (see link for full university policies)

Ultimately, you are responsible for all information that we cover in class. Therefore, attendance and participation are very important in this class, as we will work on projects in class, connect with groups in class, and go over important classroom information. For this course, participation is graded by your attendance. You may miss up to three classes without penalty, no questions asked, although you are responsible for what we do in class that day and you should contact me.

You will lose points for being excessively late. Keep in mind that *if you miss more than half of the classes this semester, you will automatically fail the course.*

Drop Policy for Non-Attendance

It is critical that students attend classes from the beginning of the term. Students registered for a course that they do not intend to keep should drop it so that the space is available for other students, and faculty will have an accurate course roster.

In most instances, students are not automatically dropped from a class roster for non-attendance. Classes dropped after the drop deadline will result in a "W" on a student's transcript whether or not the student has attended.

Even though students may be registered officially for a course, departments may give away a student's place in a course if the student does not attend: (1) the first meeting of biology, chemistry, and physics laboratories (2) the first meeting of Sweetland Center for Writing courses (3) either of the first two meetings of English courses (4) any of the first two meetings of language courses in the Romance Languages department (5) the first two meetings of seminars and lecture courses and the first two lectures and the first discussion/lab section of courses with discussion/lab sections in Communication Studies (6) first two meetings of courses in other department.

However, departments are not obligated to withdraw students officially from the course, even if the student has been informed that his/her place in a course has been taken away. Students are always responsible for the accuracy of their own schedules.

Religious Holidays

It is the policy of the University of Michigan to make every reasonable effort to allow members of the University community to observe their religious holidays without academic penalty. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes due to religious observance shall be provided with a reasonable alternative opportunity to make-up missed academic work. If an absence coincides with an exam

or other assignment due date, the options to make up that missed work may be limited. Please notify me of absences due to religious observance as soon as you can, or by the third week of the semester.

Please see the policy as stated on [the Office of the Provost website](#).

Students Representing the University in an Official Capacity Off-Campus

There may be instances when students must miss class due to their commitment to officially represent the University. These students may be involved in the performing arts, scientific or artistic endeavors, or intercollegiate athletics. Absence from classes while representing the University does not relieve students from responsibility for any part of the course missed during the period of absence. Within reason, I will provide appropriate arrangements to the student for missed work, providing such accommodations do not place unreasonable burden on myself or fundamentally alter the integrity of the course. When the absence coincides with an exam or other assignment due date, the options to make up that missed work may be limited and will be determined by the instructor within the boundaries of the course. For further information, see the [Office of the Provost's letter](#) to the University community. This letter helps clarify the expectations for both students and faculty in meeting the demands of academic life and extracurricular activities in which many students participate. Please notify me of absences due to official university business as soon as you can, or by the third week of the semester.

Absences from Class Due to Illness or Unanticipated Circumstances

If you must be absent because of an emergency or illness, please make every effort to speak with me about it beforehand, if possible, or after the next class. I will excuse such absences with a doctor's note or other form of official documentation. To help facilitate initial communication between students and instructors in the event of an illness, the College provides an [Illness Reporting Form](#). To learn more, please visit the [Reporting an Illness page](#).

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)
Aug. 29: Mon.		Introduction and selecting possible interfaces for Assignment 1 Introduction to assignments Go over claims and evidence handouts. https://designjustice.org/read-the-principles	

Aug. 31: Wed.	<p>Sasha Costanza-Chock (2020). <i>Design Justice</i>. Introduction</p> <p>Sasha Costanza-Chock (2020). <i>Design Justice</i>. Chapter 1 Design Values: Hard Coding Liberation (read until “Related Approaches: Value Sensitive Design, Universal Design, and Inclusive Design”)</p>	<p>Why is design important?</p> <p>Look at an interface that you are interested in exploring; what affordances, disaffordances, and dysaffordances does it use?</p>	<p>Reflective Response 1 (for both introduction and Chapter 1)</p> <p>Structured Response: Respond to: What are affordances, disaffordances, and dysaffordances?</p> <p>What is the difference between intention and impact? What is discriminatory design?</p>
Sept. 5 Mon.	Labor Day	Labor Day	
Sept. 7 Wed.	<p>Cynthia Selfe and Richard Selfe (1994). The Politics of the Interface: Power and Its Exercise in Electronic Contact Zones. http://www.jstor.org/stable/358761 (and in Canvas)</p>	<p>Define metaphors. What is the content of the interface? What metaphors does it use and why does that matter?</p> <p>Look at an interface that you are interested in exploring; what metaphors does it use?</p>	<p>Reflective Response 2: Free Response</p>
Sept. 12 Mon.	<p>Lisa Nakamura (2008). Digitizing Race: Visual Cultures of the Internet Chapter 1: “Ramadan Is Almost Here!” The Visual Culture of AIM Buddies, Race, Gender, and Nation on the Internet</p>	<p>Who is depicted using the interface in popular culture?</p> <p>What roles does the interface set up for different users and for different people? How?</p> <p>Why does that matter?</p>	<p>Reflective Response 3: Free Response</p>

		What roles does the interface that you have chosen set up for different users?	
Sept. 14 Wed.	Alexander Galloway (2012). <i>The Interface Effect</i> , “Introduction” and “Chapter 1” (PDFs on Canvas).	What does Galloway mean that interfaces have effects? Why are interfaces more than “doorways” or windows?	Reflective Response 4: Free Response Come to class with an Interface selected for analysis for your Interface Analysis Paper
Sept. 19 Mon.	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?	Reflective Response 5: Free Response
Sept. 21 Wed.	Melissa Villa-Nicholas and Miriam Sweeney (2020). “ Designing the “good citizen” through Latina identity in USCIS’s virtual assistant “Emma” ”	How does this piece demonstrate the “productive power” we read about last class? 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?	Reflective Response 6: Free Response
Sept. 26 Mon.	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?	Reflective Response 7: Free Response
Sept. 28 Wed.	André Brock (2020) <i>Distributing Blackness.</i>	Peer Review Day	

	<p>Pps. 49-54 and 101-105. (PDFs in Canvas in “Files”->”Course Readings” as “Brock_BlackBirdAnalysis” and “Brock_TwitterAnalysis”)</p> <p>Example Interface analyses (no reflection due; look at the kinds of analysis Brock does and the kinds of evidence he uses).</p>		
Oct. 3 Mon.	<p>Safiya Noble (2018). <i>Algorithms of Oppression</i>. Chapter 1: A Society Searching</p>	How do algorithms and computational processes affect interfaces?	Reflective Response 8: Free Response
Oct. 5 Wed.	Look ahead to Proposal, Interface Design Prompt, and Interface Memo	<p>Get into teams in class and come up with team names</p> <p>Brainstorm ideas for interfaces that you might want to make.</p> <p>You might find useful ideas here, or here.</p> <p>Define usability testing and define steps for usability testing.</p>	Major Assignment 1: Interface Analysis Paper Due
Oct. 10 Mon.		<p>Jigsaw Groups: Principles of visual web design.</p> <p>Come in with examples of the types of interfaces that you like or would want to build. Please also consider your technical ability.</p> <p>Explore free website builders, like</p> <ul style="list-style-type: none"> • Google Sites • https://www.weebly.com/ • https://www.wix.com/ • https://wordpress.com 	

		<ul style="list-style-type: none"> • https://www.squarespace.com/ 	
Oct. 12 Wed.	Sasha Costanza-Chock (2020). <i>Design Justice</i> . Chapter 3: Design Narratives: From TXT Mob to Twitter	<p>Who is the specific audience you want to benefit?</p> <p>What assets do they already possess?</p> <p>Use framing and scoping handout to develop benefits statements.</p>	<p>Reflective Response 9:</p> <p>Structured Response:</p> <p>Define scoping and framing, and please briefly outline the issues that Costanza-Chock identifies with “problem framing.”</p> <p>Define “asset-based” approaches versus “deficit-based” approaches.</p> <p>In your own words, what was the issue with the Gates Foundations’ toilets, according to Costanza-Chock?</p>
Oct. 17 Mon.	Fall Study Break	Fall Study Break	
Oct. 19 Wed.	Sasha Costanza-Chock (2020). <i>Design Justice</i> . Chapter 1 Design Values: Hard Coding Liberation (Read from “ Related Approaches: Value Sensitive Design, Universal Design, and Inclusive Design ” to the end of the chapter.)	<p>What constitutes “good” design? Reflect: what has made a website <i>work</i> for you? What has hindered you from using a website in the past?</p> <p>Revisit: https://principles.design/</p>	<p>Major Assignment 2: Interface Proposal Due</p> <p>Reflective Response 10 Due</p> <p>Structured Response:</p> <p>What are the tensions between Design</p>

			Justice and related approaches , according to Costanza-Chock? How will you navigate these tensions when you design your interfaces?
Oct. 24 Mon.	<p>Look through the Web Accessibility Initiative (also available as Word document and PDF on Canvas)</p> <p>Please focus on: “Introduction to Accessibility,” and “Components of Web Accessibility”</p>	<p>Group Presentations for “Introduction to Accessibility,” and “Components of Web Accessibility”</p> <p>Look through the following website for some principles of design: https://maze.co/collections/ux-ui-design/ui-design-principles/</p>	<p>Be working on your group presentations and/or interface.</p> <p>Group Presentation 1 Due</p>
Oct. 26 Wed.	Read Accessibility Principles in depth: Focus on Perceivable Information and user interface	<p>Group Presentations for “Perceivable Information and user interface”</p> <p>Watch Usability Testing Tips and Tools on YouTube. (Take notes for developing your own UX questions!)</p>	<p>Be working on your group presentations and/or interface.</p> <p>Group Presentation 2 Due</p>
Oct. 31 Mon.	Read Accessibility Principles in depth: Focus on Operable user interface and navigation	<p>Group Presentations for “Operable user interface and navigation”</p> <p>Read 10 Usability Heuristics for User Interface Design (from Jakob Nielsen).</p>	<p>Be working on your group presentations and/or interface.</p> <p>Group Presentation 3 Due</p>
Nov. 2 Wed. 2	Read Accessibility Principles in depth: Focus on Understandable Information and user interface	<p>Group Presentations for “Understandable Information and user interface”</p> <p>Go over: Journey Mapping 101</p>	Be working on your group presentations and/or interface.

			Group Presentation 4 Due
Nov. 7 Mon.	On Web Accessibility Initiative read: “How Disabilities Use the Web,” “Older Users and Accessibility,” and “Accessibility, Usability” and Inclusion”	Group Presentations for “How Disabilities Use the Web,” “Older Users and Accessibility,” and “Accessibility, Usability” and Inclusion” Go over: Empathy Mapping: The First Step in Design Thinking	Be working on your group presentations and/or interface. Group Presentation 5 Due
Nov. 9 Wed.	Costanza-Chock (2020). <i>Design Justice</i> . Chapter 2 Design Practices: “Nothing About Us without Us”	For whom are you designing your interface? Since we cannot necessarily reach out to the audiences for whom we are developing our interfaces, what other options do we have? If we had more time in this course, who would you include in your design process?	Reflective Response 11 Structured Response: 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.”
Nov. 14 Mon.	Anna Everett (2016). Toward a Theory of the Egalitarian Technosphere: How Wide is the Digital Divide? (PDF in Canvas).	What about the assumptions that we bring when we build interfaces? What if people use interfaces in ways that we do not imagine?	Reflective Response 12: Structured Response: First, how is Everett complicating simple ideas about the digital divide? You might usefully answer that

			<p>question in light of Costanza-Chock's points about an asset-based approach and a deficit based approach. Who was imagined to be deficient and how? Or you can think about Costanza-Chock's point about having "unmarked" or stand-in users. Second, I would like you to think about your own interface; <i>how</i> do you imagine that people will use your interface and for what purposes, and can you imagine how people might use your interface in other ways?</p>
Nov. 16 Wed.	Kristen Arola (2017). Indigenous Interfaces .	<p>Why is appearing not the same thing as being for Arola?</p> <p>Can you imagine building an interface that structures relationships in the spirit of sharing and reciprocity, like Arola outlines?</p>	<p>Reflective Response 13: Free Response</p>
Nov. 21 Mon.	Gaboury, Jacob. (2018). Critical Unmaking: Toward a Queer Computation .	<p>What are "glitches"?</p> <p>What does Gaboury mean that they show the limits of a system?</p>	<p>Reflective Response 14 Free Response</p>

		If your interface “fails” can that still be useful?	
Nov. 23 Wed.	Fall Break		
Nov. 28 Mon.	Costanza-Chock (2020). <i>Design Justice.</i> Chapter 6	Peer and Self Review Interface/Websites	Reflective Response 15 Free Response
Nov. 30 Wed.		Work/Draft Day for memo Peer and Self Review Day for memos	
Dec. 5 Mon.		Work/Draft Day	Final Interfaces Due
Dec. 7 Wed.		Work/Draft Day	Final Individual Reflections Due in Finals (due at the end of class time for final questions)
Dec. 10- 11	Study Days		
Dec. 12- 16	Final Examinations		