

Class	Awww - Interactive Media		
Tutor(s)	Yara Veloso <a href="mailto:y.veloso@artez.nl">y.veloso@artez.nl</a>		
Year	2023-2024	Semester	2
ECTS	X (see OER)	Osiris Code	TBC by GDA
Date of Issue	5/02/2023	Deadline	4/03/2023
Assignment title	Portals		
Description	<p><u>"Hyper-" is used in the mathematical sense of extension and generality (as in 'hyperspace,' 'hypercube') rather than the medical sense of 'excessive' ('hyperactivity'). There is no implication about size- a hypertext could contain only 500 words or so. 'Hyper-' refers to structure and not size."</u></p> <p>- Theodor H. Nelson, <a href="#">Brief Words on the Hypertext</a>, 23 January 1967</p> <p>After an introduction to the notion of Hypertext, you'll be discovering its possibilities.</p> <p>For the assignment, you will choose a poem that wasn't written by you. You can search the library, pick a poem you know or use an online archive such as <a href="#">Poetry International's archive</a> or <a href="#">Whole Wide World</a>. This poem will be your content and you will design a page for each line of it (although I'll welcome other forms of dividing if you have a good reason for it). You can also use an excerpt of the poem.</p> <p>Consider the tone of the poem, its pace and theme. While you should include the text of the poem, you can add audio recordings, images or other media. Each line should contain a "button" to display the next line of the poem but this can take the shape you want (a portal).</p> <p>If film uses time to develop a story and comics use space (of the page), websites can use <b>links</b>. As a designer, just like a film director, you can encourage a website or page to be slower, faster, calmer or more chaotic. Rather than being objectively good or bad, these are decisions you can make depending on the content and your approach and they help you create a narrative that unravels with each click, scroll or through time.</p> <p>Tips:</p> <ul style="list-style-type: none"> <li>- Experiment to find the design choices that reflect the tone and content of the poem. If part of the poem has a melancholic tone, you can make different design choices then when the tone takes a happier turn.</li> <li>- Explore both user-friendly and unfriendly design choices. For example, you could make the text hard to read by using a small font or low contrast, or add distracting animations that detract from the content.</li> <li>- From a technical point of view, having several pages means you should be linking your CSS and Javascript files externally. Please check and "remix" the example on <a href="https://awww.glitch.me/">https://awww.glitch.me/</a></li> <li>- At the end of this assignment, you will have a chance to explain your choices, how they relate to the poem and the impact they have on the user experience.</li> </ul>		

Lesson plan / Schedule	<p>Week 1 5/02: Introduction of assignment Showcase Layout basics exercise 1 (CSS Positioning) Layout basics exercise 2 (Flexbox)</p> <p>- break-</p> <p>Week 2 19/02: The Link: Connecting multiple pages together, Hypertext and the reading experience online. Creating a multiple page project file Group discussion</p> <p>Week 3 26/02: Individual talks Group discussion</p> <p>Week 4 4/03: Group presentations and discussion</p>
Grading Method	Numerical Grading
Submission Details	<p><b>Deliverables</b></p> <p>- A multipage website containing a poem readable through multiple links. Each line/section of the poem should provide a link (PORTAL) to the next line.</p>
Reading List	<p><a href="#">My Boyfriend came back from the war</a>  <a href="#">Mi Pololo Volvio de Antuco</a>  <a href="#">Fishes and Flying Things</a>  <a href="#">Wild Flowers</a>  <a href="#">Early Fall</a>  <a href="#">the html review</a>  <a href="#">Reading Machines</a></p>
Learning Goals	<ul style="list-style-type: none"> <li>- Acquire foundational skills in creating layouts on the Web</li> <li>- Learn about NetArt and Hypertext</li> <li>- Experiment with storytelling through a website</li> </ul>
Assessment Criteria	<p>- Demonstration of conceptual ability Ability to understand the concepts introduced and use them to fuel own ideas and works. Capacity to experiment and arrive to exciting new outcomes</p> <p>- Demonstration of creative ability Ability to use typography and editorial concepts in creating compelling narratives. Thinking of the possibilities of the medium: Does the website 'show you' or 'tell you' what to do?</p> <p>- Demonstration of reflective capabilities Motivation and problem-solving. Capacity to adapt and learn from own mistakes.</p>
Assessment & Feedback	Students who lack the required attendance rates, miss the deadline and/or fail assignment(s) may be required to complete a Task (or resit the whole semester) to demonstrate that learning outcomes have been achieved and ECTS can be obtained.
Curriculum Competencies	See OER.