Pratt

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General Office Hours (Fri 10-11am)

INFO 636-02: CONVERSATIONAL USER EXPERIENCE DESIGN
Spring 2024
CLASS: Thursday 6:30 pm -9:20 pm | PMC 613 (in-person)
OFFICE HOURS: Friday 11am-12pm, Zoom (by appointment)
Credits: 3 | Prerequisites: none

BULLETIN DESCRIPTION

When UX designers create interactions for devices that people "talk" to (so-called conversational interfaces), there are special considerations for these technologies whose primary inputs and outputs mimic human conversation. Students will learn the state of the art and science of conversation design, explore the conversational design process, and reflect on the ethical implications of designing conversational agents.

COURSE GOALS & OBJECTIVES

The goals of this course are to:
- Gain an understanding of design, types, and working of various Conversational User Interfaces (CUIs).
- Learn vocabulary related to designing, building, and prototyping for CUX or particular CUIs.
- Build and learn technical knowledge related to conversational designers.
- Provide practical experience prototyping design deliverables for CUX.
- Improve individual and collaborative skills in communication, collaboration, and creative thinking.

Upon successful completion of this course, a student will be able to:

- Explain and describe the roles of conversational UX designers.
- Choose and employ appropriate methods to understand conversations, linguistics, and conversation flows.
- Document for designing, prototyping, and evaluating CUIs.
- Select and use appropriate tools and media to create design deliverables, especially Voiceflow and/or Protopie.
- Create and demonstrate high-quality work products that are consistent with professional practice.

REQUIREMENTS FROM STUDENTS
- Students are responsible for their Voiceflow exploration to develop the required prototypes. Kindly make sure you have signed-in to the Voiceflow team invitation sent to you.
- Students are required to bring their devices to class on all class days as there will be project work time in conversation with the instructor.

PROJECTS AND ASSIGNMENTS
Assessment and Grading**

Projects	**45%**
Exercises	**30%**
Class Assignments	**10%**
Readings	**5%**
Attendance/ Participation	**10%**

**Specific Assignment Descriptions and Rubrics are accessible on Canvas

Projects

Projects are a group assignment where a team of 3 or 4 students work on a given design brief. A project is designed and implanted through the course to allow students to apply the learnt methods to see how they work in design practice, sometimes in agile setups. Two projects are: 1) **Project 1:** Designing A Service Assistant; and 2) **Project 2:** Designing A Voice Assistant Foundation; both contribute towards 45% of your overall grade. The specifications and requirements are detailed in the project brief.
**Students in a group will be graded the same, unless received information that might affect individual grades

Exercises

Exercises are individual assignments where a student works on a given exercise brief. The exercises are designed in a way that the student's efforts are contributed towards the project and implanted through the project (above) course to contribute to their individual 30% of the overall grade. Exercises are also designed to allow students practice their tools, not methods, that will help them in applying the methods. The exercises are: 1) **Exercise 1:** Observing, Not Listening to Conversations; 2) **Exercise 2:** Exploring Voice Features; 3) **Exercise 3:** Voice State Design Sketches.
**Extra Credit assignments will be provided at the end of the semester based on the student's performance.

Class Assignments

Class Assignments include class participation, engaging *in class* discussions and arranged class activities; some of which are required for submission on Canvas for grading. There are a range of activities planned that fits the learning outcomes of this course and will be revealed throughout the semester. *These activities will mostly have building properties only; extending them for testing is a personal interest.* No submissions or credit on this part if you were not in class; refer to the Attendance Policy. This constitutes 15% of your overall grade.

Readings

Readings include Perusall reading and annotations on the assigned reading for the week. To access your reading assignments, SignUp/ LogIn to Course Canvas and find "Perusall" in the Course Navigation column on the left. You can learn more about this tool at https://www.perusall.com/. There is a minimum of 4 quality annotations per reading which can include reflection, extension, agreement, or disagreement to the claims presented in the reading. Readings constitute 5% of your overall grade.

Class Participation and Attendance

Class Participation includes engaging in class discussions and arranged class activities. During project presentations, this might also include presentation engagement and critique from the students. Attendance includes being present in person in the class. Refer to Attendance Policy for more details.

COURSE SCHEDULE AND READINGS
**Single page of Schedule for students to print*

WEEK/ WEEK OF	TOPIC	WORK DUE (follow on Canvas and Perusall for exact Deadlines)
1 Jan 15	Course Introduction, CUI Kinds and CUX Roles	**R:** (Makarenko, 2023; Bania, 2018); **O:** (Moore & Arar, 2018); **#CA1**
MODULE 1: DESIGNING A SERVICE ASSISTANT		
2 Jan 22 *P1 Starts*	What is a Conversation? Modalities	**R:** (Bennett, 2018; Lee, 2020); **#P1.1**
3 Jan 29	Task Flow turned into User Intents	**R:** (Caddick & Cable, 2011, Chapter 2; Murad et al., 2023); **O:** (Ghosh & Pherwani, 2015); **#E1**
4 Feb 5	Utterances I | BTS Technology	**R:** (Fadhil, 2018; Goossens, 2018; Moore, 2018; Simms, n.d.); **#E2, #P1.2**
5 Feb 12	Utterances II, Building a Dialogue | Flow Diagrams - Voiceflow	**R:** (Edwards et al., 2021; Sugisaki & Bleiker, 2020);
6 Feb 19	CUI Footprint and Information Design	**R:** (Microsoft, 2023; Moore et al., 2020); **#P1.3**
7 Feb 26	Accessibility of CUIs	**R:** (Lister et al., 2020; Seymour et al., 2023; Summa Linguae Technologies, 2021); **#E3 #GALLERY-WALK**
8 Mar 4	Error Pathways	**R:** (Bennett & Lee, 2023) **#P1.4**
9 Mar 11	**SPRING BREAK- NO CLASS**	
10 Mar 18	**PROTOTYPE DEMOS**	**#P1.5 #P1_Video**
MODULE 2: DESIGNING A VOICE ASSISTANT FOUNDATION		
11 Mar 25 *P2 Starts*	Personal Smartphone (Voice) Assistants	**R:** (Ahuja & Kumar, 2022; Aylett et al., 2023; Large et al., 2019); **O:** (Seaborn et al., 2021) **#P2.1**
12 Apr 1	Character,Expression, and "States" Design (Metaphor Design)	**R:** (Reddy et al., 2021; Shi et al., 2018); **#P2.2**
13 Apr 8	Visual Footprint of Voice	**R:** (Fadhil, 2018); **#E3**
14 Apr 15	Voice and Accent Designs Assistant "Settings" Design	**R:** (Albert & Hamann, 2021; Zargham et al., 2022) **#P2.3+GALLERY-WALK**
15 Apr 22	Voice-less Conversations	**R:** (Google Help Center, n.d.; Raisamo et al., 2022); **#Draft-Poster**
16 Apr 29	**SHOWCASE** | Class Reflection	**#P2_Video; #Final-Poster**

TEXTBOOKS, READINGS AND MATERIALS

Books/ Further References
There are no required textbooks for this course. Suggested book references (you should find the files on Perusall/Canvas/ Pratt Libraries):

- ACM SIGCHI Conference CUI (Conversational User Interfaces) Proceedings: https://dl.acm.org/conference/cui/proceedings
- Moore, R. J., Szymanski, M. H., Arar, R., & Ren, G.-J. (Eds.). (2018). Studies in Conversational UX Design. Springer International Publishing. https://doi.org/10.1007/978-3-319-95579-7
- Diana Deibel, & Rebecca Evanhoe. (2021). Conversations with Things: UX Design for Chat and Voice. Rosenfeld Media. Pratt Library Link

Readings
In addition to a couple of chapters from the books above, here are some assigned readings for the course. Refer to COURSE SCHEDULE AND READINGS for more details on the timeline:

Ahuja, S., & Kumar, J. (2022). Assistant or Master: Envisioning the User Autonomy Implications of Virtual Assistants. *Proceedings of the 4th Conference on Conversational User Interfaces*, Article Article 4. https://doi.org/10.1145/3543829.3544514

Albert, S., & Hamann, M. (2021). Putting wake words to bed: We speak wake words with systematically varied prosody, but CUIs don't listen. *Proceedings of the 3rd Conference on Conversational User Interfaces*, Article Article 13. https://doi.org/10.1145/3469595.3469608

Aylett, M. P., Carmantini, A., Pidcock, C. J., Nichols, E., & Gomez, R. (2023). A Pilot Evaluation of a Conversational Listener for Conversational User Interfaces. *Proceedings of the 5th International Conference on Conversational User Interfaces*, Article Article 40. https://doi.org/10.1145/3571884.3605871

Bania, A. (2018, December 19). *Designing and Building for Voice Assistants (Alexa and Google Assistant): Guide for Product Managers*. LinkedIn. https://www.linkedin.com/pulse/designing-building-voice-assistants-alexa-google-assistant-bania/

Bennett, C. C., & Lee, M. (2023). Would People Mumble Rap to Alexa? *Proceedings of the 5th International Conference on Conversational User Interfaces*, Article Article 21. https://doi.org/10.1145/3571884.3603757

Bennett, G. A. (2018). Conversational Style: Beyond the Nuts and Bolts of Conversation. In R. J. Moore, M. H. Szymanski, R. Arar, & G.-J. Ren (Eds.), *Studies in Conversational UX Design* (pp. 161–180). Springer International Publishing. https://doi.org/10.1007/978-3-319-95579-7_8

Edwards, J., Clark, L., & Perrone, A. (2021). LGBTQ-AI? Exploring Expressions of Gender and Sexual Orientation in Chatbots. *Proceedings of the 3rd Conference on Conversational User Interfaces*, Article Article 2. https://doi.org/10.1145/3469595.3469597

Fadhil, A. (2018). Domain Specific Design Patterns: Designing For Conversational User Interfaces. In *arXiv [cs.HC]*. arXiv. http://arxiv.org/abs/1802.09055

Ghosh, S., & Pherwani, J. (2015). Designing of a Natural Voice Assistants for Mobile Through User Centered Design Approach. *Human-Computer Interaction: Design and Evaluation*, 320–331. https://doi.org/10.1007/978-3-319-20901-2_29

Google Help Center. (n.d.). *Learn about the lights on your speaker*. Retrieved January 2, 2024, from https://support.google.com/googlenest/answer/7073219?hl=en

Goossens, F. (2018, February 1). *Designing a VUI – Voice User Interface*. Toptal Design Blog; Toptal. https://www.toptal.com/designers/ui/designing-a-vui

Large, D. R., Burnett, G., & Clark, L. (2019). Lessons from Oz: design guidelines for automotive conversational user interfaces. *Proceedings of the 11th International Conference on Automotive User Interfaces and Interactive Vehicular Applications: Adjunct Proceedings*, 335–340. https://doi.org/10.1145/3349263.3351314

Lee, M. (2020). Speech acts redux: Beyond request-response interactions. *Proceedings of the 2nd Conference on Conversational User Interfaces*, Article Article 13. https://doi.org/10.1145/3405755.3406124

Lister, K., Coughlan, T., Iniesto, F., Freear, N., & Devine, P. (2020). Accessible conversational user interfaces: considerations for design. *Proceedings of the 17th International Web for All Conference*, Article Article 5. https://doi.org/10.1145/3371300.3383343

Makarenko, E. (2023, December 25). *Voice Assistant Use Cases and Examples: Drive Profitability, Accessibility, and Speed*. https://masterofcode.com/blog/voice-assistant-use-cases-business-implementations-of-vuis-in-2021

Microsoft. (2023). *Design assistant experiences for Windows 10*. Https://learn.microsoft.com/. https://learn.microsoft.com/en-us/azure/ai-services/speech-service/windows-voice-assistants-best-practices

Moore, R. J. (2018). A Natural Conversation Framework for Conversational UX Design. In R. J. Moore, M. H. Szymanski, R. Arar, & G.-J. Ren (Eds.), *Studies in Conversational UX Design* (pp. 181–204). Springer International Publishing. https://doi.org/10.1007/978-3-319-95579-7_9

Moore, R. J., & Arar, R. (2018). Conversational UX Design: An Introduction. In R. J. Moore, M. H. Szymanski, R. Arar, & G.-J. Ren (Eds.), *Studies in Conversational UX Design* (pp. 1–16). Springer International Publishing. https://doi.org/10.1007/978-3-319-95579-7_1

Moore, R. J., Liu, E. Y., Mishra, S., & Ren, G.-J. (2020). Design Systems for Conversational UX. *Proceedings of the 2nd Conference on Conversational User Interfaces*, Article Article 45. https://doi.org/10.1145/3405755.3406150

Murad, C., Candello, H., & Munteanu, C. (2023). What's The Talk on VUI Guidelines? A Meta-Analysis of Guidelines for Voice User Interface Design. *Proceedings of the 5th International Conference on Conversational User Interfaces*, Article Article 19. https://doi.org/10.1145/3571884.3597129

Raisamo, R., Salminen, K., Rantala, J., Farooq, A., & Ziat, M. (2022). Interpersonal Haptic Communication: Review and Directions for the Future. International Journal of Human-Computer Studies, 166, 102881. https://doi.org/10.1016/j.ijhcs.2022.102881

Reddy, A., Kocaballi, A. B., Nicenboim, I., Søndergaard, M. L. J., Lupetti, M. L., Key, C., Speed, C., Lockton, D., Giaccardi, E., Grommé, F., Robbins, H., Primlani, N., Yurman, P., Sumartojo, S., Phan, T., Bedö, V., & Strengers, Y. (2021). Making Everyday Things Talk: Speculative Conversations into the Future of Voice Interfaces at Home. *Extended Abstracts of the 2021 CHI Conference on Human Factors in Computing Systems*, Article Article 23. https://doi.org/10.1145/3411763.3450390

Rossouw, A., & Smuts, H. (2023). Key Principles Pertinent to User Experience Design for Conversational User Interfaces: A Conceptual Learning Model. *Innovative Technologies and Learning*, 174–186. https://doi.org/10.1007/978-3-031-40113-8_17

Seaborn, K., Miyake, N. P., Pennefather, P., & Otake-Matsuura, M. (2021). Voice in Human–Agent Interaction: A Survey. *ACM Comput. Surv.*, *54*(4), 1–43. https://doi.org/10.1145/3386867

Seymour, W., Zhan, X., Cote, M., & Such, J. (2023). Who are CUIs Really For? Representation and Accessibility in the Conversational User Interface Literature. *Proceedings of the 5th International Conference on Conversational User Interfaces*, Article Article 26. https://doi.org/10.1145/3571884.3603760

Shi, Y., Yan, X., Ma, X., Lou, Y., & Cao, N. (2018). Designing Emotional Expressions of Conversational States for Voice Assistants: Modality and Engagement. *Extended Abstracts of the 2018 CHI Conference on Human Factors in Computing Systems*, Article Paper LBW557. https://doi.org/10.1145/3170427.3188560

Simms, K. (n.d.). *What is Natural Language Understanding (NLU)? A beginner's guide*. Retrieved

December 17, 2023, from
https://vux.world/what-is-natural-language-understanding-nlu-a-beginners-guide/

Sugisaki, K., & Bleiker, A. (2020). Usability guidelines and evaluation criteria for conversational user interfaces: a heuristic and linguistic approach. *Proceedings of Mensch Und Computer 2020*, 309–319. https://doi.org/10.1145/3404983.3405505

Summa Linguae Technologies. (2021, April 21). *Language Support in Voice Assistants Compared*. Summa Linguae Technologies. https://summalinguae.com/language-technology/language-support-voice-assistants-compared/

Zargham, N., Reicherts, L., Bonfert, M., Voelkel, S. T., Schoening, J., Malaka, R., & Rogers, Y. (2022). Understanding Circumstances for Desirable Proactive Behaviour of Voice Assistants: The Proactivity Dilemma. *Proceedings of the 4th Conference on Conversational User Interfaces*, Article Article 3. https://doi.org/10.1145/3543829.3543834

Resources: Design Method Collection Links

Here are some links of design method collections (to learn more about prototyping) that can be used for the course:

- Design. Think. Make. Break. Repeat.: http://designthinkmakebreakrepeat.com/
- IDEO: https://www.designkit.org/methods
- Delft Design Guide: Design Strategies and Methods: https://arl.human.cornell.edu/PAGES_Delft/Delft_Design_Guide.pdf
- Service Design Tools: https://servicedesigntools.org/tools
- Hyper Island Toolbox: https://toolbox.hyperisland.com/
- Ethics-focused Methods Collection: https://everydayethics.uxp2.com/methods/#all

Resources: Industry-based Design Case Studies related to this course

- Alexa Design: https://developer.amazon.com/en-US/alexa/alexa-haus
- Google Conversational UX Sunset: https://developers.google.com/assistant/ca-sunset
- Samsung BIXBY: https://www.samsung.com/us/apps/bixby/bixby-user-guide/
- Cortana- Microsoft Design Guidelines: https://learn.microsoft.com/en-us/windows/apps/design/input/cortana-design-guidelines
- Humane AI Pin: https://hu.ma.ne/aipin
- Anzaldo, E. (2022). *How to Structure your Conversation Design Portfolio*. Medium. https://elaineinthebay.medium.com/how-to-structure-your-conversation-design-portfolio-8ccaa9706fe5

Resources: Industry-based Design Case Studies

- PROCESS The Story of Spotify Personas: https://spotify.design/article/the-story-of-spotify-personas
- AIRBNB User Journey Map: https://x.com/bchesky/status/1654137863007612930?s=20
- Collection of Good UX Case Studies: https://mockitt.wondershare.com/ui-ux-design/ux-case-studies.html
- Google Design Blogs: https://medium.com/google-design/tagged/ux
- Google Tech Updates: https://blog.google/
- Learning Product Archeology: https://medium.com/@danielruston/product-archaeology-in-ux-what-it-is-why-it-matters-how-to-do-it-7533a0bb8419

- Microsoft Design Blog: https://microsoft.design/
- CVS Health : Web Accessibility Annotation Kit:
  https://www.figma.com/community/file/1311421011482282592/web-accessibility-annotation-kit

PRATT'S GRADING SCALE

Superior work:	**A** 4.0 (96-100)	**A-** 3.7 (90-95)
Very good work:	**B+** 3.3 (87-89) **B** 3.0 (83-86)	**B-** 2.7 (80-82)
Marginally satisfactory:	**C+** 2.3 (77-79) **C** 2.0 (73-76)	
Failed:	**F** 0.0 (0-72)	

PORTFOLIO
Work completed for this course may be included in your portfolio. For more information on each program's portfolio requirements, please visit the program's respective webpage:

MS Library & Information Science: Portfolio - http://bit.ly/prattmslisportfolio

MS Information Experience Design: Portfolio - http://bit.ly/prattmsixdportfolio2

MS Data Analytics and Visualization: Portfolio - http://bit.ly/prattmsdavportfolio2

MS Museums and Digital Culture: Portfolio - http://bit.ly/prattmsmdcportfolio2

Also, you are encouraged to meet with your advisor about including projects in your portfolio.

COURSE POLICIES

Attendance Policy
Attendance and active participation are essential to successful learning in this course. Typical class sessions will include lectures, discussions, activities, and studio time to work in your project teams that directly inform course assignments. Students are allowed 2 absences for any reason.Documentation is not required, but kindly inform the professor if you know you will be absent prior to class time; which might prepare the instructor to record the class session for your reference at a later time. Students attending the class late will automatically be graded only for 85% of attendance grade for that day (set up on Canvas). Attendance contributes to 10% of your grade. Kindly coordinate with the professor if you are going to miss a submission of class assignment and can discuss alternatives. Students with long-term health issues, hardships, or emergency situations should discuss their options with the professor. There will be no zoom option for attending class.

Class Style and Format
As an instructor, I follow *learning by doing and applying* teaching philosophy. Most of the class time will be dedicated towards working towards your project work as you apply the concepts and fundamentals learnt in class for that week. Students are required to carry their project material with them at all times during classes to further their project work in their teams.

Late Assignments and Incompletes
All assignments must be uploaded to Canvas (unless otherwise noted) by the due date. If you are unable to meet a deadline, please discuss your options with the professor prior to the assignment deadline. Any late submissions without discussion with the professor will automatically have

late policy as applied on Canvas which is deduction of 3%/day. Incomplete grades can be awarded in cases of medical issues or no-fault hardships. Students requesting an incomplete must notify me to discuss options for completing the work.

Revisions to the Syllabus

While this syllabus provides a reliable framework for the course, it is possible that assigned readings will be added or deleted or that events (guest lectures, etc.) may require changes to the schedule. Any changes will be informed to the students via Canvas Announcements (make sure your notifications are Switched On for email) and/or announced in class.

Project Descriptions and Syllabus Reading

Design Briefs for all the assignments are clearly provided with rubrics on Canvas Assignment descriptions and/or PDFs attached. All the details are provided in these briefs and Syllabus. Students are expected to keenly read these descriptions before reaching out to the professor for any questions that could have already been answered in the provided documents.

Miro

We will be using Miro in this class, and it may be helpful to bring a laptop/tablet to class to access the lecture slides, as well as participate in real-time activities that we will do on Miro. Please note that you will lose access to the Miro boards at the end of the class. Make sure to download/backup your work if you want to save anything from the class.

Documentation Efforts

Documentation is a very essential part of the design process. We go through so many decision making processes and divergence paths; often all of them are very instantaneous.
A project document is NOT your workbook or your designer notes.
A project document is NOT a diary or minutes of a meeting of what happened every week in your process (IoR has the syllabus for it). It is not a slidedeck, either!

Format

A Single PDF. Not a PDF with an external link to another document. **NOTE:** Submission will not be graded if submitting an external link/ pdf with an external link/ directly exported from documentation tools (e.g., Notion) with ill-formatting.

What is expected of a document project or exercise)?

A document is a stand-alone document (not a one page with a link to another working document) that you create to provide an *organized* overview of what you have done and achieved in your design process. This document is something you share outside your own daily documentation with (potentially) following aspects:
- **A Title Page:** Often a cover page with a title (e.g., designing for….), an image that quickly catches attention to what your topic might be about, your name (who are you? What is your name? Are you a grad student?)
- **Table of Contents:** Description of what can be expected of this document and page numbers to quickly jump to that page.

- **Executive Summary Page:** Summary or Abstract of what the project is about or that particular design frame you chose to build for. Why is the reader looking into this document? What can they expect from this document?
- **Synthesis/ Takeaways relevant to Design Conjectures/ Insight:** Synthesis from all the design work you are doing might have to indicate the direction towards your next design steps or conclusion of the current design step. The story does not stop at "I did this….". The story must end at "So what for your design process?"
  - **Use of (adopted/ created) Info-graphics:** Information about design stages or design process to contextualize your work for the readers. This can be about process stages, or infographics you created to easily present your synthesis of research/ design (e.g., empathy maps, annotations, mind maps, images, etc.)
- **Uniform Visual Language:** A set style of heading styles, font, colors, typeface,etc throughout the document to identify the sectioning and for easy reading through the dense document. A suggestion is to set a document style and use it for the rest of the semester.
- **Rationale-focused text and details:** Text oriented with details of what you did, why you did it, what was the result of what you did (success/ failure), who was involved in the process, why did you read or explore a topic, what was your aim, etc. Remember that this is not a slide-deck, but a gateway to your design process and rationale, which is more important than the outcomes themselves.
  - **Story-telling:** Often, the design process is a designer's story. Identify how you want to share that. If there are instances of divergence in your design frame or anything you have totally taken a re-route from, share those stories with your readers.
  - **Balance between Text and Figures:** Too much text is difficult to follow, too little text is also difficult to understand what you have done and achieved. Maintain a balance between text and imagery.
- **Figure and Table Captions:** Proper numbering and captioning of figures and tables to identify the purpose of the figure and table. Plus, proper cross-referencing of the Figure and table numbers in the text. What should be seen in the figure? Did you create the figure/ table? Did you adopt from somewhere?
  - **Figure Annotations:** Clearly annotate a figure to help us identify what we are looking for in a figure.
- **Detailed text and Description| Contextualized for your Topic:** If listed anything as a part of your take-aways from a reading or created as a part of your synthesis, write/ describe through clear text about what that listed item means. Why is it important for your project? How is that relevant? What does it mean? The same word can mean different things for different readers.
- **Links:** Often these should be a part of your reference list, but if you are to link to any videos you have created as a part of your design process, make sure you clearly identify what that video is about in the document and give viewing access.
- **Citations/ References:** Use APA style format to clearly inline cite your sources and create an alphabetical ordered reference list at the end of the document.
- **Appendix:** Identify what becomes a part of the main body of the document and what can be "linked" into the Appendix of a document. For example, details about your observation (what, why, where, how, etc.) can go into the main body of the document, but maybe your detailed observation notes/ field notes, etc. can be linked in the Appendix.

DOCUMENTATION CORRECTIONS (MUST AVOID: Some Common mistakes student make)
Kindly make sure you correct or improve in these aspects of your documentation:

- **Visual Hierarchy:** Clearly make sure your heading 1, heading 2, etc are clearly differentiated through font size, color, numbering, etc.
- **Legibility of Images:** Make sure you use different techniques to make sure your images (affinity mapping, journey/ experience maps, visual libraries, etc.) are clearly readable for the readers. You can either place it in Landscape over a full page/ external "Accessible" links/ magnifying some parts of the image/ annotating the images.
- **If you were to print this?**: Imagine how you would section, visualize, or present the information organization on a page as well as a document level if you were to print this document for someone to read it.
- **PROOFREAD:** Kindly re-read your text for grammatical errors, reducing sentences that do not provide any information, and/or improve the text to avoid lack of information.
- **Re-format your document:** If you are not creating this document from scratch and exporting from your digital workbooks, re-format your documents to avoid the clutter it creates with overflowing text into footers or images dividing over two pages, etc.

Some Resources on Documentation

[My design documentation process](#) | [How to build a design documentation culture from scratch](#) | [Best Practices on Managing Design Documentation](#)

PRATT INSTITUTE-WIDE POLICIES
The following abbreviated set of policies is especially relevant to this class. Full details on policies and procedures can be found on the Pratt website or in the Office of the Vice President for Student Affairs, Main Building, Lower Level.

Community Standards
All Pratt students, faculty, and staff members are expected to value and uphold the [community standards](#) essential to the pursuit of academic excellence and social responsibility. These include expectations for social conduct, academic integrity, non-discrimination, and other policies described in the link above, and apply to all Pratt-sponsored activities, on or off campus.

Academic Integrity Code
Academic integrity at Pratt means using your own and original ideas in creating academic work. It also means that if you use the ideas or influence of others in your work, you must acknowledge them.

At Pratt,
- We do our own work,
- We are creative, and
- We give credit where it is due.

When students submit any work for academic credit, they make an implicit claim that the work is wholly their own, completed without the assistance of any unauthorized person. These works include, but are not limited to exams, quizzes, presentations, papers, projects, studio work, and other assignments and assessments. In addition, no student shall prevent another student from making their work. Students may study, collaborate, and work together on assignments at the discretion of the instructor.

Examples of infractions include but are not limited to:
- The following examples are drawn from the Academic Integrity Code and should be curated or supplemented based on assignments for your course.
- Plagiarism, defined as using the exact language or a close paraphrase of someone else's ideas without citation.
- Violations of fair use, including the unauthorized and uncited use of another's artworks, images, designs, etc.
- The supplying or receiving of completed work including papers, projects, outlines, artworks, designs, prototypes, models, or research for submission by any person other than the author.
- The unauthorized submission of the same or essentially the same piece of work for credit in two different classes.
- The unauthorized supplying or receiving of information about the form or content of an examination.
- The supplying or receiving of partial or complete answers, or suggestions for answers; or the supplying or receiving of assistance in interpretation of questions on any examination from any source not explicitly authorized. (This includes copying or reading of another student's work or consultation of notes or other sources during an examination.)
- The use of generative artificial intelligence (AI) to produce or to improve work, whether visual or textual, except when called for by an assignment or instructor and acknowledged transparently as one tool among others in the creative process.

The Academic Integrity Standing Committee (AISC) is charged with educating faculty, staff, and students about academic integrity practices. Whenever possible, we strive to resolve alleged infractions at the most local level possible, such as between student and professor, or within a department or school. When necessary, members of this committee will form an Academic Integrity Hearing Board to hear cases regarding cheating, plagiarism, and other infractions described below; these infractions can be grounds for citation, sanction, or dismissal. Detailed procedures are explained in the full version of the [Academic Integrity Policy](#).

Academic Support
Multiple academic support resources are available to students across campus:
- For assistance with time management and/or studio, subject, and software tutoring, contact the Student Success Center at success@pratt.edu.
- For assistance with writing assignments, contact the Writing and Tutorial Center at wtc@pratt.edu. The Pratt Libraries can also help with research and citations.
- Academic advisors are also a great resource; students can find their advisor's contact information or schedule an appointment through Starfish.

Accessibility
The Learning/Access Center (L/AC) coordinates access for students with disabilities. Students who identify as having any type of disability are entitled and encouraged to enroll with the L/AC in order to determine and implement reasonable accommodations. Contact the Learning/Access Center at lac@pratt.edu or 718.802.3123 for information or to schedule an appointment.

Title IX and Sexual Misconduct Policy

Pratt Institute is committed to fostering an environment that is safe, secure and free from sex discrimination and sexual harassment, sexual violence, dating and domestic violence, and stalking among all forms of sexual misconduct. The Institute takes prompt and appropriate action to address misconduct, end a hostile environment if one has been created, and prevent the recurrence of a hostile environment. To submit a concern, please use the Title IX and Sexual Misconduct Disclosure Form. For full details, see the Title IX and Sexual Misconduct Policy.

If you inform me of an issue of sex discrimination or sexual misconduct, I will keep the information as private as I can. However, as a faculty member, I am a mandatory reporter of sexual misconduct and required to bring it to the attention of the Institute's Title IX Coordinator, who can also be contacted at titleix@pratt.edu. You can also speak to someone confidentially by contacting our confidential resources in Health Services or the Counseling Center.

Nondiscrimination and Anti-Harassment Policy

Pratt is committed to fostering a welcoming, safe, non-discriminatory, and harassment-free educational, living, and working environment for its community. To submit a concern, please use the Discrimination and Harassment Disclosure Form, or place an anonymous report in confidence using EthicsPoint. For full details, see the Nondiscrimination and Anti-Harassment Policy.

Wellbeing

Pratt is dedicated to creating a culture where the entire community can flourish and thrive. Taking time to care for yourself and seeking appropriate support is important to achieving your academic and professional goals. Several resources are available through Starfish, including our Student Advocate and Care Coordinator, who can also be reached at 718.399.4546 or studentadvocate@pratt.edu. If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings, or challenging life events, the Counseling Center can be reached 24/7 by calling 718.687.5356. To schedule a consultation, please call or email therapy@pratt.edu

Starfish

Starfish provides students with contact information for advisors, instructors, department chairs, and support services across the campus. Faculty can also use Starfish to inform students of their progress in class and connect them with resources. Students are contacted by support offices whenever a flag is raised.

Public Safety & Emergency Contacts

The Department of Public Safety provides 24-hour-a-day protection to the campus, including an emergency response guide. Contact Public Safety at security@pratt.edu or 718.636.3540. The Pratt Emergency Alert System is used to send urgent messages to registered mobile devices and emails (faculty, staff, and students have the option to opt-out, which must be renewed each year). You can update your emergency contact information in the Safety section of OnePratt.