DES M151: UI/UX DESIGN

Originator
skasalovic

College
Moorpark College

Attach Support Documentation (as needed)
Interaction Design MC.docx
Web Development MC.docx

Discipline (CB01A)
DES - Design

Course Number (CB01B)
M151

Course Title (CB02)
UI/UX Design

Banner/Short Title
UI/UX Design

Credit Type
Credit

Start Term
Fall 2022

Formerly
MM M50 - UI/UX Design

Catalog Course Description
Introduces all stages of the UI/UX development process, from user research to defining a project's strategy, scope, and information architecture, to developing sitemaps and wireframes. Emphasizes current best practices and conventions in UX design and applies them to create effective and compelling screen-based experiences, interface design and interaction design for websites or apps.

Taxonomy of Programs (TOP) Code (CB03)
0614.30 - *Website Design and Development

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
B (Transferable to CSU only)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
Will not be required

Grading method
(L) Letter Graded

Alternate grading methods
(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
35
Maximum Contact/In-Class Lecture Hours
35

Activity
Maximum Contact/In-Class Activity Hours
52.5

Laboratory
Minimum Contact/In-Class Laboratory Hours
52.5

Maximum Contact/In-Class Laboratory Hours
52.5

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
87.5
Total Maximum Contact/In-Class Hours
87.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
70
Maximum Outside-of-Class Hours
70

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Prerequisites
DES M121 (formerly MM M10)

Advisories on Recommended Preparation
DES M130 (formerly GR M30)

Entrance Skills
Entrance Skills
DES M121

Prerequisite Course Objectives
DES M121-discuss the artistic and technological aspects of digital media in both historical and contemporary contexts.
DES M121-demonstrate the ability to present and discuss work in a professional manner, using appropriate digital media vocabulary.
DES M121-apply pre-visualization techniques to communicate design concepts for print and screen.
DES M121-create and edit media using industry-standard software applications.
DES M121-identify and explore career and educational paths in digital media.
DES M121-apply professional workflows for designing and producing digital media from conception to completion.
DES M121-identify aesthetic, technological, and social criteria, as well as professional ethics, in evaluating digital media.

Requisite Justification

Requisite Type
Prerequisite

Requisite
DES M121 (formerly MM M10)

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Part of a sequence of courses in a certificate of completion or a certificate of competency (noncredit only)

Requisite Type
Recommended Preparation

Requisite
DES M130 (formerly GR M30)

Requisite Description
Other (specify)

Specify Other Requisite Description
This course focuses on the UI/UX design so this basic knowledge in using design elements and principles is recommended.

Level of Scrutiny/Justification
Other (specify)

Specify Other Level of Scrutiny/Justification
This knowledge will help with students' success in the course and quicker comprehension of course material.

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	create user-centered design concepts utilizing user best practices in UI/UX design.
2	organize and structure screen-based content based on clear communication of subject matter and technical proficiency.
3	produce a mid-level digital prototype with simulated functionality.

Course Objectives

	Upon satisfactory completion of the course, students will be able to:
1	evaluate critically and discuss the historical models for interaction, both screen based and analog.
2	produce user flows and mapping for an UI/UX concept, organizing content for both linear and non-linear presentation.
3	apply visual design principles in order to develop interface conventions, functionality, and aesthetics.
4	explain how the components of visual design work in the context of interface design.
5	add interactivity to static designs through the use of navigational conventions such as menus, buttons and icons in different states.
6	examine the relationship between the audience and the content, and how an interface can change or shape that experience.
7	plan and implement the steps of developing a complex UI/UX project that utilizes various digital media elements.
8	produce an interactive project from concept to completion.

Course Content

Lecture/Course Content

(25%) 1. Introduction to User Interface Design
- What is a User Interface?
- The Relationship Between UI and UX
- Roles in UI/UX
- A Brief Historical Overview of Interface Design
- Interface Conventions
- Template vs Content
- Aesthetics & Functionality
(25%) 2. Formal Elements of Interface Design
- Look and Feel
- Language as a design tool
- Color and Shape
- Imagery
- Typography
- Icons
(25%) 3. Interaction Design
- Static to Active
- Functionality
- Speed and Style
- Composition and Structure
- Points of Interaction (Buttons, States and Changes)
- Active Elements of Interface Design
(25%) 4. Composing the Elements of Interface Design
- Hierarchy of Content
- Conventions and Expectations
- Structure and Grids
- Platforms and Screen Sizes

Laboratory or Activity Content

(50%) 1. UI/UX development including creation of a mission statement, lo-fi wireframes, style tiles, grey box wireframes, hi-fidelity wireframes, and building a digital prototype with simulated functionality.

(35%) 2. Hands-on tutorials, one-on-one instruction, and independent work experience in UI/UX design, interactive design, and production techniques and methodologies.

(15%) 3. Project critiques based on a standard rubric.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Problem solving exercises
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Graphic/architectural designs
Group projects
Individual projects
Objective exams
Portfolios
Skills demonstrations
Classroom Discussion
Projects
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Case studies
Class activities
Class discussions
Computer-aided presentations
Demonstrations
Distance Education
Group discussions
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture

Describe specific examples of the methods the instructor will use:
• Computer-aided presentation and lecture about c**omposing the elements of interface design.**
• Case study and the class discussion about the current trends in UI/UX design.
• Demonstration and practice of creating digital prototype with simulated functionality

Representative Course Assignments

Writing Assignments

1. Write an original and precise mission statement for your final project, including the description of the product, service, the audience, and the competition. Explain how you plan to distinguish it from its competition.

2. Write a short essay that reflects on the readings about the current trends in UI/UX design from *Medium* magazine.

3. Find historical and contemporary examples of interactive design. Describe their design concepts for technical and aesthetic value and functionality, who created them, and why you like them.

Critical Thinking Assignments

1. Analyze examples of contemporary UI/UX and interactive design work in the context of societal and cultural concerns.

2. Identify and discuss the effectiveness of the UI/UX design and navigation design developed by your peers.

3. Discuss the effectiveness of the final project mission statement created by your peers. Identify the points where the mission statement has been reflected on the final product.

Reading Assignments

1. Read Golden, Krishna,   (2015), The Best Interface Is No Interface: The simple path to brilliant technology(1st Edition), in preparation for weekly class discussions about the elements and principles of effective UI/UX design.

2. Read selected magazine articles, such as Jeremy, Bird, *UX lessons I wish I had learned earlier* from Medium magazine 2021 in preparation for designing concepts for your final project.

Skills Demonstrations

1. Edit, resize, and format an image in Photoshop, and save it for screen as a JPG, and PNG in an accurate file size and image resolution

2. Build the grid-based interface structure.

3. Create the points of Interaction (Buttons, States and Changes)

Outside Assignments

Representative Outside Assignments

1. Explore and analyze interactive products that have a similar mission statement as the one you proposed for the final project. As you are developing the UI/UX for your project, look at the effectiveness of specific UI/UX solutions by your competition.

2. Produce lo-fidelity wireframes and style tiles prior to creating the hi-fidelity wireframe.

3. Produce and save UI/UX variations for comparison and critique.

Articulation

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
Sierra College	AAD 90	Interaction Design	4
San Diego City College	ART G143	Interaction Design I	3
Santa Barbara City College	MAT 116	Interactive Design I	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
F1999

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Buxton, Bill. *Sketching User Experiences: Getting the Design Right and the Right Design*. Morgan Kaufmann, 2007.

Resource Type
Textbook

Description
Krug, Steve. *Don't Make Me Think, Revisited: A Common Sense Approach to Web and Mobile Usability*. 3rd ed., New Riders, 2014.

Resource Type
Textbook

Description
Unger, Russ, and Carolyn Chandler. *A Project Guide to UX Design: For User Experience Designers in the Field or in the Making.* 2nd ed., New Riders, 2012.

Resource Type
Textbook

Description
Tidwell, Jenifer, et al. *Designing Interfaces: Patterns for Effective Interaction Design.* 3rd ed., O'Reilly Media, 2020.

Resource Type
Textbook

Description

Saffer, Dan. *Designing for Interaction: Creating Innovative Applications and Devices*. 2nd ed., New Riders, 2009.

Resource Type

Websites

Description

Skillshare (https://www.skillshare.com/)
Coursera (https://www.coursera.org/)
Codeacademy (https://www.codecademy.com/)
and other training & tutorial video resources

Library Resources

Assignments requiring library resources

Research about interactive design using the Library's print and online resources.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research and write a paper about the historical context and the core concepts behind multimedia analyzing the contributions and visions of scientists like Vannevar Bush, Douglas Englebart, and Norbert Wiener, and artists like John Cage, Nam June Paik, and William Gibson.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class.

| E-mail | Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns. |
| Other DE (e.g., recorded lectures) | The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites. |

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class.
E-mail	Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns.
Other DE (e.g., recorded lectures)	The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class.
E-mail	Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns.
Other DE (e.g., recorded lectures)	The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

Examinations

Hybrid (1%–50% online) Modality
Online

Hybrid (51%–99% online) Modality
Online

Primary Minimum Qualification
MULTIMEDIA

Additional Minimum Qualifications

Minimum Qualifications
Graphic Arts

Review and Approval Dates

Department Chair
05/05/2021

Dean
05/07/2021

Technical Review
10/07/2021

Curriculum Committee
10/19/2021

DTRW-I
10/28/2021

Curriculum Committee
MM/DD/YYYY

Board
12/14/2021

CCCCO
MM/DD/YYYY

DOE/accreditation approval date
MM/DD/YYYY