

This course meets MWF from 2:00 until 3:50 pm in UNT's Art Building, room 313. This is a 3-credit-hour course.

This document is the syllabus for the fall semester 2016 offering of ADES 3510.502 "Interaction Design I." It has been written by the instructor of record for this course: Michael R. Gibson, 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 to effectively develop and design web-based interactions that enable specific audiences to construct meaning in ways that are useful, usable and desirable to them. 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 web⁰¹. By the end of the semester, each student will have learned to work within a team of collaborators and individually to design and at least initially operationalize an array of three interactive, web-facilitated visual communications systems.

01.

The complete set of electronic documents stored on computers that are connected over the Internet and are made available by the protocol known as HTTP (Hypertext Transfer Protocol).

02.

"Habits of mind" are, for lack of a better description, traits, behaviors and skill sets that allow people to effectively identify and resolve complex problems, as well as effectively plan and operate careers in complex modern societies. More specifically, habits of mind enable people to confront the challenges of daily life that require:

- taking responsible risks;
- persevering;
- managing impulsivity;
- thinking about thinking (metacognition);
- thinking flexibly;
- listening with real empathy;
- striving for accuracy;
- allowing yourself to be awestruck;...

Significant emphasis will be placed on the iterative planning processes that inform interaction design, and specifically on designing to ensure that the experiences of the primary users of particular website are, from their viewpoints, positive. To facilitate these processes, students will learn to engage in heuristic analytical methods to assess the effectiveness of extant interfaces and websites, and to facilitate the site-mapping and wireframing necessary to marry user needs and wants with interface functionalities. 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 MIND⁰² necessary to operate a design career you'll want to maintain. Not all of these resources will be useful and usable, or 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 of the next page is anything but an inclusive, comprehensive list.

- Pipes, Alan: How to Design Websites (published by Laurence King Publishing)
- Maivald, James J.: Adobe Dreamweaver CC Classroom in a Book (published by Adobe Press)

- 02 (continued).** ... cultivating the ability to formulate questions and structure problems;
- Harford, Tim: Adapt: Why Success Always Starts with Failure (published by Picador Press)
 - Meirelles, Isabel: Design for Information (published by Rockport)
 - Richardson, Andrew: Data-Driven Graphic Design: Creative Coding for Visual Communications (published by Bloomsbury)

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, especially at yourself.

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 2016 (08.31.16); this will require NO ADDITIONAL EXPENDITURE OF FUNDS on the part of any student enrolled in this course. And each of you will need a well-equipped laptop...

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):
<http://www.webdesignerdepot.com/2009/08/250-resources-to-help-you-become-a-css-expert/>

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:

Mondays from 9:30 until 10:30 am;

Thursdays from 9:30 to 10:30 am.

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 who wish to enroll 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 3510.502 are immersive, project-based, “learning-by-doing” occurrences that will require students to successively apply the knowledge and understandings they will have acquired successively 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 (by the student[s]) 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
- become familiar with the Wordpress CMS (content management system) as a means to configure relatively simple, template-based websites based on the manipulation of Wordpress themes, plug-ins and widgets.
- 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 3510.502 “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: UXD and IxD.

03.

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 and UXD situations, as well as in architecture projects, marketing studies, industrial design challenges, etc.

04.

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 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 pm 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 October 3 and October 31, or eventually earning a final course grade of "D" or "F."

Each of the three projects that will constitute the coursework for ADES 3510.502 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 and second projects 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; students are advised AGAINST choosing this option if they do not yet have a strong and broad enough array of work to showcase, or if they wish to create a "deep down, I'm kinda shallow" website). Each of the three projects will require each student to allow their decision-making to be informed by how at least one, specific persona⁰³ might want or need to have a specific interactive experience work for them to satisfy at least three scenarios of use ("SOUs"⁰⁴).

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 2016 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 COMMUNIQUEÉS, 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 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)⁹⁵.

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 3510-501:

"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.)

08.29–10.10: working in teams of three students each, you must design either a NEW interactive web-based experience/website on behalf of a particular organization AND on behalf of one to three specific personas who will be attempting 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 ~40% of your final course grade.

10.12–10.26: utilize Wordpress with one classmate as a partner to create a five- to eight-page (or sub-section) website on behalf of a fake, "absurd" 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.

10.26–12.14: 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, 2018). 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 2018, your web presence will be well-established as you attempt to enter the discipline as a newly degreed design professional.
- 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. Some students may elect to choose to design a website on behalf of one of the organizations that was offered as a choice during the operation of Project One. The grade you earn at the culmination of this project will account for ~35% of your final course grade, and will count as your final exam.

The results of ALL QUIZZES administered during the course will account for ~5% of your final course grade.

Grading Policy

ALL STUDENTS ENROLLED IN ADES 3510.502 DURING THE FALL SEMESTER OF 2016 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";
- how 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 3510.502 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 3510.502 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 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.⁰⁶ 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 unless you have an urgent physiological or psychological need to attend to; 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

06. Newly implemented UNT policy mandates that all of you (and all UNT faculty) must now use ONLY official UNT e-mail addresses to facilitate correspondence between faculty members and students. THERE ARE TO BE NO EXCEPTIONS TO THIS POLICY. So—

each of you must visit your "My UNT edu" page and arrange to have your official UNT e-mail forwarded to your personal e-mail account, OR you must become diligent about checking your UNT e-mail account at least twice per day during the academic year.

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 3510.502.

- 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 3510.502 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 3510.502 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 3510.502 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 3510.502 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.”

—©1991, Webster’s Seventh New Collegiate Dictionary, Merriam & Co. Publishing, NY, NY; p.646.

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 09.02.16—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, student 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 doing 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.

Faculty Evaluation

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized courses at UNT. This short survey will be made available to you at the end of the semester so that you can offer constructive criticism regarding how this class is taught. I consider the SETE to be an important part of your participation in this course, as I utilize the feedback I get from it improve my teaching. You will be notified of the dates for the Spring administration of the SETE by the University.

Changes

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

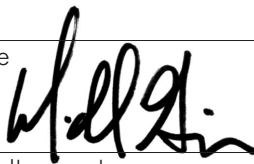
Student acknowledgement

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 26, 2016

Contact information

Please provide the following information:

e-mail address (your official, UNT-sanctioned e-mail address)

Re: the Fall 2016 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 this document. Each student enrolled in this course is responsible for arriving at EVERY SINGLE CLASS SESSION OF THE FALL 2016 SEMESTER PREPARED FOR WHAT IS SCHEDULED TO TRANSPIRE DURING THAT CLASS SESSION. Students who are not prepared per diem to present and discuss whatever work this schedule calls for, 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."

The University of North Texas
College of Visual Arts and Design
Department of Design
Communication Design
Course Syllabus
ADES 3510.502 | Interactive Design I
Michael R. Gibson
michael.gibson@unt.edu
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Office hours (Room 311, Curry Hall):
M 9:30 to 10:30; Th 9:30 to 10:30