Faculty of Information
School of Graduate Studies
University of Toronto – St. George
Semester: Fall 2019
INF1602H – Fundamentals of UX

COURSE DIRECTOR: Dr. Olivier St-Cyr, PhD, LEL
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Office hours: **Monday 4:00pm – 5:00pm; Thursday 11:00am – 1:00pm**
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TEACHING ASSISTANTS: **Dr. Sabah Boustila (s.boustila@utoronto.ca)**
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CLASS TIME:

Lecture (September 9th to October 2nd):	**Monday 6:30pm – 9:30pm**	Location: **RW 110**
	Wednesday 1:00pm – 4:00pm	Location: **MB 128**
Studio (October 7th to December 9th):	**1: Monday 5:30pm – 7:30pm**	Location: **BL 116**
	2: Monday 7:30pm – 9:30pm	Location: **BL 116**
	3: Wednesday 12:00pm – 2:00pm	Location: **BL 225**
	4: Wednesday 2:00pm – 4:00pm	Location: **BL 225**

COURSE DESCRIPTION:

This course introduces students to the fundamentals of User Experience (UX) and User Experience Research (UER). The course covers a series of methods and tools in three areas: research, design, and evaluation. Methods and tools to conduct and analyse research data may include interviews, observations, questionnaires, secondary research, affinity diagrams, thematic analysis, stakeholder maps, empathy maps, and personas. Method and tools to design may include requirements analysis, use cases, scenarios, sketching, prototyping toolkits, and sequential storyboards. Method and tools to evaluate designs may include heuristic inspections, walkthroughs, usability testing, analytics, predictive models, and lean validation. More practical topics may include design thinking, UX strategy, UX ethic, agile and Lean UX, building a UX portfolio, and institutionalization of UX.

PREREQUISITES:

None.

COURSE LEARNING OUTCOMES:

At the end of this course, students should be able to:

- Describe the design thinking approach to identify and creatively solve UX design problems;
- Conduct user experience research to identify user needs and generate design insights;
- Create personas, empathy maps, scenarios, and needs statements from identifiable user needs, goals, and demographic characteristics;
- Practice using prototyping tools and techniques to produce storyboards and wireframes;
- Assess a design based on usability and user experience criteria;
- Utilize an agile lean UX approach to develop all phases of the design thinking approach in response to the needs of a UX project;
- Articulate a UX story to advocate a design thinking approach when solving a design problem; and
- Create a UX portfolio to showcase and demonstrate applications of design thinking.

RELATIONSHIP TO MASTER OF INFORMATION (MI) PROGRAM-LEVEL STUDENT LEARNING OUTCOMES:

Master of Information Program-Level Student Learning Outcomes can be found here.

This course helps students master fundamental UX and UER knowledge and skills for undertaking real-world UX projects (**Outcome 1**). Acquiring and practicing UX skills will equip students to understand how UX problems are related to people, information, and technology, and to exercise ethically responsible design in their careers (**Outcomes 2 and 4**). Through learning theory and practice of UX design in tandem, students will be equipped to understand the application of new developments in design and continue building their knowledge through research and continuous learning (**Outcomes 5 and 6**).

CLASS FORMAT:

The course will consist of a lecture component which will meet **TWICE** per week (Monday evening and Wednesday afternoon) for all students from September 9, 2019 to October 2, 2019, and one practical studio component which will meet **ONCE** per week from October 7, 2019 to December 9, 2019. Students are expected to attend the lectures and to actively participate in the studios.

For each class, a series of topics are provided to guide students through the readings and activities, and to frame the lectures and studios.

Teaching and learning are shared responsibilities, influenced by individual knowledge and experience, and achieved through expanding our awareness of the different issues and approaches involved in user experience. Commitment, preparation, and active participation are important ingredients to realize this goal. Your preparation and participation are important to your learning and the learning of your colleagues.

All the course materials will be available on the University of Toronto learning management system (Quercus) together with assignments and announcements.

REQUIRED TEXTBOOK:

Sharp, H., Preece, J., & Rogers, Y. (2019). Interaction Design: Beyond Human-Computer Interaction (5th Ed.). Wiley. ISBN: 978-1-119-54725-9. (**Referred to as SPR**)

Gothelf, J., & Seiden, J. (2016). Lean UX: Designing Great Products with Agile Teams (2nd Ed.). O'Reilly. ISBN: 978-1-491-95360-0. (**Referred to as GS**)
Companion Videos:
http://www.torontopubliclibrary.ca/detail.jsp?Entt=RDMEDB0099&R=EDB0099

SUPPLEMENTAL TEXTBOOKS:

Barnum, C. M. (2010). Usability Testing Essentials: Ready, Set...Test! (2nd Ed.). Morgan Kaufmann. ISBN: 978-0-12-375092-1 (**Referred to as Barnum**)
Available online at: https://search.library.utoronto.ca/details?8093536

Baxter, K., Courage, C., & Caine, K. (2015). Understanding Your Users: A Practical Guide to User Research Methods (2nd Ed.). Morgan Kaufmann. ISBN: 978-0-12-800232-2 (**Referred to as BCC**)
Available online at: http://search.library.utoronto.ca/details?10227692

Cooper, A., Reimann, R., Cronin, D., & Noessel, C. (2014). About Face: The Essentials of Interaction Design (4th Ed.). ISBN: 978-1-11-876657-6 (**Referred to as CRCN**)

Lazar, J., Fang, J. H., & Hochheiser, H. (2017). Research Methods in Human-Computer Interaction (2nd Ed.). Morgan Kaufmann. ISBN: 978-0-12-805390-4 (**Referred to as LFH**)

Nunnally, B., & Farkas, D. (2017). UX Research: Practical Techniques for Designing Better Products. Morgan Kaufmann. ISBN: 978-1-491-95129-3 (**Referred to as NF**)

EVALUATIONS:

Evaluations	Weight
In-Class Activities (during lecture weeks) – Individual	11%
Course Project (during studio weeks) – Group	50%
Working Studios – Individual	4%
Playback Studios – Group	16%
Pre and Post Competency Reflections – Individual	4%
Online Portfolio – Individual	15%

The course requirements and weights are final and will not be modified throughout the term. The penalty for late assignments is set to **5% per day**, to a maximum of one week; submissions will not be accepted after one week. Exceptions will be made only when supported by appropriate documentation.

Course work	Short description
In-Class Activities (during lecture weeks) – Individual (11%)	There will be a series of activities to be completed during the lecture weeks (September 9 to October 2, 2019). Each activity will be completed individually and will be due either at the end of the class or before the beginning of the next class (see *Summary of Due Dates – All Students* on page 12). Each activity will be worth between 1% to 2%.
Course Project (during studio weeks) – Group (50%)	The main deliverable in INF1602 is a group project. All project deliverables will be done in groups of four (4) students. The studios (see below) are part of the project, each representing an incremental iteration of the steps required to complete the project. The theme for the course project is: **Improving student experiences at the University of Toronto**. The projects will be done in collaboration with the University of Toronto Innovation Hub. See this video for more information: https://youtu.be/IrqXxFDC3xo There are five (5) parts to the project: User Research, User Analysis, Requirements Analysis, Prototypes, and Evaluation & Next Steps.
Working Studios – Individual (4%)	There will be four (4) working studios throughout the semester (see schedule on page 11). These studios will be completed in the same groups as the course project. Each studio will have a small deliverable worth 1% (participation and working documents).

Playback Studios – Group (16%)	There will be four (4) playback studios throughout the semester (see schedule on page 11). These studios will be completed in the same groups as the course project. Each group will present work completed since the last working studio. Each playback presentation is worth 4% (quality of the playback and work completed).
Pre and Post Competency Reflections – Individual (4%)	Each student will complete a reflection questionnaire to self-assess their UXD competencies. The reflection will be administered once at the beginning of the semester and once at the end of the semester. Completion of each reflection is worth 2%: 0.5% for completing the questionnaire and 1.5% for the quality of the reflection.
Online Portfolio – Individual (15%)	Each student will prepare an online portfolio showcasing the group project they have completed during the course.

COMMUNICATION POLICY:

If you have a question, there is a high chance that other students in the course have the same question or, at least, will benefit from the answer. Please post all the questions to the INF1602 Quercus Discussion Board so everyone in the course can benefit from your questions and our answers. Students are encouraged to post answers to the questions of other students where appropriate.

Emails to the instructor and TAs must have a subject that starts with "INF1602" and include some more details, e.g., "INF1602: question lecture October 2nd", **and must be submitted from your *mail.utoronto.ca* student account**.

GRADING:

Please consult the Faculty of Information's Grade Interpretation Guidelines (https://www.ischool.utoronto.ca/wp-content/uploads/2016/11/grade-interpretation.pdf) and the University Assessment and Grading Practices Policy (http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf). These documents will form the basis for grading in the course.

WRITING SUPPORT:

As stated in the Faculty of Information's Grade Interpretation Guidelines, "work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects". With this in mind, please make use of the writing support provided to graduate students by the SGS Graduate Centre for Academic Communication (https://www.sgs.utoronto.ca/resources-supports/gcac/). The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the current workshop schedule (https://www.sgs.utoronto.ca/resources-supports/gcac/workshops/) for more information.

ACADEMIC INTEGRITY:

Please consult the University's site on Academic Integrity (http://academicintegrity.utoronto.ca). The Faculty of Information has a zero-tolerance policy on plagiarism as defined in section B.I.1.(d) of the University's Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf). You should acquaint yourself with the Code. Please review the material in Cite it Right and if you require further clarification, consult the site How Not to Plagiarize (http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/).

Cite it Right covers relevant parts of the UofT Code of Behaviour on Academic Matters (1995). All Faculty of Information students are required to take the Cite it Right workshop and the online quiz. Completion of the online Cite it Right quiz should be made prior to the second week of classes as the workshop is now interactive. To review and complete the workshop, visit the Orientation Workshop portion of the Inforum site: https://inforum.library.utoronto.ca/workshops/orientation

ACCOMMODATIONS:

Students with diverse learning styles and needs are welcome in this course. If you have a disability or a health consideration that may require accommodations, please feel free to approach Student Services and/or the Accessibility Services Office (http://www.studentlife.utoronto.ca/as) as soon as possible. The Accessibility Services staff are available by appointment to assess needs, provide referrals and arrange appropriate accommodations. The sooner you let them know your needs, the quicker they can assist you in achieving your learning goals in this course.

RE-GRADING POLICY:

A student (group) who believes that their term work has been unfairly graded may submit a re-evaluation request. Students have up to one month from the date of return of an item (or from the date the mark was made available) to inquire about the mark and submit a request. For example, should the work be returned, or the mark be made available on October 3rd, the student has until November 3rd to inquire **in writing** and start the re- evaluation process. Instructor/TAs must acknowledge receipt of a student request for re-evaluation within 3 working days, and decisions should be provided in a timely fashion. Re-evaluation requests may be submitted in writing **to the person who marked the work**. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believes the work was unfairly/incorrectly graded. **The course instructor must be CCed on all communications**.

Following a re-evaluation decision, if the student is still not satisfied with the result, they may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., marked by a TA). In this instance (i.e., the instructor was not the one who marked the work), the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why they believes the work was unfairly/incorrectly marked, and (3) communications from the original marker. Re-evaluation appeals are at the discretion of the instructor. If a re-revaluation is granted by the instructor, the student must accept the resulting mark as the new mark, **whether it goes up or down or remains the same**. When appealing a re-evaluation decision, the student accepts this condition. Instructors and TAs should ensure all communications with the student are in writing (e.g. follow-up e-mail) and keep a copy for later reference.

IMPORTANT DATES:

First lecture:	September 9th, 2019
Last day to add or substitute F (Fall) courses:	September 23rd, 2019
Last lecture:	October 2nd, 2019
First studios:	October 7th, 2019
Last day to drop F (Fall) courses without grade:	October 28th, 2019
Reading week:	November 4th – 8th, 2019
Last studios:	December 9th, 2019

SCHEDULE – LECTURES (September 9 to October 2, 2019)			
Weeks	**Topics**	**Readings**	**Due**

#1-1
Sept 9
	Intro
	+
	Design Thinking &
	Activation Journey (***Guest: Alison Cox***)
	+
	UCD
	+
	Research #1: Types of Research Activities, Secondary Research
		• **SPR: Chapters 1, 2, and 10**
		• **GS: Chapters 1 and 2**
		   • **Video: Introduction to Lean UX**
		   • **Video: Nordstrom Case Study**
		• LFH: Chapter 1 and 15
		• NF: Chapter 1
		• BCC: Chapter 1, 2, and 3
		• Luchs, M. G. (2016). A Brief Introduction to Design Thinking. In Design Thinking: new product development essentials from the PDMA. Chapter 1, pp. 1-11.	

#1-2 Sept 11	**Research #2**: Primary Research (Interviews, Observations, Questionnaires), Choosing Your Methods, Preparing User Research, Facilitating Research + Ethics	• **SPR: Chapter 8** • LFH: Chapters 5, 8, and 9 • NF: Chapters 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 • BCC: Chapters 5, 6, 7, 9, 10, and 13 • Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada. (2018). Ethical Conduct for Research Involving Humans. Chapter 1 (5-11), Chapter 4 (49-56), and Chapter 5 (57-68). • Doody O, Noonan M (2013) Preparing and conducting interviews to collect data. Nurse Researcher. 20(5), pp. 28-32 • Morgan, D. (2001). Focus Group Interviewing. In Jaber F. Gubrium, & James A. Holstein (Eds.), Handbook of Interview Research. (Chapter 7; pp. 141-160). Thousand Oaks, CA: SAGE Publications, Inc. • Cresswell, J. (2014). The Selection of a Research Approach. In Research design: qualitative, quantitative and mixed methods approaches. 4th edition. Sage Publications. Chapter 1, pp. 3-24. • Usability and User Experience Surveys • https://www.interaction-design.org/literature/article/map-the-stakeholders	• Secondary Research Data (beginning of class)

#2-1
Sept 16
	Research #3: Analysis of Qualitative Data, Personas, Empathy Map, Stakeholder Map (*Guest: Alison Cox*)
	+
	Course project
		• **SPR: Chapter 9**
		• **GS: Chapter 3**
		  • **Video: Assumptions and Hypotheses**
		  • **Video: Personas**
		  • **Video: Outcomes and Features**
		  • **Video: Writing Hypotheses**
		• **Cooper, A., Reimann, R., Cronin, D., Noessel, C. (2014). Modeling Users: Personas and Goals. In About Face 4: The Essentials of Interaction Design (pp. 61-99). Indianapolis, IN: Wiley Publishing.**
		• LFH: Chapter 11
		• NF: Chapter 13
		• BCC: Chapters 9, 10, and 13
		• Talja, S. (1999). Analyzing qualitative interview data: The discourse analytic method. Library & information science research, 21(4), pp. 459-477
			• Primary Research Data (beginning of class)
			• Individual information sheet (Sept 16th @ 11:59pm)
			• Persona, Empathy Map (Sept 17th @ 12:00pm)

#2-2
Sept 18
	Research #4: As-Is-Scenario, Needs Statements, Big Ideas, Reporting Your Findings	• **SPR: Chapters 3 and 11**
		• **GS: Chapter 3**
		  • **Video: Outcomes and Features**
		  • **Video: Writing Hypotheses**
			• As-Is-Scenario, Needs Statement, Big Idea (Sept 19th @ 12:00pm)
			• Pre-Competency Reflection (Sept 20th @ 11:59pm)

#3-1
Sept 23
	Design #1: Prioritization, To-Be Scenario, Hills (*Guest: Alison Cox*)
	+
	Storyboards (sketching)
		• **SPR: Chapters 11 and 12**
		• **GS: Chapters 4 and 5**
		  • **Video: Experiments and MVP's**
		  • **Video: Design Studio**
		• Buxton, B. (2009). The anatomy of sketching. In Sketching User Experiences (pp. 105-114). San Francisco, CA: Morgan Kaufmann Publishers.
		• Greenberg, S., Carpendale, S., Marquardt, N., & Buxton, B. (2012). Sequential Storyboards. In Sketching User Experiences: The Workbook (pp. 147-152). San Francisco, CA: Morgan Kaufmann Publishers.
		• [Paper Prototyping as a Core Tool in the Design of Cell Phone User Interfaces](#)
			• Group information sheet for course project & project topic (Sept 23rd @ 11:59pm)
			• To-Be Scenario and Storyboards/Sketches (Sept 24th @ 12:00pm)

#3-2 Sept 25	**Design #2**: Prototyping (Balsamiq)	• **SPR: Chapters 7 and 12** • **https://docs.balsamiq.com/desktop/**	• Balsamiq MVP Mock-ups (Sept 26th @ 12:00pm) • *Project Pitches – Optional (Sept 27th, 1pm to 3pm, BL 116)*
#4-1 Sept 30	**Evaluation #1**: Intro to evaluation, Heuristic Evaluation, Intro to Usability Testing	• **SPR: Chapters 14, 15, and 16** • **GS: Chapter 6** • **Video: Research** • LFH: Chapter 10 • BCC: Chapter 14 • Barnum: Chapters 5, 6, and 7 • Chan, A. J., Islam, M. K., Rosewall, T., Jaffray, D. A., Easty, A. C., & Cafazzo, J. A. (2011). Applying usability heuristics to radiotherapy systems. Radiotherapy and Oncology, 102(1), pp. 142-147.	• Heuristic Evaluation (Oct 1st @ 12:00pm)
#4-2 Oct 2	**Evaluation #2**: Reporting Usability Results, Feeding results in iterations + Re-cap (***Guest: Alison Cox***) + Storytelling (***Guest: Alison Cox***)	• **SPR: Chapters 9 and 13** • NF: Chapters 14 and 15 • BCC: Chapters 14 and 15 • Barnum: Chapters 8 and 9	• Usability Results and Next Steps (Oct 3rd @ 12:00pm)

SCHEDULE – STUDIOS (October 7 to December 9, 2019)		
Weeks	**Topics**	**Due**
#5 Oct 7 or Oct 9	**Working Studio** **Research & Analysis**: Personas, Empathy Map, As-Is-Scenario	• Participation & individual working documents
#6 Oct 16 or Oct 21	**Playback Studio** User research summary, Personas, Empathy Map, As-Is-Scenario	• Playback presentation 1
#7 Oct 23 or Oct 28	**Working Studio** **Research & Analysis (Con't.) & Design**: Needs Statements, Big Ideas, Prioritization, To-Be-Scenario	• User Research & Analysis • Participation & individual working documents
#8 Oct 30 or Nov 11	**Playback Studio** Needs Statements, Big Ideas, Prioritization, To-Be-Scenario, Hills	• Playback presentation 2
#9 Nov 13 or Nov 18	**Working Studio** **Design (Con't.)**: Storyboards & Prototyping	• Requirements Analysis • Participation & individual working documents
#10 Nov 20 or Nov 25	**Playback Studio** Storyboards & Prototyping	• Playback presentation 3
#11 Nov 27 or Dec 2	**Working Studio** **Evaluation**: Heuristics and Usability Testing	• Prototypes • Participation & individual working documents
#12 Dec 4 or Dec 9	**Playback Studio** Evaluation, Summary of Entire Project, & Next Step	• Playback presentation 4 • Evaluation & Next Steps

SUMMARY OF DUE DATES – **ALL STUDENTS**

Lecture #1-2 – Secondary Research Data	Wednesday September 11th, 2019 @ 1:00pm
Lecture #2-1 – Primary Research Data	Monday September 16th, 2019 @ 6:30pm
Individual Information Sheet	Monday September 16th, 2019 by 11:59:59pm
Lecture #2-1 – Persona, Empathy Map	Tuesday September 17th, 2019 @ 12:00pm
Lecture #2-2 – As-Is-Scenario, Needs Statement, Big Idea	Thursday September 19th, 2019 @ 12:00pm
Pre-Competency Reflection	Friday September 20th, 2019 by 11:59:59pm
Group Information Sheet	Monday September 23rd, 2019 by 11:59:59pm
Lecture #3-1 – To-Be Scenario and Storyboards/Sketches	Tuesday September 24th, 2019 @ 12:00pm
Lecture #3-2 – Balsamiq Mock-ups	Thursday September 26th, 2019 @ 12:00pm
Project Pitches (*Optional*) – BL 116	Friday September 27th, 2019, 1pm to 3pm
Lecture #4-1 – Heuristic Evaluation	Tuesday October 1st, 2019 @ 12:00pm
Lecture #4-2 – Usability Results and Next Steps	Thursday October 3rd, 2019 @ 12:00pm
Post-Competency Reflection	Friday December 13th, 2019 by 11:59:59pm
Online Portfolio	Friday December 13th, 2019 by 11:59:59pm

SUMMARY OF DUE DATES – **STUDIO 1** (MONDAY 5:30PM to 7:30PM)

Course Project – User Research	Sunday October 6th, 2019 by 11:59:59pm
Studio #1 – Participation and Working Documents	Monday October 7th, 2019 @ 7:30pm
Studio #2 – Playback Presentation 1	Monday October 21st, 2019 @ 5:30pm
Course Project – User Analysis	Monday October 28th, 2019 @ 5:30pm
Studio #3 – Participation and Working Documents	Monday October 28th, 2019 @ 7:30pm
Studio #4 – Playback Presentation 2	Monday November 11th, 2019 @ 5:30pm
Course Project – Requirements Analysis	Monday November 18th, 2019 @ 5:30pm
Studio #5 – Participation and Working Documents	Monday November 18th, 2019 @ 7:30pm
Studio #6 – Playback Presentation 3	Monday November 25th, 2019 @ 5:30pm
Course Project – Prototypes	Monday December 2nd, 2019 @ 5:30pm
Studio #7 – Participation and Working Documents	Monday December 2nd, 2019 @ 7:30pm
Studio #8 – Playback Presentation 4	Monday December 9th, 2019 @ 5:30pm
Course Project – Evaluation & Next Step	Friday December 13th, 2019 by 11:59:59pm

SUMMARY OF DUE DATES – **STUDIO 2** (MONDAY 7:30PM to 9:30PM)

Course Project – User Research	Sunday October 6th, 2019 by 11:59:59pm
Studio #1 – Participation and Working Documents	Monday October 7th, 2019 @ 9:30pm
Studio #2 – Playback Presentation 1	Monday October 21st, 2019 @ 7:30pm
Course Project – User Analysis	Monday October 28th, 2019 @ 7:30pm
Studio #3 – Participation and Working Documents	Monday October 28th, 2019 @ 9:30pm
Studio #4 – Playback Presentation 2	Monday November 11th, 2019 @ 7:30pm
Course Project – Requirements Analysis	Monday November 18th, 2019 @ 7:30pm
Studio #5 – Participation and Working Documents	Monday November 18th, 2019 @ 9:30pm
Studio #6 – Playback Presentation 3	Monday November 25th, 2019 @ 7:30pm
Course Project – Prototypes	Monday December 2nd, 2019 @ 7:30pm
Studio #7 – Participation and Working Documents	Monday December 2nd, 2019 @ 9:30pm
Studio #8 – Playback Presentation 4	Monday December 9th, 2019 @ 7:30pm
Course Project – Evaluation & Next Step	Friday December 13th, 2019 by 11:59:59pm

SUMMARY OF DUE DATES – **STUDIO 3** (WEDNESDAY 12:00PM to 2:00PM)

Course Project – User Research	Sunday October 6th, 2019 by 11:59:59pm
Studio #1 – Participation and Working Documents	Wednesday October 9th, 2019 @ 2:00pm
Studio #2 – Playback Presentation 1	Wednesday October 16th, 2019 @ 12:00pm
Course Project – User Analysis	Wednesday October 23rd, 2019 @ 12:00pm
Studio #3 – Participation and Working Documents	Wednesday October 23rd, 2019 @ 2:00pm
Studio #4 – Playback Presentation 2	Wednesday October 30th, 2019 @ 12:00pm
Course Project – Requirements Analysis	Wednesday November 13th, 2019 @ 12:00pm
Studio #5 – Participation and Working Documents	Wednesday November 13th, 2019 @ 2:00pm
Studio #6 – Playback Presentation 3	Wednesday November 20th, 2019 @ 12:00pm
Course Project – Prototypes	Wednesday November 27th, 2019 @ 12:00pm
Studio #7 – Participation and Working Documents	Wednesday November 27th, 2019 @ 2:00pm
Studio #8 – Playback Presentation 4	Wednesday December 4th, 2019 @ 12:00pm
Course Project – Evaluation & Next Step	Friday December 13th, 2019 by 11:59:59pm

SUMMARY OF DUE DATES – **STUDIO 4** (WEDNESDAY 2:00PM to 4:00PM)

Course Project – User Research	Sunday October 6th, 2019 by 11:59:59pm
Studio #1 – Participation and Working Documents	Wednesday October 9th, 2019 @ 4:00pm
Studio #2 – Playback Presentation 1	Wednesday October 16th, 2019 @ 2:00pm
Course Project – User Analysis	Wednesday October 23rd, 2019 @ 2:00pm
Studio #3 – Participation and Working Documents	Wednesday October 23rd, 2019 @ 4:00pm
Studio #4 – Playback Presentation 2	Wednesday October 30th, 2019 @ 2:00pm
Course Project – Requirements Analysis	Wednesday November 13th, 2019 @ 2:00pm
Studio #5 – Participation and Working Documents	Wednesday November 13th, 2019 @ 4:00pm
Studio #6 – Playback Presentation 3	Wednesday November 20th, 2019 @ 2:00pm
Course Project – Prototypes	Wednesday November 27th, 2019 @ 2:00pm
Studio #7 – Participation and Working Documents	Wednesday November 27th, 2019 @ 4:00pm
Studio #8 – Playback Presentation 4	Wednesday December 4th, 2019 @ 2:00pm
Course Project – Evaluation & Next Step	Friday December 13th, 2019 by 11:59:59pm