

I 310U: Introduction to User Experience Design

Spring 2025 Syllabus

Instructor Information

Instructor: Dr. Earl W. Huff Jr. (he/him/his)

Office: UTA 5.424

Office Hours:

- **Zoom:** Go to Canvas and select the “Zoom” tab to set up an appointment.

Email: ewhuff@utexas.edu

Teaching Assistant Information

Teaching Assistant: Zhitong “Klara” Gaun (she/her/hers)

Email: klarazt@utexas.edu

Course Information

Room: UTC 1.116

Date and Time: Mondays and Wednesdays, 11:00 AM to 12:15 PM CT

Course Description

This course introduces students to foundational knowledge, methods and skills for designing human-centered user experience (UX) around interactive systems. Students will become familiar with user research, concept generation, and design methodologies such as sketching, storyboarding, wireframing, prototyping etc. In addition, students will also learn how to collaborate in a team setting, communicate design rationales, and present compelling narratives about their work. The class will be structured with lectures as well as hands-on design activities, projects and design critiques.

Course Objectives

By the end of this course, students will be able to:

1. Learn and apply foundational design knowledge, methods and skills to create effective and compelling UX
2. Engage in and respond to constructive design critiques

3. Communicate design concepts clearly and compellingly in different phases of the UX design cycle
4. Learn how to effectively work as a team

Course Pre-/Co-requisite

I 301 Introduction to Informatics is a co-requisite for this course.

Course Materials, Documents, and Assignments

- All course materials, assignments, documents, and announcements will be posted on Canvas.
- For this course, you will need a laptop computer to download readings, complete assignments, and participate in class.
- We will be using the wireframing and prototyping software Figma for this course (<https://www.figma.com/education/>)

Class Structure

Students will be engaged in their own learning through in-class discussions and exercises. Students are expected to be active participants during lectures. Classes generally consist of quizzes, lectures, active discussions, and in-class exercises.

Grading

Area	Proportion
Reflection journal entries	5%
Individual project 1	15%
Individual project 2	15%
CITI Training	10%
Mid-semester team member evaluation	5%
Final team member evaluation	5%
Group project contribution	25%
Group project (see breakdown)	20%
- Team proposal	1%
- Project proposal	2%
- Interview protocol guide draft	1%
- Interview and analysis	2%
- Midterm report	2%

- Personas and storyboards	2%
- Low-fidelity prototype	2%
- High-fidelity prototype	4%
- Project presentation	4%
Total	100%

Grade Distribution

GRADE	CUTOFF
A	95%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	< 60%

Reflection Journal Entries

You will be required to submit a reflection of 500 words or more of what you learned from the past week's lectures, readings, and assignments each week. Journal entries are an opportunity to keep a log of your learning progress throughout the semester. Journal entries are due Mondays by the start of class and are to be submitted through Canvas (physical submissions will not be accepted).

Individual and Group Projects

There will be three projects, one group-based and two projects to be completed individually. The group project will be assigned at the beginning of the course, and students will work to design, develop, and evaluate a prototype of an interactive system. Consider the group project your "comprehensive final exam," testing your understanding of the course concepts. The individual projects will give students practice in the design thinking process.

CITI Training

You will be expected to conduct a user research study to learn about your audience's needs and pain points. However, you must be trained to understand the ethical and responsible approaches toward conducting research with human subjects. You will be tasked to complete the CITI training to be certified in responsible user research before beginning your group project.

Group Member Evaluations

During the semester, you will evaluate the contributions of each group member through two anonymous online surveys, one in the middle of the semester and one towards the end of the semester. These evaluations will help me assess each person's Group Project Contribution grade.

Group Project Contribution

Each student will not only be graded by the deliverables for the group project but also by their contribution to each deliverable. For each group project deliverable, the team will be responsible for indicating each member's role in completing the assignment. I will grade that member's contribution to the deliverable separately from the team.

Schedule

Please note that this is a tentative schedule for what the class entails. The schedule is subject to change with fair notice to best meet the class's needs. Please refer to Canvas for the most up-to-date readings, assignments, and due dates.

Week	Date	Topic	Readings	Assignment/Project Due
1	1/13, 1/15	Introductions, course overview, design justice		
2	1/20, 1/22	MLK Day (no class on 1/20) UX design and design thinking	The Design of Everyday Things Ch. 6 – Design Thinking	
3	1/27, 1/29	Approaches to design	Inclusive Design Principles Wobbrock et al. (2011) Ability-based Design	CITI Training Team proposals Reflection journal entry
4	2/3, 2/5	Discovering problems through research	Baxter et al. (2015) Understanding your users Ch. 5	Reflection journal entry
5	2/10, 2/12	Project proposals and analyzing research	Contextual design Ch. 5 How to use an affinity diagram	Project proposals Reflection journal entry
6	2/17, 2/19	Translating research to design	Personas: a simple introduction Personas make users memorable for product team members	Interview protocol guide draft Reflection journal entry

7	2/24, 2/26	Understanding user journey, Figma Tutorial 1	A guide to user story mapping Story map concepts Storyboards help visualize UX ideas	Reflection journal entry
8	3/3, 3/5	Ideating design concepts	Morrison et al. (2017) Imagining AI applications with people with visual disabilities using tactile ideation.	Interview analysis Reflection journal entry
9	3/10, 3/12	Individual project presentations		Individual project 1 Mid-semester evaluation Midterm report
10	3/17, 3/19	Spring break (no class)		
11	3/24, 3/26	Sketching and prototyping, Figma Tutorial 2		Reflection journal entry
12	3/31, 4/2	Evaluating prototypes and incorporating user feedback		Personas & storyboards Reflection journal entry
13	4/7, 4/9	Providing feedback to group prototypes		Low-fidelity prototype
14	4/14, 4/16	In-class project work		Individual project 2
15	4/21, 4/23	Project presentations		Project presentations
16	4/28	Last day of class		High-fidelity prototype Final group member evaluation

Policies

Land Acknowledgement

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Statement on Flexibility

In acknowledgment of COVID 19 and its impact on the University of Texas at Austin community, this course will reaffirm one of the core values here at UT Austin: responsibility. Our responsibility to ourselves and each other is to put our humanity at the forefront of our academic pursuits. With that being said, this semester I commit to being adaptable in this time of great need, which is reflected in the course policies below around attendance, grading, and assignments/exams. If you experience any hardships such as illness, accident, family crisis please know that these policies may be amended and therefore you should communicate with me as soon as

you feel comfortable doing so. If for any reason you do not feel comfortable discussing with me, please visit [Student Emergency Services](#). For additional campus resources, please visit protect.utexas.edu.

Students Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Artificial intelligence

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class shall be permitted on a limited basis. You will be informed as to the assignments for which AI may be utilized. You are also welcome to seek my prior approval to use AI writing tools on any assignment. In either instance, AI writing tools should be used with caution and proper citation (see <https://apastyle.apa.org/blog/how-to-cite-chatgpt> to cite ChatGPT), as the use of AI should be appropriately attributed. Using AI writing tools without my permission or authorization or failing to properly cite AI, even where permitted, shall constitute a violation of UT Austin's Institutional Rules on academic integrity.

Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do so here: https://utdirect.utexas.edu/apps/ais/chosen_name/. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>. More resources available on the Gender and Sexuality Center's website, www.utgsc.org.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the UT Outpost (<https://deanofstudents.utexas.edu/emergency/utoutpost.php>) which is a free on-campus food pantry and career closet. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

Academic Integrity

In addition to academic performance, students are expected to demonstrate the qualities of honesty and integrity. All submissions by a student are expected to be the original work product of the submitting student. Material that violates this requirement in any way, or that constitutes any form of dishonesty, cheating, fabrication, the facilitation of academic dishonesty, and/or plagiarism, may result in the student receiving a failing grade in the course ('F') and in appropriate disciplinary action being initiated. The possible sanctions include, but are not limited to, grade penalties, permanent record on your transcript of academic dishonesty, loss of registration privileges, disqualification, and dismissal. Please see the official UT Policy on Cheating and Plagiarism (Policy Statement 08-02) for more details about the consequences of academic dishonesty. It is accessible online at:

<https://deanofstudents.utexas.edu/conduct/standardsofconduct.php>

Students submissions in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Sharing of Course Materials

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class or Canvas course materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with a specific student, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the [Office of the Dean of Students](#). These reports can result in sanctions, including failure in the course.

Late Work

Late submissions for reflection journal entries, individual projects, and group project deliverables will be accepted with a penalty. For individual projects and journal entries, I will accept late submissions for up to 24 hours beyond the due date for a 5% penalty and up to 48 hours for a 10% penalty. For group project deliverables, I will accept late submissions up to 24 hours for a 10% penalty. Submissions beyond the late submission window will NOT be accepted unless:

1. The instructor granted an extension in advance of the due date.
2. Document was provided of an unforeseeable circumstance(s) (as assessed by the instructor's discretion).

Attendance

Attendance will be taken every day. You are expected to be present for all course-related activities. Other than an occasional need to be absent from class (for a valid reason), you should plan to be in class.

Towards the latter half of the semester, I may allocate a portion of class time for teams to work on their semester project. If you are absent or cannot participate in your team meetings, it is your responsibility to communicate to your team about your absence and how you can contribute.

Excused Absence: The only absences that will be considered excused are for religious holy days or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holy day, please let me know at least two weeks in advance. For religious holy days that fall within the first two weeks of the semester, the notice should be given on the first day of the

semester. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

If you have to be absent, use your resources wisely. Check materials on Canvas (including recorded lectures, lecture slides, etc.), and ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may want to contact the instructor and schedule a meeting to discuss. If you arrange such a meeting, please email me specific questions you have in advance so that I can make the most of our time. “What did I miss?” is not specific enough. If you have to miss class for an extended period due to a protracted illness or similar reasons, I will treat your needs as a special case, and I will do everything I can to help you survive and complete the class.

Resources and Support for Students

Services for Students with Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD’s website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center

The [Counseling and Mental Health Center](#) serves UT’s diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students’ well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515. If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471- 2255.

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The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center’s classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

[Wellness Center](#) resources for self-care

[Virtual Mindfulness and Stress Reduction Activities](#)

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

UT University Health Services: <https://healthyhorns.utexas.edu/>

COVID-19 Update: “Keep Learning” Resources

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: <https://onestop.utexas.edu/keep-learning/>.

If you have concerns about the safety or behavior of fellow students, TAs or instructors, call [BCAL \(the Behavior Concerns Advice Line\)](#): 512-232-5050. Your call can be anonymous. If something doesn't feel right—it probably isn't. Trust your instincts and share your concerns.

Emergency Evacuation Procedures

The following recommendations regarding emergency evacuation are from the Campus Safety Office, 512-471-5767, <https://safety.utexas.edu/>

- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

- During an evacuation — follow the instructions of faculty or class instructors.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.