We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 556: Information Design (Documents) - Course Syllabus

Program: MLIS
Year: 2022-23 Winter Term 2
Course Schedule: Mondays, 2:00 p.m. to 5:00 p.m.
Location: Terrace Lab
Instructor: Jessica Lee (she/her)
Office location: iSchool Adjunct Office
Office phone: N/A
Office hours: By appointment over Zoom or telephone, flexible hours.
E-mail address: jwhu@mail.ubc.ca
Learning Management Site: canvas.ubc.ca

Course Goal:
The goal of this course is to provide students with the theoretical and technical knowledge required to understand and participate in the processes and techniques involved in creating, representing, and interacting with information in electronic form.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

Learning Outcomes:

Upon completion of this course students will be able to:

- Knowledgably apply the theoretical and research literature on user needs and information interaction as they relate to use of electronic documents [1.1, 4.1]*
- Knowledgably apply specific design models of information interaction and use [1.3]*
- Employ design thinking in the creation of electronic documents [1.1]*
- Collect and analyse data on user needs in relation to the purpose of electronic documents of different kinds [2.2, 4.2]*
- Evaluate the usability and efficacy of designed documents [4.2]*
- Effectively report the outcomes of their design practice and design artifacts [2.1]*
- Usefully employ various tools used in designing and creating electronic documents [1.3, 2.2]*

*Numbers in brackets [e.g. 1.1] indicate relationship of objectives to the iSchool's list of core competencies.

Course Topics:
The course will cover the following topics:
- The opportunities and challenges of electronic document use
- Relative affordances of electronic and paper documents
- Tasks, information models, manipulation capabilities, and ergonomics as they relate to electronic document creation and use
- Electronic text and the reading process
- Cognitive issues surrounding document use
- Contexts of electronic documents use
- Structure of information spaces in electronic documents
- Frameworks for design
- User-centred design
- Usability evaluation
- The role of mark-up languages in structuring information
- Using XHTML, CSS, and jQuery to create electronic text
- Information design as an industry

Prerequisites:
MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of iSchool Graduate Advisor
MAS: completion of MAS core and permission of the iSchool Graduate Advisor

Format of the course:
Classes may include lectures, discussion, lab demonstrations, and/or in-class exercises.

Required and Recommended Reading:
There are no specific required readings nor textbook for this course. However, students are advised to obtain an application manual or book or other resources of their choice on related topics (such as HTML/CSS, javascript, design) to refer as needed to support their learning and assignments.

The following text is recommended for reference and is available through UBC Library.
- Robbins, J. (2018). Learning Web Design: A Beginner's Guide to HTML, CSS, Javascript, and Web Graphics. Sebastipol, CA: O'Reilly Media.

Recommended resources will be added to the course Canvas site.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Presentation Design	January 29	20%	1.1, 1.3, 2.1, 4.1
HTML/CSS Assignment	February 26	30%	1.1, 1.3, 2.1, 4.1, 4.2
Final Design Project	April 16	40%	1.1, 1.3, 2.1, 3.1, 4.1, 4.2
Participation	Ongoing	10%	2.1, 5.1

Course Schedule [week-by-week]:

Class	Date	Topic
1	January 9	• Course introduction • Review syllabus
2	January 16	• Electronic documents as usable artifacts • Design Thinking and the Design Lifecycle
3	January 23	• Framework for the design of usable electronic text • Intro to HTML & CSS
4	January 30	• Hypertext • *Lab: HTML, CSS*
5	February 6	• What does the empirical research literature tell us? • *Lab: HTML, CSS*
6	February 13	• Reading Digital • *Lab: HTML, CSS*
Reading Week — Feb 20-24		
7	February 27	• Content Strategy • Intro to Javascript
8	March 6	• Assessing the DUET Framework • XML and related markup technologies • *Lab: Javascript*
9	March 13	• Usability & Assessment Part 1 (Tools & Methods) • *Lab: Javascript*
10	March 20	• Usability & Assessment Part 2 (Accessibility) • *Project Workshop*
11	March 27	• Information design on the ground and in the job market • *Project Workshop*
12	April 3	• Final Project Presentations

Attendance: Attendance is required for all class meetings and comprises part of your participation mark. If you know you are going to be absent, late, or need to leave early, you must inform me beforehand by email if at all possible. Up to two excused absences are allowed with prior notification to me. Additional absences will require compliance with UBC Academic Concession Policy. Failure to comply could result in a lower course mark.

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool website.

Unless otherwise stated, for late assignments a deduction of ½ letter grade will be made for each 3 day period in which an assignment is handed in past the due date. For example, if an assignment is handed in (posted to Canvas) on the Monday, Tuesday, or Wednesday after a Sunday due date, the mark given to the assignment will be reduced a half letter grade, e.g., A- to B+. If handed in on the following Thursday, Friday, or Saturday, a further ½ mark deduction will be made, e.g., B+ to B.

Please see sections below on Accessibility Services and Religious Accommodations for exceptions to the late deduction rule. Be sure to inform the instructor beforehand if either of these apply to you.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, speak with me immediately to find a solution for your missed coursework.

Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the Faculty of Graduate and Postdoctoral Studies' webpage on academic concession, and then contact me where appropriate.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policies-resources-support-student-success)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline. Academic misconduct includes cheating, plagiarism, and self-plagiarism.

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Accommodation for Students with Disabilities (Joint Senate and Board Policy). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.