

SYLLABUS

COMM 481

Advanced Interactive Media Design

Fall 2025

FACULTY INFORMATION

INSTRUCTOR: Jiwoo Park, Ph.D.

OFFICE HOURS: Tuesday 2:00 pm–3:30 pm,

Wednesday 10:30 am–12:00 pm or by appointment

OFFICE: CP 460-20 | 657-278-3469 (only call during above-listed office hours)

E-MAIL: jiwpark@fullerton.edu This is the preferred method of communication.

COURSE COMMUNICATION

All course announcements and individual emails will be sent to your CSUF email accounts. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course. Please, notify me within 24 hours of a verifiable serious illness or emergency, and I will work with you to stay on track in the course.

COURSE INFORMATION

CATALOG DESCRIPTION

PREREQUISITE Comm 380 Interactive Media Design

COURSE DESCRIPTION & OBJECTIVE

The objective of this course is to build upon the skills you developed in Comm 380. We will create websites with greater user interactivity that are responsive to the user's viewport (screen size), and that utilize the latest tools available through Adobe Dreamweaver. *To be clear, this is a visual communication class.* While we will be utilizing the latest industry-standard web development tools, our primary goal will be to effectively solve visual communication problems in a unique and impactful manner.

COURSE LEARNING OUTCOMES

- 1 Create interactive media projects using advanced programming languages and/or software (as technology changes rapidly, a few examples of what this could imply include: HTML, XML, CSS, JavaScript, jQuery, etc.).
- 2 Create and distribute graphic media that takes into account the limitations of electronic viewing devices.
- 3 Demonstrate an awareness of the cultural and technical implications of new technologies in the realm of interactive media design.
- 4 Articulate the psychological, cultural, social, economic, and political relationships that have brought about the development of "cyber-society."

(For Graduate Students) Describe the field of visual communications as it relates to interactive media design.

DEPARTMENT OF COMMUNICATIONS LEARNING OUTCOMES

Each of the five subject concentrations offers students a different type of preparation for a communications career. All concentrations are similar in that their ultimate goal is to allow the development of graduates who are articulate, intelligent citizens who can think critically and communicate effectively. Learning Outcomes have been established to verify that our graduates are prepared for the realities they will face as communicators in the 21st Century.

WHAT YOU WILL NEED

EXACTLY WHAT WILL YOU DO IN THIS CLASS?

- Become a more powerful user of Adobe Dreamweaver.
- Create dynamic transitions and transformations using CSS.
- Implement the latest features and standards of HTML and CSS.
- Create a dropdown menu using CSS and Sprite images.
- Create responsive web pages through use of @media queries.
- Learn how to implement more dynamic user interface techniques.
- Create a Web Portfolio just in time for graduation.

WHAT DO I EXPECT FROM YOU IN THIS CLASS?

Most importantly, I expect you to care. To treat this class as what it is: A valuable resource that will serve you well in your future career. I also expect you to be professional. We will certainly have a lot of fun in this class, but what I bring into the classroom - as someone who uses these applications and technologies in my professional field - is a touch of real life. Treat this class as you would do your job. Good communication is key. Finally, I expect what all teachers expect of their students: To want to learn and work hard in the process.

SHARING YOUR WORK

I enjoy sharing the work you do in this class to inspire future students. Please let me know if you'd prefer that I not share your work.

MATERIALS

- CSUF student license for Adobe Creative Cloud (CC). To acquire free license, visit [IT Software Website](#).
- Digital storage device: external hard drive (best option!) OR USB thumb drive (at least 5GBs)
- Second digital storage device or cloud-based storage (*STRONGLY* recommended – do NOT assume that your files will remain on your classroom computer – they will **NOT**)
- Purchase of a Domain Name and Web Hosting (approximately \$35 for three months)
- Access to a digital camera. Yes, you may use your phone - but use it well!
- Text: None! But you are **required** to watch course videos each week.

DOES THIS CLASS USE CANVAS OR A WEBSITE? YES.

[The course website](#) is the hub of our class. This is where you will receive all of the materials that you will use in the course. You will access and use it several times every week in class and out. But you will also use Canvas to turn in assignments/projects, and to review your project, assignment and class grades.

COURSE REQUIREMENTS + ATTENDANCE

ATTENDANCE IS REQUIRED at every class, and students are expected to be on time. Any late arrival or early departure will result in a deduction from your attendance grade. Please notify the professor of any planned absence before class begins. Any unexcused absence without any “official written documents” will result in a deduction (at the professor’s discretion) from your participation grade. **Only exceptions will be made for serious, unforeseen medical reasons with official written documents, such as a doctor’s note.**

TARDIES | I also keep track of tardies. Occasionally being late can happen to any of us (myself included), but chronic tardiness is not acceptable and will affect your grade.

COURSE REQUIREMENTS | In addition to the lectures, labs and reading assignments, considerable outside work (on average three to four, or more, hours per class meeting) is necessary to complete the class assignments. Also note that all images and designs must be your own original work unless stipulated otherwise. All work must be executed during the current semester for this class.

LATE ASSIGNMENTS

Assignments are *NOT accepted* late without prior permission. You must receive permission from me at least 12 hours prior to the class in which the assignment is due. Much as you would need to explain to the client why you would be missing a meeting or a deadline prior to that meeting or deadline. Your client would expect a good, verifiable reason. As will I.

TESTS

We will have 2 skills tests throughout the semester. The purpose of these tests is to make sure that you are gaining the necessary skills to successfully complete the class.

EMERGENCIES

Please notify me within 24 hours of a verifiable serious injury or emergency and I will work with you to stay on track in the course.

EXTRA CREDIT There is no extra credit.

GRADING

- Each project, project step, in-class assignment, and the practical exam, will be assigned a point value. You will be notified of the point value when assigned.
- I do not utilize plus/minus grading. At semester’s end, I will determine your grade based on the percentage of points you’ve earned relative to the total points possible. Grades to be determined as follows: **A= 90%+ B= 80%+ C= 70%+ D= 60%+ F= less than 60%**

PROBLEM SOLVING

Your academic problem can be solved if you bring it to my attention. Together, we will find a pragmatic solution to the problem. However, it will not be practical to offer any reasonable solution to problems that are brought very late in the day (e.g., just before the end of the semester).

EMAIL POLICY

You’re in college and are expected to address each other and the instructor in a professional manner. This includes writing professional emails with an informative subject line containing the class and a topic, a proper greeting including the name of the person addressed (e.g., Hello Jiwoo), and a proper

closing/signature including your own full name (Thanks, Joe Smith). Spellcheck your emails! Emails that do not include greetings/closings will not receive a response.

STUDENT RESPONSIBILITIES

1. This course is software-intensive. And, there are many videos that you need to watch in *LinkedIn Learning* on your own time.

To learn new computer skills, you must be willing to spend time with the software outside of class, on your own. To learn the visual communication concepts and software for each project, you will be supplied with video lectures and tutorials. **YOU MUST WATCH THESE VIDEOS.**

2. Keep up to date with course deadlines. After each deadline, Canvas submissions will be closed and will not be re-opened.
3. Make sure to **double-check your files that you submit for your assignments.** If you make a mistake and submit the wrong file(s), you will not be able to resubmit after the assignment closes. The professor will not check your submissions for you before grading.
4. Make sure to follow the instructions completely for all assignments. This is a project-based course, and there are many parts to the projects. Pay attention to each project's grading rubric.
5. Make sure that you can receive and check for Canvas Announcements because this will be used to notify you of lab meeting cancellations and course information.
6. Manage your files/data for your projects. Make sure to save all your assignment files.
7. Communicate regularly with the professor! **Good communication is very important to me because I will decide if I need to be flexible with each student regarding late submission for assignments or projects based on the communication patterns each student demonstrates during the semester.**

LINKEDIN LEARNING VIDEO TUTORIALS

You have access to [LinkedIn Learning](#) software tutorials. You can access these excellent skills-building courses for free through your CSUF portal.

ACADEMIC INTEGRITY

Any work submitted for a grade in this course is expected to be the individual student's sole product unless otherwise permitted. Presenting work from other sources as your own is unacceptable and will result in a notification to the Dean of Students of a violation of campus standards. Behaviors that seek to gain an unfair advantage or negatively impact the ability of others to learn will also result in a report to the Dean of Students.

The consequences of cheating or other actions contrary to CSUF student conduct policies can be severe. Communicate with your instructor if you are in a situation that might lead to a poor decision.

Collaborating has been made easier by the many tools available on the internet (e.g. Discord, Zoom, Microsoft Teams). I encourage you to use these tools to work together, to form study groups, etc. However, sharing assignments (even if only intended to help) or using these communication tools for unauthorized collaboration is considered academic dishonesty. Unless otherwise explicitly stated by the instructor, assignments, and examinations must be completed on your own.

AI POLICY

Ethical Use of AI in This Course

This course encourages and embraces the ethical use of Artificial Intelligence (AI). You are expected to actively incorporate AI tools—such as image generation platforms and ChatGPT—into your work. In fact, some assignments will require it. Learning to use AI is an emerging skill, and I will demonstrate techniques in class and provide tutorials via Canvas.

As a student, you are responsible for using AI tools with integrity. This includes evaluating the accuracy, fairness, and appropriateness of AI-generated content. AI has inherent limitations and may produce biased, inaccurate, or offensive results. Therefore, **human oversight is essential** to ensure the quality and ethical standards of your work.

Please note:

- Large Language Models (LLMs) may generate false information, fabricated citations, or perpetuate biases.
- Image generation tools can occasionally produce offensive or inappropriate content.
- You are fully accountable for any inaccurate, biased, or unethical material you submit—regardless of whether it originated from you or an AI tool.

Requirements for AI-Generated Media in Projects

When using AI for image, video, or design production in your interactive media projects:

- Identify the **AI tool(s)** used (e.g., Adobe Firefly, Midjourney, DALL·E, Stable Diffusion, etc.).
- Include the **prompts** or input parameters used to generate the content.
- Clearly label AI-generated media, citing the platform used (e.g., **Created with Firefly**).

ADDITIONAL STUDENT INFORMATION

STUDENT SUPPORT RESOURCES

This link contains [Student Support Resources](#) regarding academic dishonesty, counseling & psychological services, disability support service (DSS), the student health portal, and Title IX & gender equity.

IMPORTANT! Title IX mandates that all staff and faculty are required to report any instances of sexual discrimination, sexual harassment, or sexual assault which they witness or become aware. Please understand that I must report to the CSUF Title IX office any information you share with me relative to sexual misconduct.

STUDENT RESOURCES WEBSITE

It is the student's responsibility to read and understand the required and important [student information for course syllabi](#). Included is information about:

- University learning goals
- Student IT services and competencies
- General Education learning objectives
- Software privacy and accessibility
- Netiquette/appropriate online behavior
- Accessibility statement
- Students' rights to accommodations
- Diversity statement
- Campus student support resources
- Land acknowledgement
- Academic integrity
- Final exam schedule
- Emergency preparedness
- Semester calendar
- Library services

COURSE OUTLINE

(Subject to revision)

WEEK 1 August 28

Due Self-assessment: Dreamweaver Skills Test

LinkedIn Learning Video * CSS: ANIMATION Val Head
for week 2 Chapter 1 (vids 1, 3) – viewing time 8:30

WEEK 2 September 4

Lecture | Overview of class, syllabus, and materials
External Style Sheets

Demo Reset.css
Clearing Floats
CSS Transitions & Transformations

Lab In-class assignment

Assigned **Project 1** CSS Dropdown Menus & Sprites

LinkedIn Learning CSS: STYLING NAVIGATION James Williamson
for week 3 Chapter 1 (vids 1,4); Chapter 2 (vids 2-3); Chapter 3 (vids 1-7);
Chapter 4 (vids 1-7) – viewing time 1:41:08

WEEK 3 September 11

Due **Domain & Web Hosting**

Skills Test Controlling Floats + Transitions

Lecture | CSS Horizontal Menu & Sprites
Demo

Lab In-class assignment

LinkedIn Learning CSS: STYLING NAVIGATION James Williamson
for week 4 Chapter 5 (vids 1-8) – viewing time 39:55

WEEK 4 September 18

Lecture | Building CSS Dropdown Menu
Demo

Lab Work session | Project 1

* *LinkedInLearning.com* is available through your student portal.

WEEK 5 September 25
Due **Project 1**
Lecture | Flexible + Responsive design
Demo @media queries
Lab In-class assignment
Assigned **Project 2** Responsive Website

LinkedIn Learning **CREATING A RESPONSIVE WEB DESIGN** Chris Converse
for week 6 Chapter 1 (vid 2); Chapter 2 (vids 1, 3-4, 6-8); Chapter 3 (vid 1) –
viewing time 36:39

WEEK 6 October 2
Due Project 2 Roughs (*crit*)
Lecture | Creating wireframes for responsive web pages
Demo Making a web page responsive
Lab In-class assignment

LinkedIn Learning **CREATING A RESPONSIVE WEB DESIGN** Chris Converse
for week 7 Chapter 4 (vids 1-3); Chapter 5 (vids 1-3) – viewing time 28:2

WEEK 7 October 9
Due Project 2 Wireframes & Comps
Skills Test Media Queries + Responsive Images
Lab Work session | Project 2

WEEK 8 October 16
Lab Work session | Project 2

LinkedIn Learning **Design the Web: HTML Background Video** Chris Converse
for week 9 **Entire course** – viewing time 28:35

WEEK 9 October 23
Due **Project 2**
Lecture | Responsive Video
Demo
Lab In-class assignment

Assigned **Project 3** Responsive Museum Homepage

WEEK 10 October 30

Due Project 3 Roughs (*crit*)
Lab Work session | Project 3

WEEK 11 November 6

Due Project 3 Comps + Wireframes (*crit*)
Demo Review Transitions
Lab Work session | Project 3

WEEK 12 November 13

Due Project 3 (*crit*)
Lecture | Portfolio Websites
Demo
Lab In-class assignment
Assigned **Project 4** Portfolio Site

WEEK 13 November 20

Due Project 4 Roughs (*crit*)
Demos jQuery Slideshow
jQuery Parallax
Lab Work session | Project 4

WEEK 14 December 4

Due Project 4 Comp + Wireframe (*crit*)
Lab In-class assignment

WEEK 15 December 11

Lab Work session | Project 4

WEEK 16 December 18

Due **Project 4** (*crit*)
FINAL 5 – 6:50 pm

Reading the Syllabus

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It is important for you to familiarize yourself with course requirement, assignments, and due dates at the beginning of the semester. Signing the form on the bottom indicates that you have done this. Submit this form with your signature on Canvas by September 7, 2025.

NAME: _____

E-mail: _____

CWID #: _____

I have read and understood the syllabus.

Signature/Date