Unit Outline
GRDE2013 Internet Interactivity Design
Semester 2, 2016

Unit study package code: GRDE2013
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Computer Laboratory: 1 x 3 Hours Weekly
This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: 312229 (v.0) Internet Design Introduction 251 or any previous version OR GRDE2011 (v.0) Internet Design Introduction or any previous version
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.
Unit coordinator:
Title: Mr
Name: Daniel Brouse
Phone: .
Email: j.gittos@curtin.edu.au
Location: Building: . - Room: .
Teaching Staff:
Name: Nidaa Gopee
Phone: .
Email: nidaa.gopee@telfair.ac.mu
Location: Building: . - Room: .
Administrative contact:
Name: Sarah Norman-Brown
Phone: .
Email: soda.tso@curtin.edu.au
Location: Building: . - Room: .
Learning Management System: Blackboard (lms.curtin.edu.au)

Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.
Syllabus

This unit sees the execution of an interactive website based on a specific topic or subject. Students will develop fundamental skills in the use of current web technologies to design engaging and meaningful interactive elements for their websites. Students will explore fundamental principles of user interactivity for web, engage in web experience development and focus on the development of design solutions for online interactivity.

Introduction

In this unit you will plan, design and execute a website that uses interactive elements to engage the user and enhance your website. Using interactive elements to make your website more dynamic gives you a novel means to engage the user with the topic of the website.

Webpages are often made from one of three different types of code, or programming languages:

1. HTML, which defines the structure and content of a website.
2. CSS, which controls the appearance and stylization of the content of a website.
3. JavaScript, very often taken from a code library called jQuery, which enables many extra interactive and visual features.

Over the duration of this unit, you will have the opportunity to ‘refresh’ the HTML & CSS knowledge that you’ve previously gained, as well as cover new ground by learning Javascript and jQuery. You will also build upon the design theory foundations that were laid in Intro to Internet unit.

Being a well-rounded website designer involves marrying visual creativity with an analytical approach to programming. As such, this unit’s Study Guide is structured to address the sometimes disparate right-versus-left brain approaches with weekly “Theory” and “Technique” chapters. In the weekly Theory chapter, we will cover web design concepts and teach you the principles behind designing an aesthetically pleasing and user-friendly website. This content is generally non-technical in nature and includes topics such as colour theory, advanced usability and website testing. In the weekly Technique chapter, we leverage training content from Lynda.com. This covers the basic use and implementation of the jQuery library. Combining the theory and techniques that you will encounter over the coming weeks will enable you to create a rich, engaging and attractive website.

Students are expected to spend at least ten hours per week outside of scheduled classtime, on the activities and assignments for this unit. This weekly time allocation must encompass technical skill development, design research and active production. It is the student’s responsibility to organise any necessary facility access that falls outside of scheduled class/contact times.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.
On successful completion of this unit students can:

<table>
<thead>
<tr>
<th></th>
<th>1 Identify methods of interaction between a user and a website</th>
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<tr>
<td></td>
<td>2 Appreciate that effective design for interactions can be achieved by conserving quality over abundance</td>
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<td></td>
<td>3 Concisely teach users how to navigate and use the interactivity of a website in one page</td>
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<td></td>
<td>4 Develop strategies to integrate different design elements together into a suitably designed website presentation</td>
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<td></td>
<td>5 Design consistent interactivity for the user that is relevant to the content presented to the user</td>
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<td></td>
<td>6 Develop basic understanding on the use and implementation of interactive web technologies</td>
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Graduate Attributes addressed

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<thead>
<tr>
<th></th>
<th>Thinking skills</th>
<th>Information skills</th>
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<tbody>
<tr>
<td>Apply discipline knowledge</td>
<td>(use analytical skills to solve problems)</td>
<td>(confidence to investigate new ideas)</td>
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<tr>
<td>Communication skills</td>
<td>Technology skills</td>
<td>Learning how to learn</td>
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<tr>
<td>(value the perspectives of others)</td>
<td></td>
<td>(apply principles learnt to new situations)</td>
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<tr>
<td></td>
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<td>(confidence to tackle unfamiliar problems)</td>
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<tr>
<td>International perspective</td>
<td>Cultural understanding</td>
<td>Professional Skills</td>
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<tr>
<td>(value the perspectives of others)</td>
<td>(value the perspectives of others)</td>
<td>(work independently and as a team)</td>
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<td></td>
<td></td>
<td>(plan own work)</td>
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</tbody>
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Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

The comprehensive Study Guide provides the learning materials that are developed to assist you in meeting the learning outcomes for the unit. You will undertake study in the theory of internet design and engage with the techniques behind website interactivity.

In this unit you will undertake three assignments that are ‘progressive’ in nature on a theme. In the initial planning stage, you will develop a set of pre-production documents based on a website topic that interests you. In the following production stage, you’ll develop the Design Brief into a prototype, and then final website. In conjunction with the website production, you will write progress reports that support the development of your website design and technical requirements.

You will have access to visual resources e.g., assignment exemplars to assist you in the realising your work and meet the expected outcomes required. Remember to leverage your tutor’s and peer feedback throughout the semester to ensure that you’re on track with your site development. A lack of regular contact with your tutor or non-participation during class time generally slows down progress and may impact upon your ability to meet the learning outcomes of the unit.

Website Assignment Description

The website that you create for this unit must be based on one of following themes:

1) Centred around delivering a topic in an educational manner
2) Centred around delivering an expose on an existing or proposed product
3) Centred around delivering an expose on an existing or proposed service

The website theme that you should choose must lend itself to interactive delivery that enhances the user’s experience of the site content. Avoid themes that provide only limited or surface-level potential for interactivity. (eg. A generic company website or personal website.)
Alternatively, if you do not want to be limited to the abovementioned choices, you may pursue any topic or theme that you wish. However if you choose this ‘free form’ option, you are required to confirm your chosen topic with your tutor by the end of Week 2.

The website that you create for this unit must be original and not a re-design of any existing website, you may not recycle/re-adapt/share from any other units past or present. Additionally, you are not permitted to copy your basic site design/code from any single website or readymade website template. However, you are permitted to use 3rd party jQuery plugins/scripts to implement specific interactive elements within your site. Such externally sourced materials must be fully referenced. If you are unsure about these requirements, please discuss them with your tutor.

The final submitted website must consist of a minimum of 4 HTML pages, up to a maximum of 6 HTML pages. Alternatively you may implement a website with a minimum of 4 discrete sections within a one-page site design, up to a maximum of 6 discrete sections (again, ask your tutor if you are unsure about what this means). Additionally the site should use at least 1 external cascading style sheet (CSS).

You are not required to write any original textual content for your website. Textual content may be entirely derived from any external source, however these sources must be referenced. You are also permitted to reference and utilise existing images, however we encourage you to create your own images (or make appropriate collages of existing images) to demonstrate your skills in image manipulation.

Important note: In the field of professional web design, textual and media content may ONLY be used where appropriate permission has been granted by the respective copyright owner(s). However, if your website is to be used purely for scholarly assignment purposes, then the academic “fair use” clause permits you to include copyrighted material in your website as long as these materials are properly referenced.

All of the assignments in this unit build iteratively upon each other. The first stage of the design process involves research, conceptualization and visual design. This will culminate in the submission of Assignment 1: Design Brief. The second stage of the design process is where you will create an aesthetically-bare website that presents some of your website’s proposed interactive elements in a functional state. This will culminate in the submission of Assignment 2: Interactive Prototype. The final stage of production is where the whole project will be advanced to its logical conclusion. You will complete the styling for the site’s pages and add a final layer of sheen to your interactive website. This will culminate in the submission of Assignment 3: Final Website.

Each of the above assignment components have their own unique characteristics and requirements. To successfully complete each assignment component, you will need to study and address these requirements as described in the respective Assignment Briefs and Marking Rubrics.

Learning Resources

Online resources

- **Lynda.com Online Training**
  Curtin University provides free access to Lynda.com for this unit (in accordance with Lynda.com terms and conditions).

  To access your account on Lynda.com, activate your account through the email activation. If you didn’t receive an activation email, follow this link ([http://www.lynda.com/login/loginhelp.aspx](http://www.lynda.com/login/loginhelp.aspx)) and use your student number email (e.g. 12345678@student.curtin.edu.au) to change your account password.

  This service offers tutorial videos for a vast range of applications, tools, techniques, and even interviews with professionals.

  If you do not have access to Lynda.com, consult your tutor or unit coordinator to request access, and refer to the required weekly video guide available in Blackboard.

  ([http://www.lynda.com](http://www.lynda.com))
Assessment

Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-production document</td>
<td>30 percent</td>
<td>Week: 4 Day: Your scheduled tutorial day Time: Before the start of your scheduled tutorial time</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Interactive prototype</td>
<td>30 percent</td>
<td>Week: 10 Day: Your scheduled tutorial day Time: Before the start of your scheduled tutorial time</td>
<td>4,5,6</td>
</tr>
<tr>
<td>Final website</td>
<td>40 percent</td>
<td>Week: 14 Day: Your scheduled tutorial day Time: Before the start of your scheduled tutorial time</td>
<td>4,5,6</td>
</tr>
</tbody>
</table>

Detailed information on assessment tasks

1. Assignment 1: Design Brief (30%)

INTRODUCTION

Over the duration of this study period, you will plan, design and execute a website that uses interactive elements to engage the user and enhance your website. Using interactive elements to make your website more dynamic gives you a novel means to engage the user with the topic of the website. Your website will be created using HTML5 and CSS3 and leverage Javascript with the jQuery library to implement interactive elements. The development process for this website will consist of three production stages. The initial planning, conceptualization and documentation stage will be represented by this first assignment.

In a commercial web design scenario, it is common practice for a designer to submit a proposal to potential clients. This is a professionally produced document that clearly articulates a proposed design solution. A well-presented proposal serves two useful purposes:

1. It describes the intended design in clear unambiguous terms, covering important details like the website’s concept, overall objectives and aesthetic approach.
2. It serves as a ‘blueprint’ which the designer can then use as the basis for their actual production.

For your first assignment, you will produce a ‘Design Brief’ incorporating elements of a formal proposal.

LEARNING OUTCOMES

Through the process of researching, planning and executing this assignment you will:

1. Identify methods of interaction between a user and website.
2. Appreciate that effective design for interactions can be achieved by conserving quality over abundance.
3. Concisely teach users how to navigate and use the interactivity of a website in one page.
INTERACTIVE ELEMENTS DEFINITION

In this unit an interactive element can be defined as an action that is triggered solely by a user’s active engagement with it (ie. It should not run autonomously but require a mouse action, keyboard press or other similar user promptings). Your interactive elements must incorporate reset mechanisms that do not involve refreshing the browser.

Interactive elements should present interesting methods for users to engage with your site content, using novel approaches that surpass the limits of static text and images. Successful interactive element deployment will go beyond mere bell ‘n whistles to actually enhance the quality of user experience on your website.

While following website features are valuable for content delivery, they are not classified as ‘interactive elements’ for the purposes of assessment within the marking rubric.

I Embedded video or audio content
I Navigation elements
I Text Input Forms
I Standard page scrolling

DESIGN BRIEF MINIMUM REQUIREMENTS

Your Design Brief must be based on delivering an Interactive Website according to the “Website Assignment Description” stipulated in the Unit Outline (see Blackboard site). You will create a Design Brief based on the provided template (downloadable from the Blackboard site). It is highly recommended that you use this template to provide a clear structure for your documentation. However, it is not mandatory to use this template file – you may develop your own layout for this assignment submission providing you adhere to headings included and the approximate number of pages allocated to each heading in the template. This documentation should clearly illustrate and explain your concepts and ideas.

The Design Brief template consists of the following components:

A. Research Folio
B. Sketchbook
C. Design Proposal
D. Screen Mockups

Expressing your ideas clearly but succinctly is an important aspect of this assignment – as such you must make sure that only the most pertinent and relevant information has been presented within this document.

A. RESEARCH FOLIO:

Research is critical at this juncture in the design process. To be an effective web designer, you must understand the website topic/theme, your client and your target audience. You must also gain familiarity with some design theory and existing websites so that you can manage user expectations and leverage design convention to create an attractive and user-friendly site. Collate and summarise only the most relevant research information into your Research Folio. Each research item must include its full citation in Chicago Author-Date format and a description of how the research has influenced your own work/ideas. This collection of research should inform the Design Proposal component of this assignment, and provide you with the basis for your design rationale (See the heading “3. Design Proposal” below for further details).

B. SKETCHBOOK:

The design process is an iterative one. As you conceptualize, refine and iterate upon your design ideas, you should use a sketchbook to document your design development and ‘rough work’. Some elements that should be contained within the Sketchbook include brainstorming, ideas generation, design development and visual design experimentation. At the conclusion of your design experimentation, you should choose the ‘best’ design based on its merits in addressing your topic and/or your client’s needs, as well as the assignment requirements. This ‘best’ design will be the one that you formally propose and visualize in the Design Proposal and Screen Mockups components of this assignment.

You are free to choose the actual medium for your design development/experimentation. Some students may feel at ease with using Photoshop/GIMP to play around with potential design ideas for their sketchbook. Others may prefer to hand-draw sketches and/or use collage techniques with paper and glue to explore different design ideas. Whichever medium you choose, be sure to include pictures of your design development/experimentation into your Design Brief document.
C. DESIGN PROPOSAL:
The design proposal should provide a clear description of the key facets of your proposed website design. These key facets must be described in the context of research-supported design rationale. Design rationale is not based on a designer’s personal preferences, whims or fancies – it must be based on research into the website theme, its topic/content, target audience and relevant design theory. You will need to draw upon and reference the material gathered in your Research Folio to successfully complete this component of the Design Brief. In-text citations and the compiled bibliography list must be presented in Chicago Author-Date format.

D. SCREEN MOCKUPS:
This component allows both you and your tutor (and/or a potential client) to clearly visualize what the proposed website design will look like. You must deliver 2 screen mockups depicting your proposed design. You can think of the screen mockups as non-clickable, but visually accurate ‘screen capture’ (ie. still image) versions of your website pages. They must comprise of the following:

+ Full colour ‘Screen Mockups’ depicting the exact colour scheme, navigation, image style, typefaces and layout of your website homepage and one other 2nd level page.

+ Annotations and arrows that provide details of the interactive elements presented on each of those pages. (ie. What cues are provided to users? How is the interactivity triggered? What are the resultant effects? How is this interactivity reset? How does this interactivity add value to the site design and enhance the user’s experience?)

+ Where appropriate, a description of any audio/video elements contained on the pages. At this early stage in production, it is unlikely that you would have finalized the textual content for your website. In your screen mockups, you should endeavor to use your proposed page titles/headers, however you may substitute the actual textual content on each page with ‘placeholder’ text. Use a dummy text generator like: http://www.blindtextgenerator.com/lorem- ipsum to create the placeholder copy. While you are not expected to include all the website’s finalised images in the screen mockups, you must include sample images that give your tutor a clear idea about what sort of pictures will be featured on the website.

You may use image editing software like Gimp or Photoshop to create your Screen Mockups. Alternatively, if you don’t yet feel comfortable with these digital tools, you may choose to work in the analogue realm by creating paper collages of your screen mockups. (ie. Using scissors to cut out pictures/text out from printed source material and sticking them to your paper ‘screen’). When you finish, be sure to insert your screen mockups as high resolution JPEG images in your Website Blueprint template.

DELIVERABLES
Download the provided Design Brief Template (see Blackboard site) and use this as the basis or guide for this assignment. The provided template also contains a coversheet and title page. If you use this template make sure that all pages are filled in, and you may add a maximum of 3 extra pages to this document. Alternatively you may choose develop your own layout for this document, but you must adhere to the headings provided in the template, as well as the approximate page length allocations for each heading. Failure to adhere to these page limits may have a negative impact upon your mark. As stated above, expressing your ideas clearly and succinctly is an important aspect of this assignment. You must make sure that only the most pertinent and relevant information has been presented within this document.

Please note that the Design Proposal and Screen Mockup components represent your “proposed design”. As such, you are not committed to delivering this exact design for your final website. Given that you are at the beginning of your web design journey, we fully expect that the knowledge you gain over the coming weeks will shape and influence your ideas. Thus it is likely that your designs will evolve and grow. This is a natural by-product of the iterative nature of the design process.

When filling out the front cover page, don’t forget to type your name into the space provided under ‘Declaration’ to confirm the assignment is your own work, this will suffice as a ‘digital signature’.

Prior to uploading your assignment to Blackboard, you must first save your Website Blueprint document in PDF format. DO NOT SUBMIT YOUR POWERPOINT FILE.

File Format: The submitted assignment must be in Adobe PDF format.

File Size: The submitted PDF document must be no larger than 10MB. You may need to use a PDF compression utility/service to
reduce your initial file size.

**File Naming:** The submitted PDF file must follow this naming convention "A1-YourFullName.pdf"

*Note: A1 stands for "Assignment 1"

**Where to Submit:** On the unit’s Blackboard website, go to the ‘Assignments’ section of the site and scroll down to find the Dropbox for Assignment 1. Upload your PDF document to the dropbox by the due date.

*Late uploads without prior extension approval will be penalized at 10% per calendar day.*

You will find examples of well-produced Design Briefs located under the “Study Area” section of Blackboard. Look for the folder entitled “Assignment Exemplars”.

The ASSESSMENT CRITERIA for Assignment One is available in Blackboard by following the links: Study Area > Assignment Templates & Rubrics.

2. **Assignment 2: Interactive Prototype (30%)**

**INTRODUCTION**

Over the duration of this study period, you will plan, design and execute a website that uses interactive elements to engage the user and enhance your website. Using interactive elements to make your website more dynamic gives you a novel means to engage the user with the topic of the website. Your website will be created using HTML5 and CSS3 and leverage Javascript with the jQuery library to implement interactive elements. The development process for this website will consist of three production stages.

The first step of translating your design brief into an actual website involves creating the HTML files in a text editor, marking up your pages and adding interactive elements to it via Javascript/jQuery.

It is good practice to validate your code (http://validator.w3.org/) as part of the debugging process, and also to check if your code is standards compliant.

You are only required to implement very minimal Cascading Style Sheet styling for this assignment (only as much as is necessary to test the interactive elements of your site and provide basic layout presentation). At this early stage of development, your Interactive Prototype will look nothing like the screen mockups that you submitted in the Design Brief but showcase many of the site’s interactive elements in a functional manner.

**LEARNING OUTCOMES**

Through the process of researching, planning and executing this assignment you will:

I Develop strategies to integrate different design elements together into a suitably designed website presentation
I Design consistent interactivity for the user that is relevant to the content presented to the user
I Develop basic understanding on the use and implementation of interactive JavaScript and CSS

**INTERACTIVE ELEMENTS DEFINITION**

In this unit an interactive element can be defined as an action that is triggered solely by a user’s active engagement with it (ie. It should not run autonomously but require a mouse action, keyboard press or other similar user promptings). Your interactive elements must incorporate reset mechanisms that do not involve refreshing the browser.

Interactive elements should present interesting methods for users to engage with your site content, using novel approaches that surpass the limits of static text and images. Successful interactive element deployment will go beyond mere bell ‘n whistles to actually enhance the quality of user experience on your website.

While following website features are valuable for content delivery, they are not classified as ‘interactive elements’ for the purposes of assessment within the marking rubric.

I Embedded video or audio content
I Navigation elements
I Text Input Forms
I Standard page scrolling

**INTERACTIVE PROTOTYPE MINIMUM REQUIREMENTS**

Your Interactive Prototype must be based on delivering a theme according to the “Website Assignment Description” stipulated in the Unit Outline (see Blackboard site). Additionally your Interactive Prototype must
adhere to the following minimum requirements:

1. Each page within the Interactive Prototype must feature 1 interactive element, and in total the overall website must employ at least 3 different types of interactive elements. Interactivity cues must be provided for each interactive element to highlight their functionality to users.

2. The Interactive Prototype must accommodate the minimum display resolution that you have specified in your Assignment 1 Design Brief.

3. The Interactive Prototype must consist of a minimum of 4 HTML pages, up to a maximum of 6 HTML pages. Alternatively you may implement a website with a minimum of 4 discrete sections within a one-page site design, up to a maximum of 6 discrete sections. The site should also use at least 1 external cascading style sheet (CSS). All of the HTML pages/sections must be linked and fully navigable.

4. The entire Interactive Prototype with its HTML/CSS and image/media files must occupy no more than 5MB of disk space.

5. The Interactive Prototype must present all your intended textual content in its final edited form. Additionally it must showcase many of your proposed interactive elements in a functional manner. You may utilise draft images and simple page layouts to demonstrate the functionality of these interactive elements. Interactivity cues must be provided to give users an indication of how to trigger interactive elements.

6. The Interactive Prototype should contain a minimum of 500 words of textual content. This word limit may be negotiated on an individual basis – discuss your options with your tutor. Textual content may be derived from copyrighted sources, though all sources must be meticulously referenced. Alternatively, you may choose to write your own original copy. Note: Original copy writing / text content creation is not assessed in DIG252.

7. The Interactive Prototype must contain a minimum of 6 different images. Image content may be derived from copyrighted sources and all sources must be meticulously referenced. However, you are encouraged to create original digital imagery to demonstrate your image manipulation skills. Any material derived from an external source must be cited using the Chicago Author-Date referencing format. This includes both sourced content and code. Every page in your website that contains copyrighted material must display the following disclaimer in its footer:

   This website has been created as part of an assignment in an approved course of study for Curtin University and contains copyright material not created by the author. All copyright material used remains copyright of the respective owners and has been used here pursuant to Section 40 of the Copyright Act 1968 (Commonwealth of Australia). No part of this work may be reproduced without consent of the original copyright owners. See code comments for references.

8. You must demonstrate a thorough understanding of HTML5 by neatly organizing and labeling the code such that each line of browser-visible information is on a separate line without combining multiple lines. Where appropriate, code must be indented to enhance readability. The main elements for each of your HTML5 pages must be annotated with appropriate ‘code comments’ to demonstrate your understanding of the code (you may wish to create your own original templates to speed up site development. Talk to your tutor for template creation tips). Your code comments must also include references for individual copyrighted materials ‘in-situ’ as they appear in your website. (eg. When you utilise a script that someone else has created, you must include code comments before that script to indicate its reference source.) Refer to the ‘Code Comments’ exemplar provided on the Blackboard site for an indication of how to approach code commenting in your assignment.

9. The website must be marked up in HTML5, styled in CSS3 and utilize Javascript/jQuery to implement interactivity. You are required to write your own original HTML5+CSS3 code for the general page design of the site (ie. Navigation, page layout, content markup, visual styling etc). You are permitted to utilize existing scripts, code snippets or jQuery plugins to implement the interactive elements in your website on condition that they are clearly referenced. If you wish to you may also write your own javascript code.

10. You are not permitted to utilise any other programming languages in your website (eg. PHP, ASP, CFM etc). You are not permitted to utilise any “What You See Is What You Get” (WYSIWYG) website authoring tools like Adobe Dreamweaver, or other website building or code generating software (eg.HTML Tidy). You are not permitted to base your general page design on any existing website or template.

11. Test your website in the 5 main brands of desktop browser: Chrome, Firefox, Internet Explorer, Safari and Opera. Refer to the latest Browser Statistics maintained by W3S (http://www.w3schools.com/browsers/browsers_stats.asp). Your website must work and look acceptable...
across the first and second most used versions of each brand of browser. Your site need not be fully compatible with mobile devices - ‘responsive design’ is beyond the scope of this unit.

12. If you do not already have one, you must procure a web host with File Transfer Protocol (FTP) capability. For assignment submission, the website files must be published to your FTP server by the specified deadline. The website must be viewable through a web browser from the website address or URL that your web hosting company has provided.

Note: If you feel compelled to, you may “swot out” and push your Interactive Prototype to the next level by adding comprehensive visual styling on top of the fully functional interactive elements. However, in the interests of maintaining fairness to all students, additional marks will not be awarded for any work that is done beyond the scope described in the Brief and Marking Rubric for Assignment 2.

DELIVERABLES


Where to Submit: Your Website Skeleton must be uploaded to your FTP server space according to the instructions provided by your web-hosting provider. After uploading, double-check to make sure that your website is viewable through a web browser at the URL / web address that you have specified in your Progress Report.

2. A “.zip” archive that contains your entire Interactive Prototype plus an accompanying Progress Report. You must utilize the provided Progress Report template (see Blackboard site).

File Naming: The submitted .zip file must be called “A2-YourFullName.zip” Note: A2 stands for “Assignment 2”

Where to Submit: On the unit Blackboard website, go to the ‘Assignments’ section of the site and scroll down to find the Dropbox for Assignment 2. Upload your single .zip archive to the dropbox by the due date.

3. Assignment 3: Final Website (40%)

INTRODUCTION

Over the duration of this study period, you will plan, design and execute a website that uses interactive elements to engage the user and enhance your website. Using interactive elements to make your website more dynamic gives you a novel means to engage the user with the topic of the website. Your website will be created using HTML5 and CSS3 and leverage Javascript with the jQuery library to implement interactive elements.

In this final stage of development, your website should look like progressed versions of the screen mockups that you presented in your Screen Mockups from Assignment 1 and be showcased with feature-complete interactive functionality. As design is an iterative and evolving process, certain design elements may have changed or been improved since your last assignment submission. You should reflect and comment upon these changes in your final website’s accompanying ‘Progress Report’.

It is good practice to validate your code (http://validator.w3.org/) as part of the debugging process, and also to check if your code is standards compliant.

LEARNING OUTCOMES

Through the process of researching, planning and executing this assignment you will:

I Develop strategies to integrate different design elements together into a suitably designed website presentation
I Design consistent interactivity for the user that is relevant to the presented content
I Develop a basic understanding on the use and implementation of interactive JavaScript & CSS

INTERACTIVE ELEMENTS DEFINITION

In this unit an interactive element can be defined as an action that is triggered solely by a user’s active engagement with it (ie. It should not run autonomously but require a mouse action, keyboard press or other similar user promptings). Your interactive elements must incorporate reset mechanisms that do not involve refreshing the browser.

Interactive elements should present interesting methods for users to engage with your site content, using novel approaches that surpass the limits of static text and images. Successful interactive element deployment
will go beyond mere bell ‘n whistles to actually enhance the quality of user experience on your website. While following website features are valuable for content delivery, they are not classified as ‘interactive elements’ for the purposes of assessment within the marking rubric.

- Embedded video or audio content
- Navigation elements
- Text Input Forms
- Standard page scrolling

**FINAL WEBSITE MINIMUM REQUIREMENTS**

Your Final Website must be based on delivering a theme according to the “Website Assignment Description” stipulated in the Unit Outline (see Blackboard site). Additionally your Final Website must adhere to the following minimum requirements:

1. Each page within the Final Website must feature 1 interactive element, and in total the overall website must employ at least 3 different types of interactive elements. Interactivity cues must be provided for each interactive element to highlight their functionality to users.
2. The Final Website must accommodate the minimum display resolution that you have specified in your Assignment 1 Design Brief.
3. The Final Website must consist of a minimum of 4 HTML pages, up to a maximum of 6 HTML pages. Alternatively you may implement a website with a minimum of 4 discrete sections within a one-page site design, up to a maximum of 6 discrete sections. The site should also use at least 1 external cascading style sheet (CSS). All of the HTML pages/sections must be linked and fully navigable.
4. The entire Final Website with its HTML/CSS and scripts/image/media files must occupy no more than 5MB of disk space.
5. The Final Website must be feature and content complete (ie. All content finalized and in place, and all interactive elements full functional.)
6. The Final Website should contain a minimum of 500 words of textual content. This word limit may be negotiated on an individual basis – discuss your options with your tutor. Textual content may be derived from copyrighted sources, though all sources must be meticulously referenced. Alternatively, you may choose to write your own original copy. Note: Original copy writing / text content creation is not assessed in this unit.
7. The Final Website must contain a minimum of 6 different images. Image content may be derived from copyrighted sources and all sources must be meticulously referenced. However, you are encouraged to create original digital imagery to demonstrate your image manipulation skills.
8. Any material derived from an external source must be cited using the Chicago Author-Date referencing format. This includes both sourced content and code. Every page in your website that contains copyrighted material must display the following disclaimer in its footer: *This website has been created as part of an assignment in an approved course of study for Curtin University and contains copyright material not created by the author. All copyright material used remains copyright of the respective owners and has been used here pursuant to Section 40 of the Copyright Act 1968 (Commonwealth of Australia). No part of this work may be reproduced without consent of the original copyright owners. See code comments for references.*
9. You must demonstrate a thorough understanding of HTML5 by neatly organizing and labeling the code such that each line of browser-visible information is on a separate line without combining multiple lines. Where appropriate, code must be indented to enhance readability. The main elements for each of your HTML5 pages must be annotated with appropriate ‘code comments’ to demonstrate your understanding of the code (you may wish to create your own original templates to speed up site development. Talk to your tutor for template creation tips). Your code comments must also include references for individual copyrighted materials ‘in-situ’ as they appear in your website. (eg. When you utilise a script that someone else has created, you must include code comments before that script to indicate its reference source.) Refer to the ‘Code Comments’ exemplar provided on the Blackboard site for an indication of how to approach code commenting in your assignment.
10. The website must be marked up in HTML5, styled in CSS3 and utilize Javascript/JQuery to implement interactivity. You are required to write your own original HTML5+CSS3 code for the general page design of the site (ie. Navigation, page layout, content markup, visual styling etc). You are permitted to utilize existing scripts, code snippets or jQuery plugins to implement the interactive elements in your
website on condition that they are clearly referenced. If you wish to you may also write your own javascript code.

11. You are not permitted to utilise any other programming languages in your website (e.g. PHP, ASP, CFM etc). You are not permitted to utilise any “What You See Is What You Get” (WYSIWYG) website authoring tools like Adobe Dreamweaver, or other website building or code generating software (e.g. HTML Tidy). You are not permitted to base your general page design on any existing website or template.

12. Test your website in the 5 main brands of desktop browser: Chrome, Firefox, Internet Explorer, Safari and Opera. Refer to the latest Browser Statistics maintained by W3S (http://www.w3schools.com/browsers/browsers_stats.asp). Your website must work and look acceptable across the first and second most used versions of each brand of browser. Your site need not be fully compatible with mobile devices - ‘responsive design’ is beyond the scope of this unit.

13. If you do not already have one, you must procure a web host with File Transfer Protocol (FTP) capability. For assignment submission, the website files must be published to your FTP server by the specified deadline. The website must be viewable through a web browser from the website address or URL that your web hosting company has provided.

DELIVERABLES

1. A fully functional and accessible ‘live’ Final Website located on your FTP server.

**Where to Submit:** Your Final Website must be uploaded to your FTP server space according to the instructions provided by your web-hosting provider. After uploading, double-check to make sure that your website is viewable through a web browser at the URL / web address that you have specified in your Progress Report.

2. A “.zip” archive that contains your entire Final Website plus an accompanying Progress Report. You must utilize the provided Progress Report template (see Blackboard site).

**File Naming:** The submitted .zip file must be called “A3-YourFullName.zip” Note: A3 stands for “Assignment 3”

**Where to Submit:** On the unit’s Blackboard website, go to the ‘Assignments’ section of the site and scroll down to find the Dropbox for Assignment. Upload your single .zip archive to the dropbox by the due date.

Note: The ‘live’ website and Blackboard website submissions must both be fully-functional and identical. 

*Late submissions without prior extension approval will be penalized at 10% per calendar day in accordance with university policy.*

The ASSESSMENT CRITERIA for Assignment Three is available in Blackboard by following the links: Study Area > Assignment Templates & Rubrics.

Pass requirements

Students must achieve a final overall mark of 50% to pass this unit.

Fair assessment through moderation

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from 

Late assessment policy

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment **more than seven calendar days overdue will not be marked and will receive a mark of 0.**

Assessment extension

A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

Deferred assessments

If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments

Supplementary assessments are not available in this unit.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies

A [Curtin Access Plan](http://disability.curtin.edu.au) (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style

The referencing style for this unit is Chicago. More information can be found on this style from the Library web site: [http://libguides.library.curtin.edu.au/referencing](http://libguides.library.curtin.edu.au/referencing).

Copyright

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
Academic Integrity (including plagiarism and cheating)

Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel
Additional information

Research
In this unit you will need to look at the websites that you come across through a new 'lens' - that of the analytical designer. Previously, you may have only observed the aesthetic of a website in a passive manner. Now as you delve deeper into web and interactivity authoring, you will need to analyse the design of each element in a website, work out how its aesthetic and functionality has been achieved, as well as consider its impact upon the user. As you conduct your research, ensure that you cast a wide net by examining any areas that are relevant to the field.

Practice and Theory
Throughout this unit you will need to maintain a balance between the design you are pursuing and the techniques used to implement it. Between assignments you will be expected to sustain continuous practice into both these aspects. The theory components of this unit aim to introduce you to design concepts that you should consider as you develop your project. While the technical components aim to develop the web design skills that will be essential in bringing your project to life.

Feedback
What is Feedback? It is information designed to help you determine how much you have learned, whether you are learning the right things and the quality or depth of your learning. Feedback can take a number of forms including: marks given for assessment, comments on your assessed work, marks on a scoring rubric, generic feedback provided by the tutor to the group following assessment, tutor communication with the group in the discussion room, tutor communication directly to you via email, references and examples of good/appropriate models of practice provided by your tutor to assist your research and development (including websites, artists, readings, etc). Feedback is designed to make you think about your learning and help you find ways to improve you work.

All links were active at the time of writing, but the nature of the Internet is such that their status can change. If you discover a non-functioning link, please alert your tutor.

Your responsibilities in the unit

- It is compulsory for students to attend all lectures and tutorials and participate in the proceedings. An attendance role will be taken at the beginning of all sessions. Latecomers will be noted as absent.
- If you miss a class, it will be your responsibility to find out what you have missed from your classmates.
- If you contact your lecturer by email, you should allow 2 working days for a response.
- It is your responsibility read this outline thoroughly.

Policies
Late Assignments, Extensions, Supplementary Examinations, Deferred Assessment

- In the case of a request for an extension due to medical circumstances, students must produce an original medical certificate. Extensions may only be given for a total amount of time considered valid by the lecturer and will not exceed the equivalent number of days specified on the medical certificate. The decision as to whether an extension be granted due to medical circumstances is strictly up your unit coordinator’s discretion.
- To apply for an assessment extension, use the follow form (http://students.curtin.edu.au/administration/documents/Application_forAssessmentExtension.pdf) and email the filled out form, with your supporting documentation to soda.tso@curtin.edu.au and cc your unit coordinator/tutor into the email.
- Students are responsible for backing up and archiving their work throughout the semester. Work being lost due to computer crashes, loss of media, or accidental or deliberate deletion by any party will NOT be taken as a legitimate reason for late or missing assignments.
- The work you submit for this unit must be your own work. Any components used in support, which are not your original work, must be fully referenced. Furthermore, the work you submit may not have been submitted in whole or in part for any other unit without prior permission.
- Marks are not final until the Board of Examiners approves them. It is possible your results could be scaled or
otherwise adjusted before they are official.

**Plagiarism in this unit:**

Plagiarism is taken very seriously at Curtin University. When submitting an assignment in this unit you are declaring that you have created all work, and that it has not been previously submitted for assessment for another unit or at another institution. When including images or text not created by you /or not entirely created by you (as research or to provide context) you must;

- Reference these images or texts using Chicago referencing.
- Include in-text references.
- Include a reference list at the end of the file/document.

Referencing is relevant to all forms of assessment including essays, process files/journals, art or design portfolios and/or reports.

It is a requirement of your enrolment that you refer to the Curtin University Academic Integrity website prior to submitting your work.


Failure to follow these guidelines and being found to be in breach of Curtin University’s Management of Plagiarism Policy will result in a penalty being applied to your assignment and/or your academic status.

**Enrolment**

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

**Student Rights and Responsibilities**

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s "Student Rights and Responsibilities" website at: [students.curtin.edu.au/rights](http://students.curtin.edu.au/rights).
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesj@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/. To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

This unit material was last revised at the start of Semester 2, 2014 based on student eVALUate feedback and to remain current with evolving technologies.
## Program Calendar
### Program Calendar – Semester 2 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Tutorial</th>
<th>Assessment Due</th>
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<tbody>
<tr>
<td>Orientation</td>
<td>25 July</td>
<td>Orientation Week</td>
<td></td>
</tr>
</tbody>
</table>
| 1. | 1 August | Theory: Defining Interactivity  
Technique: Unit Fundamentals |  |
| 2. | 8 August | Theory: Interface Design for Interactive Elements  
Technique: The Grammar of JavaScript (Part 1) |  |
| 3. | 15 August | Theory: Usability in Interactivity Design  
Technique: The Grammar of JavaScript (Part 2) |  |
| 4. | 22 August | Theory: Navigation Concepts (Part 1 of 2)  
Technique: Adding Logic & Control to your Programs (Part 1) | Assignment 1: Design Brief Worth: 25%. Due before your scheduled classtime for this week. |
| 5. | 29 August | Tuition Free Week |  |
| 6. | 5 September | Theory: Navigation Concepts (Part 2 of 2)  
Technique: Adding Logic & Control to your Programs (Part 2) |  |
| 7. | 12 September | Theory: Advanced Layout Themes  
Technique: Introducing jQuery |  |
| 8. | 19 September | Theory: Background Design  
Technique: Action and Reaction |  |
| 9. | 26 September | Tuition Free Week |  |
| 10. | 3 October | Theory: Icons & Logos in Web Design  
Technique: Animation & Effects, Improving Navigation | Assignment 2: Interactive Prototype Worth: 25%. Due before your scheduled classtime for this week. |
| 11. | 10 October | Theory: Aesthetic Effect  
Technique: Improving Your Images |  |
| 12. | 17 October | Theory: Usability Testing  
Technique: Expanding Your Interface |  |
| 13. | 24 October | Theory: Universal Accessibility  
Technique: Flickr & Google Maps |  |
| 14. | 31 October | Theory: Review & Final Checklists  
Technique: Troubleshooting & Debugging | Assignment 3: Final Website Worth: 50%. Due before your scheduled classtime for this week. |
| 15. | 7 November | Study Week |  |
| 16. | 14 November | Examinations |  |
| 17. | 21 November | Examinations |