

IMD 101 A Introduction to the Principles of Interactive Media Design Syllabus Spring 2005

Class Time: Thursday 8:00 – 11:45 AM

Location: 1122 NW Davis, Room 310

Instructor: Janet Tingey

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Best way to reach me: E-mail

Available: After class, or by scheduled appointment

Course Description

In this course, students examine the various aspects of Interactive Media Design. We will discuss the history of the term “multimedia” and how the meaning has changed over time not only as it applies to the industry but also how this major has changed over the past several years here at The Art Institute of Portland. Each week we will investigate a different medium or design theory in detail and discuss how it fits into the whole of Interactive Media Design. Students will have the opportunity to begin planning some of the projects they will create in later IMD classes and learn the importance of pre-production planning.

Course Objectives

Upon completion of IMD101, students will:

- be aware of the history of digital media, basic definitions, terms and concepts used
- be prepared to use artistic creativity and understand how it merges with technical knowledge as both are applied to the creation of an Interactive Media project
- appreciate how the delivery medium affects design, development, and production of interactive media.
- understand the limitations of various media formats regarding bandwidth, transfer rates, bit-depth, and the resulting effects on image and sound quality
- display knowledge of the theories behind digital media such as photography, video, audio and animation
- realize the importance of appropriate typography, especially as applied to interactive projects
- recognize historical changes in the marketplace, future trends and employment opportunities in the field of Interactive Media Design
- comprehend how to integrate the knowledge gained in general studies and foundation classes into improved IMD projects
- know various techniques for integrating IMD classes with each other in order to create more in depth projects and for the development of a portfolio

Course Outcome

Students will be thoroughly prepared to succeed in this challenging major and be knowledgeable about the field they are entering.

Class Structure

Homework review and discussion of reading

New topic presentation/discussion

In-class problem assigned, complete in class. Note that you will need to use the open labs for some in class work.

Discussion and critique of in-class problem

Homework assignment given and discussed

Course Text

Digital Creativity, Bruce Wands. Published by Wiley. ISBN 0-471-39057-7. Available from Powell's Bookstore or online. Also on reserve in the library.

Evaluation and Grading

See the attached evaluation sheet. Letter grades with a point value will be assigned to each project handed in. At the end of the term, the grades earned will be averaged to determine the final grade for the course. The following grading scale is published in the AiPD 2004-2005 Catalog (page 78).

Letter Grade	Number Grade	Rating
A	= 95 – 100	Excellent
A-	= 90 – 94	
B+	= 87 – 89	
B	= 83 – 86	Good
B-	= 80 – 82	
C+	= 77 – 79	
C	= 73 – 76	Satisfactory
C-	= 70 – 72	
D+	= 67 – 69	
D	= 62 – 66	Marginal
F	= Below 62	Failure

As you can see, attendance counts, you can earn up to 11 points simply by showing up for class. These points will be converted to a letter grade that factors into the average at the end of the semester. Criteria that will factor into the letter grade/number of points earned for a given assignment are: quality and creativity of work done, level of professionalism both in work created and in presentation of that work, and ability to contribute constructively to group discussions and critiques.

Term-long assignment: Sketchbook

Keep a sketchbook throughout the term. Take the sketchbook with you everywhere you go. Take at least 30 photos or sketches or pasted pictures from magazines or written descriptions of Interactive Design. For each entry, explain why you chose the item and discuss the interactive elements. Note that this means you create at least three entries per week. The sketchbook may be any size you are comfortable carrying and working with. You will present the sketchbook at midterm with a minimum of 15 entries and again at final with a minimum of 30 entries.

CLASS-BY-CLASS SCHEDULE

Class	Activities	Assignment
1 April 7	<ul style="list-style-type: none"> • Introductions • Course Overview • What is Interactive Media? How is it used? What is its societal impact? History and current state of interactive media. • In class exercise: Go for a walk. Find at least 5 things in the world that you feel are interactive. Make notes on them and return to class for discussion. 	<ul style="list-style-type: none"> • Begin Sketchbook, creating entries for at least three of the five things you found during the in-class exercise. • Reading: <i>Digital Creativity</i> Chapter 1
2 April 14	<ul style="list-style-type: none"> • Basics of computer processing and digital media: video, audio, image, word. Definitions of Binary system, Media, Interactivity, and Design. Differences between analog and digital, vector and bitmap. Current markets for interactive media. Basic branching and flow charts. • In class exercise: Draw a flow chart of a conversation, a fight, a purchase, or interaction with a variable outcome. Show all outcomes and the paths to reach them. 	<ul style="list-style-type: none"> • Complete flow chart and bring for discussion in class next week. • Read <i>Digital Creativity</i> Chapter 2

<p>3 April 21</p>	<ul style="list-style-type: none"> • Homework review & critique • A brief and biased history of design. Design basics: typography, design tools (Illustrator and Photoshop). • In class exercise: Go to an open lab. Pick a word. Create five designs with the word using typography and basic design concepts to enhance the meaning of the word. Use a document setup that is standard letter size (8 1/2 x 11) and print out your designs. 	<ul style="list-style-type: none"> • Design exploration. Materials needed: 4 pieces of 11x17 (tabloid) paper, scissors, glue stick, black paint, and paintbrush. Take one sheet of paper. Splatter and paint it with the black paint. Do not try to represent reality (i.e., make an abstract painting.) Take the second sheet of paper. Do another abstract black painting. Let them dry. Cut up each painting into 1-inch squares. Put the squares from the first painting into a bag, pick them out at random, and stick them down on a sheet of 11x17 paper starting at the top left and working down to the bottom right. Align the squares as neatly as possible. Take the squares from the second painting and arrange them in a new design on a piece of 11x17 paper. Do not try to re-create the original painting, but do try to create a design based on the black and white images on the squares. Bring both finished works to class next week to discuss. • Read <i>Digital Creativity</i> Chapters 3 and 5
<p>4 April 28</p>	<ul style="list-style-type: none"> • Homework review & critique: • Psychology of Interactivity and Design. Color, form, function, and human error. Icons and Visual Language. Overview of Information Design. User-centered design concepts, intuitive navigation. • In class exercise: Go online in the labs. Use five gardening sites to try and find a plant to meet specific criteria (to be handed out in class). Return to class to discuss usability issues on the sites. 	<ul style="list-style-type: none"> • Select an object in your world that you use frequently and have strong feelings about, either positive or negative. Write a brief critique of the object giving at least five reasons why you love or hate using this object. Bring the object to class next week to show to the class. Prepare a short (3 minute) presentation of your critique to the class. Also print out your critique to hand in. • Remember to bring sketchbook for review next week at midterm. • Read the following two articles online http://www.jnd.org/dn.mss/usability_is_not_a_l.html http://www.jnd.org/dn.mss/design_as_practiced.html
<p>5 May 5</p>	<ul style="list-style-type: none"> • Midterm • In class presentation of your critique • Process: Overview of development procedures in different professional environments. Brainstorming and getting ideas rolling. Production tools and project management. • In class exercise: Break up into groups of four to five people for brainstorming exercise. 	<ul style="list-style-type: none"> • Write up a production process including a schedule for one of the following tasks: <ul style="list-style-type: none"> – Building a doghouse – Painting your bedroom – Taking a vacation with a companion (choose a destination, then write up the process from that point until you arrive at the destination) – Hosting a themed party for at least 20 guests • Read <i>Digital Creativity</i> Chapter 4
<p>6 May 12</p>	<ul style="list-style-type: none"> • Information architecture, software tools, bandwidth considerations for delivery based on medium. Overview of HTML, CSS, and JavaScript • In class exercise: Web site content inventory. 	<ul style="list-style-type: none"> • Create a new site map for the web site whose content you inventoried in class. Improve the information architecture of the existing site. Write up at least 5 improvements you are suggesting for the site that focus on information architecture and structure (as opposed to functionality or graphic expression.) • Read <i>Digital Creativity</i> Chapter 6
<p>7 May 19</p>	<ul style="list-style-type: none"> • Homework review & critique • Motion graphics and animation. History of animation. 2D versus 3D animation. Animation tools and software. • In class exercise: Go to the open labs. Launch either Macromedia Director or Flash. Make a ball and bounce it three times then make it roll to a stop. 	<ul style="list-style-type: none"> • Make a flip book and bring it to class next week to pass around and show. • Spend some time playing games online. Pick one game that you like and bring the url with you to class next week. • Read <i>Digital Creativity</i> Chapters 10 and 11.

8 May 26	<ul style="list-style-type: none"> All About Games: history, creation, distribution. In class exercise: Go to the open labs. Break into groups of 3–5. Each student shows their selected game. Pick the best game of the bunch. 	<ul style="list-style-type: none"> Write a short critique of why the game your group picked as its favorite was better than the others. Consider and include the visual design, navigation, psychology of the interaction, multimedia components, skill level required, what the game did to engage the user, etc. Read online: http://en.wikipedia.org/wiki/Video_games. Branch off of this article and read at least three more articles from Wikipedia. Bring your cell phone to class next week.
9 June 2	<ul style="list-style-type: none"> Design for small devices: PDAs, cell phones, etc. Standards and structuring content for delivery on multiple devices. In class exercise: Break into groups of 3–5. Examine the cell phones in the group. Select the phone with the best design, both of the device and the interface. Come up with five suggestions to improve the interface. 	<ul style="list-style-type: none"> Implement the suggestions your group came up with in at least three screen layouts for the cell phone. Also sketch out any improvements to the device itself. Print out layouts to hand in along with the sketch. Read online: http://www.littlespringsdesign.com/design/xhtmllinfo.html Browse this blog online: http://www.mobilecommunitydesign.com/
10 June 9	<ul style="list-style-type: none"> Presentation basics: how to present well and why it is important to do so. How to listen, how to give constructive criticism. Brief overview of digital audio, photography, and video. In class exercise: Work in labs on homework presentation for next week. 	<ul style="list-style-type: none"> Choose a web site you use frequently. Redesign the home page. Prepare a short (5 minute max) presentation for the class next week that shows the original page design and states at least 5 problems with the design. Show your re-design and articulate how you addressed and solved the problems. Read <i>Digital Creativity</i> Chapters 7, 8, and 9
11 June 16	<ul style="list-style-type: none"> Final presentations 8:00 – 10:00 AM 5 minutes per student. I will have a tier. Hand in final sketchbook for review 	

AIPD Policy Statements

Plagiarism

Plagiarism, presenting the writings, images or paraphrased ideas of another as one's own, is strictly prohibited at the Art Institute of Portland. Properly documented excerpts from others' works, when they are limited to an appropriate amount of the total length of a student's paper, are permissible when used to support a researched argument.

ADA Statement

It is AiPD policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for adjustments or other accommodations in this class, contact the Disability Services Coordinator, Heather Bee, at 503-382-4724.

Student Work Labeling

All student work must be turned in with the following information:

Name
 Course/section
 Instructor
 Term/Date
 Project/Assignment
 Contact info (phone or email).

The Supply Store sells permanent Avery peel-off labels for \$1.50 per sheet of 15 labels for this purpose. Work may not be accepted for full credit without the required information. AiPD cannot guarantee the return of student work that is not labeled with the required information.