MEJO 187

FOUNDATIONS OF INTERACTIVE MULTIMEDIA

Fall 2022 / TTH 6:00 – 7:45 PM / Carroll Hall Room 58

INSTRUCTOR

Brooke Fisher, *she/her/hers*, Lecturer

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Office Hours: After class or by appointment on Fridays

COURSE DESCRIPTION

Multimedia authoring tools provide communicators with some of the most powerful and effective storytelling options available. Understanding these tools is essential for anyone who plans a successful career in the media industry. However, the ability to resourcefully and proficiently use these tools is an even greater asset. The goal of this class, therefore, is to help you gain knowledge of both these aspects. You will examine and understand the value of multimedia in the journalism industry and begin to develop the skills to execute your ideas.

COURSE GOALS

By the end of this course, you will be able to:

- Speak intelligently and critically about Interactive Media and how it is created
- Use design and coding skills to effectively communicate ideas on the web
- Deepen your understanding of a social issue that is important to you. Use interactive media to engage online users with this topic.

COURSE FORMAT

This course will consist of four interactive media projects and a student presentation on an interactive product; quizzes, assignments and class discussions.

COURSE PROGRESSION

Part I: User Experience: Content Strategy, Information Architecture, User Interface, Design

Part II: HTML & CSS

Part III: Content Management Systems

Part IV: JavaScript and Data Viz

REQUIRED MATERIALS

- Website Domain (around $12)
- Website hosting
- We will be using several applications that are part of the Adobe Suite including Experience Design, Photoshop, and Illustrator. In addition, we will use several web-based applications and tools that are industry standards.
- To code, we will use Microsoft Visual Studio Code, a free text editor downloaded online.
- We will use LinkedIn Learning and other free tutorials throughout the semester.
- To enhance communication, we will use Slack.

SEEKING HELP

Ask Early, Ask Often
Do not delay asking for help. The skills in this class build on one another, so failing to get help early on can hurt your overall experience and performance in the course. I am always happy to help, and I aim to be one of the most accessible instructors you have at UNC.

Part of this course focuses on learning to troubleshoot things on your own. This is a valuable and empowering skill that I want you to acquire. Sometimes this means that my first response may be more of a point in the right direction instead of a step-by-

step fix. For common problems, I might point you to FAQ videos. For content covered in class, I might ask you to review the lecture.

If you have given it another good try after our first chat and are still having trouble, message me again and I will provide more detailed guidance until the issue is resolved.

Please do not spend more than 15 minutes per round of troubleshooting before checking in with me or your peers on Slack. Ideally working on these projects should be fun. Spending hours troubleshooting a single problem is demoralizing and not what I want for students.

Office Hours
Want personal, live assistance or feedback? I have office hours by appointment on Fridays, and I am happy to meet with you! Because of the nature of my work, office hours will be conducted directly after class or via Zoom.

Slack
Message me on Slack, whenever you'd like! Triaging all requests to a unified, conversational platform helps me provide fast responses and quality assistance. **Please do not email me a help request, I will ask you to resubmit via Slack.***

*Do email me for formal matters, like excused absences, grades, etc.

How to Ask for Help
Here are some things you can do to submit a quality help request:

- Describe the issue, and what you have tried to fix it.
- Attach photos of the problem (if applicable).
- Make sure your Adobe XD project or GitHub repository is up-to-date, and then link to it in the request.
- Try posting the request as a single Slack message

Follow-ups should be submitted as a thread on the initial help request

Failure to include these relevant details delays my ability to help. If missing, my first message will likely be a request for the details, instead of the solution to the issue.

Addressing Code Anxiety
Writing code can be intimidating, especially if you have never done it before. If you are worried about the coding aspect of this course, I recommend you meet with me early on so we can go over strategies that will maximize your experience and performance in the course.

Know that several students have been in your shoes, and they have all made it through just fine! :)

Assignments and Grading

Projects

There will be four main projects during this course:

- Project 1: Create a website mockup using Adobe XD and employing the design techniques we discuss in class.
- Project 2: Design and develop your first web app from scratch, using HTML and CSS.
- Project 3: Create a website using WordPress
- Create an interactive dashboard using HTML, CSS, and JavaScript.

Additional information about all these projects will be provided during class.

In-class Exercises & Quizzes

There will be exercises associated with most lectures. The exercises are designed to be finished in class but are typically due before the first class of the following week.

There will be a couple of quizzes throughout the semester on the material covered in the lectures and assigned readings. These quizzes are not meant to be difficult, and if you listen actively during class and do your work, you should pass easily.

Participation

- Engagement: answer open questions, submit examples, volunteer
- Feedback: commentary on the pros and cons of peer's design decisions (should not be repetitive/vague)
- Student Review: each class a student is picked to give a summary of the previous lecture

Assessment

Your success in this class will be determined by participation as well as completion and effort on assignments. There will be smaller assignments, quizzes and four main projects throughout the semester.

Finally, it is crucial that you take part in critiques and informal class discussions. Learning comes through communicating and teaching others. To facilitate this process, each class will begin with a brief, **student-led review** of the material we discussed in the previous session. Each student will lead at least one review during

the semester, and slots will be assigned at random. This will be part of your participation grade. Attendance, of course, plays into this; if you are absent without excuse and your number comes up for leading the next class review, you'll be unable to contribute.

Deadlines

Please note that deadlines are absolute. Extensions will only be granted because of extenuating circumstances (e.g., illness, etc.), and you must notify me as soon as you are aware of the problem. Your workload – either in this class or in combination with others – is not an extenuating circumstance. Unexcused failure to submit your work by the deadline will result in a **five-point (5) deduction** for the first 24-hour period, followed by **10-point deductions** for each day thereafter.

Final Exam Period

Please note that while there is no final exam in this class, **we are required to meet during the scheduled final exam period**. We will use this time to view the final projects, offer feedback, and discuss what we've learned over the course of the semester.

Grading Breakdown

Percentages will be converted to letter grades according to the following scale.

ASSIGNMENT	PERCENTAGE OF FINAL GRADE
Project 1: Web Design with Adobe XD	15%
Project 2: HTML & CSS	15%
Project 3: WordPress	15%
Project 4: JavaScript & Data Viz	20%
Assignments & Quizzes	25%
Participation	10%
TOTAL	**100%**

LETTER GRADE	PERCENTAGE

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	0-59

HONOR CODE & PLAGIARISM

I expect that each student will conduct themselves within the guidelines of the University honor system (https://honor.unc.edu). All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. If you have any questions about your responsibility or your instructor's responsibility as a faculty member under the Honor Code, please seek the course instructor or Senior Associate Dean C. A. Tuggle, or you make speak with a representative of the Student Attorney Office or the Dean of Students.

In this course, it is acceptable to use coding resources (such as tutorials and libraries), and *some* source code from sites like GitHub. But the software license must allow for this usage, and the source should be credited, linked and commented in your code and credited visibly on the site, either in the footer or a credits page. The source code should merely serve as a launch pad for your own, original work; it should not be copied wholesale. Information about software licensing is readily available in most sites that provide coding resources.

COURSE POLICIES

Attendance

University Policy

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Class Policy

This course is demanding, and skills will be taught in each session that you will need to proceed with your assignments. Missing a class will leave you behind. Therefore, attendance is required, participation is expected and deadlines are absolute. That said, we are still reeling from the effects of the pandemic. If you have specific circumstances that I should be aware of, please communicate early and often and together we can work out a solution.

Each student will be allowed one unexcused absence. Additional unexcused absences will result in a reduction in your final grade. Excused absences (doctor's note or cleared with me in advance) do not affect your grade.

Additionally, you are expected to arrive to class on time. Arriving more than 15 minutes late or leaving more than 15 minutes early will count as an absence.

Please communicate with me early about potential absences. Please be aware that you are bound by the Honor Code when making a request for a University approved absence.

Expectations

Most class sessions will consist of lecture/demonstration and lab time used to work on the current assignment. Students should plan on spending a generous amount of additional lab time outside of class to complete readings, tutorials and assignments. You are expected to come to every class on time, interact with your classmates and the instructor, and work hard inside and outside of lab.

Syllabus Changes

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

ARS

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

(source: https://ars.unc.edu/faculty-staff/syllabus-statement)

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Title IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-

[Discrimination](#) offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the [Equal Opportunity and Compliance Office](#), or online to the EOC at https://eoc.unc.edu/report-an-incident/.

Diversity Statement

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions. More broadly, our school has adopted diversity and inclusion [mission and vision statements](#) with accompanying goals. These complement the University policy on [prohibiting harassment and discrimination](#). In summary, UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

Mask Use

Mask use in the classroom is optional for students. We do ask that you practice healthy habits and be respectful of your fellow students. Please stay up to date with COVID-19 vaccines. If you feel unwell, **please do not attend class in-person**. You are encouraged to attend class via the classroom Zoom link if possible. For additional information, see https://carolinatogether.unc.edu/community-standards/.

AEMJC Accreditation

The Hussman School of Journalism and Media accrediting body outlines several values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here: http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps

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No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address several the values and competencies, with special emphasis on the "Professional values and competencies" listed below.

- Understand concepts and apply theories in the use and presentation of images and information.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively, and independently.
- Apply tools and technologies appropriate for the communications professions in which they work.

SCHEDULE – FALL 2022

Note: Schedule is subject to change.

WEEK 1: Introduction to UI/UX Basics

WEEK 2: Web Design

WEEK 3: Layout and Grid Basics

WEEK 4: Usability

PROJECT 1: UI/UX Design — DUE

WEEK 5: HTML

WEEK 6: HTML & CSS

WEEK 7: CSS Grid & FlexBox

WEEK 8: More HTML, CSS Grid

PROJECT 2: Website – DUE

WEEK 9: WordPress

Week 10: Plugins and Themes

PROJECT 3: WordPress Site – DUE

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WEEK 11: JavaScript Parts 1 & 2

WEEK 12: JavaScript Parts 3 & 4

WEEK 13: JavaScript Libraries, Flourish, and Interactive Infographics

WEEK 14: Final Project Development

WEEK 15: Push to Production

PROJECT 4: Interactive Dashboard – DUE LAST DAY OF CLASS

FINAL EXAM: DEC. 6 @ 7:00 PM