

ITT Technical Institute
GC1435
Interactive Design with Flash
Onsite Course

SYLLABUS

Credit hours: 4.5

Contact/Instructional hours: 56 (34 Theory Hours, 22 Lab Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: GC1110 Fundamentals of Design or equivalent

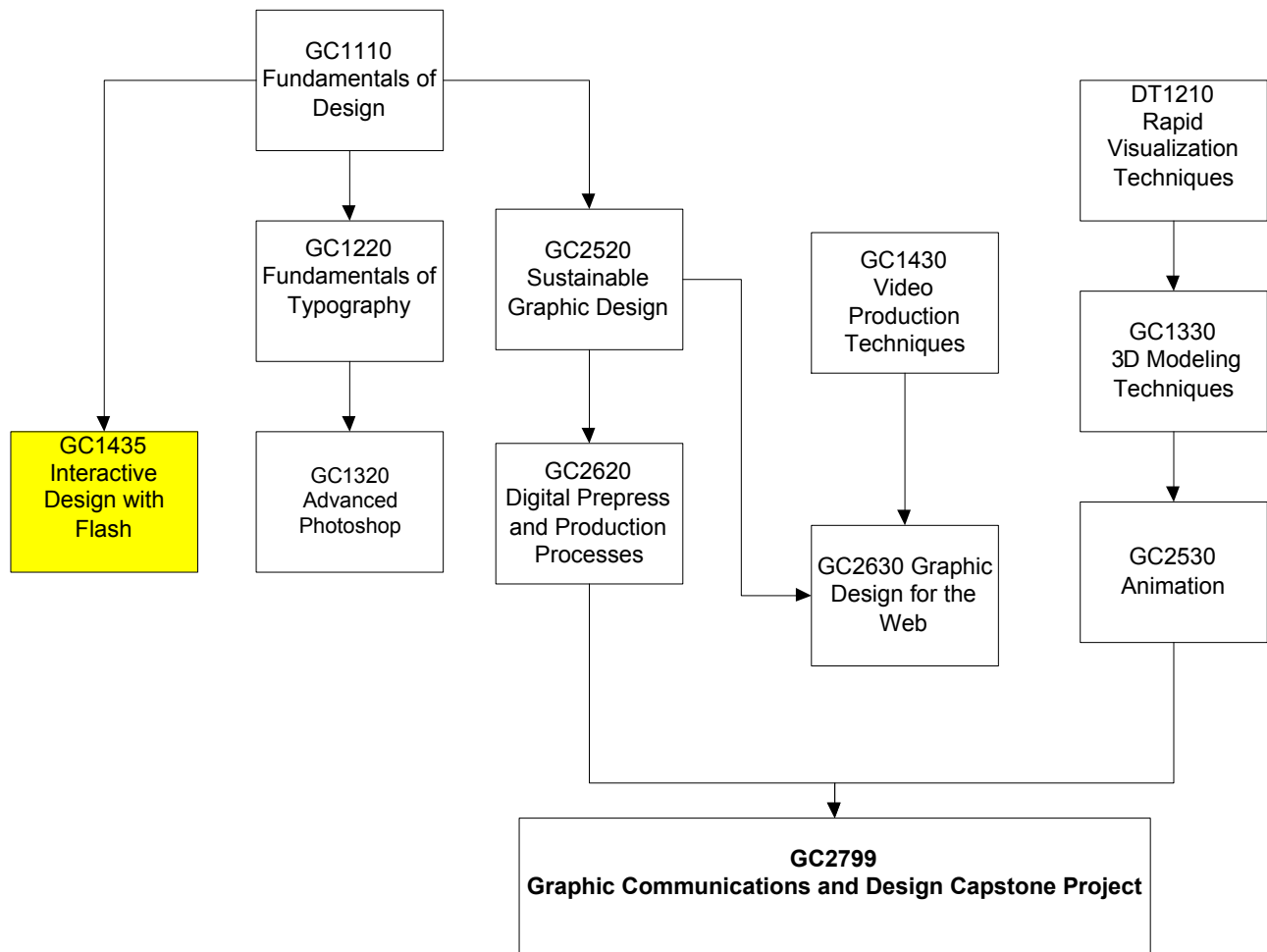
Course Description:

In this course, students explore tools and concepts of designing interactive software applications. Topics include drawing, image, text, animation, sound and basic actions scripting integration.

Where Does This Course Belong?

Interactive Design with Flash is a foundational course of the Graphic Communications and Design program that will provide students the opportunity to learn the basics of creating animations with Flash. The focus of the class is to get the students up and running fast as they dive into the tasks of building animation sequences and using ActionScript to create interactive Web page components.

The following course sequence provides an overview of how the Video Production Techniques course fits in the programs.



NOTE: Refer to the catalog for the state-specific course and program information, if applicable.

Course Summary

Major Instructional Areas

- Flash Interface Fundamentals
- Digital Design Terminology
- Methods of Drawing in Flash
- Basic and Advanced Flash Animations
- Application of Filters and Effects
- Interactivities in Flash Animations

- Preparation of Flash Animations for Export to Web

Course Objectives

- Identify the application areas and career opportunities in the field of digital design.
- Create digital designs using appropriate methods and standards.
- Construct interactive animations using the appropriate software.
- Create animations that enhance a digital portfolio.

Learning Materials and References

Required Resources

Complete Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Gerantabee, F. and the AGI Creative Team. (2010). <i>Adobe Flash Professional CS5 Digital Classroom</i> . Indianapolis, IN: Wiley Publishing.	■		■
Heller, S. & Womack, D. (2008). <i>Becoming a digital designer</i> . Hoboken, NJ: John Wiley & Sons.	■		■
Gerantabee, F. and the AGI Creative Team. (2010). [DVD with text] <i>Adobe Flash Professional CS5 Digital Classroom</i> . Indianapolis, IN: Wiley Publishing.	■		

Recommended Resources

Books

- Perkins, Todd. (2011). *Adobe Flash CS5 Professional Bible*. NJ: John Wiley & Sons.

Periodicals

- http://mag.awn.com/index.php?ltype=search&sval=Flash&article_no=3063
An article entitled "In a Flash: Animation Production in Flash Growing".
- http://mag.awn.com/index.php?ltype=search&sval=Flash&article_no=2373
An article entitled "The Future of Flash".

Professional Portals

- Adobe User Groups <http://groups.adobe.com/>
Access local Photoshop user groups through this site.

ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)

- ITT Tech Virtual Library > Ebrary
 - Prayaga, L. and Suri, H. (2007). *Beginning game programming with flash*. Boston, MA: Course Technology.

- ITT Tech Virtual Library > Business Source Premier
 - *Speedy flash programming tool*. (2006). *Electronics Weekly*, (2232), 39.
 - Tashiro, H. (2007). *Japan Goes for Animation in a Flash*. *Business Week Online*, 18.
- ITT Tech Virtual Library > MasterFILE Premier
 - Lammers, D. (2005). *Flash design preps for high-end cell phone battle*. *Electronic Engineering Times* (01921541), (1390), 6.
- ITT Tech Virtual Library > Academic Search Elite
 - Lamb, A., & Johnson, L. (2006). *Flash: engaging learners through animation, interaction, and multimedia*. *Teacher Librarian*, 33(4), 54-56.

NOTE: All links are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

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- Flash
- Digital design
- Interactivity
- Flash animations
- ActionScript
- Expandable Digital Systems Design

Course Plan

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none">▪ Do take a proactive learning approach▪ Do share your thoughts on critical issues and potential problem solutions▪ Do plan your course work in advance▪ Do explore a variety of learning resources in addition to the textbook▪ Do offer relevant examples from your experience▪ Do make an effort to understand different points of view▪ Do connect concepts explored in this course to real-life professional situations and your own experiences	<ul style="list-style-type: none">▪ Don't assume there is only one correct answer to a question▪ Don't be afraid to share your perspective on the issues analyzed in the course▪ Don't be negative about the points of view that are different from yours▪ Don't underestimate the impact of collaboration on your learning▪ Don't limit your course experience to reading the textbook▪ Don't postpone your work on the course deliverables – work on small assignment components every day

Course Outline

Unit 1: Flash in the Design World

Upon completion of this unit, the students are expected to:

- Differentiate between digital designs and designs for print.
- Describe designs using digital design terminology.
- Define uses of digital designs.
- Identify careers for digital designers.
- Apply appropriate software fundamentals to create visual designs.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Gerantabee, Starting Up & Chapter 1 Heller & Womack, Preface and Chapter 1	Lab	Unit 1. Lab 1: Flash Fundamentals	2%
		Unit 1. Lab 2: Flash Environments	2%
	Quiz	Unit 1. Quiz 1	2%

Unit 2: Interactions and Flash Tools

Upon completion of this unit, the students are expected to:

- Describe designs using digital design terminology.
- Define uses of digital designs.
- Apply drawing and color tools from the appropriate software.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Gerantabee, Chapters 2 & 4. Heller & Womack, Chapter 2	Assignment	Unit 2. Assignment 1: Love the Limits	3%
	Lab	Unit 2. Lab 1: Marine Animal & Environment Sketching	2%
		Unit 2. Lab 2: Produce the Marine Animal and Environment in Flash	2%
	Project	Unit 2. Project Part 1: Creating a Flash Introduction Page	4%
	Quiz	Unit 2. Quiz 2	2%

Unit 3: Design Versatility Using Flash Objects

Upon completion of this unit, the students are expected to:

- Demonstrate the use of the transform tool and panel.
- Generate and transform complex gradients.
- Classify and arrange artwork.
- Select and unify colors with Eyedropper tool.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Gerantabee, Chapter 3. Heller & Womack, Chapters 4–5	Assignment	Unit 3. Assignment 1: RFP	3%
	Lab	Unit 3. Lab 1: Create a Placeholder Image in a Graphic Symbol and Nest it in a Movieclip Symbol	2%
		Unit 3. Lab 2. Nest a Movieclip in a Movieclip and Add an Animation	2%
		Unit 3. Lab 3: Modify the Base Graphic and Preview the Results	2%

Unit 4: Addition of Graphics

Upon completion of this unit, the students are expected to:

- Identify different graphic file formats for digital design.
- Plan digital designs using common project formats.
- Apply Web standards in digital designs using the appropriate methods and software.
- Apply drawing and color tools from the appropriate software.
- Apply appropriate software fundamentals to create visual designs.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Gerantabee, Chapter 8 Heller & Womack, Chapter 6	Lab	Unit 4. Lab 1: Importing External Graphics	2%
		Unit 4. Lab 2: Add Text to an E-card	2%
		Unit 4. Lab 3: Swapping Out an Imported File	2%
	Project	Unit 4 Project Part 2: Creating a Digital Portfolio	4%
	Quiz	Unit 4 Quiz 3	2%

Unit 5: Use of TLF Text in Flash

Upon completion of this unit, the students are expected to:

- Explain key design terms.
- Describe designs using digital design terminology.

- Define uses of digital designs.
- Apply drawing and color tools from the appropriate software.
- Apply appropriate software fundamentals to create visual designs.
- Explain the uses of various animation software tools.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Heller & Womack, Chapter 6 Adobe TV Episode: <i>Text Container Manager for Runtime TLF</i> : http://tv.adobe.com/watch/adobe-evangelists-paul-trani/text-container-manager-for-reuntime-tlf/	Lab	Unit 5. Lab 1: Add and Format Text in a Flash Document	2%
		Unit 5. Lab 2: Move and Resize Text Boxes	2%
		Unit 5. Lab 3: TCM Text Modifications	2%
	Quiz	Unit 5. Quiz 4	2%
	Project	Unit 5. Project Part 3: Adding Animations to the Flash Introduction Page	4%

Unit 6: Flash Layers

Upon completion of this unit, the students are expected to:

- Demonstrate adding and deleting layers.
- Apply layer properties.
- Effectively manipulate layers.

- Organize layers into folders.
- Produce Guide layers
- Construct mask layers.
- Apply Web standards in digital designs using the appropriate methods and software.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Gerantabee, Chapters 11 & 13. Heller & Womack Chapter 7	Lab	Unit 6. Lab 1: Create, Move, and Delete a New Layer	2%
		Unit 6. Lab 2: Add Audio to Flash Animations	3%
		Unit 6. Lab 3: Adding Embedded Video to the Timeline	3%
	Quiz	Unit 6. Quiz 5	2%

Unit 7: Symbols and Instances in Flash

Upon completion of this unit, the students are expected to:

- Assess the needs of a client.
- Create a web planning diagram.
- Create a paper prototype.
- Create symbols.
- Integrate different types of symbols.

<ul style="list-style-type: none"> Apply, insert and modify an instance. 			
READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Gerantabee, Chapter 12	Lab	Unit 7. Lab 1: Create a Symbol	2%
		Unit 7. Lab 2: Create a Button Symbol with the Roll-over Effect	2%
		Unit 7. Lab 3: Use and Modify an Instance	2%
		Unit 7. Lab 4: Edit a Symbol	2%

Unit 8: Basic Flash Animations

Upon completion of this unit, the students are expected to:

- Apply appropriate software fundamentals to create visual designs.
- Explain the uses of various animation software tools.
- Add frames to a Flash document.
- Use frames and tweening in animation.
- Use motion graphics to create digital animations.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Gerantabee,	Lab	Unit 8. Lab 1: Add Frames to a Flash	2%

Chapter 5		Document	
		Unit 8. Lab 2: Create a Frame-by-Frame Ball Animation	2%
		Unit 8. Lab 3: Create a Motion Tween	2%
		Unit 8. Lab 4: Tweening Multiple Objects	2%
	Project	Unit 8. Project Part 4: Adding Interactivity to the Flash Introduction Page	4%

Unit 9: Advanced Animation

Upon completion of this unit, the students are expected to:

- Explain the process for character development.
- Explain the uses of various animation software tools.
- Add a timeline effect.
- Add a transition effect.
- Create symbols and instances for use in animations.
- Add interactivities to animations.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Gerantabee, Chapter 6.	Lab	Unit 9. Lab 1: Novel & Concept for Intro Title Sequence	2%

Heller & Womack, Chapter 7	Unit 9. Lab 2: Storyboard for Intro Title Sequence	2%
	Unit 9. Lab 3: Intro Title Sequence in Flash	2%

Unit 10: Finalization of Flash Animations

Upon completion of this unit, the students are expected to:

- Design a short animated film.
- Create elements for an animated movie.
- Use motion graphics to create digital animations.
- Describe motion graphic planning methods and techniques.
- Develop motion graphics using animation software interface fundamentals.
- Develop an animation for the Web or for use in a digital portfolio.
- Optimize an animation for the Web.
- Prepare an animation for export to the Web.

READING ASSIGNMENT	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Gerantabee, Chapters 9, 10, &	Lab	Unit 10. Lab 1: Create Elements for an Animated Movie	3%

	Unit 10. Lab 2: Create a Short Animation	3%
	Unit 10. Lab 4: Publish a Self-Running Movie	2%

Unit 11: Course Project and Review

Upon completion of this unit, the students are expected to:

- Recognize requirements of the course project.
- Perform the merge of small projects by copying and pasting frames.
- Perform copy of assets from other Flash libraries.
Operate and import a Small Web Format (swf) as frame-by-frame animation.

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Review All Chapters of Gerantabee and Heller Womack	Project	Unit 11. Final Project and Presentation	4%

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Lab	64%
Project	20%
Assignment	6%
Quiz	10%
TOTAL	100%

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
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A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty, or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

(End of Syllabus)