CORE INTERACTIVE MEDIA

COURSE DESCRIPTION
Introduction to interactive media and concepts of interaction design. Students learn the basics of coding and programming languages that are fundamental to human-computer interaction and strategies for understanding users and prototyping designed experiences with media.

STUDENT LEARNING OUTCOMES
The assignments are designed to gradually increase the student’s ability to construct functioning, navigable websites that demonstrate appropriate aesthetic decisions to the content and user needs.

Upon completion of this course, students should demonstrate an ability to:

- Understand and demonstrate basic knowledge of HTML and CSS.
- Understand and demonstrate knowledge of Sketch.
- Understand and demonstrate context-specific design.
- Demonstrate an understanding of user-centered research.
- Learn and apply graphic and interface design skills and strategies to interactive media.

COURSE TEXT BOOK
*HTML and CSS: Design and Build Websites* by Jon Duckett

COURSE SITE
Canvas will be used to post assignments, the schedule, announcements, links, and grades.

PROJECTS
Projects are to be completed as stated in the assignment PDF and delivered according to the assignments on the course website. Late projects will be penalized one full letter grade. Failure to turn in a project will result in zero points for that project.

GRADING
Each assignment includes a rubric on how it will be graded. Because this class is a technological art class, there is a premium on having working projects. However, design aesthetics will also be a consideration. These are traditional criteria such as:

- Is the project visually cohesive?
- Are all of the elements of the project/artwork a necessary part of the whole?
- How is this an innovative approach to interactive media and digital media production?
A = Exceeds Minimum Conceptually and Functionally
B = Exceeds Minimum Functionally (Weak Conceptually), or vice-versa.
C = Meets Minimum Functionally and Conceptually
D = Lack of attention to project
F = Failure to complete Assignment (see page 4)

If you encounter problems that keep you from successfully completing the class see the instructor. Incomplete grades are given in extreme situations and only if already passing. Final letter grades will be determined according to the University of Delaware’s Official Grade Scale.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Personal Blog</td>
<td>20%</td>
</tr>
<tr>
<td>Documentation of Work</td>
<td>10%</td>
</tr>
<tr>
<td>Projects</td>
<td>60%</td>
</tr>
</tbody>
</table>

LATE-WORK POLICY
In general, I do not accept late assignments. I will only accept assignments late if you have an excused absence from class or in an emergency situation for which you have spoken with me directly. If an assignment is turned in late, it will be given only partial credit. Projects will not be accepted more than one week after due dates.

STUDENT RESPONSIBILITIES & ATTENDANCE
Attendance is important for all classes. Your attendance is expected and attendance is taken for each class. Do not miss class and do not be late to class. If you do, you are responsible for asking your fellow classmates what you missed. You are allowed two unexcused absences. Three unexcused absences will automatically reduce your final grade one full letter. Signed notices from a doctor, including a phone number, are required to qualify an absence as excused. If you have a special situation that prevents you from attending class you must contact the Dean’s office and they will contact me directly, at which point it will be determined if your absence(s) qualify as excused.

If you’re suffering by the end of the semester and I see you’ve missed more than a couple classes, I will have no sympathy. I am flexible and willing to work with students who want to work, but you have to show it.

PARTICIPATION
You are required to be self-motivated and actively participate in the course. If there is anything that is interfering with your ability to perform what is required in this class, it is your responsibility to speak with me so that accommodations can be discussed. Your
level of participation in each class meeting will be evaluated and used in considering any borderline grades.

In-class work periods (designated on the course schedule) are mandatory. Be prepared! If you miss classwork, rely on your classmates to fill you in.

**TUTORIALS AND ONLINE RESOURCES**

Tutorials are optional but highly recommended! This will depend on your need to further your technical proficiency with specific software or technology. There are plenty of tutorials for everything we’re learning in this class on YouTube and Vimeo. The following sites are also very good:

- [http://webstyleguides.com/wsg3/](http://webstyleguides.com/wsg3/)

**FILES AND BACKUP**

Back up your files for this class regularly to prevent data loss! This is a good rule not only for this class, but for the rest of your life. Follow the rule of two: two backups are one backup, and one backup is none. If your backup fails, it’s not a good backup; prevent this by having multiple backups. Files left on any computer in the MacLab may be deleted at any time.

**PERSONAL BLOG**

You are required to create and actively maintain a WordPress blog for this course. This is the platform you’ll use to present your projects and research presentation. Each project must be accessible from the blog’s primary navigation as a separate category. For each project, you must post the URL and provide a written reflection of your effort, specifically stating:

- Project Number according to Syllabus
- Project Title (you decide)
- Short Description of the Project Goal/s
- How does your project incorporate the information you learned?
- Self-evaluation of Project successes and failures.

You must email me the URL of your blog by the second class.

**RESEARCH PRESENTATION**

You will choose a topic important to you in order to build a well-organized and well-researched blog post via WordPress. It should be structured to inform the viewer about the topic—and why it’s important to you.
DOCUMENTATION OF WORK
You must turn in digital documentation, compressed and uploaded to Google Drive, for all assignments at the end of the semester. This includes all work made for this course. See the list below. More information regarding content, format, and delivery processes will be provided toward the end of the semester.

All digital files must be in the following formats:

- **HTML (websites)** • Compress entire root folder into a .zip
- **Illustrator/InDesign** • Save as a pdf, all fonts embedded, “high-quality print”
- **Photoshop/Sketch** • Save as a .png file (do not save as a .jpg/.jpeg!)
- **Video files** • Export as a Quicktime Movie, .H264 compression, full-size, high quality

ADA STATEMENT
Any student who, because of a disabling condition, may require assistance in the event of an emergency or may require some special arrangements in order to meet the course requirements should discuss with the instructor the nature of their disability and needs so the necessary accommodations can be made.

AN ADDITIONAL NOTE ON GRADING

*Failure (F)*—This grade signifies the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an “I”. Keep in mind that a student can turn in work, attend class and still fail the course if the work is not worthy of credit according to the clearly stated criteria for passing work. Anyone willing to make a sincere effort can pass this class. There are many resources available for assistance. The first step is to let me know that you need help. The second is to follow through on doing the work. The F carries zero grade points and the credits for the course do not count toward any academic degree program. The credit hours for the course shall count in the grade point average.

*Incomplete (I)*—Assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The student must have been passing the course before the incident. An incomplete grade requires a written agreement between the instructor and student specifying the time and manner in which the student will complete the course requirements. In no event may any such written agreement allow a period of longer than six months to complete the course requirements.
CORE INTERACTIVE MEDIA

SPRING 2018 COURSE SCHEDULE

    Read: Introduction, Chapters 1-4

February 7  WordPress.
    Assignment: Create a WordPress blog
    Assignment: Project 1
    Read: Chapter 5

February 12  Due: Assignment 1

February 14  Assignment: Project 2

February 19  Due: Project 2

February 21  Sketch basics and usage
    Assignment: Project 3
    Read: Chapter 7-8

February 26  Assignment: Research Presentations

February 28  Due: Project 3
    Read: Chapter 10
    Assignment: Project 4 (using Sketch)
March 5  Due: Project 4  
Read: Chapter 11-12

March 7  Responsive design and mobile-first design. Sketch artboards and designing with screen sizes.  
**Assignment:** Project 5 (using Sketch)

March 12  Due: Research Presentations 1 & 2

March 14  Due: Research Presentations 3 & 4

March 19  Due: Project 5  
**Assignment:** Project 6 (using Sketch)

March 21  In-class work on Project 6

**SPRING BREAK!**

April 2  Due: Research Presentations 5 & 6

April 4  Context-specific design.  
Due: Project 6  
**Assignment:** Project 7 (using Sketch)  
Read: Chapter 18-19
April 9
User Profiles.
**Due:** Research Presentations 7 & 8

April 11
**Due:** Content outline for Project 7

April 16
**Due:** Research Presentations 9 & 10
**Due:** Content wireframes for Project 7

April 18
In-class work on Project 7

April 23
**Due:** Research Presentations 11 & 12
**Due:** Project 7
**Assignment:** Project 8 (using Sketch)

April 25
App design and differences between apps and websites.
**Due:** User profiles and content outline for Project 8

April 30
**Due:** Research Presentations 13 & 14
**Due:** Content wireframes for Project 8

May 2
In-class work on Project 8

May 7
In-class work on Project 8

May 9
**Due:** Project 8 critique

May 14
**Due:** Project 8