

The Illinois Institute of Art-Chicago  
IMD110 – Design for Multimedia Display  
Spring, 2007 Section: A

Course websites: <http://aii.lgrace.com> (you may send email from here too)

**Professor:** Lindsay Grace

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**Course Hours:** section A: Monday, Wednesday 8:00 A.M.- 11:00 A.M.

**Location:** Loop 229

**Instructor availability:** by appointment only

**Course Credit Hours:** 4

**Homework Hours:** 2-3 weekly

### Course Description

This course introduces students to the process of conceptualizing and planning an interactive project. Students will study information architecture and interaction design.

They will also learn how to translate user and customer goals and requirements into a cohesive design. Students will develop the architecture and layout for a Web site utilizing proper user interface rules and demonstrating their knowledge of information design.

### Course Objectives

1. Students will be able to do the following upon course completion.
2. Discuss the fundamental principles behind interactive design.
3. Analyze an interactive product's interface and information design.
4. Analyze and structure content for an interactive product.
5. Explain the target audience's characteristics and how these characteristics effect design decisions.
6. Develop a style manual for an interactive product.
7. Design an interactive product that applies industry standard interface and information design principles.
8. Apply usability and accessibility standards to interface design.
9. Conduct usability testing on an interactive product prototype.
10. Evaluate usability testing results and propose revisions to an interactive product.
11. Produce a website with a WYSIWYG program (Dreamweaver).

### Texts Required

*Don't Make Me Think: A Common Sense Approach to Web Usability.* Steven Krug.  
New Riders Press. 2005.  
ISBN: 0321344758

*Web Style Guide: Basic Design Principle for Creating Web Sites (2nd Ed).* Patrick Lynch & Sarah Horton. Yale University Press. 2001.  
ISBN: 0300088981

\*\*\*NOTE: This book has also been published as a free website at  
[www.webstyleguide.com](http://www.webstyleguide.com)

*Macromedia Dreamweaver MX 2004 for Windows and Macintosh: Visual QuickStart Guide.* J. Tarin Towers. Peachpit Press 2004.  
ISBN: 0321213394

## **Required Materials**

- , flash drive, or portable HD (always keep 2 separate copies of your work! – a critical tip especially for this class!!)
- Three-ring binder (or other personal management aid)
- Sketch pad
- Markers and color pencils (as needed)

## **Course Administration**

### **Lecture**

Attendance is required. Lectures will cover theoretical information as well as hands on demonstrations. Participation in lectures, class exercises, class critiques, and discussions is expected. Come to lectures prepared for discussions by completing the readings and exercises for that day. Material covered in discussions and exercises will require preparatory reading from the texts, handouts and assigned web readings, and will be covered on the quizzes.

### **Lab**

Every day that the class meets, time will be provided for work on your exercises and projects. Outside time will be required to complete some assignments, but you are required to attend the entire class session. You are responsible for managing and maintaining your files from the lab sessions. Make back-ups as necessary. Your instructor and the school are not responsible for missing or damaged digital files.

### **Attendance (from the Ai student handbook)**

Participation in classroom activities is vital to a student's successful completion of each course and is an important facet of each student's professional development. The attendance record is included in the student's permanent file and is made available to potential employers after graduation. The student is expected to attend all classes as scheduled, to be on time and to remain in the classes for their full duration. There are no excused absences. Arrangements to complete make-up work for missed classes must be made with each individual instructor.

A student who accumulates thirty-two percent (32%) absenteeism in a class will be dropped from the class and will receive a failing grade (F). The student must repeat the class failed the following quarter or the next time the class is available.

*Six (6) contact hour courses Two day per week course – 32% = 7 classes or 21 total hours  
Special accommodations*

The Illinois Institute of Art-Chicago special needs coordinator, Jamey DiVietro, organizes services for qualified students requiring reasonable accommodations. Notifying the Illinois Institute of Art-Chicago that you have a disability or special needs is optional and confidential. However, in order for the school to accommodate your needs, we need advance notice of the services you require. For more information please contact Jamey DiVietro at 312-777-8616.

### **Counseling**

If during the semester you have problems with stress, just need to talk to someone or need a referral to alternative resources, contact Jamey DiVietro the school counselor. He can be reached in the Student Services offices, or by phone at the services you require. For more information please contact Jamey DiVietro at 312-777-8616 or by e-mail at [divertrj@aii.edu](mailto:divertrj@aii.edu).

Course Assignments

### **Exercises**

Exercises are steps in the interactive design & development process. Emphasis for each exercise will be on applying course content with focus on designing for the intended audience's needs & wants. Details for each exercise and examples will be presented when they are introduced.

Exercises will also be vital in class discussions. Each time that an exercise is due, we will be critiquing each other's exercise. Exercise topics can be seen in the tentative weekly layout.

Designing and building any interactive product needs to be done in stages. Some exercises will be a part of your interactive product; others will help you understand and apply course content. Each exercise will be explained in detail when it is assigned. Each exercise is to be submitted at the beginning of class unless otherwise stated.

**All documents must be typed.**

Exercises are to be completed by the assigned due date. Grades for exercises will be on a pass or fail situation. Meeting the due date is required for full credit. Late submissions will receive **no** credit. Revision and resubmission of exercises are encouraged and will lead to a better project.

**Quizzes**

Quizzes in a variety of formats will include topics and techniques discussed in class and in the readings. Four (4) quizzes will be administered throughout the quarter. You must be present during quiz time to take the quiz. If you come in late and the quiz is already in progress or you miss a quiz, do not expect to take the quiz.

**Paper Design Plan**

The paper design shows the detailed design information for the production of an interactive product. The communicative design is defined and explained in such detail that another artist could produce the product. Audience analysis, content analysis/outline, concept maps (a.k.a., site maps), interface/graphical design sketches, storyboards, body copy, image/photo lists and a style manual, are expected to be included in the Paper Design Plan (among other elements that will be discussed in the course). The paper design plan is the first opportunity for testing the interaction and information design. Many of the exercises will be applied to your paper design plan. The design plan will evolve even after the assignment is initially turned in as we continue the design process. Evaluation criteria will be provided when the final paper design plan is assigned and will be available on the faculty share drive pickup folder for the course.

**Functional Design Prototype**

Although the paper design plan is helpful in working out information and graphical design details, a functional design prototype is a key step to finalizing an interactive design. A functional prototype is helpful in validating the initial design plan by seeing an example of every level of functionality and what content will look like. This prototype can then be tested with a sample of the target audience so that design revisions can be made to improve the communicative value and usability of the design. Most of the time a functional design prototype will be revised and retested until the design is ready for the addition of content.

This prototype is then the foundational backbone of the final product.

**Final Project**

Your final project will be your complete interactive product. The exercises will be combined to produce this final project and the project will be tested and critiqued by other students in the course. Focus on the project evaluation will be the quality of the users of the product being able to achieve your communicative objectives, information design, usability, accessibility, information hierarchy, functionality and completion.

*Since meeting deadlines in the industry is critical to project management and a successful career, the instructor adheres to the following policy.*

It is your responsibility to make sure assignments are completed and turned in at the start of class on the due date.

## **Grading**

### **Project**

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<b>Paper Design Plan</b>	100 pts.
<b>Functional Design Prototype</b>	100 pts.
<b>Final Project</b>	100 pts.
<b>Exercises</b> (10 at 10 pts each)	100 pts.
<b>Quizzes</b> (4 at 25 points each)	100 pts.
<b>Total points possible</b>	<b>500 pts.</b>

To figure your course grade at any time use the following formula.  
(Your total points / total points so far = Percent Grade)

Example:  $(455 / 500) = .91$   
 $.91 \times 100 = 91\%$   
91% = A Grading

### **Grading Scale**

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A 100-93  
A- 92-90  
B+ 89-87  
B 86-83  
B- 82-80  
C+ 79-77  
C 76-73  
C- 72-70  
D+ 69-67  
D 66-60  
F 59 and below

**There is no curve in this class. Your grade is reflective only of the quality of your work.**

## Weekly Schedule (Mon. Wed.)

*\*\*Instructor reserves the right to Change schedule depending on student and course needs.*

### Week 1

Lecture: Course introduction / Basic concepts of multimedia and the Web/

What makes a website “good?”

**Reading:** syllabus

*Exercise 1: Website Critique Paper #1 and Presentation (due day 2 of week 1)*

Pick a website, DVD menu, Game interface or other well-designed “Multimedia Display.” Write a 1 page critique of it. Rely on your previous art courses and the art terms you learned. Be sure to include the site’s URL and screen shots in your paper. Be prepared to present the information to the rest of the class.

Lecture: Scoping a project – concepts, goals, and defining the audience

**Quarter long project introduction & Class Brainstorming session**

**Reading:** *Web Style Guide* Chapter 1: **Process.** ([www.webstyleguide.com/process](http://www.webstyleguide.com/process) )

This chapter presents the process behind designing a website. Planning, information architecture, site design, and site construction is discussed.

### Week 2

**Exercise 2:** Project Scoping

Compose a 1-2 page overview explaining your project. What is it? Who is it for? What informational value will it have? What will determine it as successful? Create a bullet list of the goals the project will accomplish.

Prepare and present the 2 minute elevator pitch for your idea. Each student will have 2 minutes to present their idea, and 3 minutes to field questions and critique.

**Lecture:** Analyzing the content / brainstorming & deciding content / Structuring content into manageable “chunks” /

Reading: *Web Style Guide* Chapter 3: **Site Design.**

([www.webstyleguide.com/site](http://www.webstyleguide.com/site) )A good website design focuses on providing content arranged to best meet the needs of the intended audience. This chapter discusses how to determine a website’s organizational framework. Examples of website organizational diagrams (concept maps) and site design themes are provided.

### Week 3

**Exercise 3:** Content Analysis

Do content brainstorming and produce an outline of the content for your website. Provide a typed copy of the outline to the instructor and prepare to share the content outline with 2 other members of the class.

Lecture: Respect thy audience – what do we need to know about them and what will this mean to the design? Why do we even care?

Reading: *Don’t Make Me Think* Chapter 1 & 2

Lecture: Usability in content structure. / Designing the Information Architecture / Concept mapping

Reading: *Don’t Make Me Think* Chapter 6

## Week 4

### Exercise 4: Audience Analysis and Site Map

Prepare a description of who your target audience is, what their needs are. Also, prepare a summary of what you will do to your design to meet your target audience's needs and how you will provide visual appeal.

Create a concept map (aka site map) based on the content and audience analysis. Be sure to designate each navigational level with a different color and each page with an identifier code.

**Lecture:** Typography for the web – design for usability & information architecture.

Reading: [Web Style Guide Chapter 5: Typography. \(www.webstyleguide.com/type \)](http://www.webstyleguide.com/type)

Type will always be an important aspect to a website's design. Good use of typography can establish a visual hierarchy, visual punctuations and graphical accent to the written word.

Typography is much more than font and size choice. Type characteristics and attributes in reference to web display is discussed.

### Exercise 5: Style Guide

Develop a style guide for typography, colors, graphics, spelling/grammar, technical concerns and compliance issues. Be sure to apply usability standards and explain/justify your choices.

**Lecture:** Storyboarding the content / Writing copy for the web.

Reading: *Don't Make Me Think* Chapter 3, 4, & 5

[Web Style Guide Chapter 6: Editorial.](http://www.webstyleguide.com/style)

( [www.webstyleguide.com/style](http://www.webstyleguide.com/style) )

Many users scan the content of a Web page without actually reading it. How content is presented is almost more important than what it actually says. A website's textual content should cultivate a voice, stick to the point, and be frugal; say as much with as little words as possible. This chapter covers the elements to consider when editing textual content.

## Week 5

Lecture: Interface Design – navigation, visual hierarchy, contrast, consistency, page dimensions and the design grid.

Reading: [Web Style Guide Chapter 2: Interface Design.](http://www.webstyleguide.com/interface)

([www.webstyleguide.com/interface](http://www.webstyleguide.com/interface) )

The graphical user interface (GUI) is the combination of interaction metaphors, images, and concepts that conveys the function and the meaning of the website. In this chapter you will explore the comparisons and differences of web design to conventional document design. The elements of the interface will be explored as a basic overview.

[Web Style Guide Chapter 4: Page Design.](http://www.webstyleguide.com/page)

([www.webstyleguide.com/page](http://www.webstyleguide.com/page) )

Effective page design can provide clarity, order, and trustworthiness in information. The elements and techniques to achieve this stability of communication are discussed in this chapter.

Lecture: Interface design – design for usability and accessibility / The home page / Paper Design Plan Details

Reading: *Don't Make Me Think* Chapter 7

Exercise 6: Storyboards and Interface (Due Day 2)

Sketch at least 6 different interface concepts for your website. Make sure the sketches are detailed enough to show all levels of navigation and how content will be laid out.

Storyboard the content for each web page. Use actual body copy and photos that you plan to use for the final product. Add notes when necessary to explain the proposed content design. Use the provided power point template. This is the plan for the content, the more detailed you are now, the easier development will be!

## **Week 6**

Lecture: Selecting an interface concept / Work on the paper design plan

Reading: Design checklists handouts

Organize and revise all exercises for the Paper Design Plan. Turn in the Paper Design plan for grading (day 2)

Lecture: Making it real – Development planning: Preparing the interface from Photoshop Demo  
Laying out the html interface - Working in Dreamweaver

Demo part 1

Reading: *Dreamweaver Visual QuickStart Guide* Ch 1, 2 & 12

### **Exercise 7: The Homepage**

Create the HTML homepage in Dreamweaver.

## **Week 7**

Lecture: Dreamweaver part 2- Making templates and CSS / What is CSS anyway?

Reading: *Dreamweaver Visual QuickStart Guide* Ch 3 & 11

Lecture: Functional Design Prototypes / Dreamweaver Demo – Making auxiliary pages from a template and adding content (graphics & text)

Reading: *Dreamweaver Visual QuickStart Guide* Ch 5 & 8

## **Week 8**

Lecture: Usability testing - the why and how / Dreamweaver Q & A

Reading: *Don't Make Me Think* Chapter 8, 9 & 10

### **Exercise 8: User Test Plan**

Develop a user test plan. Use the examples from the book and provided samples as a guide. Finalize the Functional Design Prototype. Add basic content, use the content from the project's storyboard.

Lecture: Summarizing & analyzing user test results – making design revision decisions / Open Q&A / Work Day

Reading: *Don't Make Me Think* Chapter 11

## **Week 9**

Lecture: What does the testing summary tell you? / Work Day

### **Functional Design Prototype Due by End of Class**

Lecture: Optimizing media for the web / Accessibility 101

Reading: *Web Style Guide* Chapter 7: Web Graphics  
<http://www.webstyleguide.com/graphics/>

Developing graphics for web usage can be complex. This chapter discusses graphic types and techniques to optimize the quality and efficiency of web page graphics.

Visit the Web Accessibility Initiative website and read Introductions and Quick Tips  
<http://www.w3.org/WAI/Resources/#in>

#### **Week 10**

Mon. 03/12/07 Lecture: Dreamweaver Demo - Making revisions / revising the design  
Reading: *Dreamweaver QuickStart Guide* as needed

#### **Exercise 9: User Testing Summary**

Conduct usability testing on your prototype. Submit a summary of your results and a suggestion list for revisions.

Revise the template based on your testing results. Let the template revisions update all your pages. Focus on getting the content finalized and apply styles to the body copy.

Lecture: Checking for quality assurance / spelling & grammar / compliance issues / Work day

#### **Week 11**

Lecture: Project critiques – the good, the bad & more revisions?

**Exercise** (10 points) Write a thorough, thoughtful 1-2 page critique of another student's final project.

Extra Credit:

Final projects will be judged by the class and the instructor.

- Best Project: 30 points extra credit
- Second Best Project: 15 points extra credit
- Third Best: A pat on the back.

Lecture: Final Critique and Course Wrap Up

Final Project Due at beginning of class!!!

**Much thanks to Chris Berry, to whom most of the content of this syllabus is credited**