

# DMA 405: INTRO TO INTERACTIVE MEDIA DESIGN

## INSTRUCTOR

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Office hours: Email for appointment.

## COURSE INFORMATION

DMA 405 Section 801 - Class number 21096

Class time: Tuesday 5:45 - 9:00

Location: 14 E. Jackson, 213 - Loop Campus

Course homepage: [d2l.depaul.edu/](https://d2l.depaul.edu/)

Slack: [dma405w18.slack.com](https://dma405w18.slack.com)

Last day to drop the course: Jan 15, 2018

Last day to withdraw: Feb 19, 2018

## COURSE DESCRIPTION

This course focuses on an introduction to interactive media design, by exploring, analyzing and creating various interactive media formats and platforms, including, but not limited to, design for web, interactive social media and games. Students become familiar with the principles of creating successful interactions through the study and application of the human-centered design process, developing an understanding of user behavior rooted psychology and design fundamentals. Methods for user-based inquiry, research, and ideation are explored and then applied to various interactive media types. Through the creation of low fidelity prototypes and testing, students will practice an iterative design process and learn how it can be leveraged for problem solving and innovation. Students will also gain experience using various tools to create interactive projects and explore the socio-cultural context that constrains what, how and why media objects are created. Prerequisite(s): None

## CLASS FORMAT

Classes will involve a combination of lectures, workshops, and discussions. In class students will often be working in small groups on workshops and projects. Your participation in class and online (D2L, Slack) are critical to your grade.

## LEARNING OUTCOMES

1. Create interactive media projects that demonstrate an understanding of the principles of successful interactive design and the socio-cultural implications of their design
2. Develop interactive media projects that demonstrate the application of the user-centered design process
3. Apply the iterative design methodologies to problem solving challenges
4. Critique interactive media in accordance to the fundamental principles of interactive design
5. Manage the professional flow of interactive media design

## REQUIRED TEXTS

- Designing for Interaction: Creating Innovative Applications and Devices (2nd Edition). Saffer, Dan (2010). ISBN: 0321643399
- The Design of Everyday Things, **Revised & Expanded edition (note that this is a new edition of the book.)** Norman, Donald A. (2013). ISBN: 978-0465050659

## EVALUATION & GRADING

Coursework includes the following components.

	Grade Proportion
Reading Response	10%
Participation	5%
Design Principles Scavenger Hunt	10%
Simple App Project 1-4	25%
Final Project	35%
Design Patterns Presentation	10%
Design Patterns Quiz	5%

**Reading Responses.** Responses to the weekly reading assignment posted on Slack. Each student can miss one Reading Response without affecting their grade.

**Participation.** The participation portion of the grade is based on attendance and contributions to class discussions and group work.

**Assignments.** Assignment details will be posted in D2L. Be sure to submit your work to D2L before class starts on the day it is due.

**Group Projects.** Students will work in groups of two or three on the final project. All students are expected to contribute to groups equally. At the completion of the project, students must provide a peer review of their teammates, which will be factored into the final grade.

**Design Patterns Presentations.** Students will give a short presentation on three design patterns.

## Grading Scale

Letter grades will be given based on the following minimum percent of total points earned.

A	93.00%	Excellent/Outstanding effort
A-	90.00%	Very Good
B+	88.00%	
B	83.00%	Good
B-	80.00%	
C+	78.00%	
C	73.00%	Satisfactory
C-	70.00%	
D+	68.00%	
D	60.00%	
F	0.00%	

# CLASS SCHEDULE

## 1: INTRODUCTION TO INTERACTIVE MEDIA

1 Jan 2

### In class:

- Syllabus, course overview and expectations
- *Topics:*
  - Intro to interaction design, industry overview
  - Design process (HCD, iterative, double diamond)
  - Interaction design principles (Nielsen heuristics, design patterns)
- *Workshop:* Exploring Design Principles

### Homework:

- Design Principles Scavenger Hunt Report
- *Read:*
  - Saffer, Ch. 1 What is Interaction Design? + Ch. 4 Design Research
  - Norman, Ch. 1 The Psychopathology of Everyday Things
  - (optional) Saffer, Ch. 2 The Four Approaches to Interaction Design
- *Slack:* R1 (Reading Response Week 1)

## 2: INTRODUCTION TO THE INTERACTION DESIGN PROCESS

2 Jan 9

### Due today:

- Design Principles Scavenger Hunt Report

### In class:

- *Topics:*
  - Interaction design principles continued
  - **Discover** - Research/Understanding users (user interviews, competitive analysis, precedents, etc)
- *Workshop:* Simple App Part 1: Discovery

### Homework:

- Simple App Part 1: Discovery Summary
- *Read:*
  - Saffer, Ch. 5 Structured Findings + Ch. 6 Ideation and Design Principles
  - Norman, Ch. 6 Design Thinking
- *Slack:* R2

3 Jan 16

### Due today:

- Simple App Part 1: Discovery Summary

### In class:

- Design Pattern presentations
- *Topic:* **Define/Synthesis** - Understanding what to make
- *Workshop:* Simple App Part 2: Define (personas, design principles, mobile first, etc)

### Homework:

- Simple App Part 2: Define Summary

- *Read:*
    - Saffer, Ch. 7, pages 143-167, Refinement
    - Saffer, Ch. 8 Prototyping, Testing, and Development
  - *Slack: R3*
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4 Jan 23

**Due today:**

- Simple App Part 2: Define Summary

**In class:**

- Design Pattern presentations
- *Topic:* **Design** - Prototyping and iterative design (prototype fidelity and methods)
- *Workshop:* Simple App Part 3: Design/Prototyping with Balsamiq
  - Wireframes

**Homework:**

- Simple App Part 3: Design/Prototyping Summary
  - *Read:*
    - See D2L Content - Week 4 for links
  - *Slack: R4*
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5 Jan 30

**Due today:**

- Simple App Part 3: Design/Prototyping Summary

**In class:**

- *Topics:*
  - Design Pattern presentations
  - **Deliver** - Testing and feedback (testing prep and methodologies, documentation, and refinement)
  - Discuss Final Project and form teams
  - Final Project - Part 1: Discovery
- *Workshop:* Simple App Part 4: Delivery - Testing wireframes and refinement

**Homework:**

- Simple App Part 4: Delivery Summary
- Begin Final Project discovery
- *Read:*
  - Saffer, Ch. 3 Design Strategy
  - Norman, Ch. 2 The Psychology of Everyday Things
- *Slack: R5*

### 3: EXPLORING MEDIA TYPES / GROUP PROJECT - APPLYING HUMAN CENTERED DESIGN

6 Feb 6

**Due today:**

- Simple App Part 4: Delivery Summary
- Final Project Discovery Progress, draft tools

**In class:**

- *Topics:*
  - Design Pattern presentations

- Discovery - group progress
- Designing websites
- *Workshop*: Website Design

**Homework:**

- Final Project Part 1: Discovery documentation
  - *Read*:
    - Norman, Ch. 3 Knowledge in the Head and in the World
  - *Slack*: R6
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7 Feb 13

**Due today:**

- Final Project Part 1: Discovery documentation

**In class:**

- *Topics*:
  - Design Pattern presentations
  - Define/Synthesis - group progress
  - Designing for interactive social media
- *Workshop*: Social Media Design

**Homework:**

- Final Project Part 2: Define documentation
  - *Read*:
    - Norman, Ch. 4 Knowing what to Do: Constraints
  - *Slack*: R7
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8 Feb 20

**Due today:**

- Final Project Part 2: Define documentation

**In class:**

- *Topics*:
  - Design Pattern presentations
  - Design/Prototyping - group progress
  - Designing games
- *Workshop*: Game Design

**Homework:**

- *Read*:
    - Norman, Ch. 5 Human Error? No, Bad Design
  - *Slack*: R8
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9 Feb 27

**Due today:**

- Prototype drafts

**In class:**

- *Topics*:
  - Delivery and testing - group progress
- *Workshop*: In-class testing and refinement

**Homework:**

- Final Project Part 3: Design/Prototype prototypes and documentation
  - Principle Presentation Test
  - *Read:*
    - See D2L Content - Week 9 for links
  - *Slack:* R9
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10 Mar 6

**Due today:**

- Final Project Part 3: Design/Prototype prototypes and documentation

**In class:**

- Design Pattern Quiz
- *Topic:* Delivery, testing, and refinement - group progress
- *Workshop:* Guest testers (Bonus points if you invite a guest to testing, max 2 guests/student)

**Homework:**

- Final Project Summary Paper (submit to D2L)
  - Final Project Presentation
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11 Mar 13

**Final exam 6:00 - 8:15 pm****Due today:**

- Final Project Summary Paper (submit to D2L)
- Final Project Presentation (submit to D2L)

**In class:**

- Final project presentations

## POLICIES & EXPECTATIONS

### Guidelines for Class Behavior

- Be professional. Treat this class like a job.
- Be respectful towards others. Listen when others talk and share ideas.
- Attend every class. (Communicate with me if you must miss class for any reason, you wouldn't just fail to show up to a job.)
- Arrive on time to every class. Important information is communicated at the very beginning of class.
- Food and drink during class is ok.
- Keep your phones in silent mode, in your bag or pocket, and no texting in class. If you have a need to be available by phone (sick relative, etc.), please let me know.
- If you are not taking notes or viewing other class materials on your laptop, it should be closed. If you are found using your computer for purposes other than this class, you may lose the privilege to use your computer during class.
- Be engaged in class discussions and workshop activities, your participation grade depends on it:
  - Participate with enthusiasm
  - Show genuine effort to cooperate with others
  - Show leadership and take initiative in group efforts
  - Frequently and eagerly offer your thoughts, perspectives, and responses to instructor/classmates
  - Make contributions that reflect excellent preparation (i.e., complete required reading)
- Practice professionalism
  - Communicate (face-to-face, emails, etc.) with the professor and fellow students in a professional and appropriate manner
  - Use body language (ex., eyes, posture) that shows active listening during instructor/student presentations
  - Be careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire);
  - Be respectful towards others

### Attendance

Students are expected to attend each class and to remain for the duration. Attendance will be taken. **Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student.** *Three absences for any reason, whether excused or not, may constitute failure for the course. Communicate with me if you must be absent or late for any reason.* Students are individually responsible for material they may have missed due to absence or tardiness. Please notify me in advance if there are any special needs.

### Late Assignments

Late assignments will be accepted only if you **(1) contact me before the due date** with an explanation, and I find the explanation acceptable, **(2) you turn in the assignment within three day extension.** After the three day extension, you will receive a 0 on the assignment unless other arrangements have been discussed.

***If you do not communicate with me at all within 24 hours of the due date, I will NOT accept the assignment and no credit for the assignment will be given.*** My policy is intended to encourage communication with me regarding any difficulty handing the assignment in on time.

Please be sure when uploading assignments to D2L that the file has uploaded to the Dropbox. I will not accept the excuse that 'I thought I

uploaded it, it must not have gone through'. If you have trouble uploading, please contact me.

Late assignments may not have comments or reviews included.

### Group Assignments

When working in groups, you are responsible for communication outside of class within your group. It is your responsibility to be proactive in reaching out to group members and working together to complete assignments. When a group assignment is handed in, it is assumed that the work represents the final deliverable for the whole group. The entire group should review the assignment before it is handed in. If your group is having trouble communicating and/or working together, please contact me as soon as possible to resolve issues.

### Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

### Withdrawal

Students who withdraw from the course do so by using the Campus Connection system (<http://campusconnect.depaul.edu>). Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

### Retroactive Withdrawal

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

- Autumn Quarter: Last day of the last final exam of the subsequent winter quarter
- Winter Quarter: Last day of the last final exam of the subsequent spring quarter
- Spring Quarter: Last day of the last final exam of the subsequent autumn quarter
- Summer Terms: Last day of the last final exam of the subsequent autumn quarter

### Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

### Online Course Evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect (<https://campusconnect.depaul.edu>).

### Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions be sure to consult with your professor.

### Academic Policies

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the [University Academic Calendar](#). Information on enrollment, withdrawal, grading and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

### Civil Discourse

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be [Socially Responsible Leaders](#). It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

### Resources for Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: [csd@depaul.edu](mailto:csd@depaul.edu).

Lewis Center 1420, 25 East Jackson Blvd.  
Phone number: (312)362-8002  
Fax: (312)362-6544  
TTY: (773)325.7296

### Visit the Writing Center

Consider visiting the Writing Center to discuss your written assignments for this course. Writing Center Tutors are specially trained undergraduate and graduate students who can help you at any stage of your writing project. They can help you focus and develop your ideas, review your drafts, and polish your writing, as well as answer questions about grammar, mechanics, style, and citation.

You may schedule appointments on an as-needed or weekly basis. In addition to Face-to-Face appointments, the Writing Center also provides Written Feedback by Email and Online Appointments. Be sure to schedule your appointment with enough time to think about and incorporate the feedback you'll receive. Bring/upload your assignment handout and/or any other relevant materials to your appointment.

**How do I schedule a Writing Center appointment?** To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit [www.depaul.edu/writing](http://www.depaul.edu/writing). You can also call one of our offices: (312) 362-6726 (Loop Office, 1600 Lewis Center) or (773) 325-4272 (LPC Office, 250 McGaw Hall). When possible, the Writing Center accepts walk-in requests, but it's always a good idea to schedule your appointment ahead of time. You may schedule tutorials on an as-needed basis or as weekly standing appointments up to 3 hours per week. All Writing Center services are free to the DePaul community.