Course Syllabus

Edit

EAE 4900-02: User Interface Fall Spring 2020

Note: This syllabus may change when it benefits you, the student. Game development is messy and stuff happens. Please check the syllabus/Canvas frequently.

Instructor: Ashley ML Brown   **Email:** ashley@eae.utah.edu

Office: EAE Building, 213

Class Time: TBA

Class Location: TBA

Office Hours: I'm usually around, but if you have something urgent, email me and we can set something up. Also happy to have remote office hours if you're off campus.

Course Description

This course is designed to give practical experience and knowledge about designing user interfaces for videogames. Some application to software/program/app design will be discussed, but our primary focus will be on UI for games.

This class is practice-based and it is therefore vital you attend class. Thursdays we will learn/discuss a new concept related to UI design and have a practical lesson/in class activity relating to it. Over the weekend you will have an assignment (see the assignments page) relating to applying that theory/idea/lesson to a UI mockup. Tuesday's class time will be spent presenting and critiquing the work of your peers.

Required Texts/ Tools

None- readings are available in the week-by-week description. Please check to make sure they are available and if a link is broken or it a reading has disappeared, let me know **BEFORE** class! I will fix it. :)

Tools- you will need at least one: Illustrator, Photoshop, Powerpoint, Balsamiq, Pencil, Axure... I don't mind which because I have seen each of these in job calls before. Do some research and find out what your dream company uses and start watching Youtube tutorials.

You must buy and bring to Thursdays' classes: Pencil and grid paper. I don't mind the brand/style of grid paper. We will use this for our in-class lessons. Can be in a notebook or pad, see for example: https://www.amazon.com/Bienfang-Designer-Sheets-11-Inch-Section/dp/B001KZH2D2/ref=sr_1_10?ie=UTF8&qid=1514932627&sr=8-10&keywords=grid+paper (Links to an external site.)Links to an external site.

Learning Outcomes:

- Learn composition and cohesiveness in UI design.
- Learn size, scale, readability, usability, colour, contrast and themeing.
- Analyse different UI styles by genre.
- Develope an artistic/designing eye by critique of self and peer work.
- Build a UI portfolio.
- Gain an understanding theories behind successful user interface design.
- Increase literacy with colours and shape language.
- Gain practice with current software suites and techniques for modelling UI and wire framing currently used in industry. (Mostly Photoshop and Illustrator at this point, but that can change.)

Assessments:

All assessments are due by 9:00am on the designated due date. This will always be before class and will always be on a Tuesday. No late work will be accepted. Assignments must be submitted on Canvas unless otherwise indicated.

Evaluation

Participation 10%

Active engagement in the class activities and discussions is expected. Students should expect to read/listen to all the materials ahead of time in preparation for the class and

complete required sketches/activities in advance of class. You don't submit anything on Canvas for this one.

Activities 40%

See weekly descriptions under assignments/modules.

Midterm Portfolio (20%)

A portfolio showing all User Interface related assets and animations created so far during term should be shown in a single ZIP file or Powerpoint. Whichever you think will be easiest to present from. Key to this exercise is showing how critiques from classmates and the professor have helped to improve your UI assets. Before and after images (side-by-sides) should be shown of each of the following.

- Screenshots of HUDs and menus. Bonus if these have been implemented in game. If they haven't a screenshot/photoshop mock up is fine.
- Wireframes of any menu systems you worked on.
- A single image of any icons or symbols created.
- Optional- A video of any animations or transitions worked on. You probably won't have these yet.
- Optional- If you have it, a video of your UI work in game.
- A Word doc explaining/ describing/ highlighting specific assets you created (especially in the videos). Word doc should include: Name of asset, file name, and description of what was changed. This word document should also provide evidence of critical thinking and support your rationale behind the overall changes made, colours chosen, the screen layout, the wireframed menu, animations, etc.

Final Interview Test (30%)

UI Test Scenarios (for all choices include reference, notes, sketches, documentation, and any assets used like fonts):

Create 8 icons representing abilities in the game, icons must be 1 color, flat.

AND

Create 4 3D stylized icons

AND

Create tiered levels of HUD alerts (High priority to low priority)

AND

Create a Health and Mana display in the HUD that includes feedback for the following:

Low Health

Health refill

Taking damage

Soak Damage

Full Health

Low Mana

Mana use

Mana refill

Mana blocked

Mana too low to use implied ability

OR

Create a stylized Ammo counter concept that includes the following

Ammo icon or Weapon icon

Number of rounds

Total number of magazines

Overheat meter

Weapon name

Show and animate between these states

Boot

Reloading

Firing

Empty

Overheating

 For the interview students should be able to talk about their process, how they tackle solving design problems, and their approach to testing the UI's they create.

Class Schedule- See modules for more info

Week	Tuesday (Presentations)	Thursday (Lecture)
1	Intro/Syllabus	What makes for good U
2	Due: 6 Slides	Screen Layout
3	Due: 3 Games from the Same Series	Wireframing
4	Due: Wireframing	Fonts
5	Due: Good, Bad and Ugly (fonts)	Colour Theory
6	Due: Mood Board	Symbols and Icons
7	Due: Symbols and Icons	Midterm Portfolio Tips
8	No Class	Fall Break
9	Midterm Portfolio	Midterm Portfolio
10	LECTURE: Intuitive UI/What Players Want	Animations
11	Due: Animations	Emotion and Branding
12	Due: UI Design Roulette	Accessibility
13	Due: Accessibility	eSports
14	Due: eSports UI	Testing UI
15	Due: Focus Group	Final Review
16	Due: Final	Due: Final

Entertainment Arts & Engineering

Policies and Guidelines - Fall 2018

The following information is important for any student taking courses in, or seeking degrees from, the Entertainment Arts & Engineering program. Students are responsible for reading, understanding, and adhering to this information.

Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need accommodations in a class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union, 581-5020 (V/TDD) to make arrangements for accommodations. All written information in a course can be made available in alternative format with prior notification to the Center for Disability Services.

Preferred Name and Pronoun
Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, our instructors respect our students right to be called whatever name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise your instructor of any name or pronoun changes (and update CIS) so they can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your uIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

Addressing Sexual Misconduct
Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

College and School Scholarships
All students in the College are encouraged to apply for scholarships. Applications can be submitted starting on Nov 1st and are due by February the 1st. Applications, deadlines, and information can be found on the College of Engineering Scholarship Page (Links to an external site.)Links to an external site..

Application to the Major
Students who have completed all of their pre-major courses, including COMP 1010, COMP 1020, EAE 1010, and EAE 1050, and have earned a minimum of a 3.0 GPA in all of their University of Utah courses can apply for Full Major Status. See EAE's academic advisor, Elizabeth Arrigona (elizabeth@eae.utah.edu), to make an appointment.

Adding Classes
Please read carefully: All classes must be added within the FIRST TEN academic days of the term. Students are responsible for understanding the dates associated with each semester. Late adds are allowed requiring only the instructor's signature. Any request to add a class after the census date will require signatures from the instructor, department, and Dean, and need to be accompanied by a petition letter to the Dean's

office. A $50 FEE WILL BE ASSESSED BY THE REGISTRAR'S OFFICE FOR ADDING CLASSES AFTER THE CENSUS DATE. ***

Withdrawal Procedures

See the Class Schedule or web for more details ** Please note the difference between the terms "drop" and "withdraw". Drop implies that the student will not be held financially responsible and a "W" will not be listed on the transcript. Withdraw means that a "W" will appear on the student's transcript and tuition will be charged. **

B.S. in Games Degree Probation Status

Students pursuing an undergraduate degree in Games must maintain a minimum 2.75 GPA in all courses (including General Ed and EAE classes). Failure to do so will result in the student being placed on probation.

Through the system of probation, students receive advice and assistance making plans to correct past issues and to move forward toward being successful in the degree. In rare circumstances, probation forces students who are unable to complete the B.S. in Games degree in a timely and satisfactory manner, to expediently move on to a more appropriate degree. In general, a student will have two semesters (excluding summer) to meet the requirements for returning to good standing. Students failing to do so will be removed from the major.

GOOD STANDING

To remain in good standing and graduate, a student must maintain a cumulative GPA at the University of 2.75 or higher in all courses. Students whose GPA falls below 2.75 will be placed on probation and given conditions to return to good standing. The requirements for returning to good standing will be specified to the student in writing upon being placed on probation.

WARNING

The first semester of probation is called the "warning" semester. During this semester, the student will retain Full Major Status (FMS) and all rights associated with that demarcation. Probationary students should talk with an advisor before registering for this semester in order to take the best set of courses to achieve success.

EXTENDED PROBATION – FMS SUSPENDED

The second semester of probation is called the "extended probation" semester. A student on extended probation will be allowed to register for EAE courses. However, after the semester add deadline, the student will have their FMS suspended (students will be prevented from registration for future courses until satisfactory progress is made). At the end of the "extended probation" semester and once grades are posted,

it is the responsibility of the student to petition EAE to be reinstated. At the time of the petition, if the student shows that their continuing GPAs (both cumulative and EAE) are above the required GPA, the student will be reinstated to FMS. Alternatively, students who have not met this requirement, but have made strong gains toward it, may petition for an additional semester of "extended probation".

STUDENTS PREVIOUSLY ON PROBATION
A student who has previously been on probation and then removed from probation, but is once again placed on probation, will be placed in the "extended probation" category by default and will have only a single semester to improve their GPA. Such students are again strongly encourage to talk with the Director of Undergraduate Studies or a staff advisor about the best path for returning to good standing.

PROBATION DUE TO TWO REPEATS
Students must adhere to the policy on repeating courses, namely that a course may be taken at most twice. Students who are unsuccessful in completing a required EAE course in two attempts will be placed on "extended probation" with the requirement that they successfully petition to retake the course and then successfully pass the course at the next offering. Failure to do so will result in the student being permanently removed from the major.

APPEAL OF PROBATION STANDING
Students who believe that they have been incorrectly placed on probation or had their FMS suspended have until the mid-point of the probation semester to speak with the Director of Undergraduate Studies to rectify the problem. Failure to do so will result in the probation standing.

Repeat Policy

When an Entertainment Arts & Engineering class is taken more than once, only the grade for the second attempt will be counted. Grades of W, I, or V on the student's record count as having taken the class. Departments in the College of Engineering enforce these guidelines for other courses as well (e.g., math, physics biology, chemistry). Each attempt at a course, including attempts made at a transfer institution, count as one attempt. Courses taken at the University of Utah may not be taken a second time at another institution. If a second attempt is needed, it must be at the University of Utah. Please work with your department advisor to determine the value of repeating courses. Students should note that anyone who takes a required class twice and does not have a satisfactory grade the second time may not be able to graduate. It is the responsibility of the student to work with the department of their major to determine how this policy applies in extenuating circumstances.

Academic Misconduct Policy

Students in the EAE program are bound by the University of Utah's Academic Misconduct Policy which is outlined in the Code of Student Rights & Responsibilities (available here: https://regulations.utah.edu/academics/6-400.php (Links to an external site.)Links to an external site.). As defined in this code, academic misconduct includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. It also includes facilitating academic misconduct by intentionally helping or attempting to help another student to commit an act of academic misconduct. A primary example of academic misconduct would be submitting as one's own, work that is copied from an outside source.

Students who are found to have participated in academic misconduct in a class will be sanctioned with a **failing** grade for the course. Students who are sanctioned a second time will not be allowed to take further EAE courses at the University of Utah. Further, students who are in the degree program will removed from the program.

Accommodation Policy

The instructor shall offer no accommodation based on class content. Students must learn to negotiate personal beliefs with objectionable content in a professional manner. Should students require assistance in this they may solicit informal advice from the instructor, however no formal exceptions nor accommodations shall be provided for content.

Acknowledgements

This syllabus would not have been possible without the generous help and support of Rachel Leiker-Witts. Additional thanks to Gabe Olsen for co-designing this class.