



EXPERIENCE! WEB & USER INTERFACE DESIGN

COURSE INFO

Course number/section and Title:
GRDE-302 Web & User Interface Design
Prerequisite: GRDE-207

Professor, Fall 2014:
Kelly Murdoch-Kitt
kmmfaa@rit.edu

FALL
Web & User Interface
Design
GRDE-302

PROFESSOR
Kelly M. Murdoch-Kitt
kmmfaa@rit.edu

Credits: 3

While the course description and learning outcomes will remain constant, the rest of the syllabus and course calendar are subject to change during the semester. Updates will be posted to myCourses; it is your responsibility to stay up to date with any changes.

OFFICE HOURS
3429 BOOTH
TUES 11:00-12:30
WED 11:00-12:30
and by appointment

COURSE DESCRIPTION

This course explores the planning, design, and production of screen-based design with a focus on user experience (IxD/UX) research processes and human-centered design (HCD) approaches to responsive web design (RWD). Students will continue to explore web design concepts and principles in site design, page design, graphical user interface (GUI) design, and usability. The course will include some instruction in building responsive web pages and creating interactive functions. Students will be encouraged to explore highly structured as well as highly experimental approaches to creating and merging content with screen-based design. The course will also use design to investigate historical and sociocultural topics and issues.

COURSE GOALS

- » Provide experience in **project planning and organization strategies** for screen-based design
- » Provide experience in **designing and producing content** for screen-based design
- » Explore **screen-based typography, imagery, and layout issues**
- » Explore **navigation and usability issues and effective solutions** for screen-based design
- » Explore and develop **graphical user interfaces (GUIs)**
- » Introduce **user experience design methodology**

LEARNING OBJECTIVES

Through in-class lectures and exercises, homework, research, long-term projects, presentations and critiques, upon successful completion of this course, you will demonstrate an ability to:

- » Integrate **planning, organizing and design strategies and methods** for screen-based design
- » Define **audiences; set appropriate goals; plan interactive strategies** to meet goals
- » Integrate appropriate **interactive techniques** and **navigational methods**
- » Address **usability issues** through a **human-centered design approach**
- » Understand and apply **user experience methodology and design strategies**
- » Understand and apply **GUI (graphical user interface) strategies**
- » Understand and apply **imaging and layout principles and techniques**
- » Understand and apply **typographic principles as they relate to the screen**
- » **Communicate design ideas/concepts effectively both verbally and visually**
- » Demonstrate **technical familiarity** with relevant techniques (eg RWD)
- » Select and use **appropriate technology, tools, materials and production methods**

302 projects, crits, & timeline

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PROJECT DESCRIPTIONS **p.one** ((10%): WEB HISTORY: TEXT AS INTERFACE. Research and write about two randomly selected characters and/or phenomena from Internet/web design history. You must find some way to conceptually, chronologically or causally (not casually) link them. The connection(s) may not be immediately apparent. Be creative! You will use your new RWD skills to transform your text into a dynamic, responsive screen-based experience designed to fully engage your user in the information. You should also create imagery and include external links to enhance your tale (these should open in a new tab so as not redirect readers from your piece). ;)

p.two ((35%): WEB & SOCIETY: CONSIDERING CONTEXT. Building on your basic RWD skills and working with a team, together you will research, design and build a context-specific mobile-first interactive experience that enhances or augments one's sense of place. You will propose a theme (and content) for your experience based on a community location that you research and document. Your team's design approach can incorporate time-based information, propose alternative uses or business models, or wildly re-imagine the existing location through the lens of a mobile/responsive experience. ;)

p.three ((35%): RESPONSIVE PORTFOLIO. Plan, design and build your own responsive portfolio site. In addition to creating the site, you will test it in multiple browsers and properly manage your files throughout the process. Your website should include your name, email link, brief bio, resume, 3-6 of your best projects, and personal branding, if you have it. Your website will continue to evolve throughout your career; this is a starting point! We will critique the site as well as the projects therein. ;)

CRITIQUE

All assignments will be due at the beginning of class (unless otherwise specified); reading responses will always be due by 9am BEFORE the class when we will discuss them. Assignments will not be considered complete until all elements are submitted in the requested format(s). You must turn in all assignments/project phases to pass the project (and class). Late assignments will have one letter grade subtracted for each day they are late. An assignment or project is considered late if you are not on time on the day of progress or final critiques, if you do not present it as scheduled, and/or if you do not submit pieces by the specified deadline. There are no "do-overs" on any project or exercise without specific faculty direction. Extensions are only granted under extreme circumstances, with faculty permission given at least 4 days in advance of the final deadline. Are you still awake?

COURSE CALENDAR

An important part of design education is learning to present and discuss work. Critiques and reviews, therefore, are an integral part of your classroom experience that are designed to help you and your classmates articulate your ideas and improve your work. **You are expected to participate in all class critiques: please be on time, present work, and actively contribute to discussion by making helpful suggestions and comments about your classmates' work.** Your critique participation (or lack thereof) will be reflected in your final grade.

Tentative calendar; subject to change:

INTRO //

Week 1: HTML & CSS review

Week 2: Introducing RWD;
responsive resume exercise

P1 // WEB HISTORY

Week 3: UX intro

Week 4: UX exercises

Week 5: RWD + multiple style
sheets; responsive portal
exercise

Week 6: Interface design
Written reflection

P2 // CONTEXT

Week 7: Topic research &
"problem" presentations

Week 8: Small group
presentations/crits

Week 9: Progress presentation
to class; group building sessions

Week 10: Continue build; 1-on-1
mtgs

Week 11: P2 Final presentation;
Written reflection

P2 // RWD PORTFOLIO

Week 13: Project topics
selected, begin research,
planning, sketching, etc.

Week 14: IA; Wireframing,
sketches; Comps

Week 15: Crit comps; merge
concepts, begin build w/
HTML+CSS

Week 16: Continue build;
progress crit. Finish build.

Week 17: FINALS: files,
presentation & Written reflection

302 supplies + resources

REQUIRED TEXTS

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Paperback books:

Garrett, Jesse James. *The Elements of User Experience, Second Edition.* [paperback]
New Riders, 2010
ISBN-13: 978-0321683687

Peterson, Clarissa. *Learning Responsive Web Design: A Beginner's Guide.* [paperback or eBook]
O'Reilly, 2014
ISBN-13: 978-1449362942

RECOMMENDED TEXTS

Wroblewski, Luke. *Mobile First.* [Paperback or ebook]
A Book Apart, 2011
ISBN-13: 978-1937557027

Marcotte, Ethan. *Responsive Web Design.* [Paperback or ebook]
A Book Apart, 2011
ISBN-13: 978-0984442577

Duckett, Jon. *JavaScript & jQuery.* [Paperback]
Wiley, 2014
ISBN-13: 978-1118531648

We will also use readings and references from other sources,
e.g. additional books, videos, industry-leading blogs.

SUPPLIES

- » **Electronic storage device:** external hard drive (recommended), USB drive (at least 8GB), or other means of regularly backing up files. A backup is a *copy* of your work, not the only version!
- » **Sketchbook** (you can use one shared w/other classes, but stay organized & bring it EVERY class.)
- » **drawing materials:** pen & pencil, ruler, etc.
- » **tape** for hanging printed work
- » 1-2 pads of **post-it notes**
- » 1 pack of **3x5 index cards**
- » **Code editing software** (free, see below)
- » You may be required to **print your work** throughout the semester.
- » **3-ring binder or folder** for organizing printouts and other class materials

There will be additional
readings from these
industry blogs & sites:

alistapart.com
boxesandarrows.com
informationarchitects.net
wireframes.linowski.ca
....and more!

Helpful resources:

caniuse.com
developer.mozilla.org
thegridsystem.org
lynda.com (via RIT Library site)
css3generator.com
getskelton.com
net.tutsplus.com

SOFTWARE + LABS

All of the software required for this course is available on the computers in the CIAS labs. **Please download and install your code editor of choice on your personal computer so you can continue work on projects outside of class.** In class, please work on the lab computers. If you choose to use your own computer *outside* of class for class project work, please be aware that I cannot serve as tech support for your personal system.

Labs are available for open work sessions between classes; lab schedule: apps.rit.edu/its/dss/apps/classlist/view.cgi. Hardware or software failure of your personal laptop or home computer or mismanagement of your files (i.e. failure to back them up consistently on your personal computer AND in the lab) is not an acceptable excuse for missing an assignment. **All of your work for this class will be created and stored in digital form, so it is critical to carefully manage AND regularly back up your files.**

302 general responsibilities

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YOUR OBLIGATION

You are responsible for all information presented in lectures and demonstrations, through myCourses, and through assigned readings and individual research. Because there is so much information to absorb, regular attendance is vital to succeeding in this course (see attendance policy below). You will present and critique projects (and project phases) regularly in class. Most importantly, you are responsible for actively engaging in the course material by completing all assignments and participating in class with a positive attitude. Additionally, **you are responsible for your own well-being: if you need help, it is your responsibility to ask for it.**

ATTENDANCE

Your presence at every class, for the full class time, is critical to your participation in this course. **You are allowed three absences.** Four absences will lower your final grade by one letter. Five absences will result in unconditional failure of the course. If you arrive more than 10 minutes after the start of class, you will be counted as late. If you are in class for less than Two such late arrivals will count as one absence. Field trips, outside lectures, and any other required events that take place outside of the classroom during class time also count towards final attendance. Students arriving more than ten minutes late for any project critique or final presentation will be asked to leave their work and will be given an absence for that day.

2 late arrivals (10 minutes or more) = 1 absence

4 absences = final grade lowered by one letter

5 absences in one semester = Automatic failure of the course

If you must miss class for a medical reason, family emergency or other conflict, please inform me in advance of your absence, or immediately after. Any excuses presented more than a week after the absence will not be accepted (i.e. you cannot wait until the last week of class to present a doctor's note from the third week). If you are on a sports team and may have to leave early or miss class, you must notify me in advance. Excused absences require documentation (e.g. doctor's note). Any exceptions are at the discretion of the instructor. You are always responsible for material covered in class and for making up missed assignments by the next class. **Always check in with your classmates first to find out what you've missed in class.**

CLASS ETIQUETTE

You must uphold RIT's Expectations for Community Behavior.

Please arrive on time. Remember that you and your classmates are here to learn and to prepare yourselves for your future design careers. Use your class time wisely by showing up on time, paying attention, and only working on assignments for THIS class.

Before class, please **turn your phone off** and **put it in the bin** to help you maintain focus and refrain from using it for chatting, texting or other activities unrelated to class. **Please ask first if you need it for documentation, testing or research** (e.g. to show a classmate how a particular app is designed). **There may be times when I ask you to use it for these purposes; you are expected to stay focused and on-task.**

Each instance of disruptive behavior (including but not limited to Facebooking, doing work for other courses, texting, emailing/web-surfing unrelated to class) will count as an automatic absence for the day. You will be asked to leave the class. No joke. These activities are distracting, disruptive, and disrespectful. YOU are responsible for respecting your learning environment!

Use of music/headphones also requires permission. Most of the time your classes are about building a community, and "plugging in" obstructs your ability to be part of the class.

Because we share this classroom space with many others, please make an effort to leave the space tidy after each class. This means removing your personal and course related items from the space and leaving a clean work area. **Most importantly, please respect your fellow classmates' ideas, work, and lifestyles. You don't always need to agree with them, but you *must* respect them.** This class will be more fun for everyone if you are nice to your neighbors and help each other!

302 course components & details

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EMAIL ETIQUETTE

Learning how to write in a professional manner—including email correspondence—is an essential skill in today's job market. Like any writing you do for this class, course-related email correspondence should be conducted in a professional manner.

Any emails regarding this course will be sent to your RIT email account. It is your responsibility to check that account once a day (or have it forwarded to another account that you check daily.)

When you need to email me, **please make an effort to write professionally**, with proper spelling and grammar. Use a descriptive subject line that references your specific question and/or project phase. Be concise—but specific—in asking questions. (“I don’t understand the assignment” doesn’t tell me what exactly you don’t understand.) Depending on the day/time you email me, you should generally expect a reply within 24–48 hours. I do not check work email after 8pm or on weekends.

MYCOURSES

We will be using **MyCourses as a supplement to our regular classroom meetings**—you’ll use it to respond to reading assignments, share process and final work, discuss topics and ask questions between classes, exchange critique, and to receive handouts, assignments, links to online resources, and other important information. It will be updated and changed frequently.

It is **your responsibility to check for updates**, make contributions (part of your participation grade) and stay on top of deadlines. If I tell you in class that something is available on myCourses and you can’t find it or it’s not visible to you, first check with your classmates. If there is still a problem, it is your responsibility to **let me know immediately**. Don’t wait until the next class to report a problem.

PROJECTS, ASSIGNMENTS, + CLASS STRUCTURE

The course will integrate design, technical, and research skills. You will complete three projects during the semester, supported by assignments, readings, presentations, demonstrations, critiques and other in-class activities. We will devote a large percentage of class time to discussions, lectures, collaboration, and review/critique of work. This course will follow a “hybrid” format, and the majority of your project work will be developed *outside* of class.

You are expected to spend at least as much time working on your project outside of class weekly as you spend attending class (6 hours) in order to achieve an average grade.

Class exercises and activities are important for solidifying basic skills and expanding your practice. Some of these will be done completely in class; others you will begin in class and continue on your own for homework. Your productive participation in class counts toward your Participation and Studentship grade, which is 20% of your total grade for the course.

Projects are longer, more focused assignments; each of your projects will incorporate both group and individual components. Projects will be broken down into phases. In this class, **your process is as important as your final product.**

For all projects, you will be required to turn in a well-written reflection statement (spell-checked and grammatically correct) clearly articulating your process and ideas, and articulating your learning and growth. This write-up is not intended to be “busy-work;” it is an important element in completing each project because it articulates your progress in the course and your critical analysis of your own work—a vital aspect of your design education.

Each project phase must be submitted for grading both electronically and, when requested, in hard copy. At the conclusion of each project, in addition to submitting final files to me, you will post work to the CIAS online Showcase.

At the end of the semester, you will submit ALL project files and process work for ALL projects, writings and exercises. It is your responsibility to keep your files well-organized throughout the semester; the organization of your files will factor into your final Studentship grade. **See WORK SUBMISSION on the final page of the syllabus.**

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Semester grades will incorporate a variety of factors, notably conceptual development, engagement with the design process, quality of presentation, effort with design concepts, application of coding skills, methodology and execution, and interest and participation in class. Grades are not awarded solely on the basis of effort, attendance, or talent, etc., though any of these may affect performance and influence the evaluation. The grading rubric is provided at the end of this syllabus.

Your course grade is determined by an average of the following grades:

- 10% Project 1
- 35% Project 2
- 35% Project 3
- 20% Participation/Studentship (including exercises/demos)

Grade	Percentage	Pts.	Description	
A	95 – 100	4.00	Excellent	Successful fulfillment of the project's goals, superlative process documentation, and an original, attractive and cohesive aesthetic. Planning, design, execution, presentation, and refinements performed at the highest level.
A-	90 – 94	3.67		
B+	87 – 89	3.33		Successful fulfillment of the project's goals, excellent process documentation, and a cohesive aesthetic. Project planning, design, execution, presentation, and refinements performed at above average level.
B	83 – 86	3.00	Above Average	
B-	80 – 82	2.67		
C+	77 – 79	2.33		Successful fulfillment of the project's goals, and adequate process documentation. Project planning, design, execution and presentation performed at an average level.
C	73 – 76	2.00	Satisfactory	
C-	70 – 72	1.67		
D	60 – 69	1.00	Minimum Passing Grade	Did not fulfill the project's goals, and/or process documentation was absent/inadequate. Project planning, design, execution, and presentation was below average.
F	0 – 59	0.00	Failure	Did not fulfill the project's goals. Process documentation was absent or inadequate. Does not meet the minimum requirements for the course.

ADDITIONAL NOTES
 ON GRADES

Your project grades cannot be calculated until/unless I have your work! Homework assignments, as well as the phases of your projects and exercises, must be submitted online and also delivered in the requested format(s) (files, printouts, presentations, etc.) by the specified deadlines (see punctuality on previous page).

I am happy to discuss grades in person but will not discuss them via email. Please make an appointment to see me during office hours (see left). Feedback will be provided throughout the course in critiques, small group, and individual sessions, and when I return your project grades.

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ACADEMIC INTEGRITY

Each project in this course must consist almost entirely of original work, done by you.

Whenever content is appropriated (used, adapted, “borrowed,” copy + pasted) from elsewhere, **you must clearly credit the original sources of any such borrowed elements, whether text-based (as with code or other written work) or visual (as with photographs or other images).**

You must observe and respect the university’s policy regarding plagiarism as noted in the RIT Policy on Academic Integrity. As an institution of higher learning, RIT expects students to behave honestly and ethically at all times, especially when submitting work for evaluation in conjunction with any course or degree requirement. The Department of Graphic Design encourages all students to become familiar with the RIT Honor Code (<http://www.rit.edu/studentaffairs/studentconduct/RITHonorCode1.htm>) and with RIT’s Academic Honesty Policy (http://www.rit.edu/studentaffairs/studentconduct/rr_academicdishonesty.php). **All writing, imagery and code submitted for this course, whether in draft form or final form, must not represent the words or ideas of another person without reference or citation.** Any student who violates plagiarism standards or any other Academic Integrity standards will receive a failing grade for the course.

ACCOMMODATIONS

RIT is committed to providing reasonable accommodations to students with disabilities. If

you would like to request accommodations such as special seating or testing modifications due to a disability, please contact the Disability Services Office. It is located in the Student Alumni Union, Room 1150; the Web site is www.rit.edu/dso. After you receive accommodation approval, please meet with me during office hours so that we can work out whatever arrangement is necessary.

TECH TUTORIALS

RIT offers free Lynda.com video training for software titles and coding skills via the Library.

Log in with your credentials here: <https://ezproxy.rit.edu/login?url=http://iplogin.lynda.com/>
Make use of this resource outside of class!

WORK SUBMISSION

The instructor may request to retain digital and/or hard copies of student work for display, school promotion, program accreditation and academic dissemination. This may include gallery exhibitions, promotional brochures, websites, Open House presentations, conference presentations, program accreditation and academic publications. Students retain full ownership of the work (unless a different agreement has been discussed as part of the course) and proper authorship credit will be given to students whose work is highlighted. Please talk with your instructor if you have any questions or concerns about this policy.

IN CASE YOU HAVEN’T NOTICED

My office hours and email address are posted on the left of each page. Please make an effort to let me know in advance if you would like to meet during office hours, as other students may have already scheduled appointments. If you come to my office during office hours and can’t find me, please send me an email. I am probably meeting with a student in a classroom or lab.

If my office hours aren’t compatible with your class schedule and you need to meet, get in touch and let me know some times that will work with your schedule.

APPROACHING PROBLEMS	Outstanding	Commendable	Acceptable	Below standards
Concept development, ideation, & discovery	<i>Actively seeks out and follows through on novel directions or approaches (willing to take some risks); may create new knowledge or work that crosses boundaries; evidence of iterative idea development</i>	<i>Incorporates new directions or approaches to the work/project that may create or raise a novel or unique idea, question, format, or product</i>	<i>Considers new directions or approaches without going beyond the comfort zone in the approach to their work</i>	<i>Stays strictly within the comfort zone of a known approach to the work and/ or reformulates a collection of available ideas.</i>
problem-seeking and solving	<i>Not only deeply explores issues and develops an array of options, but also a logical, consistent plan to solve problems in unexpected and creative ways; able to recognize and articulate rationale and consequences of solution</i>	<i>Explores issues in a considered way; develops an array of options and also a logical, consistent plan to solve problems</i>	<i>Explores issues at surface level; considers and rejects less acceptable approaches to problem-solving</i>	<i>Considers and uses only a single approach to solve the problem</i>
connecting knowledge, research, and/or skills	<i>Adapts and independently applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways; research interpreted and visualized into useful, informative models to drive project development</i>	<i>Adapts and independently applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues</i>	<i>Uses skills, abilities, theories, or methodologies gained in one situation to new situations to contribute to understanding of problems or issues</i>	<i>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in new situations</i>
PROJECT GOALS				
ability to meet proposed project requirements	<i>Excellent. Exceeds proposed project goals and addresses the formal, technical and conceptual aspects in a sophisticated way</i>	<i>Consistent and well-developed. Undoubtedly meets proposed project goals and addresses the formal, technical and conceptual aspects in a considered way</i>	<i>Work meets proposed project goals and addresses the formal, technical and conceptual aspects in a basic way (may lack innovation / imagination)</i>	<i>Work may appear to be complete enough to fulfill assignment, but fails to meet project goals due to lack of motivation and/or focus</i>
comprehensiveness	<i>Work meets and exceeds requirements of project brief by introducing additional information, raising new questions, and/or forging new connections</i>	<i>Work meets requirements of project brief, and also introduces some additional supporting information</i>	<i>Work meets requirements of project brief, but does not offer anything beyond the brief</i>	<i>Work only addresses certain aspects of the project brief</i>
process	<i>Leverages course methodology to explore many options in-depth, with broad and rigorous exploration that yields rich awareness and indicates intense interest in design</i>	<i>Leverages course methodology to explore many options in depth, yielding insight and/or information indicating interest in design</i>	<i>Attempts to apply course methodology to explore some options with some evidence of depth, providing occasional insight and/or information indicating mild interest in design</i>	<i>Does not attempt to apply course methodology and/ or explores topic at surface level with few options, providing little insight and/or information, and indicating low interest in the subject</i>

APPLICATION	Outstanding	Commendable	Acceptable	Below standards
appropriateness/ relevance	<i>Thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work, acknowledging history, trends, styles, media, overall relevance; choices evoke meaning and elicit interaction</i>	<i>Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned tasks, with awareness of history, trends, styles, media, and overall relevance; choices evoke meaning and elicit interaction</i>	<i>Demonstrates awareness of context, audience, purpose, and to the assigned tasks, begins to show awareness of audience's perceptions and assumption; minimal historic awareness; meaning of choices may not be fully appropriate</i>	<i>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks; expectation of instructor or self as audience; little or no demonstrated historical awareness; design choices are inappropriate</i>
methods: - Strategy, Scope, Structure, Surface - Usability testing & design refinement	<i>Mastery of course methodology directly informs design outcomes, which are measured and refined with a variety of actual users</i>	<i>Competency in course methodology directly informs design outcomes, which are measured and refined with a actual users</i>	<i>Use of course methodology somewhat informs design outcomes, which are measured and refined with a actual user(s) who designer may know personally</i>	<i>Incomplete course methodology or lack of connection between methods and design outcomes. Lack of thorough testing/refinement.</i>
CRAFT				
typography	<i>Fully demonstrates skill, awareness and attention to detail in typographic selection, manipulation, hierarchy, styling and spacing of elements.</i>	<i>Shows some skill, awareness and attention to detail in typographic selection, manipulation, hierarchy, styling and spacing of elements</i>	<i>Shows some awareness and attention to detail in typographic selection, manipulation, and hierarchy</i>	<i>Shows minimal awareness and attention to detail in typographic selection, manipulation, and hierarchy</i>
image-making	<i>Work includes all original imagery, created for the purpose of the project</i>	<i>Work includes all original imagery, some created for the purpose of the project</i>	<i>Work includes some original imagery and some "found" imagery</i>	<i>Work does not include original imagery, (and/or) imagery</i>
UI: usability, integration of elements	<i>Interface is designed with keen awareness of user needs, usability issues, hierarchy and all elements are well-integrated</i>	<i>Interface is designed with awareness of user needs and hierarchy and most elements are integrated</i>	<i>Interface reflects some awareness of user needs and hierarchy; not all elements are integrated</i>	<i>Interface reflects little awareness of user needs and/or hierarchy; some attempt to integrate elements</i>
content / text	<i>Thoughtfully considers and composes relevant written content that is COMPLETELY free of spelling, typographic or grammatical errors</i>	<i>Composes relevant written content without spelling, typographic or grammatical errors</i>	<i>Writes adequate written content without spelling, typographic or grammatical errors</i>	<i>Written content is not novel and/or poorly constructed, and may also contain grammatical, typographic or spelling errors</i>
code	<i>Validated & includes comments; shows evidence of exploration & problem-solving; is relevant to the project</i>	<i>Validated & includes comments; shows problem-solving; is relevant to the project</i>	<i>Validated and mostly error-free; includes comments; shows basic skills relevant to the project</i>	<i>Code is broken or contains errors; no comments; does not reflect basic skills or may be irrelevant</i>
verbal presentation	<i>Demonstrates a high level of preparedness; clear, concise, and convincing. Presenter is fully audible, with good eye contact. Responds well to questions and comments; makes note of feedback</i>	<i>Demonstrates preparedness in a convincing, audible verbal presentation with good eye contact. Makes note of questions and comments</i>	<i>Verbal presentation is acceptable; may not be well-rehearsed and/or not employ good delivery skills</i>	<i>Verbal presentation is not well-rehearsed and/or may not incorporate good delivery skills</i>
visual presentation	<i>Demonstrates a high level of preparedness and is thoughtful, well-crafted, organized and shown clearly</i>	<i>Demonstrates preparedness and is thoughtful, well-crafted, shown clearly</i>	<i>Presentation contains all the required elements, but may not be organized, well-crafted or clear</i>	<i>Presentation lacks some of the required elements, and may not be organized, well-crafted or clear</i>

PARTICIPATION	Outstanding	Commendable	Acceptable	Below standards
collaboration	<i>Enthusiastically takes initiative in group and collaborative contexts; communicates and makes effort to work well with group. Encourages team to be respectful of each other, acknowledging each member's strengths. Prompts others to share ideas and connects those to team's work; offers help or explanation if another team doesn't understand something or feels lost.</i>	<i>Prepared and ready to work with the team; is available for meetings and communicates well. Completes designated share of work and works together with team. Helps the team solve problems, manage conflicts, and stay focused and organized; shares ideas that help the team improve its work</i>	<i>Somewhat prepared to work with the team; does some project tasks, but may need to be reminded. Cooperates with team but doesn't actively help it; makes some effort to share ideas with team; usually listens to teammates and is generally but not always polite; Often works independently and insert work into the group project rather than meet and collaborate with team</i>	<i>Often unprepared to work with the team; does not usually fulfill own share of work. Does not actively help solve problems (may cause problems); does not share ideas with team; does not give useful feedback or offer to help others; may ignore or disrespect teammates; may verbally object to group work; often works independently and inserts work into group project</i>
independence	<i>Self-motivated to do more than what is required; does not need reminders to complete tasks on time; regularly asks for additional feedback to improve work beyond what is offered in standard critiques/reviews; generates and pursues opportunities to expand knowledge, skills, and abilities</i>	<i>Completes tasks on time without reminders; completes slightly more than is required. Occasionally asks for additional feedback to improve work; identifies and pursues opportunities to expand knowledge, skills, and abilities</i>	<i>Completes most tasks on time, but may need some reminders; makes an attempt to incorporate standard feedback into revisions (does not often ask for additional feedback); identifies opportunities to expand knowledge, skills, and abilities</i>	<i>Does not complete tasks and/or does not submit work on time. Does not generally ask for any additional feedback, and may also disregard feedback from standard reviews</i>
engagement	<i>Fully engages in all class activities; Completes all related assignments; Regularly makes appropriate and relevant contributions and connections; Encourages and engages with others; Does not use phone/internet for reasons unrelated to class or do unrelated work during class (physically & mentally present!)</i>	<i>Engages in all class activities, including discussions, presentations, reviews, assignments, exercises, etc. Completes all related assignments. Often makes contributions. Does not use phone/internet for reasons unrelated to class or do unrelated work during class</i>	<i>Engages in most class activities; makes occasional contributions. Completes most related assignments. Sometimes uses phone/internet for reasons unrelated to class, and/or does unrelated work during class</i>	<i>Requires prompting to engage in class activities; Completes few related assignments (e.g. readings). Rarely or never makes contributions. Frequently uses phone/internet for reasons unrelated to class, and/or does unrelated work during class</i>
ASSESSMENT				
critique	<i>Routinely gives useful feedback (specific and supportive) to others so they can improve their work, even outside of guided critiques or reviews</i>	<i>Gives useful feedback (specific and supportive) to others so they can improve their work</i>	<i>Sometimes gives useful feedback to others</i>	<i>Requires prompting to provide feedback (does not initiate), and/or does not provide useful feedback</i>
self-assessment	<i>Envisions a future self through reflection and critique; Reviews prior learning in depth to reveal significantly changed perspectives about educational and creative experiences, which provide foundations for expanded knowledge, growth, and work progress, and maturity over time</i>	<i>Evaluates changes in one's design intentions; Reviews prior learning in depth, revealing fully clarified meanings or broader perspectives about creative practice and life events; able to effectively reflect, critique and improve upon work</i>	<i>Articulates strengths and challenges; Reviews prior learning in some depth, revealing slightly clarified meanings or broader perspectives about creative practice and life events; work is somewhat improved through critique and reflection</i>	<i>Describes own performance inaccurately, or very generally; Reviews prior learning at a surface level, without revealing clarified meanings or broader perspectives about creative practice and/or work is does not show signs of improvement</i>



your commitment to the course & release form

COURSE CONTRACT

Please read the entire syllabus carefully, then complete the information below acknowledging that you understand and accept the terms of this course.

FALL
Web & User Interface
Design
GRDE-302

PROFESSOR
Kelly M. Murdoch-Kitt
kmmfaa@rit.edu

OFFICE HOURS
3429 BOOTH
TUES 11:00-12:30
WED 11:00-12:30
and by appointment

I have read and fully understand the following sections of this course syllabus:

Course Description and Learning outcomes; Supplies & Resources, General Responsibilities; Course Components & Details; Projects; Grading; General Information; three pages of Project, Process, and Studentship evaluation rubrics.

I agree that my work in this course can be published or made public (circle one):

With the use of my full name Without my name I do not agree to have my work published

I will make an effort not only in my work for this course, but also in terms of treating my classroom, classmates, and professor with respect as outlined on p.3 of RIT's Student Handbook, "RIT'S EXPECTATIONS FOR COMMUNITY BEHAVIOR."

SIGNATURE

DATE

PRINTED NAME

TELEPHONE

PREFERRED EMAIL

ADDITIONAL QUESTIONS

1. I agree that the above contact information can be shared with this class (circle one):

yes no

2. When is your birthday?

3. Do you have any dietary restrictions? (In case I bring snacks to class.)

In case we go on a field trip:

4. Do you have another class IMMEDIATELY before or after this class? (Circle all that apply.)

BEFORE AFTER

5. Do you have a car? If so, would you be willing to carpool classmates to a field trip destination?

yes car no car if yes: willing to drive? yes no

6. What questions do you have about the syllabus? Please use the back if you need more space.



RIT's expectations for community behavior

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APPROVED BY
INSTITUTE COUNCIL
2/11/98

RIT is a learning community where time, energy and resources are directed toward learning and personal development.

Members of the community live and work together to foster their own learning, as well as the learning of others, both in and outside the classroom.

Within the community, members hold themselves and each other to high standards of personal integrity and responsibility.

Individual members continually strive to exceed their personal best in academic performance and the development of interpersonal and professional skills and attributes.

As a member of the community, each person continually conducts himself/herself in a manner that reflects thoughtful, civil, sober and considerate behavior.

As a member of the community, each person respects the dignity of all persons and acts to protect and safeguard the well being and property of others.

As a member of the community, each individual contributes to the continued advancement and support of the community, personally challenging behavior that is contrary to the welfare of others.

Members of the community create a campus culture that values diversity and discourages bigotry, while striving to learn from individual differences.