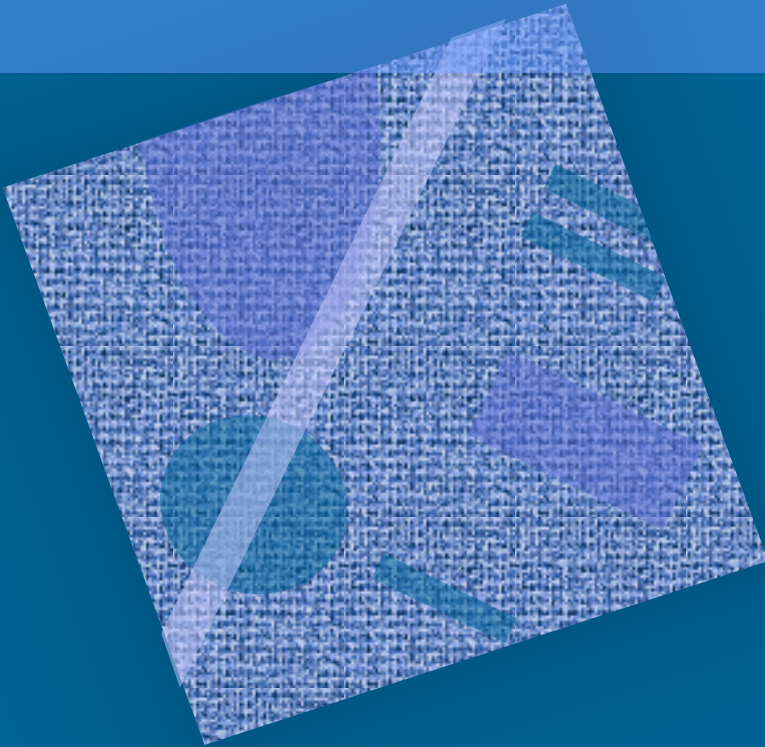


COMS 359: Interactive Media



Agenda

- Project Two
- Career Opportunities
- Course Evaluation

Project Two

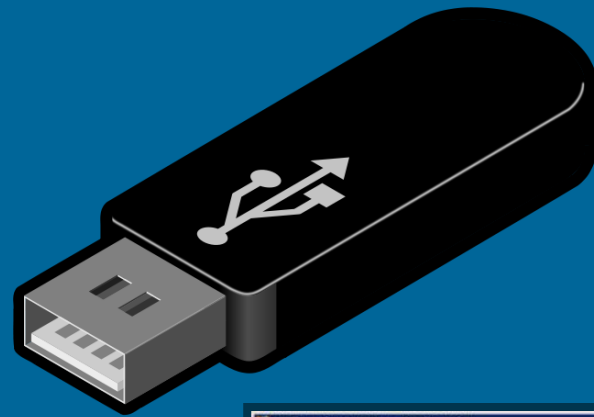
- Deliverables

- 1) Fixed Media

- Name
- Email address
- Name of first file

- 2) Online (piece of paper)

- Name
- Email Address
- URL



Content (20 points) _____

- ☐ The project is turned in on time and in the proper format. (10)
- ☐ Text content is free from errors in spelling, grammar, and punctuation. (5)
- ☐ The application employs meta-information within the <head> element to specify information for search engine optimization, control the presentation of content, or to create a refresh function. These <meta> tags employ correct syntax and function as intended. (5)

Structure (20 points) _____

- ☐ A sitemap and wireframe model have been submitted and approved. (5)
- ☐ The application creates a consistent look and feel across all pages through the use of common design features, consistent positioning of elements, and custom graphics. (5)
- ☐ All hypertext links operate correctly and lead to the content indicated by the linked word or phrase. Links do not result in dead-ends, fail to activate properly, or target the wrong content. (5)
- ☐ The application employs forms to gather information from users. The forms are well-designed and organized, collect the right information to process the request, and validate user input. (5)

Design and CSS (20 points) _____

- ☐ The application makes effective use of color, graphics, and typography. The selection and styling of these elements are commensurate with content and effectively communicates the personality of the project. (5)
- ☐ The application employs an external style sheet to control and insure consistent appearance of elements. The CSS is written properly and uses appropriate selectors to target and style HTML elements. (5)
- ☐ The application uses CSS to style and control layout and the appearance of images, forms, lists, and other elements. The CSS is written properly and does not exhibit errors in syntax. (5)
- ☐ The application's design employs custom graphics for headings, menu items, buttons, logos, etc. These custom elements are sized appropriately, demonstrate effective use of color and design features, and complement the overall appearance and function of the application. (5)

HTML (20 points) _____

- ☐ Container and empty tags for formatting, text styles, hypertext links, images, and multimedia elements are properly written and do not exhibit errors in syntax. (5)
- ☐ The application correctly employs HTML tags and CSS style specifications to define forms and form functions, like form layout and appearance, validation, and data submission. (5)
- ☐ The application includes Javascript for dynamic content and features. The Javascript code is written in correct form and defines feature and operations that function properly. (5)
- ☐ The application applies CSS style and positioning data to HTML page elements by using either the <div> container tag or the new HTML5 tags. These features are written properly and apply the correct CSS information. (5)

Presentation (20 points) _____

- ☐ The presentation of the project is organized and informative. (5)
- ☐ The presenter provides adequate description of the project's objectives, audience, and approach. (5)
- ☐ The presenter maintains effective eye contact with the audience throughout the presentation. (5)
- ☐ The presenter minimizes the um's, uh's, like's, and you-know's. (5)

Total _____

Project 2 Requirements



Career Opportunities

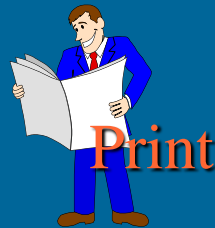
- Topics
 - Media Production Careers
 - Marketing yourself
 - Professional development

Media Production Careers

(Comparison based on Entry Level Positions)



- Lower Compensation
- Smaller Markets
- Highly competitive
- Flat job market
- Established hierarchy and specializations
- Established corp.




- Medium Compensation
- Smaller Markets
- Competitive
- Shrinking job market
- Established hierarchy and specializations
- Established corp.




- Higher Compensation
- Medium-Large Markets
- Competitive
- Explosive growth
- Little or no established system/specializations
- Small start-ups

[←](#) [→](#) [↻](#) [🏠](#) [🔒](#) [https://www.bls.gov/ooh/computer-and-information-technology/web](#) [📄](#) [⋮](#) [🔍](#) [☆](#) [⬇](#) [⌵](#) [📅](#) [🔍](#) [⏪](#) [⏩](#) [☰](#)

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Occupational Outlook Handbook > Computer and Information Technology >

[Web Developers](#)

[PRINTER-FRIENDLY](#) 

[Summary](#) | [What They Do](#) | [Work Environment](#) | [How to Become One](#) | [Pay](#) | [Job Outlook](#) | [State & Area Data](#) | [Similar Occupations](#) | [More Info](#)

Summary

Quick Facts: Web Developers	
2018 Median Pay ?	\$69,430 per year \$33.38 per hour
Typical Entry-Level Education ?	Associate's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2016 ?	162,900
Job Outlook, 2016-26 ?	15% (Much faster than average)
Employment Change, 2016-26 ?	24,400

What Web Developers Do


Web developers design and create websites. They are responsible for the look of the site. They are also responsible for the site's technical aspects, such as its performance and capacity, which are measures of a website's speed and how much traffic the site can handle. In addition, web developers may create content for the site.

Work Environment

About 1 in 6 web developers worked in the computer systems design and related services industry in 2016. About 1 in 6 were self-employed. Others worked in industries including publishing, management consulting, and advertising.

How to Become a Web Developer

Educational requirements for web developers vary with the setting they work in and the type of work they do. Requirements range from a high school diploma to a bachelor's degree. Web developers need knowledge of both programming and graphic design.



← → ↺ 🏠 <https://www.bls.gov/ooh/media-and-communication/film-and-video-> 📄 ⋮ 📌 ⚙️ ⏪ ⏩ ☰

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OCCUPATIONAL OUTLOOK HANDBOOK

Go

Occupational Outlook Handbook > Media and Communication >

Film and Video Editors and Camera Operators

Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook

Summary

Quick Facts: Film and Video Editors and Camera Operators

2018 Median Pay ?	\$58,990 per year \$28.36 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2016 ?	59,300
Job Outlook, 2016-26 ?	13% (Faster than average)
Employment Change, 2016-26 ?	7,600

What Film and Video Editors and Camera Operators Do

Film and video editors and camera operators manipulate moving images that entertain or inform an audience.

Work Environment

Film and video editors and camera operators typically work in studios or in office settings. Camera operators may also work on location.

How to Become a Film and Video Editor or Camera Operator


Film and video editors and camera operators typically need a bachelor's degree in a field related to film or video production.


<https://www.bls.gov/home.htm>

← → ↺ 🏠 <https://www.bls.gov/ooh/media-and-communication/reporters-corre> 📄 ⋮ 📌 ⚙️ ⏪ ⏩ ☰

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OCCUPATIONAL OUTLOOK HANDBOOK

Go

Occupational Outlook Handbook > Media and Communication >

Reporters, Correspondents, and Broadcast News Analysts

Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook | State & Area Data | Similar Occupations | More Info

Summary

Quick Facts: Reporters, Correspondents, and Broadcast News Analysts


2018 Median Pay ?	\$43,490 per year \$20.91 per hour
Typical Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2016 ?	50,400
Job Outlook, 2016-26 ?	-9% (Decline)
Employment Change, 2016-26 ?	-4,500

What Reporters, Correspondents, and Broadcast News Analysts Do

Reporters, correspondents, and broadcast news analysts inform the public about news and events happening internationally, nationally, and locally. They report the news for newspapers, magazines, websites, television, and radio.

Work Environment

Most reporters and correspondents work for newspaper, website, or periodical publishers or in television or radio broadcasting. Broadcast news analysts mainly work in television and radio.



Reporters, correspondents, and broadcast news analysts inform the public about news and events happening internationally, nationally, and locally.

Media Production Careers

- Cautions

- Print & Broadcast are not *dead*; there are and will continue to be opportunities in *traditional media*
- However, there are good reasons to look at web/Internet as a possible future
 - Although print & broadcast are not dead, they also are not aggressive growth industries
 - The Internet is still new and developing; excellent opportunities for new graduates
 - Web/Internet is not mutually exclusive; many web development jobs are hybrids (i.e. print & web)
 - Web/Internet usually pays better and allows for greater flexibility and options in employment situations

Media Production Careers

- Job Market
 - Web/Internet job market is good
 - More open positions than qualified graduates
 - Web development and Interactive Media are included in this estimate
 - Types of Jobs
 - Web Developer
 - Web Designer
 - Front End Developer
 - Jr. Web Developer



Front End Web Developer

4.2 ★

Mozilla – Portland, OR

[Apply on Company Site](#)

[Save](#)

8 days ago

4.2 ★★★★★

\$86,223/year \$71k \$109k

[Job](#) [Company](#) [Rating](#) [Salary](#) [Reviews](#) [Why Work For Us](#) [Location](#) [Benefits](#)

Mozilla is a category of one: a global technology not-for-profit super-powered by a worldwide community of volunteers, with a mission to keep the internet a healthy public resource for all. By building great products, creating innovative technologies, and engaging people to take action, we create an outsized impact in the world. We always place people ahead of profit.

Mozilla wants you to help fight for an Internet that's open and accessible to everyone. We fulfill that mission as both a corporation and a non-profit organization, blending technology with advocacy, policy and education.

As our new Front End Web Developer in Mozilla Corporation's Marketing department, you will build elegant, open web applications that make the web more inclusive for millions of people around the globe. You will be a trusted source, willing to speak up, have a good team attitude, and be comfortable with minimal direction and rapidly shifting priorities.

You will join a small empowered team and will work alongside UX, Creative, Marketing and Product. Best of all, your career knowledge will deepen with access to some of the best developers and research in the industry. This position is available for hire in our Portland, Oregon office.

Sound exciting? Send us a brief cover letter and resume highlighting how you fit the following:

Duties:

- Work efficiently without close supervision and be self-motivated.
- Solve problems with new technologies and showcase developing technologies in your work.
- Sketch diagrams and visualizations for your technical solutions.
- Provide accurate time estimates for engineering tasks.
- Take pride in writing reusable, readable and pragmatic code.
- Receive and process feedback.
- Perform constructive code reviews.
- Communicate positively with the larger Mozilla community.

Requirements:

- Bachelor's degree in Computer Science or equivalent experience.
- 2-4 years of web development experience.
- Strong grasp of modern web standards (HTML5, CSS3, DOM).

Web Developer, Jr

Chenega Corporation • Columbia, MD *Posted 13 days ago*

[Apply on Company Website](#)

[Email Job](#) [Save Job](#)

Job Snapshot

Full-Time

Experience - At least 2 year(s)

Other Great Industries

Design, Information Technology

Job Competition

8

Applicants

How Do You Compare to the Competition?
Get facts about other applicants with a CareerBuilder Account

[Sign Up](#)

Job Description

ADG CREATIVE, LLC

Company Job Title: **Web Developer, Jr** Clearance: TS/SCI w FS Poly Location: **Columbia, MD** Reports To: Program Manager FLSA Status: Exempt, Full Time, Regular

Summary: **The Web Developer, Jr** will be responsible for designing, creating, testing and maintaining web sites and content that enrich and optimize the exchange of information and produce effective communications between NSA/CSS and its customers. Essential Duties and Responsibilities: (Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of this position)

- Maintain a functioning user-accessible website
- Create websites using HTML, Visual Basic, or other web-based programming languages
- Support website planning and deployment
- Write documentation regarding the website's technical requirements
- Analyze requirements to determine the most effective web technologies to satisfy their needs.
- Interact with team to gather and define requirements
- Coordinate creation and collection of necessary technology components and integrate them into a coherent site design
- Follow a formal design process that includes adhering to laws, standards, and established guidelines for development and delivery of the web site end product
- Design and develop visually-pleasing, content rich, user-friendly interfaces with intuitive navigation
- Deliver comprehensive web site solutions to satisfy customer requirements. Maintain configuration management.

Web Designer

RemX Specialty Staffing • PHILADELPHIA, PA Posted 13 days ago

[Apply on Company Website](#)

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Job Snapshot

Full-Time

DOE/hr

Other Great Industries

Other

Job Competition

3
Applicants

How Do You Compare to the Competition?
Get facts about other applicants with a CareerBuilder Account

[Sign Up](#)

Job Description

Our client has an immediate need for a Web Designer. This is a contract to hire position. The successful candidate will have solid experience writing standards-compliant HTML5 and CSS3 code.

Duties:

- Responsible for contributing to the development of:
 - Responsive website layouts designed within organizational standards using primarily web-based and secondarily desktop-based publishing technologies
 - Mockup wireframing, design, and refinement
 - Web coding using HTML5 and CSS3
- Communicates effectively with clients in person, over the phone, and via email.
- Assists with the conversion and maintenance of websites within a content management system.
- Assists with the writing and maintenance of documentation.
- Analyzes and solves routine problems of limited scope and complexity following established policies and procedures.
- Contributions are usually limited to task-related activities or project-related research.

Job Requirements

Requirements:

- Experience and/or application of basic graphic design principles
- Experience with the development of standards-compliant HTML5 and CSS3 code
- Experience with Adobe Creative Suite (Photoshop, Dreamweaver, Illustrator) or equivalent tools
- Understanding of web development standards and tools, including code validation tools
- Experience with the use of JavaScript and/or jQuery is a plus

Front End Developer- HTML

Apex Systems • Chicago, IL Posted 17 days ago

[Apply Now](#)

[✉ Email Job](#) [☆ Save Job](#)

Job Snapshot

Full-Time

Degree - 4 Year Degree

Other Great Industries

Other

Job Competition

23

Applicants

How Do You Compare to the Competition?

Get facts about other applicants with a CareerBuilder Account

[Sign Up](#)

Job Description

Description:

PURPOSE:

POSITION RESPONSIBILITIES:

- Responsible for building 'client-side' web application development.
- Translate our company and customer needs into functional and appealing interactive applications.
- Use markup languages like HTML, CSS, and JavaScript to create user-friendly cross-browser / cross-platform web applications.
- Optimize applications for maximum speed.
- Design and implement responsive features.
- Collaborate with back-end developers and web designers to improve usability and meet product stakeholder requirements.
- Create quality mockups and prototypes as needed. Help back-end developers with coding and troubleshooting.
- Ensure high quality graphic standards and brand consistency.
- Stay up-to-date on emerging technologies.

Media Production Careers

- These are typical positions
 - Responsibilities
 - Develop and Manage web site
 - Work with others to develop content
 - Requirements
 - Web Programming – HTML, CSS, Javascript, etc.
 - Design Skills – PhotoShop
 - Communication Skills
 - Teamworking & Project Management Skills

Media Production Careers

- You now have these skills
- You are good candidates for these positions
- Excellent opportunities
 - Growth industry
 - Interesting Job
 - Good \$

Media Production Careers

- Source of employment opportunities
 - Word of mouth
 - Online
 - <http://www.justtechjobs.com/>
 - <http://indeed.com>
 - <http://careerbuilder.com>
 - Professional Organizations
 - WebProfessionals.org
 - WebGrrls.com

Marketing Yourself

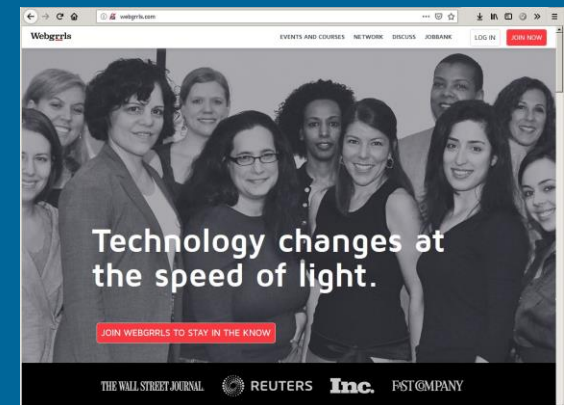
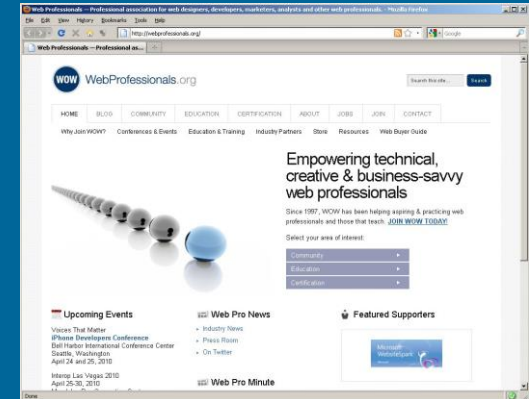
- Portfolio
 - Examples of your work - *Experience*
 - Available online; provide URL on Resume
- Professional Home page
 - Online resume
 - Place where prospective employers can find out about you and your work
 - Register your domain name

Marketing Yourself

- Resume Items
 - Indicate competence with web development languages and tools (HTML, CSS, JavaScript, PhotoShop, etc.)
 - Indicate experience in collaboration/teamwork and project management
 - Stress your communication skills; interpersonal and media communications

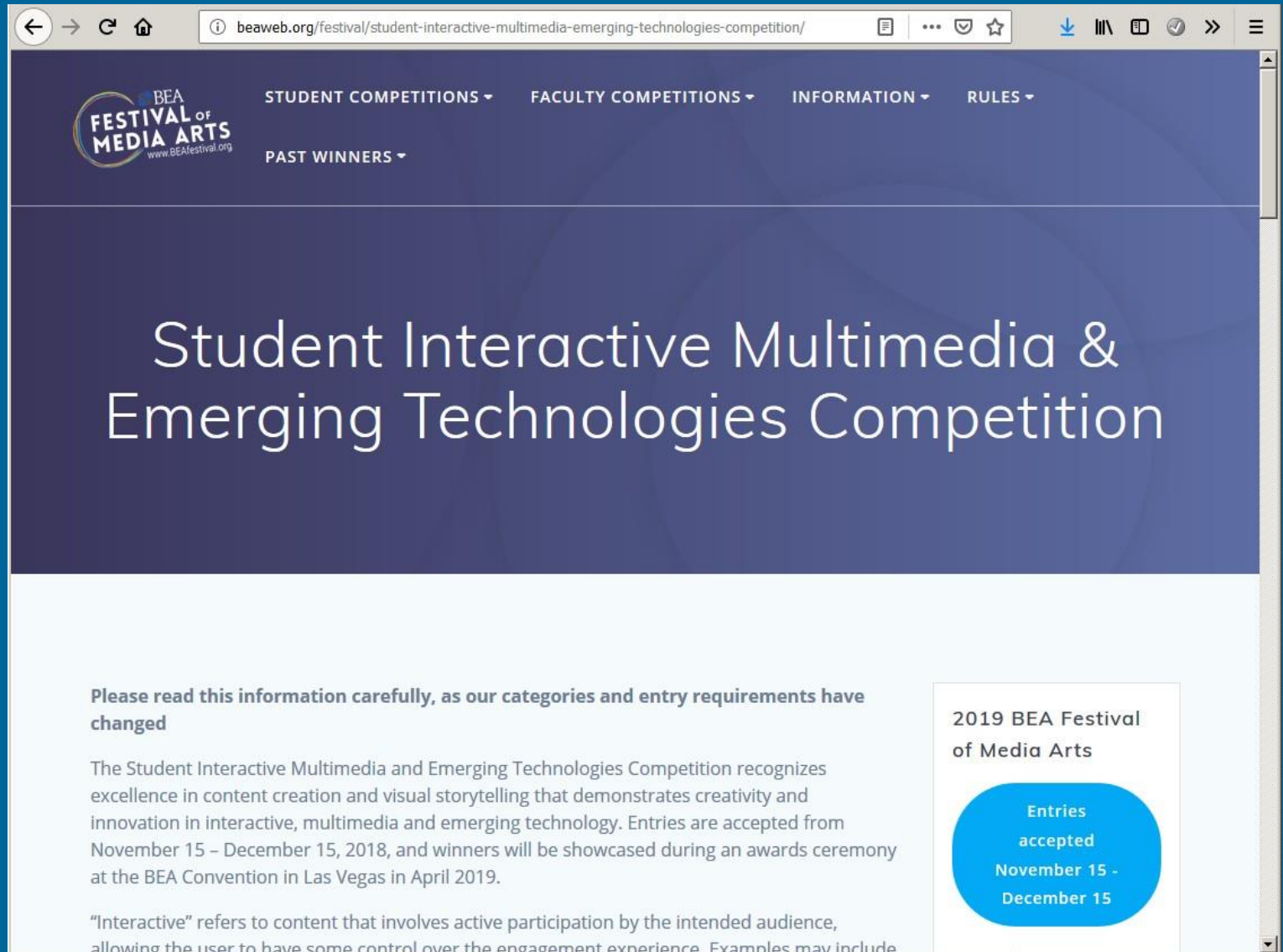
Marketing Yourself

- Networking
 - Professional Organization
 - WebProfessionals.org
<http://webprofessionals.org/>
 - Broadcast Education Association
 - <http://beaweb.org>
 - Webgrrls International
<http://www.webgrrls.com/>




Marketing Yourself

- Competitions
 - Enter (and win) production competitions
 - Become an “award winning interactive media developer” or “award winning web designer”
 - Excellent publicity for your work and yourself
 - Venues
 - BEA Festival of Media Arts
 - New York Festivals



← → ↻ 🏠 ⓘ beaweb.org/festival/student-interactive-multimedia-emerging-technologies-competition/ 📄 ⋮ 📌 ⚙️ ⏪ ⏩ ☰

 **STUDENT COMPETITIONS ▾** **FACULTY COMPETITIONS ▾** **INFORMATION ▾** **RULES ▾**
PAST WINNERS ▾

Student Interactive Multimedia & Emerging Technologies Competition

Please read this information carefully, as our categories and entry requirements have changed

The Student Interactive Multimedia and Emerging Technologies Competition recognizes excellence in content creation and visual storytelling that demonstrates creativity and innovation in interactive, multimedia and emerging technology. Entries are accepted from November 15 – December 15, 2018, and winners will be showcased during an awards ceremony at the BEA Convention in Las Vegas in April 2019.

“Interactive” refers to content that involves active participation by the intended audience, allowing the user to have some control over the engagement experience. Examples may include

2019 BEA Festival of Media Arts

**Entries accepted
November 15 -
December 15**

Marketing Yourself

- Best form of marketing is your clients
 - Word of mouth can be very powerful
 - You have already begun to develop a client list in the course of working on the projects
 - Continue to maintain client list and use it to market yourself
 - List client names on your resume
 - Use clients as references

Professional Development

- Additional Skills
 - HTML is only the beginning
 - Job advertisements ask for HTML as the baseline
 - Most require/request additional web skills
 - Additional Skills above and beyond HTML will be necessary to compete for jobs
 - Many entry level positions now require more than HTML



Professional Development

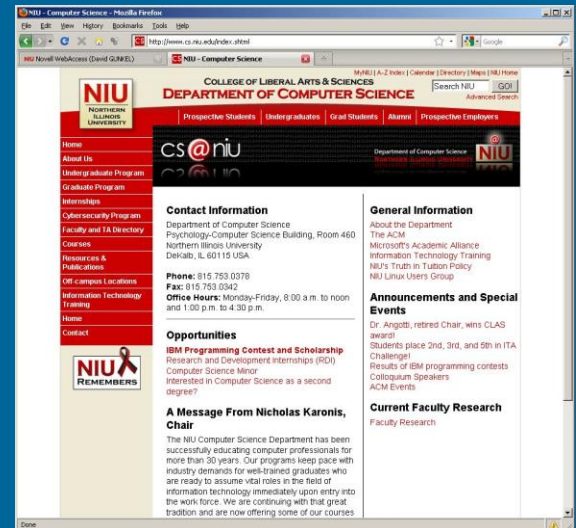
- Next Step(s)
 - Technical Skills
 - Design Skills

Professional Development

- Technical Skills
 - Javascript
 - PHP / MySQL
 - Visual Basic
 - Java
 - C & C++

Professional Development

- Technical Skill - Sources
 - COMS 469
 - Database-driven dynamic web content
 - Javascript, PHP & MySQL
 - Computer Science
 - C++
 - Java
 - Network Systems / Database
 - Weekend Seminars & Community Colleges





Professional Development

- Design Skills
 - Instructional Design
 - Art Design

Professional Development

1) Instructional Design

Purpose

- Learn how to design for training and education
- Big opportunities in Web-Based Education/Training



Professional Development

2) Art Design

– Purpose

- Learn design principles for 2D and 3D
- Develop an eye for design
- Learn application software (PhotoShop, Illustrator, Director, Flash, etc.)

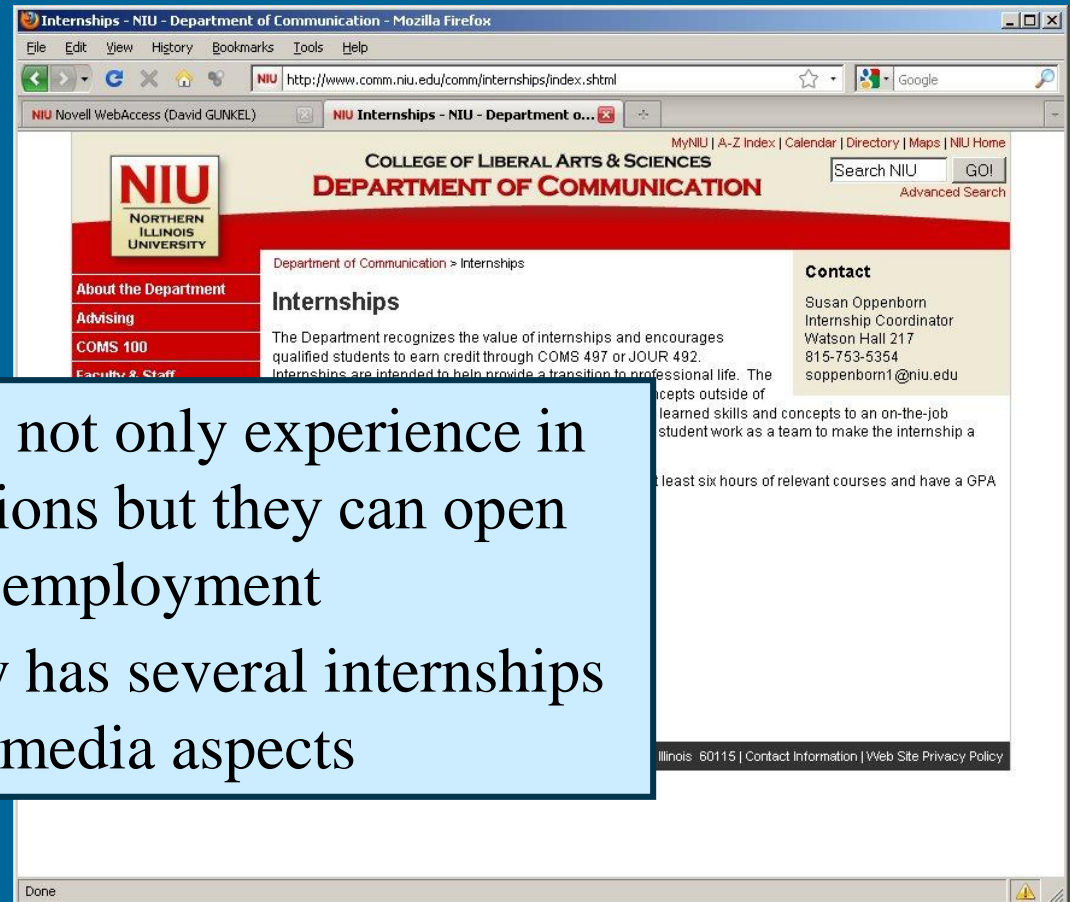
– Sources – Journalism/COMS & Art

- JOUR 312 – Graphics of Communication (PhotoShop)
- ART 367 – Intermediate Interactivity
- ART 375 – Electronic Media-Image Design

Professional Development

- Internships

- Internships are not only experience in “real life” situations but they can open doors for future employment
- Dept. currently has several internships with interactive media aspects

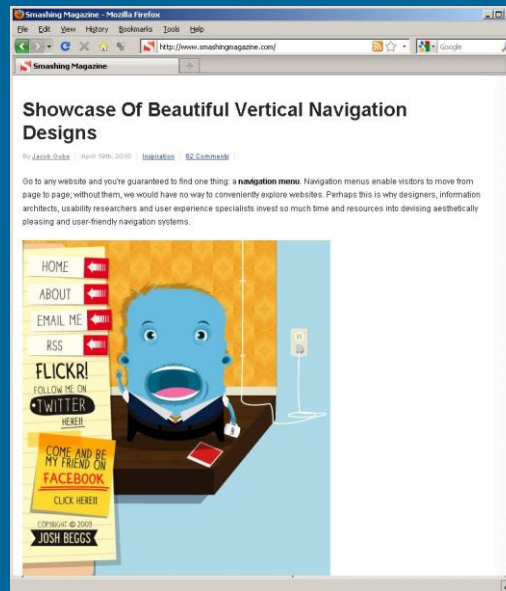


Professional Development

- Specialization - Hybrid approach
 - Tech specialization
 - Double Major - COMS & Computer Science
 - COMS (BA) & Instructional Technology (MA)
 - Content Development specialization
 - COMS (BA) & Instructional Technology (MA)
 - COMS (BA) & Library Science (MS)
 - Design specialization
 - Double Major - COMS & Art

Professional Development

- Keeping Current with new technology
 - Trade Publications



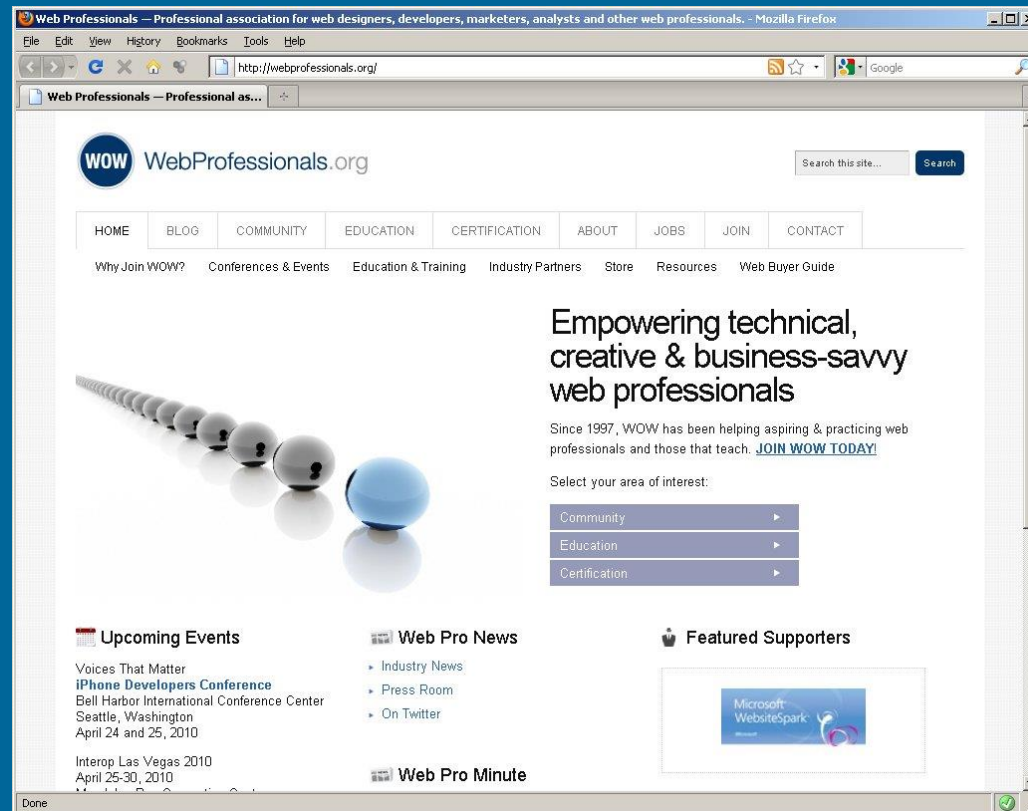
smashingmagazine.com



<http://www.netmag.co.uk/>

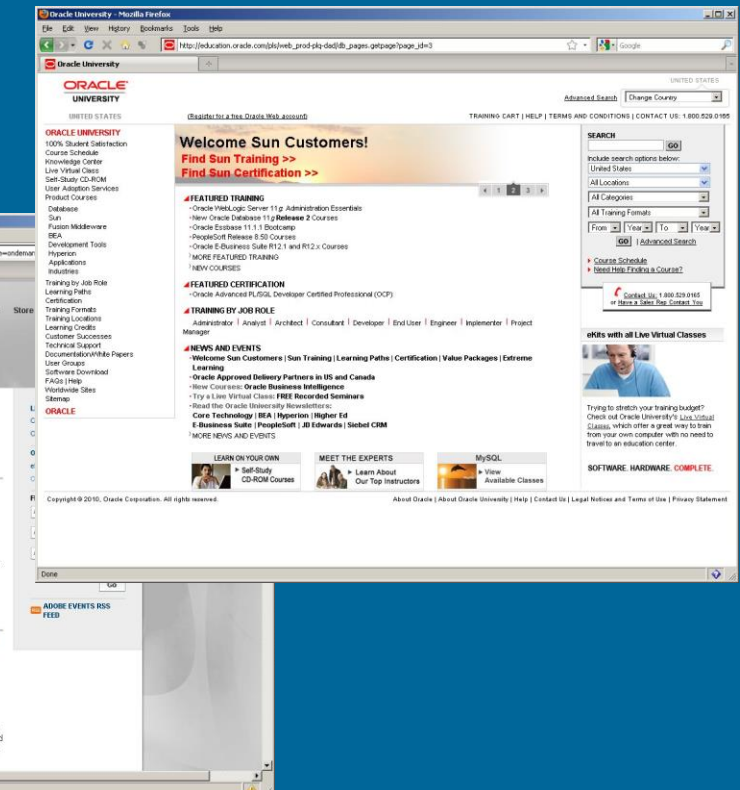
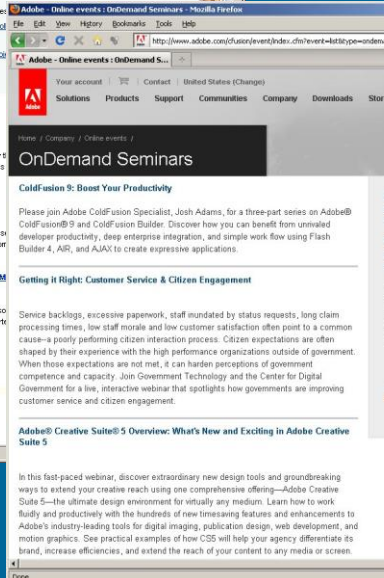
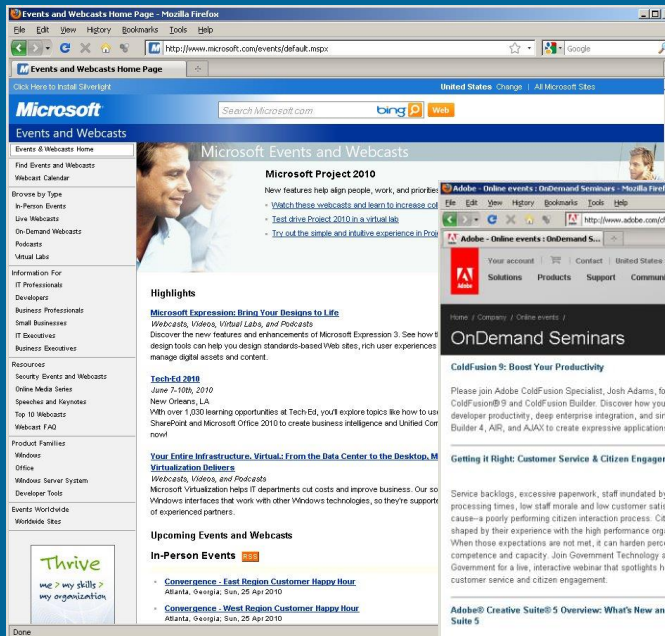
Professional Development

- Keeping Current with new technology
 - Professional Organizations



Professional Development

- Keeping Current with new technology
 - Industry Seminars & Training





Questions

- Questions about career issues
- Questions about professional development opportunities
- General Questions



Course Evaluation

Course Evaluation

- Purpose

The goal of the University is to recognize effective teaching as an important criterion in the evaluation of faculty members for matters of salary, promotion, and tenure. Your assessment of teaching effectiveness is an important part of that process; evaluations go to the personnel committee as well as to the faculty member after the semester has ended. Be fair and objective in rating your professor.

Course Evaluation

- Procedure
 - Questionnaire & Scantron sheet
 - Use #2 pencil on Scantron
 - Anonymity – Instructors will not see results of the evaluation until after final grades are recorded
 - Moderator
 - Collect questionnaire and scantron sheets
 - Return to WH 209

Course Evaluation

- Comments
 - You may provide written comments on the back of the questionnaire sheet
 - These are more instructive for me
 - Tell me what you liked. What experiences were particularly effective
 - Suggest improvements
 - I will look to your feedback to help improve the course for next semester

Course Evaluation

GUNKEL

LAST NAME

COMS

359

ID NUMBER

7671

DEPT.

COURSE

DATE

Poor ☒ ☐ ☐ ☐
Good ☐ ☐ ☐ ☐

MON. DAY YR.

T F

NORTHERN ILLINOIS UNIVERSITY Testing Service

Instructions: Using a softlead pencil, fill in the circles. Do not use ink, correction fluid, or a pen. Mark only one circle for each question.

1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0

MISC.						SEC.	FORM
A	B	C	D	E	F		
0	0	0	0	0	0	0	A
1	1	1	1	1	1	1	B
2	2	2	2	2	2	2	C
3	3	3	3	3	3	3	D
4	4	4	4	4	4	4	E
5	5	5	5	5	5	5	F
6	6	6	6	6	6	6	
7	7	7	7	7	7	7	
8	8	8	8	8	8	8	
9	9	9	9	9	9	9	

1	A	B	C	D	E
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29	A	B	C	D	E
30	A	B	C	D	E
31	A	B	C	D	E
32	A	B	C	D	E
33	A	B	C	D	E
34	A	B	C	D	E
35	A	B	C	D	E
36	A	B	C	D	E
37	A	B	C	D	E
38	A	B	C	D	E
39	A	B	C	D	E
40	A	B	C	D	E
41	A	B	C	D	E
42	A	B	C	D	E
43	A	B	C	D	E
44	A	B	C	D	E
45	A	B	C	D	E
46	A	B	C	D	E
47	A	B	C	D	E
48	A	B	C	D	E
49	A	B	C	D	E
50	A	B	C	D	E

51	A	B	C	D	E
52	A	B	C	D	E
53	A	B	C	D	E
54	A	B	C	D	E
55	A	B	C	D	E
56	A	B	C	D	E
57	A	B	C	D	E
58	A	B	C	D	E
59	A	B	C	D	E
60	A	B	C	D	E
61	A	B	C	D	E
62	A	B	C	D	E
63	A	B	C	D	E
64	A	B	C	D	E
65	A	B	C	D	E
66	A	B	C	D	E
67	A	B	C	D	E
68	A	B	C	D	E
69	A	B	C	D	E
70	A	B	C	D	E
71	A	B	C	D	E
72	A	B	C	D	E
73	A	B	C	D	E
74	A	B	C	D	E
75	A	B	C	D	E

76	A	B	C	D	E
77	A	B	C	D	E
78	A	B	C	D	E
79	A	B	C	D	E
80	A	B	C	D	E
81	A	B	C	D	E
82	A	B	C	D	E
83	A	B	C	D	E
84	A	B	C	D	E
85	A	B	C	D	E
86	A	B	C	D	E
87	A	B	C	D	E
88	A	B	C	D	E
89	A	B	C	D	E
90	A	B	C	D	E
91	A	B	C	D	E
92	A	B	C	D	E
93	A	B	C	D	E
94	A	B	C	D	E
95	A	B	C	D	E
96	A	B	C	D	E
97	A	B	C	D	E
98	A	B	C	D	E
99	A	B	C	D	E
100	A	B	C	D	E

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