

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

College of Arts
and Sciences

FEB 10 19

Dean's Office

Course Number ART 458 INTERACTIVE DESIGN II or Degree Plan(s) _____
State the requested change and reason. A memo may be attached if more space is necessary.

See Attached

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Course term(s)	A	I	A		I			I	I
4.	Content (substantive change)	A	A	A		I			A	A
5.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
6.	Course number within the hundred	A	A	I		I			I	I
7.	Course number beyond the hundred	A	A	A		A			A	A
8.	Prerequisites	A	A	A		I			I	I
9.	Course fee(s)	A	--	A		--			A	I
10.	From U to G or G to U	A	A	A		A			A	A
11.	Cross list with another department: U or G level	A	A	A		A			A	A
12.	Department of record	A	A	A		A			A	A
13.	Open or close a course	A	A	A		A			A	A
14.	New course ----- See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A			A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³																		
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees						
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--						
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--						
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--						
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--						
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--						
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--						
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I						
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I						
9.	Major – Discontinue (proposed by the Provost)	See below.																
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--						
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--						
12.	Minor — Add	A	A	A	A				A	--	A	--						
13.	Minor -- Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--						
14.	Minor – Discontinue (proposed by the Provost)	See below.																
15.	Degree — Add	A	A	A	A				A	A	A	I						
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I						
17.	Degree – Discontinue (proposed by the Provost)	See below.																
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--						

COUNCIL ³									
Board of Trustees	President	Faculty	Graduate	UUAC	TEC	Dean	Department	Provost	Provost-Proposed Change
I	A	A	A			R	R	A	1. Major/Graduate Program – Discontinue (proposed by the Provost)
--	A	--	A			R	R	A	2. Minor – Discontinue (proposed by the Provost)
I	A	A	A			R	R	A	3. Degree – Discontinue (proposed by the Provost)

Approval Chart for Curriculum Changes

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

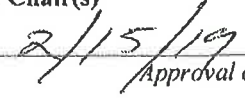
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

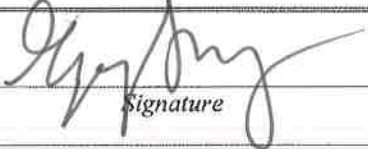
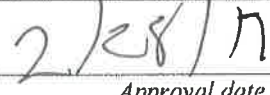
⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	ART 458 Interactive Design II
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Mike Wiggins
2	Course Teacher	Mike Wiggins
3	Course Title	Interactive Design II
4	Course Abbreviation (if title is over 30 characters)	
5	College	Arts & Sciences
6	Department	Art & Design
7	Number of Credit Hours	3
8a.	Number of contact hours - lecture	3
8b.	Number of contact hours – lab/activity	3
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☐ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☒ Studio ☐ Thesis ☐ Dissertation

14	Instructor Workload	3 Credit Hours
15	Grade Mode (check all appropriate):	☒ <u>X</u> Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	The purpose of this course is to provide an intermediate level of expertise in the field of interactive design. Focus will be given to the tools, processes and core values needed for the graphic and UX (user experience) designer within the field of interactive design.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	ART 358 Interactive Design I ART 359
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	
21	Does this course have any special student costs?	☒ <u>X</u> No ☐ Yes (If yes, must attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.)
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	None
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	All
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	None
23	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring of 2020
24	List course/s that should be deleted, (Also, include the last semester for course/s being deleted) <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	None

25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	☐ No ☒ Yes
26	Should the addition of this course be retroactively applied to the degree plan it supports?	☒ No ☐ Yes Explanation:
27	Has this course been offered as a Special Topics course?	☒ No ☐ Yes <i>If "Yes," specify the Course ID and enrollment for each term it was taught. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, a course may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	None

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	See attachment for full explanation of changes to effected degree plans and the rational behind them.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	Currently, our Interactive Design course is taken the Spring semester of students senior year. In the past 7 years this course has been very influential on student employment. Some semesters we have had as many as 6 students recruited and hired by representatives from visiting design firms and agencies, all prior to graduation. These are companies like AT&T, USAA, Dialexa and Favorite Medium based in cities across the nation. ACU has a strong reputation in this field in part because other schools have been slow to prepare their students to a high degree in this field. I have no doubt that others schools will begin to catch up. Therefore it is imperative that we build on our success and continue to innovate. Adding an Interactive Design II course to our required curriculum will

		serve this purpose. This course will not only deepen the skills and knowledge of our majors it will also deepen our network with alumni and significant professionals in the industry. In our current course we always provide a professional workshop led by a significant alumni or professional in the field of Interactive Design. For many year this workshop has been led by Andy Pratt, an author, speaker and practitioner based in San Francisco and currently at Google. In addition to the workshop, alumni from Austin and DFW typically come on behalf of their companies and provide portfolio reviews as a form of recruiting. Being able to multiply these interactions through the addition of another course will allow us to expand and deepen these relationships. Because this is a senior level course the first time it will be taught is the Spring of 2020. Interactive Design 1 will be delivered to our Junior cohort for the first time in the Spring of 2019, preparing that cohort to be the first to take Interactive Design 2 during the Spring of 2020. The syllabi is complete but project briefs, quizzes, blog posts, and technical exams have not been completed.
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III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This course will be required for both our Graphic Design Concentration of our BFA degree and the BS in Graphic Design / Advertising. These degrees serve approximately 80 students split between those two degrees. This course will be taken the Spring semester of student's senior year.
2	State the overarching course goal(s) in performance terms.	The purpose of this course is to provide a intermediate level of expertise in the field of interactive design. Due to the level of specialization within the discipline, focus will be placed on the role of the graphic designer and UX designer (user experience designer). Building on the material from Interactive Design 1, our area of focus will be two fold: 1. Students will increase their level of proficiency in the tools, processes and core values needed for the graphic and UX designer within the field of interactive design. 2. Students will increase their knowledge of the sub-disciplines that work alongside graphic and UX designers within the field of interactive design.

2. Competencies and Measurements

	Competency	Measurement
1	1) Visual Design Demonstrate the ability to prototype visual solutions to interactive design problems in a screen-based environment.	6 projects will be assigned with frequent verbal critiques from classmates and professor. In addition, projects are graded with feedback given in multiple categories. See 'Grading Policies & Details' section for more explanation.
2	2) Visual Design Demonstrate the ability to perform effective user testing in a screen-based, interactive environment.	6 projects will be assigned with frequent verbal critiques from classmates and professor. In addition, projects are graded with feedback given in multiple categories. See 'Grading Policies & Details' section for more explanation.
3	3) Visual Design Demonstrate the ability to evaluate and	6 projects will be assigned with frequent verbal critiques from classmates and professor. In addition, projects are graded with feedback given in multiple categories. See 'Grading Policies & Details' section for more explanation.

	improve prototypes based on feedback from user testing.	
4	4) Software Demonstrate ability to independently learn new software skills related to prototyping and visual design within the interactive design field.	Weekly technical exams will be administered where students are required to demonstrate skills outlined in weekly online technical preps. Each exam will have 3-4 skills defined on a rubric. Individual rubric items are pass/fail.
5	5) Contemporary Issues & Concepts in Interactive Design Demonstrate an understanding of contemporary issues in the field of interactive design and show the ability to contribute relevant ideas in response to those issues.	5 blog post assignments are given throughout the semester with requirements to comment on the posts of two others. The posts are in response to article readings on contemporary interactive design issues combined with readings from our textbook. Each prompt will have an attached rubric with clearly defined requirements and descriptions of success.
6		
7		
8		
9		

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Meggs' History of Graphic Design 6th Edition, by Philip B. Meggs (Author), Alston W. Purvis (Author)
 [This book is used throughout the graphic design curriculum and is required for readings in some blog post prompts. Graphic Design majors are aware that this book is required for multiple courses in the degree plans.]

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name ART 458 Interactive Design II

Primary Department

[Signature]
Department Chair
Dean of the College

2/14/19

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

VI. Actions *Place all actions on one page.*

Course ID: ART 458

Course Title: Interactive Design II

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Jonathan Camp 2-28-19
College Dean or Director Date

Approved ☒ Denied ☐ [Signature] 2/28/19
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Syllabus Submitted by:

Mike Wiggins

Associate Professor of Art & Design

ART 458 Interactive Design II

3-credit hours

Spring 2020

Instructor: Mike Wiggins, *Associate Professor of Art & Design*

Office: DM 142

Office hours: TBD

Class location: DM 224

Class hours: TBD

E-mail: mike.wiggins@acu.edu

Phone: 325-674-2085

Prerequisites: ART 357 Interactive Design I

University & Department Mission

University Mission

The mission of Abilene Christian University is to educate its student for Christian service and leadership throughout the world.

College of Arts and Sciences Mission

The College of Arts and Sciences engages students with humanity's greatest ideas to create understanding, apply insights, and serve the world as Christian thinkers and problem solvers.

Department of Art and Design Mission

We believe that art has a unique power to change our world, to make it a more beautiful, generous, rich, and open place. We are convinced that the world needs not only artists, but Christian artists who in their talent and power of creative expression proclaim the glory of the Creator.

Course Overview

Course Description

The purpose of this course is to provide an intermediate level of expertise in the field of interactive design. Focus will be given to the tools, processes and core values needed for the graphic and UX (user experience) designer within the field of interactive design.

Intended Audience

The intended audience for this course is senior level students pursuing the BFA with a concentration in Graphic Design as well as those seeking a BS in Graphic Design/Advertising.

Required Textbook & Materials

Meggs' History of Graphic Design 6th Edition, by Philip B. Meggs (Author), Alston W. Purvis (Author)

[This book is used throughout the graphic design curriculum and is required for readings in some blog post prompts. Graphic Design majors are aware that this book is required for multiple courses in the degree plans.]

Course Activities

1. Visual design projects
2. In-Class critique sessions (individual, small group and full-class)
3. Software technical tutorials (in-class and online)
4. Blog posts and comments based on assigned reading
5. Quizzes over assigned reading
6. Technical exams over software tutorials

Course Fees

(\$50) In past semesters we have been able to include a one day workshop delivered by Andy Pratt, from the interactive firm Favorite Medium out of San Francisco. This fee helps cover some of the cost of this workshop. If this workshop (or equivalent) falls through for any reason this fee will be refunded.

Outline of Topics

Analytical & Conceptual

- User Centered Design
- User Scenarios
- Grids & Typographic Hierarchy in Screen Environment
- Atomic Design
- Gestalt Theory
- Unity & Variety
- Color Theory

Prototyping & Visualization

- Site Maps
- Click Throughs
- Wire Frames
- Templates
- Paper Prototyping

Production Tools*

- HTML/XML, CSS (Dreamweaver)
- Java Script, PHP, MySQL
- CMS & Blog Engines (Wordpress primarily)
- Squarespace & Adobe Portfolio

* Note about production tools

The core of the production tools deal with programming so I want to be very clear about my intentions. My goal is not to make you confident and proficient coders but rather the following.

1. Give you enough knowledge to know your limits.
2. Provide enough knowledge and comprehension to decipher and edit the work of others in order to serve your purpose. Due to the opensource movement this level of knowledge can be very beneficial.
3. Instill enough of a foundation for you to continue your education outside the classroom.

Faith and Learning

Our understanding of a God who suffers not only implies ideas of sacrifice and grace but also solidarity and empathy for the human experience. Within the discipline of interactive design there is a core value of empathy for the user. We must exercise and foster a deep care for those who will use what we design. Effort will repeatedly be made to see the world through the eyes of our users. Certainly this can be approached superficially with regard only for practicalities of project parameters. But in this course we will strive to see the wider implications of fostering empathy and what it has to teach us about the human experience.

Course Objectives & Competencies

Course Objectives

The purpose of this course is to provide a intermediate level of expertise in the field of interactive design. Due to the level of specialization within the discipline, focus will be placed on the role of the graphic designer and UX designer (user experience designer). Our area of focus will be two fold:

1. Continue high levels of proficiency in the tools, processes and core values needed for the graphic and UX designer within the field of interactive design.

2. Continue to increase students working knowledge of the sub-disciplines that work alongside graphic and UX designers within the field of interactive design.

Competencies

1) Visual Design

Demonstrate the ability to prototype visual solutions to interactive design problems in a screen-based environment.

Measurement:

6 projects will be assigned with frequent verbal critiques from classmates and professor. In addition projects are graded with feedback given in multiple categories. See 'Grading Policies & Details' section for more explanation.

2) Visual Design

Demonstrate the ability to perform effective user testing in a screen-based, interactive environment.

Measurement:

6 projects will be assigned with frequent verbal critiques from classmates and professor. In addition projects are graded with feedback given in multiple categories. See 'Grading Policies & Details' section for more explanation.

3) Visual Design

Demonstrate the ability to evaluate and improve prototypes based on feedback from user testing.

Measurement:

6 projects will be assigned with frequent verbal critiques from classmates and professor. In addition projects are graded with feedback given in multiple categories. See 'Grading Policies & Details' section for more explanation.

4) Software

Demonstrate ability to independently learn new software skills related to prototyping and visual design within the interactive design field.

Measurement:

Weekly technical exams will be administered where students are required to demonstrate skills outlined in weekly online technical preps. Each exam will have 3-4 skills defined on a rubric. Individual rubric items are pass/fail.

5) Contemporary Issues & Concepts in Interactive Design

Demonstrate the ability to read, understand and contribute ideas related to contemporary issues in the field of interactive design.

Measurement:

5 blog post assignments are given throughout the semester with requirements to comment on the posts of two others. The posts are in response to article readings on contemporary interactive design issues combined with readings from our textbook. Each prompt will have an attached rubric with clearly defined requirements and descriptions of success.

4 Areas of Focus

All projects and activities in this class should be pushing you forward in one or more of the following categories.

1) Color, Composition and Typographic Hierarchy

In ID 1 students developed an understanding for the typographic and compositional concerns in designing for interactivity. This is a significant hurdle and the skillset needs to be continually critiqued and pushed forward. A major goal of this class is to increase the students color, composition and typographic skills in the interactive environment. These skills will always be in demand, particularly in sophisticated markets. Due to the navigational requirements of most interactive environments, the subtlety of typographic hierarchy for clarity and ease of use is highly sought after. When it comes to making something clear and easy to use it is often color, composition and typographic hierarchy that do the heavy lifting.

2) User Centered and Goal Centered Design Process (Design Thinking)

In ID 1 we finished the semester with projects that utilized more expansive design processes than usual. Many of the process tools used were intended to bring purpose and clarity to design solutions. Process tools like 'Users and Goals', 'Microscope Exercise', 'Gut Checks', in addition to brainstorming and prototyping techniques give designers focused direction and measures to judge success. We will continue to increase comfort with those process tools as well as reinforce their value.

In addition, you will be asked to explain and defend your design decisions based on research gleaned throughout the design process. This is the point at which your ability to clearly communicate and defend your choices can dramatically increase career prospects.

3) Motion

It's hard to imagine motion not playing an increasing role in the interactive environment. Movement has the power to explain, clarify and nudge attention in powerful ways. The skills to prototype and illustrate ideas using motion can be a powerful and attractive toolset for a young designer. We will continue to build on the skills learned in ID 1 and explore the expressive and communicative power of motion.

4) Software and Technical Skills

As with all design classes there is a foundation of technical and software based skills needed to work efficiently and professionally. Interactive design requires a more significant foundation than most fields of design. Websites, for example, are in constant need of updating, editing,

maintenance and redesign. This process often requires the coordination of teams of people. Therefore, an emphasis on efficient, repeatable and disciplined workflows is ubiquitous in the interactive design field. Students need to have a high enough level of technical proficiency to adjust and thrive in whatever workflow an employer may utilize.

Grading Policies & Details

Grading Factors

- 12%: LAB: Technology Exams (75% Avg Required) ***
- 12%: LAB: Quizzes (75% Avg Required) ***
- 12%: LAB: Blog Assignments
- Project 1: 10.00%
- Project 2: 10.00%
- Project 3: 10.00%
- Project 4: 10.00%
- Project 5: 14.00%
- Project 6: 10.00%

*** A 75% average is required on Quizzes and Technology Exams in order to pass the course. This content is extremely important to your success as a graphic designer.

Grading Scale

A: 100% - 90%
B: 89% - 80%
C: 79% - 70%
D: 69% - 60%
F: 59% and below.

Canvas Grades

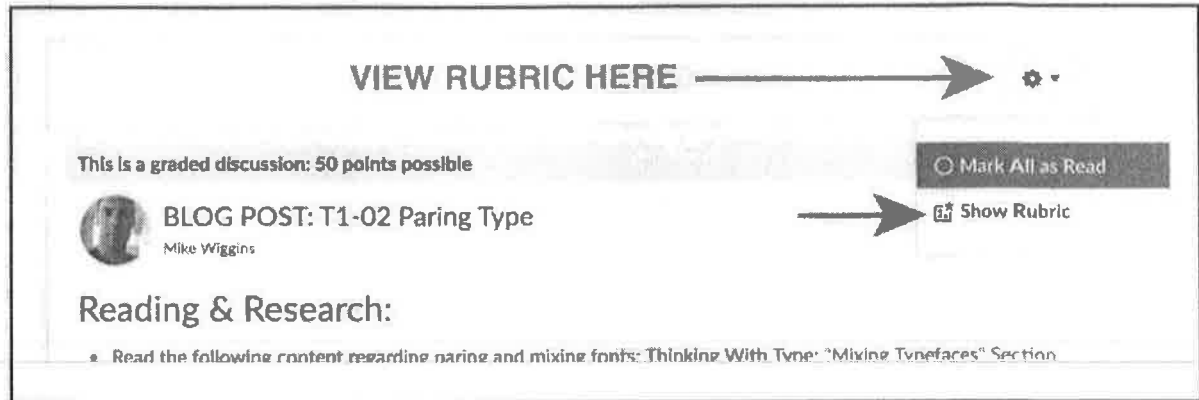
You can find all published grades, rubrics, and comments in the Canvas Gradebook. Grades are typically returned within 1-2 weeks on all assignments. I would encourage you to use the 'What If' function within the Canvas Gradebook when trying to estimate final course grades based on estimated future grades.

Technology Exams:

Rubrics are attached to each Technology Exams with clearly described skills for each rubric item. You must demonstrate competency in each skill to earn the points associated with that rubric item. The lab facilitator will assess your work each week. Once per 8 weeks you will have an opportunity to makeup one failed exam. The time for the mak-up exam will be outside of the normal lab session.

Blog Assignments

The rubric for each blog assignment can be viewed within the assignment:



Final Project ("Final Comps"):

The following describes the grading rationale for your completed design work, often referred to as "final comps". Grading for sketches and other process work will be described in each project brief.

The grades assigned to your design work are a simulation of the professional design world. You can think of it as your professors professional opinion of what a potential employer will think as he views your work. There is an assumption that the employer has extensive experience with the level and context of the coursework.

The descriptions of grades below are what your professors believe a potential employer would think as he views your work:

- A (95) = "This piece is extraordinary. Of the work I have seen from other designers at this level it is among the best. When I see work like this I am excited to see more. Some words that cross my mind when I look at this work are, extraordinary, very strong, beautiful, and very, very good."
- B (85) = "This piece is good. Of the work I have seen from other designers at this level this is solid work. It's not at the top but it can hold my attention and has some strong qualities. Some words that cross my mind when I look at this work are, nice, strong and good."
- C (75) = "This piece is OK. It is a bit bland and is struggling to hold my attention. It is not awful or full of problems but it could use some more love and attention. It may have some areas of promise but mixed with areas of struggle. Some things that come to mind when I look at this piece are, it's ok, has potential and 'let me look at more work before I make up my mind.'"
- D (65) = "This piece is struggling. There are obvious problems that need to be addressed. This work is acceptable but at the lowest level and shows areas of significant weakness. As a potential employer I should not be seeing this work."

- F (55 and below) = Unacceptable work. This work is below the quality level acceptable for credit in this course. There are significant and obvious problems with the work. It may be unfinished or just appear unfinished.

Plus and Minus

From time to time you may receive a grade reflective of a B- (82) or a C+ (78). This can be interpreted as slightly above or below the descriptions given above. As if the employer thinks all of the things described but also can't decide if his/her opinion should be lowered or raised. In those cases a slight bump up or bump down may be reflected in the grade. A piece that is better than good but not in the 'extraordinary' category would likely have earned an 88. A piece that is almost extraordinary would likely have earned a 92.

Without a rubric how can I improve?

Without a rubric or specific categories and characteristics being highlighted and evaluated how does a student work towards improvement. The descriptions above are good at defining the quality of the piece but not particularly helpful when trying to decide what skills need to be practiced and improved. When one bad choice has the power to reduce a grade from a 'B' to a 'D' how will a student be made aware of areas of weakness? We have two answers:

1. Studio session are twice as long as standard lecture session for this specific reason. They will include one-on-one, small group and full class critiques. Pay close attention and ask questions. Not only to yours, but also your classmate's. The issues we discuss during critiques play a big role in the grade you will receive on projects. You are also encouraged to request clarification and elaboration about specific grades when and if you have concerns.
2. [Skills & Areas for Improvement Document: \(Links to an external site.\)](#)Links to an external site. We have created a document that defines strengths and areas for improvement. The areas for improvement are paired with specific suggestions and actions that we believe will help improve your performance in those areas. If we suggest a specific area of improvement when we return grades please review the document and take the steps described to improve your performance.

Why not a rubric?

A typical rubric might define several categories, give weight to those categories, and then describe the levels of performance in each that would earn specific grades. For example, some categories in our discipline might be composition, typography, use of color, etc. The rubric would describe the level of performance in, say, typography that would earn an A, B, C, etc.

Rubrics are said to avert a rush to judgment. They give organization to observations that lead to the final grade. A professor looks at your work, moving through the categories, assessing the performance in each and assigns points. In the end the points are added up to reveal the final grade.

Unfortunately this is not how design work is evaluated in the real world. You are now at a level where your work must be evaluated in the same manner it will be in the professional world you are headed toward.

When a shopper grabs a product off the shelf they don't evaluate the quality of graphic design based on cleanly weighted categories. People don't respond uniquely to color, type choice, type hierarchy, grid structure, negative space, balance, shape, etc. They don't add up the sum of each characteristic to equal its quality. As the gestalt psychologists summarized, the whole is greater than the sum of its parts. Within aesthetics two plus two equals more than four. Rubrics struggle with this kind of math.

When a serious misstep in any single category can result in a failing grade rubrics struggle to be of help. For example, it is plausible for a student to use typography so poorly that it renders a work unacceptable. A rubric would make this scenario unmanageable. A student's grade would not reflect the reaction of a potential employer.

Artists and designers know this intuitively when they sweat over a particular color choice, or the precise placement of a shape, or the perfect selection of typeface. As if any one choice can make the piece sing or ruin it all together. Unfortunately it's true, a single choice can disproportionately propel a piece to extraordinary beauty or kill it dead. This is why the design process is both exhilarating and excruciating.

General Policies

Attendance Policy

Please read the following and take the short quiz [a simple canvas quiz is attached to this module]:

Fall/Spring MWF Classes

1. Each student is given 5 absences that may be taken without penalty. Each session missed beyond this (including excused absences) will result in a 4 point reduction from your final grade. There is no distinction between excused and unexcused absences in regards to this policy, please see the NOTE below.
2. 3 instances of tardiness will be counted as one absence. There is no distinction between excused and unexcused tardiness in regards to this policy, please see the NOTE below.
3. Leaving class early without permission from the instructor will be counted as a class absence.
4. If more than 9 class sessions are missed for any reason, the student will either be given a failing grade or may choose to drop the course with the appropriate WP or WF.
5. If a quiz, test or project due date is missed due to an excused absence* the student must contact the instructor (or facilitator) prior to the absence or before the following class meeting (at the very latest) if the student desires to get full credit for late work or take a make-up exam/quiz.
6. If a quiz, test or project due date is missed due to an unexcused absence a make-up exam/quiz will not be offered.
7. If you receive an email stating that you were tardy or absent but you know with certainty it is not accurate it is your responsibility to contact me with the correction.

***Excused Absence:** An excused absence is that caused by a University-sponsored activity, medical emergency, family tragedy or a significantly momentous family event. In this context family refers to immediate family. Please discuss with your professor.

NOTE: Special consideration may be given for excessive absences due to serious extended illness or family tragedy. The student is encouraged to discuss this with the instructor.

Deadlines and Late Work

Please read the following and take the short quiz [a simple canvas quiz is attached to this module]:

All projects and assignments will have specified due dates. All projects and deliverables that are physically turned in must be ready at the beginning of class on the specified due date. Work that is being printed or pasted down as class begins will be considered late. It is part of professional practice to show up to meetings with work completed not in the process of being completed. For this reason you must anticipate printing traffic and other problems that may slow your process down.

If you are not in attendance on a specified due date you may coordinate dropping off the work with the professor or classmate but it is your responsibility to make sure it is received by the professor.

Important Details:

- Late work is acceptable but will be decreased by 10 points for each class period it is late.
- If work is late due to an excused absence there is no deduction to your grade but it is your responsibility to communicate the nature of the absence.
- As soon as the work is complete take photographs of it and upload it to the appropriate assignment. This is typically the 'Process Materials & Deadlines' or 'Final Comps' assignments in canvas. This will time stamp when your work was complete. When you turn in the physical work you can communicate with the facilitator or professor when the work was complete and it can be verified when the photos were uploaded.

Academic Integrity Policy

Please read the following and take the short quiz [a simple canvas quiz is attached to this module]:

In this department we believe your academic honesty is not only important to you and your future reputation in professional environments but has great impact on this community. A single student cheating, plagiarizing, or any other form of dishonesty can send a very damaging signal to other students. Therefore it will be taken very seriously.

It is all of our responsibility to make sure our community holds honesty and respect for others in the highest regard. You may have been in academic environments where cheating and dishonesty were common occurrences. It can be terribly destructive to the quality of education for everyone. Please help us maintain a community of high character by being open with your faculty and

advisors when you suspect a problem. [For a full description of ACU's Academic Integrity policy please visit this link](#)

Consequences of Cheating and Academic Dishonesty

Cheating or any form of academic dishonesty will not be tolerated in this department. At the very least a '0' will be given on the quiz, test or project. Depending on the incident, you may be dropped from the class. If it is determined that there have been multiple incidents of academic dishonesty you will fail the course along with other possible implication. The only way to investigate if prior incidents have occurred is by reporting the occurrence to the department chair and deans office.

Plagiarism

There are NO assignments or activities in this class where you can use the words of others in your writing, verbal presentations or projects without clear permission or clearly indicating you are doing so. You are responsible for indicating all specific instances where you use the words of others. You may ask, "Should I indicate when I use only one word?" Depending on the word it may be appropriate to do so, but as a general rule I feel that anything over two consecutive words from another source should be in quotes and the original author cited.

I wish this could go without saying but I have repeatedly found that it cannot. With this stated, any instance where I find you have violated this request I will assume you are attempting to pass the words of others off as your own. This is defined as plagiarism and has specific university-wide consequences stated in [ACU's academic integrity policy](#) that can be found on ACU's website. Within the context of this course the penalty will at least be a 0 on the entire project associated with the writing or project. To be clear, that can mean a 0 for as much as 14% of your final grade in the course. In order to determine if any prior violations have taken place the incident will be reported to the Department chair and any other academic officials deemed necessary. If other incidents have been recorded you will likely receive a failing grade in the course.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Title IX Policy:

As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities,

2. submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs of activities, or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. See the full university policy by following this link:
<http://www.acu.edu/campusoffices/hr/title-ix/anti-harassment-policy.html>

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

DATE: OCTOBER 31, 2018
TO: RYAN FEERER
FROM: MARK MCCALLON, ASSOCIATE DEAN FOR LIBRARY
INFORMATION SERVICES
RE: NEW COURSE PROPOSAL – ART 458 – INTERACTIVE DESIGN II

After reviewing the course syllabus, the library is able to support the proposed course. If additional resources are needed, you can reach out to Chai Green (cwg06h@acu.edu), Librarian Liaison for the Department of Art & Design. Thank you for letting us review the course.

October 25, 2018

Mike Wiggins
Mike.wiggins@acu.edu
325-674-6534

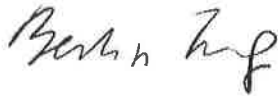
Re: Review of ART458

Dear Professor Wiggins,

Thank you for submitting ART458: Interactive Design II. I have reviewed it based on the ACU Syllabus Guidelines. I find it to be meeting all requirements in an exemplary way. Thanks for working with me in revising the syllabus before the submission. I find your syllabus well organized, easy to read, and visually appealing.

Please note that this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by others, including the Dean of the College and members of the council, who may have questions or comments of their own.

If you have any questions, please feel free to let me know. Please also let me know if we can be of any help in the design and facilitation of this course.

A handwritten signature in cursive script, appearing to read "Barbara H. Hef".

Director of Instructional Design, Adams Center