

CLASS SYLLABUS IDD 250 Lit & Writing for Interactive Arts Fall 2005

INSTRUCTOR

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COURSE WEB SITES

<http://quidd.blogspot.com/> (see previous years work)
<http://mywebspace.quinnipiac.edu/PHastings/bac.html>
<http://icebjorn.blogspot.com/>

COURSE DESCRIPTION

Students will read, view and critically analyze select examples from interactive literature and interactive multi-media (videodiscs, CD-ROMs, DVDs, web sites, interactive installations and games). Students will create interactive multi-media research projects for desktop and online presentation.

Prerequisites: IDD160, Eng 102

COURSE OBJECTIVES

The objectives for this course include; instilling a broad view of the term "interactivity" and how it has been used in literature, performance, computer interface; writing/creating works for interactive media; and the role of "content" in the creation of interactive works. The course will examine and discuss selected interactive pieces created by artists working in new genres such as the weblogs, Webcam as Performance, MOOs and MUDs (as performance space and fiction space), virtual reality, hypertext fiction, CDROMs, the web as performance space, computer as performance space. Students will apply broadened perspectives and understanding of interactivity to course projects.

COURSE TEXTS

Pause & Effect: the art of interactive narrative. Mark Stephen Meadows
Dreamweaver MX 2004 HOT by Garo Green and Lynda Weinman

SUGGESTED BIBLIOGRAPHY

Michael Rush, *New Media in Late 20th Century Art*
Randall Packer, Ken Jordan, (Eds), *Multimedia*
Rachel Greene, *Internet Art*
Christiane Paul, *Digital Art*
Brenda Laurel, *Computers As Theatre*
Janet Horowitz Murray, *Hamlet on the Holodeck*
Stephen Wilson, *Information Arts*
Peter Lunenfeld (Ed), *The Digital Dialectic*
Peter Lunenfeld, *Snap to Grid*
Amy Scholder, *Interaction: Artistic Practice in the Network*

COURSE STRUCTURE

The class will meet once a week for 2.5 hours. The first 30-45 minutes will consist of lectures, demonstrations, and viewings of work related to the week's topic. The remaining portion of class will consist of an interactive laboratory environment where students work on interactive digital media projects that incorporate research, writing, performance, video, text, and image that comments or elaborates on the material of the course. Software to include (based on student skills and experience), but not limited to: Photoshop, Imageready, Illustrator, Dreamweaver, Fireworks, Flash, Quicktime Pro, and Final Cut Express.

Lectures: Historical sources and accounts of Interactive Art; Game as art - Game as literature; Interactivity and Performance in Digital Culture; Viewing/reading and analysis of more works from all genres which will consist of the presentation and comparison of two or more works/artists from different disciplines, how the work/artist/content is situated in history, form, lineage, culture/society, etc.; Presentation and critiques of projects.

Labs: Projects research, writing, creating, development, and construction.

Readings: Each weekly assigned reading/research must be reflected on and analyzed in a 10 sentence (minimum) paragraph and uploaded to the student's class weblog (first 6 weeks/Project 1).

Project 1 and 2

- Week 1:** Intro to the course, readings, main concepts of hypermedia and interactivity, projects, and the main software applications that will be used for the course.
Set-up *mywebspace* account.
Reading: Dreamweaver HOT – chapters 1-3
- Week 2:** Lecture: Presentation+analysis of works from all genres.*
Set up Blogger, review progress on project 1
Discuss project 2. Work on direction/concepts in class.
DreamWeaver work
Reading: Pause & Effect – pages 2-17
Dreamweaver HOT – chapters 4-6
- Week 3:** Lecture: Presentation+analysis of works from all genres.*
Presentation of direction/concept for project 2.
Reading: Pause & Effect – pages 18-36
Dreamweaver HOT – chapters 7-8
- Week 4:** Lecture: Presentation+analysis of works from all genres.*
Site map and design direction presented
Reading: Pause & Effect - pages 37-59
Dreamweaver HOT – chapters 9-10
- Week 5:** Lecture: Presentation+analysis of works from all genres.*
Reading: Pause & Effect - pages 60-69
Dreamweaver HOT – chapters 11-12
- Week 6:** Lecture: Presentation+analysis of works from all genres.*
Reading: Pause & Effect - pages 72-92
Dreamweaver HOT – chapters 13-14
- Week 7:** Lecture: Presentation+analysis of works from all genres.*
Reading: Pause & Effect - pages 93-115
Dreamweaver HOT – chapters 15-16
- Week 8:** Lecture: Presentation+analysis of works from all genres.*
Begin mind maps for Project 2.
Reading: Pause & Effect - pages 115-123
Dreamweaver HOT – chapters 17-18
- Week 9:** Lecture: Presentation+analysis of works from all genres.*
Reading: Pause & Effect – pages 124-151
- Week 10:** Lecture: Presentation+analysis of works from all genres.*
Reading: Pause & Effect – pages 154-169

- Week 11:** Lecture: Presentation+analysis of works from all genres.*
Reading: Pause & Effect - pages 170-209
- Week 12:** Lecture: Presentation+analysis of works from all genres.*
Reading: Pause & Effect - pages 212-227
- Week 13:** Lecture: Presentation+analysis of works from all genres.*
Reading: Pause & Effect - pages 228-241
- Week 14:** Lecture: Closing lecture to summarize the content covered in the course.
- Week 15:** Presentation and critique of final project and final look at class weblogs.

*Presentation and analysis of interactive works from all genres. These will consist of the presentation and comparison of two or more works/artists from different disciplines, how the work/artist/content is situated in history, form, lineage, culture/society, etc.

COURSE REQUIREMENTS

Updated schedule/syllabus is available at

<http://icebjorn.blogspot.com/>. Students are responsible for checking the site regularly for class updates.

Project 1: Hypertext Research Paper (aka Weblog) on related subject from the historical survey, readings, research, and personal impressions. This project runs the first 6 weeks of the course.

Project 2: Interactive Creative/Research Paper. To create a digital document that combines creative writing/imaging with research that directly relates and "intertwines" with the subject matter. This project runs the full length of the course.

Ad Hoc Projects: Occasional smaller projects may be given out during the semester.

GRADING

1. The final grade will be based on the overall quality of the projects, effort, design, class participation, and attendance
2. Students are required to be present (and prompt) for all classes - more than one unexcused absence will result in a lower grade; three tardies equal one absence more than three unexcused absences will result in a failing grade
3. Students are required to spend approximately 6-10 hours per week on the projects outside of class
4. Homework projects handed in late will result in a lower grade

Class Attendance	10 percent
Projects	50 percent
Homework	40 percent
Maximum total = A	100 percent

NOTE: The Department of Computer Science and Interactive Digital Design requires a C- in all prerequisites. Thus, you will need a C- in this class to take courses that follow in this series or in which it is required as a prerequisite.

GRADING CRITERIA

A - Excellent--the student's work shows active mastery of the subject. Not only does the student understand the concepts and information in various readings but she/he can also integrate information and concepts across areas. The work shows creativity, design sensibility, and original thinking.

B - Good--the student's work shows basic master of the subject. She/he understands the concepts and information presented and communicates them in her/his own words. The work is solid, but not original or creative.

C - Satisfactory--the student's work in general shows understanding of basic concepts and information, but has occasional lapses. The work shows satisfactory, but incomplete mastery of the subject.

D - Poor--the student's work shows enough understanding of the subject to just barely pass. The work shows major gaps in understanding. See above note on class progression.

F - Unsatisfactory--the student's work is unacceptable. Although there may be some understanding of the subject, her/his understanding is so incomplete that she/he does not satisfy the learning requirements of the assignment.

ATTENDANCE

You are expected to be in class ready to work at the beginning of class. PROMPT ARRIVAL IS EXPECTED. Two late arrivals to class will equal one absence. PLEASE NOTE: IF YOU HAVE 3 OR MORE ABSENCES YOU MAY BE ASKED TO WITHDRAW. 4 UNEXCUSED ABSENCES DURING THE SEMESTER WILL RESULT IN A FAILING GRADE.

SPECIAL ACCOMMODATIONS POLICY

It is the policy of Quinnipiac University to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation (such as arrangements for examinations) and has appropriate documentation from the College's Learning Center should inform the instructor at the beginning of the course.

OTHER CLASS POLICIES

Please do not begin packing or stacking your belongings until the end of class. If you have an extraordinary reason for leaving class early or arriving late, including inter-collegiate athletic contest or a religious observance let me know ahead of time. Otherwise you are responsible to make-up missed material on your own. Take advantage of my office hours. You are encouraged to come by or make an appointment to talk about work, your professional aspirations, or other concerns related to the course.

IMPORTANT: I do not allow the checking of e-mail, instant messaging, or using mobile devices in class. Nor do I allow web surfing or game playing that is not directly related to the class or assigned by me. If you commit any of these offenses, I reserve the right to take an appropriate action such as dismissal from class and lowering of grades.