

NMDD 1001 Explorations In Digital Design
Wednesday 2:30/6PM
Room: 308/310 LL
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Office Hours: TBA

Course Overview

This course critically explores notable histories, geographies and practices of digital design. Students will gain an understanding of fundamentals of contemporary design paradigms, internet architecture and governance and the politics of designing media that operates at intimate, local and global scales.

Key Learning Goals

1. Students will demonstrate critical understanding of digital design theory and practice through critical writing, group discussion, and design work;
2. Students will understand basic web design standards and principles as well as internet architecture;
3. Students will develop an understanding of the logic and potential application of design prototyping

Readings have URLs listed here or will be posted on the class website: fashioningsociology.com under the NMDD 1001 tab.

Course workload

Participation (20%) I will base this grade on your thoughtful contributions to class discussions, activities and group work. I will not base this grade on mastery of the materials. Keep up with the readings to stay in the conversation! You will also help each other work through your projects by KINDLY and thoughtfully offering suggestions and critiques. In addition to thoughtful class participation, the participation portion of your grade includes a *concept-connect*: a brief presentation on ONE idea/concept from our scheduled readings (we will sign up at our first meeting.) You'll explain one concept and then connect it to some example that illustrates the concept. You do not need to present on the entire reading, and I will deduct points if you do! Instead, find a concept/idea/question from the reading and create a show and tell for the class.

Digital Journal (20%): You will create an online website where you will post assignments as listed on the syllabus. This is your space to play, practice, and communicate with me. You will need to post your work, drafts, writings and prototypes to your site on time. I will deduct points for late posts (5 points per day). We will set up journals in class. Be prepared to share your work and/or website with the class, we'll often reference them in class discussions and activities. You'll have weekly assignments so please stay on top of class discussions, even if you miss a period. If you miss class, please be sure to stay on top of your assignments. This is also where you will post your final project (see below), or a digital representation of it.

Midterm (30%): multiple choice, short answer, and mini onboarding prototype (more details to come)

Final Project (and all the necessary stages of work) **(30%)**: For the final project, you'll need to create a major design concept and present to the class. You'll need to present a rough draft (prototype) and use the feedback your peers give you before finishing the final prototype (please detail how you incorporated their feedback into your final draft). Prototypes must be accompanied by a short proposal that articulates a clear design philosophy, your research methods, intended purpose and populations. We will discuss this project in class and work on them during class time, especially after the midterm. More details to come.

GRADING SCALE:

100=A+	79-77 = C+
99-93=A	76-72 = C
92-90=A-	71-70 = C-
89-87=B+	69-60 = D
86-83=B	Below 58 = F
82-80=B-	

RULES/POLICIES: No cheating, no plagiarism. Respect each other and different opinions.

1. **Cell phones/laptops:** Please do not be disrespectful. If you cannot pay attention and participate in class, then I'll have to ban them both. It is distracting when students are zoned out on their computers or checking their phones nonstop. Laptops, like phones, are distracting to you, to me, and to those sitting around you. Please use them for class purposes during class. If it's a problem, I reserve the possibility of an outright ban and/or unannounced pop quizzes instead of scheduled exams. Please see the note below, we will be using computers during class and will refrain from using them during discussions of readings.
2. **Lateness/leaving early:** If you repeatedly are late to class or leave early (more than 3 times), I will take off a point for each late/early from your final grade. Let me know before class if you need to leave early.
3. **Final grades are FINAL:** I do not negotiate grades. Do not ask. I do not need to hear about your GPA, or what grade you *need* or *must* get. You are responsible for your grades. Regardless of what other faculty tolerate, I do not negotiate grades with students. **ALL GRADES ARE FINAL.** If you wish to learn more about why you earned the grade you were assigned, you must see me *in person* during my posted office hours. Nonetheless, students should remember that coming early and often for help *does not guarantee* that I will pass you. *In the final hour, you need to demonstrate proficiency in the material, no matter how hard you tried.* Coming to class, trying hard/studying many hours in college is a given. In the end, you must produce college-level work.

*******I will probably change, delete or ADD readings to this schedule. I will always give you notice but you must come to class to stay abreast of any changes.**

*******Do not be offended if I call you and do not be offended if I do not call on you! I will try to call on everyone at least once over the course of the semester so be prepared.**

*****Please email me if you are having trouble with the course material in anyway.

*****Plagiarizing in any way, shape or form will result in a zero for that assignment or test. I will report it to your advisor, class dean, and fill out a report for the academic integrity committee to review. I take this very seriously so please see me if you're nervous about properly citing your work.

Course Schedule and Layout

Each class period will be a blend of discussions of readings and divided between readings and working out ideas through hands-on activities. I would like us all to NOT use computers during the readings/discussion portion of class (most of the time, sometimes we will use computers). If you have any problems taking notes by hand, please see me right away. We will find an alternative and/or a notetaker. In the hands-on portion of the class we will work on computers, in groups, with paper, and sometimes go out and observe various settings around campus.

Week 1/Aug 28

Intros, Set up,

Tech set up/first assignment: create an about page and create a multimedia personal inventory post (completed by our next class, sept 11th). Document the things that are meaningful to you. Can you make it interactive? How would you do this?

Assignment II (due sept 11): Two options: 1.) visit a website or platform you don't frequent (reddit? Pinterest? Slack? ...let's make a list together in class!) and investigate how it works, with particular attention to joining. Can you easily join in? What makes joining, or finding information, easy? What makes it difficult? Next try to draw or map out the flow of the joining process. ---OR--- 2.) If the website is not a thing one 'joins' per se, then take time to either list or represent all the actions, objects, performers, interactions involved in a particular process, such as sending a dm on _____ platform.

Week 2/Sept 11

Critical Thinking about Design

"A Cautious Prometheus? A Few Steps Toward a Philosophy of Design."
By Bruno Latour, 2008

Why I am not a maker, URL:

<https://www.theatlantic.com/technology/archive/2015/01/why-i-am-not-a-maker/384767/>

"What The Hell Was Megadeath, Arizona?" URL:

<https://www.youtube.com/watch?v=nnXEIICrEgA&list=PLsZPlgdMyS8DTIgmH9M5gsSqWNppJo4Lk&t=921s&index=3>

Assignment: collect data on any chosen activity of yours for a week. You can collect on anything! Be sure to set up the parameters of your data collection: time, place, what counts and what doesn't (I'm often as interested in what people leave out as what they measure!). The sky is the limit here—in fact, maybe you take a picture of the sky every day at the same time. Next, think about how to convey your findings. Photos? Insta stories? Hand drawn charts? If you make charts, please hand draw them. Post to blog for next week, September 18th.

Week 3/Sept 18

INEQUALITY

Want to fight inequality? Forget design thinking.

<https://www.fastcompany.com/3068235/want-to-fight-inequality-forget-design-thinking>

Discrimination by design: The Many Ways Design Decisions Treat People Unequally. ProPublica <https://www.propublica.org/article/discrimination-by-design>

“Framework for Thinking About Web Design” by Helen Kennedy, 2012. In Net Work: Ethics and Values in Web Design: 23-37. [posted to fashioningsociology.com]

Assignment: Onboarding. Look at useronboarding.org, prepare your own critique of any website in groups. Post findings to individual journal and be prepared to share/discuss.

Week 4/Sept 25

Participatory design

“Participatory design in Practice” URL:

<https://uxmag.com/articles/participatory-design-in-practice>

“Design Matters in Participatory Design.” By Liam Bannon and Pelle Ehn, 2012. In (Eds.) Routledge International Handbook of Participatory Design, 37-58.

Ethnography, Lader Chapter 1

Assignment/observation studies of real-life site: find a public spot and observe how people move through it, or use it for a defined amount of time. I will offer more specific prompts and guidelines for this assignment. Stay-tuned! What can you tell us about your findings?

Week 5/Oct 2

Designing

The Usability of Handbags by Sam Lander:

<http://www.samladner.com/the-usability-of-handbags/>

The Desirability of Handbags by Sam Lander:
<http://www.samladner.com/the-desirability-of-handbags/>

“Why UX Designers need to Think Like Architects”
<https://uxmag.com/articles/why-ux-designers-need-to-think-like-architects>

Fundamentals of Design: <https://www.slideshare.net/johegu/graphic-design-the-new-basics-2nd-edition> (read through formstorming)

Building a Better User Experience with C.R.A.P Principles
<https://vwo.com/blog/crap-design-principles/>

Affordances: <https://www.lynda.com/Graphic-Design-tutorials/Affordances/193717/599557-4.html>

Assignment: Using what we learned today (use the C.R.A.P principles), create a public service announcement for the Fordham community and post to your website. Write a short post explaining your choices.

Assignment/observation studies of online sites: nyc.gov, ny state, political candidates of your choosing.

Week 6/Oct 9

PROTOTYPING

The RITE way to prototype: <https://uxmag.com/articles/the-rite-way-to-prototype>

What a Prototype is (and is not) <https://uxmag.com/articles/what-a-prototype-is-and-is-not>

Assignment: In groups of three, create a prototype in class using the materials given to you.

Week 7/Oct 16

MIDTERM

Week 8/Oct 23

Project groups/brainstorming/action
Lean UX, ch3-4

Assignment: Prototyping exercises, IDEO cards

Week 9/Oct 30

Accessibility

Why I won't “try on” disability to build empathy (and you should think twice about it). <https://www.uxnightsschool.com/notes/2018/5/1/why-i-wont-try-on-disability-to-build-empathy-and-you-should-think-twice-about-it>

Crip for Day: The Unintended Negative Consequences of Disability Simulations

<https://static1.squarespace.com/static/57d1d882e58c62c988fb0254/t/5ae8b3ce562fa76910c7ee3e/1525199822672/cripforaday2017.pdf>

W3C Accessibility Guide

“The 3 Mindsets of Great Interaction Designers” URL:

<https://www.ideo.com/blog/the-3-mindsets-of-great-interaction-designers>

Assignment: Think about how to redesign subway entrances for people with strollers. Observe the entrance options at Columbus Circle (be sure to define the space/spots/entrances you observed. Did you look at one entrance or more? Either is fine, but explain your decision). Collect data, present data, and come up with possible solutions. Draw/map them out or write about your experience. How could you learn more about traveling with a dependent?

Week 10/Nov 6

Economics/Business/Careers
Speaker

Social Media, giving money:

<http://www.colleendilen.com/2014/04/23/why-social-media-is-the-new-force-empowering-giving-decisions/>

Reclaiming Social <https://alistapart.com/article/reclaiming-social-content-strategy-for-social-media/>

Content: <https://alistapart.com/article/thedisciplineofcontentstrategy/>

Assignment: Final project proposal draft due on your website. Email the link to me and be prepared to share with the class for feedback.

Week 11/Nov 13

Digital Storytelling

Composition:

<https://www.youtube.com/watch?v=CvLQJReDhic&list=PLsZPlgdMyS8DTIgmH9M5gsSqWNppJo4Lk&t=0s&index=2>

Editing:

<https://www.youtube.com/watch?v=nnXEIICrEgA&list=PLsZPlgdMyS8DTIgmH9M5gsSqWNppJo4Lk&t=921s&index=3>

Assignment: project check in, post any updates, questions, data.

Week 12/Nov 20	Peer Review: come prepared to share your initial prototypes/projects. We will offer both written and verbal critiques, suggestions, and shoutouts to each other.
Week 13/Dec 4	Coding Basics HTML brief: https://developer.mozilla.org/en-US/docs/Learn/HTML/Introduction_to_HTML CSS brief: https://developer.mozilla.org/en-US/docs/Learn/HTML/Introduction_to_HTML ,
Week 14/TBA	Final presentations