

AR 589 – Interactive Design

Spring 2017

This course will explore interactive design through web technologies (HTML, CSS, JavaScript). While applying your design skills to this medium, you will develop a basic understanding of the technology behind the web, understand how to navigate the constraints and opportunities of the medium, and become comfortable executing your ideas in code.

Submitting Assignments

Students will be required to sign up for a free GitHub account to version control and submit their work. Students will submit a link to their project repo and a link to a live webpage for review. Students are free to choose between submitting URLs to self-hosted websites or using GitHub pages.

Communication

Group communication will happen in our Slack chat room, which students are required to join: bu-interactive-design.slack.com/signup

Recommended Text

- [HTML and CSS: Design and Build Websites](#)
by Jon Duckett
- [JavaScript and jQuery: Interactive Front-End Web Development](#) by Jon Duckett
- [Responsive Web Design](#) by Ethan Marcotte
- [Git for Humans](#) by David Demaree

Fridays 11:15a - 2:00p
808 Comm Ave, Room 410

Instructor

Dan Perrera
dperrera@bu.edu

Office Hours

After class or
by appointment

Assignments & Schedule

Assignment 1: Art-Directed Article

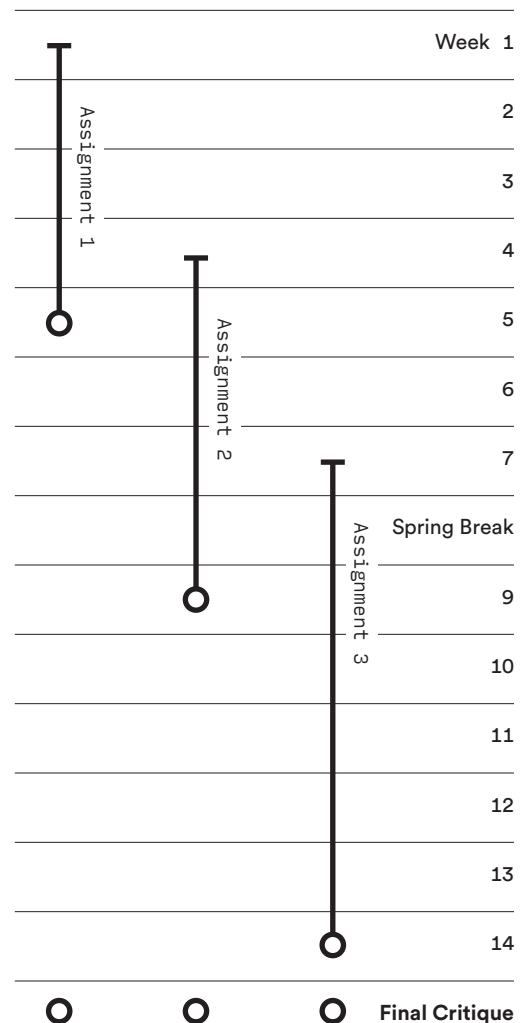
Students will find a newspaper or magazine article and create a digital experience using HTML and CSS to enhance the viewer's understanding of the content.

Assignment 2: Portfolio Website

Students will create a portfolio for themselves that displays their project work, classes, and information about themselves.

Assignment 3: Exhibition Website

Students will find an exhibition at a museum and create a multi-page website with two goals: entice visitors to attend the exhibition and give them all of the pertinent information that they would need to visit.



Evaluation

You will receive one semester grade assessed according to the Graphic Design program learning objectives and the following metrics:

Design Application

Functional

Your design should achieve the goal described in the design brief of each project.

Original

Your work should be visually compelling, conceptually interesting, and demonstrate design skill and understanding.

Technical Application

Functional

Your work will be viewed and assessed in modern web browsers on modern devices and is expected to function without visible bugs.

Contextual

You will need to consider how your work adapts to different screens. At a minimum, your projects should respond to browsers on a smart phone, a tablet, and a “desktop” computer.

Professionalism

Thoughtful

While you will not be given credit for flat comps or sketches, you should be able to explain how you conceive of and iterate on your work.

Helpful

You should constructively participate in critiques and share your technical knowledge with others as you progress.

Ambitious

You should not see technology or tools as a barrier to your creative process. Instead, you should make the most of technical constraints and push beyond your comfort level.

Student Learning Outcomes

	Score/Level 1: Unsatisfactory Grade = C Or Below	Score/Level 2: Competent Grade = B	Score Level 3: Accomplished Grade = A
Process	<p>student struggles with defining problems, researching, generating ideas and/or developing concepts</p> <p>student fails to participate in critiques</p> <p>student doesn't employ any method of documentation of work</p> <p>student fails to demonstrate research as part of the design process</p> <p>student rarely uses research to develop content and ideas</p> <p>student struggles to meet deadlines</p> <p>student does not set goals or is unable to achieve stated goals</p> <p>student struggles to balance workload</p>	<p>student is able to define a problem, employ methods, research, and develop concepts</p> <p>student participates in critiques and is able to document work</p> <p>student understands the value of thorough research in a graphic design process and is able to incorporate research into their design process</p> <p>student understands value of goal setting</p> <p>student is able to meet deadlines</p> <p>student satisfactorily balances workload</p>	<p>student shows thorough understanding of a graphic design studio process; is able to define a problem, employ methods of research and idea generation, develop concepts, critiques, and documents work as a way of developing smart, informed, and carefully considered solutions to design problems</p> <p>student understands the value of thorough research in a graphic design process and consistently explores a variety of methods of gathering, collecting, and documenting as a way of developing content and ideas</p> <p>student manages time efficiently, sets and achieves goals and deadlines, and is able to confidently balance a full studio workload</p>
Master Key Principles	<p>student has a basic understanding of the fundamentals and principles of typography and layout as a way of communicating visual and written messages and demonstrates these skills regularly in assigned projects</p>	<p>student has a basic understanding of the fundamentals and principles of typography and layout as a way of communicating visual and written messages and demonstrates these skills regularly in assigned projects</p>	<p>student has an advanced understanding of the fundamentals and principles of typography and layout as a way of communicating visual and written messages and is able to employ these skills in inventive ways</p>
Authorship	<p>student struggles to generate, curate, or develop their own content for assigned projects</p>	<p>student is able to author and curate their own content for assigned projects</p> <p>student is able to use and understand many tools, media, and forms of communication</p>	<p>student understands the role of the graphic designer in professional practice and the ability of the designer to help define, shape, and also author the content of the work they create</p>
Design Agility	<p>student has limited grasp of tools and media</p> <p>student is unable or has difficulty choosing appropriate technology, media, or tool to successfully complete a design project</p>	<p>students is explores problems through more than one form of media</p> <p>student is frequently able to choose appropriate mode of technology and media to successfully complete their design solution</p>	<p>student is able to author and curate their own content for assigned projects</p> <p>student exhibits a broad understanding of tools, services, and a full range of media and forms of communication by exploring problems using print, interactive, spatial and experiential, web, interactive, static, and dynamic</p> <p>student is able to choose appropriate mode of technology and media to successfully complete their design solution</p>
History & Context	<p>student struggles to recall or identify major moments, works, and figures in design history</p>	<p>student is aware of major moments in design history and is able to recognize some major works and figures as well as some currently practicing designers</p>	<p>student is able to identify and reference major moments in design history, major and important figures in design history, and currently practicing designers</p> <p>student is able to cross reference and make connections across history</p>
Professionalism	<p>student has limited understanding of the vocabulary of the graphic design field and little to no understanding of related fields</p> <p>student unable to or has difficulty presenting ideas in front of a group</p> <p>student is unable to or has difficulty expressing ideas in writing</p>	<p>student has a basic understanding of vocabulary of the graphic design field and its related fields such as print production, web development, and video production</p> <p>student competently expresses ideas visually and verbally when presenting in front of a group and writing ideas and statements</p>	<p>student has mastered and is fluent in the vocabulary of the graphic design field and its related fields such as print production, web development, and video production</p> <p>student has strong visual and verbal communication skills speaking in front of a group, critiquing work, writing project statements and descriptions</p> <p>student leverages design skills to enhance writing and presentation skill</p> <p>student communicates with the highest level of form and respect in person and digitally</p>