LIS5786 – INTRODUCTION TO INFORMATION ARCHITECTURE
SECTION(S)
TERM 20XX, COURSE MEETING DAY/TIME: TBA
MODE OF INSTRUCTION: ONLINE

Students all meet with instructor for class weekly, synchronously, using a multi-media conferencing system such as Collaborate, at a specific class time indicated in the University's course schedule for each semester. Additional asynchronous interactions among students and with instructor will be required, as indicated below in course evaluation and assessments, to complete the course.

Instructor:
Email:
Office:
Phone:
Course Location/Website:
Office Hours (in office, online or via phone):
Teaching Assistant:
Email:

COURSE DESCRIPTION:
This course provides instruction and learning experiences in user-centered design of information systems, especially web sites. The entire Information Architecture process from learning the user's needs by developing user personas and scenarios through organizing the information to be presented to specifying the final design parameters, such as low-fidelity and high-fidelity wireframes, is covered. The result will be a technical solution to a specific information system need that takes into account its social and organizational context. The project- based course design allows students to learn issues and problems in a real-life project of building information architecture for systems.

COURSE OBJECTIVES:
At the end of the course, the student will be able to:
- define information architecture and identify important concepts such as user-centered system design and interaction design.
- evaluate the functions and features of information architecture of various websites with appropriate principles
- examine user needs for an information system by identifying target user groups and developing user profiles, such as user persona or scenario.
- develop useful skills for creating information architecture for information systems (e.g., sitepath, sitemap, low-fidelity wireframes, high-fidelity wireframes) using current and innovative software.

COURSE MATERIALS:
- Instructional Technologies:
  - Information Architecture: Blueprints for the Web (Second Edition). By Christina Wodtke and Austin Govella, New Riders, 2009, ISBN 978-0321600806.
- Concerning Instructional Technologies
  - None
- Concerning Required Reading
  - Additional readings will be assigned each week, most of which are available online through FSU library.

COURSE ASSIGNMENTS AND EVALUATION:
- First Principles (Papers & Presentation)
  - This assignment is aimed to allow students to develop their skills of evaluating the information architecture of websites by applying guidelines of website evaluation, named First Principles. Also, students will have an opportunity to explore several different kinds of information architecture of websites as they share their evaluation with their classmates during presentations. This will lead students to improve their abilities to compare and contrast website interfaces in a variety of aspects.
- Group Project: Website Design Proposal (Projects)
  - This project is aimed to enable students to obtain a learning experience of building interfaces for a website. Students will be grouped into 3-4 people, discuss and negotiate with their team members about issues and problems, be involved in a series of decision making processes for building interfaces for a website.
  - Each group needs to develop a proposal (11 font size, single-spaced, 1" margin, 2-3 pages, any font type but the preferred is Times New Roman) with a brief plan including topic of the website, mission and goals, target user group, description, client information, the interfaces, and timeline.
- Group Project: User Personas (Projects)
  - Each group will create 3 or 4 personas that represent likely users of the project website, including at least one primary, and one secondary and the associated scenarios with the users of each. Students can share thoughts and ideas, but need to develop their own persona and submit them individually. Provide a one-page overview/summary page of your personas, including photos and brief biographical information about each persona.
- Group Project: User Scenarios (Projects)
  - Each student creates a scenario (approx. 500 words) in which one of his/her primary or secondary personas uses the developed product to address one or two specific information needs. The scenario should describe the persona's ideal experience using the client website, and the information need(s) focused on should be important to the persona and relevant to his/her goals for using the website.
- Group Project: Sitepath (Projects)
  - Each member will create a sitepath that represents how likely users will interact with the website. Sitepaths created by a group should be different from one another. All of the members need to discuss which approach each member will take prior to building their sitepaths. Students can share thoughts and ideas while building the sitepaths of their groups, but each member needs to be in charge of building a sitepath and submit it individually.
- Group Project: Low-fidelity Wireframes (Projects)

- o Each group will create 6-8 low-fidelity wireframes, such as: a representative page (or pages) from your group site map, an example of a type of page (or examples of different types of pages) and a sequence of pages selected from your sitepath. Students need to include notations (either as numbered footnotes or directly within the wireframe), explaining the various elements included in their wireframe and providing additional information about choices and decisions made (such as where the content comes from, the nature of the content, whether an element is required, optional, and/or conditional, etc.).
- Group Project: High-fidelity Wireframes (Projects)

    º Each group will create high-fidelity versions of your low-fidelity wireframes. The wireframes should represent the page in its entirety, including elements revealed by scrolling, swiping, or rolling over page elements. These elements can be depicted as you choose, in a format appropriate to what you are representing (e.g., by having two versions of the wireframe, one showing the default size and view of the page, and one showing the elements revealed by swiping, scrolling, etc.).

GRADE CALCULATION:

First Principles (10%)	100pts
Website Design Project (80%)	
Project Proposal	50pts
User Persona	50pts
User Scenario	50pts
Sitepath	100pts
Sitemap	100pts
Low-fidelity Wireframes	200pts
High-fidelity Wireframes	200pts
Presentation	50pts
Class participation (10%)	100pts

GRADING SCALE:

A	930 - 1000	C	730 – 760
A-	900 – 920	C-	700 – 720
B+	870 – 890	D+	670 – 690
B	830 – 860	D	630 – 660
B-	800 – 820	D-	600 – 620
C+	770 – 790	F	0 – 590

OURSE SCHEDULE:

WEEK	TOPICS TO BE COVERED
1	Introduction to the Course
2	What is Information Architecture?
3	Stakeholders, First Principles
4	Information Organization and Wayfinding
5	Metadata
6	Users and User-centered Design
7	Making Pages
8	Production Tools

9	Navigation and Social Space
10	All Together Now
11	Project Workshop I
12	User-testing
13	Project Workshop II
14	Presentation I
15	Presentation II
16	Finals

SCHOOL OR DISCIPLINARY POLICIES:

Copyright Statement

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

iSchool Hardware and Software Requirements

A list of all hardware and software requirements for students participating in the School of Information (iSchool) courses can be found at the following location:
http://ischool.cci.fsu.edu/academics/online/requirements/

Student Eligibility for an Incomplete Grade

Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy.)

Sexual Harassment Policy

It is the policy of the University that its employees and students neither commit nor condone sexual

harassment in any form. *http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm*

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

Syllabus Change Policy

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."