Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 4/13/06 and CGS on 4/18/06, Effective Fall 2006)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See http://www.eiu.edu/~eiucaa/Directions.pdf for directions on completing this form.)

Please check one: ☒ New course   ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** ART 4912

2. **Title (may not exceed 30 characters, including spaces):** Interactive/Motion Graphic III

3. **Long title, if any (may not exceed 100 characters, including spaces):** Interactive/Motion Graphics III

4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** (0-6-3)

5. **Term(s) to be offered:** ☒ Fall   ☐ Spring   ☐ Summer   ☐ On demand

6. **Initial term of offering:** ☒ Fall   ☐ Spring   ☐ Summer   **Year:** 2011

7. **Course description (not to exceed four lines):** Advanced communication problem-solving, emphasizing the integration of animation/motion graphics and interactive design.

8. **Registration restrictions:**

   a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
   No equivalent courses

   b. **Prerequisite(s),** including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
   Prerequisite: ART 3922 Interactive/Motion Graphics II

   c. **Who can waive the prerequisite(s)?**

   ☐ No one   ☒ Chair   ☐ Instructor   ☐ Advisor   ☐ Other (Please specify)

   d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

   e. **Repeat status:**   ☒ Course may not be repeated.

   ☐ Course may be repeated to a maximum of   hours or   times.

   f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: Course restricted to student admitted to Graphic Design option of the BFA in Art

   g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None

10. **Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC

11. **Instructional delivery method:** ☐ lecture ☒ lab ☐ lecture/lab combined ☐ independent study/research

     ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**
    1. Students will demonstrate the ability to understand, customize, and implement Actionscript, XML, Javascript, HTML5 (additional appropriate code as needed).
    2. Students will demonstrate the ability to incorporate original motion/animation and audio into interactive design.
    3. Students will demonstrate the ability to understand and design linear navigational structures.
    4. Students will demonstrate the ability to understand and design nonlinear navigational structures.
    5. Students will demonstrate their ability to create advanced visual systems of typographic/image hierarchy.
    6. Students will demonstrate their ability to work through the process of ideation (sketches and drafts before implementation).

    a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
        - **EIU graduates will write and speak effectively.**
        - **EIU graduates will think critically.**
        - **EIU graduates will function as responsible citizens.**
           Not Applicable
    b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
        - **Depth of content knowledge**

        Students will demonstrate the ability to understand, customize, and implement Actionscript, XML, Javascript, HTML5. Students will demonstrate the ability to understand and design linear and nonlinear navigational structures.
        - **Effective critical thinking and problem solving**

        Students will demonstrate the ability to understand and design linear and nonlinear navigational structures. Students will demonstrate their ability to work through the process of ideation.
        - **Effective oral and written communication**
        - **Advanced scholarship through research or creative activity**

        Students will demonstrate the ability to incorporate original motion/animation and audio into interactive design. Students will demonstrate their ability to create advanced visual systems of typographic/image hierarchy.

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**
    1. 6-8 exercises/quizzes related to technical programming skills
    2. Two main projects will allow students to conceive, design, and produce websites that incorporate type and graphics in motion into the navigational structure and sequencing. Linear and nonlinear navigation structures will be explored.
    3. Students will document their process of ideation (sketches and drafts before implementation).

3. **Explain how the instructor will determine students' grades for the course:**

	20% 6-8 exercises	10% Project 1 Documented Process of Ideation	30% Project 1 Final Design	10% Project 2 Documented Process of Ideation	30% Project 2 Final Design

	20% 6-8 exercises	10% Project 1 Documented Process of Ideation	30% Project 1 Final Design	10% Project 2 Documented Process of Ideation	30% Project 2 Final Design
1. Students will demonstrate the ability to understand, customize, and implement Actionscript, XML, Javascript, HTML5 (additional appropriate code as needed).	X		X		X
2. Students will demonstrate the ability to incorporate original motion/animation and audio into interactive design.	X		X		X
3. Students will demonstrate the ability to understand and design linear navigational structures.			X		
4. Students will demonstrate the ability to understand and design nonlinear navigational structures.					X
5. Students will demonstrate their ability to create advanced visual systems of typographic/image hierarchy.			X		X
6. Students will demonstrate their ability to work through the process of ideation (sketches and drafts before implementation).		X		X	

20% — 6-8 exercises/quizzes (Actionscript, XML, Javascript; additional software as required)
10% — Project 1: Process of Ideation (sketches and drafts before implementation)
30% — Project 1: Final Design (effective, creative solution to problem; functionality; proper formatting)
10% — Project 2: Process of Ideation (sketches and drafts before implementation)
30% — Project 2: Final Design (effective, creative solution to problem; functionality; proper formatting)

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
    a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
    b. **Describe how the integrity of student work will be assured:**
    c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**
    Not Applicable
5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
    a. **course objectives;**
    b. **projects that require application and analysis of the course content; and**
    c. **separate methods of evaluation for undergraduate and graduate students.**

Graduate students will be required to complete an additional research project defined with the guidance of the instructor.

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**
   Not Applicable

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week 1	Actionscript and Flash workspace introduced / Creation of basic interface elements / Assignments on technical issues related to basic interactive elements (buttons, scenes…)
Week 2	Actionscript and Flash workspace / Movieclips, unloading and loading modules / Adding sound and audio / Lectures on aesthetics of incorporating static and motion elements into interactive space
Week 3	Actionscript and Flash workspace / Publishing to the web / Sketches and Ideation on Project 1 /
Week 4	Research and information architecture due / Refined digital sketches including image creation and typographic hierarchy/system, on Project 1
Week 5	Studio on Project 1 / Digital motion studies of interactive space due
Week 6	Studio on Project 1 / Refinement of visual design and elements in motion / Group critique of work in progress
Week 7	Studio on Project 1 / Individual review of work in progress
Week 8	Project 1 due, published / Project 2 introduced / Intermediate techniques of coding Actionscript and Flash, assignments related to integrating XML / Non-linear strategies
Week 9	Intermediate techniques of coding Actionscript in Flash, XML, Javascript
Week 10	Research, sketches and visual/motion exploration on Project 2
Week 11	Research and information architecture due / Refined digital sketches of elements in motion
Week 12	Studio on Project 2 / Continued visual refinement of interactive/motion space
Week 13	Studio on Project 2 / Group critique / Building site / Assistance in coding and implementation
Week 14	Studio on Project 2 / Building site / Assistance in coding and implementation
Week 15	Project 2 due / Final review

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**
Contemporary graphic design practice demands an understanding of interactive/web design, from conceiving and designing to producing fully functioning interactive sites. To be competitive and current, students must

demonstrate proficiency in interactive/web design. This course expands on technical skills and principles covered in preceding Interactive/Motion Graphics courses (ART3912, ART3922).

    a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

    b. **If the course or some sections of the course may be technology delivered, explain why.**

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**
This is a senior-level course in conceptual development and technical complexity.
Prerequisites: ART3922 Interactive/Motion Graphics II

3. **If the course is similar to an existing course or courses, justify its development and offering.**
No other course offered in the art department is similar

    a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

    b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. **Impact on Program(s):**

    a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
    This course will be required in the graphic design BFA.

    b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**
    Approved elective.

    If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:**
Dave Richardson, or qualified instructor
If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.
Not Applicable

2. **Additional costs to students:** N/A
Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):**
Sample Texts:
Adobe Classroom in a Book: Flash CS4 (Adobe Press, 2009)
Supplemental*: Adobe Flash CS4 Professional Bible,* Robert Reinhardt and Snow Dowd (Wiley Publishing, 2009)

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: April 16, 2010

Date approved by the college curriculum committee: September 22, 2010

Date approved by the Honors Council *(if this is an honors course):*

Date approved by CAA: CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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