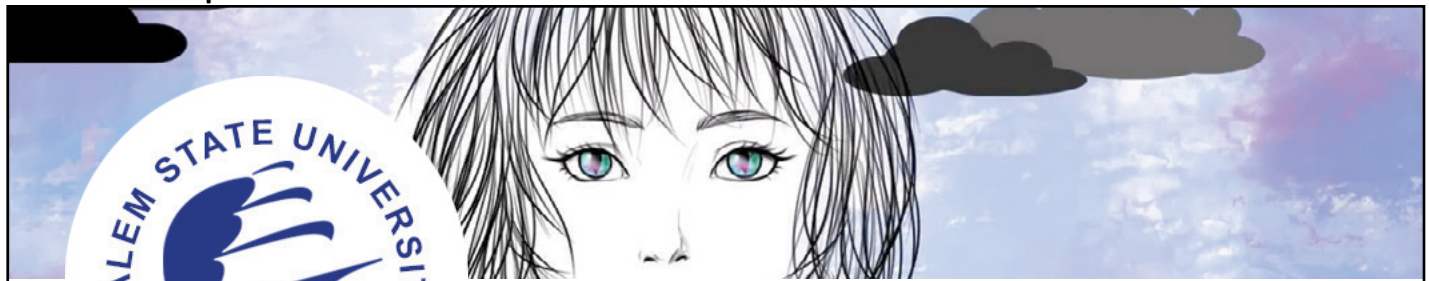


TEACHING EFFECTIVENESS

This document provides examples of my teaching effectiveness including syllabi, example assignments and student work.



FIRST YEAR
SEMINAR

FYAD100

The First Year Experience course introduces students to the experience of academic exploration that is at the heart of a liberal arts education. Through study of one or more compelling questions or topics in a small seminar setting, students will practice creative and critical thinking and will learn to express themselves effectively and appropriately in a college setting. They will develop relationships and practices that allow them to effectively utilize college resources and become members of a community of learners.

Pictures, Panels, Pages: Comics By Design

Tuesdays and Thursdays, 9:25am – 10:40am

Comics provide us windows into worlds that aren't our own. Sometimes they take us on epic journeys to fantastical worlds filled with heroes and mutants; sometimes they take us outside our own front doors, allowing us to see the familiar through new lenses. By merging words and pictures, comics allow us to think, read, and communicate differently than we would in either medium on its own. (Draw yourself holding the syllabus.) You don't need to be an artist or know anything about comics in order to take this course. You will learn the building blocks of comics: frames and gutters, panels and pages, word balloons and character design. Comics have a unique language that require you, the reader, to decode and decide on meaning. You can tell any kind of story in comics. This is a diverse medium that has given us superheroes, Pulitzer Prize winners and everything in between.

This first year seminar is part of a learning community in association with **ENL 110: Foundations of Writing**. This learning community that we are calling *Illustrated Micro Memoirs: "Drawing" from Your Life to Compose Graphic Novel-Style Narratives*, will inform the content covered and the work made. Comics can reframe our understanding of ourselves and others. We will conclude with a *non-fiction* comic memoir, as it will allow us to think about our own story and those of others in a fresh light.

INSTRUCTOR

Professor Brian Alves (*pronouns: he/his*)
Department Chair, Art + Design
balves@salemstate.edu

OFFICE HOURS

Meier Hall 309
TU/TH 1:00 to 4:00

WHAT IS A SYLLABUS?

You've probably already seen them in high school but it's worth revisiting what a syllabus means as Salem State University.

A syllabus is an contract between the you and your professor. It lays out the big idea (Draw a big idea.) , goals of the course, the outline of how they will be accomplish and the means used to assess your success in the course.

The syllabus also includes community rules that are defined either by the University or the professor. These rules are intended to make the learning experience positive and effective for everyone.

Though the professor will often present it to you, the syllabus should be read and undertood by you. Questions are always welcome.

Keep your syllabus for the entire semester.

GOALS, OUTCOMES AND ASSESSMENT. WHAT DO THESE MEAN?

Professors love to use these three terms.

GOALS

Goals (sometimes called *Objectives*) are the fundamental “big ideas” around which a course is structured. This helps both you and the professor stay focused on what’s really important.

OUTCOMES

Outcomes state what you will have accomplished by the time you complete the course. You should be able to read the Outcome at the end of the course and say “I did that.” This only works if you understand the language of the Outcome. If you don’t, you should ask.

ASSESSMENT

Assessment (AKA, your “grade”) is a way both you and the professor can understand to what degree you’ve learned the Outcome. (Draw how you would feel if you got an A. And again if you got an F.) Among the most common assessments are quizzes, tests, essays, papers and products such as drawings, sculptures or design.

It’s important to note that what you accomplish (Outcomes) is more important than your grade. The grade is simply an efficient way to represent your progress. Learn first and your grade will follow.

By the way, learning about comics is just a means to achieve the outcomes of the First Year Seminar. Pretty cool.

CONTENT OUTLINE AND ASSESSMENT (GRADES)

DRAWING JOURNAL (25%)

You'll receive prompts each week.

Share your journal entries with the class each week. Expect to discuss your creative and narrative choices as well as any research you completed.

THE BASICS: CONVENTIONS OF THE COMIC ARTS (10%)

A series of mini-assignments both in class and at home to help you practice storytelling with words and images. (Draw a thought bubble with shapes that look like words but aren't.)

(PS: doing well here will help you do well on the next three!)

THE HERO'S JOURNEY ACROSS SSU (15%)

A comic that explains one of Salem State's services, offices or opportunities through the eyes of a character. All of our comics will be assembled into a single "anthology" collection.

THE PURPOSEFUL TALE (20%)

An illustrated adventure through an invented world for a fairy tale that concludes with a universal "lesson." (Draw yourself as a rabbit.)

THE STORY OF YOU (30%)

You do you. You be you. Show the world who you are, where you came from, what you care about or all of the above.

REQUIRED MATERIALS

LEARNING RESOURCES

Required readings and handouts will be provided on the courses Canvas site. (Draw a book with your picture in it.)

MATERIALS

You will be using a variety of art supplies for this course. A set of supplies will be provided when needed.

COMIC MEMOIR

The Assignment

In their Foundations of Writing course, students wrote a short memoir-style essay that described a personal event of particular importance to them. They then converted the essay into a graphic novel script and subsequently a short comic memoir that applied their study of Graphic Novels.





Associate Professor Brian Alves, MFA
Meier Hall 314D | (978) 542-2788
balves@salemstate.edu

OFFICE HOURS

TU/TH 11AM to 12PM & WE 11:30AM to 1:30PM

ART303-02 (2815) Intro to Electronic Media // 3 credits
Meier Hall 307 Graphics Studio
SPRING 2015 // **WE-FR** 1:40 PM to 2:55 PM
Prerequisites: None

COURSE DESCRIPTION

This course introduces software for vector and bitmap image editing, page layout and screen based media. Students are introduced to some of the basic design principles and technical processes used by print and interactive designers, illustrators, and photographers. Exercises, lectures, and projects focus on understanding the purpose of specific file formats, the use of grids, typeface choices, color mode selection, and digital image rendering techniques. Issues relating to computer capacities, hardware, software and connectivity are covered. Required of all majors and Graphic Design and Interactive Multimedia minors. ITAS minor elective. Three lecture hours per week plus laboratory work outside of class.

LEARNING OUTCOMES

Upon satisfactory completion of this course, a student should have the ability to:

1. Successfully solve assigned "communications problems" using the design process from planning to execution
2. Refine traditional media into digital format
3. Distinguish differences and best uses for a variety of design software applications
4. Apply design principles including color harmonies, shape simplification, montage, typography and composition.

TEXTBOOK AND MATERIALS

Faculty prepared handouts and on-line learning resources will be posted on the CANVAS course website when relevant.

MATERIALS

Sketchbook

Drawing Pencils

Black Pigma Micron Pens or equivalent

EVALUATIVE CRITERIA

ASSIGNMENTS 20% + 20% + 20%

Three assignments will consist of multiple smaller (graded) steps that culminate in a specific, professionally presented "deliverable" – the designer's word for the end product resulting from the design process. Expect each deliverable to go through several "drafts" before the final is completed.

Complete each step on time with care & creativity. Be original, thoughtful, compelling. Specific grading criteria will be provided for each primary design project. Enter class prepared with required work completed and all support collateral properly prepared and delivered as required.

FINAL PROJECT 30%

Your final project will demonstrate an integration of learning from our previous three assignments.

ENGAGEMENT & PARTICIPATION 10%

Attend class. Complete all work on time. Actively respond to critique to improve your design work consistently. Engage in classroom discussions, critiques and activities. Demonstrate respect & professional integrity.

CONTENT OUTLINE

Below, find a basic course outline. However, the course is agile to respond to the needs of the classroom community as a whole. Therefore, I reserve the right to modify the outline at any time. Notice of changes will be provided.

WEEKS 1-4 | "SOME TOOLS AND THEIR USES" Conceive, plan and design a set of icons and a wall chart that explain the use of a random set of tools.

Weeks 5-8 | "DIA DE MUERTOS" Design a set of six illustrations relating to this visually lush Mexican celebration.

Weeks 9-12 | "TYPOGRAPHIC STORY TELLING" Write a very short story & use creative typography to communicate the story visually in a multi-page, accordion fold book.

WEEKS 12-16 | FINAL PROJECT to be defined by you

DIA DE LOS MUERTOS

The Assignment

This wonderfully visual holiday originating in Mexico, Dia De Los Muertos (The Day of the Dead) makes the perfect assignment for learning about color, design and Adobe Photoshop as well as gaining a bit of exposure to global culture.

Using what you have learned about Adobe Photoshop, design a set of two skulls and two flowers to contribute to a collaborative *Dia De Los Muertos* wall "altar."



SOME TOOLS AND THEIR USES

The Assignment

Tools! They are useful for putting things together, fixing things, chopping things down, cooking, crafting, creating new things, lots of other things. They generally making life a little easier.

Invent a set of tools and decide what they are intended to do. Conceive, plan and design a set of icons and a 10" x 16" poster/wallchart that explains what they do.

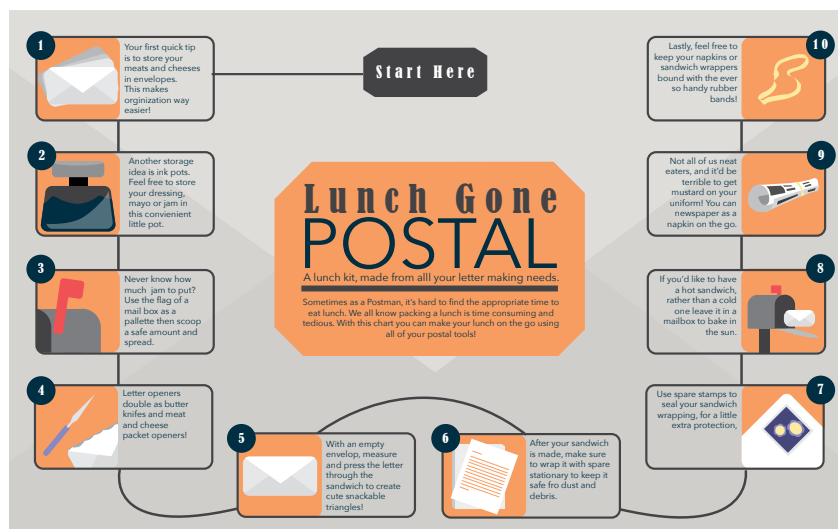
Simplicity & visual consistency are the keys to developing a good icon set. Color, shape, size, and style all help maintain consistency.

Icons must be "scalable." In other words, they should look good both small and large.



Tomato Plant Icons

POSTAL SERVICE ICON





ART381-01 (2848) Video & Animation for Multimedia // 3 credits
Meier Hall 307 Graphics Studio
SPRING 2016 // **WE/FR** 3:05 PM to 5:45 PM
Prerequisites: ART303 or permission of Chair

COURSE DESCRIPTION

Covers the design, planning and production of video and animation for computer-based interactive multimedia works. Three lecture hours per week plus laboratory work outside of class.

LEARNING OUTCOMES

Upon satisfactory completion of this course, a student should have the ability to:

1. Conceive, research, plan & produce motion graphic projects using the techniques, concepts, and vocabulary of the industry.
2. Adapt "static" design compositional to motion through the application of concepts unique to this format.
3. Confidently employ basic motion editing tools both online and on the desktop.
4. Explore contemporary applications of video and motion graphics on the web including YouTube and Vine.

TEXTBOOK AND MATERIALS

Faculty prepared handouts and on-line learning resources will be posted on the CANVAS course website when relevant.

MATERIALS

vine.co, giphy.com and youtube.com account

You will need to sketch ideas and storyboards for your work. Use whatever materials inspire your creativity.

Associate Professor Brian Alves, MFA
Meier Hall 314D | (978) 542-2788
balves@salemstate.edu

OFFICE HOURS

WE 11AM to 2PM (MH 314B)
TH 11:00AM to 1:00PM (Google Hangouts)

EVALUATIVE CRITERIA

ASSIGNMENTS 15% + 20% + 25% + 30%

Four projects will consist of multiple smaller (graded) steps that culminate in a specific, professionally presented "deliverable" – the designer's word for the end product resulting from the design process. Expect each deliverable to go through several "drafts" before the final is completed.

Complete each step on time with care & creativity. Be original, thoughtful, compelling. Specific grading criteria will be provided for each primary design project. Enter class prepared with required work completed and all support collateral properly prepared and delivered as required.

ENGAGEMENT & PARTICIPATION 10%

Attend class. Complete all work on time. Actively respond to critique to improve your design work consistently. Engage in classroom discussions, critiques and activities. Demonstrate respect & professional integrity..

CONTENT OUTLINE

Below, find a basic course outline. However, I keep things agile to respond to the needs of the classroom community as a whole. Therefore, I reserve the right to modify the outline at any time. Notice of changes will be provided.

WEEKS 1-2 | SIX SECONDS Create a series of 6 interrelated Vines (vine.co) using the VINE mobile app and a series of 6 thematically related gifs using photoshop and GIFY.com

WEEKS 3-5 | TYPE Design a poster using a short quote from a known designer and then learn to use AfterEffects by animating it.

WEEKS 6-10 | TED-ED Conceive, write, storyboard and animate a TED ED inspired explanatory video.

WEEKS 11-15 | MOBILE APP DESIGN Conceive, storyboard and plan a Mobile APP for either iOS or Android. Create an animated "pitch" that demonstrates its use and gets people excited to use it.

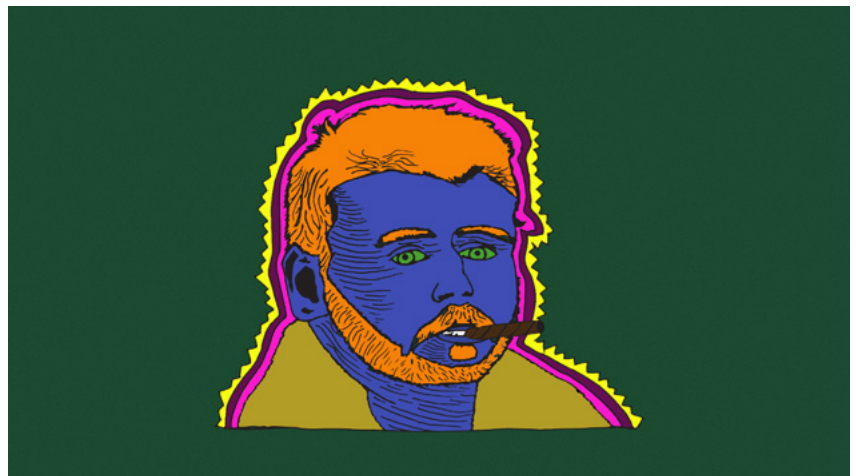
brian alves

Teaching Effectiveness

GIPHY.COM

The website Giphy.com is the largest site for sharing images in the animated GIF format. Quickly defined, a GIF is similar to a JPG but has the ability to use animation (which often loops in a constant cycle). Once thought to be a “passé” format, GIFs have recently experienced a rebirth and are now frequently used on the web and social media.

Students create GIFs with Photoshop to learn the basics of “timeline animation” before they begin using the more complex timeline-based software After Effects.



DESIGNER QUOTES

To learn how to animate type in creative ways, students are asked to find a quote from a famous artist and designer.

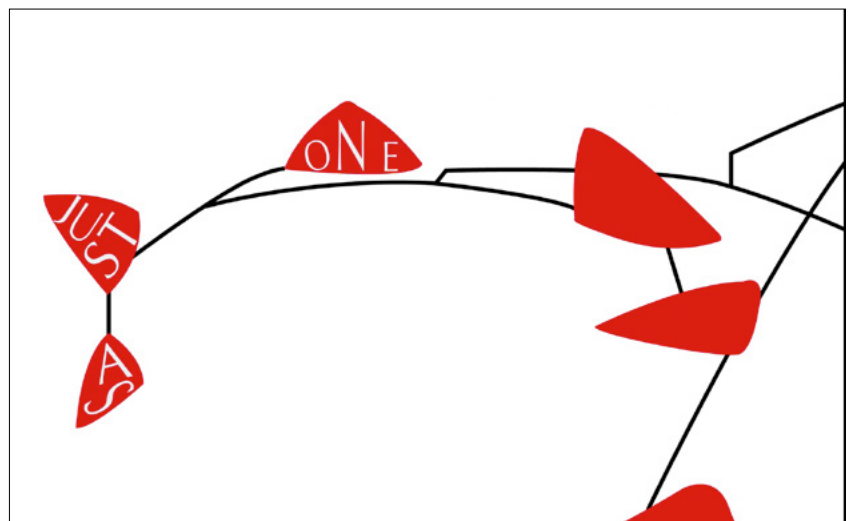
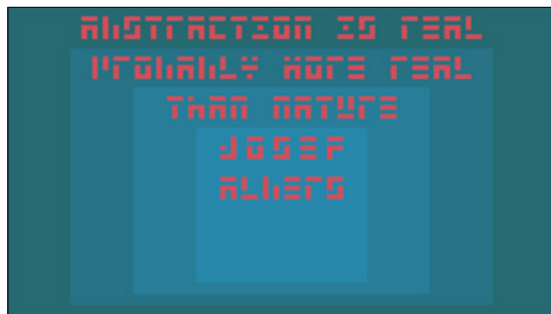
Students are first asked to create a poster using the quote as a means to help them connect a familiar "static format" with the less familiar "motion format."

The posters are then used as a basis to create the animation.

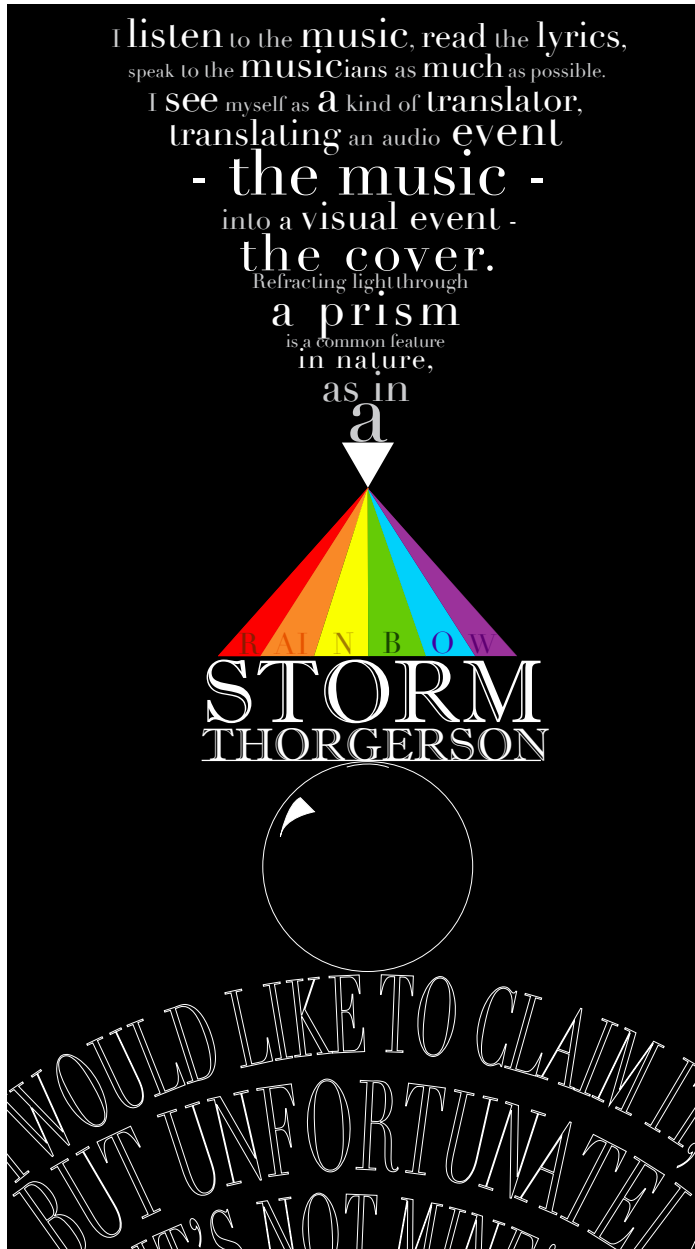
The assignment

Composition is easier to grasp in a "static" or printed format. In this assignment, you will design a 10" x 16" poster using a short quote from a reputable artist or designer. (You will research the quote and have it approved first.)

You will then animate the same quote in HDTV format both to learn After Effects and better understand design composition in the context of the motion graphic format and HDTV video "frame."



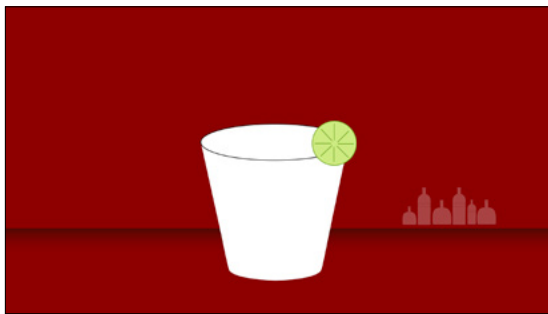
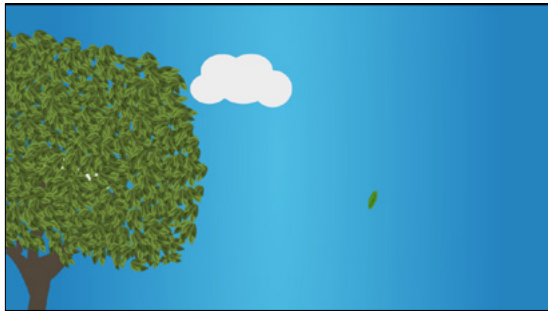
DESIGNER QUOTES



INFORMATION GRAPHICS

Once students have learned the essential technology of the software they are using, they begin to use motion graphics as a means of communicating ideas.

Information Graphics are short animations that share a thought, explain something or tell a story.

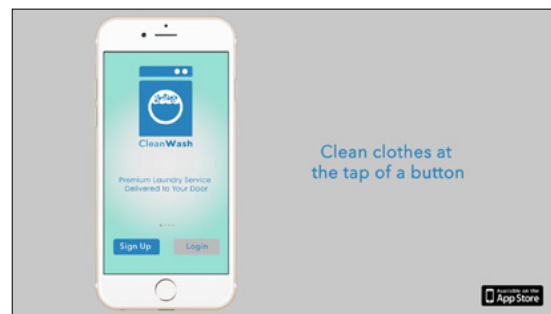
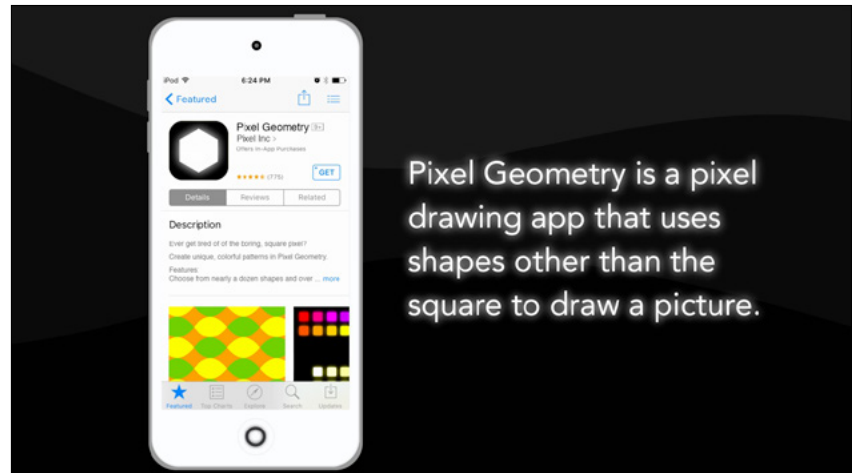


brian alves Teaching Effectiveness

MOBILE APP DESIGN

Motion graphics are incredibly useful in explaining and “pitching” an idea.

Students are asked first to invent and design a new Mobile App. They then must create an animated video to demonstrate and explain as if they were using the video to “pitch” their new product to investors.





Associate Professor Brian Alves,
Department Chair Meier Hall 309 | (978) 542-2788
balves@salemstate.edu

OFFICE HOURS
TU/TH 11AM to 1PM

ART384-01 (2253) Web Design // 3 credits
Meier Hall 307 Graphics Studio
FALL 2018 // **WE/FR** 10:50am to 1:30pm
Prerequisites: ART303 + ART410 or permission of Chair

COURSE DESCRIPTION

This course includes the design and development of a web site, the development of graphics, formatting of text, and creating hypertext links. It covers planning, implementing, updating and maintaining a web site, file formats and software for Web Design. Required of Art majors in the Interactive Multimedia Concentration. Three lecture hours per week plus laboratory work outside of class. Not open to students who have received credit for ART383.

LEARNING OUTCOMES

Upon satisfactory completion of this course, a student should have the ability to:

1. Recite the essential history of the internet and how the internet works.
2. Utilize principles and elements of design to create visually powerful interface prototypes for both browsers and mobile devices.
3. Learn to code using HTML and CSS.
4. Translate your visual design work into fully coded prototypes worthy of a portfolio.

REQUIRED MATERIALS

LEARNING RESOURCES

You will be assigned reading and exercises from the following sites:

[MarkSheet: A Free HTML and CSS tutorial](#)

[Learn to Code HTML and CSS](#)

[CodeAcademy Web Development Path](#)

MATERIALS

A portable drive or thumb drive to back up your work.

A blank, unruled Sketchbook of your choice for planning and illustration.

GRADING

EXERCISES, PARTICIPATION AND ENGAGEMENT 30%

Short exercises, assignments and quizzes will be assigned through the semester to teach you essential design and coding concepts. The first five weeks of the semester are exclusively graded in this category.

This category also includes attendance and thoughtful critique of your peer's work. Respect & professional integrity are highly valued. To help you focus on this, think of the classroom and all your peers as allies and co-workers in a design studio.

ASSIGNMENTS 15% + 15% + 20% + 20%

Projects consist of multiple smaller steps that culminate in a specific, professionally presented "deliverable" – the designer's word for the product resulting at the end of design process. Expect each deliverable to go through several "drafts" before the final is approved.

Complete each step on time with care & creativity. Be original, thoughtful, compelling. Specific grading criteria will be provided for each primary design project. Enter class prepared with required work completed and all support collateral properly prepared and delivered as required.

Examples will always be provided. It might be helpful for you to think of these examples as visual "rubrics" to help guide your own successful work.

CONTENT OUTLINE

Below, find a basic course outline. However, the course is agile to respond to the needs of the classroom community as a whole. Therefore, I reserve the right to modify the outline at any time. Notice of changes will be provided.

WEEK 1 | THE INTERNET SIMPLIFIED What is it? How did it come to be? How does it work?

WEEK 2 | HTML What is it? What does it do? How to write it.

WEEK 3 | CSS What is it? What does it do? How to write it.

WEEK 4 | BASIC ELEMENTS OF DIGITAL DESIGN
photography, illustration, animation, typography

WEEK 5 | A BETTER CAMPUS MAP Conceive, plan, and design a campus map interface

WEEKS 6-7 | WAYFINDING Conceive, plan, design and code a web APP that helps visitors navigate a county fair.

WEEKS 8-9 | SPOOKY Conceive, plan, design and code a "best of" Hallowe'en App for the City of Salem.

WEEKS 10-11 | MUSEUM KIOSK Conceive, plan, and design an interactive interface for an invented museum exhibition

WEEKS 12-15 | DESIGN FOR GOOD Conceive, plan, design and code a website that supports a cause.

ONE PAGE LOVE

Don't take my word for it...

At times, I like to let others do the teaching. This assignment is an example of using information from an external "expert" to frame a design goal.

"A One Page website aims to provide the perfect (could read minimum) amount of information for a user to make a decision and act upon it. This single page website has no additional pages (like about, services, contact) and tries to remove as much "clutter" as possible, focusing the user's attention to the most important content."

onepagelove.com

The assignment

Design a one page website on a topic of your choice.

The Process

Research examples of one page websites. Make a note of their topics. Look closely at their design. Take screenshots of site design elements that you like and save them in a research folder.

Choose a topic then set up a 1000px wide Adobe Illustrator document with 10 columns.

Design a complete site. Pay attention to small details.



UNITED NATIONS GLOBAL ACTION FOR PEOPLE AND PLANET

When students have had enough background in design and technology essentials, I shift gears to focus more on “problem solving.”

This assignment requires students to work more independently by researching the UN’s 17 Sustainable Development Goals, selecting one upon which to focus and create a site that promotes it.

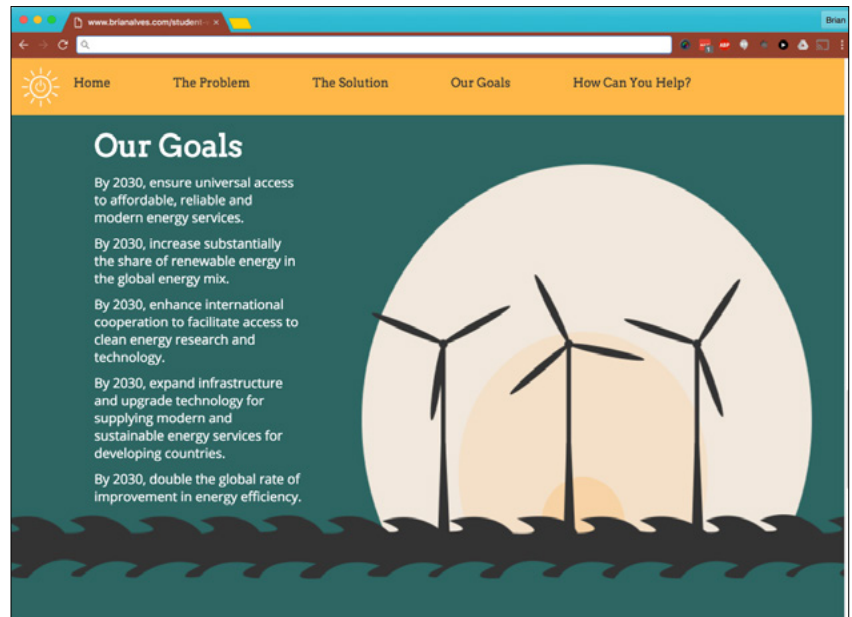
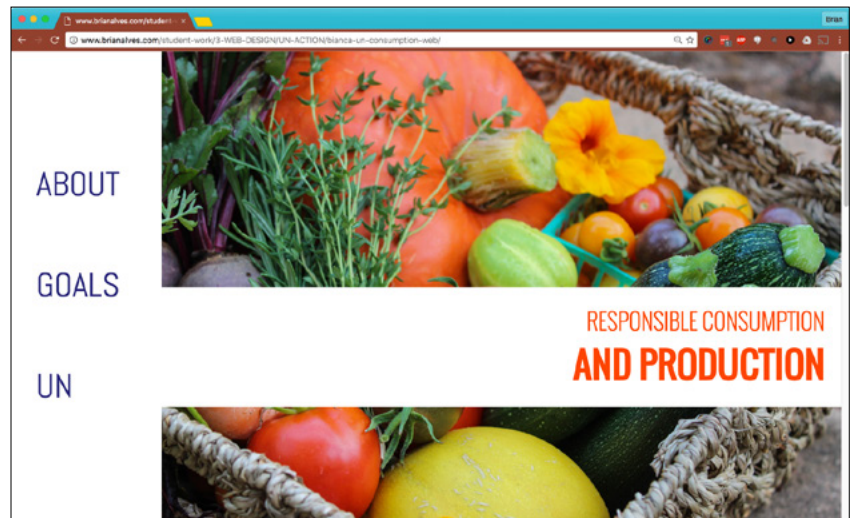
The Assignment

Design a focused website to advocate for one of the 17 United Nations Sustainable Development Goals.

Background

“2015 presents a historic and unprecedented opportunity to bring the countries and citizens of the world together to decide and embark on new paths to improve the lives of people everywhere. These decisions will determine the global course of action to end poverty, promote prosperity and well-being for all, protect the environment and address climate change.”

un.org/sustainabledevelopment





Associate Professor Brian Alves, MFA
Meier Hall 309 | (978) 542-2788
balves@salemstate.edu

OFFICE HOURS

MON 1:30PM to 4:30PM, WED 10:30AM to 1:30PM or by appointment

ART420 Advanced Web Design // 3 credits
Meier Hall 305 Graphics Studio
SPRING 2018 // **TU-TH** 12:15 PM to 2:55 PM
Prerequisites: ART303 + ART410 or permission of Chair

COURSE DESCRIPTION

This course covers the fundamentals of web-based animation and the techniques for advanced imaging for the Web. It builds upon the basics of design in the development and maintenance of high impact Web sites. It addresses the social, ethical and legal issues that arise from the effects of the World Wide Web on society. Three lecture hours per week plus laboratory work outside of class.

LEARNING OUTCOMES

Upon satisfactory completion of this course, a student should have the ability to:

1. Practice and expand your html and css vocabulary and coding technique
2. Design well-crafted contemporary websites utilizing fundamental design principles and elements including layout, color selection, typography, photography and illustration.
3. Apply strategy, design and coding to solving "real world" design challenges.
4. Apply contemporary imaging techniques such as illustration, animations and cinematics.

TEXTBOOK AND MATERIALS

On-line learning resources will be posted on the CANVAS course website when relevant.

FREE ACCOUNTS

99designs.com (free)

dandad.org (free)

designcrowd.com (free)

PAID ACCOUNT

A web hosting account and one domain name with dreamhost.com

You will find a \$50 off discount link for one year of hosting with one domain name with Dreamhost on the course canvas page. Your total one year cost will be \$70.

GRADING & ASSIGNMENT OUTLINE

ONGOING | EXERCISES // 10%

You will be presented with a variety of design and coding exercises intended to increase the sophistication of your design and expand your fluency in HTML and CSS

IOS STICKER PACK SUPPORT SITE // 20%

Illustrate a cohesive set of iOS "stickers" and use them to design a one page marketing promotional site that you will then code.

DANDAD.ORG NEW BLOOD BBC BRIEF // 30%

DANDAD is a non-profit advertising and design association based in the U.K. Each year, their NEW BLOOD awards invite student designers to react to *briefs* that describe design challenges sponsored by various companies.

This year we will address the BBC sponsored brief: *Reimagine our relationship with the BBC using new and emerging technology*. The brief will be examined and discussed in depth during class.

FREELANCE // 30%

Browse 99designs.com or designcrowd.com to choose a freelance opportunity related to web or mobile app design.

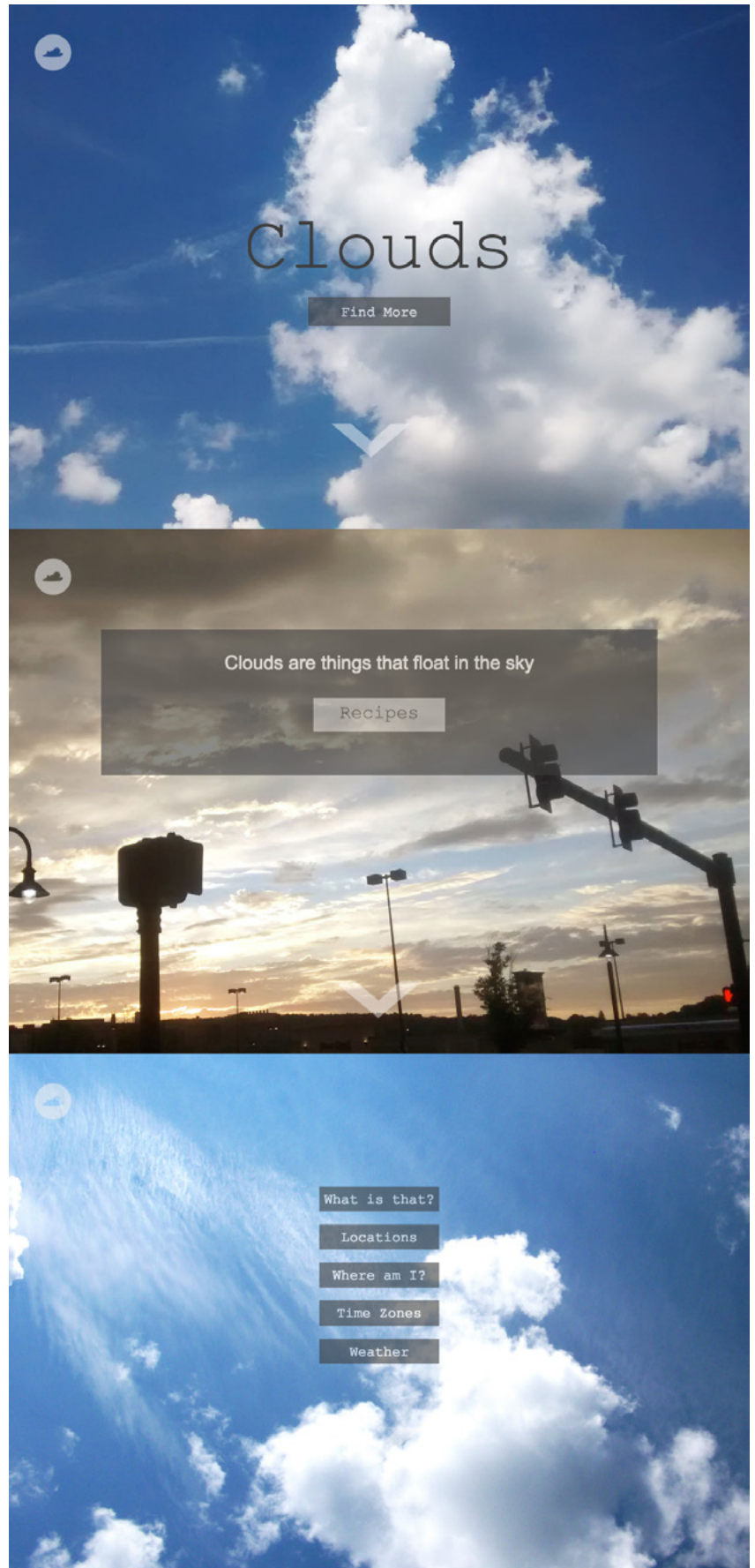
ENGAGEMENT // 10%

Attend class. Complete all work on time. Actively respond to critique to improve your design work consistently. Engage in classroom discussions, critiques and activities. Demonstrate respect & professional integrity.

"CLEAN" DESIGN

Students often have a difficult time keeping their designs simple and focused. This assignment forces students to engage with the primary elements of good design: shape, color, type and image.

I frequently require students to use professional examples as "visual rubrics" upon which to model their own work. This assignment is a good example of that method.



IOS STICKER PACK SITE

Students design a complete sticker pack iOS iMessage and then complete an advertising support site that matches the theme and visual design.

Students are required to design a comprehensive and professional site that includes the following elements:

- a bold graphically interesting header
- a description
- a layout grid showing the sticker pack
- images of the sticker pack in the context of the iPhone
- a link to the app store

SCURVEY STICKERS

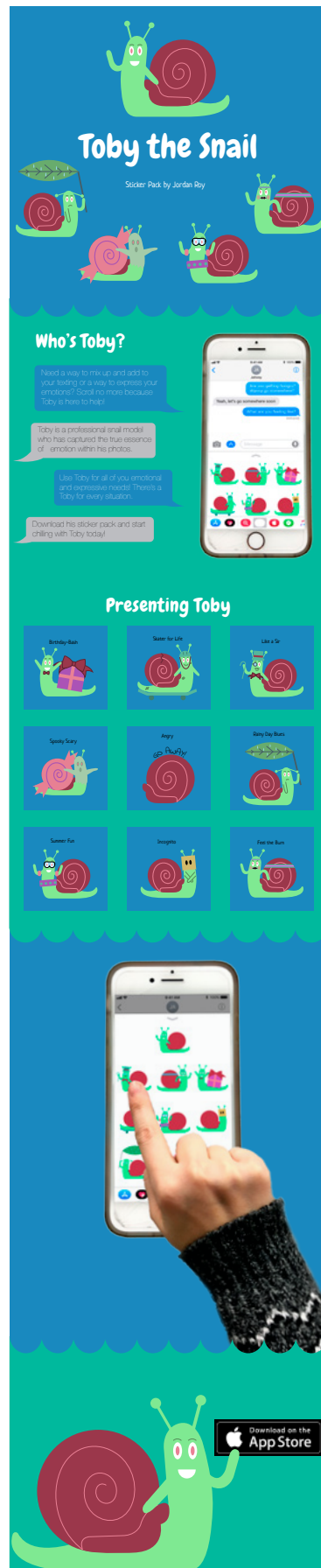
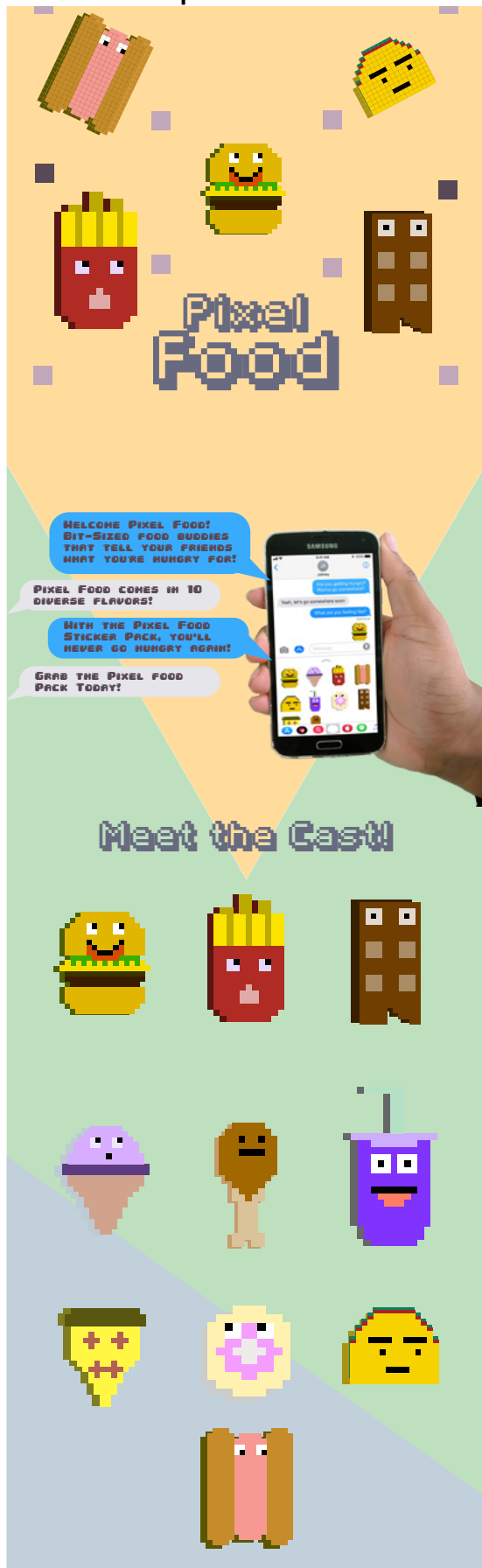
HOLY SHIP!

@r&h!!!

The only sticker pack screaming PIRATE LIFE!!!

Yo Ho Ho,
and a bottle
of rum!
Fresh off
the boat, it's
SCURVEY STICKERS
Better look
out, because
here they
come!

Download on the
App Store



DANDAD.ORG NEW BLOOD AWARDS

I often connect students with initiatives and contests sponsored by professional organizations.

Each year the UK-based global creative design advertising association, [D and AD](#), organizes an international design contest for student designers. Called "New Blood," this contest operates through "sponsored briefs" - design challenges are put together and sponsored by real companies with real goals.

Two New Blood briefs and student solutions appear on the following pages. Below is the short description of the assignment.

The assignment

Each year, the D&AD group runs a design competition for emerging designers. "Briefs" - write ups that define a specific design or advertising goal in depth - are sponsored by real companies seeking real solutions to real challenges.

You will be responding to one of the briefs.

You will need to come up with a creative solution to one of the sponsored "design problems". Regardless of the challenge, a mobile optimized website must be a central component.

The screenshot shows the npower website with a purple and white color scheme. At the top, there's a navigation bar with links: "How to Reduce Usage", "Energy Reducing Products", and "Free Energy Savings". Below this, a large banner features a wind turbine and the text "Conserving Energy for a Brighter Tomorrow." To the left of the banner are three buttons: "How to Reduce Usage", "Energy Reducing Products", and "Free Energy Savings". Below the banner, there are three icons representing energy-saving actions: a shower head (labeled "Cut Down"), a flame (labeled "Turn Down"), and a computer monitor (labeled "Shut Down"). Below these icons, there's a note: "* Usability not yet implemented. *".

Electrical goods: When you leave mobile phones, laptops and iPod chargers on standby, they could still be using energy. Switching them off and unplugging them once they're fully charged is a great way to be more energy efficient. And remember - if your charger has an LED to show it's in use, it's still using energy until you switch it off at the wall.

Appliances: Do you use a dishwasher? Wait until it's fully loaded before starting it, and remember that - if you run it overnight - it'll be using energy until you switch it off in the morning. Why not invest in a timer plug and run it automatically for a shorter period of time instead?

The Nest Learning Thermostat helps you save energy and stay comfortable by learning your temperature preferences to create a personalised schedule for your home. It automatically turns itself down when you're away to help you save energy and can be controlled from your smartphone or tablet. [LEARN MORE](#)

With Solar PV Panels you could save money by harnessing the power of the sun to generate your own electricity. We're helping lots of customers to create enough energy to run their lighting and appliances with solar PV panels, even on cloudy days. [LEARN MORE](#)

Using our online eligibility checker, it takes less than 5 minutes to check if you're likely to be eligible for a brand new energy efficient boiler, as well as loft, cavity and external wall insulation - which could all be provided for free or subsidised by npower under the government's Energy Companies Obligation (ECO).

You don't need to be an npower customer and it doesn't matter if you've applied before. Eligibility criteria applies. [CHECK MY ELIGIBILITY ONLINE](#)

brian alves Teaching Effectiveness



INFOGRAPHIC TO WEBSITE

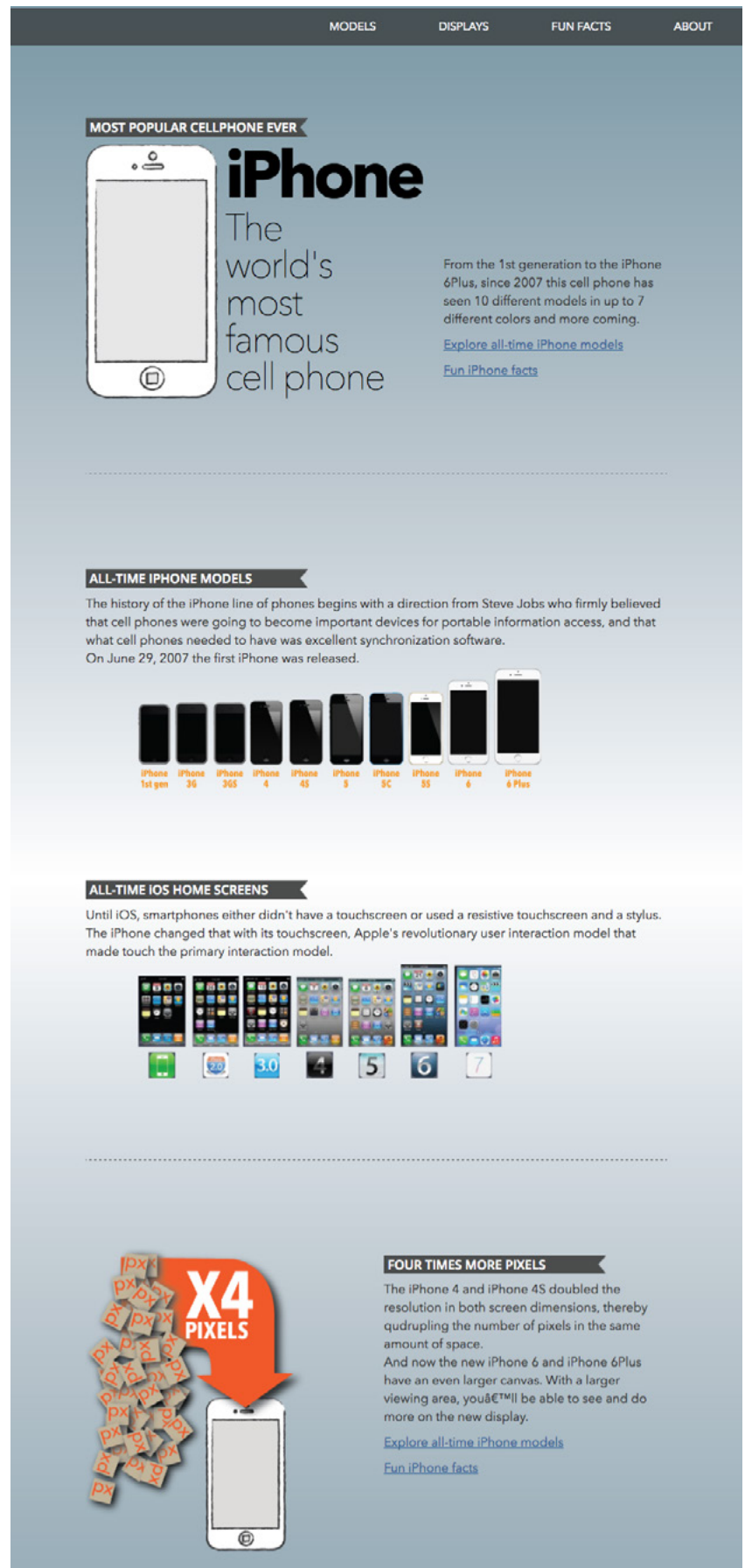
For this assignment, students must create a visually rich design that share a thought, explain something or tell a story in a highly organized way.

The assignment

Select one of the random topics below or choose your own topic (have it approved). First create an information graphic layout that communicates something about your topic and the convert into a coded website.

Random Topics

- Things that clean
- Things used to build
- Things with horns
- Body parts
- Outer space
- Inner space
- Alternate Universe
- Illumination
- Underwater
- Illness
- Medieval
- Utensils
- Geometry



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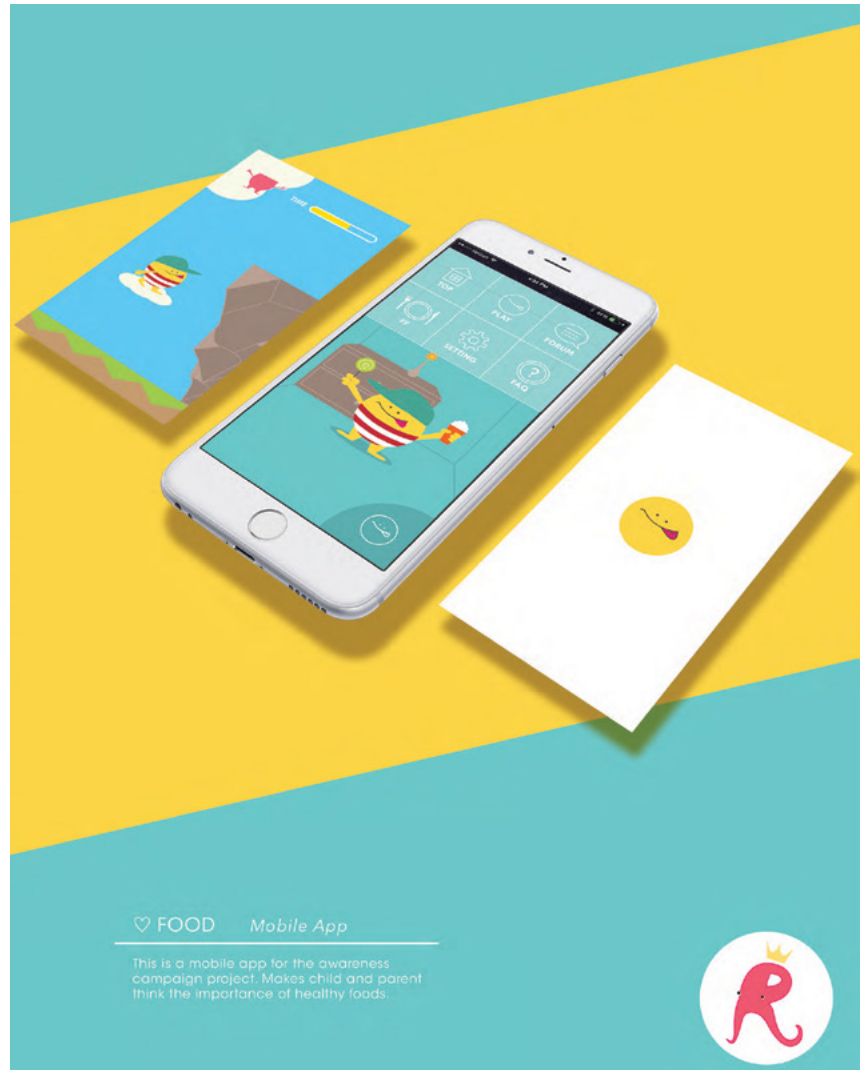
Teaching Effectiveness

THE FINAL PORTFOLIO

Entering the world as an emerging designer, a student must have a professional and well crafted portfolio demonstrating a range of talent and coherent, creative organization.

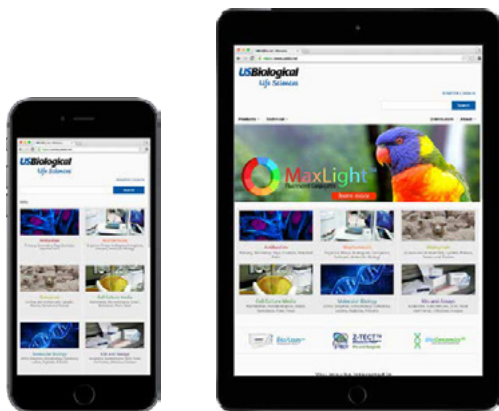
A final Career and Portfolio Day in which students share their work with working professionals concludes the course as a rite of passage into the world beyond college.

This course is highly independent and student-driven. Most of the portfolio inclusions have already been created in other courses. During the semester, professor and students work together to clean up, complete and improve existing work as well as construct the final portfolio as a design project itself.



USBio Site Redesign - 2016

Working with a backend developer and the company president I redesigned and coded the front-end of www.usbio.net. We wanted to break away from the early 2000s look of the biotech industry and have a cleaner, smoother user experience.



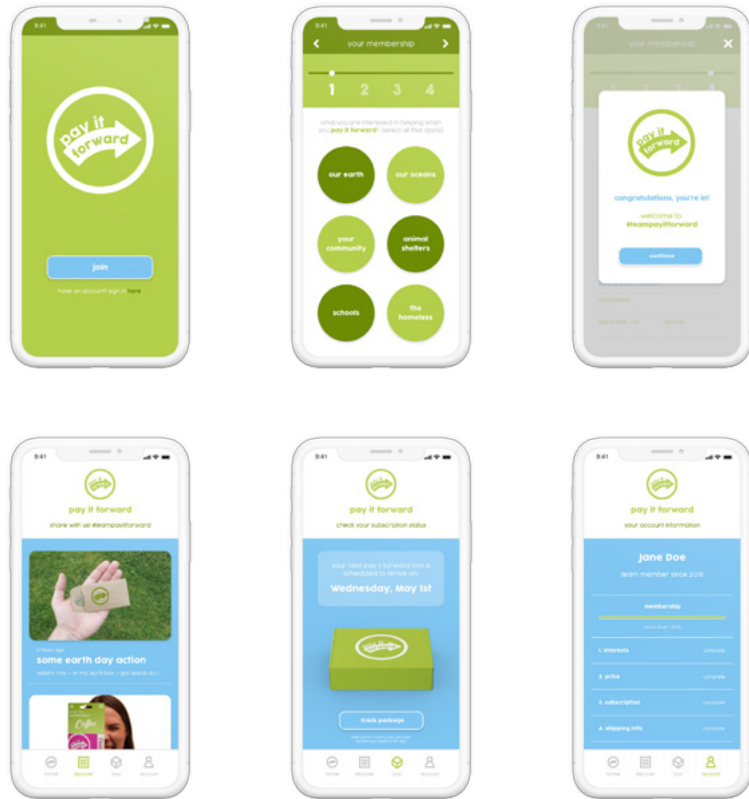
Pay It Forward

APP DESIGN

Pay It Forward is a non-profit organization that assists users in helping others. Once they have become a member of the team, users select a subscription suitable to them to receive pay it forward subscription boxes full of fun and creative ways to give back to their community, our earth, and everything in between.

TOOLS
ADOBE INDESIGN
ADOBE ILLUSTRATOR
ADOBE PHOTOSHOP

FONTS
COCOGOOSE
BACK TO BLACK



Your Cat Doesn't Hate You

brand identity -2016

Your Cat Doesn't Hate You is a theoretical organization whose ultimate goal was to prevent cats from being sent to shelters for behavior problems. I designed a reactive website, t-shirt designs, and promotional animation video. To view entire website and video go to mariahpike.org.



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THE FINAL PORTFOLIO

Career and portfolio day



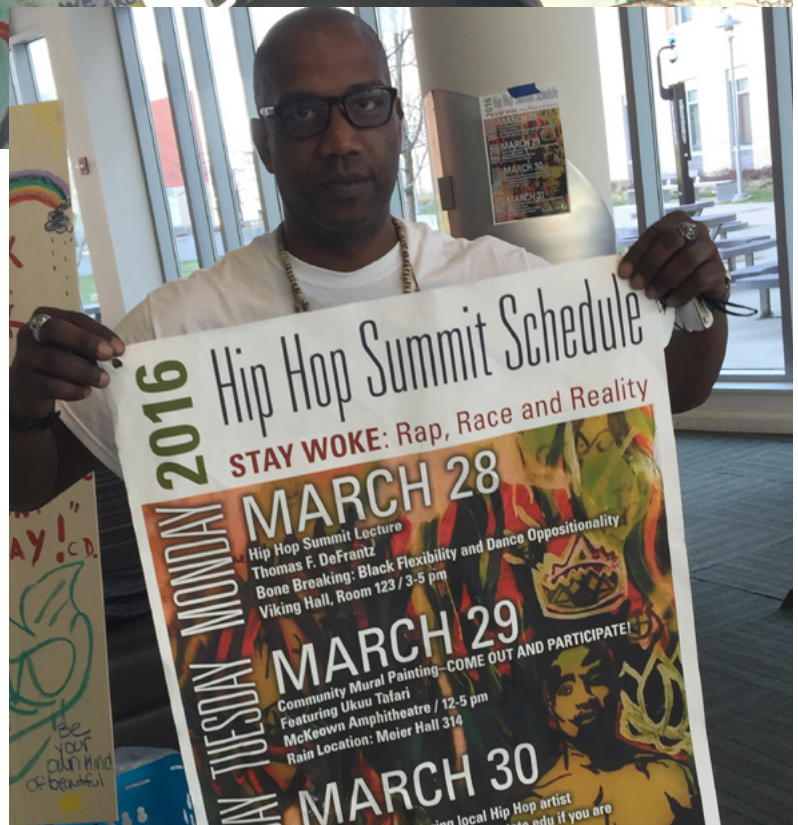
COMMUNITY MURAL PAINTING

Artist in Residence Ukuu Tafari

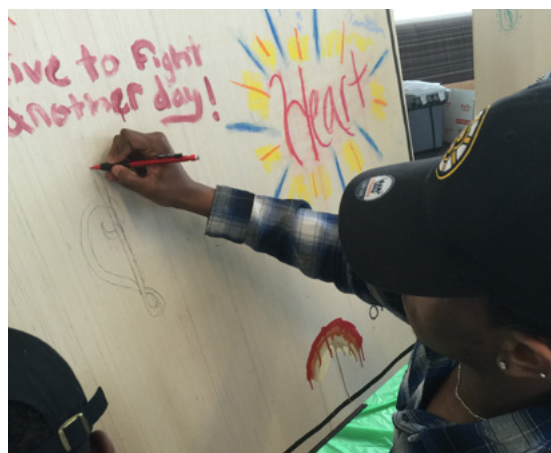
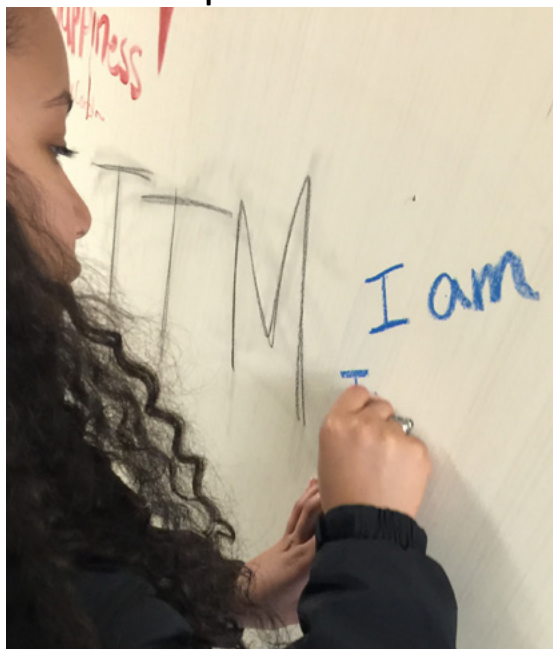
Visual artist Ukuu Tafari was an artist in residence from March 28th through April 1st 2016 as part of Salem State University's Hip Hop Summit. Ukuu worked inclusively alongside students from many majors to address the summit theme of Rap, Race and Reality posing the question "What is your Quest? What do you believe and Why?"

During this week, dozens of students added their thoughts and images to six large mural panels which Ukuu then unified with his own unique style. The resulting 12' x 8' mural was installed in the Frederick E. Berry Library and Learning Commons.

Ukuu's visit was sponsored by the Salem State University Department of Art + Design, Diversity and Multicultural Affairs, The Center for Creative and Performing Arts and the series "Art on the Edge: Expressive Culture From Around the World."



brian alves Teaching Effectiveness





Art + Design Department
salemstate.edu/art

Course Information Document

ART 375 User Experience and Interface Design

3 cr.

Catalog Description

This course offers a hands-on approach to the practice of User Interface and User Experience (UI/UX) design.

The development of engaging interfaces for mobile apps and websites requires both good design and good user research. You will apply research visualization techniques to the development of portfolio-ready interface prototypes. Along the way, you will learn to develop design systems that effectively employ typography, layout and photography. An introduction to the HTML and CSS coding languages will help you pull everything together. The course culminates with a comprehensive interface design project defined by you.

Five and one-half scheduled studio hours plus three and one-half open studio hours per week.

Prerequisites: ART 204 Introduction to Graphic Design

Course Narrative

M begins this course with knowledge of both good design practice and the software essentials needed to execute their ideas. They will encounter some new technologies, but thanks to their "Introduction to Graphic Design" course, the learning curve will be lower. ART 204 has also discussed the importance of audience in the design process, so **M** is prepared to expand their understanding of human centered design.

To better connect with the topic of digital interfaces, **M** gains a broad overview of key historical moments and technologies involved in the development of the internet. As the course progresses, **M** will begin to understand how "packet switching" influences image file sizes and how "Search Engine Optimization (SEO)" influences the semantic choices they will use when learning HTML code. These are just examples of how this overview will help **M** engage with the technical topic.

The course further engages **M** in the relationship of user psychology to good design. This leads them into the processes of User Experience research and the application of various visualization techniques to define the goals and objectives of an interface. **M** will complete a comprehensive study to solidify and demonstrate their new understanding of how User Experience influences design.

After having learned about the connection of User Experience and design, **M** is introduced to the essential

design components that make up an interface: typographic systems, layout, photography and Illustration. These concepts are not unfamiliar to them, however the context of interface design offers them new insight into their application.

Now that **M** understands this new design context, they begin to learn design specification in detail. They learn that both the iOS and Android operating systems have specific design and user experience guidelines that will guide their design choices. They will learn to create their own design specifications for websites.

M encounters hands-on learning throughout the course. Each moment is an opportunity to arrange information into structured and visually designed presentations. At the end of the course, **M** will have at least one comprehensive portfolio-ready project that demonstrates their start to finish application of User Experience research to the designing of interfaces.

Course Goals

This course will:

- Introduce industry standard User Experience research processes as they relate to engagement with digital interfaces
- Demonstrate the relationship between good visual design and user research
- Provide opportunities to develop portfolio quality prototypes of user interfaces

Course Outcomes (Objectives)

Upon successful completion of the course, a student will be able to

1. Describe key historical moments, technologies and concepts related to the history of the internet
2. Recognize the relationship between user psychology and design
3. Employ industry standard visualization techniques to synthesize and present user research
4. Design prototypes of digital interfaces including websites and mobile apps
5. Gather and organize project components into a single comprehensive portfolio-ready format

Topics

- Key historical moments, technologies and concepts of the internet
- Definitions of User Experience, User Interfaces, mobile app and website design
- The relationship between user psychology and interface design
- User Research Approaches
 - Interviews
 - Observations
- Components of a User Experience case study

- Visualization Techniques
 - Empathy Maps
 - Personas
 - User Flows
 - Wireframes
- Defining goals and objectives for digital interfaces
- Components of professional interface design
 - Typographic systems
 - Layout
 - Photography and Illustration
- User Interface Design
 - Design specifications for mobile apps
 - Design specifications for websites
 - Applying design specifications to interface prototypes
 - Defining design specifications for websites
- Designing, developing and presenting portfolio ready interface design projects

Student Experiences

Journal

Throughout the course, M will keep a journal to record his study and insights. It will include documentation of key concepts that he will explain with both words and sketches.

Sample Journal Assignments

- What is Memex? Identify why it was important and sketch it.
- Sketch an example user flow for a dog sitting app.

Exercises

M will be given targeted learning opportunities that focus on isolated parts of the UI/UX process. The exercises will be focused on specific ideas that he will then integrate more holistically in future projects.

Sample Exercises

- Record your observations of 5 people downloading, setting up and using the **Get** app. Collate your observations into one user Empathy Map. Identify at least three tasks these users hoped to achieve as well as the barriers they encountered. Suggest an improved user flow based on your observations.
- Using a screenshot of an existing website, code as accurately as possible.

Projects

For each project, M will be given a brief, that describes the goals of a typical interface design project. Using

specifications he either has been given or develops himself, he will perform user research then create and test wireframe prototypes that focus on a specific user task. He will subsequently complete his prototype with a complete visual design. He will present his solutions in a series of increasingly sophisticated drafts.

Sample Projects

- Design a pet sitting app with which a user will find, assess and schedule a dog walker every Friday for two months.
- Create an app that mimics the experience of walking through a natural history museum exhibition.
- Design a one page website that markets a new self-published mystery novel.

Portfolio-Ready Capstone

To demonstrate his mastery of the course content, M must complete a self-defined interface design project from conception to completion. His project will begin with user research that results in the development of personas and wireframes demonstrating the flow of several user tasks. After testing, M will revise and subsequently design a convincing prototype. Finally, M will organize each component of his project into a single presentation suitable for inclusion in his portfolio.

Example Capstone

- Each student will devise the goal for themselves.

Student Experiences by Course Outcome (Objective) Matrix

student outcome / experience	O1	O2	O3	O4	O5
Journal	x	x	x		
Exercises			x	x	
Projects		x	x	x	
Portfolio-Ready Capstone		x	x	x	x

Sample Bibliography

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