Overview
This is a hands-on studio course that will help students develop foundational visual skills, relating to User Experience Design. This course is based on methodologies and processes used in many of the industry’s top creative environments. Students will get an introduction to the entire Visual Design skillset, including Concept Development, Content Creation, System Design, and Tools & Process.

Learning Outcomes
After successfully completing this course you will be able to:
1. Understand the role of Visual Design within the full User Experience (UX) process and team structure.
2. Create beautiful, high fidelity design artifacts that demonstrate both conceptual thinking, and human-centered design principles.
3. Apply conceptual thinking and empathy to your design practice, allowing you to create UX work that delights and creates emotional connections with your audience.
4. Enhance the Usability and Accessibility of your UX work using Visual Design techniques.
5. Collaborate with others to create better design work by engaging in productive analysis and critique of each other's work, in all stages of the design process.

Required Resources
• Project working file storage, assignment submission and resources: https://umd.box.com/s/k8dyq1vaq2l161bnasy1www56x4h3ez2
• Completed Studio Project submission for grading is done on Figma.
• In-Progress work must be uploaded prior to each class on Figma.

Required Text Books:
1) Discussing Design: Improving Communication and Collaboration through Critique, Adam Connor
2) Making and Breaking the Grid, Timothy Samara
3) Thinking With Type, Ellen Lupton
4) Laws of Simplicity, John Maeda

Required Software:
1) Sketch ($99.00, or 50% off if you buy personal student license)
2) Figma (Free with Student Verification) https://www.figma.com/education/
3) Adobe Photoshop (Included with Adobe CC)
4) Adobe Illustrator (Included with Adobe CC)
5) Adobe Typekit (Included with Adobe CC)
6) Fontbase Type Manager (Free)
7) InVision (Free, Individual Account)
8) InVision Studio (Free, Individual Account)
9) Google Chrome, with Developer Tools Installed (Free)

Instructor
Justin Miller
jmille49@umd.com
(202) 531-4452

Class Meets
Wed 6:00pm-8:45pm
Edward St. John building
room 1309
*March 27 will meet in BK 0115

Teaching Assistant
Ghazaleh Keshavarz
gk88@umd.edu

Office Hours
Justin:
After class, 8:45-9:25pm
Ghazaleh:
by Tuesday 4-5:30pm
HBK-0215A.

Prerequisites
N/A

Course Communication
ELMS – grades only.
Email – Please CC Ghazaleh.
****For fastest response, please contact Ghazaleh first.
Figma – For Project Related Feedback and Submission
Box – Resource distribution.
**Required Web Articles**

1. Creating Usability with Motion: The UX in Motion Manifesto

2. Understanding Disney’s 12 Principle of Animation
   https://www.creativebloq.com/advice/understand-the-12-principles-of-animation

**Required Tutorials**

1. Introduction to Graphic Design

2. Sketch Essential Training

3. 12 Sketch Tutorials to Binge On Right Now
   https://www.invisionapp.com/inside-design/sketch-tutorials/Advanced!

4. Photoshop CC 2019 Essential Training

5. Illustrator CC 2019 Essential Training

6. Master the Power of InVision Studio, Select Chapters:
   https://www.invisionapp.com/studio/learn/
   a. Welcome to InVision Studio
   b. A Quick Tour of InVision Studio
   c. Importing Sketch from InVision Studio
   d. Rapid Prototyping
   e. Previewing on a Device
   f. Advanced animation using motion
   g. Fine-tuning animations with the Timeline Editor
   h. The timer trigger

**Required Hardware**

1. Laptop
2. Lamicall Mobile Phone Stand (Amazon for $7 https://goo.gl/egqBJi)
3. Mouse & Keyboard (Ideally portable for in-class use)

**Suggested Hardware**

1. Large Studio Monitor for Home Studio Use
### Schedule

This preliminary schedule provides approximate dates of topics and major assignments. It is very likely to change. Changes will be communicated through email. I may be traveling during certain class meetings. While I am away, class sessions will be handled as online sessions and/or with a guest lecture.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Class Topic</th>
<th>Assignment, Due Following Class</th>
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</thead>
</table>
| 1. Jan 30 | Visual Design Introduction | 1. Show & Tell: Website & eCommerce (1/2hr)  
2. Tutorial: Introduction to Graphic Design (4.5hrs)  
3. Tutorial: Sketch Essential Training (6hrs)  
4. Studio Project 1: Initial Hand-Drawing Layouts for 1-2 Sample Pages (4hrs)  
5. Studio Project 1: Written Visual Design Strategy  
6. Studio Project 1: Moodboard |
| 2. Feb 6 | Page Layout in Sketch for UX Design | 1. Show & Tell: Website & eCommerce (1/2hr)  
2. Studio Project 1: Initial Sketch Layouts, Advanced Progress (10hrs)  
3. Tutorials: Photoshop CC 2019 Essential Training (4hrs) |
| 3. Feb 13 | Adobe Photoshop® for UX Design | 1. Studio Project 1: Complete Project for Critique (10hrs) |
| 4. Feb 20 | Studio Project 1 Review | 1. Reading: Discussing Design, Chapters 1-3 (4hr)  
2. Show & Tell: Kiosk or Touchscreen (1/2hr) |
2. Reading: Discussing Design, Chapters 4-7 (4hr) |
| 6. Mar 6 | Adobe Illustrator® for UX Design | 1. Show & Tell: Use of Form, Color, and Layout (1/2hr)  
2. Studio Project 2: Initial Design Layouts (8hrs)  
3. Studio Project 2: Written Visual Design Strategy  
4. Studio Project 2: Moodboard  
5. Reading: Making and Breaking the Grid (4hr)  
6. Additional Web Article TBD |
| 7. Mar 13 | Form, Color, and Composition | 1. Show & Tell: Use of Typography (1/2hr)  
2. Studio Project 2: Initial Design Layouts (7hrs)  
3. Studio Project 2: Design 5 different layout variations, experimenting with form, color, and layout. Be prepared to discuss your process and conclusions (3hrs)  
4. Reading: Thinking With Type (4hr) |
| Mar 20 | No Class. Spring Break. | |
| 8. Mar 27 | Typography | 1. Studio Project 2: Select a screen, and do (5) completely different Typographic approaches to be included in your Process section, and be prepared to discuss (4hrs)  
2. Studio Project 2: Finish Project for Critique! (10hrs) |
| 9. Apr 3 | Studio Project 2 Review | 1. Show & Tell: UI Motion, Behavior, Animation (30min)  
2. Reading: Creating Usability with Motion: The UX in Motion Manifesto (1hr) |
Grading

Two types of marks are used in this course: Letter grades and check marks, both with plus (+) and minus (-) modifiers. These have equivalent numeric values, similar to GPAs. Your final grade for the course is computed as the weighted average of all your assessment grades. The marks and equivalent values are:

<table>
<thead>
<tr>
<th>Letter mark</th>
<th>Check mark</th>
<th>Numeric value</th>
<th>Notes</th>
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<tbody>
<tr>
<td>A+</td>
<td></td>
<td>4.3</td>
<td></td>
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<tr>
<td>A</td>
<td>+</td>
<td>4.0</td>
<td>Reflects work, knowledge or skill that is equivalent to that which an entry-level professional or doctoral student would produce.</td>
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<tr>
<td>A-</td>
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<td>3.7</td>
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<tr>
<td>B+</td>
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<td>3.3</td>
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<tr>
<td>B</td>
<td></td>
<td>3.0</td>
<td>Reflects work, knowledge or skill that is competent graduate work but is not yet equivalent to that which an entry-level professional or doctoral student would produce.</td>
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<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
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<tr>
<td>C</td>
<td>-</td>
<td>2.0</td>
<td>Reflects substandard graduate work</td>
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<td>D</td>
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<td>1.0</td>
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<td>F</td>
<td></td>
<td>0</td>
<td>E.g., missing assignment</td>
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>10. Apr 10</td>
<td>Studio Project 2 Review</td>
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<tr>
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<td>1. Reading: Understanding Disney's 12 Principle of Animation (45min)</td>
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<td></td>
<td>2. Tutorial: Master the Power of InVision Studio (6hrs)</td>
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<td>11. Apr 17</td>
<td>Motion, Behavior, and Prototyping</td>
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<td>1. Show &amp; Tell: Interactive TV, Large Touchscreen, Broadcast Design (30min)</td>
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<td>2. Studio Project 3: Design Progress (8hrs)</td>
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<td>4. Studio Project 3: Moodboard</td>
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<td>5. Studio Project 3: Animate a complex interaction from your project, and post a video screen capture to Dropbox (4hrs)</td>
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<td>12. Apr 24</td>
<td>Open Studio</td>
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<td>1. Studio Project 3: Complete for Final Critique (14hrs)</td>
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<td>13. May 1</td>
<td>Studio Project 3 Review</td>
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<td>14. May 8</td>
<td>Studio Project 3 Review</td>
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Individual Studio Project Assessment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percent of grade</th>
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<tbody>
<tr>
<td>Creativity &amp; Aesthetics</td>
<td>30</td>
</tr>
<tr>
<td>Craftsmanship, Fidelity, and Completeness</td>
<td>30</td>
</tr>
<tr>
<td>Presentation, Critique, Collaboration</td>
<td>20</td>
</tr>
<tr>
<td>Process</td>
<td>20</td>
</tr>
</tbody>
</table>

**Creativity & Aesthetic:**
Your work demonstrates a unique and surprising approach to visual problem-solving, and displays command of graphic design principles.

**Craftsmanship, Fidelity, and Completeness**
Your work is executed with consistent care, and demonstrates a mastery of the tools and techniques required to build creative work product. All designs are completed with care and consistent standards.

**Critique & Collaboration**
You are able to productively analyze and discuss your own work, and the work of others in a way that is objective, respectful, and valuable to the process of improvement.

**Process**
Your work is the result of trying different approaches, and constant refinement. This Assessment is also based on the clear documentation and articulation of your design process.

**Overall Assessment Weighting**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percent of grade</th>
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<tbody>
<tr>
<td>Studio Project 1</td>
<td>15</td>
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<tr>
<td>Studio Project 2</td>
<td>25</td>
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<tr>
<td>Studio Project 3 — Final</td>
<td>35</td>
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<tr>
<td>Quizzes (Avg of all quizzes)*</td>
<td>10</td>
</tr>
<tr>
<td>Homework, Pin-ups of Studio Project Progress (Avg of All Homework)*</td>
<td>10</td>
</tr>
<tr>
<td>Homework, Show &amp; Tell Submission (Avg of All Submissions)*</td>
<td>5</td>
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I am happy to discuss any of your grades with you, and if I have made a mistake I will correct it. Any formal grade disputes must be submitted in writing within one week of receiving the grade.

If you miss class, you automatically get a (0) on all homework due that day, and any applicable quizzes – unless the absence is prearranged in accordance with the Attendance policy below.
Teaching Notes
Each week will typically follow this pattern, with some exceptions:

Before class (preparation):
- Do assigned readings and pre-class activities; watch any assigned tutorials.
- If you don’t do the tutorials prior to class, you will have a very difficult time keeping up with the in-class demos, as the preparatory tutorials are meant to teach the basics, while the in-class demos will teach more advanced techniques.

In class – our time together in class is precious:
- Be ready to start on time. Arrive 5 minutes before class starts.
- Post your homework (Studio Project progress) on the pin-up space (Print, in color).
- Be prepared to discuss and demo your Show & Tell homework if called upon.
- Have your computer to follow along on class demo (when applicable). Bring mouse and keyboard.
- Have your computer and Studio Project progress ready for team feedback.
- Be prepared for unannounced quizzes.

After class (assignments):
- This course centers around the Studio Projects. They make up the majority of your grade.
- You’ll have additional tutorials and readings, too.

Here is my suggested general strategy for working on Studio Projects:
1. Start early.
2. Put the time in; no shortcuts.
3. Do your research first, and find inspiration.
4. Set goals for your design work, and don’t lose sight of them (in this class, you’ll learn how to formulate goals).
5. Don’t expect to get it right the first time.
6. Rework your designs, then rework your rework. Repeat often.
8. If you finish early, go further. The workload for this course was designed to test you. If you finish early, something is wrong.
9. It’s not about the grade; it’s about getting what you put in.

Policies
The purpose of the university’s policies (www.president.umd.edu/policies/) is to enable all of us to fully participate in an equitable, accessible and safe academic environment so that we each can be challenged to learn and contribute most effectively.

Policies are, by necessity, often written in impersonal, legalistic language. Nevertheless, we are all responsible for following them. The following sections summarize selected policies as implemented for this course and provide links to additional information. **We are all responsible for knowing and following all university policies.**

Academic Integrity
Academic dishonesty is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. All members of the University Community - students, faculty, and staff - share the responsibility to challenge and make known acts of apparent academic dishonesty. As a student, you have a responsibility to avoid violations of the Code of Academic Integrity. This includes:
- Cheating: "Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise."
- Fabrication: "Intentional and unauthorized falsification or invention of any information or citation in an academic exercise."
- Facilitating Academic Dishonesty: "Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty."
- Plagiarism: "Intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise."
For additional information on the Code of Academic Integrity see shc.umd.edu/SHC/StudentAcademicDishonesty.aspx.

**Use computers only for specified activities**
We use computers for a number of activities during class. But, in my experience, and based on the research evidence, the reality is that they also present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, we only use computers for specified activities (except when required for ADS accommodations). Please plan to take your notes the old-fashioned way - on paper in a journal.

**Phones are not permitted at any time**
Please make the responsible and respectful decision to refrain from using your cellphone in class. For the science behind these policies watch: [http://youtu.be/WwPaw3Fx5Hk](http://youtu.be/WwPaw3Fx5Hk).

**Late Work**
I do not accept late work unless I have approved it by prior arrangement. If you have to miss a deadline, you should inform me as soon as possible, indicating the reason and when you propose to submit your work. If you have a legitimate reason, such as a major medical or family emergency, I may agree to an extension or makeup work, which I will grade at the end of the semester. Documentation of the emergency (e.g. a doctor's letter) may be required.

**Students with Disabilities**
The University is ethically and legally obligated to provide appropriate accommodations for students with disabilities. The campus' Disability Support Services Office (DSS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If a student or instructor believes that the student may have a disability, they should consult with DSS (301-314-7682, dissup@umd.edu, www.counseling.umd.edu/DSS/). To receive accommodations, students must first have their disabilities documented by DSS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors.

**Attendance Policy**
University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of university authorities and compelling circumstances beyond the student's control. Students who miss a single class for a medical reason are not required to provide medical documentation, but students who are absent more than once are responsible for providing various forms of documentation, depending on the nature of the absence. For additional information on attendance policies, see [president.umd.edu/policies/iii510a.html](http://president.umd.edu/policies/iii510a.html) (religious observance) and [president.umd.edu/policies/v100g.html](http://president.umd.edu/policies/v100g.html) (medical absence). You must notify me of any planned absences at the beginning of the semester or as soon as you become aware of them.

**Syllabus Change Policy**
This syllabus is a guide for the course and is subject to change with advance notice. Changes will be posted in Slack.

**Names/Pronouns and Self Identifications**
The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.