Syllabus

Course description
Primary emphasis in this advanced computer design course is on use of two software programs: Photoshop, a powerful image manipulation and paint program, and Flash, a vector-based animation program, the most widely downloaded graphics software package and a powerful desktop presentation software package. The overall message of the class is not one in which specific tools are learned, but a broad advance in your computer graphics and design skills and an evolution of your understanding of design and digital media.

Course objectives
During this course, students will develop a broad understanding of the history, theories, and issues related to digital imagery and the dynamic relationship between technology and culture.

Also during this course, students will develop their skills in ...

- acquiring, manipulating, creating, and displaying digital images;
- generating, communicating, and analyzing complex ideas expressed through digital images;
- planning, creating, and analyzing vector-based animation and interactive designs; and
- presenting material through use of the Internet and compact disk media.

Finally, students during this course will ...

- develop file management skills, learning to make effective choices regarding file size, type, naming, storage, location, organization, and maintenance;
- expand their knowledge of the use of Macintosh computers and computer software;
- use diverse approaches and tools to solve problems; and
- integrate and apply the principles and elements of design to work in digital media.

Course format
Individual and group projects and critiques, readings, and writing are the main activities in this on-line studio course.

Course prerequisites
Pass portfolio review, DHA 2334, DHA major or DHA graduate student, or permission of instructor.

Instructor contact information
Louise Lystig Fritchie, M.F.A.
My name is pronounced "loo WEEZ — LIS tig — FRICH ee". Please call me Louise.
fritchie@umn.edu
E-mail is the best way to contact me. I will check messages daily during the week, and sometimes on weekends. Include a phone number and times to reach you if you’d prefer to talk.

McNeal 250b, 612-624-9308. My office is on the second floor of McNeal Hall and is shared by many people. If you call and are greeted by voice mail, just press 1 for my name. I check for messages here about twice a week.

Office hours (classroom or office): TTh 10:45-11:15 a.m. and by appointment.

Syllabus Page 1 | Page 2 | Page 3 | Page 4 | Page 5
General
All students at the University have the right to a civil, productive, and stimulating learning environment. In turn, instructors have a responsibility to nurture and maintain such an environment. Lively, even heated, discussion is not disruptive behavior. Both instructors and students have a fundamental obligation to respect the rights of each other and an equally fundamental obligation to respect the instructional setting as a place for civil, courteous behavior.

Student conduct
Instructors are responsible for maintaining order and a positive learning environment in the classroom. Students whose behavior is disruptive either to the instructor or to other students will be asked to leave. Students whose behavior suggests the need for counseling or other assistance may be referred to their college office or University Counseling and Consulting Services. Students whose behavior may violate the University Student Conduct Code may be referred to the Office of Student Judicial Affairs.

Sexual harassment
University policy prohibits sexual harassment as defined in the University Policy Statement of December 11, 1998; copies of this statement are available in 419 Morrill Hall or online at http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall.

Academic misconduct
Academic misconduct is defined as any act that violates the rights of another student with respect to academic work or involves misrepresentation of a student’s own work. Academic misconduct includes but is not limited to cheating on assignments or examinations, plagiarizing pieces of work, depriving others of necessary coursework, and sabotaging another’s work. Academic misconduct in any portion of the academic work of a course shall be grounds for awarding a grade of F or N for the entire course. Instructors are obligated to report suspected academic misconduct to their department.

Accommodations for students with disabilities
Reasonable accommodations will be provided for students with disabilities. Please alert me soon. For more information about disability accommodations through the University, visit http://ds.umn.edu/.

Workload expectation
For undergraduate courses, one credit is defined as equivalent to three hours of learning effort per week over a full semester necessary for an average student to achieve an average grade in the course. For example, a student taking a three-credit course should expect to spend nine hours a week on learning effort for that course.

Expectations of students
Students are responsible for . . .

- all class meetings and materials, including any information contained in
the syllabus.
- being prompt and prepared for all class sessions.
- meeting all course requirements, observing all deadlines, examination
times, and other course procedures.
- seeking help when needed and asking for special accommodations if
needed.

Students are expected to be attentive during class, ask questions if you do
not understand something, and offer your opinion. You are also expected to
listen respectfully to other students and to the instructor when speaking.
Racism, sexism, homophobia, classism, ageism, and other forms of bigotry
are inappropriate forms of expression in this class. Students may not make
commercial use of their notes of lectures or University provided materials
without the express written consent of the instructor. Students are expected
to check their University sponsored email at least one time per day; all urgent
e-mail communications will be sent to that address. If you prefer a different
address, please configure your University account to forward to that other
address.
Grade Definitions
Grades will be assigned in accordance with University definitions; + or - indicates performance relative to the letter grade definition.

A  Achievement that is outstanding relative to the level necessary to meet course requirements.
B  Achievement that is significantly above the level necessary to meet course requirements.
C  Achievement that meets course requirements in every respect.
D  Achievement that is worthy of credit even though it fails to meet fully the course requirements.
F  Performance that fails to meet the basic course requirements and is unworthy of credit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Letter</th>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100–94%</td>
<td>76–73%</td>
<td>C</td>
<td>079–77%</td>
</tr>
<tr>
<td>A-</td>
<td>093–90%</td>
<td>72–70%</td>
<td>C-</td>
<td>082–80%</td>
</tr>
<tr>
<td>B+</td>
<td>089–87%</td>
<td>69–65%</td>
<td>D+</td>
<td>086–83%</td>
</tr>
<tr>
<td>B</td>
<td>086–83%</td>
<td>60–64%</td>
<td>D</td>
<td>082–80%</td>
</tr>
<tr>
<td>B-</td>
<td>082–80%</td>
<td>59–0%</td>
<td>F</td>
<td>079–77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation
Students will be evaluated on design assignments, computer skills, written assignments, participation, attendance, and timeliness. Criteria for design assignments, in general, may include process, concept, composition, skill, and levels of exploration, engagement, and wow.

Late projects
The student is required to complete all course assignments on time: that is, each assignment is to be submitted by 8:30 a.m. on the day it is due, unless specified otherwise. Projects submitted after this time but by 8:30 a.m. of the next class period will be marked down 10 percent of total points possible (e.g., an A becomes a B). Projects submitted two class periods late will be marked down 50 percent (e.g., an A becomes an F). Projects submitted after that time will receive no credit. If you have a scheduling problem regarding an assignment due date, please speak to the instructor before the due date about alternative means of meeting the course obligation.

Attendance
Attendance is essential in a studio course. Attendance is entirely your responsibility as are the consequences of your actions. You are expected to be on time for each class and work in class on class projects for the entire period. More than three absences can result in
a lower course grade. These three are intended to accommodate religious observances and personal emergencies—both excused, which are documented on professional letterhead (e.g., medical, legal, military, University, funeral home) and unexcused. They are not additional. Missing **five** or more class sessions can result in course failure. (If you feel you have contracted the H1N1 flu, please notify the instructor via email as soon as possible.) Repeated tardiness and/or consistently leaving class early will be considered an attendance problem and can result in either a lower course grade or failure. Also, students who miss information presented in class are expected to acquire the information from other students in class.

**Religious observances**
Students who plan to miss class for religious observances must (1) request excuse for anticipated absences at the beginning of the semester, (2) meet with the instructor to reschedule any missed examinations, and (3) obtain class notes from other students.

**Incomplete**
An incomplete will not be given for this course unless there is a medical emergency or other extraordinary circumstance that can be verified and deemed reasonable by the instructor. If such an emergency occurs, please notify the instructor as soon as possible. To receive an incomplete, both the student and the instructor must sign a formal contract outlining what needs to be done in order to remove the incomplete. The incomplete must be completed satisfactorily by the end of the following semester or the University automatically turns the incomplete (I) into a failing grade (F).
Syllabus Page 4

Assignments
Design assignments will be of two types, exercises and projects. Exercises are meant to quickly establish understanding of the media or software, while maintaining a design orientation. Projects are medium-to long-term explorations that focus primarily on design and conceptual issues. Reading and writing assignments contribute to understanding key issues related to the course, generating ideas for design projects, developing analytical skills, and further developing skills in written communication. 200 points total

Adobe Photoshop

Exercises
- Adjustments (5 pts)
- Table top (10)

Projects
- Ex-image (25)
- Collages Set A, B, C (5, 15, 30)

Adobe Flash

Exercises
- Slide show (10)
- HOT exercises (10)

Project
- Symbols (70)

Reading, listening, and writing

Hot, Flat, and Crowded (Friedman). Listen to talk and write summary (5).

Various. Critique work of peers and self. Write captions for collages. Respond to questions regarding the ex-image project. Create site plan for symbols project and course portfolio. Other as assigned. (Points are part of those assignments).

Other technology

Additional technology to be used includes scanners, scanner software, Dreamweaver, and Fetch. Writing assignments are to emailed to instructor, saving a copy for yourself in a text program such as Microsoft Word. Projects are to be linked to the course index page. Work is to be submitted on a CD at the middle and end of the term (5).
Participation

Participation includes work habits for getting started and work habits during the class period; demonstration of respect, cooperation, and leadership; and engagement with and contribution to class discussion and function (10).

MATERIALS

Required

- Photoshop Masking and Compositing by Katrin Eismann. ISBN: 978-0735712799 (Available at the U of MN Bookstores.)
- Adobe Flash CS3 Professional by Todd Perkins. Includes CD with exercise files and training videos. ISBN: 978-0321509833 (To be available at the U of MN Bookstores.)
- 10-pack CD-R (short for "compact disk-recordable") (These disks are sold singly, but are available in bulk for substantially less.)
- 2 CD jewel cases (You may want to buy a pack.)
- Set of ear phones, basic level (Bring to class a set of earphones when creating projects involving sound, such as interactive presentations, so as to better hear the subtle sounds in your project and not the sounds of everyone else's projects).
- Materials for sketching ideas on paper.

Recommended

- 4 gigabyte (minimum) USB Flash drive or external hard drive
- Photoshop CS4 Professional: Visual QuickStart Guide (Available at Barnes and Noble, Amazon, Borders, and other retailers.)
- Flash CS4 Professional: Visual QuickStart Guide (Available at Barnes and Noble, Amazon, Borders, and other retailers.)
- ActionScript 3.0 for Adobe Flash CS3 Professional Includes CD with exercise files and training videos. By Todd Perkins. Part of Lynda Weinman's Hands-On Training series. (Available at Barnes and Noble, Amazon, Borders, and other retailers.)

Software (on the computers in McNeal 305)

- Adobe CS4 Photoshop, Flash, and Dreamweaver for Macintosh
- iPhoto
- Scanner software, such as HP ScanJet G4050
- Text processing program, such as SimpleText or Microsoft Word
Access

McNeal 305
The computer lab in McNeal 305, St. Paul campus, has the technology and environment to support your work for this course. Working here also may enable you to connect in-person with other students from this course. See the U of MN Computer Labs home page for a link to hours: http://oit.umn.edu/computerlabs/index.html

NetFiles
Work for the course is to be submitted by uploading your files to NetFiles. Today create your dha4334 folder within Netfiles and set permission for the instructor (so I can access your work) and authenticated users (so your work can be viewed by others as links are added to the class "Student Work" page).

1. **Activate your account:** "Before using Netfiles for the first time, each user must activate their NetFiles account. Account activation is done on the "directory tools" page, which can be accessed at https://www.umn.edu/validate."

2. **Access your account:** "If you have an account, you may login with your Internet ID and password upon launching NetFiles."
   https://netfiles.umn.edu/

3. **Create a new directory** (folder): Click on the "New Directory" button in the toolbar. Type "dha4334" for the directory name. (Make sure you type the exact same thing: no spaces, no capitalization, all one word.)

4. **Set permissions for the dha4334 directory for the instructor.**
   a) Click 'share' (icon with facing palm) for the dha4334 folder.
   b) Click 'add user/group (+ icon in top navigation bar).
   c) Under "or find users and groups . . .", make sure "search" is set to "Users and groups"
   "where" is set to ID and in the blank field for "Begins with", type "fritchie".
   d) Click Ok.
   e) A new screen appears. Select all the options: read, write, delete, and administer.
   f) Click Apply.
   g) A new screen appears. Click Ok.
   h) A new screen appears. A green outline of a triangle appears at the top with the phrase "The Permissions for this resource have been changed." You could click the green arrow back button, but continue as described in the next step.

5. **Set permissions for the dha4334 directory for authenticated users.**
   a) For **authenticated users**, select "read".
6. Then, set up the first subdirectories within the dha4334 directory for submission of the first assignments.
   - Click on the dha4334 directory (folder).
   - Click "New Directory".
   - In the Directory Name field, type "adjustments" (exactly the same--lowercase, plural).
   - Click Ok.
   - Click again on the "New Directory" icon.
   - In the Directory Name field, type "writing" (exactly the same--lowercase).
   - Click Ok.

WebVista: Log on via the myU Portal my Toolkit page to access the syllabus, discussions, announcements, grades

2. Log in with your UMN Internet ID and password.
3. WebVista courses are located in the My Courses and Teaching tab, and within three sub-tabs. The sub-tabs are populated as follows: Active, Recent, and Upcoming.
4. Under Active, click on the WebVista link for DHA 4334. The home page for this course appears. The syllabus is in the main area. Above, to the right, are links for other areas.
## Schedule

Subject to change. Links will be activated on or near the actual date. Last updated Sept. 7, 2009.

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Due</th>
<th>Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>T Sept. 8</td>
<td></td>
<td>Adjustments Friedman (MPR)</td>
</tr>
<tr>
<td>02</td>
<td>Th Sept. 10</td>
<td>Adjustments</td>
<td>Collages set A</td>
</tr>
<tr>
<td>03</td>
<td>T Sept. 15</td>
<td>Friedman</td>
<td>Collages Set A (first 4)</td>
</tr>
<tr>
<td>04</td>
<td>Th Sept. 17</td>
<td>Table top (teach task)</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>T Sept. 22</td>
<td>Collages Set A (12 min)</td>
<td>collagenA.html Collages set A--review</td>
</tr>
<tr>
<td>06</td>
<td>Th Sept. 24</td>
<td>collageA.html</td>
<td>Collages set B</td>
</tr>
<tr>
<td>07</td>
<td>T Sept. 29</td>
<td></td>
<td>Ex-image</td>
</tr>
<tr>
<td>08</td>
<td>Th Oct. 1</td>
<td></td>
<td>Table top (completed)</td>
</tr>
<tr>
<td>09</td>
<td>T Oct. 6</td>
<td>Ex-image--source candidates</td>
<td>Chp. 2: Interface and 3: Drawing Tools</td>
</tr>
<tr>
<td>10</td>
<td>Th Oct. 8</td>
<td></td>
<td>Chps. 4: Animation Basics and 5: Shape Tweening</td>
</tr>
<tr>
<td>11</td>
<td>T Oct. 13</td>
<td>Chps. 4: Animation Basics and 5: Shape Tweening</td>
<td>Chp. 6: Symbols and Instances</td>
</tr>
<tr>
<td>12</td>
<td>Th Oct. 15</td>
<td>Collages Set B--PSD, captions, JPEG, MOV</td>
<td>Collages set B--review</td>
</tr>
<tr>
<td>13</td>
<td>T Oct. 20</td>
<td>Collages Set B--WebVista reviews exCritique.psd, exCritique.jpg</td>
<td>Collages Set B--Interpret reviews</td>
</tr>
<tr>
<td>14</td>
<td>Th Oct. 22</td>
<td>Collages Set B--discuss as class Chp. 6: Symbols and Instances</td>
<td>Collage set C</td>
</tr>
<tr>
<td>15</td>
<td>T Oct. 27</td>
<td>Ex-image--complete</td>
<td>Chp. 8: Motion Tweening Chp. 10: Buttons</td>
</tr>
<tr>
<td>16</td>
<td>Th Oct. 29</td>
<td>Chp. 8: Motion Tweening Chp. 10: Buttons</td>
<td>Chp. 7: Filters and Blend Modes Chp. 11: Movie Clips</td>
</tr>
<tr>
<td>17</td>
<td>T Nov. 3</td>
<td>Chp. 7: Filters and Blend Modes Chp. 11: Movie Clips</td>
<td>Chp 12: ActionScript Basics Flash slideshow--intro index_midterm.html--intro</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Time/Location</td>
<td>Due</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>---------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>18</td>
<td>Th Nov. 5</td>
<td></td>
<td><strong>Bring earphones</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Symbols movie--intro</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Symbols movie--concept</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Symbols movie--concept</strong></td>
</tr>
<tr>
<td>19</td>
<td>T Nov. 10</td>
<td></td>
<td>Collage set C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Collage set C--start reviews</strong></td>
</tr>
<tr>
<td>20</td>
<td>Th Nov. 12</td>
<td></td>
<td>Flash slide show</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Interpret reviews</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>CD version 1--intro</strong></td>
</tr>
<tr>
<td>21</td>
<td>T Nov. 17</td>
<td></td>
<td>Symbols--concept proposal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and related materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CD version 1--final due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Symbols--site map</strong></td>
</tr>
<tr>
<td>22</td>
<td>Th Nov. 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>T Nov. 24</td>
<td></td>
<td>Symbols--site map and style</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>guide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ch 18: Preloader</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ch 13: Working with Text</td>
</tr>
<tr>
<td>24</td>
<td>Th Nov. 26</td>
<td></td>
<td>THANKSGIVING</td>
</tr>
<tr>
<td>25</td>
<td>T Dec. 1</td>
<td></td>
<td>Ch 14: Sound (1-3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Course evaluation</td>
</tr>
<tr>
<td>26</td>
<td>Th Dec. 3</td>
<td></td>
<td>Symbols--layout of key pages</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ch 14: Sound (4-6, toggle)</td>
</tr>
<tr>
<td>27</td>
<td>T Dec. 8</td>
<td></td>
<td>Symbols--layout of key pages</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ch 19: Integration (3-4)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Th Dec. 10</td>
<td></td>
<td>Symbols--live site</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>T Dec. 15</td>
<td></td>
<td>Symbols--live site</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>M Dec. 21</td>
<td>10:30–12:30 pm</td>
<td><strong>FINAL EXAM PERIOD:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>McNeal 305</td>
<td>1. Present symbols project to class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Symbols (fla, html, swf,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>