This document is the syllabus for the fall semester 2015 offering of ADES 3510.501 “Interaction Design I.” It has been written by the instructor of record for this course:

Michael R. Gibson, Associate Professor, Communication Design, UNT CVAD
Department of Design.

Course description
This 15-week course 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 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 or four interactive, web-facilitated visual communications systems. At least two of these will be made manifest as websites.

Significant emphasis will be placed on the iterative planning processes that inform interaction design, which will include but not be limited heuristic analytical methods, site mapping and wireframing. As each of the assigned course projects of ADES 3510 progress, students will engage in persona-based modeling and scenario-of-use (S.O.U.) testing to assess how and why various aspects of their decision-making will affect both the visual configuration of what they design AS WELL AS how its interface(s) actually work.

Required textbooks
· Duckett, Jon: HTML & CSS: Design and Build Websites (published by John Wiley & Sons);

Recommended textbooks
An important note to ADES 3510 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 include these 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 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. Also: what appears at the top of the next page is anything but an inclusive, comprehensive list.
Required resources

Each student enrolled in this course will be required to make regular use of a series of training videos and other online learning resources available at Lynda.com. Each student will be required to secure access to these by the end of the second day of class of the fall semester 2015 (08.26.15); this will require NO ADDITIONAL EXPENDITURE OF FUNDS on the part of any student enrolled in this course.

Other recommended resources that could support your success in this course and beyond it

All of you are probably already quite adept at locating and utilizing resources to aid and abet your design processes from a variety of online resources. It has been my experience teaching interactive design over the course of the last 20 years that, for most students, mixing your sources of information fuels the most effective learning experiences. In my opinion, you'll each be best served by blending knowledge and understandings from material you can find online, through networks of other visual communication designers and interactive developers, with material from your assigned and recommended texts, the Lynda.com courses, and from sharing what you learn with each other. As your careers evolve, you'll also likely find that you'll learn a great deal from communicating effectively, which means listening as well as your speak and write, with your design colleagues, your clients, and the ever-increasing array of professionals from disciplines OUTSIDE design with whom you'll collaborate.

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:

The “Tutorials,” “References,” and “Examples” sections of the W3Schools.com website:

http://www.w3schools.com/

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/2013/04/12/25-incredibly-useful-tools-for-web-designers/

Webmonkey (developed and maintained by Wired):

http://thenextweb.com/dd/2013/04/12/25-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/

Office hours
Schedule appointments with me via e-mail (michael.gibson@unt.edu) preferably at least 48 hours prior to a 20-minute window of time during my weekly time slots when you wish to meet. My weekly time slots for office hours are:

Tuesdays from 3:00 until 4:30 pm;
Wednesdays from 1:30 to 3:00 pm.

Course pre-requisites
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 mid-point portfolio review at some point in the last five years, and this group of faculty MUST HAVE GIVEN EACH ONE THESE STUDENTS PERMISSION TO ADVANCE INTO THE 3000-LEVEL OF THIS PROGRAM. THERE ARE NO EXCEPTIONS TO THIS POLICY.

It is also strongly recommended—but not required—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 (i.e., Michael Gibson) teaching the course.

Course Content
The learning experiences facilitated in ADES 3510 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 three interactive, web-based constructs. As the coursework advances, students will work either individually or in teams of three individuals on a per-project basis to:

- engage in the processes of developing web-based content that meets the needs and desires of a particular, socio-culturally/socio-economically, well-understood audience;
· design the information architecture (IA/site maps) necessary to facilitate the effective delivery and usage of this content to its audience(s) through some type of web-based, interactive structure;

· 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(s);

· 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 facilitate 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.

· learn to structure and write the fundamental aspects of HTML, XHTML and CSS code—both manually and within the structure of Adobe Dreamweaver software—to ensure the effective delivery of web-based content configured within three websites that consist of at least eight pages/sub-sections of related material

· ensure that HTML, XHTML and CSS coding is effectively written and stored/served so that the fundamental operability of each web-based construct students develop and build out functions effectively.

**In summary:** 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 the computer programming necessary to ensure the effective operationalization of a given UI.

**Course Objectives**
The coursework that has been designed to guide the learning experiences that constitute ADES 3510-501 “Interaction Design I” 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 IXD process;

· teach students to utilize persona-based modeling and scenarios of use (described in detail in the sidebar information presented on p. 6) to guide their IXD planning processes;

· enlighten students regarding the use of wireframe diagrams to guide the initial stages of user interface (UI) design, particularly during the three assigned 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 that are operational and sustainable across diverse platforms;

· familiarize students with at least one open source blogging tool and content management system (CMS)—this
  will be Wordpress—for aiding and abetting IXD 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 semi-operational, 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 10:00 am to 11:50 am 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
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 October 3 and November 2, or eventually earning a final course grade of “D” or “F.”

Each of the three projects that will constitute the coursework for ADES 3510-501 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 first project and possibly the second
project will involve students working in teams to satisfy an assigned set of design parameters. The final project
will require that each student work individually to design AND OPERATIONALIZE a web-based SYSTEM
of visual communications on behalf of either 1. an assigned “for profit” client, not-for-profit organization, or 2. a social,
cultural, economic, environmental or political initiative, or 3. him/herself (i.e. a personal website touting your individual
design ability, overall scope of knowledge and aspirations). Each of the three projects will require each student
A “persona” is a hypothetical character that can be play-acted by various members of a design team working on a wide variety of types of user experience-based design projects (such as the ones you’ll be challenged to complete as this course progresses) as a means to help resolve specific design problems. The use of personas and persona-based modeling now commonly affect design decision-making in IXD situations, as well as in architecture projects, marketing studies, industrial design challenges, etc.

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 10:00 am until 11:50 am each MWF of the fall 2015 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, and 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 you 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 three 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 throughout the duration of the project, and to “carry their respective weight” as the project progresses. **Those of you who can’t or won’t make a viable contribution to your assigned team, or who can’t figure out how to work essential interactions with your teammates into your schedules outside of clasas, 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 that stands just beyond 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 appears below of the projects each student enrolled in this course must complete successfully to earn final course grades of “C” or better. 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).

08.24—10.05: working in teams of three students each, you must design either a NEW interactive web-based experience/website on behalf of a specific persona—a US military veteran—trying to satisfy a particular scenario of use (SOU—each of these has the potential to be multi-faceted/multi-dimensional). The grade each of you earns at the culmination of this project will account for ~35% of your final course grade).

10.05—10.23: utilize Wordpress with one classmate as a partner to create a five- to eight-page (or sub-section) website on behalf of a fake persona or organization that you create as a means to advance or shed light on a specific social, technological, economic, environmental, or political problem that is evolving in the US, or, more particularly, Texas, today. This endeavor could result in a satirical or farcical result. The grade you earn at the culmination of this project will account for ~20% of your final course grade).

10.23—12.02: each student will be challenged to work individually to develop a functional website operationalized by a well-considered, NON TEMPLATE-BASED UI that must promote/visually communicate content dedicated to satisfying ONE of the following sets of design parameters:

- A web presence that is much more than a mere showcase of the individual student’s work, and that communicates HOW and WHY he/she designs as he/she does. If this challenge is taken up, each student should 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 (particularly between the end of this semester and your projected graduation date of May, 2017). If this challenge is taken up, bear in mind that what you complete as this it culminates in December 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 2017, 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 ~35% of your final course grade).
- A web presence that functions to communicate and facilitate whatever you (and the primary representatives) of a “small business” or a Denton/Dallas/Tarrant County-based not-for-profit organization deem most essential to operationalize on their website.
- A web presence that functions to communicate and facilitate whatever content you deem most essential about a specific social, technological, economic, environmental or political issue that you strongly feel is problematic and that needs some form of redress, and/or public dialectic, to occur around it. If you choose to take up this challenge, the design and functionality of the website you develop and promulgate must make use of strong arguments, and their extensions, that support your position.

The results of ALL QUIZZES administered during the course will account for ~10% of your final course grade.

05. A helpful "mini-mantra" of IXD for each of you to remember as you begin each of the assigned projects that constitute the coursework for ADES 3510-50:

"IA before UI"
(This needs to be remembered no matter how often clients cry and moan about you needing to ‘get them to an interface they can see and interact with as fast as you can.’ Not planning IXD well in the early stages of projects has a marked tendency to fuel disaster as they evolve.)
Grading Policy

ALL STUDENTS ENROLLED IN ADES 3510-501 DURING THE FALL SEMESTER OF 2015 ARE HEREBY NOTIFIED THAT NO MEANS TO EARN “EXTRA CREDIT” TO BOLSTER THEIR FINAL COURSE GRADE EXIST.

Each student’s three course projects will be graded according to the following criteria (which 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 or want 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 facilitate the perceptions of appropriately grouped hierarchies of information, the application of particular visual styles and motifs, the development and management (as appropriate) of a color palette across the breadth of an entire visual system, and the systemic configuration of typography and imagery;
- how well the UI and the functionality 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;
- effectively the web-based entity renders across multiple platforms and computing systems;
- how well the UI and the functionality of the web-based entity was designed to visually communicate the mood, raison d’etre/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 3510-501 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 “B” 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.

Attendance Policy

Each student enrolled in ADES 3510-501 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.

Protocols 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 10:00 am at either one of the computing stations or in the “pit” area on the south side of the classroom and do not leave until 9:50 am; 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 3510-501.

- No student is ever allowed to sleep during class.

- 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 3510-501 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 3510-501 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 3510-501 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 3510-501 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
The College of Visual Arts and Design is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the College will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform the instructor of your need for an accommodation. Requests for accommodation must be given to the instructor (i.e., Michael Gibson) no later than the end of the first week of classes—5 pm CST 08.28.15—for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323.

Course Risk Factor
Risk Factor: 2
In level 2 courses, students are exposed to some significant hazards but are not likely to suffer serious bodily injury. In this class, those risks are related to X-acto knife usage, adhesives and fumes and repetitive stress injuries related to extended computer use.

Students who are pregnant or will become pregnant during the course of the semester are advised to check with their doctor immediately to determine if any additional risks are reason to postpone this course until a later semester. Upon request, your professor will provide a list of chemicals and safety issues for your doctor to review. Material Safety Data Sheets are available on all chemicals. It will be up to you and your doctor to determine what course of action to take.

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 Art 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 (located due east of the Art Building). 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 sirens will sound. When this happens, please stay in Art Building room 313 until the “All Clear” sirens have sounded, 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.
Financial aid and satisfactory academic progress
A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. Please visit: http://www.financialaid.unt.edu/satisfactory-academic-progress-requirements for more information about financial aid and how it is affected by Satisfactory Academic Progress. It may be wise for you to schedule a meeting with an academic advisor in your college (they are located in room 111 of the Art Building), or visit the Student Financial Aid and Scholarships office to discuss dropping a course being done so.

Retention and reproduction of student work and publicity
The Design Department has the right to retain any and all student work for NASAD (National Association of Schools and Design) and AIGA (American Institute of Graphic Arts) accreditation reviews for a period of up to 2 years. It is the student's responsibility to document their work for personal purposes. Students will be allowed to photograph their work prior to retention. When accreditation reviews are completed, students may retrieve their original work. It is the student's responsibility to retrieve their work in a timely manner. Two months after the completion of the accreditation review(s) any student work that has not been retrieved will be destroyed.

Changes
The Instructor reserves the right to make adjustments/changes to the course syllabus with or without notice.
Student acknowledgement

I, _________________________________________________ acknowledge that I have read the course syllabus. I understand the course structure, grading, attendance policies, as well as the risk factor rating. I hereby agree to the syllabus and its provisions.

__________________________________________
student signature

__________________________________________
student name (please print)

__________________________________________
date

__________________________________________
faculty signature

Michael R. Gibson
August 28, 2015

Contact information
Please provide the following information:

__________________________________________
e-mail address (the one you use)

Permissions
May we include your e-mail address on the Communication Design List Serve?

Please circle:  yes  no

May I include your e-mail address on a class list for distribution to your classmates?

Please circle:  yes  no
PERMISSION TO PUBLISH PHOTOGRAPHS AND RELEASE

I hereby GRANT PERMISSION to the University of North Texas and its agents, employees, licensees, or assigns to take and publish the photographs taken of me on the date and at the location listed below in University of North Texas publications, both printed and electronic. I hereby waive any right to inspect or approve the finished photographs or the printed or electronic material(s) created from the photographs prior to its/their publication.

Event and/or Location of Photograph(s):

________________________________________

Date(s) of Photograph(s):

________________________________________

I RELEASE, and hereby agree to indemnify, defend, and hold harmless the University of North Texas, its agents, employees, licensees, and assigns (the “Released Entities”) from and against any and all claims that I, or any third party, may have now or in the future for invasion of privacy, right of publicity, or defamation arising out of the publication, use, exploitation, reproduction, adaptation, distribution, broadcast, or display of the photographs.

I have read this PERMISSION TO PUBLISH PHOTOGRAPHS AND RELEASE and am fully familiar with its contents and the meaning and impact thereof.

Signed: __________________________________________

Printed Name: ______________________________________

Date: ______________________________________________

Consent (if under 18)

I am the parent or guardian of the individual named above, and I have the legal authority to execute this Permission, Waiver, and Release on his or her behalf. I understand and agree to the terms and conditions set forth above.

Signed: __________________________________________

Printed Name: ______________________________________

Date: ______________________________________________
PERMISSION TO USE STUDENT WORK

1 Grant of Permission. I, the undersigned, am a student at the University of North Texas (UNT) and I am enrolled in _________________________ (name of course). By my signature below I hereby grant permission to UNT to use, copy, reproduce, publish, distribute or display any and all works created to comply with the requirements of this course in accordance with the terms set forth below. Additionally I consent to the disclosure of the work created in this class as may be accompanied by my name and other personally identifiable information for purposes as set forth below.

2 Scope of Permission. This permission extends to the use of the described work and images of such work: (1) for academic purposes in order to demonstrate examples of student work to current and future UNT students; (2) for public display in the galleries or on the campus of the UNT or on the UNT website; (3) for promotional materials created by UNT in all forms of media now known or later developed, including but not limited to exhibition catalogues, direct mail, websites, advertising and classroom presentations. My permission is on-going and will continue until such time as I revoke it by giving UNT three months written notice of revocation to the professor of record for this course. UNT will have three months from the date of my notice to stop all use in accordance with this permission.

3 Certificate of Ownership. I am the owner of all work submitted in accordance with the requirements of the named course and the work is not subject to any grant or restriction that would prevent its use consistent with this permission. All aspects of the work are original to me and have not been copied. I understand that as owner of the work I have the right to control all reproduction, copying and use of the work in accordance with U.S. copyright laws.

4 Privacy Release. I hereby authorize and consent to the release, maintenance and display of my name if necessary and any other personally identifiable information that I have provided in connection with the work and its use in accordance with the terms of this Agreement.

5 Signature. By signing below I hereby grant the permissions indicated above. I understand that this grant of permission relates only to the use of the described work. This is not an exclusive right and I may sell, give or otherwise transfer the rights to such work to others on a non-exclusive or exclusive basis. However, in the event that I do sell, give or otherwise transfer ownership or the exclusive right to use my work to another party, I will notify UNT immediately in writing through the professor of record for this course. UNT will have three months from the date of my notice to stop all use in accordance with this permission.

_________________________________   _____________________________   __________
Student name:                                              Signature:                                             Date
Fall 2015 day-to-day semester schedule for ADES 3510-501 “Interaction Design I”

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 in the next section of this document. Each student enrolled in this course is responsible for arriving at EVERY SINGLE CLASS SESSION OF THE FALL 2015 SEMESTER PREPARED FOR WHAT IS SCHEDULED TO TRANSPRIRE 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 One

08.24.15 ~ M

· Review course syllabus, course policies and procedures; purchase course texts (printed and digital); purchase domain names/URLs (Arvixe, Bluehost, GoDaddy, inmotion, etc.); formation of student teams re: “Project one: using heuristic analysis to assess the user experiences of specific websites;”

Assignments:

· Read Chapter 1 of "HTML for Web Designers" by Jeremy Keith;
· Establish an individual student account with Lynda.com;
· E-mail Michael Gibson a link to your domain name/URL;
· Students will be grouped into teams and challenged to 1. operate specific scenarios of use on behalf of U.S. veterans from Texas across the websites listed below so that 2. each team learns to utilize various heuristically informed analytical methods to 3. begin to re-invent/re-design website architecture to improve their assigned scenario of use on behalf of these veterans. This is a prelude to Project One.
· Target websites (listed by their URLs; you are not limited to only these):
  http://veterans.portal.texas.gov/en/Pages/default.aspx
  http://www.glo.texas.gov/vlb/events/index.html
  http://www.tvc.state.tx.us/
  http://www.va.state.tx.us/

· Team 1: Yoo, Spray, Andersen >>
  How do I fill out an application to receive Post-9/11 GI Bill benefits so I can earn a college degree in Texas?

Team 2: Brown, Cruz, Pearson >>
  I am the spouse of a veteran and need information about how to help my husband/wife better deal with PTSD and/or TBI issues (I probably also need assistance myself re: learning to cope with living with someone who suffers from these conditions)?

Team 3: Chu, Watson, Loh >>
  If I wish to attempt to purchase a home, or a plot of land between one-half acre and ten acres that I can build a home on in Texas, what programs for veterans exist that can help me accomplish this goal?
Team 4: Embry, Coker-Dancy, Parsons
What types of benefits and/or programs exist for WOMEN veterans in Texas that can help me deal with ___________________ ?

Team 5: Hernandez, Clukey, Floresca
As a veteran with a service-related disability (including PTSD and/or TBI), where can I get information I need to help me more effectively a. cope/deal with my disability over time, and b. understand what types of benefits I can and should receive over time?

Team 6: De Leon, Gonzales, Cuellar
I am a homeless veteran seeking information on the types of benefits that are available to me, including any information that could help me find work, deal with recurrent PTSD and TBI issues, and secure safe, low-cost housing.

08.26.15 - W
· Introduction to “Project One: using heuristic analysis to assess the user experiences of specific websites;”
· A presentation of heuristic analysis, persona-based modeling and scenario-of-use (“SOU”) assessment methods to evaluate per user-group analysis of specific user interfaces, websites, online and mobile experiences; failure analysis will also be presented and discussed;
· Introduction to Dreamweaver software.

Assignments:
· Work with your teamates outside of class to begin employing the assessment methods presented and discussed in class today as you begin your “heuristic markup” of one or more of the websites listed on page 01 of this document. All of this work must be created/generated manually/done by hand (no digitally abetted work will be accepted).

Each team's heuristic markups are due for presentation in class on Monday, 08.31.15. Each group is REQUIRED to rehearse their respective presentations BEFORE they enter this class session.
· Using your individual student account on Lynda.com, actively and critically peruse/view “Dreamweaver CC Essential Training” before 09.14.15 (doing this TWICE before 09.14.15 would be wise…);
· Read chapters 1 and 2 of Jon Duckett's book "HTML and CSS: Design and Build Websites" by 08.31.15.

Due
The link to your URL (e-mailed to MG).
Due: Your signed syllabus for this course.

**Assignments:**
- Download free *Fetch* File Transfer Protocol (FTP) software;
- Using your individual student account on Lynda.com, actively and critically peruse/view “Creating a First Website in Dreamweaver CC 2015” before 09.28.15.

**Week Two**

Due: Each team must present its heuristic markup(s) AND the analysis (verbal and visual) that must accompany this during today’s class session. Each team will be allotted a maximum of 12 minutes to a. make its presentation and b. facilitate class discussion about what they will have learned.

**Assignments:**
- (Reminder): using your individual student account on Lynda.com, actively and critically peruse/view “Creating a First Website in Dreamweaver CC 2015” before 09.28.15;
- Read chapters 3 and 4 of Jon Duckett’s book “HTML and CSS: Design and Build Websites” by 09.04.15.

Re: Project One: each team must use the information gleaned from today’s critical class discussions to inform its initial development of a site map that could guide the re-design of one of the web sites listed on page 1 that can potentially improve at least three of the interactive experiences it facilitates on behalf of one or more personas attempting to operate their assigned SOU(s). **Each team’s site map will be due for presentation and discussion on 09.04.15.**

These site maps should be created using combinations of cheap poster board or butcherpaper as a substrate, and then Post-It Notes™, marker-rendered handwriting and drawings/diagrams, 3” x 5” index cards, etc. The goal of each team’s site map should be to provide a means for us (as classmates + instructor) and their hypothetical client organization to get a clear sense of how re-organizing/re-grouping/re-structuring specific components, features and sub-systems of an extant or perhaps a NEW website dedicated to effectively satisfying their assigned SOU might work TO GOOD EFFECT.

Due: Quiz 01 (covering material from your readings and syllabus);
- HTML formatting demo using Text Wrangler; begin creating code library.
Assignments:
- Continue actively/critically viewing and learning from BOTH of the Lynda.com lessons/learning modules you have been assigned.
- Read chapter 5 of Jon Duckett's book "HTML and CSS: Design and Build Websites" by 09.09.15.
- Read chapters 1 and 2 "Learning Web Design..." by Jennifer Niederst Robbins by 09.11.15.

Due
Each team must come to class well-prepared to present at least one (or two) site maps that could potentially guide the re-design of a website on behalf of one of their assigned persona’s SOUs.

Assignments:
- Continue actively/critically viewing and learning from BOTH of the Lynda.com lessons/learning modules you have been assigned.
- Each team must make an index.html page viewable on the first iteration of your prototypical website for your veteran’s persona and SOU(s); the beginnings of each team’s code library should live here, and this should be viewable by 09.09.15.
- Each team must engage in critical reviews of at least three websites—from anywhere/any organization—in the world that exist (at least in part) to help veterans; each team must record/note “what works effectively on these sites and what doesn’t and why”; and then: each team must use this information to inform a revision to the one of their site maps that they feel has the greatest potential to yield an effective website design/re-design. Each team must present a revised site map based on their critical reviews of other websites and the criticism they will have received in class today on 09.11.15.

Week Three

09.07.15 ~ M
No class due to Labor Day Holiday.

Due
N/A

09.09.15 ~ W
HTML and CSS formatting demo in Text Wrangler

Due
The index.html page of each team’s first-round website re-design must be viewable on a root site at the beginning of class.
Assignments
· Continue actively/critically viewing and learning from BOTH of the Lynda.com lessons/learning modules you have been assigned thus far;
· Using your individual student account on Lynda.com, actively and critically peruse/view “Foundations of UX: Usability Testing” and “HTML Essential Training;”
· Read chapter 4 of “Learning Web Design…” by Jennifer Niederst Robbins by 09.14.15;
· Continue working within your teams to critically analyze/review at least three websites that exist to “help veterans;”
· Bear in mind that you will be quizzed on what you've learned re: HTML and CSS (from class demos, your readings and what you have learned on Lynda.com) on Monday, 09.14.15.

09.11.15 – F
· Based on the information they have gathered and analyzed thus far, each team must generate/devise five to eight questions to ask potential users of their soon-to-be-re-designed websites, then—;
· Each team must “reach out”—virtually or realistically—and try and secure answers to these questions from individuals/small groups of veterans, and then use the answers they receive to inform their design decision-making in the next few weeks."

Assignments
· Read chapter 5 of “Learning Web Design…” by Jennifer Niederst Robbins by 09.14.15;
· Read chapter 7 of Jon Duckett’s book “HTML and CSS: Design and Build Websites” by 09.16.15.;
· Continue working within your teams to critically analyze/review at least three websites that exist to “help veterans;”
· Continue actively/critically viewing and learning from the Lynda.com training sessions “Foundations of UX: Usability Testing” and “HTML essential training;”
· Bear in mind that you will be quizzed on what you've learned re: HTML and CSS (from class demos, your readings and what you have learned on Lynda.com) on Monday, 09.14.15.

Week Four

09.14.15 – M
· A quiz on what you’ve learned re: HTML and CSS thus far will occur.
· HTML and CSS formatting demo in Text Wrangler

Due
· Each team must come to class prepared to present their revised site maps to the instructor and their classmates. These sitemaps should be informed by the team’s reviews of at least three websites that exist to “help veterans." Each team should be mindful of the fact that the information they cultivate from these analyses should inform their design processes as this project evolves.
Assignments

- Continue actively/critically viewing and learning from the Lynda.com training sessions “Foundations of UX: Usability Testing” and “HTML essential training;”
- Read chapter 8 of Jon Duckett’s book “HTML and CSS: Design and Build Websites” by 09.18.15;
- Each team should continue to cultivate and analyze responses to the five to eight questions they should be in the process of posing to individual/ small groups of veterans re: what they feel is effective and ineffective in their attempts to use extant web-based resources designed to “help veterans.” Each team must present a synopsis of their findings re: their interviews with these individual and small groups of veterans in class on 09.18.15/09.21.15.

09.16.15
- HTML and CSS formatting demo in Text Wrangler

Assignments

- Continue actively/critically viewing and learning from the Lynda.com training sessions “Foundations of UX: Usability Testing” and “HTML essential training;”
- Read chapter 9 of Jon Duckett’s book “HTML and CSS: Design and Build Websites” by 09.21.15;
- Read chapter 6 of “Learning Web Design...” by Jennifer Niederst Robbins by 09.21.15;
- Each team must prepare to share their findings re: their interviews with these individual and small groups of veterans in class on 09.18.15/09.21.15.

09.18.15
- Brief lecture/presentation re: how to utilize the information each team will have gathered via interviews with potential users as well as the site maps they will have created up to this point in the schedule to guide the creation of wireframes.

Assignments

- Continue actively/critically viewing and learning from the Lynda.com training sessions “Foundations of UX: Usability Testing” and “HTML essential training;”
- Read chapter 7 of “Learning Web Design...” by Jennifer Niederst Robbins by 09.21.15;
- Each team must come to class prepared to present its findings/its analysis of the interviews it conducted with individuals/ small groups of veterans re: their experiences trying to enact particular SOUs on whatever web-based/online resources they have tried to use of late. Each team should plan on speaking about how what they have learned from these interviews and the process of designing site maps will positively affect their design decision-making as this project advances.
· Read chapters 10–12 of Jon Duckett's book "HTML and CSS: Design and Build Websites" by 09.25.15;
· Each team must develop a series of six to ten wireframes for their proposed website re-design for their veterans' persona(s) + SOUs and present them in class on 09.23.15.

Week Five

09.21.15 ← M
· HTML and CSS formatting demo in Text Wrangler

Assignments
· Continue actively/critically viewing and learning from the Lynda.com training sessions "Foundations of UX: Usability Testing" and "HTML essential training;"

09.23.15 ← W
· Team project critiques: “veterans’ web sites”

Assignments
· Continue actively/critically viewing and learning from the Lynda.com training sessions "Foundations of UX: Usability Testing" and "HTML essential training;"
· Read chapter 13 of Jon Duckett's book "HTML and CSS: Design and Build Websites" by 09.28.15;
· Read chapter 10 of "Learning Web Design…" by Jennifer Niederst Robbins by 09.28.15;
· Each team must REVISE their series of six to ten wireframes for their proposed website re-design for their veterans' persona(s) + SOUs and present them in class on 09.25.15.

09.25.15 ← F
· Team project critiques: “veterans’ web sites”

Assignments
· Continue actively/critically viewing and learning from the Lynda.com training sessions "Foundations of UX: Usability Testing" and "HTML essential training;"
· Read chapter 14 of Jon Duckett's book "HTML and CSS: Design and Build Websites" by 09.28.15;
· Read chapter 11 of “Learning Web Design…” by Jennifer Niederst Robbins by 09.30.15;
· Each team must present their REVISED wireframes for their “veterans’ web site,” as well as revisions to their site maps (if necessary to support explanations of their decision-making).
• Each team must design two to three versions of a home page and two to three corollary interior pages (to each of their home pages) and present them in class on 09.28.15.

**Week Six**

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<td>· Team project critiques: “veterans’ web sites”</td>
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**Assignments**

- Continue actively/critically viewing and learning from the Lynda.com training sessions “Foundations of UX: Usability Testing” and “HTML essential training;” as necessary, make use of knowledge you can glean from “Creating a First Website in Dreamweaver CC 2015” from this same resource;
- Read chapter 15 of Jon Duckett’s book “HTML and CSS: Design and Build Websites” by 10.02.15;
- Read chapter 12 of “Learning Web Design…” by Jennifer Niederst Robbins by 10.02.15;
- Each team must design four to six remaining interior pages based on the designs of their recently completed versions of their home pages and interior pages and present them in class on 09.28.15. Each team should be prepared to speak extensively and thoughtfully about the “look-and-feel” of their sites during the next class session, and WHY their sites appear as they do.

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**Assignments**

- Continue actively/critically viewing and learning from the Lynda.com training sessions “Foundations of UX: Usability Testing” and “HTML essential training;” as necessary, make use of knowledge you can glean from “Creating a First Website in Dreamweaver CC 2015” from this same resource;
- Read chapter 16 of Jon Duckett’s book “HTML and CSS: Design and Build Websites” by 10.05.15;
- Read chapter 13 of “Learning Web Design…” by Jennifer Niederst Robbins by 10.05.15;

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**Due**

Each team must present two to three versions of a home page and two to three corollary interior pages. This stage of the design process requires that students evolve their thinking from what appeared in their wireframes and site maps to designs created in Photoshop that can be functionalized.

Each team must present well-articulated design iterations of four to six interior pages that add to the functionality and usefulness of their proposed website.

Each team should present the pages of its website most necessary for revision.
Assignments
· Continue actively/critically viewing and learning from the Lynda.com training sessions “Foundations of UX: Usability Testing” and “HTML essential training;” as necessary, make use of knowledge you can glean from “Creating a First Website in Dreamweaver CC 2015” from this same resource;
· Read chapter 14 of “Learning Web Design…” by Jennifer Niederst Robbins by 10.07.15;
· Each team will have no more than 12 minutes during our next class session—Monday, 10.05.15—to present their FINAL versions of one home page and at least six interior pages for their newly designed or re-designed “veterans’ web site. Each of these designs must AT LEAST be rendered in Photoshop, and each team’s entire site should be semi-/quasi-operable from at least a locally operated (i.e. non-public) root folder, even if this means that only a few of the wireframes share linked features.05 Monday, 10.05.15 is the FINAL DEADLINE for this project.

Week Seven
10.05.15 ~ M
· Team project FINAL critiques: “veterans' web sites”

Assignments
· Begin learning from the Lynda.com training session titled “Wordpress.com Essential Training;”
· Each student must set up a Wordpress account with a default theme;
· Read chapter 15 of “Learning Web Design…” by Jennifer Niederst Robbins by 10.09.15;
· Each student must send the instructor the information necessary for him to confirm that student’s Wordpress account by the beginning of the class session on 10.07.15. 10.05.15 is the FINAL DEADLINE for this project.

10.07.15 ~ W
· Introduction of Project Two: “Creating a promotional website for a fake persona with one classmate as a partner”
· Project Two team assignations:
  Team One: Yoo + Cuellar
  Team Two: Andersen + Watson
  Team Three: Coker-Dancy + Embry
  Team Four: Cruz + De Leon

Due
Each team will have a maximum of 12 minutes to present their final versions their ‘veterans’ web sites.” Emphasis should be placed on how each site meets the SOU-based needs of that group’s persona(s). Each team should present not only their final designs for each of their pages, but whatever heuristic analyses, site maps, wireframes, etc. are necessary to support their explanations.
Team Five: Spray + Loh
Team Six: Chu + Brown
Team Seven: Clukey + Parsons
Team Eight: Floresca + Hernandez
Team Nine: Gonzales + Pearson

Assignments

· Continue actively/critically viewing and learning from the Lynda.com training sessions titled “Wordpress.com Essential Training;”
· Read chapter 16 of “Learning Web Design…” by Jennifer Niederst Robbins by 10.12.15;
· Each team will have a maximum of 10 minutes to present a description of their fake persona to the instructor and the class—this should include a description of between 250 and 400 words of someone whose personality traits, life aspirations, moral standards, etc. are COMPETELY ANTITHETICAL to both members of each team. These descriptions should also fuel/inform a mood board + “Post-It Board” (one of each) presentation that work together to visually and linguistically communicate what this fake persona thinks are the most important aspects of his character to communicate, as well as what his/her aspirations are. Pretend that this person has hired you and your partner to design a website that will help him/her fulfill at least three primary aspirations (such as but not limited to: getting a specific type of job, securing a romantic relationship with a particular type of person[s], securing membership within/belonging to a specific type of social, cultural or political organization, etc.) THINK BIG, PUSH YOUR PERSONAL ENVELOPES, STRAY INTO UNFAMILIAR TERRITORY >> DO NOT BE MAMBY-PAMBY ABOUT YOUR APPROACH TO THIS. Each team’s presentation will occur as soon as roll has been taken during our class session of Monday, October 12.

10.09.15

· No class due to instructor’s fulfilling duties as a member of the national steering committee of the AIGA Design Educators Community (DEC) at AIGA National Conference in New Orleans.
Week Eight

10.12.15 ~ M
· Some play-acting and/or role-playing may be necessary between the members of each team during today’s class session (or not). Each team should treat “what they do today” as an “initial pitch” to a hypothetical client (and his/her financial backers).

Assignments
· Each student must establish a Wordpress account and communicate the location of this to his/her partner and the instructor by the beginning of our class session of 10.14.15;
· Each student must establish a default theme for their Wordpress account/site by the beginning of our class session of 10.14.15;
· Read chapter 17 of “Learning Web Design…” by Jennifer Niederst Robbins by 10.16.15;
· Continue actively/critically viewing and learning from the Lynda.com training sessions titled “Wordpress.com Essential Training.”
· Each team must create two to three site maps that will guide the design of the information architecture (IA) for their fake persona’s website and present these in class for critical discussion during the next class session: 10.14.15.

Due
Each team will have a MAXIMUM of 10 minutes to present their material re: their fake personas to the instructor and the class in a manner that EFFECTIVELY helps us understand not only who this fake person is, but WHY he/she is that way, and how you might begin to utilize this information to inform your design processes re: creating a web presence for this individual.

10.14.15 ~ W
· Wordpress + formatting demo

Assignments
· Continue actively/critically viewing and learning from the Lynda.com training sessions titled “Wordpress.com Essential Training.”
· Each team must create at least six wireframe diagrams that articulate how the content of the websites they will design on behalf of their fake personas will be organized. These must be presented to the class on 10.16.15.

Due
Each team will have a MAXIMUM of 5 minutes to present and defend the IA structure of the site maps that will guide the design of the websites they’ll create on behalf of their fake personas.

10.16.15 ~ F
· Wordpress + formatting demo (time permitting)

Assignments
· Continue actively/critically viewing and learning from the Lynda.com training sessions titled “Wordpress.com Essential Training.”

Due
Each team will have a MAXIMUM of 8 minutes to present at least six wireframe diagrams that articulate the organization/structural configuration of the various types of content—text, imagery, functional features/components, etc.—that will

Each team must utilize the criticism they received re: the design of their wireframes to guide the design of the graphic “look-and-feel” of the websites they will design on behalf of their fake personas. These populated web pages must be presented to the class for critique on 10.19.15.

Week Nine

10.19.15 ~ M
· Wordpress + formatting demo (time permitting)

Assignments
· Continue actively/critically viewing and learning from the Lynda.com training sessions titled “Wordpress.com Essential Training.”
· Read chapter 20 of “Learning Web Design...” by Jennifer Niederst Robbins by 10.23.15.

Each team must utilize the criticism they received re: the graphic “look-and-feel” of the websites they will design on behalf of their fake personas to create a final, Wordpress-facilitated version of this website. These populated web pages must be presented to the class for FINAL critique on 10.23.15.

10.21.15 ~ W
· Wordpress + formatting demo (time permitting);
· “Final design and functionality” issues will discussed by teams and the instructor on an as-needed basis during today’s class session.

Assignments
· Continue actively/critically viewing and learning from the Lynda.com training sessions titled “Wordpress.com Essential Training.”

10.23.15 ~ F
· Launch of Project Three: “Final, Comprehensive Website Design by Individual Students” (to be either hand-coded in HTML or CSS, or created using Dreamweaver, or using Wordpress).77

Assignments
· Continue actively/critically viewing and learning from the Lynda.com training sessions titled “Wordpress.com Essential Training.”

Due
Each team will have a MAXIMUM of 6 minutes to present their final versions of the websites they will have created on behalf of their fake personas. The URLs of these websites must be made available to the instructor by the end of today’s class session.
· Prepare for quiz re: Wordpress and assigned readings next class session, 10.26.15.
· Each student must come to the next class session prepared to speak about which of the options for fulfilling Project Three he/she has chosen to pursue (these are articulated on page 7 of the course syllabus).

**Week Ten**

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<tr>
<td>10.26.15</td>
<td>· Quiz re: Wordpress and readings assigned since 09.16.15;</td>
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<tr>
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<td><strong>Assignments</strong></td>
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<tr>
<td></td>
<td>· Read chapter 22 of “Learning Web Design…” by Jennifer Niederst Robbins by 10.30.15.</td>
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<tr>
<td></td>
<td>· Each student must come to the next class session prepared to speak briefly about TWO websites that are at least somewhat similar to the one he/she proposes to design between now and the end-of-semester (12.09.15). One of these should be an example of a website that the student feels is effective, and the other an example of one that the student feels is ineffective. Each of these must be presented to the class during our next class session, 10.28.15.</td>
</tr>
</tbody>
</table>

**Due**

Each student must use no more than 4 minutes to articulate the SCOPE AND INTENT of the website he/she will design during his/her engagement with Project Three.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.28.15</td>
<td>· Students may present exemplary and non-exemplary websites to the class today using either print outs or the instructor’s computer + projection rig.</td>
</tr>
<tr>
<td></td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td>· Each student must come to the next class session—10.30.15—prepared to present an initial version of his/her site map for the Project Three website to the entire class.</td>
</tr>
</tbody>
</table>

**Due**

Each student must use no more than 6 minutes to explain WHY he/she feels the “effective” and “ineffective” websites he/she will have chosen to present to the class functions as well or as badly as it does. Classmates would be well-served to “take great notes and make cogent observations” of what they observe today.

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<tr>
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<tbody>
<tr>
<td>10.30.15</td>
<td>· Students should design the site-maps they present today based on what they feel are the most essential aspects/components/features of their proposed websites that must be accounted for—“quality should be allowed to trump quantity.”</td>
</tr>
<tr>
<td></td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td></td>
<td>· Each student must come to the next class session—11.02.15—prepared to present “look-and-feel”/mood boards that depict the</td>
</tr>
</tbody>
</table>

**Due**

Each student must use no more than 6 minutes to present and defend the decision-making inherent in the site-maps that will guide their design work for Project Three during today’s class session.
types of images/imagery that will appear throughout their proposed website, as well as examples of how typographic elements will be organized/presented. “Tone-of-content” examples that could affect how some or all of the written text that will populate their proposed websites should appear on these boards as well, along with any other material that would provide information-cum-clues about what the visual, emotional, and information-delivery aspects of this website will eventually be like. FOR MANY OF YOU, IT WILL BE CRITICAL TO DESIGN INFORMATION DELIVERY/DATA VISUALIZATION SOMEWHERE ON THIS PROPOSED WEBSITE, so include examples of these as necessary.

### Week Eleven

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.02.15</td>
<td>- Critical dialogue between the instructor and the students, and the students themselves, re: “look-and-feel”/mood boards per each student’s progress toward realizing a viable result for Project Three.</td>
</tr>
<tr>
<td>11.04.15</td>
<td>- Critical dialogue between the instructor and the students, and the students themselves, re: “look-and-feel”/mood boards per each student’s progress toward realizing a viable result for Project Three.</td>
</tr>
</tbody>
</table>

**Assignments**

- Students should make use of specific Lynda.com online tutorials re: Wordpress, Dreamweaver, HTML and CSS as they deem individually necessary and/or beneficial to them between now and 12.09.15.

**Due**

- Each student must come to the next class session—11.04.15—prepared to present “look-and-feel”/mood boards that depict the types of images/imagery that will appear throughout their proposed website, as well as examples of how typographic elements will be organized/presented. (Our next class session will be a critical continuation of today’s class session.)

<table>
<thead>
<tr>
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<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.04.15</td>
<td>- Critical dialogue between the instructor and the students, and the students themselves, re: “look-and-feel”/mood boards per each student’s progress toward realizing a viable result for Project Three.</td>
</tr>
<tr>
<td>11.06.15</td>
<td>- Critical dialogue between the instructor and the students, and the students themselves, re: “look-and-feel”/mood boards per each student’s progress toward realizing a viable result for Project Three.</td>
</tr>
</tbody>
</table>

**Assignments**

- Students should make use of specific Lynda.com online tutorials re: Wordpress, Dreamweaver, HTML and CSS as they deem individually necessary and/or beneficial to them between now and 12.09.15.

**Due**

- Each student must come to the next class session—11.06.15—prepared to present a set of at least six wireframes that reflect...
his/her thinking re: how the design and functionality of the website that will constitute Project Three should be realized.

11.06.15 ~ F
· Critical dialogue between the instructor and the students, and the students themselves, re: the wireframes that will depict each student’s progress toward realizing a viable result for Project Three.

Assignments
· Students should make use of specific Lynda.com online tutorials re: Wordpress, Dreamweaver, HTML and CSS as they deem individually necessary and/or beneficial to them between now and 12.09.15.
· Each student must come to the next class session—11.09.15—prepared to continue our discussion of wireframes. All students should ALSO begin to construct their page designs using Photoshop and either Dreamweaver, Wordpress, or by using combinations of HTML and CSS AT THIS TIME.

Week Twelve

11.09.15 ~ M
· Critical dialogue between the instructor and the students, and the students themselves, re: the wireframes that will depict each student’s progress toward realizing a viable result for Project Three.

Assignments
· Students should make use of specific Lynda.com online tutorials re: Wordpress, Dreamweaver, HTML and CSS as they deem individually necessary and/or beneficial to them between now and 12.09.15.
· Each student must come to the next class session—11.11.15—prepared to discuss their progress designing/constructing/“functionalizing” their respective websites. FROM NOW UNTIL OUR LAST CLASS SESSION ON 12.02.15, EACH CLASS SESSION WILL BE ROUGHLY DIVIDED BETWEEN THE INSTRUCTOR PRESENTING/Demonstrating HTML/CSS FORMATTING AND OTHER DEMOS OF WEB-BASED DESIGN STRATEGIES, PRACTICES, AND TACTICS.

EACH STUDENT SHOULD PLAN ON ONE-ON-ONE TIME WITH THE INSTRUCTOR EVERY OTHER CLASS SESSION. STUDENTS ARE ALSO ENCOURAGED TO UTILIZE OFFICE HOURS WITH THE INSTRUCTOR TO EVOLVE THEIR PROJECTS.

Due
Each student must use no more than 6 minutes to present his/her wireframes to the class. Although wireframes from each student are due for presentation today, not all will be critically discussed. Those that are not critically discussed today will be critically discussed in our next class session.

Due
Each student must use no more than 6 minutes to present his/her wireframes to the class. Student’s wireframes that were not discussed during our last class session will be discussed today.