



DWDD 1410 Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: DWDD 1410

Course and Section #: X01

Course Title: Interaction Design Essentials

Credits: 3

Course Description

Expands upon **Digital Design Essentials**, implementing creative development layouts into interactive screens. The focus is on integrating interaction design solutions with industry-standard development tools. The course content introduces students to a basic overview of product development, pattern libraries, layout, and development standards using interaction and industry practices for digital experiences.

Students are expected to take the information provided and problem solve. Problem-solving consists of creativity, forward-thinking, and hard work. Students with the best problem-solving skills will be on top of the grading scale.

In the course, students are expected to finish their work with a high level of draftsmanship. This means the work must be well polished and adhere to principles taught in the class.

ALL work submitted by the student must be created solely by the student and no other. Use of any non-original work will result in a failing grade.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dan Hatch or Eric Oliver

Student Learning Outcomes

1. Implement advanced compositional principles of digital layout and development.
2. Use patterns, alignment, repetition, and color to lay out digital projects.

3. Refine the use of digital development concepts to deliver nuanced messages inside of digital projects.
 4. Utilize images, type, and other generated content to create a complex digital project from start to finish using industry accepted tools.
-

Course Materials and Texts

1. Small Sketchbook
 2. Drawing Pencils
 3. Figma or Adobe XD
 4. Required book: [Visual Design Ninety-five things you need to know by Jim Krause](#)
 5. Required book: [Type on screen edited by Ellen Lupton](#)
 6. Required book: [Universal Principles of Design by Kristina Holden, and Jill Butler](#)
 7. Required book: [The Sketchnote Workbook: Advanced techniques for taking visual notes you can use anywhere by Mike Rohde](#)
 8. \$45 lab access fee - this gives you access to the on-campus Mac labs in Computer Science Building. Mac Labs CS 412, CS514 and CS 613
-

Course Requirements

Course Assignments, Assessments, and Grading Policy

1. **Digital Journal** assignments are submitted as a letter-sized document – 8.5 x 11 inches.
2. **Typography/Web** assignments are submitted as PDF document using a 960px grid. The specifics are covered in the instructor-led videos.
3. **Sketchnotes** are submitted as PDF documents. Review submissions to ensure they are well lit, sharp, and in the proper visual orientation.
4. **Mobile Prototype** assignments are submitted as a web link in the Canvas assignment.

Assignments will be graded subjectively. These are based on industry standards, which define the quality of the work submitted as determined by the course instructor. The subjective assessment will include the elements and concepts of digital project development, problem-solving skills, and draftsmanship.

The rubric used by the instructors is broken up in this way:

- Web Principles and Elements

Students demonstrate what they understand about the principle or element in the rubrics module. The instructor will rate your performance in the rubric from excellent demonstration by the student — to poor demonstration by the student.

- Creativity and Problem-solving.

Students will be graded on the variety of work and how creative the work is vs. how cliché the work is. More variety and creativity will get a higher score.

- Draftsmanship

This means the quality of work. The better the instructor thinks your draftsmanship is, the higher the mark.

- Grading Scale:

To receive credit for the class in the Digital Media program, you need to get a grade no lower than a B-

All projects will be graded on a curve. Exceptional projects are assessed in the A range. Good projects in the B range, average projects in the C range.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Percent	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

Late Work Statement:

Late work will be graded—with a late penalty of 5% per day and a maximum of 15% off. You will be expected to finish your work on time—it is harder to keep up when you get behind. We have to be done at the end of the Semester. *If you have extenuating circumstances or other issues, contact the instructor and work out some alternate schedule.*

Incomplete Grade Statement:

As per Utah Valley University Policy, under extenuating circumstances, you can request an "Incomplete" grade if you have at least 70% of your homework done by the end of the semester. This is typically representative of completing module 12 or higher. Then, you will have additional time to finish up the coursework with your instructor. This will be negotiated with your instructor, and if you do not finish the coursework within one year, the grade will automatically revert to an "E" grade.

Required or Recommended Reading Assignments

All reading comes from the required books.

General Description of the Subject Matter of Each Lecture or Discussion

This is either an Online/Hybrid or Face to Face course with no traditional "attendance." You are required to log into Canvas each week to review assignments, go through lessons, communicate with the instructor and your peers, and stay on top of announcements and due dates. If this is a Hybrid or face-to-face class, attendance is encouraged but not mandatory except for Critiques and Midterms.

Students will see a variety of examples of projects and assignments. Don't be confused about what to do if the examples are very different. They are different, so show you that there is no right way to do an assignment — the expectation is that you do it your way.

Low-score assignments are related to projects in the course as a way for instructors to give constant feedback to the student while progressing through the modules. They must be completed on time and be well-drafted to count.

To assist students as they learn the basics of the software, this course will consist of a handful of assignments and projects and two high-stakes projects at midterm and the end of the semester. If you complete the modules, you will have the tools you need to complete the midterm and the final. The combination of the modules/assignments, the midterm, and the final will lead to the outcomes outlined above. The two major assignments comprise the majority of the points.

Above all, students are expected to work. Expected to be self-motivated and to follow through with assignments. You are expected to be creative and a problem-solver. *All work will be turned in via Canvas per assignment. File Types are PDF (vector), PNG (72 dpi), JPEG (72 dpi), h264 (mov, mp4, m4v) 640x480. URLs can be submitted via YouTube or Vimeo and added to Canvas.*

AI is allowed but must be used appropriately. This is not an AI prompt class, so do not rely on AI to complete your work entirely. The goal is to help you develop industry-relevant skills while understanding how to use AI as a supportive tool. Misuse may result in needing to redo assignments or more stiff penalties, such as failing this class.

In business, you will be required to work in teams. All students will be expected to post their work in Canvas and give/take criticism for their work. Students will respond to each individual in their critique group (5 total students per group). With a minimum of 1 critique per student, meaning that you will have to respond to up to 4 other students per assignment.

Criticism must be positive and constructive. More than "I like it" or "I don't like it," you must give constructive criticism. Examples would be "Your project has a good sense of balance. Have you tried using negative space to emphasize your logo?"

Type on Screen

The type displayed on the screen behaves differently from the type on printed materials. We find that resolutions for a print run from 300 to 2400 DPI, with screen resolutions starting around 72 PPI, 326 PPI retina resolution, and as high as 802 PPI for high-resolution screens.

There are two general categories in headline type and body type. These are usually tagged as <h1> headline and <p> body/paragraph in HTML. Headline type should be easy to read at a distance, and body type should be easy to read in long-form.

Typographic Hierarchy

Type Alignment is one element meeting together at a specific point. Alignment is achieved in three major ways, left, center and right. The rule is that every element in a design aligns to the left, center, or right of another element.

Groupings of similar typefaces and elements establish type hierarchy on web pages and digital screens. We use common ideas like Headers <h> and paragraphs or body <p> tags in the HTML code. So we organize paragraphs with a header and body to help guide the reader or viewer of the website.

Formatting Data and Tables

Creating readable and easily digestible content is an important aspect of the design process on digital screens.

Type Composition: Popups, Forms, and Menus

Part of the process of web design is paying attention to all the details. Pop-ups, forms, and menus are important for the overall functionality of the digital experience.

Grid Design – Mobile

In this lesson, we will be focusing on a mobile grid design. The mobile design presents a lot of challenges as the density or screen resolution of devices has increased. Therefore, the designer has to think independently of resolution to ensure the design stays consistent across devices.

The grid design allows the designer to account for device orientation as well. Therefore, your design has to be responsive to the change of phone and the orientation of the multitude of differing devices.

Grid Design – Desktop

Identify basic design patterns for final project layouts

Midterm Review and Critique

The Midterm Project is a culmination of what you have been working on so far. This project planning will contribute to the final project, so be creative, use all the elements, and have excellent draftsmanship.

Look back on your reviews of your previous work for guidance, then use a non-profit website to model your website wireframes/grey boxes. Use your sitemap and sketches as the basis for your work.

Mobile Wireframe Prototype

Part of the process of web design is paying attention to all the details. Pop-ups, forms, and menus are important for the overall functionality of the digital experience.

Color and Conveyance

Intense colors are more powerful and convey messages to the viewer than muted-looking colors. Bright colors also denote youthfulness and vitality, while muted colors emphasize more maturity or decorum.

A variety of Color Palettes will also increase the effect of motion. The larger the difference between opposing hues, values, and saturation values increases the energy of the layout or design.

Theme and Content Ideas

As we consider more nuanced principles of design, we have to start to think about messaging. How does your design carry the message to its intended audience? These are the questions you need to think about as you plan your design or project.

Consistency and Unity

Consistency is the act of reproducing similar results time after time. This is done by setting up systems to work within, such as frameworks or pattern guides. Good website design has the hallmark of consistency. You are trained to know where to find buttons, how to navigate, etc.

Getting to work is how you get to consistency. You start with a reasonable design and massage it and work it till it works and fits into the pattern already set by previous designs. As a designer, you have to work and work to get your designs to be the best possible solution for your creative solution. It is really about hard work and hours and hours of revisions.

Motion Design

Interaction designers are tasked with creating interactive experiences and how the principles of animation apply to their designs. For example, many applications have animated buttons, transitions, and interactive objects that respond to gestures from a user. While most desktop experiences are static, the world of mobile technology is immersive and full of kinetic energy. This unit will introduce various methods for planning user interactions and cover the fundamentals used every day by interaction designers. Three assignments range from storyboarding, recognizing interactive objects, and locating and documenting the principles of animation in motion.

High-Fidelity Prototype and Pattern Libraries

We are creating responsive systems to display our content on desktop, mobile, or tablet. Therefore, it becomes essential to establish these systems to create the framework for your designs to live within these frameworks.

Prototyping is an integral part of the design process. Using a prototype helps you see your design in the context of its usage. This also allows you to see how the design will cross various screens for a responsive design.

Required Course Syllabus Statements

Generative AI

Use of Generative AI is allowed but must be used appropriately. This is not an AI prompt class, so do not rely on AI to complete your work entirely. The goal is to help you develop industry-relevant skills while understanding how to use AI as a supportive tool. Misuse may result in needing to redo assignments or more stiff penalties such as failing this class.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.