
GAM 3442-01

USER-INTERFACE DESIGN

T/Th 9:45 AM – 11:25 AM

FALL 2022 SYLLABUS AND COURSE CALENDAR

Classroom: NQSC 125C

Instructor: Brian Heagney

Office: NQSC 341

Professor Heagney's Office Hours				
Monday	Tuesday	Wednesday	Thursday	Friday
1-2 PM 3:30 – 4 PM	12 – 1:30 PM	1-2 PM 3:30 – 4 PM	12 – 1:30 PM	

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Email: bheagney@highpoint.edu

LinkedIn: www.linkedin.com/in/brianheagney/

COURSE DESCRIPTION

Historical and contemporary user input devices and UI are surveyed. Students will learn the importance of user-interface design and learn industry-standard techniques and approaches to designing user-interfaces. Students will prototype and design compelling UI schemes for a variety of game types. *Four credits*

FLEX-CLAUSE

Due to the nature of holding University classes during a national pandemic, I am reserving the right for any part of this course to change based on pressures from anything related to COVID-19. This includes any issues faced by students in this course, but also issues faced by myself, the instructor.

I am making it my mission to deliver the content to you, the student, and if we need to be flexible in the face of a pandemic, we will do what it takes to get through any obstacles thrown in our way.

COURSE OBJECTIVES

Student Learning Outcomes:	By the end of the course, students should be able to:	Method for Assessing this Learning Outcome
	Understand industry-standard concepts and practices for designing user-interfaces	Flow / Wireframing
	Develop and demonstrate iterative design and prototyping skills for user-interface systems	Flow / Wireframing; Daily exercises
	Understand User-Interface concept of "feedback" to design and implement effective and compelling ways for games to communicate to the player.	Feedback 01: HUD; Feedback 02: JUICE
	Implement user-interface designs into playable prototypes AAA Game Engines	Menu Screens
	Understand and implement the software and tools involved in planning, designing, and implementing user-interface designs for digital video games.	All major projects

TEXTBOOKS AND REQUIRED COURSE MATERIALS

- **NO TEXTBOOK**—While there will be assigned readings and videos for this course, all materials are available online for no cost. Details for weekly readings will be hosted on blackboard.
- A **USB flash drive 16GB** (or higher). Every student's storage space will differ. Some students have used 10 GB, some students have used much more. If you are saving your builds for your game on a weekly basis, you may need a lot of storage space. Bring your data/game/assets to every class to work on and show me.
- **Software/Computer Labs** – There will be some use of digital software for this class, all of which are installed on the computers in NQSC 125 (The Game Lab). It is expected that you will have to organize your time accordingly to use this software, ensuring that you schedule time to work in the Game Lab when there is not another class going on.

ASSIGNMENTS AND GRADING

- **Flow / Wireframing (20% of grade)** – Students will learn to design the flow of menu screens from the bottom up, using flow diagrams, wire-frames, and then a base prototype, all using an industry standard software.
MAIN PURPOSE: This assignment is designed to introduce students to Figma and the essential concepts of flow diagraming and wireframing. Full details will be on Blackboard.
- **Menu Screens (20% of grade)** – Students will transfer their prototypes from the previous assignment and develop a working menu system in Unreal Engine, focusing on animating in UE's UMG Widgets.
MAIN PURPOSE: This assignment is designed to teach students the many powers of UMG Widgets in UE5. Full details will be on Blackboard.
- **Feedback 01: HUD (20% of grade)** – Much of UI design is developing helpful feedback to the user. Students will study the four elements of UI and design meaningful feedback elements for a video game.
MAIN PURPOSE: This assignment is designed to teach some fundamental UE5 programming skills while taking a deep dive into the theory of User-Interface Design. Full details will be on Blackboard.
- **Feedback 02: JUICE (20% of grade)** – Students will learn about what makes games “juicy” and how to apply those concepts to an existing video game.
MAIN PURPOSE: The main purpose of this assignment is to get students thinking about juice. JUICEEEEEEE!!!! Full details will be on Blackboard.
- **Quizzes (10% of grade)** – There will be short online quizzes based on assignment texts and assigned readings and videos. In this course, quizzes must be taken to advance through the class modules.
MAIN PURPOSE: These quizzes are intended to act as skill gates to ensure that all students engage in the assigned readings and videos before advancing to the next stages. All quizzes will be available on Blackboard.
- **Class Exercises (10% of grade)** – There will be short in-class exercises that will be turned in for credit. For example, one day we all may begin the day by spending 10 minutes drawing a coffee cup or light bulb or animating a spider. Students will turn in these activities for credit.
MAIN PURPOSE: These activities are designed to stimulate the minds of the students to apply animation skills to new scenarios but in an informal and low-risk environment.

EXPECTATIONS FOR OUT-OF-CLASS WORK

Out-of-Class Work:	In addition to attending class and completing all course requirements, students are expected to spend at least 2 hours each week engaged in out-of class work (i.e., reading, studying, doing homework, working on projects, etc.) for every hour of credit earned in this course.
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According to HPU's accreditation guidelines, for every 1 hour of credit earned in a course, students are expected to spend at least 2 hours each week engaged in out-of-class work (i.e., reading, studying, doing homework, working on projects, etc.). Therefore, in a 4-credit course, students are expected to commit an average of at least eight hours per week outside of class. (In a 2-credit course that meets for half of the semester, you are still expected to commit to an average of eight hours per week.) The estimates listed below reflect the out-of-class time expectations for a typical student – some students might need more or less time on these assignments.

- Assigned Readings & Videos – approx. 30 hrs out of class
- Flow - Wireframes – approx. 18 hrs out of class
- Menu Screens - approx. 24 hrs out of class
- Feedback 01: HUD – approx. 24 hrs out of class
- Feedback 02: JUICE – approx. 24 hrs out of class

DEADLINES

See School of Communication policy at end of this document (short version = late work loses one letter grade per day; no late work is accepted after three days).

GRADING

Grades are assigned as follows (there is no “rounding” of grades):

A (superior) – superior quality (90-100%)	B (excellent) – clearly above average (80-89%)	C (average) satisfactory work (70-79%)	D (inferior) – good enough to credit (60-69%)	F (failure) –work fails to meet the minimum expectations (0-59.9%)
A+ (97 - 100)	B+ (87 - 89.9)	C+ (77 - 79.9)	D+ (67 - 69.9)	F (0-59.9%)
A (93 - 96.9)	B (83 - 86.9)	C (73 - 76.9)	D (63 - 66.9)	
A-(90 - 92.9)	B-(80 - 82.9)	C-(70 - 72.9)	D-(60 - 62.9)	

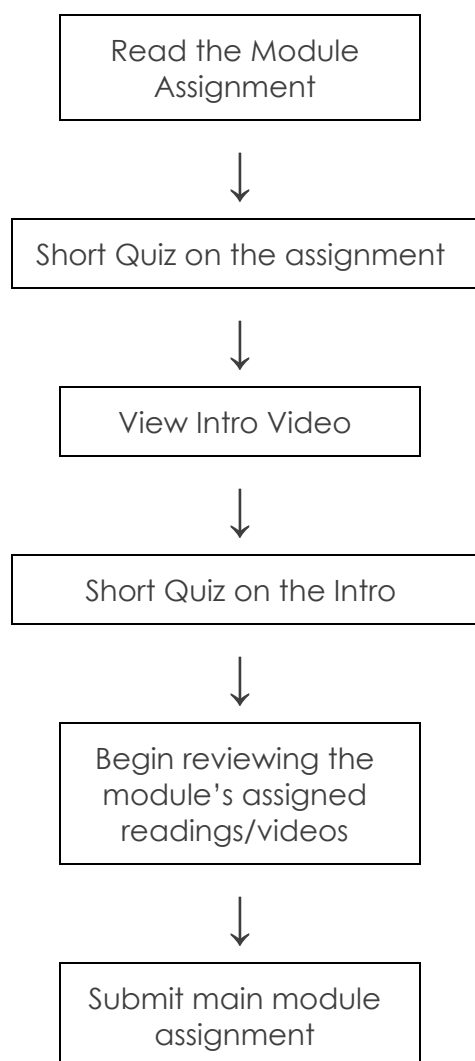
Please note that simply completing all required elements of an assignment does not entitle you to an A. Acceptable work of average quality earns a C. You must go above average expectations to receive an above average grade. This mimics the professional world of communication, where basic proficiency might get you in the door at the entry level, but creative thinking and a willingness to go beyond the minimum expectations are necessary to get noticed and advance.

BLACKBOARD BLACKBOARD BLACKBOARD BLACKBOARD BLACKBOARD

I am a self-avowed blackboard nut and evangelist. I use blackboard for all of my class administration, and therefore you **MUST** use blackboard as well. If you have never used Blackboard before, it will become your friend. If Blackboard is already your friend, you will become BFFs. If you dislike Blackboard, then please come see me and I will evangelize to you appropriately. The following is how I use Blackboard:

Blackboard Structure: This course has a very specific structure on blackboard that is centered around modules that culminate in very specific deliverables (major projects). For each module there will be a series of readings, videos, and quizzes that must be followed in order, as shown in the diagram below:

MODULE



Assignments: All assignments will be hosted and explained in Blackboard. Every major assignment will have a rubric attached to it in Blackboard, which will help you understand how assignments will be assessed.

For every assignment, you MUST submit something through Blackboard. If you complete an assignment and do not submit it to Blackboard, it is as if you have not completed it and it will be counted as late.

Assignment Calendar: Blackboard has an amazing assignment calendar associated with it. When you go to the Blackboard assignment calendar, you will be able to see EVERY assignment and quiz that is assigned so you won't ever forget!

Syllabus: This syllabus will also be hosted on Blackboard.

Blackboard is Master: Blackboard assignment dates and descriptions take precedence over all dates/descriptions on this syllabus.

Feedback: Feedback for ALL assignments (including final assignments) will be conducted through blackboard rubrics.

PROBLEMS WITH BLACKBOARD: PLEASE CONTACT **IT IMMEDIATELY** IF YOU DO NOT HAVE ACCESS TO OUR CLASS BLACKBOARD PAGE. I CANNOT HELP YOU, ONLY IT CAN HELP YOU. IT IS YOUR RESPONSIBILITY TO REMEDY THE PROBLEM ASAP SO YOU CAN PARTICIPATE IN THE COURSE.

DIGITAL PORTFOLIO

All students in the school of Communication are required to develop a digital portfolio on their LinkedIn page. The digital portfolio is an online collection of the work you've done during your time at High Point University.

The work you do in this class can be placed in your online portfolio.

WRITING STYLES

Professional work should be written in the latest revisions of the Associated Press (AP) Style Manuals for print and broadcast. (Yes, AP also has a style manual for broadcast.) The School requires academic papers to be written in the latest revision of the American Psychological Association (APA) style. If you're unfamiliar with this style, please see the Chair or the Dean. Other academic styles are not accepted unless the student work is written for a publication or event that requires a different format. Having students learn multiple writing styles only confuses them.

ABSENCES AND TARDIES

Because I care about you, after two unexcused absences you will receive a Starfish Notice. I will continue to make Starfish notices due to absences at my discretion. I care about your education and I want you to learn. Also, if you miss a couple of classes in a row, I might just worry about you.

Tardies are also unhelpful for everyone. Be on time. Students will not be permitted to make up grades for work missed due to an unexcused absence or tardy.

COPYRIGHT, PLAGIARISM, AND CHEATING

Each of you signed the HPU Honor Code and it is your responsibility to abide by it. Cheating or plagiarism can result in failure for the course. Theft of intellectual property (such as images, audio, or video) is equivalent to plagiarism. See the School of Communication policies on plagiarism and copyright at the end of this document.

On occasion, the professor will provide media/materials for use in class. These materials may include photos, video/audio files, scripts, and design templates. These items are copyrighted (by the professor and others) and may only be used in classroom exercises as specified by the professor. Consequently, students may not use media supplied by the professor in their projects unless they have been given permission to do so. Student projects containing unauthorized material provided by the professor may be penalized or disqualified. Students also may not share, distribute, or post online any media that contains media elements provided by the professor.

In addition, the professor holds the copyright on all course materials including lectures, PowerPoint presentations, handouts, video/audio media, etc. Consequently, course sessions and materials cannot be recorded, copied, or distributed in any form without the written permission of the professor.

Plagiarism involves copying the work of others and/or representing it as your own without attribution. Students should not use any media created by another student or outside entity (e.g. downloaded online) in their assignments without prior permission from the professor. In addition, students should not copy edited sequences, documents, sessions, or projects and represent them as their own. Incidents of copyright infringement and plagiarism will be treated as University Honor Code violations.

GRADE APPEAL

If a student has a complaint or concern about a faculty member regarding a grade, they should first try to resolve it with the instructor in question. If the complaint is not resolved through this interaction, the student should then go to the Department Chair. If the instructor of the course also serves as a Chair, then the student should approach the Dean as the first step in the process.

For this course, a student should pursue the following process:

1. Talk with the instructor of the course,
2. Talk with Dr. Stefan Hall who serves as the Chair of the Nido R. Qubein School of Communication's Game Design department.

The decision of the Chair/Dean is final.

GRIEVANCE PROCEDURE

If a student has a complaint or concern about a faculty member regarding any matter other than a grade, they should first try to resolve it with the instructor in question. If the complaint is not resolved through this interaction, the student should then go to:

1. the Department Chair;
2. the Dean of the School of Communication; then
3. the Senior Vice-President of Academic Affairs, which is the final step in the grievance process.

Bypassing any of these steps—going directly to the president, for example—will not resolve the issue and will only delay resolution. Senior administration will not deal with grievance issue unless it has been discussed at the appropriate level.

For this course, a student should pursue the following process:

1. Talk with the instructor of the course.
2. Talk with Dr. Stefan Hall who serves as the Chair of the Department of Game Design.
3. Talk with Dr. McDermott, who serves as the Dean of the Nido R. Qubein School of Communication.
4. Talk with Dr. Bauer, who serves as the Senior Vice President of Academic Affairs of High Point University.

The decision of the Senior Vice President of Academic Affairs is final.

EXAM BLOCK

At High Point University, every course is expected to use its designated exam block. While I try to clearly mark the exam block date and time on this syllabus and on Blackboard, please note that if it is incorrect for any reason, it is expected that ALL STUDENTS verify the correct date and time using the Registrar's website.

In this course, we will use the exam block for a fun UI Design activity.

STARFISH SYLLABUS STATEMENT

High Point University cares about your success!

This course is part of a HPU initiative that utilizes Starfish Connect, a communication tool for students and faculty. Through Starfish, instructors, coaches, and advisors provide feedback to you about course progress by emailing you about your academic performance. The emails are designed to be helpful by identifying strategies that increase your success in courses. Be sure to open any emails you receive and follow the recommendations.

Your instructor, coach, or advisor may also recommend that you contact a specific campus resource, such as the Learning Lab or Counseling Center. If an instructor makes a referral, you may also be contacted directly by this campus service as a follow-up.

Starfish also allows you to schedule appointments with various offices and individuals across campus and request help on a variety of topics.

HEAGNEY ETIQUETTE

Email

I will return all emails within 24 hours. If you don't hear back from me, it is because I made a mistake so feel free to follow-up with me if I don't respond.

I purposefully do not have my work email on my phone so feel free to email any time of day and please do not apologize for sending emails.

When crafting an email to me, don't feel the need to include flowery or overly sophisticated language. Just tell me what's going on and how I can help you. Also, please include which class you're emailing about. I have many of you in multiple classes and I'll need that context to quickly help.

Clearly state the problem you have and how I can help. Use screenshots (PASTE INTO THE BODY DO NOT "ATTACH"). Too often in the past, students would just email that they were having problems, and I could not help them in my reply.

When crafting your email, if it's a question for class, please don't stress too much about typos. I'm here to be your advocate for learning the material and I'd rather you spend your time on the material, and not worrying about my judging typos (that we all make).

If you're emailing me for a recommendation then of course you'd want to spend time crafting it properly, but for general day-to-day class emails that sort of worry isn't necessary.

Example email:

Hey Heagney,

I have a question about the 3D Modeling course.

I'm confused about one of the "missions" of the second assignment (Title of assignment) because my project may not be able to use that particular feature. My project is a _____ but the mission to _____ seems to not be compatible.

Can you help me figure out a way that I can continue with my project but still get credit for that constraint?

Thanks!

-Student

Texting

I offer my cell number in case there's an emergency but please don't abuse it. This is for moments when you might need a quick response from me right away and waiting 24 hours might be moot. For instance, maybe I'm up and able to answer a question about programming a game engine or 3D modeling. I'm always fine with a quick text if I can help.

Always include your name and class because I might have not stored your name in my phone. Even if I've texted with you before, I might have been lazy and not stored your name, or I have a good friend with that name and I don't want to make a mistake by thinking you're my friend.

My cell: 336-456-2672

Addressing Me

You may address me in any of the following ways, in order of my own preference:

1. Heagney
2. Professor Heagney
3. Mr. Heagney

TENTATIVE SCHEDULE

This is a tentative schedule that is subject to change. Details for each week's assignments will be posted on Blackboard.

Week	Day	Date	Topic	To Do	Estimated Hours
1	Tuesday	8/23	Flow & Wire Frames		Readings / Viewings: 2 hours
	Thursday	8/25			Flow / Wireframes: 6 hours
2	Tuesday	8/30			Readings / Viewings: 2 hours
	Thursday	9/1			Flow / Wireframes: 6 hours
3	Tuesday	9/6			Readings / Viewings: 2 hours
	Thursday	9/8		Flow / Wireframes Due	Flow / Wireframes: 6 hours
4	Tuesday	9/13	Menu Screens & Widgets		Readings / Viewings: 2 hours
	Thursday	9/15			Menu Screens: 6 hours
5	Tuesday	9/20			Readings / Viewings: 2 hours
	Thursday	9/22			Menu Screens: 6 hours
6	Tuesday	9/27			Readings / Viewings: 2 hours
	Thursday	9/29			Menu Screens: 6 hours
7	Tuesday	10/4			Readings / Viewings: 2 hours
	Thursday	10/6		Menu Screens Due	Menu Screens: 6 hours

BREAK	Tuesday	10/11			
	Thursday	10/13			
8	Tuesday	10/18	Feedback 01: HUD		Readings / Viewings: 2 hours
	Thursday	10/20			Feedback 01: HUD: 6 hours
9	Tuesday	10/25			Readings / Viewings: 2 hours
	Thursday	10/27			Feedback 01: HUD: 6 hours
10	Tuesday	11/1			Readings / Viewings: 2 hours
	Thursday	11/3			Feedback 01: HUD: 6 hours
11	Tuesday	11/8			Readings / Viewings: 2 hours
	Thursday	11/10		Feedback 01 HUD Due	Feedback 01: HUD: 6 hours
12	Tuesday	11/15			Readings / Viewings: 2 hours
	Thursday	11/17			Feedback 01: JUICE: 6 hours
13	Tuesday	11/22	Feedback 02: JUICE		Readings / Viewings: 2 hours
	Thursday	11/24			Feedback 01: JUICE: 6 hours
14	Tuesday	11/29			Readings / Viewings: 2 hours
	Thursday	12/1			Feedback 01: JUICE: 6 hours
15	Tuesday	12/6			Readings / Viewings: 2 hours
	Thursday	12/8		Feedback 02 JUICE Due	Feedback 01: JUICE: 6 hours
Exam Block	Monday, December 12 12 PM - 3 PM		In-Class Activity		

School of Communication Policies, Practices and Expectations

Students are expected to adhere to all standards outlined in the School of Communication's Policies, Practices, and Expectations (located at http://www.highpoint.edu/communication/files/nqsc_syllabus_policies.pdf) unless alternate standards are specifically outlined elsewhere in this syllabus.