

COM 481: DIGITAL MEDIA DESIGN
Fall 2013, 3 Credit Hours
R: 6:30 – 9:15 p.m. @Rowland Hall 206

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Office Hours:
 4 – 6 p.m. (M)
 12:30 – 2 p.m. (T)
 2 - 3: 30 p.m. (R) and by appointment

COURSE OVERVIEW

Course goal: To help students develop better understanding of digital design and gain skills in contemporary web-based interactive and multi-platform design applications.

Course description: This course is hands-on, activity-oriented, and project-based as it is very much a software-learning class on digital design for Web, mobile and iPad/tablet. The course primarily dwells with digital and interactive design techniques with emphasis on the *web design*--both static and responsive. Therefore, the course also includes lessons on 1) how to format a web-based publication for mobile and iPad using Dreamweaver, 2) how to create native mobile pages with jQuery mobile and 3) how to create basic interactive online advertisements with Fireworks. From this fall 2013 semester, this course will discuss the process of mobile app development.

In the process of creating interactive content and digital design, students will gain advanced-level skills in the industry-standard software, such as the latest version of Adobe Dreamweaver CS6 (equipped with CSS3, HTML5, spry assets, widgets, fluid grid, and jQuery mobile), and essential skills of these application tools: slideshow-generating software (Soundslides, JohnDesign's SmoothGallery/Mootool v1.11, and SlideRoll), Phonegap Build, and, to some extent, Adobe Fireworks.

To make this course effective for you, it is imperative that you PRACTICE, PRACTICE and PRACTICE a lot of what you will learn in the class and through video tutorials and textbook chapter lessons. ALSO, you may forget most of the software applications, if you do not continue to use them after this semester. THEREFORE, save your book, all the handouts, projects, and activities. Find ways to apply the skills you will learn in this class.

LEARNING RESOURCES

Required: *Adobe Dreamweaver CS6: Digital Classroom*. By Jeremy Osborn & the AGI Creative Team. 2012. [This book comes with a CD. It is MUST that you have access to the video tutorials/lessons.]

Suggested: *Dreamweaver CS5.5: Mobile and web development with html5, css3 and jQuery*. By David Karlins. 2011.

D2L: I will be using D2L heavily 1) for posting activity documents, project/final paper prospectus, and reading materials; 2) for posting grades; and 3) for creating activity/final paper dropbox folders.

Suggested Online Tutorial Resources: *Lynda.com* (It is a subscription-based site. You can subscribe to this site in addition to the above textbooks and classroom instruction. This site is very useful if you decide to use the software you will learn in this class in future. This is a very good resource to stay up-to-date with new techniques and skillful on new features of the updated versions of Adobe creative suite).

Adobe TV: <http://tv.adobe.com/> (It is free and a good resource to get oriented with creative suite upgrades.)

Knight Digital Media Center: <http://multimedia.journalism.berkeley.edu/tutorials/> (It is free. It includes some software tutorials that I did not include in this course, such as Audacity and Creating Meshup/Maps)

David Karlins: <http://www.davidkarlins.com/>

DEVICES/ACCESSORIES

Must Item in every class:

- A dedicated USB Drive for this course (Minimum 5GB or more).
- Textbook
- Blank CDs
- *OPTIONAL: you are welcome to bring your personal Mac Book or PC Laptop with you.*

Dreamweaver CS5.5/CS6: If you do not have a Dreamweaver's CS5.5 (or CS6) version installed on your personal computer, you can download the free TRIAL version for a month (enough for this course) for practicing activities and working on projects.

Gmail: If you already have an account with Gmail, you do not need to create a new one. If you do not have one, please go ahead and create one for this class. So many applications on the web are interfaced with Gmail/Google.

Backup: Always save duplicate copies of your work in email, on your T/S Drive, or online storage service, such as dropbox.com

Access to software outside class (unless you already have your own copies):

These are not mandatory, but recommended. Though you will get activity time and project hours during classes, the following options are for you to practice the lessons learned in the classroom.

Lehman Library Lab: The latest version of Adobe Dreamweaver is installed on the computers at one of the computer labs of the library.

Adobe Cloud (Student and Teacher edition): It includes all the Adobe software that you can install on your personal desktop. While working on a design, you can save the work in progress or a finished project in cloud store. You may consider buying their service at least for a month. The subscription is monthly. Link: <http://www.adobe.com/products/creativecloud.edu.html>

COURSE OBJECTIVES

Interactive and digital media design can be created with multiple tools. Therefore, the objectives of this course are to help students:

1. Learn multiple techniques and approaches to digital and interactive design;
2. Gain knowledge about digital design languages (HTML, CSS, jQuery), design principles, contemporary design trends across digital platforms, and Search Engine Optimization (SEO);
3. Develop skills in industry-standard multiple design software, including Adobe Dreamweaver, Fireworks, SmoothGallery, and Soundslides;
4. Create original digital design with multimedia and interactive content using the above software;
5. Integrate social media and widgets with web pages;
6. Critique and compare different types of web-based design applications in terms of strengths and weaknesses of several popular software;
7. Produce design with content focused on a diversity theme in at least one of the major design projects.
8. Gain knowledge on mobile app development process and develop a mobile application.

LEARNING OUTCOMES

By the end of this course, students are expected to learn the following technical and creative skills:

1. Gaining working/advanced-level knowledge on HTML5, CSS/CSS3 and jQuery, and the applications for web, mobile and iPad design;
2. Learning advance-level skills in static and responsive Web design and native mobile design;
3. Creating interactive and multimedia Web and mobile pages, and ePublications by using Dreamweaver CS6, slideshow software, Fireworks and InDesign Interactive;
4. Applying SEO techniques and design principles in web design;
5. Integrating social media and widgets (e.g., tweet feed);
6. Incorporating a diversity theme in a design project;
7. Developing a mobile app for Android, Blackberry and Windows; and
8. Demonstrating the understanding about differences in applications and usability factors of different design software in a written assignment.

Professional Values and Competencies for Communication/Journalism Majors & Minors:

The Communication/Journalism Department faculty sets the goal of developing within each student the following core professional values and competencies as defined by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC): [competencies addressed in this course are in bold]

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass

- communications.
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
 5. Understand concepts and apply theories in the use and presentation of images and information.
 6. **Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.**
 7. Think critically, creatively and independently.
 8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
 9. **Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.**
 10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
 11. Apply basic numerical and statistical concepts.
 12. **Apply tools and technologies appropriate for the communications professions in which they work.**

Statement on Diversity

Within the context of PASSHE (The Pennsylvania State System of Higher Education)'s strategic vision, and respect for each institution's unique history and mission, the PASSHE Social Equity Council seeks to foster a System of academic institutions committed to making diversity an integral part of educational excellence, business practices, and civic engagement.

As a part of its commitment, PASSHE must sustain each of its academic communities with a shared sense of purpose, core values, and respect for a diversity of cultures, perspectives, backgrounds and experiences. To that end, the members of these communities are expected to advance fair practices and the elimination of systemic practices and policies that serve as barriers to the full inclusion of all university constituents, and above all preserves the dignity and safety of every person.

PASSHE recognizes that this pursuit of excellence is predicated upon its obligation to sustain these shared values through all of its available resources. Therefore the Social Equity Council recommends that PASSHE's resources (to include but not be limited to human, curricular and co-curricular programs, and business practices) be used to increase people's awareness, content knowledge, critical thinking, and understanding of the complexities of human interaction within our institutions and communities.

Last updated on March 16, 2010

Source: http://www.ship.edu/Social_Equity/Diversity_Statement/

ACADEMIC INTEGRITY

Plagiarism and cheating will be handled according to the University's Academic Dishonesty Policy found on pages 25-26 in the 2011-2013 Shippensburg University Undergraduate Catalog. Penalties for any violation of the Academic Dishonesty Policy include grade reduction, assignment of a failing grade for the course, suspension and expulsion from the University.

AMERICAN DISABILITIES ACT (ADA) STATEMENT

Students with disabilities are not required by law to identify themselves to Shippensburg University and the Office of Disability Services. However, if a student desires accommodations, the student is obligated to complete the necessary forms and provide disability documentation at the time other requests are made. It is the policy of Shippensburg University to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal education opportunities. Students with disabilities are encouraged to contact the Office of Disability Services, which is located in 120 Horton Hall, or via phone at 717-477-1364 or 717-477-1329.

CLASS POLICIES

Attendance: Class sessions are essential for a learning experience for this type of course and cannot be duplicated by reading another student's notes. Regular class attendance is **MUST** as you will be required to do activities with grade points in every class. IF you need to miss any of these classes because of an excusable/unavoidable reason, you have to make up a missed activity by next class. This class is very activity-oriented. Time will fly. So stay on track. And, please come to class **ON TIME**.

Contingency Planning: In case of unforeseen events (such as instructor's illness, inclement weather, guest speaker or technical problem at the lab), this syllabus may be modified. If so, you will be provided a dated addendum that will supersede earlier copies of the syllabus. It is the student's responsibility to be familiar with any such addendum to the syllabus.

Internet/Cell Phone/Smartphone Use: Using cell phone, texting and using Internet/checking email (unless otherwise instructed) are not allowed during class lecture and activity time.

Deadlines: Producing quality or acceptable work within a deadline is a common norm both in academia and industry. Assignments are due on the dates indicated on the syllabus and project prospectus. Plan to work on your assignments well before deadline. A grade of zero (0) will be posted for missed deadlines. Late work is discouraged in this class. So no late work will be accepted without any valid excuse and 24 hours after the deadline. The instructor will use his discretion to determine the validity of excuse and make decisions on accepting a late work. Even a late work is accepted, you will receive a letter grade penalty automatically.

Assessment: Students enrolled in this course will be assessed based on their timely completion of homework assignments, two major digital design projects, and web development exams that will reflect the level of your skills gained in this class. **Expectations will be higher.** An incomplete project and homework will seriously affect your grade points for a particular assignment. Graduate students will have to work on an additional software analysis paper.

- The instructor will post detailed rubrics for project and paper assignments with the prospectus four weeks before the deadline.
- A student will receive full points for a homework if s/he completes it as per the instruction and on time (by Wednesday midnight of the deadline week).
- In any case, if a student misses a class and an activity, s/he will lose 4 (four) activity points.

Grading Scale (in percent)

A = 93 - 100; A - = 90 - 92.

B+ = 87 - 89; B = 83 - 86; B - = 80 - 82.

C+ = 75 - 79; C = 74 - 70.

D = 60 - 69.

F = Below 60.

| Grade Distribution (in points) | Deadline/Submission |
|---|--|
| Undergraduate students | |
| Homework Assignments (8 x 5) : | 40 In D2L Folder (Deadline: See "Course Schedule" on pp. 8 - 10) |
| Exam : | 30 October 10 |
| Project 1*: Web design : | 100 October 31 (D2L + CD) |
| Project 2*: Responsive design and App Development : | 60 TBA/ Final Week (D2L + CD) |
| Activities and Class participation** : | 20 |
| <i>Total</i> | <i>250 points (Undergraduate students)</i> |
| Graduate students | |
| Homework Assignments (8 x 5) : | 40 In D2L Folder (Deadline: Course Schedule) |
| Exam : | 30 October 10 |
| Graduate Paper* : | 30 October 24 (D2L) |
| Project 1: Web design* : | 100 October 31 (D2L + CD) |
| Project 2: Responsive design and App Development* : | 60 TBA/ Final Week (D2L + CD) |
| Activities and Class participation** : | 20 |
| <i>Total</i> | <i>280 points (Graduate students)</i> |

*Projects and paper are due by the beginning of the class of deadline day.

**It is expected that you complete the lesson activities in class with the instructor or on your own and maintain activity folders in flash/USB drive.

About Projects and Graduate Paper:

- Depending on the final class enrollment, project assignment will be conducted either in a pair or individually.
- The instructor will post project/paper details at least four weeks before the deadline on D2L's assignment module in the Content section.

About project 1 in brief: a multimedia microsite where students will show their skills of packaging web pages with 1) CSS, 2) HTML5, 3) text, 4) images, 5) audio, 6) video, 7) image slideshow, 8) interactive spry tools, 9) Web form, and 10) CSS3 effects and transitions.

About project 2 in brief: Two responsive Web pages and a mobile site/app where students will demonstrate their skills in the use of Fluid Grid and jQuery Mobile and/or PhoneGap Build.

About Graduate Paper (Software Analysis Paper): Students will write a research-based comparative analysis between Content Management System (CMS) and Web development software in designing and managing a Website for multi-screen devices.

Web Development Exam:

The in-class exam will cover the topics covered in Osborn and the AGIs' book chapters/lessons 1 – 7, 10, 12, and 14. The instructor will specify the topics from each chapter three weeks before the exam.

COURSE SCHEDULE

Web Layout

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| Week 1 (Aug. 29) | - Course Overview: World of Digital Media Design (Platforms, software/design tools) | Activity File and folder management (activity, homework and project folders) Dreamweaver Essentials Setting up site | Osborn & the AGI (Chapters 1 & 2) Homework 1 Completing Video Tutorial Lessons 1 and 2 (due in week 2) |
| Week 2 (Sep. 5) | - Web design approaches (CMS vs. Design software), Web Usability - Web Layout: CSS approach | Activity Customizing Look and Content of HTML5 template Adding text and images (*image optimization) - Image Slider application from Adobe Dreamweaver Widget (The way Bing's image option works) | Osborn & the AGI (Chapters 3 & 4, except the lessons that involve AP Div) <i>CSS Basics</i> (D2L > Content > Course Materials) Homework 2 Completing Video Tutorial Lessons 3 and 4 (due in week 3) |
| Week 3- Week 4 (Sep. 12, Sep. 19) | - Web Layout: CSS Approach | Activity Creating and Modifying CSS properties Creating and modifying navigation bar Creating a HTML5 web layout from the scratch | Osborn & the AGI (Chapters 5, 6 & 12) Homework 3 Completing video tutorial lessons 5 & 6 (due in week 4) |

Web: Interactivity and Multimedia

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| Week 5 (Sep.26) | - Applying CSS3 Effects, Transforms and Web Fonts SEO Applications | Activity 5: Adding and applying CSS effects and transforms -- applying SEO commands into a layout | Osborn & the AGI (Chapter 7) Homework 4 Completing video tutorial lesson 7 |
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|-----------------------------|--|---|---|
| Week 6 (Oct. 3) | -- Interactive Spry Applications -- Adding video from a video sharing site (e.g. YouTube/Vimeo and flash content) | Activity -- Incorporating and customizing spry navigation bar and interactive spry options for content; -- Adding multimedia | Osborn & the AGI (Chapters 10, 14) Homework 5 Creating an animated content using Fireworks |
| Week 7 (Oct. 10) | - Adding native video, audio and social media widgets | Activity Adding multimedia and social media widgets | Exam: Web Development Exam |
| Week 8 (Oct. 17) | - Adding Web Form - Slideshow Techniques | Activity Creating a Web form page Creating two slideshows with JohnDesign's Smooth Gallery and Soundslides. | |
| Week 9 (Oct. 24) | Project 1 | Review and Project Day | Graduate Paper Due |

Responsive Design Techniques for Multiple Screens and Native Mobile Design

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| Week 10 (Oct. 31) | - Approaches to create Responsive Design: -- Fluid Grid -- Media Query | Activity Creating Responsive Page with Fluid Grid | Osborn & the AGI (Chapter 15) Project 1 Due Homework 6 Completing Video Tutorial Lesson 15 (due by Week 11) |
| Week 11 (Nov. 7) | - Approaches to Creating Mobile Pages with jQuery - Editing/customizing themes | Activity -- Creating mobile pages from scratch -- Creating mobile pages with PhoneGap | Homework 7 Mobile design homework (due by Week 12) |

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| Week 12 (Nov. 14) | Application of jQuery theme roller -- Adding form applications and interactive jQuery properties to Mobile site | Activity Adding forms to a mobile page and collapsible menu | Homework 8 Mobile design homework (due by Week 13) |
| Week 13 (Nov. 21) | Turning a jQuery mobile page into an App using PhoneGap Build | Activity Creating an App compatible with Android, Blackberry and Window. | |
| Week 14 (Nov. 28) | Thanksgiving Break | | |
| Week 15 (Dec. 5) | Review and Project 2 | Project Day | |
| Final Week | Project 2 due and Project 2 presentation (TBA) | | |

Schedule Note:

1. Couple of guest speakers, both professionals and former students of this course, will speak to you in this semester about the relevance of what you are learning in the class.