Art 4208   **Interactive Media 1**

Spring Quarter 2010   Instructor: Karen Gutowsky
M/W 2:00pm-4:20pm   kgz@spu.edu
                          Office Hours: M/W 12:20pm-2:00pm
                          Course Website: http://myhome.spu.edu/kgz/4208

Course Overview

The intent of this course is to introduce students to the essential ingredients of web site design for the internet. Students will develop skills within a conceptual framework that will allow them to create web sites that are responsive to specific needs. Students will utilize their understanding of compositional unity and use the organizing principals of design to create a unified site.

Students will be given an overview of the software Adobe Dreamweaver CS4™ and other media tools. Discourse throughout the quarter will review authoring, user interface, navigation, content development, user experience, visual application and typographic theories.

Course Objective

The objective of this course is to develop an understanding, articulation, and visual sensitivity specific to interactive media design. At the end of this course the student will be able to:
> Develop a sensitivity to linear vs. non linear narrative.
> Create appropriate information architecture for web design.
> Work with the elements and principles of design to create targeted web sites.
> Acquire a firm conceptual understanding of the mechanical process of creating a web site.
> Utilize the mechanical process of creating web sites and intentionally ordering design elements to effectively communicate with the user/viewer.
> Critically analyze existing web sites according to style, organization, purpose, and visual intent.
> Import and incorporate work from other computer programs in the development of a web site.
> Analyze appropriate tools, styles, and design choices for the content of a site.

Course Description, Projects and Evaluation

This course will be evaluated and broken into five parts: attendance, lectures and critiques; course readings and quizzes; web story; web audit and posted analysis; and design, production and posting of non-profit website.

Attendance/Participation: Regular attendance is expected and required. You are expected to notify the professor regarding an illness or family emergency prior to an absence. More than two unexcused absences or late attendances will lower your grade one increment for example (A to A-). More than two missed/late homework assignments will lower your grade one increment (A to A-). Critique participation is expected. At the end of the quarter students must submit an email confirmation of online banner evaluation for complete credit. **(10%)**

Required Texts: *The Elements of User Experience,* by Jesse James Garrett. Required weekly readings, quizzes and discussions **(15%)**

Web Story: Student will chose a classic narrative and rearrange it's progression based on a non-linear narrative and user interaction. **(15%)**

Web Audit and Analysis: Choose seven different websites related to assigned industries and complete an analysis of each site. Post results to student server space. **(10%)**

Non Profit Website: Stages of site development include: selecting, interviewing agency, design brief, site map, content development, visual language boards, user-testing and site coding and posting to student server space. **(50%)**

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Requirements

Students are expected to have a comprehensive knowledge of the following software programs: Adobe Creative Suite: Photoshop, Illustrator and InDesign. If students feel a need to gain skills in these areas they may want to obtain additional training either through textbooks, online tutorials or one-on-one support.

Final Comps

For this course, students will need to be able to work in Adobe Creative Suite CS4, For color output, students can use whatever printing resources available—computer lab, Office Depot, Staples, Kinkos etc, however the student is responsible to meet in-class deadlines. Success in this class depends on the students' ability to create a professional, polished design presentation. Therefore final presentation must be executed at the highest quality standards possible. Students are encouraged to share resources and production techniques with their classmates.

Students are encouraged to experiment with photography, illustration, pattern/textures and other techniques to create original artwork for their project.

Artwork

If students use images appropriated from existing sources, the images must be cropped, altered or stylized to create a new aesthetic.

Project Grading

Points values for the course project will be based on:
>   Conceptual and Problem Solving Skills
>   Exploration of Project Possibilities
>   Originality and Inventiveness
>   Craftsmanship
>   Visual Appropriateness
>   Presentation and Timeliness

Plagiarism

Use of stock photography is prohibitted unless approved by the instructor. Students who wish to use stock photography must be willing to purchase a sufficiently high-resolution version of the image. With approval from the instructor.

Using or copying the work of others will not be tolerated. Your work may be influenced by the examples you see, but it must become uniquely your own.

Students with Disabilities

Students with disabilities need to contact Disability Support Services <http://www.spu.edu/depts/cfl/dss/index.asp> to request academic accommodations. Disabled Students Services sends Disability Verification Letters out to all your professors indicating the appropriate accommodations for the classroom based on your needs.

Disability Support Services
The Center for Learning
Lower Moyer Hall
Phone: (206) 281-2475 TTY: (206) 281-2224
Fax: (206) 286-7348
Hours: 8:00 a.m. - 6:00 p.m. , Monday thru Thursday. 8:00 a.m. - 5:00 p.m., Friday
Email: disabilityservices@spu.edu

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Course Evaluation

96-100	90-95	
A	A-	
87-89	84-86	80-83
B+	B	B-
77-79	74-76	70-73
C+	C	C-
67-69	64-66	60-63
D+	D	D-
59 & below		
E		

Consistent with definitions in the SPU catalog, grades are determined on the following basis:

"A" Consistently near the top of the class in scores, organization, and quality of work. Has reasonable grasp of the big picture and able to interrelate and grasp implications as translated through their projects. Excellent organization. Assignments are clear, well organized neat and thorough. Consistently on time, doesn't miss class, and participates regularly. Thus: "excellent attainment."

"B" Solid knowledge, comprehension, and execution. Good organization. Consistent follow-through on assignments with good quality (neatness, conceptual comprehension, organization). Reasonably good scores, indicating a grasp of most major concepts. Some deficits may remain, but usually of noncritical nature. Participates readily in class. Consistently on-time, doesn't skip class. Thus: "highly satisfactory attainment."

"C" Have been largely consistent to turn in assigned materials and to participate in class, but have shown some lapses in comprehension and execution, illustrated by low scores, yet has demonstrated a basic ability and comprehension of the core knowledge and skills. Functional organization. Late for class, or skipped too many classes altogether. Thus: "satisfactory attainment."

"D" Turned in enough assignments and did enough on assignments to show some understanding of the concepts, yet exhibiting serious deficits in important concepts. Demonstrated a lack of ability to solve basic problems and integrate the course material (poor scores and demonstrated understanding). Minimal organization. Late for class, or didn't bother coming on too many occasions. Thus: "insufficient attainment with credit."

"E" Serious deficits in turning in assignments or attending regularly. Generally, you have to work at it to earn this grade. If you don't do the work, "Insufficient attainment with no-credit allowed," will be the result.

It is the responsibility of the student to meet with another class member to review missed information, assignments, and expectations for the next class session. Find a reliable study partner to share this responsibility with.

Late Assignments: Late assignments will not be given full credit. Work that is late will be graded down at the discretion of the professor. Approximately 10% of the total score will be deducted for every day that the project is late.

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Course Schedule	Monday	Wednesday
		3/31 – OUT of TOWN No Class
	4/5 – Course intro and goals *Assign* – Web Audit *Dreamweaver Tutorial:* File Organization and Uploading Tutorial	**4/7** – *Dreamweaver Tutorial:* Building an Index Page and Web Audit Template and Image Creation
	4/12 – Posted Web Audit *DUE* *Assign* – Web Story – *Reading: The Elements of User Experience,* by Jesse James Garrett, Chapter One – *quiz*	**4/14** – Site Map and Sketches for Web Story *DUE* – *Dreamweaver Tutorial*
	4/19 – Working Session (bring files for web story) – *Reading: The Elements of User Experience,* by Jesse James Garrett, Chapter Two – *quiz*	**4/21** Posted Web Story *DUE* *Assign* – Final Project
	4/26 – *Reading: The Elements of User Experience,* by Jesse James Garrett, Chapter Three – *quiz* – *Dreamweaver Tutorial*	**4/28** – Posted Design Brief and Site Map *DUE* – *Dreamweaver Tutorial*
	5/3 – *Reading: The Elements of User Experience,* by Jesse James Garrett, Chapter Four – *quiz* *Critique* (static): Homepage and on-off navigation *DUE*	**5/5** – *Revised Critique (static):* Homepage and on-off navigation *DUE* – *Dreamweaver Tutorial*
	5/10 – *Critique 1* (static): 3 Subpages *DUE* – *Dreamweaver Tutorial*	**5/12** – *Reading: The Elements of User Experience,* by Jesse James Garrett, Chapter Five – *quiz* *Revised Critique 2 (static):* 3 Subpages *DUE*
	5/17 – Posted Style Guides *DUE* – *Dreamweaver Tutorial*	**5/19** – *Reading: The Elements of User Experience,* by Jesse James Garrett, Chapter Six – *quiz* *Online Critique 1:* Posted Homepage + links *DUE*
	5/24 – *Online Critique 1:* Posted Subpages + links *DUE* – *Dreamweaver Tutorial*	**5/26** – *Reading: The Elements of User Experience,* by Jesse James Garrett, Chapter Seven – *quiz*, *Revised Online Critique 2:* Posted Subpages + links *DUE*
	5/31 – Holiday	**6/2** – OUT of TOWN No Class—*Take Home Quiz Due 6/10* - Chapter Eight Individual Appointments Finals Weeks
		**THURSDAY 6/10 – 1:00pm-3:00pm	Final Presentation** Present Entire site to include all course projects Print Out of Course Evaluation *DUE*

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Required Text   The Elements of User Experience: User Centered Design for the Web,
                        Jesse James Garrett
                        ISBN: 0-7357-1202-6
                        © 2003
                        AIGA–New Riders

Additional Resources   Dreamweaver CS4 for Windows and Macintosh: Visual QuickStart Guide
                        by Tom Negrino and Dori Smith, Peachpit Press, 2009

                        Styling Web Pages with CSS: Visual QuickProject Guide
                        by Tom Negrino and Dori Smith, Peachpit Press, 2009

                        Cotler, Emily and Goto, Kelly. Web ReDesign 2.0: Workflow that Works, 2001

                        Heller, Steven. The Education of an E-Designer, Allworth Press, 2001

                        Krug, Steve. Don't Make Me Think!: A Common Sense Approach to Web Usability, New Riders,
                        2005

                        Maeda, John. The Laws of Simplicity (Simplicity: Design, Technology, Business, Life), MIT Press,
                        2006

                        Robbins, Jennifer Niederst. Learning Web Design, O'Reilly, 2007