Course Syllabus:
ADES 3540-501 (16456)
Interaction Design (IXD) II
Spring Semester, 2014
MWF, 2:00–3:50 pm
Art Building, Room 313
3 credit hours

Course Description
This 15-week endeavor will immerse students in a series of graduated learning experiences designed to help them forge and then further cultivate their base of knowledge and fundamental understandings of and about how to structure interactive visual communications systems that effectively facilitate the construction of meaning on behalf of specific audiences. In this context, the “construction of meaning” refers to the series of visually abetted processes that humans engage in to infer, interpret or derive understanding from select combinations of images and text configured to be stored and displayed (mostly) across world wide web®. By the end of the semester, each student will have learned to work individually and within a team of collaborators to design and at least initially operationalize an array of three to four interactive, web-facilitated visual communications systems. At least two of these will be made manifest as functional websites.

Significant emphasis will be placed on the iterative planning processes that inform interaction design, which will include but not be limited to the formulation and analysis of information mapping, decision-tree diagramming and wireframing. As each of the assigned course projects of ADES 3540 progress, students will engage in select persona-based modeling and scenario-of-use (S.O.U.) testing techniques to assess various aspects of their decision-making that will affect a. the visual configuration of what they design and b. the manner in which its programming affects its functionality.

Required Textbooks
Pipes, Alan: How to Design Websites
Laurence King Publishing (2011)

Keith, Jeremy: HTML5 for Web Designers
A Book Apart (2010)

Cederholm, Dan: CSS3 for Web Designers
A Book Apart (2010)

Duckett, John: HTML & CSS: Design and Build Websites
John Wiley & Sons (2011)

Martin, Bella and Hanington, Bruce: Universal Methods of Design
Rockport Press (2012)
Recommended Textbooks

An important note to ADES 3540 students re: utilizing the resources listed below to augment your understandings and expand your base of knowledge re: designing interactive experiences—

I haven’t included the following titles merely because “as your professor in this course, I’m supposed to in a document like this.” Those of you who are even remotely serious about using what you learn during your enrollment in this Communication Design program to launch and then to sustain your career as a designer of visual communications must develop the ability to transform the information you glean from DIVERSE authorities and sources into knowledge that becomes useful and usable to you over time. One of the most important goals for most of you to try and achieve between now and your completion of this year of study should be to teach yourself How to teach yourself what you need to know, as well as what you Want to know, as a means to cultivate the HABITS OF MIND necessary to operate a design career you’ll want to maintain. Not all of these resources will be useful and usable to all of you, so peruse them carefully, discuss them with each other, and then purchase and use the ones you think will help you the most as you attempt to advance your educational and career goals.

Marcotte, Ethan: Responsive Web Design
A Book Apart (2010)

Halvorson, Kristina & Rach, Melissa: Content Strategy for the Web
New Riders (second edition, 2012)

Gustafson, Aaron: Adaptive Web Design: Crafting Rich Experiences
with Progressive Enhancement
Easy Readers, LLC (2011)

Harford, Tim: Adapt: Why Success Always Starts with Failure
Picador (2012)

Boulton, Mark: A Practical Guide to Designing for the Web
Mark Boulton Design Ltd. (2009)

Other Recommended Resources to Support Your Success in This Course (and Beyond It)
All of you are probably already over-adept at locating resources to aid and abet your design processes from a variety of online resources. While I hereby caution you about being over-reliant on these—sometimes, your best sources for information that you can (again) effectively transform into knowledge will come from print-ed sources like books and magazines, or knowledge that has been cultivated by your friends, classmates, professors, and, eventually, your clients. With all of that stated, here’s a small array of online resources that I think may help at least some of you become more adept at designing interactive experiences:

Michael R. Gibson, Instructor
Office Hours (Curry Hall, room 311):
michael.gibson@unt.edu
M: 10:00-11:30; W: 5:00-6:00

Marcotte, Ethan: Responsive Web Design
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The Ultimate, Mega, Essential Website Design Guide – 115 Tools and Resources
(developed and maintained by the Open Education Database):
http://oedb.org/ilibrarian/the-ultimate-mega-essential-website-design-guide-115-resources/

The Next Web: 20 Incredibly useful tools and resources for Web designers:
http://thenextweb.com/dd/2013/04/12/20-incredibly-useful-tools-for-web-designers/

Webmonkey (developed and maintained by Wired):
http://thenextweb.com/dd/2013/04/12/20-incredibly-useful-tools-for-web-designers/

CB Creative Bloq (a diverse array of web design training resources are presented on this site):
http://www.creativebloq.com/web-design/training-online-resources-812225

Web Designer Depot (a diverse array of resources are presented on this site that can help you become more familiar with using CSS effectively):

The Web Based (this is a great resource to peruse to examine extant templates and layouts for a wide variety of websites):
http://www.thewebbased.com/

&lt;p&gt;HTML-5-tutorial&lt;/p&gt; (Lessons for beginners presented in very plain English):
http://www.html-5-tutorial.com/

Fonts.com (become a member ASAP and UTILIZE your membership as this course progresses to be able to configure the sites you’ll design a much broader array of fonts...):
http://www.fonts.com/

Font Squirrel (THE free font resource recommended to you by the member of your Communication Design faculty who is also a member of the national board of design educators of the American Institute of Graphic Arts (AIGA)—yours truly...):
http://www.fontsquirrel.com/

W3Schools.com (Along with the HTML-5 tutorial site listed above, this is one of the two strongest online “teach me how to do THAT” resources for people trying to learn HTML-5 and CSS3):
http://www.w3schools.com/html/default.asp
http://www.w3schools.com/css/default.asp

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Office Hours (Curry Hall, room 311):
michael.gibson@unt.edu
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03 (Continued)
...listening with real empathy;
striving for accuracy;
allowing yourself to be awestruck;
cultivating the ability to formulate questions and structure problems;
applying what you’ve learned in the past to new problems;
thinking and communicating with clarity and precision;
allowing yourself to continue to learn from and about a wide variety of subjects as your life evolves;
cultivating the ability to laugh when appropriate, esp. at yourself.
Course Prerequisites

All undergraduate students enrolled in this course must have completed the following courses in the Communication Design BFA Degree sequence with letter grades of C- or better:

- ADES 1500 | Introduction to Communication Design;
- ADES 1510 | Design Thinking;
- ADES 2510 | Typography;
- ADES 2515 | Color and Image.

Additionally, all undergraduate students enrolled in this course must have had their work evaluated by the Communication Design faculty during the annual midpoint portfolio review at some point in the last seven years, and this group of faculty MUST HAVE GIVEN THEM PERMISSION TO ADVANCE INTO THE 3000-LEVEL OF THIS PROGRAM. THERE ARE NO EXCEPTIONS TO THIS POLICY.

It is also strongly recommended that all undergraduate students enrolled in this course have already taken AEAH 4842 | A History of Communication Design and passed it with a letter grade of C- or better.

Graduate students enrolled in this course are admitted ONLY with the permission of the individual instructor teaching the course.

Course Content

The learning experiences facilitated in ADES 3540 are immersive, project-based, "learning-by-doing" occurrences that will require students to successively apply the knowledge and understandings they will have acquired each week to the effective design and operation of five interactive, web-based constructs. As the coursework advances, students will work either individually or in teams of three to four individuals on a per-project basis to:

- Engage in the processes of developing content that meets the needs and desires of a particular, socio-culturally well-understood audience;
- Design the Information Architecture (IA) necessary to facilitate the effective delivery and usage of this content to its audience;
- Design wireframes to guide the design and eventual operationalization of a systemically unified User Interface (UI) that effectively delivers "makes usable and useful" whatever content constitutes the web-based construct on behalf of its audience;
- Design the "look-and-feel" of a UI that appropriately and effectively meets the needs and satisfies the desires of its audience AND THAT OPERATES in a manner on behalf of this audience that effectively facilitates ease-of-navigation, ease-of-usage/operation, eventual editing and augmentation, searchability, construction of meaning and understanding, and interactivity to enable particular functionalities such as data capture, uploadability, information sharing, etc.
Course Syllabus and Schedule:

ADES 3540-501 | Interaction Design II | Spring Semester, 2014

Course Objectives

The coursework that has been designed to guide the learning experiences that constitute ADES 3540-501 | Interaction Design II will:

- ensure that html, xhtml and CSS coding necessary to facilitate at least the fundamental operability of each web-base construct they develop and build out is effectively written and stored/served.

Each project will require students to combine what will become an increasing store of knowledge of and about UI planning and formal design with what will become a core set of understandings of and about how to write and configure computer programming necessary to ensure the effective operationalization of a given UI.

As the students' learning experiences progress, particularly during the final half of the course, they will also gain familiarity with planning, designing and operationalizing interactive experiences that function as responsive web design and, as necessary, adaptive web design constructs.

Course Objectives

The coursework that has been designed to guide the learning experiences that constitute ADES 3540-501 | Interaction Design II will:

- familiarize students with select, initial planning processes (also known as "information architecture") specifically, content classification, the establishment of informational hierarchies, content grouping, concept mapping and decision-tree diagramming) to guide the early stages of the IID process;
- teach students to utilize persona-based modeling and scenarios of use (described in detail on p. 7) to guide their IID planning processes;
- enlighten students regarding the use of wireframe diagrams to guide the initial stages of user interface (UI) design, particularly during the final three course projects;
- ensure that students learn to effectively establish and maintain web-based hosting for particular types of web-based information delivery systems;
- teach students to effectively integrate imagery (vector- and raster-based) with typographic configurations across SYSTEMS of web-based, interactive visual communications that
  1. are designed to facilitate the operation of particular scenarios of use on behalf of specific personas, AND that
  2. must visually communicate "tell the visual story of" the mission, or brand identity, or raison d'etre, of a given service provider, manufacturer, retailer, franchise, not-for-profit organization, or social, cultural, political or environmental initiative, etc.;
- familiarize students with some of the fundamental aspects of html5 and .css3 programming necessary to render web-based visual communications systems operational and sustainable;
- familiarize students with at least one open source blogging tool and content management system (CMS)—likely Wordpress—for aiding and abetting IID design and operationalization processes;
- ensure that students become familiar with issues pertaining to how U.S. copyright laws, specifically as they address "work made for hire" issues,
Copyright infringement, fair use, and copyright registration affect the work they will design while in pursuit of their degrees, on behalf of specific clients, and while in the employ of a design consultancy or agency.

- Ensure that each student emerges from this series of learning experiences with at least two functional, live-functioning, web-based information delivery systems to add to his/her repertoire of design work and, more importantly at this stage of this degree program, to add to his/her store of experiential knowledge re: IXD.

Course Structure

This course will be pedagogically and logistically guided by a “learning through doing” approach, which means that each student will be required to effectively engage in his/her assigned coursework on a consistent basis OUTSIDE of our assigned MWF meeting time of 2:00 am to 3:50 pm in the Art Building, room 313. Completing the assigned coursework according to the parameters specified on the class-to-class (CTC) semester schedule will be essential to each student’s success in this course; failing to do this could result in an individual student’s NOT developing and cultivating the skills and knowledge he/she will need to engage in the decision-making processes that guide interaction design. Students who do not consistently present work as called for according to the CTC semester schedule risk jeopardizing their grades on individual projects and, ultimately, risk being asked to drop the course at some point between March 17 and 21, or eventually earning a final course grade of “D” or “F.”

Each of the five projects that will constitute the coursework for ADES 3540-501 will require that each student works iteratively as the project progresses to initially plan, further develop, and design interfaces to support the functionality of web-based, interactive information delivery systems. The final two projects will require that each student work either individually or as a member of a team of three to four students to design AND OPERATIONALIZE a web-based SYSTEM of visual communications on behalf of an assigned “for profit” client, not-for-profit organization, or social, cultural, economic, environmental or political initiative. Each of the five projects will require each student to allow their decision-making to be informed by how at least one, specific persona might want or need to have a specific interactive experience work for them. Each of the five projects will require each student to articulate how what they have designed (and, in the final two projects, operationalized) satisfies one or more scenarios of use (“S.O.U.s”) on behalf at least one persona”. (A scenario of use occurs when a persona is challenged to utilize an interactive construct, operational or non-operational, to complete a particular task. An example of this would be a persona based on a 65+-year-old-woman using a web-based information delivery system to post information about herself in the hope of eventually meeting a 65+ year-old-man or woman that she might like to date casually for a short time or pursue a more serious, long-term relationship with.)
Course Requirements

Aside from the need for each student to attend each scheduled class session of this course for its entirety—from 2:00 pm until 3:50 pm each MWF of the fall 2013 semester—it is imperative that each student REMAIN MENTALLY ENGAGED during the entirety of each scheduled class session. What transpires during given class sessions as the course progresses will vary between:

- demonstrations of "how to construct" code sequences, cascading style sheets, diagrams, wireframes, user interfaces ("UIs");
- how to configure imagery for web-based delivery;
- critiques of individual students' iteratively generated coursework on both the classroom computing screens and on the critique walls in the "pit area" on the south side of room 313;
- usability testing sessions of individual students' iterations of assigned IXD projects and groups' (these will involve both persona-based modeling and scenario-of-use analysis).

Class time is NOT A TIME FOR INDIVIDUAL STUDENTS TO CHECK THEIR E-MAILS, POST AND PROCESS TWEETS, UPDATE FACEBOOK-BASED COMMUNIQUÉS, POST IMAGES TO FLICKR OR TUMBLR, OR UTILIZE INSTAGRAM TO SHARE OR VIEW STILL OR DYNAMIC IMAGERY, UNLESS—ENGAGING IN ONE OR MORE OF THESE ACTIVITIES IS SPECIFICALLY RELATED TO ASSIGNED COURSEWORK/AN ASSIGNED COURSE PROJECT. This course will operate according to the following axiom:

"If you blow your coursework off/if your blow off meaningful interactions with your classmates/if you blow off meaningful interactions with your instructor, you/your efforts/your work will be blown off in turn by your classmates and your instructor."

Each student in this course is also required to complete the five assigned projects described below, some of which will require individual effort, and some of which will require you to make a viable, ongoing contribution to the endeavors of an entire team of designers.

The team-based projects will require the members of each team to communicate effectively with each other for the duration of the project, and to "carry their respective weight" as the project progresses. Those of you who can't make a viable contribution to your assigned team, or who can't figure out how to work interactions with your teammates into your schedules, or who don't have the emotional intelligence or mental wherewithal to contribute to (rather than merely perform within) a group endeavor will likely flunk those projects, which will in turn very likely cause you to flunk the entire course. Bitching and whining about teammates' attitudes, abilities, personalities, etc. can be facilitated by standing at the base of the pecan tree at the northeast corner of Curry Hall, tilting your head approximately 45 degrees upward and speaking loudly into that tree's rather expansive canopy of branches. If this fails to achieve the desired results, you'll have to resort to "working it out" with...
your teammates through antiquated social practices such as speaking to each other, writing to each other and attempting to empathize with each other as you engage in the first two activities.

A brief description of the projects each student enrolled in this course must complete successfully to earn final course grades of "C" or better appear below. Each project will challenge students to engage in some aspect of information architecture (IA) as a means to guide the design and functionality that will be facilitated by each User Interface (UI)^5.

- **01.13–01.22**: perform a failure-analysis of Healthcare.gov based on data derived from assigned design research methods described in Martin and Hanington's Universal Methods of Design (the grade you earn at the culmination of this project will account for ~5% of your final course grade);
- **01.22–02.12**: utilize Wordpress, Freeway (or Freeway Pro), Adobe Muse or Sitespinner to create a five- to eight-scenario (or section) web presence to create a web presence for a fake persona who is the antithesis of yourself (the grade you earn at the culmination of this project will account for ~10% of your final course grade);
- **02.12–03.03**: utilize HTML5 and CSS to develop and design a web presence made manifest as a functional black, white and grey wireframe on behalf of a social, political or cultural initiative or idea that is "anything but mainstream (the grade you earn at the culmination of this project will account for ~25% of your final course grade);”
- **03.03–04.02**: work within design teams of four students each to develop, design and operationalize a robust web presence on behalf of a social, technological, economic, environmental or public policy initiative (the grade you earn at the culmination of this project will account for ~35% of your final course grade);
- **04.02–05.05**: each student will be challenged to design IA that informs the design and operationalization of a UI that must promote his/her emergence as a professional visual communication designer who has cultivated and honed his/her own set of understandings of and about a VARIETY of visual communication design processes. Each student will be challenged to design and operationalize a web presence that is much more than a mere showcase of his/her work, but one that communicates HOW and WHY he/she designs as he/she does. Each student must design and operationalize his/her web presence in a manner that allows it to be edited and augmented with a wide variety of CONTENT over time. What you complete as this final project culminates will need to be re-visited several times as your learning experiences as a Communication Design major here evolve, so that by the time you are ready to earn your BFA sometime in 2015, your web presence will be well-established as you attempt to enter the discipline as a newly degreed design professional (the grade you earn at the culmination of this project will account for ~25% of your final course grade) Ahem... (Post page...).
Grading Policy

All students enrolled in ADES 3540-501 during the Fall Semester of 2013 are hereby notified that no means to earn “extra credit” to bolster their final course grade exist.

Each student’s five course projects will be graded according to the following criteria (what follows is NOT listed in hierarchical order):

- how effectively he/she engaged in the iterative processes of design as the project evolved during its allotment of time in the course schedule;
- how effectively he/she engaged in critical discussions regarding the progress of his/her own work and the progress of the work being developed by his/her peers during a given project’s allotment of time in the course schedule;
- his/her ability to amalgamate his/her original ideas with knowledge cultivated about how the persona(s) identified as being the “primary users” on each project might need to operate particular scenarios of use as they interact with whatever web-based construction the student develops during a given project’s allotment of time in the course schedule;
- his/her ability to utilize knowledge generated during each project’s Information Architecture (IA) phase to positively affect the design and operationalization of initial wireframes and, during the evolution of the final two projects, the design and operationalization of the user interfaces;
- how well the UI of the web-based entity was designed to evoke responses from its primary user groups that allowed them to “learn what they needed to learn, do what they needed to do, and feel what they needed to feel;”
- how well the UI and the functionality of the web-based entity was designed to visually communicate the mood, raison d’être/mission, operational philosophy and goals of the assigned organization, client, or initiative;
- how well the web-based entity reflected the student’s ability to utilize the knowledge he/she will have gained from working on previous projects in this course and in previous projects from other courses taken during his/her undergraduate experience in Communication Design.

Each student enrolled in ADES 3540-501 must develop, design and operationalize IXD solutions on a per-project basis that DO NOT SUCK in order to earn per-project grades, and, ultimately, a final course grade of “3” or better. Students who consistently develop, design and operationalize IXD solutions on a per-project basis that SUCK WILL FLUNK THIS COURSE. LATE PROJECTS WILL NOT BE GRADED.

Michael R. Gibson, Instructor
michael.gibson@unt.edu
Office Hours (Curry Hall, room 311):
M: 10:00-12:30; W: 5:00-6:00
Attendance Policy

Each student enrolled in ADES 3540-501 is expected to attend every class session in its entirety. Each student will be held individually responsible for responding to announcements from the instructor, the Department of Design office, the College of Visual Arts and Design and the University of North Texas regarding any and all aspects of this course, and for receiving or uploading and storing all handouts or web-facilitated information relative to it. Each student is also individually responsible for acquiring lecture/demonstration notes from a classmate if he or she misses a given class session.

To receive an excused absence, a student must submit written notification regarding the reason for his/her absence from a licensed physician, mortician, law enforcement official, insurance company representative or psychologist at the beginning of the class session ONE CLASS SESSION after the one that was missed. Excuses for absences will NOT be accepted after this period of time has elapsed.

Missing two three class sessions without a documented excused absence will cause a student’s final letter grade to be lowered by one full letter; missing four class sessions without a documented excused absence will cause a student’s final letter grade to be lowered by two full letters; missing five class sessions without a documented excused absence will cause a student to flunk this course. Please bear in mind that three tardies will be counted as one absence in this course. Attendance will be taken at the beginning of class during each class session.

Absolutely no incomplete grades will be issued without clearly documented proof of circumstances beyond an individual student’s control to complete the course.

Regarding E-Mail and Voice Mail and Office Hours

Students may not leave me voicemail as I do not maintain an office phone (this is not by my choice, but rather is the result of a round of UNT-mandated budget cuts from a few years ago...). Please do NOT leave voice messages for me on any of the CVAD phone lines, or the Department of Design or Department of Art Education and Art History phone lines, or at the Design Research Center. I won’t ever get them/hear them.

I will NOT read or respond to any e-mail communiqué from ANY student enrolled in this course that requires more than a total of 120 seconds (two minutes) of my time to process. DO NOT WRITE ME LENGTHY E-MAILS.

I will make every effort possible to run my scheduled office hours, however there will occasionally be times that I will be unable to do this (usually because I’ve been waylaid at the last minute to participate in a college or university committee).

If you make an appointment for office hours with me, I expect you to make a concerted effort to show up for the appointment; if you can’t make it, I expect notification of your cancellation via e-mail. If you blow me off, you will be denied office hours from me for the duration of the semester. Finally, I will not allow any student to meet with me during office hours to make up for what he or she was unable or unwilling to complete for an assigned deadline during class time.
Student Conduct Policy

What follows are few guidelines regarding what your instructor believes should constitute "common sense" behavior in class:

• Depending on what has been planned for a given class session, take a seat as soon as possible after 2:00 pm at either one of the computing stations or in the "pit" area on the south side of the classroom and do not leave until 3:50 pm; on days when demonstrations are planned that will require you to use the computing facilities, start your system and launch whatever software you think you'll need or that I'll call upon you to use; on days when we'll be evaluating the work you will be called upon to pin to the walls in the pit area, begin doing this as soon as roll-taking has begun.

• There will be many times during many of our class sessions where it will be necessary and appropriate to view and operate (or attempt to operate...) the web-based IXD work that each student and his/her classmates will have created, as well as the IXD work that has been created by a wide array of IX designers and developers from around the world. With that stated, please bear in mind that your primary responsibility during each class session is to either glean essential knowledge during class demonstrations and critiques, and, when appropriate, to engage myself and your peers in critical dialogue. IF YOU ARE TOO BUSY USING WHATEVER ELECTRONIC COMMUNICATION DEVICES YOU HAVE BROUGHT TO CLASS WITH YOU TO ENGAGE IN SOCIAL MEDIA EXCHANGES, OR TO SHOP, CHECK E-MAIL, UPDATE YOUR BLOG(S), ETC., YOU RISK NOT ONLY COMPROMISING YOUR OWN LEARNING EXPERIENCES, BUT THE LEARNING EXPERIENCES OF YOUR CLASSMATES. Because of this, you are to limit your use of both your own electronic communication devices and the computers in our classroom space to activities specifically pertinent to your coursework and other learning experiences in ADES 3540-501.

• No food or drink may be consumed in ART room 313 at any time.

• No student may work on coursework for another class during our class sessions of ADES 3540-501 this fall. THERE ARE NO EXCEPTIONS TO THIS RULE. EVER. An essential aspect of learning how to comport yourself during your third-year/junior-year undergraduate experience in this Communication Design program involves learning to plan and manage the use of your individual time well enough to not have to work on coursework for your other courses during ADES 3540-501 class time. Learning to plan and manage your time effectively NOW will become crucial to your ability to sustain a successful design career years from now.

• Learn to ask eclectically informed, well-framed questions of me and your peers; learning to formulate effective questions will be much more crucial to your successful learning experience during this course—and over the timespan of your entire collegiate career—than learning to discern "what constitutes right answers."

• Socialize/chit-chat/B.S. with your peers OUTSIDE of ADES 3540-501 class time; you will NOT have a successful learning experience in this course if you cannot manage to do this.
• Do NOT sexually harass any of your classmates during any of the ADES 3540-501 class sessions for any reason, as doing this will cause the instructor to lose his temper and throw you out of the room (the instructor would very much like to kick students who sexually harass other students in his classrooms down all four flights of stairs in the Art Building, but a variety of state and federal laws prevent him from doing this).

Cheating and Plagiarism Policy

"Plagiarism is the unauthorized use or close imitation of the language and thoughts of another author or creator and the representation of these as one's own original work. It is the false assumption of authorship, the wrongful act of taking the product of another person's mind and presenting it as one's own."


Copying someone else's writing, art or design work either intact or with inconsequential changes, and adding one's name to the result constitutes plagiarism. Plagiarism will result in your immediate failure of this course and may result in your expulsion from The University of North Texas, which may entail a record of your expulsion being forwarded to any other institution of higher learning in the U.S. or abroad to which you would apply to complete a design degree or any other type of degree program.

Accommodations for Students with Disabilities

Please notify the instructor if you have a disability that requires accommodation. It is also required that you register with the UNT Office of Disability Accommodation, Student Union, Room 318. The College of Visual Arts and Design Policy on accommodation is available upon request in the CVAD Dean's offices, Room 107. Further questions and problems on accommodation may be addressed to Associate Dean Eric Ligon, School Accommodation Liaison, Art Building, Student Advising, Room 111.

Course Risk Factor

According to UNT policy, this course is classified as a Category One Risk Factor course. Students enrolled in this course will not be exposed to any significant hazards during their enrollment in the course, and are not likely to suffer any bodily injury. Students will be informed of any potential health hazards or potential bodily injury connected with the use of any materials and/or processes associated with their enrollment in this course, and will be instructed as to how to proceed without danger to themselves and others.

Center for Student Rights and Responsibilities

As students enrolled at the University of North Texas, you have specific rights and responsibilities. Visit www.unt.edu/cssr to learn what UNT expects of you and the faculty. Ignorance of your rights and responsibilities is no excuse for failure to comply with them. This means the defense "I didn't know" does not absolve you
of any of the consequences you may incur as a result of violating these rights and responsibilities.

In Case of an Emergency Within the Art Building:
An alarm in the CVAD Building will sound. When this happens, please follow the building evacuation plans posted on each floor of this building and proceed to the nearest parking lot. Your instructors will inform you when it is safe to return to the CVAD Building.

In Case of an Emergency Involving a Severe Weather Event:
The campus siren will sound. When this happens, please stay in Art Building room 313 until the “All Clear” siren has sounded—our classroom is an interior room with no windows—or unless otherwise directed by your instructor to seek shelter in another interior room in the Art Building (such as the restrooms at the north end of the Third Floor). Follow the instructions of your instructors and act accordingly.

CLASS-TO-CLASS (CTC) SCHEDULE FOR ADES 3540-501 | Interaction Design II
No student in this class should ever need to ask the instructor or his/her classmates questions along the lines of “what’s due next class session?,” or “what’s due next Wednesday?” if they maintain an awareness of the schedule that is articulated below.

Each student enrolled in this course is responsible for arriving at EVERY SINGLE CLASS SESSION OF THE FALL 2013 SEMESTER PREPARED FOR WHAT IS SCHEDULED TO TRANSPIRE DURING THAT CLASS SESSION. Students who are not prepared per diem to present and discuss either the computer-based or analog IXD work specified according to this schedule, or who are unprepared for the critical discussion or demonstration work specified on particular class days will be downgraded as a result on a per-project basis, and could put themselves at risk of flunking the course, and/or being asked to drop it to avoid earning a final course grade of “D” or “F.”

**Week 01 | 01.13—01.15**

**Monday, 01.13**
1. Introduction of ADES 3540-501 “IXD 1” syllabus and course policies.
2. Launch of Project 01 (Project timespan: 01.13—01.22): Perform a failure-analysis on healthcare.gov using a select array of design research methods assigned to you from described in Martin and Hanington’s Universal Methods of Design.
3. Due Friday, 01.17: Each group of students must present initial explanations and justifications for utilizing the two to three design research methods they have been assigned to aid and abet their efforts to engage in a failure analysis of healthcare.gov. Each group of students must plan a presentation of no more than 15 minutes that is engaging, informative and that succeeds in achieving more than mere “book report” results among the instructor and your peers.

By 01.22, each group should come to class prepared 1. to recount and discuss how they engaged in facilitating each of their assigned design research methods to yield USEFUL and USABLE data re: the functionality of healthcare.gov; 2. to present, either in print (think: the visualization of data in charts,
Course Syllabus and Schedule:

ADES 3540-501 (16256)
IXD II | Spring Semester, 2014

(continued from previous page)

Powers, Morgan, Richter: 54-The Love Letter & the Breakup Letter; 73-scenarios

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ALL STUDENTS MUST READ THE INTRODUCTION of the Martin and Hanington text.

The instructor will not respond to e-mails from students who wish to complain about how particular groupmates are not, to put it politely, "pulling their weight."

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diagrams, maps, etc. in posters or paginated pieces) or in a sequence of graphically well-designed, projected .pdfs.

4. Read and UNDERSTAND THE CONTENTS of pages your assigned material in the Martin and Hanington text as well as pages 8-39 in How to Design Websites between today and 01.22.14.

Wednesday, 01.15

1. In-class lecture and follow-along demonstration: Introduction to basic web standards and HTML5 coding.

2. By 01.22.14, each student must secure hosting services from Bluehost, Hostgator, Arvixe, iPage, FatCow, InMotion, etc. for at least four (4) websites (domains).

Friday, 01.17

As per the instructions given on p. 15 of this document, each group of students must make initial, "rough" presentations of the two to three design research methods they have been assigned to utilize as means to analyze the functionality, or lack thereof, on healthcare.gov. Each group must engage the instructor and the class—do NOT bore us—and leave us with understandings about the methods you have been assigned that 1. we did not have before, and 2. will retain and be able to utilize later in the semester in this course and as classmates' respective careers as communication designers evolve. Each group must make effective use of the feedback they receive today from their "not to exceed 15-minute" presentations to ensure that its final presentation on 01.22.14 is a strong and memorable one, and does not in any way SUCK.

Week 02 | 09.02-09.06

Monday, 01.20

No class scheduled in observance of Dr. Martin Luther King's birthday and holiday.

Wednesday, 01.22

1. Due for critique: EACH GROUP MUST COME TO CLASS PREPARED TO PRESENT/SPEAK ABOUT ITS ASSIGNED DESIGN RESEARCH METHODS AND WHAT THEY REVEAL ABOUT THE FUNCTIONALITY OF THE HEALTHCARE.GOV WEBSITE—DO NOT ATTEMPT TO BULLSHIT YOUR WAY THROUGH THIS PRESENTATION. IF THE INSTRUCTOR FEELS YOUR INABILITY TO PRESENT YOUR WORK EFFECTIVELY IS WASTING THE PRECIOUS TIME OF THE CLASS, YOUR PRESENTATION WILL BE CURTAILED, AND YOUR GROUP WILL RECEIVE A LETTER GRADE OF "F" FOR THE PROJECT. NO BITCHING OR WHINING; PLAN ON MAKING OUTSTANDING PRESENTATIONS.

2. Launch of Project 02 (Project timespan: 01.22-02.12): Each of you must utilize Wordpress, Freeway (or Freeway Pro), Adobe Muse or Sitespinner to create a five- to eight-scenario (or section, or page) web presence to hypothetically promote a persona-based website on behalf of a fictitious person who is the antithesis of yourself. This site should help a target audience that you have carefully identified and described effectively understand and what he or she does, believes in/does not believe in, aspires to, etc. This "fake persona" should be transformed into an entity that may be perceived as "real" to its audience.

Michael R. Gibson, Instructor
Office Hours (Curry Hall, room 311):
michael.gibson@unt.edu
M: 10:00-11:30; W: 5:00-6:00
3. Due Monday, 01.27: Each student must present a. Information Architecture (IA) diagrams (see below) and b. mood boards that support the creation of your "fake persona" websites—these diagrams should help support rationales re: why this website will be robust enough to justify a more multi-dimensional web-based presence than a one-dimensional blogsite would. As always, come to class prepared to clearly and concisely present your work and then DO SO EFFECTIVELY. Food for all of your thoughts: how and why should each student’s mood boards affect his/her IA diagrams and vice-versa? Helpful websites re: IA:

http://www.sccc.premiumdw.com/web202/information-architecture/

The IA diagrams due Monday, 01.27 should be comprised of content-related groupings of Post-It Notes or 3" x 5" index cards on black or white 20" x 30"/30" x 20" posterboard that will afford your instructor and peers the opportunity to critically assess how you plan to organize the information that will constitute your fake persona’s website. Each student is encouraged to experiment with both a “top down” and “bottom up” approach.

Each student’s IA diagrams should fuel discussion and insight about/around 1. the primary and secondary objectives of his/her fake persona’s website and 2. three to four user needs that this website must meet. Writing a 250- to 400-word description of your fake persona as a means to begin this process is a good idea...

4. Read and UNDERSTAND THE CONTENTS of pages 40-53 in How to Design Websites between today and 01.29.14 (this may require several passes through this material...). It is hereby also strongly suggested that each of you ALSO become familiar with at least some of the materials on offer at:

http://www.interaction-design.org/

and at:

http://learn.wordpress.com/

Friday, 01.24

1. In-class lecture and follow-along demonstration: More on the “nuts and bolts” of HTML5 coding, as well as an introduction to a select array of content management systems (CMS) currently being used in many parts of the world to facilitate the design and actuation of several types of websites (specifically, WordPress, Sitespinner and Freeway). A bit of information re: Adobe Muse will also be (or alternatively be) offered as well.

Michael R. Gibson, Instructor
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Office Hours (Curry Hall, room 311):
M: 10:00-11:30; W: 5:00-6:00
Week 03 | 01.27–01.31

Monday, 01.27

1. Due for critique: IA diagrams and mood boards that support the development of your fake persona websites. Each student needs to pin his/her work up as soon as they enter our classroom today. Be ready to begin presenting your work as soon as roll has been taken; each student will be allowed four minutes to explicate the design decisions he/she will have made—plan on speaking clearly and concisely, and AVOID “falling into the trap” of making claims to support your decisions rather than ARGUMENTS.

2. Due Friday, 01.31: each student must present paper- or .pdf-based wireframes (preferably paper; for more information about wireframes, pay attention and take great notes during our next class session together) rendered only in black-and-white-and-grey that articulate how the entirety of the expanded web presence they are designing on behalf of their fake persona will work to facilitate at least three scenarios of use as operated by three persona types.

Wednesday, 01.29

1. In-class lecture and follow-along demonstration:
   a. a brief overview of how wireframes can be used to guide the organization and basic configuration of a per web-based SYSTEM and the individual PAGES/SCREENS that constitute that system;
   b. using HTML5 and Wordpress (and, time permitting, Freeway and Sitespinner) to further guide the actuation of your design for the development of your fake persona website.

2. Read and UNDERSTAND THE CONTENTS of pages 13–58 in Jon Duckett's book HTML & CSS: Design and Build Websites between today and 02.05.14 (this may require several passes through this material, and may also require that you use what you've learned to aid and abet your efforts to create an expanded web presence for your fake persona).

Friday, 01.31

1. Due for critique: each student must present black-white-and-grey wireframes for critical analysis from the instructor and his/her peers that articulate how the entirety of the web presence they are designing on behalf of their fake persona will work to facilitate at least three scenarios of use as operated by three persona types. Each student should pin up their wireframes as soon as they enter room 313 for our class session, and be prepared to defend what they have designed in four minutes once roll has been taken.

2. Due Wednesday, 02.05: each student must present at least three versions of three to four page/screen sets of layouts for the expanded web presence of his/her fake persona. These sets of layouts should visually depict how informational hierarchies of type have been established, what type of color palette will be operated per set of layouts, and how what was presented on each student’s mood board on Monday (01.27) is now affecting the “look and feel” of each set of layouts. This work may be presented as paper printouts or on each student’s

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M: 10:00–11:30; W: 5:00–6:00
classroom computer or on individual student’s iPads or on ADES 3540-501 dedicated iPads (presenting in pixel-rendered environments is preferred).

Week 04 | 02.03-02.07

Monday, 02.03
1. In-class lecture and follow-along demonstration: Preparing imagery for depiction in a web-based visual environment; using Adobe Photoshop and Illustrator to aid and abet page/screen layout configurations that have the potential to yield viable web-based design solutions.

Wednesday, 02.05
1. Due for critique: each student must present at least three versions of three to four page/screen sets of layouts for the web presence of his/her fake personas. Each student should come to today’s class session prepared to a. present/explicate the set of layouts he/she feels has the greatest potential to facilitate the scenarios of use he/she described during last Friday’s critique session and to b. present/explicate why a particular look-and-feel would visually communicate the nature of their fake persona most effectively. Each student needs to be mindful of the following caveats as we engage in today’s critique: are you trying to “do too much” between now and 02.12?; are you attempting to “run before you have learned how to crawl, much less walk?”; are you attempting to “manage a five- to six-ring circus when what you should be managing is a two- to three-ring circus?”
2. Due Monday, 02.10: each student must present a “partially operable” version of the website he/she has designed and actuated on behalf of a fake persona that can be accessed by visiting a URL they have established through a hosting service (several are listed on p. 13 of this document...).
3. Read and UNDERSTAND THE CONTENTS of pages 62-124 in Jon Duckett’s book HTML & CSS: Design and Build Websites between today and 02.12.14 (this may require several passes through this material, and may also require that you use what you’ve learned to aid and abet your efforts to create a web presence for your fake personas, as well as to aid and abet your efforts to fulfill the requirements for the next project, which will challenge each of you to design and actuate a wireframe-based web-presence on behalf of a social, political or cultural initiative or idea that is “anything but mainstream”).

Friday, 02.07
1. In-class lecture and follow-along demonstration: using HTML5 to incorporate, lists, links and images to websites.

Michael R. Gibson, Instructor
Office Hours (Curry Hall, room 311): michael.gibson@unt.edu
Monday, 02.10

1. Due for critique: in preparation for what must be presented as the final version of each student’s solution to Project 02: designing and actuating a web presence for a “fake persona,” partially operable versions of each student’s website must be clearly and concisely presented to the instructor and your peers for critical analysis. Each student should attempt to facilitate a dialectic today that allows him/her to gain critical feedback about the aspects of what he/she is attempting to operate that are proving to be most problematic to resolve.

2. Due Wednesday, 02.12 (next class): each student must present a version of his/her web-presence designed and actuated on behalf of his/her fake persona that is as well-realized as he/she can make it. Each student must begin his/her presentation by allowing a classmate chosen ahead of time who the student has not known at all or known well prior to enrolling in this course visit the student’s fake persona website and attempt to operate it.

Wednesday, 02.12

1. Due for critique: each student must come to class having prepared to have a classmate with whom he/she has has very little prior familiarity operate his/her fake persona website. Each operational attempt must transpire in five minutes or less.

2. Launch of Project 03 (Project timespan: 02.12–03.03): utilize HTML5 and .CSS to develop and design a web presence made manifest as a functional black, white and grey wireframe on behalf of a social, political or cultural initiative or idea that is “anything but mainstream” (some of these may be re-visited or expanded further during Project 04 later this semester in this course).

3. Due Monday, 02.17: Each student must present two and only two ideas for using a website to promote the a particular social, political or cultural initiative or idea that is “anything but mainstream.” To facilitate this, each student must articulate answers to the following questions during his/her presentation that will help frame his/her peers and the instructor’s understanding about the essential goals that the student’s solution for Project 03 will aspire to meet:
   - what, essentially, is your initiative trying to communicate?
   - why are they trying to communicate that message, and to what audience?
   - what will be required to ensure that this audience will be compelled to “listen to this essential message,” and then...
   - act on it in a particular way(s)?

   Additionally, each student must write a single “mission sentence,” or tagline, that articulates/encapsulates the essential message of each proposed website. For example, Google’s well-understood mission sentence is “Return highly relevant results for every query.” (Note to students: some of what is on offer here has been adapted from Duncan Aitken’s simple but informative website “how I make a website.”)

4. Read and UNDERSTAND THE CONTENTS of pages 1–21 in Jeremy Keith’s book HTML5 for Web Designers between today and 02.19. Use what you’ll learn from reading...
this, along with what you read from Jon Duckett’s book last week, to enable you to build the code structures necessary to actuate whatever you design to answer the parameters for Project 03.

Friday, 02.14

1. In-class lecture and follow-along demonstration: more of what you need to know re: configuring imagery for inclusion into a web-based system of page/screens, manipulating the structure of text in HTML, embedding imagery in select types of web page/screen configurations, and, time permitting, an introduction to using tables and forms.

Week 06 | 02.17—02.21

Monday, 02.17

1. Due for critique: Each student must present two and only two ideas for using a website to promote the a particular social, political or cultural initiative or idea that is “anything but mainstream” according to the instructions articulated in item 3 on the middle of the previous page. Each student MUST rehearse his/her presentation BEFORE coming to class so as to facilitate effective communication of his/her intent during today’s class session.

2. Due Friday, 02.21: Each student must present Information Architecture diagrams (no less than two, no more than three) comprised of content-related groupings of Post-it Notes or 3” x 5” index cards on black or white 20” x 30”/30” x 20” posterboard. These IA diagrams will afford your instructor and peers the opportunity to critically assess how you plan to organize the information that will constitute the wireframe-based website you’ll design and actuate on behalf of a social, political or cultural initiative or idea that is “anything but mainstream. Each student should be able to utilize his/her IA diagram to help explicate how one or two specific personas would engage in operating the website to fulfill/satisfy one or two scenarios of use. As always, come to class Monday well-prepared to present/speak about your work.

Wednesday, 02.19

1. In-class lecture and follow-along demonstration: students will learn to utilize HTML5 to facilitate the functionalities of particular types of data presenting and data gathering forms, and, time permitting, to group and specifically identify particular types of elements in given web page/screen configurations and to create meta information and iframes.


Friday, 02.21

1. Due for critique: Each student must present Information Architecture diagrams (no less than two, no more than three) comprised of content-related groupings
of Post-it Notes or 3" x 5" index cards on black or white 20" x 30"/30" x 20" posterboard that articulate how essential information delivery and experiences of use facilitated by their solutions to Project 02 will be effectively actuated. As each student presents his/her work, he/she MUST articulate three "well-argued key points" per diagram about what the instructor and his/her peers perceive re: that diagram that are crucial to our understanding.

2. Due Wednesday, 02.26: INITIAL black, white and grey wireframe documents that visually communicate the structure of the ENTIRE web-based information delivery system each student has been challenged to design and actuate on behalf of a particular social, political or cultural initiative or idea that is "anything but mainstream." Each of these documents must account for every page/screen in the proposed system, and ALL of each of their inherent buttons, tabs, text elements, image placeholders, links, tables, forms, lists, etc.

Week 07 | 02.24—02.28

Monday, 02.24

1. In-class lecture and follow-along demonstration: today will be the first day that students enrolled in this course will be introduced to Cascading Style Sheets, or "CSS." Time permitting, an introduction to using CSS to manage color in web-based design will be facilitated as well.

2. Read and UNDERSTAND THE CONTENTS of pages 226-262 in Jon Duckett's book HTML & CSS: Design and Build Websites between today and 03.05.14. Some students may choose to bolster the understandings they gained from reading Duckett's material with readings from Alan Pipes' book How to Design Websites, pages 58-82.

Wednesday, 02.26

1. Due for critique: Each student must present INITIAL black, white and grey wireframe documents that visually communicate the structure of the ENTIRE web-based information delivery system each student has been challenged to design and actuate on behalf of a particular social, political or cultural initiative or idea that is "anything but mainstream." As each student presents his/her work, he/she MUST articulate three "well-argued key points" per diagram about what the instructor and his/her peers perceive re: that diagram that are crucial to our understanding.

2. Due Monday, 03.03: Each student must present FINAL REVISIONS to his/her black, white and grey wireframe documents that visually communicate the structure of the ENTIRE web-based information delivery system that he/she has been challenged to design and actuate on behalf of a particular social, political or cultural initiative or idea that is "anything but mainstream." These presentations MUST be made either on individual students' laptops or iPads, or on one of the computing stations in room 313. PLEASE NOTE: EACH STUDENT MUST UTILIZE A WEB HOSTING SERVICE TO OPERATE HIS/HER PRESENTATION OF WIREFRAMES THIS FRIDAY. This means that each student will have to be able to direct his/her classmates
to a URL so they can critically analyze particular wireframes as the class session progresses.

Friday, 02.28

1. In-class lecture and follow-along demonstration: Students will be presented with a variety of means to utilize CSS to affect the formal attributes and general structure of typographic elements throughout an entire web-based system, as well as how typographic elements and images may be organized into page/screen layouts.

Week 08 | 03.03–03.07

Monday, 03.03

1. Due for critique: Each student must present LIVE, FINAL REVISIONS to his/her black, white and grey wireframe documents that visually communicate the structure of the ENTIRE web-based information delivery system that he/she has been challenged to design and actuate on behalf of a particular social, political or cultural initiative or idea that is “anything but mainstream.” Each student’s presentation his/her wireframe should stress how navigational considerations inherent in this wireframe-based site have been addressed: are the choices that the site’s users need to make obvious and intuitive? does the navigation dictate the overall structure of the website (it should...)? has the navigation been designed in a manner that will prevent a user from becoming frustrated and leaving the website (it better have...)?

2. Launch of Project 04 (Project timespan 03.03–04.02): each student will be challenged to work within design teams comprised of four of his/her peers to develop, design and operationalize a robust web presence on behalf of a social, technological, economic, environmental or public policy initiative. Each group’s web presence should provide a diverse array of information that a select array of users can choose to explore in a cursory or extremely probative manner, and should facilitate at least SIX (6) distinct scenarios of use on behalf of at least three distinct personas. Each group’s web presence should be comprised of between seven (7) and fifteen (15) distinct pages/screens that are organized categorically according to the content inherent in them and the functionalities they facilitate. Each group must carefully consider and then execute a set of physical layout parameters that guides the configuration of the entire system; the “look and feel” of each group’s web presence should be appropriate to both the client/organization on whose behalf the group is hypothetically working, and on the users and audiences on whose behalf the group is also hypothetically working. Each group is required to present their final version of whatever web presence they will have designed and actuated on 11.11 as a live, web-based entity by allowing their instructor and all their peers to locate a specific URL in a variety of web browsers (Chrome, Safari, Firefox...). Each group’s web presence should be positively affected by well-formulated and resolved design considerations, and must be actuated/operationalized by well-crafted HTML5 and CSS coding.

Regardless of the physical context within which typographic elements are utilized, the following variables almost always have to be considered during the typographic design process (bear in mind that items 3, 4 and 5 should almost always be considered together):

1. placement in the composition;
2. alignment;
3. size;
4. measure/column width;
5. leading/(referred to as line-spacing in the context of the web);
6. posture (roman or italic);
7. weight;
8. letterspacing (affected by kerning and tracking);
9. character width (condensed, normal, extended);
10. typeface choice.
The placement of individual students within particular groups will be determined in a manner that attempts to equip each group with a diverse array of personnel, each of whom will be challenged to share his/her respective skill sets, bases of knowledge and experiential understandings with his/her peers on a consistent basis as this project progresses. Each group will need to determine which particular roles in this type of design process that each of its particular members should play as this project progresses.

The instructor will NOT immerse himself in the social dynamics that will inevitably evolve within each group. This means that internal arguments between group members or factions within groups must be resolved by the group members themselves.

What follows this paragraph is a LIMITED/PARTIAL listing of SOME of the types of organizations and initiatives that each group could decide to create a web-based, interactive visual communications system to support. Each group must decide which social, technological, environmental, economic or public policy initiative it will muster its collective efforts to support/"design on behalf of" by the beginning of our class session on 03.10 (one week from today).

- help people in the north Texas/DFW region plan and operate strategies to cut down on their per-household freshwater usage—bear in mind that you'll need to get beyond mere "lawn whisperer recommendations" to get people to alter their behavior re: freshwater usage;
- encourage people in the north Texas/DFW region to take better care of the homes they live in/properties they occupy (REGARDLESS OF WHETHER THEY RENT OR OWN) as a means to improve the quality of life and property in given neighborhoods—feel free to attempt to operate an online "public shaming" public service campaign;
- on the topic of online public shaming public service campaigns: how might these types of approaches help discourage unwanted behaviors such as aggressive highway driving, sexual harassment in university and private sector environments, public rudeness/lewdness, etc.?
- encourage the economic and cultural revitalization of rural communities in the north Texas/DFW region that are attempting to lure tourism, real estate investment and development, commerce and income-earning, tax-paying citizens to them (I have strong contacts in Bonham, Texas, if one of the groups decides to pursue this...);
- encourage people living in the north Texas/DFW region, particularly the parents of children aged 6 months to 18-years, to improve the overall DENTAL AND ORAL HEALTH of the children in their communities;
- create and operate a web presence that would help Texas "move up the national ladder" from its current spot at No. 49 out of 50 states re: the amount of money it spends on children’s education each year (this is a very difficult issue to confront, much less effectively battle... you may need to “break off a distinct piece of this” to address);
- create and operate a web presence that could play a role—bear that phrase in mind, please, as this project progresses—in ensuring that the fastest
growing population of Texans who do not have their daily nutritional needs met (hint: most of them live in suburbs...) gain a variety of means/access to resources that might help them confront this problem.

3. Read and UNDERSTAND THE CONTENTS of pages 264-328 in Jon Duckett's book HTML 
& CSS: Design and Build Websites between today and 03.10.14. Some students may choose to bolster the understandings they gained from reading Duckett's material with readings from Dan Cederholm's book CSS3 for Web Designers, pages 1-27.

4. Due Friday, 03.07: Each group must present no less than two and no more than three initial concept maps that will drive/guide classroom discussion around the specific social, technological, economic or social initiatives they believe would be worthwhile to design a web presence to support. These concept maps may be presented on large pieces of butcher paper as hand-rendered/hand-written systems, or they may be articulated on whiteboards, photographed, and then presented using the projector in room 313, or they may be roughly rendered using Adobe Illustrator or InDesign and projected in class. For more information about concept maps, please visit:

http://www.schrockguide.net/concept-mapping.html

and watch the schlocky-but-informative video you’ll find there, and click on some of the links you’ll find there that describe concept maps. For more in-depth information about concept maps, you can read the piece I have the graduate students read in my Design Research Methods course by visiting the following URL, but be forewarned that some of the writing you’ll encounter may seem a bit “thick:”

http://cmap.lhmc.us/publications/researchpapers/theorycmaps/
theoryunderlyingconceptmaps.htm

Wednesday, 03.05

ATTENTION/ACHTUNG: all ADES 3540-501 students need to be aware that those among them who are not making effective enough progress in this course to pass it with a letter grade of "C" or better will be privately advised—via e-mail notification—to drop this course at some time either today, tomorrow, or Friday, March 7.

1. In-class lecture and follow-along demonstration: Students will be exposed to some of the means to utilize Cascading Style Sheets to control the formal attributes of "box-based forms" that appear in websites. They will also receive a brief overview on how concept-mapping can help them frame approaches to successfully addressing the parameters outlined for designing and actuating Project 04 (and, hopefully, other IXD projects in their near- and at least mid-term futures).

Friday, 03.07

1. Due for critical analysis/class discussion: each group must present no less than two and no more than three initial concept maps that will drive/guide classroom discussion around the specific social, technological, economic
or social initiatives they believe would be worthwhile to design a web presence to support. Each group should arrive in class today well-prepared to facilitate the presentations they must make to the group: no more than 10 minutes will be allowed for any group to present any of its two to three concept maps, so please rehearse and plan your presentations accordingly. Each group member should play an essential role in either preparing his/her group's presentations, or in making a portion of them, or both.

2. Due Wednesday, 03.19: Each group must a. present an initial IA diagram that can be utilized to articulate/explicate how three different personas who might have strong reasons to utilize the website can navigate from its home page to facilitate three to four distinct scenarios of use, and b. present no fewer than two and no more than three mood boards that depict how the combination of imagery, typographic structure and formal treatments, use of color and overall systemic organization will affect the "look and feel" of this website.

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Week 09 | 03.17–03.21

Monday, 03.17

1. In-class lecture and follow-along demonstration: utilizing CSS to control the appearance (and, to some degree, the behavior) of lists, tables and forms, and, time permitting, the configuration of page layouts (this will be at least the second time this topic will be addressed in this course...).


Wednesday, 03.19

1. Due for critical analysis/class discussion: each group must present an initial IA diagram that allows them to explain how three different personas will facilitate three to four scenarios of use. Once they have completed this, they must present two to three mood boards that will afford the instructor and their classmates to analyze how effectively the "look and feel" they are planning will evoke the responses they are seeking, teach/impart the knowledge they wish, and encourage action.

2. Due Monday, 03.24: Each group must present at least two but no more than three pencil/pencil rendered sets of well-articulated drawings that will allow the instructor and their peers to critically analyze the layout of their proposed website. Each set of drawings must account for the home page and a minimum of seven additional content pages. Additionally, each group must present at least six text-based ('somebody is going to have to write or "lift" some copy...) content elements, at least eight image-based content elements and somehow account for where these will appear in each set of their drawings, and at least five relevant external web-based resources—presented as links—to which the group may wish to afford their users access. AGAIN: each group should plan and rehearse their presentation to the class as a whole with great care BEFORE they begin whatever they will facilitate in front of the instructor and their peers on 03.24 (this coming Monday). This presentation may also...
include suggestions for approaches to utilize various social media resources to advance the endeavors that the group has identified as being most relevant.

Friday, 03.21
In-class lecture and follow-along demonstration: utilizing CSS to control the configuration of page layouts (this will be at least the third time this topic will be addressed in this course; the content presented during this class session will consist of a “follow on,” or continuation of what was presented on 03.17).

Week 09 | 03.24-03.28

Monday, 03.24
1. Due for critical analysis/class discussion: each group must present at least two but no more than three pencil/pen rendered sets of well-articulated drawings that will allow the instructor and their peers to critically analyze the layout of their proposed website. Please refer to the more detailed instructions on page 24 of this document to determine exactly what each group is responsible for presenting to the rest of the class and the instructor.

2. Due Friday, 03.28: each group must present its initial round of home page/screen and additional content page/screen designs to the class and the instructor for critical analysis. The designs for each of these page/screen elements should all appear to be distinct but unified parts of a conceptually and visually congruent SYSTEM that can be effectively actuated by allowing a combination of HTML and CSS code to configure, render and operate all of your text and image elements. It is likely (and advisable) that each group makes use of Adobe Photoshop and Adobe Illustrator to initially configure all of the elements that must comprise given page/screen layouts, as well as to manipulate the imagery that will appear throughout the site in .png, .gif, or .jpg formats as necessary. Bear in mind that whatever is presented on 03.28 must be actuated/“taken live”/launched as a viable website that is accessible through a variety of web browsers by the beginning of class on Wednesday, 04.02.


Wednesday, 03.26
1. In-class lecture and follow-along demonstration: the content of today’s discourse will be driven by issues re: HTML, CSS, image configuration, page/screen layout, etc. that particular groups have asked that the instructor address (or re-address) that they need specific assistance in confronting and resolving. Each group should also use today’s class session to work either together or as individual “role players” within each team to complete particular coding tasks, create or wrangle content, or ensure that sub-systems of images, buttons, lists, etc. are created in a manner that will allow them to be effectively incorporated into the whole.

2. The instructor must have confirmation by the end of today’s class period re: which aspects of each group’s solutions for Project 04 EACH INDIVIDUAL group member either
has or will assume responsibility for completing. No individual group members are
supposed to be hiding behind the work aprons of their peers during this project,
or abrogating their individual responsibilities to their respective groups.

Friday, 03.28

1. Due for critical analysis/class discussion: each group must present its
initial round of home page/screen and additional content page/screen designs
to the class and the instructor for critical analysis. The work of each group
member should be accounted for in this presentation—how this is facilitated is
up to each group to determine. Again: each group is responsible for rehearsing
its presentation prior to today’s class session, and for emerging from today’s
class session having gained a fairly clear sense of the steps they need to take
to advance their solution for Project 04 effectively.

2. Due Wednesday, 04.02: the final, live presentation of each group’s web-based
solution for Project 04 must be facilitated during our class session on this
date. Each group will be responsible for ensuring that their site is accessible
and effectively usable from a variety of browsers by 8:00 am on this morning.
Bear in mind that this class session’s critique will be “persona-based:” each
group will NOT present its final solutions—rather, individual members of other
groups will act as particular types of personas and will attempt to operate
each group’s solution for Project 04 to fulfill at least three scenarios-of-use.

Week 10 | 03.31—04.04

Monday, 03.31

1. Each group will use today’s class session to work together to facilitate several
in-class “usability tests” (“UTs”) of their progress toward realizing a successful
solution for Project 04 thus far. These UTs will entail each member of a given group
adopting at least two different personas and then attempting to make use of another
group’s Project 04 materials to fulfill a particular scenario(s) of use. The group
members of the site being tested may offer no instruction/guidance to the persona
testing their site/site materials during the test. Each persona is required
to document their experience of use with each site they test in written form
that can be shared with the group responsible for designing and actuating
that site. All groups will receive the documentation of the UTs facilitated
on behalf of their solution for Project 04 at the end of today’s class session.
Each group should utilize the feedback they receive from their respective persona
testers to improve the iteration of the website they will present to the instructor
and the class on Monday.

Wednesday, 04.02

1. Due for critique: Each group must make LIVE, FINAL REVISIONS of its live, web-
based solution for Project 04 available for critical perusal by the instructor
and the class. Please bear in mind (again) that class session’s critique will
be “persona-based:” each group will NOT present its final solutions—rather,
individual members of other groups will act as particular types of personas

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Office Hours (Curry Hall, room 311):
M: 10:00-11:30; W: 5:00-6:00
and will attempt to operate each group’s solution for Project 04 to fulfill at least three scenarios-of-use.

4. Launch of Project 05 (Project timespan 04.02–05.05): each student will be challenged to develop IA that informs the design and operationalization of a UI that must promote his/her emergence as a professional visual communication designer who has cultivated and honed his/her own set of understandings of and about a variety of visual communication design processes. Each student will be challenged to design and operationalize a web presence that is much more than a mere showcase of his/her work, but one that communicates HOW and WHY he/she designs as he/she does. Each student must design and operationalize his/her web presence in a manner that allows it to be edited and augmented with a wide variety of content over time. What you complete as this final project culminates will need to be re-visited several times as your learning experiences as a Communication Design major here evolve, so that by the time you are ready to earn your BFA sometime in 2015, your web presence will be well-established as you attempt to enter the discipline as a newly degree professional designer. Each student’s website may be structured within a content management system such as WordPress, or be facilitated by using HTML5 and CSS3. OR—

An alternative final course project will be made available for select individual students to work on at this time which will involve utilizing a content management system to create a web presence for a small business or not-for-profit organization that the instructor will assign or that may be derived from the array of clients the student has already produced work on behalf of during his/her learning experiences in one or more of the 2000-level courses in this program. Please note: this is NOT the project opportunity that will allow you to design and actuate a web presence on behalf of a friend or family member or campus entity who “need(s) a free website.”

5. Due Monday, 04.07: Each student must present at least two and no more than three concept maps that each articulate a strategy for a distinct approach re: how the web presence he/she will design to satisfy the parameters for Project 05 will satisfy the parameters of this assignment, and, more importantly, how this web presence will a. tell a unique “set of stories” and communicate well-organized, well-rendered information about its subject matter(s) to its target audience, and b. how it can be augmented and edited over time to update its contents.

Friday, 04.04

1. In-class lecture and follow-along demonstration (students should please note that the information the instructor will impart during today’s class session is the first in what will be a two-part “information delivery and discussion” session): today’s lecture content and that of Wednesday, 04.09 will address a select array of professional practice issues that the UNT CVAD CDES faculty, the American Institute of Graphic Arts (AIGA) and the instructor feel very strongly that emerging communication designers (i.e., all of you) need to be made aware of at this stage of your career development. As many of you will soon have
the opportunity to procure freelance design work, or work-for-hire at design
and advertising consultancies in Dallas/Fort, Austin, Houston, etc., it is
"high time" you were made aware of the following:

- U.S. general legal standards re: copyright law, specifically "what it is,"
  how "work made for hire" agreements affect copyright ownership, what allowing
  a client to own your copyright entails (and how you should negotiate to protect
  yourself and the use of your work), the parameters that frame how U.S. and Texas
  State Courts address copyright infringement, how J.S. and Texas State Courts
define standards for "Fair Use," and why the UNT CVAD CDES faculty, the AIGA
  and your instructor feel that the EARLY registration y'all's copyrights is
  a darn good idea;

- Securing payment agreements between individual designers and clients >> a brief
  "walkthrough" of the AIGA "Standard Form of Agreement for Design Services,"
  followed by an explanation of how to calculate how much to charge for your
  services, how to write a letter of agreement ("LOA") to secure payment from
  a client as you complete particular phases/achieve particular milestones as a
  given project progresses, and why you need to be aware of something called ISO
  9000: (ISO = International Standards Organization), which students enrolled
  in Business and Economics curriculums have had to learn about for a decade,
  and now students enrolled in industrial design, communication design and
  interaction design programs need to be aware of as well.

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**Week 12 | 04.07—04.11**

**Monday, 04.07**

1. **Due for critique:** Each student must present at least two and no more than three
   concept maps that each articulate a strategy for a distinct approach re: how the
   web presence he/she will design to satisfy the parameters for Project 05 will
   satisfy the parameters of this assignment.

2. **Due Friday, 04.11:** Each student must present the instructor and his/her class-
   mates with two IA diagrams that articulate how he/she plans to organize
   the essential content that will constitute his/her solution for Project 05.
   Each IA diagram presented must help each student facilitate an explanation
   of how at least two distinct personas will operate two scenario-of-use as
   they interact with the proposed web presence.

**Wednesday, 04.09**

1. **In-class lecture and follow-along demonstration:** Today's presentation and discussion
   will be a continuation of a presentation of the material that was introduced during
   the class session of 04.04.

**Friday, 04.11**

1. **Due for critique:** Each student must present two IA diagrams that satisfy the
   parameters stipulated in the instructions given/written on 04.07. Each student
   MUST arrive in class prepared to facilitate a six minute presentation of his/her
   IA diagrams, and must be prepared to articulate why one of the other approaches
is more viable than the other, or be able to articulate why specific aspects of both approaches should be hybridized.

2. Due Monday, 04.14: Each student must present the instructor and his/her classmates with iterations for a homepage and at least five (5) other content pages that have the potential to satisfy the parameters for Project 05 on his/her classroom computing station, personal laptop SLAVED TO THE OVERHEAD PROJECTOR, or personal iPad SLAVED TO THE OVERHEAD PROJECTOR. Each student’s renditions of his/her web page/screen compositions must be rendered in Photoshop (with Illustrator created image elements/sm art objects and text treatments appearing as necessary) or be presented via the display capabilities inherent in a Content Management System (CMS) such as Wordpress.

Week 13 | 04.14—04.18

Monday, 04.14

1. Due for critique: Each student must present the instructor and his/her classmates with iterations for a homepage and at least five (5) other content pages that have the potential to satisfy the parameters for Project 05. Each student needs to come to today’s class session prepared to explain how and why what he/she is proposing to operate through their design will work effectively as a congruent system of visual communications and as a vehicle for allowing particular personas to operate specific scenarios-of-use in ways that meet needs and that satisfy aspirations.

2. Due Wednesday, 04.16: Each student must present the instructor and his/her classmates with at least three portions/aspects of his/her solution for Project 05 that actually work: this means that at least three scenarios-of-use can begin to be operated from the home page in a manner that allows a given persona to retrieve particular content, navigate to a specific portion/sub-section of the proposed web presence, click on particular links and have them “work,” and, if necessary, enter data in specified areas (in, perhaps, forms...) of the site.

Wednesday, 04.16

1. Due for critique: Each student must present the instructor and his/her classmates with at least three portions/aspects of his/her solution for Project 05 that actually work.

2. Due Friday, 04.18: Each student will be placed in a usability testing (UT) team with three of his/her peers as soon as roll is taken. Each team will then be challenged to engage in three to five persona-based rounds of usability testing per each teammates’ web presence in whatever stage of iterative development it happens to be at the outset of Friday’s class session.

Please bear in mind that one of the primary goals of persona-based usability testing is to have personas WHO ARE VERY DIFFERENT FROM EACH OF YOU—older or younger than you are, possessive of different political,
social or economic beliefs, or who may value particular types of knowledge and experiences very differently than you do, etc.

Friday, 04.18

1. Today’s class will be devoted to the facilitation of mandatory usability testing on behalf of each student’s developing solution for Project 05. Please ensure that one or more students from each group documents (in writing) each UT session with each different persona on behalf of whomever’s web presence is being tested. The results of each UT should critically inform and guide the rounds of design decisions and changes that each student will have to make to their solution as it is resolved between today’s class session and Project 05’s final due date of Monday, 05.05 at 5:00 pm.

Week 14 | 04.21-04.25

Monday, 04.21

1. Today’s class session will be devoted to a lecture/demo on using more advanced techniques in HTML-5 and CSS (or perhaps Dreamweaver…) to structure more complex content in your Project 05 websites.

Wednesday, 04.23

1. Today’s class session will consist of a “fire-fighting” work session for all students: the instructor will engage each student in critical dialogue to help them resolve what should by this point in Project 05’s development be the final conceptual, aesthetic and actuation-based “fires” he/she needs to confront/fight.

Friday, 04.25

1. Today’s class session will once again be devoted to a lecture/demo on using more advanced techniques in HTML-5 and CSS (or perhaps Dreamweaver…) to structure more complex content in your Project 05 websites.

Week 15 | 04.28-05.02

Monday, 04.28

1. Today’s class session will ALSO consist of a “fire-fighting” work session for all students: the instructor will engage each student in critical dialogue to help them resolve what should be done at this point in Project 05’s development be the final conceptual, aesthetic and actuation-based “fires” he/she needs to confront/fight. If the instructor noted during Monday’s class session that a particular issue needed to be addressed on behalf of several students, a lecture/demo of relatively short duration will be facilitated to address this.

Wednesday, 04.30

The instructor will meet with students individually or in small groups in either room 315 of the Art Building or in room 311 of Curry Hall on an “as-needed” basis to engage
with them in a final round of critical dialogue prior to each student having to complete his/her work on Project 05.

A reminder: All students enrolled in this course must either post a version of Project 05 that meets the stated project parameters live to a specific web URL OR hand this in to the instructor on a DVD devoted especially to housing its contents by NO LATER than 5:00 pm, Monday, May 05 (this is the UNT-mandated final exam date for this course). Students wishing to exercise the latter option may place a DVD in a crystal case with their name, project title and student ID number on it in the black folder on the front of the instructor’s office door (room 311, Curry Hall).
Final Disclaimer
The instructor reserves the right to alter this syllabus at any time if and when he deems it necessary to do this.

To remain enrolled in this course, you must THOROUGHLY read and understand ALL OF THE CONTENTS ARTICULATED IN THIS SYLLABUS FROM PAGE 01 THROUGH PAGE 32, then you must print page 31 (this page), sign it, and return it to the instructor no later than 01.22.14. Not signing this and returning it by this date could result in an individual student being administratively dropped from the course. Signing this page indicates that you agree to abide by the policies and procedures articulated within the syllabus for this course.

I ___________________________________________________________, (legibly print your name above this line)
understand and agree to all of the provisions articulated in the syllabus for this course (ADES 3540-501 | Interaction Design II, spring semester 2014).

I understand that if I am caught cheating on or plagiarizing any materials to complete any part of any assignment during the span of time of my enrollment in ADES 3540-501, spring semester 2014, I will AUTOMATICALLY earn a grade of “F” as my final course grade. I also understand that doing this could lead to my expulsion from the University of North Texas, and that a record of this event may be attached to any transcripts that are forwarded from UNT to another institution of higher learning ANYWHERE IN THE WORLD at which I may attempt to enroll at a later date.

I also understand that for any absence to be considered “excused,” I must present the type of documentation regarding this absence that is described in this syllabus at the beginning of the class session immediately following the one for which I was counted absent. I understand that if I miss a class session for any reason, I cannot make-up the missed learning opportunity any course points/grades lost as a result.

Additionally, I understand that the contents of this syllabus, the course support readings and the contents of the weekly lectures delivered during this course are the copyrighted, intellectual property of Michael R. Gibson and the University of North Texas, College of Visual Arts and Design, Department of Design. Any unauthorized reproduction, distribution or duplication of any portions of this syllabus and the contents of the weekly lectures is strictly prohibited.

_____________________________________________________________
(signature)

______________________________
(date)

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