

MILWAUKEE INSTITUTE OF ART & DESIGN

DS331: Computer Studio IV: Interactive Media

M-W/Sec. 1: 1:40 - 4:20 p.m./Sec 2. 4:30 - 7:10 p.m.

15 Weeks

3 Credits

Prerequisites: DS330

2D/4D Design

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COURSE DESCRIPTION

By continuing to build upon and expand ones knowledge and utilization of HTML and CSS; students will begin to build media rich content through the introduction, expansion and knowledge of JQuery, Adobe Flash, HTML 5 and CSS 3 fundamentals, so as to drive their design solutions intentionally through todays interactive design spaces of desktop and mobile. Design solutions will always consider the user experience and how interactivity and information design affect the end user/target demographic.

EXTENDED COURSE DESCRIPTION

Expanding, exploring and utilizing web standards semantics through the design and development of current interactive mediums. The design, prototyping and deployment process will be further built upon as all media rich presentations and applications will be built, deployed and demonstrated for the web and mobile devises.

XHTML and CSS will be further utilized and expanded with the use of JQuery tools; ActionScript 3.0 will be introduced as a way to add interactivity to Flash content, TweenMax will also be explored as a simple way to create efficient object oriented motion within the Flash authoring environment; HTML 5, CSS 3 and JQuery will drive design concepts into emerging mobile technologies.

Say it with me:

Great design should be driven by great code and great code should inspire great design.

COURSE LEARNING OBJECTIVES

- This course directs the student to become informed and competent in the fundamentals of interactive web design and deployment while utilizing principles of composition and aesthetics to create vehicles of clear and visually engaging communication.
- Direct messages and information through creative problem solving
- Understand the parameters of web standards based design and how to solve design problems and overcome potential limitations
- Discover the possibilities and opportunities for visual communication to move, behave and interact with end users.
- Further build upon the understanding of XHTML and CSS semantics
- Understand the current benefits and drawback of HTML 5 vs. XHTML and Flash.
- Manage media assets effectively

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PERFORMANCE OBJECTIVES

The student who successfully completes DS331 will have demonstrated the ability to:

- Understand the various responsibilities of an interactive web design/development team
- Develop a design process awareness within the interactive medium while structuring graphical interfaces and navigation strategies that facilitate the reader's dialogic and nonlinear interaction with interactive media
- Possess information sourcing, project management and organizational skills, so as to make the most efficient use of time and resources
- Work with a multitude of type and image juxtaposition strategies to increase their understanding of how to structure visual communications without compromising legibility, readability, clarity, or simplicity
- Work within a diverse array of creative strategies and design methods when engaging in each project, so as to encourage more complex design solutions in the future
- A desire to continue developing personal time management and project organizational skills
- Intentionally utilize the interactive digital environment both as a set of design 'tools' and as a medium for visual expression and communication
- Expand their general level of critical/analytical awareness and method
- Understand how to ascertain the targeted sensibilities of a particular audience so that the structure of the communications they design will resonate understanding between/among diverse groups of people, otherwise known as intended/targeted demographics
- Realize the opportunities presented by taking this course will offer the ability to intentionally direct the possibilities of expanding ones design sensibilities and knowledge of interactive design and development from this day forward

ASSIGNMENTS

Students will complete several exercises and projects that will allow them to learn the above described learning objectives. The coursework has been designed to allow students to better understand how to plan, manage, design, and produce complex communication design systems for deployment on the web. Students will be continually encouraged to develop and assert their individual design methods and visual languages during their problem solving/solution seeking process for each assignment.

Students will complete four projects; each project will include all steps of the design process: problem definition, information gathering, idea finding, solution finding, and implementation. Project planning and time management will be emphasized for the duration of each assignment; students will repeatedly be asked to present and rationalize their work in progress and their decision making process. Each project will require each student to actively and thoughtfully participate in several small group critiques.

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These projects will include:

- Personal portfolio website
- Interactive Essay and Photo Gallery (Flash vs. JQuery vs. Adobe Edge?)
- HTML 5/CSS 3 mini website & iPad prototyping and presentation

CRITERIA FOR EVALUATION

A student will be evaluated according to his/her:

- Ability to complete assignments on deadline
- Ability to demonstrate effective, visually esthetic solutions to all problems assigned
- Ability to produce effective written and/or verbal discussion of solutions
- Technique
- Inventiveness and originality
- Participation in critiques and discussions
- Attendance

REQUIRED TEXTS

There isn't one! YAY!!!! Right?

Continue to read: **The Essential Guide to HTML and CSS web design: Craig Grannell**

and this: <http://www.alistapart.com/articles/previewofhtml5>

RESOURCES

<http://www.w3schools.com>

<http://meyerweb.com>

<http://html5doctor.com/>

<http://www.apple.com/html5/>

<http://html5demos.com/>

<http://success.adobe.com/en/na/sem/products/edge.html?sdid=JAOVO&skwcid=TCI23230Ihtml%205II1eI9154035786>

<http://www.html5rocks.com/en/>

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<http://html5.org/>

<http://html5test.com/>

MATERIALS & SUPPLY LIST

- Sketchbook or Journal for documenting thumbnails, story-boards and rationales
- Flash CS4 or better
- Fireworks CS4 or better
- Dreamweaver CS4 or better
- A backup storage solution in the cloud or as an external hard drive.

COURSE POLICIES

Attendance

The faculty of the Design Division supports a rigorous attendance policy in all classes. Consistent and prompt attendance develops responsible professional behavior and insures that students have access to the full range of experiences and information necessary to complete class assignments and acquire the skills and knowledge emphasized in a college education.

As so stated in the MIAD Student Handbook, student absences are not expected to exceed more than 10% (3 absences) of the number of the classes scheduled for the semester. A fourth absence will result in the lowering of the final grade one full letter. Any student missing 6 classes will be given a grade of "F" for the semester.

Be prepared appropriately for class. Bring all "process" work and necessary supplies to class. Effective time management is difficult but crucial to your success as a professional. Do not procrastinate. Expect to feel unsure most of the time; this is a sign that you are making progress, taking risks, discovering. Move forward in your process even when you feel unsure. Be sure to meet every interim deadline by having readings completed, journal entries thoughtfully written and/or visuals to show not just verbal explanations.

Students are to arrive prepared to ignore limits, to engage content, and to invent something new. The "laboratory" is a place where students enter an open space of learning. It is expected students will attend all classes and bring creative force, enthusiasm, imagination dedication, and an open mind to their own development for these are qualities that cannot be taught, they can only be stimulated and appreciated. The assignments in this course will expose students to the same kind of thought processes and problem solving methods that they will need to understand and utilize as professionals.

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Tardiness

Tardiness is defined as not being present in the classroom when attendance is called or departing before the class has been formally dismissed by the instructor. Tardiness that exceeds one hour will be counted as an absence. Three late arrivals or early departures or a combination of both are counted as one absence.

Computer Use

Although certainly relevant to a student's life, "Social Networking" websites like Myspace, Facebook and YouTube are not to be accessed during class periods. In addition, the viewing of movies or video clips for entertainment will not be allowed in class. Please keep your web research and site selection relevant to the class.

Listening to music via headphones is allowed during work sessions, but not during lectures or presentations. A disregard for this policy may lead to dismissal from the class period and a recorded "early departure."

No cell phones allowed in class. It is imperative that students turn off the ringer before coming to class. It is extremely disruptive to the class when phones start ringing or pagers beeping. Class time is to work on projects, exercises, discussions, etc that we are currently engaged in class. Students are not to work on outside projects in class. Use class time wisely and efficiently. Students will not be confronted on these matters just simply marked absent.

Deadlines & Critiques

Week One: January 18:

Introductions, expectations, review and **Project 1**.

Week Two: January 23 - 25:

January 23: **Initial Concepts Due (Project One)**. In class work session.

January 25: HTML and JQUERY review. In class work session.

Week Three: January 30 - February 1:

January 30: Out of class work session.

February 1: Exploring JQUERY. In class work session.

Week Four: February 6 - 8:

February 6: **Final prototypes due**

February 8: Introduction to Flash.

Week Five: February 13 - 15:

February 13: Flash tutorials. In class work session.

February 15: Flash tutorials. In class work session.

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Week Six: February 20 - 22:

February 20: Flash tutorials. In class work session.

February 22: Flash tutorials. In class work session.

Week Seven: February 27 - 29:

February 27: Flash tutorials. In class work session.

February 29: **Project One Critique/Project One Due**

Week Eight: March 5 - 7:

March 5: Final Flash Tutorials.

March 7: **Interactive Essay and Photo Gallery (Flash vs. JQuery vs. Adobe Edge?)**

Week Nine: March 19 - 21:

March 19: Review of progress. In class work session.

March 21: Introduction to Adobe Edge.

Week Ten: March 26 - 28:

March 26: Introduction to Adobe Edge. In class work session.

March 28: Introduction to Adobe Edge. In class work session.

Week Eleven: April 2 - 4:

April 2: In Class Work Session.

April 4: In Class Work Session.

Week Twelve: April 9 - 11:

April 9: **HTML 5/CSS 3 mini website & iPad prototyping and presentation**

April 11: **Project Two Critique/Project 2 Due**

Week Thirteen: April 16 - 18:

April 16: HTML 5 basics. iPad Prototyping.

April 18: HTML 5 basics. iPad Prototyping.

Week Fourteen: April 23 - 25:

April 23: HTML 5 basics. iPad Prototyping. In Class work session.

April 25: HTML 5 basics. iPad Prototyping. In Class work session.

Week Fifteen: April 30 - May 2:

April 30: HTML 5 basics. iPad Prototyping. In Class work session.

May 2: **Final Project Critique.**

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Grading Policy / Criteria

A – Outstanding Student

- Demonstrates mastery of design process
- Continually exceeds the required number of solutions
- Consistently exhibits outstanding technical and conceptual abilities
- Challenges and pushes boundaries of assignments
- Demonstrates leadership abilities in one or more of the following areas: initiates discussions, engaged in classroom discussion, outstanding attendance

B – Above Average Student

- Engaged in the design process, exceeds the required number of solutions
- Exceeds the requirements of the assignments both technically and conceptually
- Engaged in classroom discourse (critique and verbal and written articulation)
- Raises new questions; demonstrates thinking beyond the parameters of the assignment
- Takes initiative
- Is rarely, if ever, absent

C – Average Student

- Engaged in the process of design, producing the required number of solutions
- Meets the requirements of each assignment both technically and conceptually
- Engaged in classroom discourse (critique and verbal and written articulation)
- Meets the attendance requirements

D – Below Average Student

- Shows no particular level of commitment
- Does not follow the design process or produce the required number of solutions
- Lacks enthusiasm
- Rarely participates in classroom discourse (critique and verbal and written articulation)
- Projects may or may not meet the requirements of the assignment both technically and conceptually
- Lacks development in one or more of the following areas: technical abilities, conceptual abilities, professionalism
- Does not meet attendance requirements

F – Unsatisfactory Student

- Shows no level of commitment
- Does not follow the design process or produce the required number of solutions
- Does not participate in the classroom discourse (critique and verbal and written articulation)
- Projects do not meet the requirements of the assignments both technically and conceptually
- Lacks development in the following areas: raising questions, thinking beyond the parameters of the assignment, taking responsibility for their education
- Lacks enthusiasm
- Unacceptable attendance

Re-Working Assignments

All assignments can be reworked after they have been graded and returned to the student and will be considered for re-evaluation. In order to be considered for re-evaluation the assignment must have been handed in on the date due. Late assignments are exempt from this policy.

Late Work

The career path of Communication Design is based on meeting client deadlines, so a very simple and strict policy for late work is as follows:

For each day that a project is late, a letter grade deduction will occur. Don't allow your ideas and efforts to deduct your grade to an "F" for FIRED!

The technology of the internet and computers in general can sometimes offer unforeseen issues in the world of Interactive Design. That said, each student will be granted ONE late project excuse which will afford them an additional 48 hours to post their final project work before the above policy is enacted.

Academic Honesty Policy

Academic work that is submitted to an instructor is assumed to be the result of one's own work, thought, research, or self-examination. Further, when wording, organization, images, music, lyrics, audio sources, or ideas are borrowed from another source, that source is to be adequately acknowledged according to proper academic conventions.

Academic dishonesty can exist in visual work as well as in written work. In the interest of avoiding the perception of academic dishonesty, images copied, scanned, collaged, or otherwise appropriated from existing sources, must be cited according to proper academic conventions. This will be the case even when the appropriated images are re-configured to make a different organization and/or meaning than the original piece.

Projects completed for an assignment in one course cannot be turned in for another course, unless the two courses have assigned a joint project. Collaborative works should acknowledge the contribution of each of the collaborators.

Plagiarism is the failure to acknowledge the use of words, ideas, images, music, and/or organization of another. Anyone engaged in plagiarism may face a disciplinary hearing, possibly leading to dismissal from MIAD.

Email Policy

Students are given a MIAD Username and password, which provides access to a number of secure systems, including zmail.miad.edu (the MIAD Email System), courses.miad.edu (the Moodle Course Management System), and the MIAD computer network. Use of these credentials by anyone other than the person to whom they were issued is strictly forbidden. Such use may result in all services connect to that account being locked.

All MIAD faculty and students have MIAD email addresses that they are required to use. When using the MIAD email, students only need to type in the instructor's name in the "To" line in order to access the address. Students should be aware that some instructors only access the MIAD email when on campus.

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Therefore students should not expect immediate response to an email communication.

Because educational emails can contain sensitive information about a student's academic performance (e.g., grades, indications of academic progress, etc.), faculty and staff can only respond to students through MIAD email addresses. For this reason, and for ease of use, we require that students use their MIAD email address provided through zmail.miad.edu. MIAD email accounts will be set up by the IT staff.

MOODLE Instructions/Information

Moodle: Many courses require student access the Moodle open source course management system. Students must use MIAD email accounts to participate in this system.

When contacting an instructor or staff member by email, students should consider the email to be a formal communication. Students must be sure to give faculty and staff the respect they deserve. Such emails should be polite, respectful, necessary, and considerate of the faculty or staff's time.

Faculty and Staff: Faculty and staff should only respond to currently-enrolled students via MIAD Zimbra accounts.

Academic Resources/Services

Accommodations for Students with Disabilities

It is MIAD policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Sara Blair, Student Accessibility Coordinator to have a confidential discussion of their individual needs for accommodations (Office R100, sblair@miad.edu).

The Learning Resource Center: Tutoring services (Room R100)

The Learning Resource Center provides students a place to study, to congregate in discussion and writing groups, and to receive learning assistance from tutors. The tutors help students with papers, proposals, artist statements and other writing assignments as well as reading assignments, time management strategies, and presentation and critique strategies. Working in collaboration with the Library, the tutoring staff also provides research and documentation assistance. The room is open during Library hours.

Tutoring Hours

Monday – Friday, 10:50 a.m. – 1:30 p.m. (and by appointment)

English Language Learners

If English is not your first language, please inform your instructor. Individualized tutoring and English language instruction are provided in MIAD's Learning Resource Center by professional tutoring staff. Please contact Jennifer Crandall, Associate Dean of Students, for information on English language tutoring (jcrandal@miad.edu, Room R95).

Institutional Policies

In addition to the above course policies, all MIAD students are expected to adhere to MIAD's institutional policies. These policies appear uniformly in the student handbook and on MIAD's website. If you have any questions regarding these policies please ask your instructor.