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**ARTV 3053 01 UG – Ux / Ui**


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Credits: 3

Associate Professor Saied (Ed) Farisi.

Office: BVE 110

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Spring 2024

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**TEXTBOOKS AND RESOURCES:****Laws of UX**, Jan yablonski, ISBN:978-1-49205531-0, O'reilly

*Disclaimer: The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University, does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.*

**UNIVERSITY MISSION STATEMENT:**

Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership.

*(Please go to SEU web page listed below and read our Vision Statement and our position on Human Sexuality: <http://www.seu.edu/about/what-we-believe/>)*

**Catalog Description**

In this practical, project-based course, students explore the principles and practices of user interface and user experience design for digital platforms, including social media, smartphones, and tablets. This course teaches the history, principles, tools, and best practices of User Interface (UI) and User Experience (UX) Design. Students use a human-centered design process to understand users and design digital tools that are intuitive to use and create a pleasant user experience.

Prerequisite: ARTV 2033

Credit Hours: 3

**Intended Learning Outcomes**

Students who successfully complete this course will:

1. Define various industry terms related to UI/UX design.
2. Articulate the UI/UX design process, including the purpose, process, industry-standard tools, and project deliverables.
3. Describe the psychological foundation behind user decision-making as part of the fundamentals of human-computer interaction.
4. Solve design problems by using UI/UX design processes, including the skill of sketching as a key development tool.
5. Explain why they made specific decisions during the design process.
6. Critique other students' design work by using appropriate terms and relevant reasoning.
7. Design portfolio-worthy UI/UX design projects.

## **OBJECTIVES OF COURSE**

### **A. Intended Learning Outcomes**

*Upon completion of the course, students will be able to:*

1. Demonstrate knowledge of various theories of UX/Ui design and aesthetics.
2. Be able to connect theory to practice by creating various designs aesthetically pleasing & creative.
3. Understand color theory and coordination.
4. Understand typographical design considerations.
5. Demonstrate a proficiency in the required software.

### **B. Specific Behavioral Objectives:**

As a result of the activities and study in this course, the student should be able to:

1. Look at a print or web page advertisement, news piece, or other layout and point out what works and what doesn't.
2. Plan and design the layout of a news story.
3. Plan and design the layout of other media.
4. Plan and design a short publication
5. Work with real companies to re-design their branding.

## **TOPICS TO BE COVERED**

- A. graphic design principles
- B. typography
- C. color theory in layout and design
- D. logo design
- E. promotional design
- F. editorial design
- G. layout and design software, including industry standard Illustrator, Photoshop, and InDesign

## **INSTRUCTIONAL PROCEDURES**

- A. discussion
- B. media presentations/demonstrations
- C. lecture
- D. after-action reviews/critic

## **INTEGRATION OF FAITH AND LEARNING**

C.S. Lewis, in his landmark essay, "Learning in War Time," noted: "Good philosophy must exist, if for no other reason, because bad philosophy needs to be answered."

Faith informs knowledge as premises inform conclusions. All thought is founded on sets of presuppositions that will lead, inevitably to ends. The psalmist says, "As a man thinks in his heart, so is he." The soundness of our conclusions will be determined by the veracity of our presuppositions.

Therefore, it is important that Christian scholars not think that that they must abandon presuppositions in order to achieve some chimerical objectivity and advance in the academy. Worse, it is a lie. The scholar will not abandon presuppositions in any case; instead, one set will merely be substituted for another. G.K. Chesterton, in *All is Grist*, explained, “The whole point of education is that it should give a man abstract and eternal standards by which he can judge material and fugitive conditions.” By integrating faith and learning we can bring the eternal into the temporal, allowing us to “test the spirits” and to “hold fast to what is true.”

## RESPONSIBILITIES OF STUDENTS

- Attendance policy: Southeastern’s attendance as per the student handbook is adhered to in this course:
  - For traditional fall and spring semesters, a student may miss a class without penalty equal to the number of times a class meets per week as follows:
    - If the class meets once a week a student may miss one class.
    - If the class meets two times a week a student may miss two classes.
    - If the class meets three times a week a student may miss three classes.
    - If a student’s absences exceed the number of times a class meets per week, a professor may:
      - Subject the student to a penalty of not more than one letter grade based on attendance alone.
      - Recommend to the Provost that a student with excessive absences be withdrawn from the course.
  - Be on time to class! Be in the class and sitting down by the time the class starts.
  - Two tardies equal one absence. If you are going to be more than **five** minutes late to class, please don’t come to class, as you may not be counted present. Also, if you are constantly not engaging in class (typing on Twitter while we are supposed to be in small groups, or checking Facebook during a lecture) you can also be counted as absent and your class participation grade will be affected (20% of final grade).
  - Professional courtesy: Should a concern/problem develop with the course, its contents, or the course instructor, the student is expected to consult the faculty member as soon as possible.
  - Exams. You are required to be present on the day of exams. Only an excused absence such as a pre-approved school function will suffice for being able to make up an exam.
  - Final Grade: In order to receive a final grade for the course the student will need to rectify any ‘holds’ placed on his/her academic record prior to the end of the semester. Contact the records office for further information on removing ‘holds.’
  - Appointments: For appointments, sign up at least a day ahead for a 15-minute slot on the paper on the professor’s office door.
  - Class Participation: Active participation during class is imperative, as we will be “learning while doing.” A portion of your course grade is based on class participation. You are expected to take part in discussions, ask questions, participate in class activities and conduct yourself in a professional manner.
  - Additional Assistance: The following academic services are offered by the University: **Tutoring (Academic Center for Enrichment (ACE), Modular #5)**  
The ACE center provides academic support (through individual tutoring, group study sessions, and academic improvement workshops) for all students, including those who struggle with learning strategies and/or content knowledge.
  - **Retention (Addison Building, Office #A205)**  
The retention office exists to empower and equip students to overcome academic, financial, and/or social challenges that may put them at risk of withdrawing.
  - Late Assignment Policy: All assignments are due within the first 10 minutes of class on the specified due date. The same applies if an assignment is to be turned-in electronically by a specific

time. All assignments turned in after the first 10 minutes and by the end of class automatically lose 20%. An additional 20% is deducted per day, including weekends, following the due date. Exceptions will be made for extreme circumstances only; please contact instructor if you have any questions.

- **Course Policies/Technical Difficulties:**

In the event of an unexpected server outage or unusual technical difficulty that prevents students from completing a time-sensitive activity or assessment within MyFIRE, students should immediately report the situation to their instructor and the 24x7 MyFIRE Support Center @ 1-800-985-9781. A link to the 24/7 Support Center is also provided within each course in MyFIRE.

Judging the success of layout and design in any medium can be a subjective activity, so therefore objective criteria will be explained. The professor will evaluate all creative work on the basis of impact, concept, originality, organization, appearance, persuasiveness, content appropriate to the assignment (and to the marketplace)—the same standards applied in a professional setting.

A - work will be borderline professional, worthy (perhaps with further development) of a *place in your portfolio*. It will be "on strategy"--a workable solution with a clear, distinctive, memorable and persuasive message with careful attention to detail.

B - work will have professional *potential* and, with more good work and effort, might qualify as a portfolio sample.

C - work is *average*. It may have qualities that commend it, but it demands revision because it wouldn't "fly" in the real world.

D - work probably has one or more of these *weaknesses*

—Idea/concept weak or missing, off target or off strategy.

—Idea or concept would be rejected in a professional setting.

—Copy and visual don't work together.

F - student did not follow instructions or *did not turn in assignment*.

Final Exam: Students must exhibit knowledge of lecture and text materials via comprehensive written final exam.

### EXPECTATIONS OF STUDENTS:

- Spend a minimum of **Three** hours outside of class studying for each hour of classroom time.
- Exhibit **classroom behavior** that is respectful to faculty and fellow students.
- Arrive at **class on time**, actively participate in class, and not leave class early.
- Keep up with assigned readings and **complete assignments** on time.
- Contribute fully to **team** assignments.
- **Respect** the university's staff and be responsible stewards of its facilities.
- Cultivate a servant leader **attitude**.

### STUDENT DISABILITY STATEMENT

Southeastern University is committed to the provision of reasonable accommodations for all students with learning and/or physical disabilities, as defined in Section 504 of the Rehabilitation Act of 1973 and with the American with Disabilities Act (ADA) of 1990. This legislation guarantees educational rights for the physically and learning disabled.

Students with medical diagnoses which qualify them for accommodations must contact ADA Services at 863-667-5283 or email [ADAservices@seu.edu](mailto:ADAservices@seu.edu). Once medical documentation is provided and a confidential consultation is completed, the student will then be responsible to provide the Director of Academic & Auxiliary Services with a list of his or her current professors and their emails.

**Contact with the Office of Academic & Auxiliary Services is mandatory for each new semester.**

For more information, visit the SEU [Students with Disabilities](#) page on our website.

### **SEU Title IX Syllabi Statement**

Southeastern University is committed to creating an environment for every student to thrive academically spiritually and socially. An aspect of creating this culture is providing avenues for students to discuss and report any activity that may compromise this commitment.

Under a federal law known as Title IX, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972).

While students should feel comfortable approaching faculty with issues they may be struggling with or concerns they may be having, students should know that all faculty and staff are required to report certain information about Sexual Misconduct and certain crimes to University administration, in order to help keep the University community safe, and to connect students to all of the resources and reporting options that are available.

For example, if you inform faculty or staff (in private or during class discussions) of an incident of Sexual Misconduct, that individual will keep the information as private as possible, but is required to bring it to the attention of the institution's Title IX Office. If a student would like to talk to the Title IX office directly, they can do so by e-mail at [smpowell@seu.edu](mailto:smpowell@seu.edu), by phone at 863-667-5236, or in person at Pansler 210. For more information about Title IX reporting options at Southeastern, please go to: <http://www.seu.edu/titleix>.

If you are struggling with an issue that is traumatic, unusually stressful, or results in disruptive behavior, faculty and staff will likely inform the Care Team. If students would like to reach out directly to the Care Team for assistance, they can do so at the Campus Counseling Center (<http://myseu.seu.edu/services/counseling-health-wellness-services/seu-care-team/>) located in Health Services in Smith Hall, by phone at 863-667-5205, or by e-mail at [care@seu.edu](mailto:care@seu.edu).

### **CAMPUS RESOURCES**

Academic Support Services – 863-667-5283  
Counseling Services – 863-667-5205  
Student Conduct Office – 863-667-5143  
Safety & Security Office – 863-667-5190

### **OFFICIAL COMMUNICATION STATEMENT**

Southeastern University requires all faculty, staff and students to use their Southeastern email address for official university communication. Students are required to check Southeastern email daily, as they will be held accountable for all communications sent through this medium.

### **COURSE EVALUATIONS STATEMENT**

In order to help us to assess the effectiveness of our courses and instructors, all registered students must complete a course evaluation at the end of the semester. You **must** complete a course evaluation form for this course before your grade can be posted.

### **RESPONSIBILITIES OF THE INSTRUCTOR**

- Come to class on time and be prepared
- Clearly state expectations
- Give advance notice of due dates
- Explain the evaluation scale
- Teach the content skills needed to complete the assigned tasks
- Encourage questions and offer help to students when needed
- Enforce discipline so that students work in a productive atmosphere
- Return assignments in a timely manner
- Evaluate student work consistently and fairly
- Provide constructive feedback to students
- Treat all students professionally without showing favoritism
- Keep a positive attitude
- Be willing to reevaluate teaching materials/methods
- Be available during office hours or by appointment
- Provide contact information
- Infuse a Christian worldview into the course content

### **COURSE WITHDRAWAL DATE**

Deadline for traditional students to withdraw from a course is November 8<sup>th</sup>, 2016.

A Course Withdrawal form (available in the Office of the Registrar or on the University website under Academics/Registrar/Forms) must be submitted no later than 11:59 PM on November 8<sup>th</sup>, 2016.

### **ACADEMIC HONESTY POLICY**

Integrity is based on the simple standard, "What would Jesus do?" Plagiarism, cheating and other forms of dishonesty will be dealt with in accordance with academic policy.

**Grading scale:** The course will follow the University's official grading scale (see below).

#### **GRADING SCALE: Undergraduate**

<b>Grade</b>	<b>Explanation</b>	<b>Range</b>	<b>Points</b>
A	Superior performance in all aspects of the course with <i>work exemplifying the highest quality. Unquestionably prepared for subsequent courses in field.</i>	94-100%	4.0
A-	Superior performance in most aspects of the course; <i>high quality work in the remainder. Unquestionably prepared for subsequent courses in field.</i>	90-93%	3.67
B+	High quality performance in all or most aspects of <i>the course. Very good chance of success in subsequent courses in field.</i>	87-89%	3.33

B	High quality performance in some of the course; <i>satisfactory performance in the remainder. Good chance of success in subsequent courses in field.</i>	84-86%	3.0
B-	Satisfactory performance in the course. Evidence of <i>sufficient learning to succeed in subsequent courses in field.</i>	80-83%	2.67
C+	Satisfactory performance in most of the course, <i>with the remainder being somewhat substandard.</i> <i>Evidence of sufficient learning to succeed in subsequent courses in field with effort.</i>	77-79%	2.33
C	Evidence of some learning but generally marginal <i>Performance. Marginal chance of success in subsequent courses in field.</i>	74-76%	2.0
C-	Minimal learning and substandard performance <i>throughout the course. Doubtful chance of success in subsequent courses.</i>	70-73%	1.67
D+	Minimal learning and low-quality performance <i>throughout the course. Doubtful chance of success in subsequent courses.</i>	67-69%	1.33
D	Very minimal learning and very low-quality performance <i>in all aspects of the course. Highly doubtful chance of success in subsequent courses in field.</i>	64-66%	1.0
D-	Little evidence of learning. Poor performance <i>in all aspects of the course. Almost totally unprepared for subsequent courses in field.</i>	60-63%	.67
F	Failure to meet requirements of the course. <i>Unprepared for subsequent courses in field.</i>	0-59%	0.0
W	Course Withdrawal	N/A	
WF	Administrative Withdrawal/Fail	N/A	
WD	College Withdrawal	N/A	
I	Incomplete	N/A	
P	Pass	N/A	
S	Satisfactory	N/A	
CR	Credit	N/A	
NC	No Credit	N/A	

## FINAL EXAM POLICY STATEMENT

Every professor is obligated to administer a final exam or hold an appropriate class during the regularly scheduled exam period. Every student is obligated to take the final exam or attend that appropriate class during the regularly scheduled exam period. Please plan accordingly and carefully for final exams. *You must not plan vacations, ministry appointments, weddings, airline flights, or any other similar activity or engagement that will conflict with the final exam schedule. Also, do not schedule any of these activities so close to your final exam that the commute to the activity conflicts with the final exam schedule.*

Final exams will be administered in the room where the class normally meets. Students with **more** than 3 exams scheduled on one day can petition the instructor and department chair/college dean to take one of the exams another day.

*Please plan accordingly for final exams. You must not plan vacations, ministry appointments, weddings, purchase airline tickets, or any other similar activity or engagement that will conflict with the final exam schedule.*

**BIBLIOGRAPHY**

- Pure Design by Mario Garcia
- Trek by David Carson
- A Smile in the Mind by Beryl McAlhone
- Idea Index: Graphic Effects and Typographic Treatments by Jim Krause
- Layout Index: Brochure, Web Design, Poster, Flyer, Advertising, Page Layout, Newsletter, Stationery Index by Jim Krause
- How to Understand and Use Design and Layout by Alan Swann
- HOW Magazine
- Print Magazine

**Consent to Comply**

I \_\_\_\_\_ have read, understand, and will keep in  
Student's Name (print)

my possession the Course Syllabus for COMM 3523 Digital Layout and Design, Southeastern University, 2016/2017. I understand that in compliance with the syllabus and the Student Handbook, for both instructional and evaluation purposes, I may be responsible for electronically submitting my written work to Turnitin® and/or via MyFire. With the affixing of my signature below, I agree to comply to the terms therein.

\_\_\_\_\_  
My Signature

\_\_\_\_\_  
Date



*Note: The above calendar of events is subject to change.*

- WEEK 1: **Project 1** Introduction
- WEEK 2: Concept
- WEEK 3: Research
- WEEK 4: Initials
- WEEK 5: Roughts
- WEEK 6: Tights
- WEEK 7: Comp **Project 2 Introduction**
  
- WEEK 8: **Project 1 Due:** Final Present/Delivery / Concept
- WEEK 9: Research
- WEEK 10: *Spring-Break*
- WEEK 11: Roughts
- WEEK 12: Tights
- WEEK 12: Comp
- WEEK 13: Comp 2
- WEEK 14
- WEEK 15 *Last Class* **Project 2 Due:** Final Present/Delivery
- WEEK 16 **Final Exam**

<ul style="list-style-type: none"> <li>1). Composition.</li> <li>2). Concept imagery.</li> <li>3). Layout</li> <li>4). Typography</li> <li>5). Logo placement.</li> <li>6). Product shot placement.</li> </ul>	<ul style="list-style-type: none"> <li>1). Work with a VARIETY of column layouts!</li> <li>2). Work with a VARIETY of headline positions.</li> <li>3). Use a VARIETY of headline justifications.</li> <li>4). Use a VARIETY of main image placement.</li> <li>5). Use a VARIETY of item hierarchy!</li> <li>6). Develop a VARIETY of heroes!</li> </ul>
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**Professionalism**                      **%10 per Project** (%30 in total semester)

<b>1.</b> Poor quality	<b>2.</b> <b>Intermediate,</b> Requires 4 times more wor	<b>3.</b> <b>Average,</b> needs 3 times more eff	<b>4.</b> <b>Adv</b> need
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**File Naming Protocol:**            **Last name First name— Proj No.— Proj Name**

*Example*                      Farisi Saied – Proj 1– Brochure

### Design PROCESS

- **RESEARCH– Mission & Vision/ Objectives/ Budgets/ Deadlines**  
Research includes as detailed as possible information about *sender* and the *receivers* of the message.
  - **Sender** is the client/seller who sends the message. Designer must learn and understand the **Mission & Vision** of the *Client*
  - **Receivers** are the audiences/buyers of the message. Learn about the **audiences**, and their **Age Group, Social Group, Demographics, Expectations, Need**, etc.
- **Concept / Creative Brief / Story:**  
A creative brief is a page that explains the ins and outs of a project for the creative team, agency, and designer who'll be working on it. Think of it as a blueprint for your project that not only helps the creative team but also will help you as you shape the overall strategy and goals for the project. It includes: Target Audience, Concept, Strategy, process, Budgeting/scheduling.  
Guide to write brief: <https://www.workamajig.com/blog/creative-brief>
- **Discourse Analysis: shot-log**  
Identify Noun, Verb, Adj. and Adv. from the brief/story. **AND** a **shot-log** of objects to create imagery and other assets.
- **Assets collection/creation:**
  - **Imagery / Assets:** Gather/generate photography, illustrations, textures, audio, music, sound effects, and any other visuals which may be used in your design.
  - **Color palate & Texture:** Based on logic (corporate brand) and intuition decide the color palettes;
- **Typography:**
  - **Selection:** select **5** different typefaces (Old, Trans, Modern, Slab, SS);
  - **Treatment:** Generate **5** set of **2** typefaces **combination**; experiment all its possibilities such as *family, size, color, spacing (vertical & horizontal) & compositions.*
  - **Grid System:** 3-5 options
- **Initial Concept:**
  - **Thumbnails:** Based on your creative brief sketch thumbnails visualizing the overall idea and approach; **(25 rough thumbnails)– preferred by hand OR**
  - **Storyboard:** Based on your story, create a Storyboard visualizing the overall sequence of the story; **(9-12 key-frame) – preferred by hand OR**
  - **Mood board:** Based on your creative brief, create a board introducing all assets and the materials, such paper, fabric, etc.
- **Roughs:** 3-5
- **Tights:** 3-5
- **Comprehensive- Final**

**1. PROCESS BOOK/ Archival folder:**

(working files, scan of thumbnails, fonts, *Everything!*) A collection of stages of design process in progress,

**2. PRESENTATION / DELIVERY**

- Motion: (.mov, Pdf, working files, All Assets)
- Print: (Pdf, working files, All Assets)
- Web: (Pdf, working files, html file)

**PROFESSIONALISM & DEADLINE**