

Department of Arts,
Culture & Media

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Office hours:
By appointment

Course pre-requisites:
As specified by
Major sequence

*This course is a B.F.A. in
Visual Arts with a
specialization in Graphic
Design Requirement.

QUOTES

“Each medium, independent of the content it mediates, has its own intrinsic effects which are its unique message.”

Marshall McLuhan, *The Medium is the Message*

“One of the most essential qualities of digital media is the ability to respond to changing conditions. When the changes in conditions are determined by the user’s input, we call this resource, interactivity.”

Marie-Laure Ryan, *Beyond Myth and Metaphor: The Case of Narrative in Digital Media*

COURSE INTRODUCTION

This course will introduce students to the fundamental principles of design, development, production and deployment of web-based digital media. Core theory, technologies and processes that are essential to current practice will be discussed and explored. Students will develop an understanding of interface design principles, visual/communication design, user experience, code, web work-flows, and the unique affordances of designing interactive experiences. Emphasis will be placed on understanding the web as a dynamic and flexible medium, learning the fundamentals of coding using HTML and CSS for design, and development of the skills to support self-initiated research and ongoing learning. Critical thinking, research-based design methodologies, and the quality of the design process will also be essential components of the class.

The class will be conducted as an intensive studio lab where class critiques, working sessions, lectures, and discussion of professional work examples will be essential components of the learning process.

Questions we will explore:

- + How is designing for interactive experience similar to / different from developing other design solutions?
- + When communication / graphic design has as a core element interactivity, what is unique about what it can achieve?
- + What is the nature of a designed experience that includes participation of an audience or user?
- + How are the artifacts and systems we design “experiences?”
- + Notions of “experience design” (design of form, content, and behavior)

COURSE GOALS

- + To develop an understanding of the tools and processes used to create digital interactive media
- + To establish a vocabulary for web/interactive design
- + Explore interactive media as a language within graphic design
- + To gain an understanding of current trends in user experience design
- + To develop critical abilities to evaluate each other’s work, as well as your own
- + Develop research and organizational skills
- + Set high technical standards
- + Explore the effects of medium on designed experiences

LEARNING OBJECTIVES

- + Understand and evaluate design solutions based on principles of: visual design, user interface design (UI), and user experience design (UX)
- + Discuss and critique work (your classmates and your own) using appropriate vocabulary and criteria
- + Implement sketching, storyboarding, wireframing, and creation of functional prototypes in the creation of design solutions
- + Utilize online reference material for solving problems and getting answers for specific questions, as well as furthering learning
- + Find and employ relevant online interactive resources in the design process
- + Create a functional audience / user test ready prototype

CLASS FORMAT

This course will operate as an experimental “laboratory,” and will be grounded in collaborative learning. Individual projects will be realized both through outside efforts and directed experiments within the classroom laboratory. Students should be prepared for each class session with appropriate materials and completed outside assignments

They are expected to work diligently throughout the duration of each session. Students will also be responsible for the overall success of the studio through participation in peer reviews and peer tutoring.

PREPARATION FOR CLASS

Students are to be prepared at the start of each class with assigned work and supplies. This includes the presentation of sketches and comps for projects, in required form, for class critiques. Students who are not prepared and do not participate in class critiques or individual discussions with faculty when scheduled to do so should not expect private critiques at a later date. Students are also responsible for the knowledge and practice of tools, materials and methods previously covered in class. Students who miss lectures and class discussion due to absences must obtain notes and assignments for subsequent classes from a responsible student prior to the next class period. While we will be happy to clarify information for students who are confused, we cannot repeat lectures or elaborate project descriptions on an individual basis. Students should make every attempt to obtain general information from classmates before discussing details with the professors. For students who need to reach professors outside of class time, email addresses are listed on first page of this syllabus.

ATTENDANCE

Consistent and prompt attendance develops responsible professional behavior and insures that students have access to the full range of experiences and information necessary to complete class assignments and acquire the skills and knowledge emphasized in a university education.

Attendance is required during the scheduled class periods. Punctual arrival, effective use of the full studio period, and participation in assigned work is required. For this

course, only 2 absences for the semester are acceptable. Allotted absences are to accommodate routine illness, weddings, car trouble, etc. Doctor appointments, advisor conferences, trips to supply stores and labs, employment, etc. should not be scheduled to conflict with class. All students are expected to attend class on a regular basis. Prolonged illness should be verified by a physician and may require the student to withdraw from class if he/she cannot complete work in a comprehensive and timely manner. In some instances, unsatisfactory attendance may result in a failing grade.

Excessive lateness (3=1 absence), early departures, excessive break time, lack of participation in assigned studio activities and not having homework will count as equivalent to an absence. Lateness is defined as being ten minutes late for class or departing before the class has been formally dismissed by the instructor. Lateness that exceeds one hour will be counted as one absence. More than 2 absences equals a letter grade (without a note from the Doctor or a pre-arranged excuse).

REQUIRED READING

Duckett, Jon
HTML & CSS: Design and Build Websites
(Available on Amazon)

Additional readings will be assigned over the course of the semester, and will be posted to our class website. In addition, a bibliography of additional sources will be provided for further reference. Our class site is: <http://acmgd.info/id1/>

MATERIALS

Students should have materials for sketching and idea-generation (sketch pads, tracing paper, pencils, pens, etc), a device for backing up their work on a source other than their computer (backup disc). A 3-ring binder, and a sketchbook. Digital cameras would be useful, but are not required.

ONGOING PROJECT

Along with your assignments, you will be expected to keep track of your process and visual research to aid in the development of your problem solving process. This documentation will manifest itself in 2 different collections – the first is a simple 3-ring binder for organizing class notes, handouts, and assignment sheets. The 2nd, is a black, 8.5x11 sketchbook for recording all your sketches, observations, notations and ideas. Think of these 2 as a complete record of your thought process and progression throughout the semester—these will become invaluable for your future portfolio/capstone course (Senior Seminar Studio II). You will be asked to bring in both of these regularly for review and they will be an important component of your final grade.

DIGITAL POLICY

The responsibility for backing up digital files lies solely with the individual student. Corruption of files containing coursework will not be considered a valid excuse for missing a deadline. It is each student's responsibility to consistently back up work on multiple devices in case of file corruption, disk or computer failure.

EVALUATION AND ASSESSMENT

Throughout the semester we will use a combination of formative assessment (discussion and critique) leading to summative evaluation (a grade). You are expected to play an active role in this process. Final grades will be determined using the following criteria:

The quality of your design process:

- + Quality of Research
- + Conceptual Strength
- + Conceptual Development (sketches, roughs, drafts)
- + Attention to Detail / Craft / Presentation of Work
- + Syntactic Quality of Work (form, composition)
- + Semantic Quality of Work (message, communication)
- + Pragmatic Quality of Work (function)
- + Understanding of the role of medium & technology as an ever-changing entity to serve communication goals
- + Motivation
- + Successful completion of all Final Deliverables

Your professionalism and conduct (as a member of the studio):

- + Participation in Critiques / Discussions
- + Written Articulation
- + Verbal Articulation
- + Overall Attitude
- + Class Attendance / Punctuality
- + Deadlines / Class Preparation
- + Respect for your work and the work of others
- + Meeting Objectives of Assignments
- + Mastery of the objectives of the course

GRADING

This course follows the grading system established by the University:

- A Excellent without exception.
- B+ Well above average
- B Above average
- C+ Average
- C Satisfactory
- D Poor
- F Failure
- INC Incomplete

HOW TO BE SUCCESSFUL IN THIS CLASS

- + Self-advocate. If you do not understand something, or need help, make your project advisors and classmates aware of the situation. This is part of the collaborative approach to a “learning community.”
- + Set individual progress milestones as well as meeting those held in common within the class.
- + Be flexible in your problem-solving approaches.
- + Develop project management and organizational strategies or seek out help to do so, if you are not strong enough in these skills.
- + Be willing to tutor another student if you have knowledge or skills that would be useful to help them progress in their project. They will do the same for you.
- + Be specific in your critique, and always critique constructively, but do not offer false praise.

ACADEMIC INTEGRITY

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/academic-integritypolicy/>

ACCOMMODATION AND SUPPORT

For Individuals Experiencing Disability: The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers in order to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the RU-N ODS website (ods.newark.rutgers.edu). Contact ODS at (973) 353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Title IX Policy and Grievance Procedures located at <https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf>

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office does not have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information and support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If students are not quite ready to make an appointment with a therapist but are interested in self-help, check out Sanvello for an easy, web-based approach to self-care and support. Visit <https://my.rutgers.edu/>, click on Sanvello: Wellness @ RUN, and log in with your netid to begin your journey toward wellness.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

LEARNING RESOURCES

Rutgers Learning Center
 (tutoring services)
 Room 140, Bradley Hall
 (973) 353-5608
<https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>

Writing Center
 (tutoring & writing workshops)
 Room 126, Conklin Hall
 (973) 353-5847
nwc@rutgers.edu
<https://sasn.rutgers.edu/student-support/tutoringacademic-support/writing-center>

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 This syllabus is subject to change.

PROFESSOR FIRST NAME /LAST NAME

[Course Name, Semester 2018](#)
[Course Number and Section](#)
[Course Meeting Schedule](#)
[Location \(Building/Room #\)](#)

KEY

5 Excellent
 4 Good
 3 Satisfactory
 2 Unsatisfactory
 1 Unacceptable
 NA Not Applicable

Student Name:

[Project X - Name of Project](#)

PROCESS + REALIZATION

Research Development & Implementation	5	4	3	2	1	NA
Formal Development (sketches & process)	5	4	3	2	1	NA
Formal Strength & Realization	5	4	3	2	1	NA
Conceptual Development (sketches & process)	5	4	3	2	1	NA
Conceptual Strength & Realization	5	4	3	2	1	NA
Syntactic Quality of Work (Form/Comp/Vis Hierarchy)	5	4	3	2	1	NA
Semantic Quality of Work (Message, Communication)	5	4	3	2	1	NA
Pragmatic Quality of Work (Function)	5	4	3	2	1	NA
Working with Technology	5	4	3	2	1	NA
Attention to Detail / Craft / Presentation of Work	5	4	3	2	1	NA
Meeting Objectives of Assignment	5	4	3	2	1	NA

PROFESSIONALISM

Participation in Critiques / Discussions	5	4	3	2	1	NA
Motivation	5	4	3	2	1	NA
Verbal Articulation	5	4	3	2	1	NA
Written Articulation	5	4	3	2	1	NA
Overall Attitude	5	4	3	2	1	NA
Class Attendance / Punctuality	5	4	3	2	1	NA
Deadlines / Class Preparation	5	4	3	2	1	NA

Final Grade