

I. CATALOG INFORMATIONA. Discipline: MULTIMEDIAB. Subject Code and Number: MM M50C. Course Title: Interactive Design

D. Credit Course units:

Units: 3Lecture Hours per week: 2Lab Hours per week : 3Variable Units : No

E. Student Learning Hours:

Lecture Hours:

Classroom hours: 35 - 35

Laboratory/Activity Hours:

Laboratory/Activity Hours 52.5 - 52.5**Total Combined Hours** in a 17.5 week term: 87.5 - 87.5

F. Non-Credit Course hours per week _____

G. May be taken a total of: 1 2 3 4 time(s) for creditH. Is the course co-designated (same as) another course: No Yes

If YES, designate course Subject Code & Number: _____

I. Course Description:

Introduces computer programming through the manipulation of media: generating images, producing animations, manipulating text, and making media that respond interactively to user input. Includes exercises and projects that examine basic programming skills, including understanding and controlling how data is represented in computers, telling the computer how to make decisions, how and when to repeat instructions, structuring and organizing computer code, and techniques for debugging code.

J. Entrance Skills

*Prerequisite: No Yes Course(s)

*Corequisite: No Yes Course(s)

Limitation on Enrollment: No Yes

Recommended Preparation: No Yes Course(s)MM M10

Other:

No Yes

K. Other Catalog Information:

This course is designed for students with no technical background.

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	critically evaluate and discuss current trends and developments in interactive media.	essays, quizzes and critique using project specific rubric
2	produce user flows and mapping for an interactive concept, organizing content for both linear and non-linear presentation.	critique using project specific rubric
3	apply visual design principles in order to develop a navigational interface.	quizzes and critique using project specific rubric
4	explain the steps involved in the production of an interactive media application.	essays, quizzes and critique using project specific rubric
5	deconstruct and critique existing interactive media applications.	essays, quizzes and critique using project specific rubric
6	demonstrate how delivery platforms influence the design and production of interactive media.	essays, quizzes and critique using project specific rubric
7	plan and implement the steps of developing a complex interactive project that utilizes various digital media elements.	critique using project specific rubric
8	demonstrate the ability to incorporate sound, graphics, animation, and video into interactive media.	critique using project specific rubric
9	implement scripting language for interactive navigation and window control.	critique using project specific rubric

10	produce an interactive project from concept to completion.	critique using project specific rubric
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III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
20.00%	Planning for Interactive -generating ideas for interactive media projects -critically evaluating current interactive media applications -conducting specification research -creating user flows -analysis of information -order and priority -mapping the route	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
10.00%	Interface Design -layout, color, typography -establishing formats -development of animation, sound, and video assets -technical and production issues -building interfaces -stylistic considerations	2, 3, 5, 6, 7, 10
20.00%	Interactivity Design -designing for nonlinear interaction -analyzing the role of intuitive navigation systems -giving instructions -button and icon design -metaphor; structure -human-computer interaction theories -user-centered design	3, 7, 10
50.00%	Production Process -deciphering delivery platforms (desktop, web, mobile) -acquiring resources -adapting content for projects -organizing, editing, and synthesizing materials from pre-existing media sources -creating prototypes -formative evaluation -object-oriented programming	6, 7, 8, 9, 10
Lab (must total 100%)		
30.00%	Hands-on experience in interactive design and production methodologies	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
30.00%	Hands-on tutorials, one-on-one instruction, and independent work-time	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
20.00%	Exercises related to course content	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
20.00%	Critiques related to projects	1, 2, 3, 4, 5, 6, 7, 8,

IV. TYPICAL ASSIGNMENTS**A. Writing assignments**

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	documentation of subject matter for course assignments.
2	written critiques of historical and contemporary interactive design.
3	essay assignments about interactive design concepts for technical and aesthetic value, as well as user experience, for in-class discussion.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	research of historical and contemporary interactive design, production techniques, and methodologies.
2	optional field trips to art and media galleries.
3	research and design for course projects.
4	complete two portfolio level projects for critique per semester.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	interactive design projects, small applications, and games.
2	compare and contrast students' work.
3	analyze work in the context of societal and cultural concerns.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

Lecture/Discussion

Laboratory/Activity

Other (Specify)

Course content, discussion, group work, one-on-one instruction, handouts and written tutorials, step-by-step project guidelines.

Optional Field Trips

Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- | | | |
|---|---|---|
| <input type="checkbox"/> Essay Exam | <input checked="" type="checkbox"/> Classroom Discussion | <input checked="" type="checkbox"/> Skill Demonstration |
| <input type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input type="checkbox"/> Participation |
| <input checked="" type="checkbox"/> Objective Exams | <input checked="" type="checkbox"/> Projects | <input checked="" type="checkbox"/> Other (specify) |

Student evaluation will be based on active participation in class, skills demonstration, and project specific rubrics

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Tidwell, Jenifer. Designing Interfaces. 2nd ed. O'Reilly Media, 2011.

Krug, Steve. Don't Make Me Think, Revisited: A Common Sense Approach to Web and Mobile Usability. 3rd ed. New Riders, 2014.

Unger, Russ, and Carolyn Chandler. A Project Guide to UX Design: For User Experience Designers in the Field or in the Making. 2nd ed. New Riders, 2012.

Buxton, Bill. Sketching User Experiences: Getting the Design Right and the Right Design. Morgan Kaufmann, 2007.

Saffer, Dan. Designing for Interaction: Creating Innovative Applications and Devices. 2nd ed. New Riders, 2009.

Reas, Casey and Ben Fry. Processing: A Programming Handbook for Visual Designers and Artists. 2nd ed. The MIT Press, 2014.

Shiffman, Daniel. Learning Processing: A Beginner's Guide to Programming Images, Animation, and Interaction. 2nd ed. Morgan Kaufmann, 2015.

The SparkFun Guide to Processing: Create Interactive Art with Code. Runberg, Derek. No Starch Press, 2015.

VIII. STUDENT MATERIALS FEES

No Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
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College of the Canyons	GMD 175	Flash for the Web	3.00
Los Angeles Pierce College	MULTIMD 807	Interactive Media Design	3
CSU, Chico	CAGD 180	Scripting & Programming for Computer Graphics	3.0

X. MINIMUM QUALIFICATIONS

Courses in Disciplines in which Masters Degrees are not expected:
 Any bachelor's degree and two years of experience, or any associate degree and six years of experience.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or
- Letter grade (P/NP possible at student option)

2. Degree status:

Either Associate Degree Applicable; or Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: No: If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
- A2 - Natural Sciences - Physical Science
- B1 - Social and Behavioral Sciences - American History/Institutions
- B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- C1 - Humanities - Fine or Performing Arts
- C2 - Humanities - Other Humanities
- D1 - Language and Rationality - English Composition
- D2 - Language and Rationality - Communication and Analytical Thinking
- E1 - Health/Physical Education
- E2 - PE or Dance
- F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: No: If YES, which area(s)?

- A1 A2 A3 B1 B2 B3 B4
- C1 C2 D1 D2 D3 D4 D5

D6 D7 D8 D9 D10 E

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: No:
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence

- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Research on interactive design using the Library's print and online resources.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: NO:

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

MM M50: Not Applicable

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will learn to set goals and time manage those goals to completion and learn what is required in interactive design so that they can plan to allocate resources.
2. Interpersonal: the students will instruct each other about those areas in which they are proficient and assess each other's skills in order to collaborate.
3. Information: the students will organize, interpret and communicate information acquired about web design technologies.
4. Systems: the students will understand the systems and monitor and correct performance.
5. Technology: the students will choose visual technologies and perform proper procedures in the web design process.

The course also addresses the SCANS skills and personal qualities:

1. **Basic Skills:** the students will read and write documents, read textbooks, and listen and speak clearly.
2. **Thinking Skills:** the students will generate creative ideas, make decisions, and reason through and solve problems.
3. **Personal Qualities:** the students will be responsible, sociable, self-disciplined, honest, and maintain integrity.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

- Online (course will be delivered 100% online)
- Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
 - Lab activities will be conducted onsite
- Televideo (Examinations and an orientation will be held onsite)
- Teleconference
- Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

The instructor will communicate with students through the course management system, using both synchronous tools (such as chat) and asynchronous tools (such as email and discussions).

Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. The Calendar and Announcement tools will be used to keep students informed of important events, deadlines, etc. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

4. Describe how instructors teaching this course will involve students in active learning.

All course materials will be available online. Students will be able to download

files and view them offline. Instructor may also provide course content within the course management system as well as provide links to supplemental publications, articles, and websites.

Quizzes may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor and/or other students as determined per assignment. This can be an iterative process in that students can receive feedback and then be able to improve their submittal if necessary. Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

6. Describe how instructors teaching this course will evaluate student performance.

Student evaluation will occur via standard techniques such as exercises, projects, quizzes, and a program rubric. The online environment will allow the exercises and projects to be iterative so that students may submit their work online and receive feedback from the instructor. The instructor can then communicate critique and/or solutions to students by posting them online. Additionally, graded discussions can be used to provide additional means of assessment.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

MM M50: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

MM M50: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

MM M50: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: MULTIMEDIA

Discipline Code and Number: MM M50

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty _____

Faculty Peer: _____

Curriculum Rep: _____

Department Chair: _____

Division Dean: _____

Approved By:

Curriculum Chair: _____

Executive Vice President: _____

Articulation Officer: _____

Librarian: _____

Implementation Term and Year: Fall 2016

Approval Dates:

Approved by Moorpark College Curriculum Committee: 09/08/2015

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): _____