

Design for Mobile Devices

SYLLABUS

What does it mean when a person can carry the Internet in a pocket? What happens when books start to think and to move? How can mobile devices help us tell stories and make sense of the world? ¶ We are in an astonishing moment. We can ask questions that others are only just beginning to study, and we can ask these questions by making. This course operates in the area where technology and design meet, seeking to answer questions about what the mobile world can be.

Description New handheld, touchscreen devices have brought us to the edge of a new way of reading, one that brings together print, time-based, and interactive media. This course explores ways of telling stories and creating experiences in this new environment. Projects target the iPad, with workflows built around InDesign, but incorporating images, sound, video, and interactivity.

Approach Over the semester, the course moves through three broad topics: tablet-based publications; mobile application design; and responsive website design for mobile browsers.

This course is concerned not only with tools, but with form and theory. It proposes that there is a role for personal expression, traditional art direction and design, and formal user-centered design methods. It asks whether new, mobile devices can, perhaps, make the world slightly easier, more equitable, and enjoyable.

There are a range of tools for building for mobile devices. The course covers Adobe InDesign (PDF and Folio Producer), and HTML/CSS/JavaScript.

Prototyping and documentation are central concepts. The class involves determining how to study, develop, and present ideas that might be much larger than a one-semester class can contain. Students will produce a mixture of sketches, prototypes, documentation, and finished artifacts.

Design in interactive media involves thinking about the people on the other side of the screen. Are devices usable? Are they accessible?

A large student-proposed project runs for most of the length of the semester, in parallel with smaller, more topical projects. Projects are student-driven, using prompts as the starting points for more extensive research, asking students to create their own content and to supply their own point of view.

STRUCTURE.

This class will be a mix of demonstrations, discussion, critiques, and studio working sessions. It requires extensive self-scheduled project work outside of the classroom.

COURSE WEBSITE.

The course site will host further assignments, schedule updates, and references. Please check the site regularly.

Objectives Students will:

- Explore art direction and narrative for tablet publications
- Study interaction design for mobile applications
- Apply user-centered design methods
- Build paper and electronic prototypes
- Study ways of building responsive websites for mobile browsers
- Produce projects in Adobe Folio Producer, PDF, and HTML/CSS/JavaScript
- Consider usability and accessibility
- Examine the social effects and potential of mobile computing

Code/No Code If designers do not learn to work with technology, we surrender our say in shaping new media. Some topics covered by this course involve work with HTML, CSS, and JavaScript. These are technologies worth understanding for any interactive designer, and some in-class work will require writing code. Given that student experience and familiarity with development tools varies, this work will not be graded.

For all graded assignments that might require development work, students will be able to choose coding and non-coding options – either producing a working version, or making documentation and prototypes using tools like InDesign or Photoshop.

Tools + resources TEXTS. This course draws on assigned readings and two required textbooks. Throughout the course, we will be reading excerpts from *Designing Media*, available in print and as free PDF downloads.

Moggridge, Bill. *Designing Media*. Cambridge, Mass.: MIT P., 2010.
(author/book site: www.designing-media.com)

The web-oriented portion of the class will use either *Responsive Web Design*, by Ethan Marcotte, or *Mobile First*, by Luke Wroblewski (due out on October 18th). Both books are published by A Book Apart and are available in electronic formats. Look for word about book choice in October.

REQUIRED SOFTWARE + TOOLS:

- Firefox 6 with FireBug
- Safari 5
- Adobe InDesign CS5 or 5.5, with Folio Builder installed
- HTML/text editor or Dreamweaver
- USB flash drive
- Blank CDs or DVDs
- Backup system (three devices in two locations)
- Paper or sketchbook; pen or pencil

RECOMMENDED:

- Smartphone or tablet computer – any OS and manufacturer
- PDF viewer software for mobile device (like GoodReader for iOS)
- iOS Simulator (part of Apple Xcode)
- CSS editor
- Adobe Photoshop (available in Corcoran labs)
- Digital camera

SMARTPHONES AND TABLETS. develop and test by making browser windows smaller or by using environments like Apple's iOS Simulator and Adobe's Folio Producer preview tool.

BACKUP STRATEGY. Loss of data is not an excuse. Back up your work. An adequate backup plan involves duplicating your work across three different storage devices, kept in two separate locations.

Schedule Provisional plan for topics and assignments, likely to change.

		TOPICS	PROJECTS	PHASE
September	12	Introduction	Ideas* Weblog	Publications
	19	PDFs and Folio Producer	Type/Image Sequence*	
	26	Interaction design for publications	Radio Response	
October	3	Multimedia	Semester Project	Applications
	10	Interaction design for applications; prototyping and testing		
	17	Documenting design	Application	
	24	jQuery Mobile		
	31	Geolocation	Location	
November	7	Responsive HTML/CSS		Websites
	14	(<i>special topics t.b.d</i>)		
	21			
	28			
December	5			
	12			
	19			

* one-week project

Work PROCESS. This course seeks to help students to develop their own working processes. Good final projects invariably come as the result of diligent, structured work earlier in the semester. Do not leave work for the last few weeks. You will need to turn in your process work as part of your grade. Keep versions of your files and paper sketches as they progress. Never delete the files for anything you show in a critique.

COMPATIBILITY. In the interest of efficiency and equity, HTML-based projects will be evaluated using Mobile Safari on iPhone or iPad hardware. You should test projects using real or simulated devices.

PRESENTING WORK. If you are presenting work on screen, show either HTML, PDF, or .folio files. Do not expect to show PowerPoint or Keynote files. If you are bringing work on paper for critiques – an excellent idea for

sketches, wireframes, and design documentation – remember that other people in the class must be able to see your work. You need not mount any work from this course.

SUBMITTING WORK. Follow these steps to submit files. If your instructor cannot readily identify or review your projects, you will not receive a grade.

1. Put the files into a folder.
2. Name the folder with your first and last names and the project title.
3. ZIP compress the folder.
4. Make sure that the name of the ZIP file contains your first and last names, and the project title.

Grading Grades in this course will be determined by several factors:

7%	Small projects and weblog
15%	<i>Radio Response</i> project
15%	<i>Application</i> project
15%	<i>Location</i> project
42%	<i>Semester Project</i>
6%	Attendance and participation

GRADING SCALE.

A	Outstanding
B	Good
C	Adequate
D	Poor
F	Unacceptable

RESUBMITTING WORK. Students may revise and resubmit projects for a new grade before the end of the semester. Late work will be marked down.

Policies **ATTENDANCE.** Students are expected to attend scheduled class sessions and course-related activities. Two unexcused absences will reduce a student's semester grade by one letter grade, and a fourth unexcused absence will result in failure of the course. Grounds for excused absences are illness, family emergencies, jury or military service, and religious obligations.

CLASSROOM RULES.

- Please silence ringers on phones
- No cellphone conversations in the room
- No headphones, email, texting, IM, or web browsing during critiques, discussions, and presentations

INTELLECTUAL HONESTY. The Corcoran Honor Code applies in this course. Please cite the work of others. Do not borrow projects from other students or reuse work from other classes without permission. Plagiarism or cheating are grounds for failure on an assignment; repeated plagiarism or cheating results in failure of the course. If in doubt about how and when to cite, please ask the instructor or a librarian.

CODE CITATIONS. If you use any code from a source outside of the textbook and class demonstrations, insert a comment describing the material that you used, along with a URL for the original code.

College Honor Code

Reproduced from the student handbook.

I. VIOLATIONS

Cheating

- The use of unauthorized materials, information, study aids, or unauthorized collaboration on in-class examinations, take-home examinations, or other academic exercises. It is the responsibility of the student to consult with the instructor concerning what constitutes permissible collaboration. Cheating or assisting another student to cheat in connection with an examination or assignment is academic fraud.
- The above may be accomplished by any means whatsoever, including but not limited to the following: fraud, duress, deception, theft, trick, talking, signs, gestures, and copying from another student.
- Attempted cheating

Plagiarism

- Plagiarism, in any of its forms, and whether intentional or unintentional, violates standards of academic integrity. Plagiarism is the act of passing off another's ideas or writing as one's own. Students are responsible for educating themselves as to the proper mode of attributing credit in any course. Faculty may use various methods to assess the originality of students' work.

Note: plagiarism can be said to have occurred without any affirmative showing that a student's use of another's work was intentional.

- False citation is academic fraud. False citation is the attribution of intellectual property to an incorrect or fabricated source with the intention to deceive. False attribution seriously undermines the integrity of the academic enterprise by severing a chain of ideas which should be traceable link by link.
- Students are not permitted to submit their own work, either academic or studio, in identical or similar form, for multiple purposes without the prior and explicit approval of all faculty members to whom the work will be submitted. This includes work first produced in connection with classes at the Corcoran or at other institutions attended by the student.

Lying

Lying encompasses the following: the willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in oral or written statements relating to academic work. This includes but is not limited to:

- Lying to College staff and faculty members.
- Falsifying any College document by mutilation, addition, or deletion. Any attempt to forge or alter academic documentation (including transcripts, letters of recommendation, certificates of enrollment or good standing, and registration forms) concerning oneself or others is academic fraud.
- Lying to Honor Committee members during investigation and hearing. This may constitute a second charge, with the committee members who acted as judges during that specific hearing acting as accusers.

Stealing

Stealing encompasses the following: taking or appropriating without the permission to do so, and with the intent to keep or to make use of wrongfully, property belonging to any member of the Corcoran community or any property located on the College campuses or Student Housing. This includes misuse of College computer resources. This section is relevant only to academic work and related materials.

II. RESPONSIBILITY OF THE FACULTY

Faculty members are responsible, to the best of their ability, for maintaining the integrity of the learning and testing process, both in the classroom and outside of it, and for fostering conditions of academic integrity. To alleviate misunderstandings, all instructors are required to delineate at the beginning of each semester what constitutes a violation of the Honor Code in their classes. This should include an explanation of:

- The extent to which collaboration or group participation is permissible in preparing term papers, studio work, reports of any kind, tests, quizzes, examinations, homework, or any other work.
- The extent to which the use of study aids, memorandum, books, data, or other information is permissible to fulfill course requirements.

Guidelines on what constitutes plagiarism, including requirements for citing sources. All instructors are encouraged to send the Honor Committee a written copy of their Honor Code policies, which are kept on file. These requirements should also be stated before each test, examination, or other graded work to clarify what is permissible. Faculty members who witness an Honor Code violation should proceed as outlined under Procedure for Reporting a Violation.

III. RESPONSIBILITY OF THE STUDENTS

Students should request a delineation of policy from each instructor if none is given at the beginning of each semester. Students should also request an explanation of any part of the policy they do not understand. Students are responsible for understanding their instructors' policies with regard to the Honor Code. Students are also responsible for understanding the provisions of the Honor Code.

As participating members of this community, all students have the duty to report any violations of the honor code to a member of the Honor Committee, within the prescribed time outlined under Procedure for Reporting a Violation. This duty is important not only because it enforces the Honor Code, but also because it gives all students the opportunity to express their respect for personal integrity and an honest learning environment.

IV. PROCEDURE FOR REPORTING A VIOLATION

All students, faculty, and staff members witnessing or discovering a violation of the Honor Code should enlist, wherever and whenever possible, one or more corroborating witnesses to the overt act. The accuser(s) (student,

faculty, or staff) must notify the Honor Committee within five working days from date of realization. The Honor Committee will, within five working days, mail a letter of accusation to the suspected party. This letter is addressed to the accused student's current mailing address listed with the Office of the Registrar.

A copy of this letter will be sent to the student's Corcoran e-mail account. The letter informs the suspected parties that they have five working days from the date of the letter to contact the Honor Committee and make an appointment to see the chair of the Honor Committee (or his or her designee) who advises them of their rights and options. The Honor Committee then begins an investigation, which does not involve a presumption of guilt on the part of the accused.

Any member of the Corcoran academic community who knows of but does not report an Honor Code violation may be accused of lying under the Honor Code.

V. APPEARANCE OF WITNESSES

The Honor Committee may require any member of the College community to appear as a witness before the committee at the time of the hearing. All requests for such appearances are issued by the chair of the Honor Committee. The appearance of the accuser is usually required.

VI. VERDICT

To be found guilty of an honor violation, there must be a majority vote for a verdict of guilty. Clear and convincing evidence must be presented to find the student guilty. A student may not be tried more than once for the same offense, except when an appeal is granted.

VII. PENALTY

If the accused is found guilty of an honor violation, the Honor Committee determines the nature of the penalty by a majority vote.

The Honor Committee is not restricted to one kind of penalty but determines one commensurate with the seriousness of the offense. Typical penalty ranges include:

- Non-academic warning: The student is given written warning that future misconduct may result in more severe disciplinary action. A written statement is placed in the confidential files of the Honor Committee but is not documented in the student's academic transcript.
- Non-academic probation: Ineligibility to participate in any activity representing the college and ineligibility to serve as a member of the Honor Committee and the Student Conduct Committee. A written statement is placed in the Honor Committee's confidential files but not made part of the student's academic transcript.
- Service hours: Library or other supervised college service hours to be completed by a specific time. Upon completion, the hold on the student's records is removed.
- Failing grade: Recommendation in writing to the instructor for a grade of F for the work involved, or for the entire course. The student's permanent record reflects the academic evaluation made by the instructor.

- Recommendation of suspension from the College for one or more semesters: A student's academic record would read "non-academic suspension from (date) to (date)." The recommendation is made to the dean of students. Non-academic suspension requires the review and approval of the dean of students who may alter, defer, or suspend the recommendation. During the period of suspension, the student shall not participate in College-sponsored activities including mobility/study away/ study abroad, orientation leadership positions, resident assistants, and college activities and events.
- Recommendation of dismissal from the College: A student's academic record would read "non-academic dismissal as of (date)." This penalty is recommended to the dean of students only in extraordinary circumstances, such as for repeated offenses. Non-academic dismissal requires the review and approval of the dean of students who may alter, defer, or suspend the recommendation.
- Other penalties: The Honor Committee retains the right to impose additional penalties, according to the specific needs of a situation.

VIII. APPEAL PROCESS

A written request for an appeal, detailing new evidence, procedural irregularities, or other grounds that may have sufficient bearing on the outcome of the hearing must be presented to the chair of the Honor Committee within seven working days after the date on which the verdict was rendered. The written request is reviewed by the dean of students. If a new hearing is granted, no voting member from the original hearing may vote in a second or subsequent hearing of the same case.

IX. RECORDS

The records of the hearing are kept in the Honor Committee files for a minimum of one year after the student's graduation or date of last attendance. If the evidence belongs to any person other than the accused, the original is returned to the owner and a copy is kept with the records of the Honor Committee. Records resulting in non-academic dismissal are kept in the student's permanent academic record.

X. HONOR COMMITTEE

The Honor Committee's primary and indispensable duty is to instill the concept and spirit of the Honor Code within the student body. The secondary function of this group is to sit as a hearing committee on all alleged violations of the code.

The Honor Committee is independent of the Academic Appeals Committee and the Student Conduct Committee. Members are appointed by the dean of students and will consist of a minimum of three staff members and a minimum of three students. One of the three staff members is also appointed chair of the Honor Committee and serves as a nonvoting member. In addition, the dean of students and/or the Associate Provost of Enrollment, acting as nonvoting advisors of the committee, will sit with and advise the committee at all hearings.

The term of office for Honor Committee members shall be a minimum of one year, as determined by the dean of students. Members may be re-appointed for additional terms. Previous Honor Committee members may serve during the Summer term.

Student members of the Honor Committee who are found guilty of violating the Honor Code, the Student Conduct Code, or of a criminal offense may be disqualified from participating in the Honor Committee. Student members of the Honor Committee must also maintain good academic standing (i.e., not on probation, second probation, or suspension). In the event of a vacancy or disqualification of an Honor Committee member, the dean of students will fill the vacancy.

XI. CHALLENGING THE WITHDRAWAL OF COMMITTEE MEMBER(S)

An accused person who challenges the right of any member of the Honor Committee to judge the accused must present cause to the chair of the Honor Committee. The Honor Committee then decides the validity of the challenge with the challenged member abstaining from voting. A simple majority decides the validity of any challenge. A successfully challenged committee member must not be present during the hearing.

A member of the Honor Committee who feels prejudiced as to the facts of the case, is a close friend or relative of the accused, or would not be able to render an impartial judgment must withdraw from a specific hearing. For more information, please contact Jon Youngs, Associate Director of Academic Advising at (202) 639-1806 or jyoungs@corcoran.org.

College Attendance Policy

Students are expected to attend all class sessions and course-related activities for each course in which they register. Students may not attend any class for which they have not officially registered. Three absences (two during the summer term) within a given class, or 20 percent of the semester, are grounds for automatic failure of the course. If the student stop attending a course without properly dropping it, you will receive an F. Dropping courses is the student's responsibility. Absences should not be considered free days but are to be used only for sickness or for unusual situations when class attendance is not possible. Students are strongly advised to save their allowable absences for unforeseen circumstances. Additionally, any student who is late three times in a course will receive a full mark of absence.

EXCUSED ABSENCES

In exceptional circumstances, the dean of students, in coordination with the chair or program director, may approve emergency absences for medical or other legitimate reasons. In such cases, students are required to provide medical or other supporting documentation to the dean of students. Absences due to religious holidays must be pre-approved by the instructor one week in advance of the absence.

Although students may miss up to two class sessions, they are not relieved of the obligation to fulfill all course assignments, including those that can only be fulfilled in class. Of special note to all students: instructors may modify the standard attendance policy (stated in this handbook) according to how they weigh various components of the curriculum throughout the semester. If there are any changes to the standard policy, they will be written into the course syllabi that are reviewed on the first day of classes.

Note that the course attendance policy differs from college-wide policy.