

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs		UUPC Approval <u>4/21/2025</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Visual Arts & Art History College Arts and Letters		
Current Course Prefix and Number GRA 4521C		Current Course Title Interactive Design Lab 1	
Syllabus must be attached for ANY changes to current course details. See Checklist . Please consult and list departments that may be affected by the changes; attach documentation.			
Change title to: RI Interactive Design Lab 1 Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.</small>		Change description to: This research intensive course focuses on the introduction of principles of interactivity related to user experience. Examines the design of user-interfaces and the development of advanced interactive visual strategies through the study of current or emerging techniques. Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: <small>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).</small>	
Effective Date <small>(TERM & YEAR)</small> Spring 2026		Terminate course List final active term	
Faculty Contact/Email/Phone Camila Afanador-Llach cajanadorllach@fau.edu 347-837-7350			
Approved by Department Chair <u>Brian E. McDermott</u> College Curriculum Chair <u>Robin Larson</u> College Dean <u>[Signature]</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date <u>February 10, 2025</u> <u>03/12/2025</u> <u>3/17/2025</u> <u>4/21/2025</u> <u>4/21/2025</u> _____ _____	

Email this form and syllabus to mcenning@fau.edu seven business days before the UUPC meeting.



FLORIDA ATLANTIC UNIVERSITY

GRA 4521C-001 11115

RI: Interactive Design Lab 1

Date: Wednesday, Friday 9:00 AM - 10:50 AM

Building: FAU/BC Higher Ed Complex FTL **Room:** 1009

3 Credit(s)

Spring 2026 - 1 Full Term

Instructor Information

Camila Afanador Llach

Email: cafanadorllach@fau.edu

Office: HE 1009E

Office Hours: W/F 11am-12pm, 3-4pm, or by appointment.

Course Description

RI: Interactive Design Lab 1

Corequisite: GRA 3112C

Course Catalog description: This research-intensive course focuses on the introduction of principles of interactivity related to user experience. Examines the design of user-interfaces and the development of advanced interactive visual strategies through the study of current or emerging techniques.

Course description

This course is an introduction to interaction design and user experience design as a field of practice for graphic designers. Students will be familiarized with user interface design (UI) and user experience design (UX) through project-based work. Students will explore methodologies for user experience design and research and will apply these to a semester-long project broken into different stages. The course will cover an introduction to the history of interaction design and its evolution to responsive web design, user experience design, accessibility, and inclusive design. Students will identify real-world design problems to investigate and use concepts, techniques, practices,

workflows, and tools associated with this area of practice to the design of digital prototypes of interactive products (app design). Students are expected to conduct research at an intensive level gaining specialized knowledge, incorporating research as part of the design process, following project stages to create user-centered solutions, engaging and responding to observation and feedback, and presenting their work.

RI Designation

This course contains an assignment or multiple assignments designed to help students conduct research and inquiry at an intensive level. If this class is selected to participate in the universitywide assessment program, students will be asked to complete a consent form and submit electronically some of their research assignments for review. Visit the Office of Undergraduate Research and Inquiry (OURI) for additional opportunities and information at <http://www.fau.edu/ouri>.

Undergraduate Research Certificate: FAU now offers an Undergraduate Research Certificate to recognize undergraduate students for the systematic development of excellence in undergraduate research. Students seeking a certificate must complete 12 credits in research-intensive (RI), skillbuilding, exposure, and research dissemination activities. Successfully completing this course earns you three credits in research intensive coursework. Learn more about the RI Certificate here: <https://www.fau.edu/ouri/undergraduate-research-certificate/>

Research in Graphic Design

Project-based work in graphic design can be considered research as it involves the systematic investigation and exploration of complex design problems. Through project-based work, graphic designers engage in a process of inquiry that encompasses problem identification, data collection and analysis, and the development of innovative solutions. In the case of the focus of this course in UX/UI design, students engage in various research activities that inform and shape their decisions. These activities can include: user research, market and trend analysis, usability testing, case studies and design precedents, and accessibility considerations.

Instructional Method

In-Person

Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Throughout this course, readings, lessons, and lectures by the instructor will give context to the subject matter. The course will emphasize practical studio work through exercises and projects. Students should be ready to devote at least 6 hours of work a week for this course, in addition to the scheduled class time. Students must upload progress each week following instructions provided on Canvas. Grades are based on the student's process **week by week** and not solely on the final outcomes. Special attention will be paid to the use of sketching as a tool for conceptualizing, generating, and communicating ideas.

Materials and supplies

Students will use Figma and will need to get verified as students (instructions on Canvas). Access to a computer with an internet connection, web browsers, Adobe Acrobat, Illustrator, Adobe XD, and

Photoshop is required. Students should have a sketchbook, pen, and pencils for ideation and sketching activities. Scanner or camera (can be a phone camera) will be needed when submitting sketches in process documentation.

Required Texts/Materials

Designing for Interaction

ISBN: 9780321643391

Authors: Dan Saffer

Publisher: New Riders

Publication Date: 2010-01-01

Recommended Readings and Materials

A Web for Everyone

ISBN: 9781933820392

Authors: Sarah Horton, Whitney Quesenbery

Publisher: Rosenfeld Media

Publication Date: 2014-01-15

On Web Typography

ISBN: 9781952616440

Authors: Jason Santa Maria

Publisher: Book Apart

Publication Date: 2014-08-04

*additional resources can be found in the last page of the syllabus

Course Learning Outcomes

This course is considered a research intensive course. The Student Learning Outcomes below pertain to the field of interactive design for graphic designers:

- **SLO 1: Knowledge.** Students are expected to demonstrate knowledge of the origins of interaction design, technical tools, and UX methodologies in the conceptualization and design of interactive prototypes.
- **SLO 2: Formulate Questions.** Students are required to identify questions that respond to problems and situations that will lead to improvement and/or propose new user interfaces.
- **SLO 3: Plan of Action.** Students are expected to plan and follow steps of inquiry based on UX methodologies. This plan of action will include a thorough documentation of their process from ideation to design and testing.
- **SLO 4: Critical Thinking.** Students are expected to apply critical thinking skills to recognize opportunities and potential improvements in current digital products. They will evaluate, consider, and implement feedback from peers to inform their process.
- **SLO 5: Ethical Conduct.** Students are expected to consider ethical concerns about consent in data collection, data privacy, accessibility, and inclusive design in relation to design practice and in UX/UI research.
 - It is strongly recommended that students complete the Responsible conduct of research (RCR) certificate through the CITI training of academic research on-line at

<http://www.fau.edu/graduate/events/citi-training.php>. Students are also encouraged to attend FAU OURI workshops on topics related to responsible conduct of research. Information on OURI workshops can be found [here](#)

- **SLO 6: Communication.** Students will prepare two oral presentations during different stages of development to communicate their process, decision-making process, and demo their interactive prototypes. Students will present during class and with support of FAU's Speaking Center but are also encouraged to submit and present at the [Annual Broward Student Research Symposium](#).

Florida Atlantic University's Undergraduate Research Symposium: Students are encouraged to submit their research projects to the Undergraduate Research Symposium held at Florida Atlantic University (Boca Raton campus) each Spring Semester. Use the following link for information: http://www.fau.edu/our/undergrad_symposium.php

Course Evaluation Method

Your final grade will be based on points taking into consideration the completion of deliverables by the deadlines.

Project 1A	20
Project 1B	25
Project 2	20
Project 3	10
Reading responses	15
Attendance	10
Total	100

Introduction to UX Design*

Project 1A - Interactive application

Students will formulate a project that responds to a question or design problem in the area of user experience (UX) and user interface (UI) design (SLO 1). The project will result in the creation of a user-centered mobile application addressing a real-world problem identified through the students' research. Through a combination of iterative design processes (SLO 3) and critical thinking students will formulate research questions (SLO 2), develop concepts, plan and execute UX/UI design strategies, and analyze the effectiveness of their proposed solutions (SLO 4). This stage of the project culminates with an oral presentation (SLO 6).

Students will explore UX research methods for their design process. Deliverables may include:

- Research problem, ideation, concept development
- Project brief, context / problem / experience
- User scenarios (or storyboards)
- User flows
- Information Architecture

- Interface elements, studies
- Sketches, wireframes
- Wireframes prototype
- Prototype testing and feedback
- First oral presentation (slides and interactive demo)

Content, Visual Design, and Prototyping*

Project 1B - Visual Style

Building on the first stage of this project students will develop a visual system for their proposed mobile application. They will consider ethical considerations (SLO 5) of designing for accessibility. This stage of the project culminates with an oral presentation where students will demonstrate their ability to synthesize research findings, apply design principles, and empathize with user needs.(SLO 6). Deliverables may include:

- Style tiles
- Color accessibility test
- App icon explorations and final
- Critique of screens
- Testing session, improvements after feedback
- Final prototype > testing, feedback, and revisions
- Second oral presentation (slides and interactive demo)

**indicates research intensive work*

Launching App

Project 2 - Landing page and/or launch posts

- Sketches
- Wireframes
- Prototypes

Documentation

Project 3 - Documenting you work

- Portfolio images
- Written text
- Layout

Reading responses: You will have three reading assignments during the semester. For each I will ask you to write a commentary discussing ideas from the sources in relation to your own work, ideas, or experience. Your comment should not be a summary of what the documentary and reading are about but rather a discussion in your own words in connection to your work this semester.

Attendance: 10 points of the total grade may go towards attendance. See attendance policy details below.

Course Grading Scale

A	93-100	outstanding work
A-	86-92	
B+	79-85	
B	72-78	high-quality work
B-	65-71	
C+	58-64	
C	51-57	acceptable work; meets expectations
C-	44-50	
D+	37-43	
D	30-36	seriously deficient work
D-	23-29	
F	0-22	failure (no credit)

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

[University Regulation 4.002](#) of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

Each project is structured with a number of deliverables to be completed before the final due date. Every missed step in the process will affect the final outcome and the evaluation of the process. Students may ask for an extension to submit work after the due date in conversation with the instructor.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice

prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Students are expected to attend all meetings, actively participate during class, submit work in progress, attend all scheduled critiques, participate in feedback sessions, and submit assignments by the due dates. After 3 absences, each subsequent absence will lower your grade 3 points. Attendance will be recorded on Canvas Roll Call during the first 5 minutes of class. Anyone that arrives after attendance is taken will be marked as late. Anyone that arrives after 20 minutes or leaves class early will be marked as absent.

Engagement Policy

You are expected to actively take part in this course in the following ways:

- Attend class meetings on time
- Make work thoughtfully and with intention, and be prepared to show up in time for discussions and critiques.
- Be open to iterating and improving your work based on feedback.
- Meet all deadlines for critiques and processes.
- Actively participate in oral and written critiques giving generous feedback to your peers.
- Care about yourself and your work, the work of classmates, and your future profession.

Course Topical Outline

The schedule can be subject to changes during the semester.

Week 1

Course overview / exercises / Intro lecture / Reading 1 / Documentation

Introduction to UX Design / Project 1A: ideation + research

Reading + response: "Designing for Interaction". Chapter 1. *What is Interaction Design?* D. Saffer

Week 2

Project 1A: Research, Project Brief and User Scenarios

Figma (FigJam) Demo

Week 3

Project 1A: User flows and Information Architecture

Interface elements / feedback session

Week 4

Project 1A: wireframes sketches

Figma Demo: Wireframes prototyping

Week 5

Project 1A: Interface Elements and wireframes
Figma: components, variants, prototyping

Week 6

Project 1A: Feedback sessions + iteration
Content strategy / Presentation preparation

Week 7

Project 1A: Oral presentations
Project 1B: Start second stage
Reading + response: Podcast episode and article "Wait Wait...Tell Me!", 99% Invisible

Week 8

Project 1B: Style tiles + Color accessibility

Week 9

Project 1B: App icon explorations
Project 1B: Final style tile / visual design system

Week 10

Project 1B: visual design critique / testing prototypes

Week 11

Project 1B: Final presentation
Project 2: Wireframes

Week 12

Project 2: First draft
Creation of assets / copy editing

Week 13

Project 2: Full draft of layout
Silent critique

Week 14

Project 2: Revisions
Final show / Introduction to 'final assignment'

Final assignment due ("final exam")

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence]

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

AI Language Specific To This Course

Some of the design software we use already includes some AI technology. If you are using AI tools to assist with writing, image-making, or other tasks please discuss with me the specifics to determine if it is the best option.

Please take into consideration the following in relation to the use of AI:

1. Informed use: you should understand how the AI tool you are using works. What are its limitations and risks? Does it enhance or impair your creativity?
2. Transparent use: You need to report what AI tool you used and how you used it.
3. Ethical use: You can't take full credit for images or texts generated through an AI tool. Citation is needed.
4. Responsible use: information obtained through AI systems should be corroborated with trusted sources.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (**CAPS**) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Student Support Services and Online Resources

- [Center for Learning and Student Success \(CLASS\)](#)
- [Counseling and Psychological Services \(CAPS\)](#)
- [FAU Libraries](#)
- [Math Learning Center](#)
- [Office of Information Technology Helpdesk](#)
- [Center for Global Engagement](#)
- [Office of Undergraduate Research and Inquiry \(OURI\)](#)
- [Science Learning Center](#)
- [Speaking Center](#)
- [Student Accessibility Services](#)
- [Student Athlete Success Center \(SASC\)](#)
- [Testing and Certification](#)
- [Test Preparation](#)
- [University Academic Advising Services](#)
- [University Center for Excellence in Writing \(UCEW\)](#)
- [Writing Across the Curriculum \(WAC\)](#)

Recommended Bibliography and Resources

Buxton, B. (2007). Sketching User Experiences: Getting the Design Right and the Right Design. San Francisco, CA, USA: Morgan Kaufmann Publishers Inc.

Kalbag, L. (2017). Accessibility for Everyone. New York, A Book Apart.

Lynch, P. J., & Horton, S. (2009). Web Style Guide, 3rd Edition: Basic Design Principles for Creating Web Sites (3rd ed.). New Haven, CT, USA: Yale University Press.

Norman, D. A. (2002). The Design of Everyday Things. New York, NY, USA: Basic Books, Inc.

Marcotte, E. (2011). Responsive Web Design. A Book Apart.

Saffer, D. (2006): Designing for Interaction: Creating Smart Applications and Clever Devices. New Riders Press

Articles

Color Accessibility Workflows. Geri Coady June 06, 2017
<https://alistapart.com/article/color-accessibility-workflows>

Designing For Accessibility And Inclusion. Steven Lambert. April 9, 2018
<https://www.smashingmagazine.com/2018/04/designing-accessibility-inclusion/#lens-animation-effects>

Stop Designing For Only 85% Of Users: Nailing Accessibility In Design. October 23, 2017. Tom Graham and André Gonçalves
<https://www.smashingmagazine.com/2017/10/nailing-accessibility-design/>

Accessibility for Visual Design. June 27th, 2017. Nick Babich
<http://www.uxbooth.com/articles/accessibility-visual-design/>

Other Online Resources

Material design guidelines. (n.d.). Retrieved October 12, 2016, from
<http://material.google.com/>

Resilient Web Design—Chapter 1. (n.d.). Retrieved April 19, 2018, from
<https://resilientwebdesign.com/chapter1/>

Student Learning Outcome (Please include the language from your syllabus here)

SLO 1: Knowledge. Students are expected to demonstrate knowledge of the origins of interaction design, technical tools, and UX methodologies in the conceptualization and design of interactive prototypes.

SLO 2: Formulate Questions. Students are required to identify questions that respond to problems and situations that will lead to improvement and/or propose new user interfaces.

SLO 3: Plan of Action. Students are expected to plan and follow steps of inquiry based on UX methodologies. This plan of action will include a thorough documentation of their process from ideation to design and testing.

SLO 4: Critical Thinking. Students are expected to apply critical thinking skills to recognize opportunities and potential improvements in current digital products. They will evaluate, consider, and implement feedback from peers to

SLO 5: Ethical Conduct. Students are expected to consider ethical concerns about consent in data collection, data privacy, accessibility, and inclusive design in relation to design practice and in UX/UI research.

SLO 6: Communication. Students will prepare two oral presentations during different stages of development to communicate their process, decision-making process, and demo their interactive prototypes. Students will present during

TOTAL

Intensive Level: Describe how this SLO is met at the intensive level.

Capacity to synthesize research findings and apply them to UX/UI design problems.

Apply acquired knowledge to solution, and decision making

Activity: Outline RI assignment(s) where this SLO is met

Project 1A. Design brief, interface elements application

Draw conclusions from comparative analysis, testing and observation of user interfaces .Identification of user needs, pain points, and design opportunities by asking pertinent questions.

Project 1A and 1B: Ideation, problem, concept, research and project brief. Testing sessions

Create user flows, user scenarios, and interactive prototypes to test proposed solutions following stages of development

Project 1A and 1B: low fidelity wireframe sketches to high fidelityfunctional screens prototype

Evaluate, consider, and implement feedback from peers Documents and shares improvements based on feedback

Project 1A and 1B: critique sessions, iteration and documentation of improvements

Recognize the designer's roles in making ethical choices in UI design, including transparency in languages, and practices of data usage

Project 1B: Accessibility testing and content considerations

Prepare oral presentations during different stages of development to communicate their process, decision-making process, and demo their prototypes. Ability to communicate complex ideas and concepts clearly and concisely

Project 1A and 1B: Final slides presentation, demo of prototype and oral presentation

**Percent toward
the Final RI
Project(s) Grade**

5%

5%

10%

10%

5%

10%

45% Min 40%