SI 487/489
User Experience and Social Media Final Projects
Syllabus | Winter 2021

Class time: Thursdays, 1–4pm | Standup Schaub via Zoom
Thursdays, 1–4pm | Standup Schoenebeck via Zoom
First class: Jan. 21, 2021
Student team standup assignments

Instructors: Prof. Florian Schaub
(he/him) office hours via Zoom
fschaub@umich.edu
(he/him) Tue, 3-4pm, Thu, 12-1pm, Fri, 10-11am (book slot)
(or request individual appointment via email)

Prof. Sarita Schoenebeck
(she/her) office hours via Zoom
yardi@umich.edu
(she/her) Mon 1pm-3pm; Wed 11am-12pm (book slot)
(or request individual appointment via email)

GSIs: Han Na Shin
(she/her) office hours via Zoom
hanshin@umich.edu
(she/her) Thu 8am-11am (book slot)
(or request individual appointment via email)

Eric Junhan Kim
(he/him) office hours via Zoom
ericjhk@umich.edu
(he/him) Wed 1pm-4pm (book slot)
(or request individual appointment via email)

Canvas: Canvas (SI 487 001 WN 2021) will be used for all materials and assignments. Note that we will be using only the SI 487 Canvas site for both SI487 and SI489.

Slack: Slack will be used for informal communication and to facilitate interactions within and across student teams. We will continue using the Slack workspace set up in SI405 (si487w21.slack.com). If you do not yet have access to Slack reach out the instructors to receive an invite.

Tandem: Tandem will be used for peer evaluations and team skill building.

Learning Objectives
At the end of this course, as a student you will have gained:

- Competency in applying user experience or social media concepts and methods to address a challenging real-world user experience or social media problem in
coordination with a project client (industry, non-profit, government or academic partner).

- **Competency** in working together in teams to systematically define and develop the project, as measured by progress on regular milestone assignments.
- **Competency** in eliciting, clarifying, and formalizing client requirements.
- **Competency** in analyzing and assessing user requirements and needs with project-appropriate methods.
- **Competency** in the iterative design, prototyping, and refinement of user experiences and social media designs that address the project’s requirements and users’ needs.
- **Competency** in validating developed prototype(s) with project-appropriate usability and user experience evaluation techniques.
- **Competency** in effectively presenting your work to stakeholders (client, instructor, fellow students) in standup meetings, formal presentations and written reports.
- **Competency** in working and interacting professionally with project clients, users, instructors, and student peers.
- Added a successful UX or social media project to your portfolio.

### Prerequisite

This course requires completion of SI 405 (BSI Final Project Preparatory Course) in the previous term. In SI 405, student teams are formed, teams are matched with a client, and teams develop a project plan for the specific project with their client.

### Course Overview

This course is the capstone project course for the UX and Social Media paths in the BSI program. The goal of this course is to provide you as a student with real world experience in working on a challenging UX or social media project with a client. In your project, you will apply obtained skills and knowledge in UX or social media research, requirements analysis, design, prototyping, and evaluation.

Over the course of the semester, a team of 3-4 students analyzes and addresses a UX or social media problem specified by a client that requires assessing the user needs and user experience requirements for a website, software application, mobile app, or other user-facing system. The student team iteratively designs, prototypes and tests an improved or novel user experience, and validates the design and prototype with prospective users and appropriate usability and evaluation techniques.

This course relies heavily on effective and productive team work, because real-world UX or social media projects are also commonly tackled by teams and require frequent interaction with team members, clients, users, and other stakeholders.
Project & Team Matching and IP/Confidentiality Agreements

Students will be matched to projects and form teams in SI 405 in the previous term.

Some project clients may require students to sign intellectual property (IP), confidentiality or non-disclosure agreements (NDA) to work on their project. This is common practice to protect clients’ business interests. The terms of such agreements can vary from just allowing the client to continue work on the project after the course is over to signing away all rights to royalties and the use of any patent. Non-disclosure agreements may require you to keep the information you obtain about the client’s products and the project confidential for a specified period of time. It is your responsibility to read any such agreements associated with a project and ask questions prior to selecting a project. If NDA or IP agreements are required, this will be noted as part of the project descriptions shared. You have the right to ask to not be assigned a project that has an NDA or IP agreement associated with it. By selecting a project that requires an NDA or IP agreement, you are agreeing to the terms of the IP/NDA contract. You can discuss questions regarding intellectual property and confidentiality obligations with the instructors or you may contact Drew Bennett, Associate Director of Licensing, Software, Mobile and Digital Technologies at the U-M Office of Technology Transfer (734.615.4004, andbenne@umich.edu).

Please note that the SI487/489 instructors are not responsible for your NDA/IP agreements. These agreements are signed between student teams and the project client.

If you signed a confidentiality agreement with your client, always seek prior approval from your client for (semi-)public presentations of your work (e.g., exposition poster, final presentation, UMSI portfolio entry, own portfolio website). Almost always clients are fine with you talking about the project, but the client may want to have a say in the level of detail to ensure that you’re not revealing confidential information. It is your responsibility to obtain the client’s approval.

Communication

Canvas is the dissemination method for course materials including lecture notes, assignment descriptions, and the course schedule. You are responsible for keeping up-to-date with the materials on Canvas.

For email communication please use “[487]” at the start of the subject header in any email you send to us. For group-specific questions, please add your group name (e.g., [487 Group Name]).
You are also **welcome to contact instructors and GSIs via Slack**, either via the public channel for your project (note that it is public) by tagging instructors/GSIs you want to reach in messages, or via Direct Messages to the instructor and/or GSI of your standup group.

# Project milestones and reports

All projects follow a similar schedule with a number of graded milestone reports:

1. **Research plan, User Study Design & Materials – 5 points**
   Based on the project planning report your team and you developed in SI 405, describe the project's focus and goals. Describe in detail the team’s plan for the research phase (what methods and why, how will the research be conducted) and include user study materials (interview scripts, survey questions, think aloud prompts, etc.) for feedback and approval. Most projects will require heuristic evaluation (if working with an existing system), user interviews or surveys. You need to explain what research activities are needed for your project and why. This assignment is intended as an opportunity to gain feedback on your project goals and research approach *before* you conduct your research. All components of this first milestone (project goals, research approach and rationale, methods, study materials) are also required and assessed as part of the research and requirements report, allowing you to improve your points on this part by taking the received feedback into account when conducting your research. Stated differently, the points for this assignment will be overwritten by the points you can receive for the Research & Requirements Report, allowing you to increase your points in the second attempt.

2. **Research & Requirements Report – 20 points (incl. 5 pts for research plan/materials)**
   In the research phase, teams identify and prioritize design requirements based on client and stakeholder interactions, competitive analysis, heuristic evaluation, user research, affinity diagramming, and other project-appropriate methods. Student teams need to determine the research methods appropriate for their project. Note that stakeholder analysis, competitive analysis, and/or analogous research you may have conducted in SI 405 should be part of this as well. You may have to analyze additional direct, indirect or analogous competitors as your research progresses. The description of your competitive/analogous research rationale and findings should be an integrative part of your research, inform the requirements and be described as part of the milestone report.
   The milestone report describes the rationale for the team’s activities in this phase, what research was conducted and how, the analysis outcomes and findings, incl. personas and scenarios or user journeys. The report concludes with a prioritized list of design/UX requirements and a plan for addressing them in the design phase of the project.

3. **Design Report & Interactive Prototype – 20 points**
   In the design phase, teams iteratively develop a UX or social media design concept from ideation to prototypes and user testing with increasing fidelity and quality, culminating in an
interactive digital prototype. Excellent teams implement their design with front-end coding. This milestone report describes the developed design concept, documents the design process and design decisions including feedback from user testing, and presents the final user experience, interaction and visual design. Alongside the report, teams demonstrate their design with an interactive prototype.

4. **Evaluation Report – 15 points**
In the evaluation phase, teams comprehensively evaluate the usability and user experience of their final design to validate that the requirements identified in the research phase are being met. This should include either comparison to the system’s previous design or comparison of different design variants in a between-subjects study (A/B test). Your team needs to develop a study design that’s appropriate for your project. This milestone report describes the evaluation study design (including metrics and rationale), study materials, data analysis and findings, as well as recommendations for further improvement based on the findings.

5. **UX Specification Report – 5 points**
You may refine your final design based on the findings and suggestions from your evaluation study. This report then specifies your final design at a level of detail that would allow a developer who was not part of the design process to implement the developed design as intended. This report should include key screens, interaction logic and UX behavior specification, interaction map and/or storyboards, additional sketches or screens, etc.

6. **Final Report – 10 pts**
The final report constitutes the major outcome of your project, which you will provide to the client. It should cover all milestones and integrate them into a consistent document. You can draw heavily from previous milestone reports, but you should carefully curate what information you present in the final report and how.
View the final report as a user experience in itself and write and design it accordingly. This includes appealing layout and visual design, well-written textual documentation, as well as meaningful integration of graphics and figures. It is strongly encouraged that you use a professional layouting software (e.g. Adobe InDesign) rather than Word to prepare your final report. The final report should be a high quality, highly polished and professional product that effectively conveys your project’s research findings, design concept and specification, the design's validation, and implementation recommendations for the client.

**Milestone Presentations, Poster Presentation & Portfolio Entry**
Each milestone report will be followed by a formal presentation in class (8 minutes per team). Teams will also formally present the milestone outcomes to their client at the next client meeting.

The final project presentations will take place at the last class session. All teams are present for the presentations, clients will be invited to attend as well.
In addition, student teams present a poster on their project at UMSI’s expoStion event in early April (1 point) and create a portfolio entry for UMSI’s project gallery (1 point). Through participation in the UMSI expoStion, teams qualify for a range of Best Project Awards.

**Client Handover**
At the end of the term, your team has to schedule a final handover meeting with your client, at which you present the final project outcomes and recommendations (similar to the final presentation) to the client. You further have to provide your client with the final project report and any other materials you agreed to provide to the client (e.g., digital prototype, source files, etc.). You document the client handover in a handover summary (1 point), which is a requirement to pass the course.

**Report Revisions**
Teams are expected to integrate feedback from client, peers, instructors and GSIs into their milestone reports and can submit a revised version of the research and design reports to improve their points for the milestone. The revision deadlines for these reports are two weeks after the original deadline.

**Weekly Standup Meetings (class time)**
This course operates like a design agency. All student teams work with different clients on different projects. User experience design is a creative and collaborative process. The weekly class time provides an opportunity for multiple teams to get together and share and learn from each other’s experiences, the approaches taken in the respective projects, as well as help each other achieve excellent results in each project.

**Standup rules**
We achieve this through weekly standup meetings, in which each team provides a status report on their project’s progress to the other students. This status report should include:

1. The team’s accomplishments and issues in the previous week
2. Plans for the current week
3. Specific questions to the other teams regarding issues, challenges, approaches, etc.

This requires that each team has properly prepared a concise update and asks meaningful questions. Updates are limited to 5 minutes per team plus 5 minutes discussion. Teams have to create slides for their standup updates. Slides have to be uploaded into this Google Drive folder before class.

All students are expected to actively engage with the other projects by asking questions and providing feedback and input. Engagement during standups factors into individual participation.

To facilitate engaged interchange among teams, projects will be organized into one-hour clusters. Your team’s assigned standup time will be announced at the start of the Winter term.
You must attend the entire standup session as scheduled for your team cluster. During the
1-hour stand-up meeting active participation and engagement is expected from everyone. (See
the attendance policy for additional details.)

**Team work time**
During the rest of the three-hour class block, students are expected to work in their teams to
advance their projects. This may include scheduling your weekly client meetings at those times.
However, the full three-hour block you’ve been assigned to belongs to SI487/489. You must be
either in the standup meetings or working with your team.

Please also make use of the GSI office hours. The GSIs can help you with questions regarding
your project.

Note that these two hours of team work will not be enough to make sufficient progress on your
project. **You and your team must schedule additional meetings and block off additional
regular time to work on this capstone project outside of class time.**

**Primer videos**
This course does not have a regular lecture component. Instead, the instructional team will
upload short weekly video lectures on Canvas that provide primers on topics relevant to the
current stage of your project. You are expected to watch the current week’s primer video before
the standup meeting, complete a short online quiz (what are your three take aways?), and come
prepared with questions, which we will discuss in the standup. Completion of primer quizzes will
factor into your individual participation grade.

**Client meetings and communication**
Each team is expected to meet once per week with their client. These meetings must be
scheduled for the whole term at or before the first client meeting of the term. All team members
should attend all meetings with the client. At the same time, it is important to respect and
accommodate the client’s schedule. If no time for the weekly client meeting can be found at
which all team members are available, a suitable time at which most team members are
available should be selected. The instructor and GSI have to be informed via email about this
arrangement, including your team’s plan for updating absent team members.

In this course, we work with clients from all over the country. If your client is local and it is safe
do so, you should meet in person. If your client is remote and/or the public health situation
requires it, you should use video conferencing. Only as a last resort use audio-only phone
conferencing. Ask your client if they have a preferred conferencing service they would like to (or
must) use. If not, suggest a video conferencing solution that both the client and all team
members are comfortable with. U-M ITS provides access to and supports a **range of
videconferencing services**, including Zoom and Google Meet.
Professional communication and conduct with clients is of high importance. This includes (1) respectful, well-written and relevant email communication, (2) responsiveness to client communication (you should reply within 24 hours), (3) being prepared and punctual at meetings, as well as (4) professional conduct and attire at client meetings.

**What to do if you experience issues with your client**
The instructors and the Engaged Learning Office make a large effort to recruit interesting projects and reliable clients. Unfortunately, sometimes clients can be less reliable than anticipated. If you are unable to reach your client via email, try calling them on the phone. If you can’t reach your client after multiple attempts within one week, please reach out to the instructors. The instructors, together with the Engaged Learning Office, will help you get a hold of your client.

Please also let the instructors know if your client is difficult to work with (e.g., frequently changing requirements). We can provide you with advice on how to manage a difficult client, as well as reach out to the client to address such issues. If you experience other issues (e.g., abusive language or communications) please contact the instructors immediately so we can take steps to address the issue, possibly removing the client from the class.

**GSI support and office hours**
We are fortunate to have two full-time GSIs assigned to this course to support the course through activities that include:
- Being a mentor to student teams for UX methods and issues.
- Setup, tutorials, and support of course infrastructure/tools.
- Grading and evaluation (e.g. milestone reports, final reports, etc.)

Each team will be assigned one GSI as their mentor and contact person. The GSIs hold weekly office hours and all teams should make use of this offering (you are welcome to frequent both GSIs’ office hours). The GSI office hours allow for early and informal feedback throughout the research, design and validation phases of your project. Both of our GSIs have lots of UX experience and are eager to assist you with your projects – please leverage their expertise!

**Internal team meetings and collaboration**
The most successful projects are those in which the team works closely together with multiple in-person interaction points throughout the week. Because everyone has busy and demanding schedules, it is important to early-on identify joint availability and schedule internal team meetings and joint work sessions to advance your project. Minimal engagement is not an option in this course. It is also important to set internal deadlines for tasks prior to a milestone submission deadline. You should also assign responsibilities for tasks to individual team members and/or subteams to ensure that everyone knows what they are responsible for and by which date they need to complete it.
Team check-ins and peer evaluations
Students are asked to individually reflect on the project work, team dynamics, and individual team members’ contributions on a bi-weekly basis. You will also be asked to complete a midterm survey and an end of term survey, and associated lessons on Tandem (each check-in/survey/lesson is worth 1 point). We will use Tandem for these team check-ins, surveys, and respective reflection lessons. The goal is to individually reflect on what is working well in the project/team and what could be improved and how. When issues arise, your team should reach out to the instructors, so we can work with you to help you address them in your team.
Instructors may also reach out to you if concerns arise. Your team should work together – with support from the instructors and GSIs – to address identified challenges.

While we hope that all group members would strive to equally contribute to the group project, we realize that this is not always the case. Therefore, the grade you receive on group assignments and the course will depend on your individual contribution to the project, which will be based on participation, peer evaluations, client feedback, GSI feedback and the instructors’ assessment. Freeloading is not an option in this course.

What to do if you experience issues within your team
The capstone course is an intense, work-intensive but rewarding learning experience. It is common and normal for teams to experience some issues with team dynamics. Often such issues can be resolved by addressing them actively and early.
If your team experiences issues, you should:
- Discuss issues openly in the team. Almost always all team members want to see the project succeed but may have different expectations or approaches to how they complete tasks. It is important to identify and discuss issues as a team and constructively look for opportunities to structure the team work in ways that work better for everyone and improve the collaborative outcome. An important part of this is to talk about each team member’s expectations, goals and time availability and then develop common goals and shared expectations for the team. You don’t have to be friends with everyone in your team, but you need to develop a productive and professional working relationship.
- Establish internal deadlines towards milestone reports. The milestone assignments in this course are too big to get done last minute. De-stress your team activities by planning ahead and setting multiple realistic deadlines for different tasks that your team needs to complete in the lead-up to an assignment deadline.
- Assign clear responsibilities for tasks. Each team member should always know what they are expected to complete by when. It is often helpful to designate a coordinator for a larger activity (e.g., a milestone report) who can then check in with everyone on their tasks and make sure all tasks get completed on time.
- Reach out to the instructors and GSIs. If you struggle to resolve issues in the team, please reach out to the instructors and/or the GSIs. We have lots of experience in helping teams work through collaboration issues. Our goal is to help you and your team...
be successful. Typically we achieve this through individual and team meetings, and developing timelines and communication plans to help your team to communicate better and be more productive.

- **Don’t wait.** Team issues never resolve themselves by doing nothing. If you are unhappy with dynamics in the team it is important to raise those issues directly. The longer bad dynamics play out the more difficult is it to resolve them later on.

**Classroom / Attendance Policy**
Attending all weekly class sessions and all meetings scheduled with client, instructor or GSI is mandatory and required to pass the course. You may **miss no more than one standup or scheduled meeting** without providing a valid reason in advance (e.g., job interview, being sick, etc.). You should always inform the instructor and your team in advance if you cannot attend a meeting. The instructor will take attendance and factor this in when assessing course participation. Students are asked to attend class or meetings on time and remain for the entire class or meeting.

**Instructor meetings in each phase**
In addition to the weekly standups, teams have to schedule at least one individual team meeting with the instructor in each phase (three total), during the instructor’s office hours (see details for booking appointment slots above) or your group’s work time. If those times do not work for your team, you may request a different meeting time. Either way, your team has to schedule the three meetings for the whole term with the instructor by **Jan. 29**, including Google Calendar events accepted by the instructor. The purpose of these meetings is to provide an opportunity for teams to discuss their progress with the instructor, discuss any questions and issues that arose during standup meetings, or to discuss project aspects that are not relevant or appropriate for the standup meetings. Teams and individual students are welcome and encouraged to make use of both the instructors’ and GSIs’ office hours beyond those three required meetings.
# Course Schedule

*Student presentations are marked in **bold**; submission deadlines are **bold red**. Required and suggested team activities for a given week are listed between the standup sessions.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 21</td>
<td><strong>Course introduction (everyone joins at 1pm)</strong> &amp; Primer research methods and user study design</td>
</tr>
<tr>
<td></td>
<td>Teams develop/refine UX research plan</td>
</tr>
<tr>
<td></td>
<td>Teams design user study and study materials</td>
</tr>
<tr>
<td></td>
<td>Teams conduct/continue heuristic evaluation</td>
</tr>
<tr>
<td></td>
<td>Teams continue competitive/analogous analysis as needed</td>
</tr>
<tr>
<td></td>
<td>Teams prepare first standup presentation</td>
</tr>
<tr>
<td>Jan 28</td>
<td>standup 1 <em>Teams present research plan &amp; study design</em></td>
</tr>
<tr>
<td>Jan 29</td>
<td>due <em>Teams schedule weekly meetings with client</em></td>
</tr>
<tr>
<td>Jan 29</td>
<td>due <em>Teams schedule three team meetings with instructor</em></td>
</tr>
<tr>
<td>Jan 31</td>
<td>due <em>Tandem team check 1</em></td>
</tr>
<tr>
<td>Feb 1</td>
<td>due <em>Research plan, user study design &amp; materials</em></td>
</tr>
<tr>
<td></td>
<td>Team present user study design to client and revise as needed</td>
</tr>
<tr>
<td></td>
<td>Teams start conducting user study</td>
</tr>
<tr>
<td></td>
<td>Teams finalize heuristic evaluation</td>
</tr>
<tr>
<td></td>
<td>Teams finalize competitive analysis</td>
</tr>
<tr>
<td></td>
<td>Teams start preparing milestone report</td>
</tr>
<tr>
<td>Feb 1</td>
<td>primer <em>personas and user journeys</em></td>
</tr>
<tr>
<td>Feb 4</td>
<td>standup 2 <em>Present update on research progress and initial findings</em></td>
</tr>
<tr>
<td></td>
<td>Teams conduct and finalize user study</td>
</tr>
<tr>
<td></td>
<td>Teams analyze findings (affinity diagramming, etc.)</td>
</tr>
<tr>
<td></td>
<td>Teams derive personas</td>
</tr>
<tr>
<td></td>
<td>Teams develop user journeys</td>
</tr>
<tr>
<td>Feb 8</td>
<td>primer <em>identifying and prioritizing requirements</em></td>
</tr>
<tr>
<td>Feb 11</td>
<td>standup 3 <em>Present update on research progress and initial findings</em></td>
</tr>
<tr>
<td></td>
<td>Teams derive prioritized design requirements</td>
</tr>
<tr>
<td></td>
<td>Teams prepare milestone report</td>
</tr>
<tr>
<td></td>
<td>Teams prepare milestone presentation</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Feb 14</td>
<td>due</td>
</tr>
<tr>
<td>Feb 15</td>
<td>primer</td>
</tr>
<tr>
<td>Feb 16</td>
<td>due</td>
</tr>
<tr>
<td>Feb 18</td>
<td>standup 4</td>
</tr>
<tr>
<td>Feb 22</td>
<td>primer</td>
</tr>
<tr>
<td>Feb 25</td>
<td>standup 5</td>
</tr>
<tr>
<td>Feb 28</td>
<td>due</td>
</tr>
<tr>
<td>Mar 2</td>
<td>due</td>
</tr>
<tr>
<td>Mar 4</td>
<td>standup 6</td>
</tr>
<tr>
<td>Mar 7</td>
<td>due</td>
</tr>
<tr>
<td>Mar 8</td>
<td>primer</td>
</tr>
<tr>
<td>Mar 11</td>
<td>standup 7</td>
</tr>
<tr>
<td>Mar 14</td>
<td>due</td>
</tr>
<tr>
<td>Mar 15</td>
<td>due</td>
</tr>
<tr>
<td>Mar 16</td>
<td>due</td>
</tr>
<tr>
<td>Mar 15</td>
<td>primer</td>
</tr>
<tr>
<td>Mar 18</td>
<td>standup 8</td>
</tr>
</tbody>
</table>

Teams present findings and design requirements to client
Teams transition to ideation and develop design ideas
Teams start prototyping (wireframes, paper prototypes, etc.)

Teams develop and refine ideas
Teams iterate on design and prototypes
Teams start iterative user testing
Teams revise UX research/requirements report

Teams iterate on design and prototypes
Teams continue evaluating designs with users

Teams finalize user testing
Teams refine and finalize comprehensive design concept
Teams finalize interactive prototype/implementation
Teams prepare milestone report
Teams prepare milestone presentation
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 23</td>
<td>due</td>
<td>Submit evaluation study design and materials</td>
</tr>
<tr>
<td>Mar 25</td>
<td>standup 9</td>
<td>Present evaluation study design and materials</td>
</tr>
<tr>
<td>Mar 28</td>
<td>due</td>
<td>Tandem team check 5</td>
</tr>
<tr>
<td>Mar 29</td>
<td>primer</td>
<td>professional project reports</td>
</tr>
<tr>
<td>Mar 30</td>
<td>due</td>
<td>Revised Design Report &amp; Interactive Prototype</td>
</tr>
<tr>
<td>Apr 1</td>
<td>standup 10</td>
<td>Present evaluation study progress &amp; preliminary results</td>
</tr>
<tr>
<td>Apr 5</td>
<td>primer</td>
<td>effective presentations</td>
</tr>
<tr>
<td>Apr 6</td>
<td>due</td>
<td>Evaluation Report</td>
</tr>
<tr>
<td>Apr 8</td>
<td>standup 11</td>
<td>Milestone presentation: Design evaluation</td>
</tr>
<tr>
<td>Apr 11</td>
<td>due</td>
<td>Tandem team check 6</td>
</tr>
<tr>
<td>Apr 13</td>
<td>due</td>
<td>Final UX specification</td>
</tr>
<tr>
<td>Apr 15</td>
<td>class</td>
<td>Final project presentations (everyone joins at 1pm)</td>
</tr>
<tr>
<td>April 16</td>
<td>poster</td>
<td>poster presentation at UMSI student exposition</td>
</tr>
</tbody>
</table>

Teams develop evaluation study design and materials
Teams present final design & prototype to client
Teams refine design/prototype/implementation
Teams make poster for exposition
Teams revise UX design report

Teams refine design/prototype/implementation
Teams refine evaluation study design and materials
Teams pilot test evaluation study
Teams conduct evaluation study with users
Teams analyze findings

Teams complete evaluation study
Teams analyze findings
Teams derive final recommendations / next steps
Teams prepare milestone report
Teams prepare milestone presentation

Teams present UX validation results to client
Teams revise and finalize prototype/implementation
Teams finalize UX specification
Teams finalize recommendations for client
Teams work on final project report
Teams prepare final presentation

Teams finalize project report
Teams have final handover meeting with their client

<table>
<thead>
<tr>
<th>Date</th>
<th>Due Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 19</td>
<td></td>
<td>Final report</td>
</tr>
<tr>
<td>Apr 22</td>
<td></td>
<td>Client handover summary / debrief</td>
</tr>
<tr>
<td>Apr 22</td>
<td></td>
<td>UMSI Portfolio entry on project</td>
</tr>
<tr>
<td>Apr 22</td>
<td></td>
<td>Tandem end of term survey</td>
</tr>
<tr>
<td>Apr 25</td>
<td></td>
<td>Tandem end of term reflection</td>
</tr>
</tbody>
</table>

**Grading**

The course is project-based and has no mid-term or final exam. Evaluation will be based on points for the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; requirements report</td>
<td>20</td>
</tr>
<tr>
<td>Design report &amp; interactive prototype</td>
<td>20</td>
</tr>
<tr>
<td>Evaluation report</td>
<td>15</td>
</tr>
<tr>
<td>UX specification</td>
<td>5</td>
</tr>
<tr>
<td>Final report</td>
<td>10</td>
</tr>
<tr>
<td>Weekly standup presentations (8x 1)</td>
<td>8</td>
</tr>
<tr>
<td>Milestone presentations (4x 1)</td>
<td>4</td>
</tr>
<tr>
<td>Project poster</td>
<td>1</td>
</tr>
<tr>
<td>Project portfolio entry</td>
<td>1</td>
</tr>
<tr>
<td>Client handover summary</td>
<td>1</td>
</tr>
<tr>
<td>Tandem Team check-ins/surveys/lessons</td>
<td>10</td>
</tr>
<tr>
<td>Individual participation</td>
<td>4</td>
</tr>
</tbody>
</table>

Teams must satisfactorily complete **all** milestone assignments **on time**, including written reports and presentations, weekly standup presentations, final report and portfolio entry – regardless of grade – to pass the course. This includes a number of ungraded submissions, such as the initial research materials submission and the validation study design and materials. These ungraded submissions allow you to receive early feedback on efforts that will be graded as part of subsequent reports.
Milestone reports should be revised based on feedback from the client, peers, GSI and instructor. Revisions can be used to improve grades for individual milestones. When submitting a revision, the team must separately describe the changes made.

While we hope that all group members would strive to equally contribute to the group project, we realize that this is not always the case. Therefore, the final grade depends on a team member's individual contribution to the project and may deviate from the overall score earned by the team to reflect especially large or small relative contributions. Individual participation and contributions will be assessed based on participation, peer evaluations, client feedback, GSI feedback and the instructors’ observations. Freeloading is not an option in this course.

The final score out of 100 will be converted to a letter grade on the following scale: A 95; A- 90; B+ 87; B 83; B- 80; C+ 77; C 73; C- 70; D+ 67; D 63; D- 60; E 50; F 40.
Note: A+ may be awarded for exceptional performance at the instructors’ discretion.

Individual students must adhere to the classroom and attendance policy outlined above; students who miss more than 1 class or scheduled meeting without a valid reason and permission from the instructor will receive a 5% penalty on your overall grade for each additional day missed (up to and including a failing grade).

If longer term extenuating circumstances prevent you from meeting course requirements, please contact the UMSI Office of Academic and Student Affairs (OASA) so they can assist you. OASA will then let the instructors know you will need special accommodations to complete the course. The instructors are understanding of life hardships and will be flexible to find reasonable alternatives for your specific situation. Again, these special accommodations are reserved for extenuating circumstances only and do not apply to job interviews, a busy course load or demanding extracurricular schedule.

Remote meeting etiquette
Virtual meetings and classes can make interpersonal interaction more challenging due to less access to visual cues and body language. Please follow the following guidelines for participating in virtual meetings:

- **Connect on time.** If you can’t attend the class/discussion session or team meeting, let instructors or team members know in advance.
- **Turn on your video camera.** Seeing each other allows us to read body language and feel more connected. We encourage you to turn on your video camera. If you cannot use video (no camera, low bandwidth internet, can only call in via phone, health or personal constraint) please contact the instructors in advance so we can work out accommodations with you. Note that you can use virtual backgrounds to preserve the privacy of your physical environment. Zoom also allows you to hide your self-view during calls.
- **Mute yourself when not speaking.** When you’re not speaking, please mute yourself to reduce background noise for everyone. However, when you want to speak you can just unmute yourself you don’t have to wait for permission to unmute.
- **Raise hand / use chat to ask questions.** When you want to ask a question or say something please either raise your hand in Zoom meetings by clicking on the respective button in the participant list or type in the Zoom chat.

**Academic Integrity and Original Work Policy**

Unless otherwise specified in an assignment, **all submitted work must be original work to you and/or your team, as appropriate.** Any excerpts, statements, or phrases from the work of others must be clearly identified as a quotation, and a proper citation provided. Any violation of the School’s policy on Academic and Professional Integrity will result in serious penalties, which might range from failing an assignment, to failing a course, to being expelled from the program. Violations of academic and professional integrity will be reported to UMSI Student Affairs. Consequences impacting assignment or course grades are determined by the faculty instructor; additional sanctions may be imposed by the assistant dean for academic and student affairs.

**Accommodations for Students with Disabilities**

If you think you need an accommodation for a disability, please let the instructor know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as you make the instructor aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. SSD (734-763-3000; ssd.umich.edu/) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. We will treat any information that you provide in as confidential a manner as possible.

**Student Mental Health and Wellbeing**

The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students’ academic performance.

If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays. You may also consult University Health Service (UHS) at (732) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Since many students are remote during winter 2021, CAPS COVID-19 Support features SilverCloud, an online, self-guided, interactive mental health resource that provides cognitive behavioral interventions. For a more comprehensive listing of the broad range of mental health services available on campus, please visit: http://umich.edu/~mhealth
COVID-19
Please note that you are able to participate in all SI405 class activities remotely. The following applies to any optional in-person activities.

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person basis is conditional upon your adherence to all safety measures mandated by the State of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University’s Face Covering Policy for COVID-19. Your ability to participate in this course in-person as well as your grade may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis or to disenroll from the class. We also encourage you to review the Statement of Students Rights and Responsibilities, which includes a COVID-related Statement Addendum.