Interactive Media

STCM-22000

Ithaca College

**Spring 2013**

**Section Number:** 22000-01

**Classroom:** Park 270  
**Meeting Time:** Mon., Weds, & Fri. 12:00-12:50 pm  
**Credit Hours:** 3 CR

**Instructor:** William Ryan, Ph.D.

**Office Address:** Park Communications 376

**Office Phone:** 274-3642

**Office Hours:** Mon. 1-2pm, Tues 2-3 pm, Weds. 2-3 pm

or by appointment

**Email Address:** [wryan@ithaca.edu](mailto:wryan@ithaca.edu)

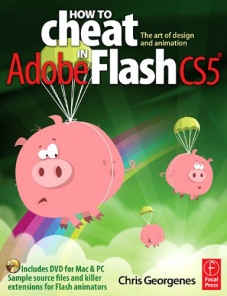
(please send any files larger than 1 MB on Sakai via Dropbox)

**TA:** Zach Gilson

**Office Hours:** Tues. 8-10, Weds. 8-10 (Room 270)

**Course Description:**

Provides hands-on experience in designing and creating interactive multimedia projects. An examination of the theoretical bases and applications of interactive media informs students’ decisions in designing their projects. Student projects focus on instructional, promotional, and informational applications of these web-based technologies.



**Required Texts:**

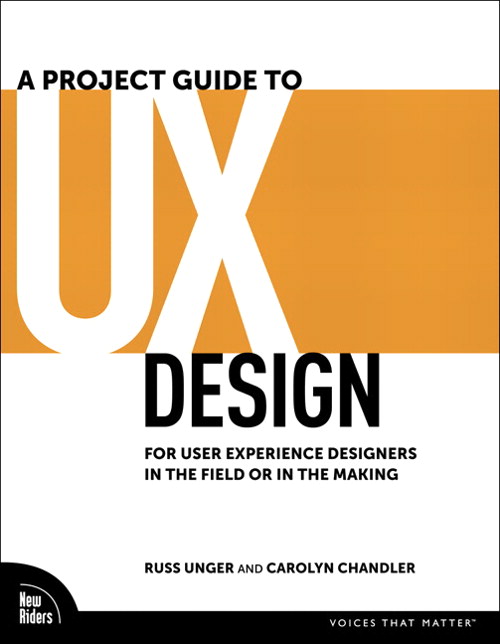
**Title:** How to Cheat in Adobe Flash CS5: The art of design and animation

**Authors:** Chris Georgenes

**Year:** 2010

**Publisher:** O’Reilly

**ISBN:** 978-0-240-52207-4

**Title:** A Project Guide to UX Design: For User Experience Designers in the Field or in the Making

**Authors:** Russ Unger & Carolyn Chandler

**Year:** 2009

**Publisher:** New Riders

**ISBN:** 978-0-321-60737-9

**Title:** Flash CS 5: The Missing Manual

**Authors:** Chris Grover

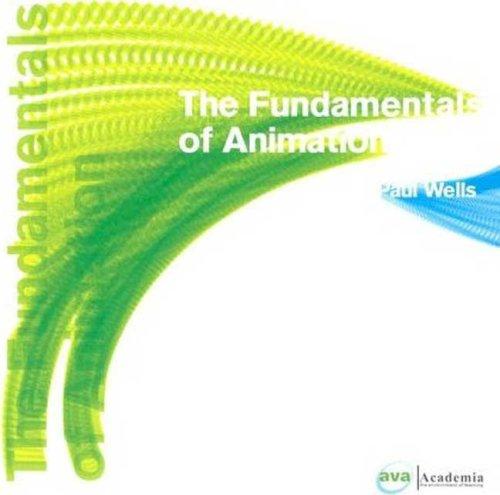
**Year:** 2010

**Publisher:** O’Reilly

**ISBN:** 978-1-449-38025-0

**Free e-Brary Text:**

Go to:

<https://login.ezproxy.ithaca.edu/login?qurl=http%3a%2f%2fsite.ebrary.com%2flib%2fithaca%2fsearch.action>

Login using your netpass username/password.

Search for:

**Title:** Fundamentals of Animation

**Authors:** Paul Wells

**Equipment & Tools Used:**

* Adobe Flash CS5 (predominantly)
* Adobe Media Encoder CS5
* Adobe Dreamweaver CS 5
* Adobe Photoshop CS 5
* At least a 1 GB USB Flash Drive
* Pack of notecards

Some of this software can be found in labs around campus (<http://ithaca.edu/its/services/labs/specialty/>). Flash will only be available to you here in the Park labs.

**Course Learning Objectives:**

By the end of this course, you will be able to:

* **Make** *effective* and *attractive animations* by using tools in Flash, as measured by assignments and projects.
* **Define** *key terms* in animation and interaction design, as measured by quizzes.
* **Build** *interactivity* into Flash animations using knowledge of programming in Actionscript, as measured by the final project and quizzes.
* Effectively **plan** for creating interactive media by creating *design documents*, *storyboards*, and *prototypes*, as measured by the projects.
* **Carry out** a *usability test* and *assess the efficacy* of your design, as measured by the final project.

**Expectations/Guidelines/Policies:**

**Attendance Policy**

All students at Ithaca College are expected to attend all classes. You are responsible for work missed during any absence from class. Please contact me no later than one week after the absence to make up work. You should notify me as soon as possible of any anticipated absences. Written documentation indicating the reason for your absence will be required. You may be excused for participation in College-authorized co-curricular and extracurricular activities if, in my judgment, this does not impair your or other students’ ability to succeed in the course.

***Important: Missing classes will affect your grade***

You are allowed three unexcused absences before your grade will be affected. Missing class means you do not show for the entire class. The grade reduction policy works in this way. Each unexcused absence over three will result in a lowering of your final course grade by a partial letter grade (e.g., B- to a C+).

***Extenuating circumstances:***

In accordance with New York State law, students who miss class due to their religious beliefs shall be excused from class or examinations on that day. I am responsible for providing you with an equivalent opportunity to make up any examination, study or work requirement that the student may have missed. It is strongly recommended you notify me at least one week before any anticipated absence of this nature so that proper arrangements may be made. Any such work is to be completed within a reasonable timeframe, as agreed on by us.

Any student who misses class due to a verifiable family or individual health emergency or have been summoned to court shall be excused. You, your parent, or your legal guardian may report the absence to the Office of Student Affairs and Campus Life. This information will be disseminated to the appropriate faculty. You should, however, follow-up with your professors.

**Class Tardiness & Leaving Early without Permission**

You are expected to be to every class on time. Arriving late to class two times will equal one absence. ***Please plan ahead and allow yourself enough time for traffic and parking if you are off-campus and general travel to class.*** Leaving class early without permission will also count as a half attendance.

**Classwork time**

The course and the client project require utilization of real-world technologies. You will need to use manuals, look up supplementary information on the Internet, practice, and struggle a bit on your own in developing your technology skills and understanding to complete the client project. I will do my best to help you during class time with Flash or any other tools and outside of class during office hours, but these sorts of hands-on activities are most effective when you \*realize\* the solution of a complex problem as opposed to being told it. Furthermore, there are often multiple ways to work through these problems; the activities in this class can help you learn which work best for you.

Although some planning and production time will be provided during class, you will need to spend additional time outside of class to work on projects. The labs will have sheets posted in both Room 270 and Room 275 showing when the labs are open for general use. There are also some other labs that may be available for use. You can find a list here: <http://ithaca.edu/its/services/labs/public/>.

Since Flash on the Macintosh computers works the same as Flash on Windows/PC computers, and because there is cross-platform compatibility, you will be able to submit Flash work done on either type of machine. Be advised that fonts that are available on one machine may not be on others—especially if you download and use self-installed font packages.

**Facebook/Web/Computer/Cell Phone Use**

For the entire class period, I need you to be attentive to class activities and lecture. Although I am aware that you are quite adept at multitasking, I ask that you focus on one thing during class. I want to eliminate distractions during class. Facebook, web use, external computer use, and cell phone use is prohibited during the scheduled class time. I may require students to close their laptops and other portable devices, even if they are doing academic tasks related to this course, if distractions appear to be a problem for the class. Don’t ruin it for the rest of the class.

**Assignments and Due Dates**

All assignments must be ready to hand in at the designated time and place. For technical problems, assignments submitted online ***only*** may be submitted up to 11:59 pm on the day it’s due without penalty. The penalty will kick in at midnight the following day. All assignments handed in late will be reduced by 5% for every calendar day late after the time they are due.

**Safety**

You must respond to and report conditions and actions that may jeopardize your safety, or that of other people and/or equipment. Report to the responsible College employee. During class sessions that person would be your instructor or lab assistant. Outside of class the person might be your instructor, lab supervisor, co-curricular manager, equipment and facilities manager, or one of the engineering support staff.

You must be aware that misuse of equipment or use of damaged equipment can create the risk of serious injury, infectious contamination, and expensive damage. You may be liable for damage or injury resulting from such use. Unsupervised use of facilities puts you at risk. Failure to be alert to safety problems, or to report them, may have serious consequences for you or others.

**Mental Health Statement**

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be related to your course work; if so, please speak with me.  However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

Ithaca College provides cost-free mental health services through the Center for Counseling and Psychological Services (CAPS) to help you manage personal challenges that threaten your personal or academic well-being.

In the event, I suspect you need additional support, expect that I will express to you my concerns and the reasons for them.  It is not my intent to know the details of what might be troubling you, but simply to let you know I am concerned and that help (e.g., CAPS, Health Center, Chaplains, etc.), if needed, is available.

Remember, getting help is a smart and courageous thing to do -- for yourself and for your loved ones.

**Students with Disabilities**

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, reasonable accommodation will be provided to students with documented disabilities on a case by case basis. Students must register with the Office of Academic Support Services and provide appropriate documentation to the college before any academic adjustment will be provided.

If you require extra time to complete quizzes and assignments, please contact your instructor at the beginning of the semester once you have registered with the Office of Academic Support Services.

**Academic Integrity**

You are encouraged to consult with your classmates as you work on projects and assignments (collaborations and cheating on quizzes and individual assignments will result in failure for all parties involved), but you are expected to turn in your own original work for each assignment. Using another student’s work on a project or assignment, cheating on an exam, or any other form of dishonesty or plagiarism will result in a grade of zero on that assignment and possibly an “F” in the course, and all parties involved will be referred to the Dean of Students. In a collaborative project, all involved students may be held responsible for academic misconduct if they are either knowing participants in plagiarism or complicitous. If you would like to review your rights and responsibilities as set out by the university, please visit <http://www.ithaca.edu/attorney/policies/vol7/Volume_7-70102.htm>.

**Plagiarism**

You are expected to submit your *own* work for reading responses, quizzes, blog entries, projects, and exams. Whether intended or not, plagiarism is defined as the unacknowledged use of someone else’s published or unpublished ideas. However, finding other sources supporting your claims or design decisions is perfectly reasonable as long as you properly cite the source that you are using. If you do bring in other sources, you are expected to add your own insights in addition to the text, diagrams, or designs that you incorporate into your design. This requires the following:

* Each quotation or paraphrase must be acknowledged with footnotes or in-text citation
* Direct quotations must be enclosed in quotation marks and be absolutely faithful to the wording of the source
* Paraphrased ideas be stated in language entirely different from the language of the source
* A sequence of ideas identical to that of a source be attributed to that source
* All sources the writer has drawn from in paraphrase or direct quotation must be listed at the end of the paper under “References,” or “Works Cited.”

Plagiarism can involve not only written work but also computer programs, photographs, artwork, films, videos, and audios. If you are at all unsure about what constitutes plagiarism, or how to give credit, see your instructor and consult the Student Handbook (see "plagiarism" in the index). Penalties for plagiarism may include: failure on the assignment and/or failure in the course and/or College academic discipline, which could mean suspension or dismissal from the College.

**Course Grading Breakdown (1000 Total Points)**

* Assignments
* Walk Cycle Assignment **125 points**
* Interactive Quiz Assignment **135 points**
* In-class Quizzes (5 x 15 points) **75 points**
* Cheat Sheet Check-in (5 x 5 points) \* **25 points**
* Projects
* Animation Project **250 points**
  + Storyboard, Sketches, Plan (Design Doc.) 50 points
  + Flash Movie 200 points
* Interaction Design Project **390 points**
  + Storyboard, Sketches, Plan (Design Doc.) 50 points
  + Paper Prototype & Usability 90 points
  + Flash Movie 250 points

\* If you are absent from class on the day I check this, it is **your** responsibility to come to show me you still have it by the end of my next office hours or you will not get credit for this.

**Basic Grading Scale**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | (930-1000)  (93-100%) | B- | (800-829)  (80-82%) | D+ | (670-699)  (67-69%) |
| A- | (900-929)  (90-92%) | C+ | (770-799)  (77-79%) | D | (630-669)  (63-66%) |
| B+ | (870-899)  (87-89%) | C | (730-769)  (73-76%) | D- | (600-629)  (60-62%) |
| B | (830-869)  (83-86%) | C- | (700-729)  (70-72%) | F | (<= 599)  (<=59%) |

**Project & Assignment Descriptions**

***Individual*** *Walk Cycle Assignment*: This assignment will involve creating a very simple scene with a background and a character who walks across the stage. The animation should enact a very simple story about what is happening in the scene.

***Group*** *Animation Project:* This project will involve designing an animation to promote an event and engage the users. You will also need to take advantage of the unique opportunities offered by Flash to create the animations.

***Group*** *Interactive Quiz Assignment*: For this project, you will be designing a system quizzing people on a topic of interest to you. You will need to create a series of questions accepting user input and then report the overall score on the final slide.

***Group*** *Interaction Design Project*: This project will involve designing a simple advergame, which is a game that helps advertises a brand, service, or product. You will choose a brand that you like and try to communicate that brand positively through the user experience of the game.

**Class Calendar**

***This calendar is subject to change.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dates** | **Lecture Topic** | **Activity** | **Assignment Due\*** | **Project Info** |
| W 1/23 | Introduction to the Course | Syllabus  Schedule  Ice Breaker |  |  |
| F 1/25 | Introduction to the Course  Flash | Flash Interface | **Read** Grover [Introduction, CH1] |  |
|  |  |  |  |  |
| **Animation** | | | | |
| M 1/28 | Design, Animation, and Story |  | **Read** Wells [pp. 12-34]  **Read** Unger & Chandler [CH9] |  |
| W 1/30 | Flash | Simple Drawing & Text | **Read** Grover [CH2]  **Read** Georgenes [CH1 to p. 25] |  |
| F 2/1 | Flash | Animation, Timeline, & Advanced Tweening | **Read** Grover  [CH3, 4] |  |
| M 2/4 | Camera & Lighting  Flash | Gradients  Shadows | **Read** Georgenes [CH1 pp. 26-37, CH4, 120-139] |  |
| W 2/6 | Storyboards | Storyboard Activity | **Read** Wells [pp. 35-42] |  |
| F 2/8 | Flash | Symbols & Nested Animation  **Quiz 1** | **Read** Grover  [CH7 to p. 274] |  |
| M 2/11 | Animation & Motion |  | **Read** Wells  [pp. 43-55] |  |
| W 2/13 | Flash | Activity Work Time |  | Who’s on your Project team? |
| F 2/15 | Flash | Library, Importing from Photoshop, & Multimedia | **Read** Georgenes [CH9 pp. 276-281] | **Submit** Walk Cycle Animation |
| M 2/18 | Audio, Video, & Multimedia  Flash | Importing Audio & Video | **Read** Wells  [pp. 56-63] | Storyboard, Sketches, and Plans **Due** |
| W 2/20 | Flash | Advanced Animation / Tweening | **Read** Georgenes [CH2, 4 to p. 105] |  |
| F 2/22 | Flash | Text, Typography, & Masks | **Read** Grover  [CH6]  **Read** Georgenes [CH3] |  |
| M 2/25 | Animation & Organizations | Discussion  **Quiz 2** |  |  |
| W 2/27 | Flash | Advanced Motion: IK Bones | **Read** Georgenes [CH4 pp. 106-119, CH5 pp. 160-171] |  |
| F 3/1 | Flash | Even More Advanced IK Bone Motion |  |  |
| M 3/4 |  | Project Work Time |  |  |
| W 3/6 |  | Project Work Time |  |  |
| F 3/8 |  | Project Work Time |  | **Project 1 Due** at end of class. |
| M 3/11-3/15 | **Spring Break** |  |  |  |
|  |  |  |  |  |
| **Interaction** | | | | |
| M 3/18 | Programming Concepts |  | **Read** Grover  [CH12] |  |
| W 3/20 | Actionscript | Interface  Language | **Read** Grover  [CH19] |  |
| F 3/22 |  | Language  **Quiz 3** |  |  |
| M 3/25 | Site Maps, Task Flows, Wireframes, & Storyboards | Task Flow & Storyboarding Exercise | **Read** Unger & Chandler [CH10, 11] |  |
| W 3/27 | Actionscript | Algorithm Practice |  |  |
| F 3/29 | Actionscript | Objects & Events | **Read** Grover  [CH13] | Who’s on your Final Project team? |
| M 4/1 | Interaction Design |  | **Read** Unger & Chandler [CH1, 2, 4 to p. 62] |  |
| W 4/3 | Actionscript | Objects & Events  **Quiz 4** |  |  |
| F 4/5 | Actionscript | Timeline | **Read** Grover  [CH15] | Storyboard, Sketches, and Plans **Due** |
| M 4/8 | Paper Prototypes | Paper Prototype Exercise | **Read** Unger & Chandler [CH12] |  |
| W 4/10 |  | Activity Work Time |  |  |
| F 4/12 |  | Activity Work Time |  | **Submit** InteractiveQuiz System by 5 PM |
| M 4/15 | Usability Testing | Usability Exercise | **Read** Unger & Chandler [CH13] |  |
| W 4/17 | Actionscript | Interactivity |  |  |
| F 4/19 | Actionscript | Interactivity |  | Paper Prototype & Usability Test **Due** |
| M 4/22 | Actionscript | Interactivity |  |  |
| W 4/24 | Flash | Embed in HTML  Project Work Time |  |  |
| F 4/26 | Review | **Quiz 5** |  |  |
| M 4/29 |  | Project Work Time |  |  |
| W 5/1 |  | Project Work Time |  |  |
| F 5/3 |  | Project Work Time |  |  |
| M 5/6 |  | Project Work Time |  |  |
| T 5/7 | \* Project work time \*  Tuesday, May 7th, 7:00pm – 12:00 am | |  | **Final Project Due** by midnight. |

\*\*\* Georgenes, Wells, Grover, and Unger & Chandler books are required texts and all CH# in assignments reference the chapter numbers.