Note: This is an individual assignment, not a team assignment. The Honor Code applies. Work on this assignment is to be done individually.

What to do
The essence of this assignment is to classify within the UAF each of the example usability situations in "set #1" (see separate link to these, with the homework on the course website). Please be aware that the cases in this set are not exactly sequentially numbered. Each has a case number, but the sequence skips some numbers. Don’t worry about that; just use the numbers that are there.

Read each usability situation description carefully and classify it by following the appropriate links in the UAF web pages. The way to classify each problem is to:
1. Write down the case number followed by a concise description of the "essence of the problem". Example: "This problem is about the font size of a feedback message being too small for the user to see."
2. Write down the pathname within the UAF that best fits the case described. Read the cases carefully for clues that distinguish its true classification from other possibilities. (Example classifications given below.) You do not have to bother dealing with the "Effect on user" part of classification.
3. If you think two or more UAF paths are possibilities for classification, pick the one you think is the best match for your answer in #1 above, and then list the alternatives, or runners-up, as pathnames, too. Clearly label your replies as primary answer and alternatives.
4. Give your rationale for why you chose the classification you did and, if you considered other possibilities, why did you pick your final choice over them. A few lines of explanation is good enough for this.

Web sites
The UAF web site is at: http://hci.isc.vt.edu/~tandre/uaf/index.htm
An alternative server location for the same site: http://hemlock.cs.vt.edu/uaf

Example classifications
Case 10: A study dude had a stereo with a CD player that had controls (for Play, Stop, etc.) that were embossed black icons on a black background. This black-on-black motif is cool and sexy, but had an impact on usability. You could see the raised embossing of the icons in good light, but this dude liked music in a low-light ambiance, a condition that made it very difficult to see the icons. As an experienced user, he knew that he should push the Play button when he wanted to play a CD, but he couldn’t always tell for sure where that button was on the plain black front of the CD player.

Essence: User could not read/see icons because of color of icon and background.
Classification: Physical action / perceiving affordances / legibility, readability / Font contrast (font similar to background color)
Case 23: Problem with full disk
In the middle of working on a spreadsheet application a user got a message that said the hard disk was almost full, but the message didn’t say enough to help the user understand whether this was just a warning or a serious situation.

Essence: User could not understand problem condition described by incomplete "error" message.

Classification: Assessment / Content / Completeness, adequacy, sufficiency / and then it could be any of the things at the terminal node: Feedback content (not) helpful, informative OR Failed to inform user OR Level of detail

Why was this Completeness, adequacy, sufficiency and not clarity? What the message said was clear; it's just that it didn't say enough.

Grading
Classification isn't always unique; i.e., there is not always just one "correct" answer. However, there are many answers that are definitely wrong. In the homework grading we will allow for valid alternative choices that we hadn't anticipated. The GTA will grade based on what I have determined to be the "correct" answer. If he spots several people with the same answer, different from mine, he'll ask me about that case and I will make a ruling as to its "correctness". If you are the only one with that answer, it'll get marked wrong. However, if you still think it's a correct answer, see me and I'll make a ruling on that, too.