



S.H.A.P.E.

Art 4050-1 Interactive Web Design

3 Units

Meeting Day/Time: M/W, 3:40 pm–6:00 pm

Meeting Location: Ryan Library 216

Instructor: Matt Turney

Email: mturney@pointloma.edu

Phone: 858.349.6370 (texts are great)

Office Location and Hours: Zoom, Ryan 216b by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

In this course, we will build upon the foundational knowledge that students gained in prerequisite interactive design classes. We will continue our exploration of creative applications of core design tenants within an interactive environment. Through research, lectures, and projects, you will learn advanced interactive skills necessary to be effective in an interactive design career. Topics will include responsive designs, digital units of measurement, image optimization, grid and component-based designs, and more. You will also participate in group reviews designed to help you become more comfortable with a culture of iteration and collaboration. You will also have the opportunity to create a digital portfolio of all your relevant design work.

We will follow a human-centered design process that includes planning and discovery, ideation, prototyping, and refinement.

If I were to sum up this class. This is the one that makes it real. We will look behind the visuals to see what makes our sites function. We will go from prototype to actual functioning website for anyone on the web to view.

Instructor

Matt Turney is a San Diego-based designer and educator with over two decades of experience in interactive and print design in sports, fashion, and entertainment.

mturney@pointloma.edu

Required Course Materials

Required Software

- [FigmaLinks to an external site.](#) - Create a free account
- Adobe Creative Cloud
- AI tools such as [Chat GPT,Links to an external site.](#) Google [GeminiLinks to an external site.](#), and [MidjourneyLinks to an external site.](#)
- Vibe coding options including: Replit, Google AI Studio, Base44, and Lovable

Textbook

There is no required textbook for this course. Reading material will be provided by the instructor or through self-discovery.

Course Learning Objectives

- Apply research methods such as user testing and participant observation to understand people's behaviors, attitudes, and expectations
- Increase comfort levels when collaborating in group settings
- Use iteration and validation to discover and test possibilities within your designs
- Become comfortable with the advanced application of concepts
- Develop an understanding of currently dominant design tools such as Figma, Adobe XD, Webflow, Site.io, etc.
- Refine your ability to articulate your design decisions to an audience of your peers
- Engage successful design practices and professionals through guest lectures, and community involvement.

Course Structure

This is a studio class with time devoted to lectures, discussion, practice activities, design work sessions, and critique. The class consists of three in-class projects, a final project, and reading/viewing assignments to complement coursework. Unless otherwise arranged, only ART4050 work may be worked on in class.

Assessment and Grading

Class Participation

Students demonstrate ideal class participation by coming to class prepared, working during class hours, and actively participating in class discussions and critiques.

Presentations

At the end of each project, you will give a presentation (5-10 minutes) of your final project. Your presentation should give insight into your design process and demonstrate proficiency with the course material.

Deadlines

Deadlines manage the process for any organization. Students are expected to have all of their assignments delivered on time by the start of the class in which they are due. For each day late, the student's grade on an assignment will be reduced by 10%.

Deliverables

Deliverables required for in-class critiques (i.e. prototypes, sketches, presentations, etc.) should be uploaded to Canvas before class begins on the day they are due.

Grading

Individual assignment grades are determined based on the following elements:

- 40%** - Process (specifics noted with each assignment)
- 40%** - Craft (specifics noted with each assignment)
- 10%** - Professionalism and participation
- 10%** - Presentation

Assignment weights toward your final class score are as follows:

- 10%** - Assignment 1
- 5%** - Assignment 2
- 25%** - Assignment 3
- 30%** - Assignment 4
- 25%** - Assignment 5 / Portfolio

A
93-100% = A
90-92% = A-

B
87-89% = B+
83-86% = B
80-82% = B-

Bonus Points

While the above total percentages add up to 100%, the instructor reserves the right to add a 5% bonus to a student's final score (out of 100%) to reward the following: work for extra credit for attending at least one industry event/workshop/conference combined with active participation in class discussion. It is strongly

suggested that you attend creative community events at this stage of your education, Building a network is critical to your success after graduation.

Local Meetups and Organizations

- [UX SpeakeasyLinks to an external site.](#)
 - [SDXDLinks to an external site.](#) - San Diego Experience Design Professionals Network
 - [San Diego Accessibility & Inclusive DesignLinks to an external site.](#)
 - [Friends of Figma SDLinks to an external site.](#)
 - [Creative MorningsLinks to an external site.](#)
 - [AIGA San DiegoLinks to an external site.](#)
 - [One Club San DiegoLinks to an external site.](#)
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Incompletes and Late Assignments

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late, and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class.

Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

Incompletes will only be assigned in extremely unusual circumstances.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page via myPLNU](#).

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

In addition, on the MV campus, there is a prayer chapel on the third floor, which is open for use as a space set apart for quiet reflection and prayer.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Creating a Culture of Care

Your education (and career) shouldn't just be about getting things done, it should be about carving out space to live a better life. Making that a reality, like anything else, takes practice. I want us all to practice investing in our health and the health of our relationships. Don't be afraid to step away from your screen. Go for a walk. Spend some time with friends and get involved in the creative community. Developing these habits now will dramatically impact your ability to maintain a healthy balance in your professional lives.

With the spirit of healthy balance in mind, each student is entitled to one personal day during the term. The only exception is during weeks 14 and 15. Simply let me know at least one class in advance.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they

had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Attendance and Participation

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

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Assignment 1: Brand it Like You Own it

Description

For this project, you will be presented with a common real-life situation where you are required to create a resource that other designers will use. The resource you will be creating, using Figma, is a brand guide.

You will only have one week to complete this project, so be prepared to move quickly.

Considerations

- You will not be using this brand guide. It will be used by other designers.
- You will use a brand guide created by another randomly chosen student in the class for a future project.
- The more detailed you are, the easier it will be for another designer to accomplish their task, and vice versa.

Learning Goals

- Gain confidence in your skillset and learn to trust - and constructively critique - the work of other designers
- Learn to work in an art director role
- Learn to work in a real-world scenario where there is some siloing between the team creating guidelines and the team using them.

Assignment 2: Build a Foundation

Description

In order to have a true digital presence, you need to own a place where your personal narrative can live.

You will select a web domain and a hosting plan so that when it is time to build your portfolio, you will have created a place where it can live.

You will also start the process of collecting your assets that can be used for your portfolio site.

Considerations

- What do you want your domain name to be? Many people try to use their own name as a start, or if they already have a business, they find a name that is compatible with that business.
- Your desired domain name might be taken and/or held hostage by a broker (yes that's totally a thing). In that scenario, what is your plan-b, plan-c, and so on?

- What tool do you plan to use to build your portfolio? You should decide on this in advance so that you can purchase the correct type of hosting plan.
- Understand that all of this can be changed in the future. But you must start with one decision, and move forward from there.
- What projects do you want to include in your portfolio? Have you collected the assets for those into a single location that you can understand?

Learning Goals

- Gain a basic understanding of the underlying architecture of the Internet
- Learn how to purchase and maintain property on the web
- Perform some self-reflection on how you want your narrative to appear on the web
- Understand the importance of file organization for use by oneself and others

Assignment 3: Make it Better

Description

Have you ever sat down in a restaurant, looked at the menu, and thought to yourself that the menu is so badly designed that you are tempted to redesign it and give it to them for free? That is exactly what you will be doing with this project, except with a website or app.

In this scenario, you are working as a freelance designer trying to build up your client base. Business is slow right now and you decide to redesign an app or website of your choice as a way to practice your skills, have fun, and create something to show potential clients.

Considerations

- What types of sites/apps interest you?
- Among those sites/apps, is there one that has always bothered you?
- Is there a physical space in your community that you use regularly that could use a better website?
- Specifically, how would you fix it if you could?
- Are there opportunities to apply any new skills you have learned?
- Would you prefer to iterate or go full redesign?
- If it turned into a paid job, what would you charge for it?

Learning Goals

- Learn to distinguish between good and bad interactive design/UX/UI, and how to iterate on existing versions.
- Learn how to design a responsive and/or adaptive website
- Learn how to design a responsive typography system
- Practice ways to clearly articulate your design decisions
- Understand how to generate career opportunities from personal projects

Assignment 4: Frankensite

Description

This project will replicate a very common real-world experience for anyone who pursues a design career. It is meant to take you out of your comfort zone. You must find creative visual and interactive solutions within parameters that are not within your control, and for an audience that you might not completely relate to.

To that end, remember the brand that you created earlier in the semester? You will be using the brand that one of your peers created, selecting a random persona, and creating a product to share with the person in the persona while using the provided brand guide.

As the final project before you create your digital portfolio, the purpose of this exercise is to give you an opportunity to use all of the skills you have learned to this point, gaining experience pulling it all together to achieve a specific goal.

Considerations

- After selecting your brand guide, persona, you will have one week to determine the product you want to share with them. After this time, there will be an “idea freeze” where you must run with the idea you settled on.
- You may not relate to the person in your persona, or like the brand choices you must work with. How will you develop empathy for this person and find a way to design something that speaks to them?
- How will you use your resources, personal specialization, and background to your advantage?

Learning Goals

- Gain experience working within an environment where you do not control all of the parameters for your designs.
- Learn how to create designs that speak to people that you don't relate to.
- Learn to take a human-centered approach that considers the people viewing your work rather than thinking of them as “users.”

Final Project: Pictures or it Didn't Happen

Description

It all comes down to this! You will be using everything you have learned about digital and interactive design to create an online portfolio that showcases your best design work - not just interactive mockups. You will build this in Figma Sites (or other website builder of your choice).

You should finish this project with a site that showcases your best work, something you will take pride in as graduation approaches and as you apply for jobs in the creative industry.

Considerations

- What do you want people to know about you based on your portfolio? What is your personal narrative?
- What types of jobs are you interested in seeking after graduation?
- What are your strong areas as a designer, and how can you play to those strengths using your portfolio?

Learning Goals

- Learn to promote yourself
- Reflect on your own personal narrative
- Learn to export assets from Figma
- Create an end-to-end design project from sketch to live website
- Learn to use your designs to guide viewers to a specific goal
- Learn to run your own race

Course Summary

Date

Details

Wed Jan 14, 2026

Discussion Topic [Would you hire this person based on there website?](#)

Wed Jan 21, 2026

Assignment [Assignment 1: Brand it Like You Own it](#)

Mon Feb 2, 2026

Assignment [Build Your Digital House](#)

Wed Feb 18, 2026

Assignment [Make It Better](#)

Mon Mar 23, 2026

Assignment [Frankensite](#)

Wed Apr 29, 2026

Assignment [Pictures or it Didn't Happen](#)

Assignment [5% Bonus for Attending Creative Community Event](#)

Assignment [Roll Call Attendance](#)