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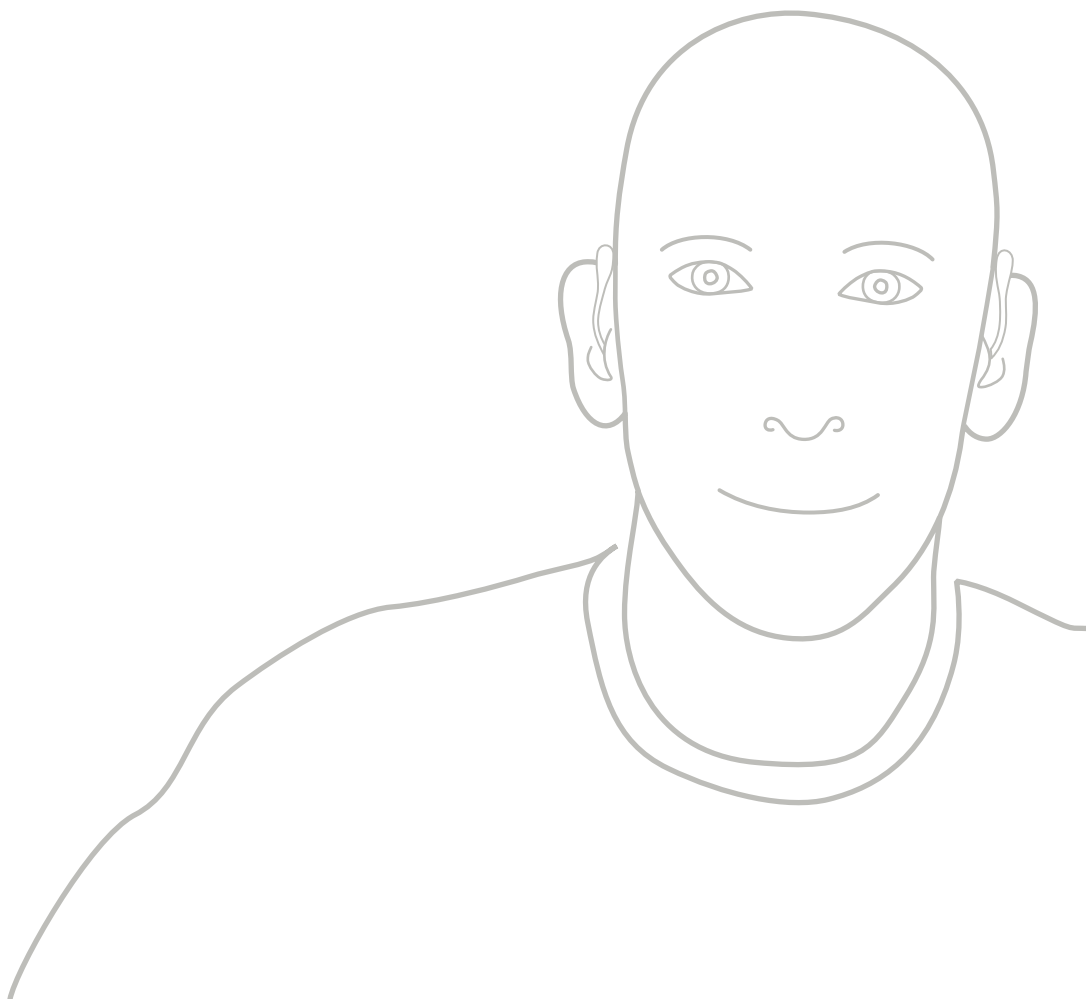J K L M N O P Q R

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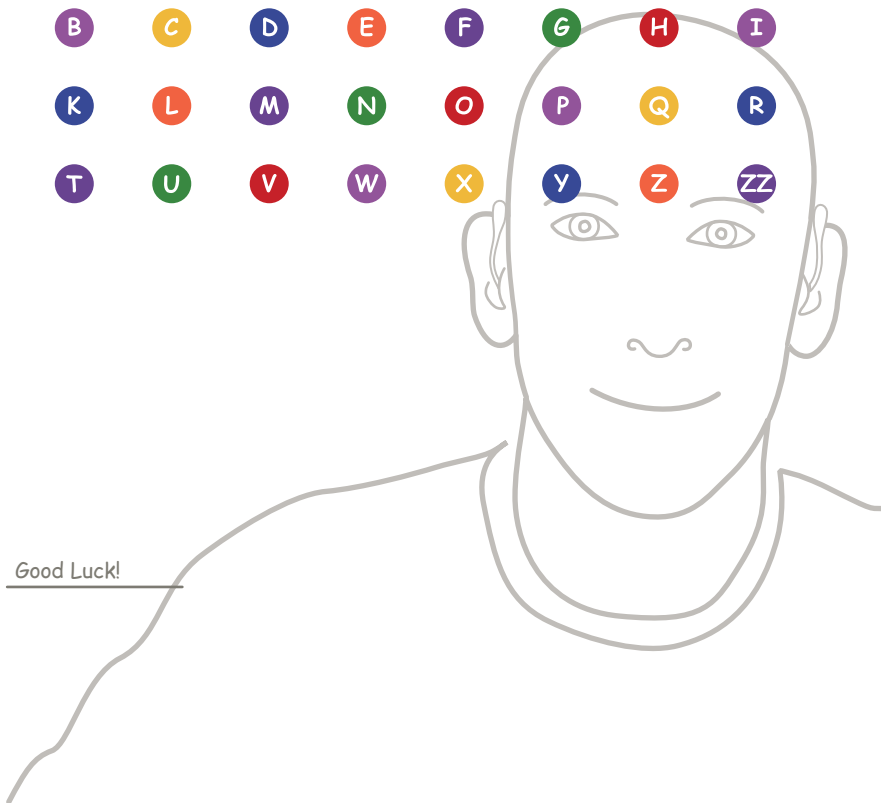
Rochester Institute of Technology

A thesis submitted to the faculty of the
College of Imaging Arts and Sciences
in candidacy for the
Master of Fine Arts degree.

American Sign Language Finger Challenge
Jeffrey Cougler
May 2010

Approvals

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Abstract

In current websites and computer assisted learning programs, there are no interactive products that truly present real time fingerspelling in American Sign Language (ASL). At best, a site displays an array of illustrated static manual letters, which are displayed side by side like the roman alphabet letters to form a word. Another site flashes sequential photos of manual letters, as in the word, "S-W-E-A-T-E-R"[1], after which you type what you think you saw. In either case this is not real-time fingerspelling.

Using the publication reference "Expressive and Receptive Fingerspelling for Hearing Adults" by Lavera M. Guillory, Macromedia Director MX 2004, this thesis is an interactive computer assisted instructional product, designed to improve students' receptive abilities when using ASL fingerspelling. This was achieved by incorporating the transitions from letter to letter using real-time animation, and provides a realistic representation.

Explored and created is a dynamic user experience that is clean, innovative and easy to navigate. Adobe Photoshop and Adobe Illustrator generate the simple gray on white vector line art from images extracted from video clips. The SWF animations were compiled in Flash, while Director was used to create challenges for one to seven letter words and finger combinations.

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1 In ASL the proper way to represent or Gloss Notate a word being fingerspelled is to use capital letters separating the letters with a hyphen, as in S-W-E-A-T-E-R

Key Words

American Sign Language
American Sign Language grammar
ASL
dactylology
dattilologia
Deaf
deaf
fingerspell
fingerspeller
fingerspelling
fingerspelling letter transitions
fingerspelling transitions
handshape
handshapes
Hard of Hearing
manual alphabet
real-time fingerspelling animation
receptive fingerspelling

Table of Contents

Do you need a friend to practice reading or receptive fingerspelling in American Sign Language?

This was the basic premise used in the exploration and creation of a software prototype that uses real-time animation to help improve American Sign Language (ASL) fingerspelling reception. This computer aided instruction (CAI) uses Adobe Director (DIR) as the engine to run Flash (SWF), QuickTime videos and QuickTime Virtual Reality (QTVR) movie clips. It started as a simple class project in September 2003 and was finished in December 2006, shortly before leaving for Rome, Italy in 2007 to conduct research, which would expand this module and was made possible through a Fulbright scholarship.

All languages evolve in a community of users and are an important part of their culture. Fingerspelling is only one component of ASL. To understand the complexity of this focus on the fingerspelling component of ASL, one must become aware of the make-up of the Deaf community and its culture. ▪

Deaf Culture

The word deaf, with a lowercase "d" refers to the audiological condition of someone who cannot hear. This is someone who the medical field sees as having a condition that needs fixing. In contrast, a person who is Deaf, with a capital "D" has the audiological condition, but sees the condition as normal and is an active member in the Deaf community and its culture, which has social structures, values, art, clubs, organizations and a rich cultural history. A third group related to being deaf are people who identify themselves as Hard of Hearing (HH).

In every country, at least two cultures coexist: Hearing and Deaf. How the two cultural communities use these terms is political, individual and personal, centering around identity issues, therefore making it a bicultural issue. Identity depends on the severity of the hearing loss, age of onset, social interaction, medical intervention, and oral and/or Deaf language fluency. Persons born profoundly deaf, who had a Deaf secondary education, and prefer using ASL, will undoubtedly identify themselves as Deaf. People who grew up with normal hearing before becoming either somewhat deaf or profoundly deaf, need time to adapt and to explore the Deaf community. It will take time before they know how to label themselves with the culturally appropriate and meaningful terms from the Deaf community. Concurrently, a person born with deafness of any degree, who grew up surrounded by Hearing people, does not know any Deaf people or ASL, had a mainstream education and medical intervention such as hearing aids, a cochlear implant, or speech therapy, may identify themselves as deaf or HH. Subsequently, any deaf, deafened or HH person who is exposed to the Deaf community, who then feels a kinship to the Deaf culture and acquires some ASL fluency may change their identity to Deaf, while comfortably existing in both cultures. ▪

Acronyms and Nomenclature

Deaf, deaf and HH are terms used frequently in this document. In this thesis, the acronym DdHH is used in referring to the Deaf, deaf and HH.

The Author, Jeffrey Lynn Cougler, from this point forward is referred to as "JLC" and in the third person, i.e., *he , him or his,* as appropriate.

When the author describes a process which is performed by others he uses plural pronouns, such as *they, their or them* as required.

Acronyms are notated within parenthesis after long names and common technical and design terms. ■

Thesis Proposal

11 November 2004

Title

ASL Finger Challenge (ASLFC)

Client

Rochester Institute of Technology (RIT)
College of Imaging Arts and Sciences (CIAS)
Computer Graphics Design (CGD)

National Technical Institute for the Deaf (NTID)
American Sign Language and Interpreting Education (ASLIE)

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Thesis Statement

The goal is to create an instructional interactive computer software product, designed to improve students' receptive abilities in the use of American Sign Language (ASL) fingerspelling. This project includes the following:

- The correct hand formation of letters and exercises for receptive practice of different letter combinations and words in real-time.
- Music videos teaching the alphabet, which are entertaining.
- Variable speeds from slow to fast to further challenge the students' skills.
- Quizzes that show progress and enable the student to proceed to a higher level.
- A Certificate of Achievement that students will be able to print upon passing the final exam. ■

Background

In researching fingerspelling aids via the web, DVD and videotapes, JLC has been unable to find an interactive product that truly presents real-time fingerspelling in ASL. What has been seen are static pictures showing the letter handshapes side by side like Roman alphabet letters forming a word, while another product flashes photos of the handshape letters in sequence, as in the word, "S-W-E-A-T-E-R"[1], after which one types what was seen. In either case this is not real-time fingerspelling. When one fingerspells there are transitions between each of the handshapes of each letter that are just as important as the actual letters themselves. Transitions? Yes, in every word, such as "S-W-E-A-T-E-R" there is a time when the fingers change from "S" to "W" to "E" to "A," etc. Depending on the speed of the fingerspeller, one rarely sees the individual letters. It is the same concept in reading the Roman word "sweater." The reader does not "see" the individual letters, but rather the group of letters that create the word, as in a "gestalt"[2]. The same is true in fingerspelling. One

must learn to read the shapes as a unit or "envelope" (Akamatsu, T. C. 1985). The easiest fingerspelling to read is when someone is mouthing the words, as do many interpreters, using Signed English. The difficult fingerspellers to read are individuals using pure ASL that do not move their lips and/or use very basic sounds for emphasis.

In April 2004, JLC contacted Baldev Kaur Khalsa, then Assistant Professor, RIT, NTID, American Sign Language & Interpreting Education Program (ASLIE) seeking feedback on several fingerspelling projects he had completed during thr RIT school year 2003-2004. The response was very positive. In fact, Baldev Kaur Khalsa called in Rico Peterson, then Chairperson, RIT, NTID, ASLIE and William Newell, the Coordinator of the Faculty/Staff Sign Language Education Program (FSSLEP), who said, "We've been looking to do something like these sign pictures for two years. We originally assigned it to NTID Graphics, who returned it saying, 'It could not be done.' Would you be interested in exploring signed words and phrases?" Additionally, NTID has been on a quest for someone who could do good handshape drawings in signs for illustrations as part of a new curriculum and JLC's project would be a nice addition/supplement.

JLC has chosen to focus on fingerspelling because it's an essential component of ASL. If one does not know the sign for a word or phrase, one may ask by fingerspelling, and the receiver will show the correct sign. If one is signing and an observer asks, "What

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1   In ASL the proper way to represent or Gloss Notate a word being fingerspelled is to use capital letters separating the letters with a hyphen, as in S-W-E-A-T-E-R.

2   On 12 April 2008, at 12:13 am, Elena Radutzky wrote:

   "... there is no set term, linguists have said "as a whole unit" or in a "gestalt" manner, but to me it is interesting how the children view it who are just learning to read and whether the mind sucks in the familiarity of the letter combinations, or whether it is a question of recall of the forms... in the case of deaf children, is it more a question of forms since they may not hear the sound of the letter and may not say it to themselves like hearing kids do... elena"

does that sign mean?" the signer will often fingerspell what the sign means. JLC's experience, reveals that receptive fingerspelling is the most common stumbling block for someone learning ASL. Fingerspelling by itself is probably one of the most difficult components to learn. One can always practice expressive fingerspelling alone. Look at a tree and fingerspell T-R-E-E. To improve fingerspelling receptive skills, you need another person who is fingerspelling. How often have we heard, "I could get better if only I had someone to practice with"?[3] Subsequent to knowing the letters and recognizing the transitions, the ability to read fingerspelling is further complicated by individual nuances and speed while fingerspelling. "ASL Finger Challenge" will be a good practice tool for ASL students. Practice always makes one better. ■

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3. On 23 October 2004 at 4:43 pm EDT, Daron Scarborough wrote:

"In fact... I was just complaining to my ASL mentor (I'm doing an informal mentorship with a hard of hearing girl (Desiree), who lives in Leilani to brush up on my ASL communication skills and learn some interpreting skills)... Anyway, I was complaining to Desiree that I can not find anyone or anywhere to practice my fingerspelling, and numbers reception skills. It's very difficult to practice that cause it does not come up enough in normal signed conversation to really practice that skill."

Methodology

JLC set out to do the following:

■ Develop materials using Lavera M. Guillory's guide, "Expressive and Receptive Fingerspelling for Hearing Adults," (1966) a reference guide for all fingerspelling transitions.

■ View a 1.5 hour videotape on the basics of fingerspelling entitled "The Quick Brown Fox Jumps Over The Lazy Dog" (1992) by Joyce Linden Groode.

■ Research any and all media materials appropriate for the project.

■ Research American Sign Language development and chronology and include applicable findings, as a history lesson. Research the "Rochester Method," a manual communication method developed in Rochester, NY, which used fingerspelling exclusively to communicate.

■ Create an interactive interface that is clean, innovative and easy to navigate.

■ Create a login window that keeps track of where the student is within the program. This means if the student must quit before a lesson ends, the program remembers and restarts at the student's exit point.

■ Use color to represent the different areas of study.

■ Use photographs and create simple line drawing animations with Adobe Photoshop and Illustrator, saving the files in a SWF format.

■ Create a database of letter transitions for all

possible letter formations using publication references "Expressive and Receptive Fingerspelling for Hearing Adults" by LaVera M. Guillory. Learn how to write the Lingo code required for accessing the database of the various letter transitions.

■ Incorporate the voice of DdHH persons. Many who are profoundly deaf can speak. Some are easily understood while others are not. In my experience, a DdHH voice is unrecognizable to the average hearing person and requires practice. Additionally for some, this is a bit disconcerting. This aspect can sensitize the Hearing to the speech sounds of the Deaf. Sound effects are an option with an on/off volume controlled feature.

■ Limitations include lack of time to cover the breadth of the English language. With the allotted time frame for this thesis, it is impossible to develop a product containing all word possibilities.

■ There are 27 letters (English A-Z and ASL manual letter ZZ). Each transition between letter pairs has a 4 drawings. A minimum of 3,000 illustrations are required to complete this project. This does not include the possibilities of numbers and their transitions.

The goal is to create a working prototype to be used in conjunction with the NTID Sign Language and Interpreting Education Department's ASL 1 syllabus, which uses Lavera M. Guillory's guide, "Expressive and Receptive Fingerspelling for Hearing Adults." ■

Target Audience

This project is targeted to high school or college students, who are currently enrolled in an ASL 1 class, or individuals who desire to improve their skills because there is "nobody to practice with." JLC will test market young children to see how they react. ■

Target Hardware

Laptops, desktop computers using Macintosh OSX and Windows 95/98/ME/2000/XP 32MB RAM 16-bit Graphics support 16-bit Sound Card, Macintosh OS 7/8/9/X 10.1 or better. ■

Target Software

Macromedia Director MX 2004. The project includes a Mac and Windows compatible Macromedia Director Projector DVD that when inserted into any computer, will automatically be opened by the CD/DVD driver and be ready for the student to use. ■
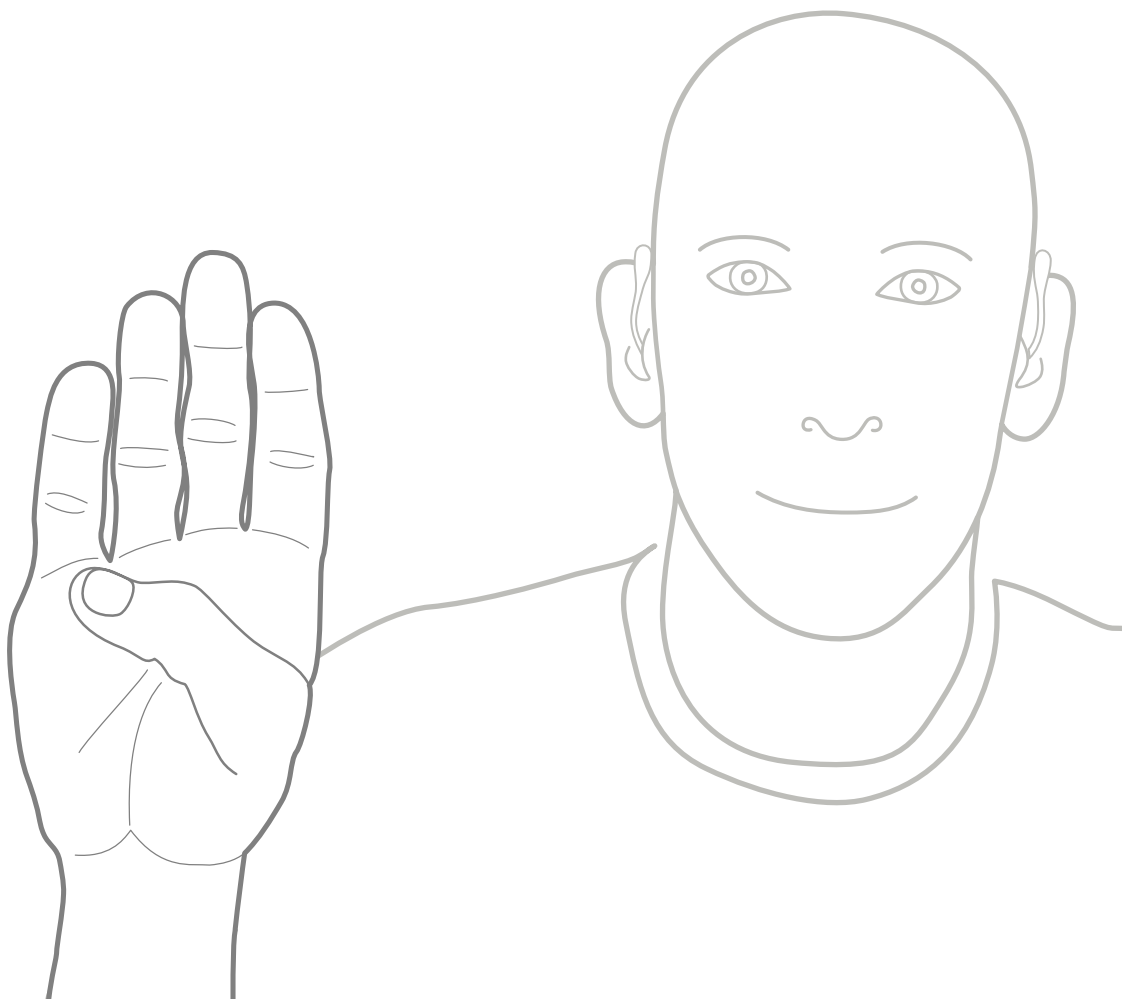
Introduction

In Section A, "Introduction" the literature that framed ASLFC focused on Deaf culture, the American Sign Language and linguistics studies, and technical manuals. They are listed in alphabetical order by title and grouped as listed above. ASL is a visual language thus, almost all the language instructions were accompanied by a VHS tape.

Language and Linguistics

ASL AT WORK, STUDENT TEXT
William Newell, Cindy Campbell, Barbara Ray Holcomb, Samuel Holcomb, Frank Caccamise,
Rico Peterson.
2005

Textbook and videotape used for learning ASL during the RIT 2005-2006 academic year. It was developed by the ASLIE faculty at NTID. JLC learned advanced lessons about Deaf culture, which included introductory lessons in how to tell stories, jokes, etiquette, and relating to a Deaf person in formal and informal settings.

EXPRESSIVE AND RECEPTIVE FINGERSPELLING FOR HEARING ADULTS
Lavera M. Guillory
1966

The earliest printed and most referenced booklet used for acquiring expressive and receptive fingerspelling skills. This helped define the navigation structure of ASLFC, which was to create common letter combinations and words starting with 2 letters, and building up to 7 letter words. It includes a section that randomly plays any possible letter combinations and words. Guillory emphasized learning letter combinations such as "I-N-G" or "G-H-T" which are easy to train the eye to recognize but difficult to pronounce. Guillory in her forward suggests that, instead of memorizing the names of the hand positions of individual letters, hearing people could use phonetics in learning receptive fingerspelling. This recommended strategy was incorporated into ASLFC. "It is a plan for learning to fingerspell basic phonetic elements found in the English language instead of learning the individual letters of the manual alphabet" (L. M. Guillory). This encourages students to learn to recognize groups of handshapes like they do when reading a "Whole Word."

SIGNING NATURALLY, STUDENT WORKBOOK: LEVEL 1
SIGNING NATURALLY, STUDENT WORKBOOK: LEVEL 2
Expanded Edition
Cheri Smith, Ken Mikos, and Ella Mae Lentz
1993

These textbooks and videotapes were used for learning ASL during the 2003-2004 school year. They were the standard required course materials used for many years at NTID until ASL AT WORK, STUDENT TEXT replaced them. JLC learned basic to intermediate lessons about Deaf culture, which included introductory lessons in relating to a Deaf person in formal and informal settings, etiquette, and how to tell stories and jokes.

FINGERSPELLING, EXPRESSIVE AND RECEPTIVE FLUENCY
Joyce Linden Groode
Dawn Sign Press
1992

This excellent videotape with several lessons and a supplemental booklet, was the best series of lessons about fingerspelling that JLC found during his research for ASLFC. It gave excellent information on handshapes, position of the arm, how to transition from one letter to another, which includes exceptions like "V-E" and common mistakes made by beginners. The information about keeping the hand stationary while fingerspelling and how to do double letters was the major influence to ASLFC animation. A good videotape to refer to when expanding future versions of ASLFC.

LINGUISTICS OF AMERICAN SIGN LANGUAGE
Clayton Valli and Ceil Lucas
1992

This excellent book written by two linguists at Gallaudet University is the most comprehensive book referenced for ASLFC. Used in several of JLC's NTID courses, it is the book that explains ASL syntax, gloss notation, phonology, morphology, classifiers, etc.

Deaf Culture
DEAF IN AMERICA: VOICES FROM A CULTURE
Carol A Padden and Tom L Humphries
1990

This excellent book written by two Deaf authors was the required textbook used in several NTID courses such as "Deaf Culture," which JLC took during his first quarter at RIT in 2003. It took several readings to fully appreciate. This was the book that introduced the concept of Deaf versus deaf while introducing other components of ASL and Deaf culture which you will experience as you read through this documentation and do ASLFC. A component of DEAF IN AMERICA that was deliberately omitted from ASLFC dealt with the hearing children of Deaf adults (CODA).

SEEING VOICES:
A JOURNEY INTO THE WORLD OF THE DEAF
Oliver Sacks, Ph.D.
University of California Press
1989

This excellent book, written by a hearing man who had minimal knowledge of ASL and Deaf culture before writing, which examines the psychological make up of the DdHH individuals and includes the concept of CODA. This book was important because it examines language acquisition and how it effects the DdHH if a language is not acquired by the age of four. It also explores language and the spatial abilities of DdHH individuals and CODAs, who acquire ASL as a first language.

Computer Graphics
USING DIRECTOR MX
Software Application Manual
2002

This comprehensive book came with JLC's newly acquired educational software that he purchased in 2003. Part of the reason he returned to graduate school was because he found it nearly impossible

to learn more features of Director by using the software manuals that came with the Macromedia Director software of which JLC owned version 7. When referring to USING DIRECTOR MX, he once again found the counsel of his instructor Chris Jackson to be better than using the software instruction manual. Lingo, the software language used to author Macromedia Director, was too complex for this novice to intuitively know how to use.

USING DIRECTOR MX
Gary Rosenweig
2003

Eager to be Lingo savvy, JLC purchased several books on Lingo and Director MX 2004. This comprehensive 827 page independent software manual, proudly claims it's "the only Director MX book you need." The kinds of coding required for ASLFC were too esoteric and specific for him to find in such a book, which was purchased to avoid being overly dependent on his instructors. It backfired, the book proved too technical and many of the attempts to use some of the coding failed and was replaced with the help of his instructors, specifically Chris Jackson.

MACROMEDIA DREAMWEAVER MX 2004:
HANDS-ON TRAINING
Garo Green with Lynda Weinman
2003

Textbook used for learning how to use Dreamweaver, Macromedia's software for creating web pages. As with other technical manuals, JLC found it difficult to use and relied on HTML coursework to learn

how to create web pages. JLC wants to acquire proficiency in this skill because he desires to upload ASLFC online in the near future. Based on 2008 experiments, it will prove to be quite challenging.

STYLIN' WITH CSS
Charles Wyke-Smith
2005

Textbook used for HTML Coursework to learn how to develop websites. An excellent manual that explains step by step how to use Cascading Style Sheets (CSS), which is code used in conjunction with XHTML. It will easily change the look and feel of websites by assigning style properties that correspond to a specific XHTML code and allowing it to change the headline and body copy's font, font size, or color among other attributes.

FLASH 3D
Jim VerHague and Chris Jackson
2006

Textbook required for the course "Flash 3D" which JLC took in Fall 2006. It is an excellent step by step book for learning how to make three dimensional illusions in Flash using ActionScript coding, instances, members and understanding some basic principles of trigonometry. This book demonstrated that it may be possible to do ASLFC in Flash.
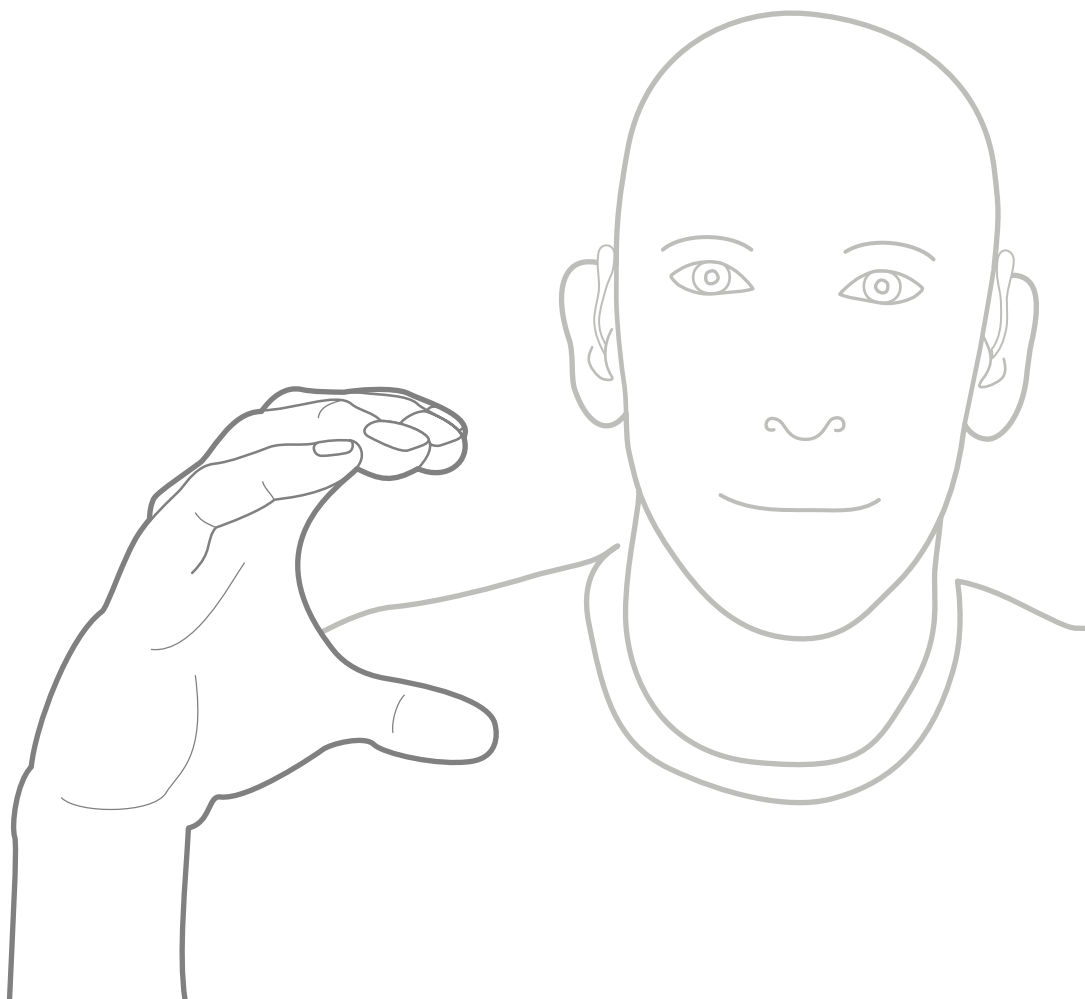
ASL Finger Challenge

In this chapter the author narrates the project as completed to its acceptable level deemed by the Thesis Committee in December 2006, and before the author went to do his studies of the Language of Italian Signs (LIS) fingerspelling methodology, from February through August 2007. The narration discuss in sections, the different aspects of "ASLFC," and how the program works using cross referenced story boards containing edited screen grabs from an Apple Macintosh computer, using Mac OS. ∎

Installation and Launch

"ASLFC" arrives to users on a CD Disk (Figure C.1), which contains a 281.9 MB folder that contains all of the required files to operate the Macromedia™ Director MX 2004 projector, i.e., the application required to operate the "ASLFC" program on any computer. However, the users must specify which platform he or she is using as the disk shall be compatible either with a Mac OS or Windows OS. The users insert the disk then copy the folder in its entirety onto the computer hard drive.

Upon downloading, the ASLFC folder will appear. (Figure C.1) and the users can then open the folder to reveal the protected file contents. The users need to locate the projector, which is entitled "_Start_Me.OSX" or "_Start_Me.Win". This name was chosen to make it appear as the first item within the folder's content list, as seen here in the "Icon" (Figure C.2), "List" (Figure C.3) or "Column" (Figure C.4) view on the Mac respectively.

The users need to double click on "_Start_Me," which then launches the program "Director Projector" (Figure C.5-C.6). ■

Figure C.1
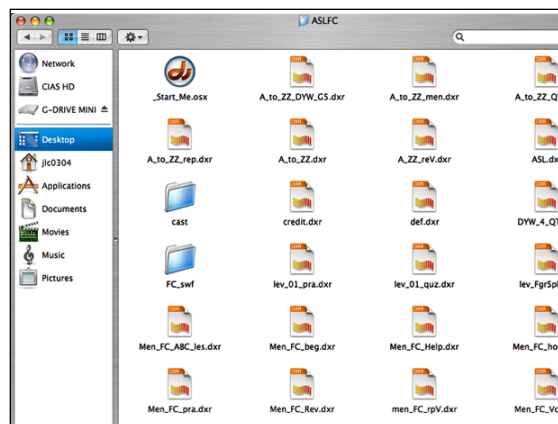
Figure C.2
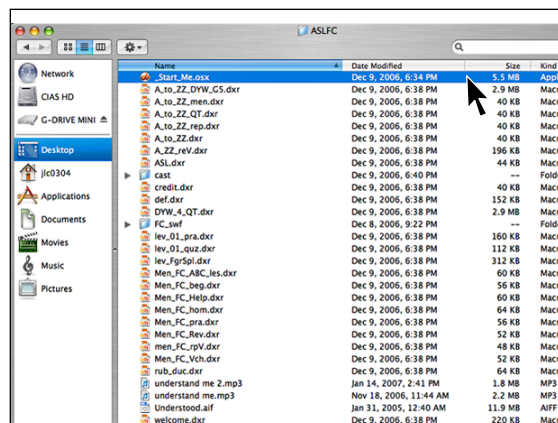
Figure C.3
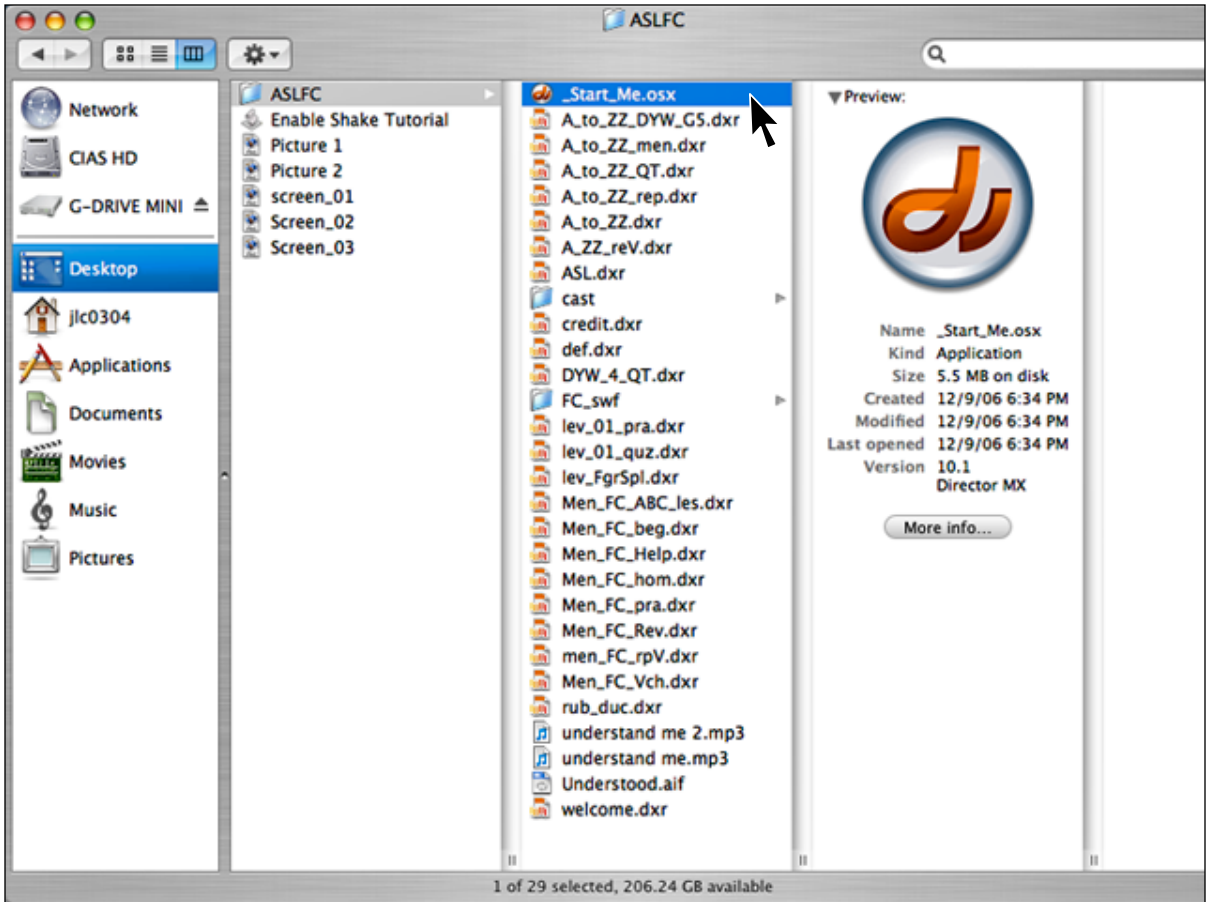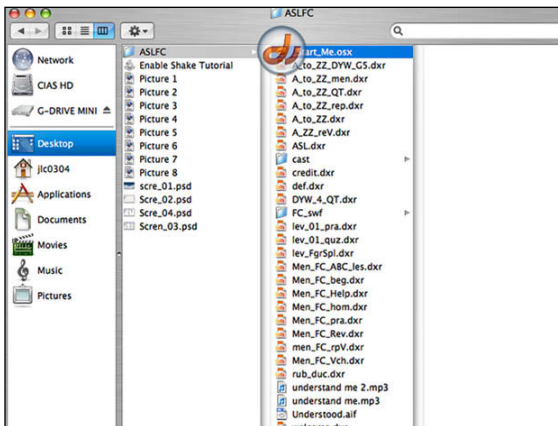
Figure C.4

Figure C.5
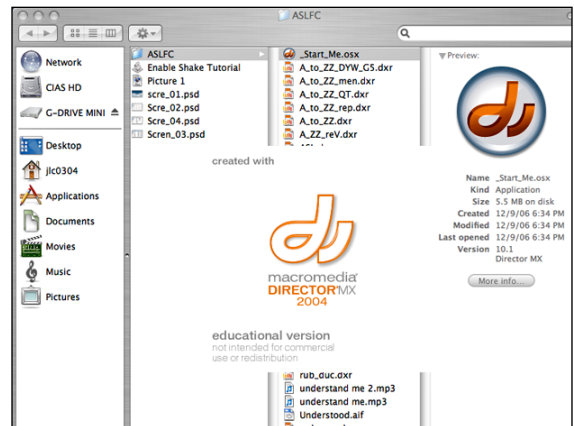
Figure C.6

Take Challenge

When the application is launched, revealed to the users is a 640 x 480 pixel screen. The page header slides onto the screen from the left side of the sreen, while "Welcome" text fades in (Figure C.7-C.9).

The "Take Challenge" text (Figure C.10) gives information about the program, how to use it and asks that the users fill out and return a survey form that asks questions about the user experience and the program's effectiveness. This survey was given to the users by the author and/or by the thesis advisor, Baldev Kaur Khalsa, who conducted user testing for her ASL level 1 class at NTID.

Please note this program uses the standard rollover feature of buttons, which changes color and the index finger cursor or "cursor -1" appears to indicate, "click here." If the users are at a point in the program where they are not ready to do the lesson the menu button is inactive and will not change color, thus keeping new users on a clear step by step lesson track.

At this point, the users can click on one of the two "Take Challenge" buttons, which wipes the screen clean then puts in motion the drop-down menu of the first lesson (Figure C.11-C.12). ■

Figure C.7

Figure C.8

Figure C.9

ASLFingerChallenge | Student UserTest 11.2006 v4.0

Welcome!

You are about to experience, **ASLFingerChallenge**, a real time animation interactive work in progress. In this user test model, you will learn American Sign Language's finger alphabet. The model is designed to guide you lesson by lesson, with each lesson building on the previous. When you finish a lesson the next lesson button will appear. After you learn the ABC's, you will be directed to other lessons, including reading animated fingerspelling, ASL history and deaf culture. If you get lost or need to quit and return later, clicking "Home" will fast forward you to the desired lesson.

What I ask is the following:

1. Click on Take Challenge and navigate through the program from start to finish.

2. Pay attention to what works and doesn't what you like and dislike.

3. Remember your practice and quiz scores,

4. Finish the evaluation form about your experience.

Your comments will determine this learning tool's effectiveness, while directing future models. Hence, I kindly beg that you complete the survey.

Thank you in advance for your time. It will be greatly appreciated.

Jeffrey Cougler
MFA Candidate
Rochester Institute of Technology
Computer Graphics Design

Take Challenge / Main Menu / ABC Lessons / Fingerspell / ASL Facts / Deaf Culture / Rubber Ducky / Credits / Help / Quit

Figure C.10

Figure C.11

Figure C.12

ABC Lessons

After the drop-down menu is complete, the "Hello" page appears, which introduces the teacher and a brief overview of the ASL alphabet and how to start the first lesson entitled "ABC Animation" (Figure C.13-C.16).

After clicking the button "ABC Animation" (Figure C.17), the menu animates, thereby starting the lesson (Figure C.18). ■

Figure C.13

Figure C.14

Figure C.15

ASLFingerChallenge | Student **UserTest 11.2006 v4.0**

Main Menu
ABC Lessons
  ABC Animation
Fingerspelling
ASL Facts
Deaf Culture
Rubber Ducky
Credits

Help
Quit

Hello

I'm Jeffrey, I'm the teacher of this course. I'm glad you're in my class.

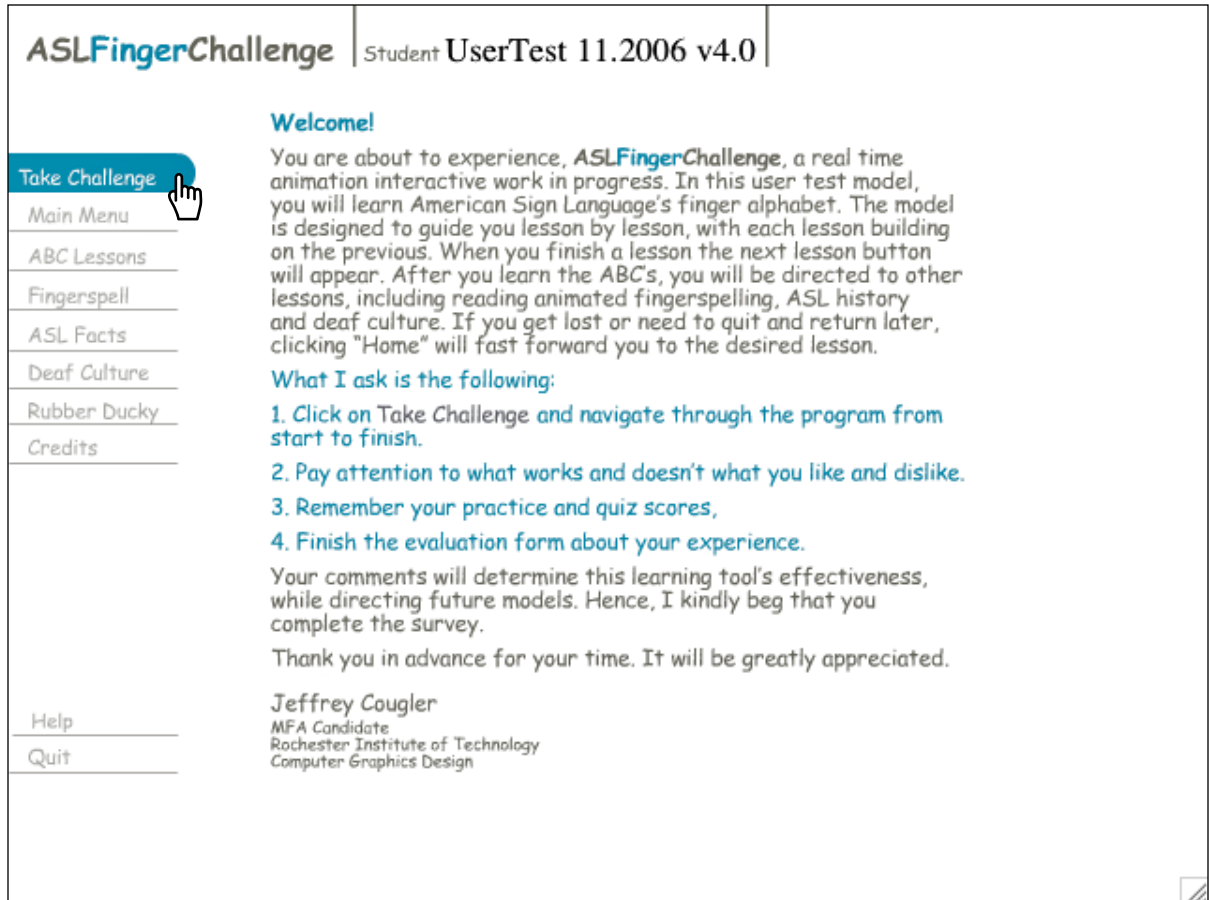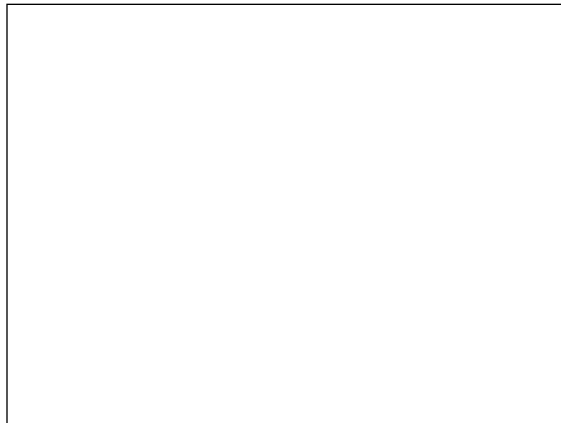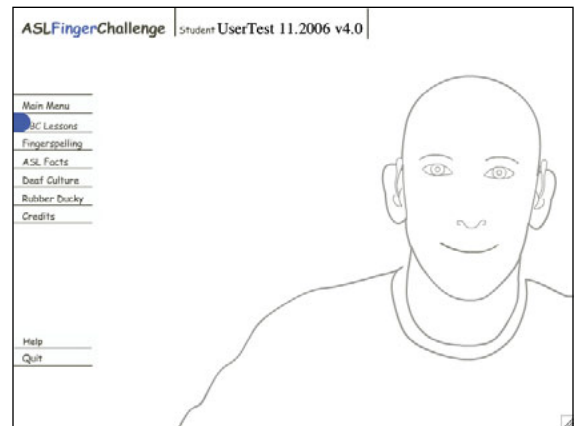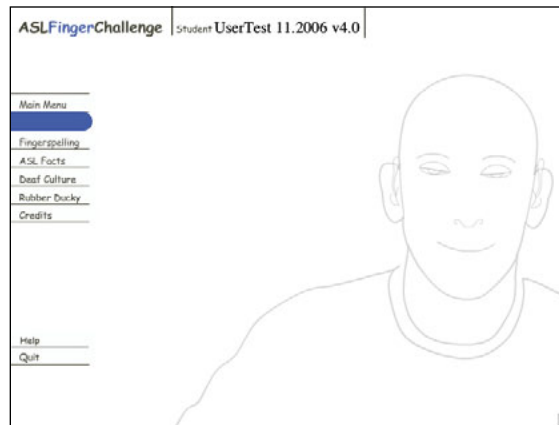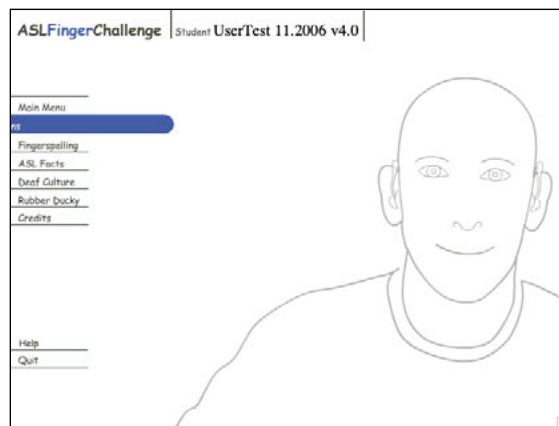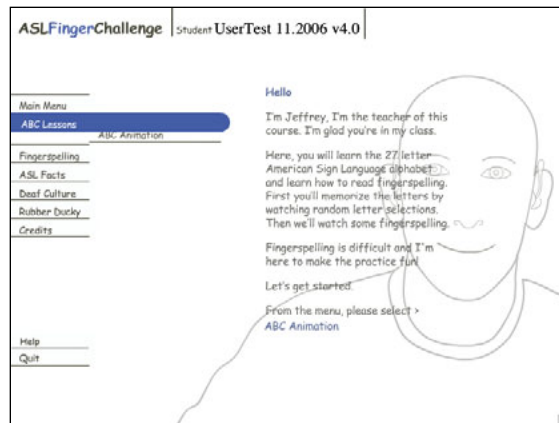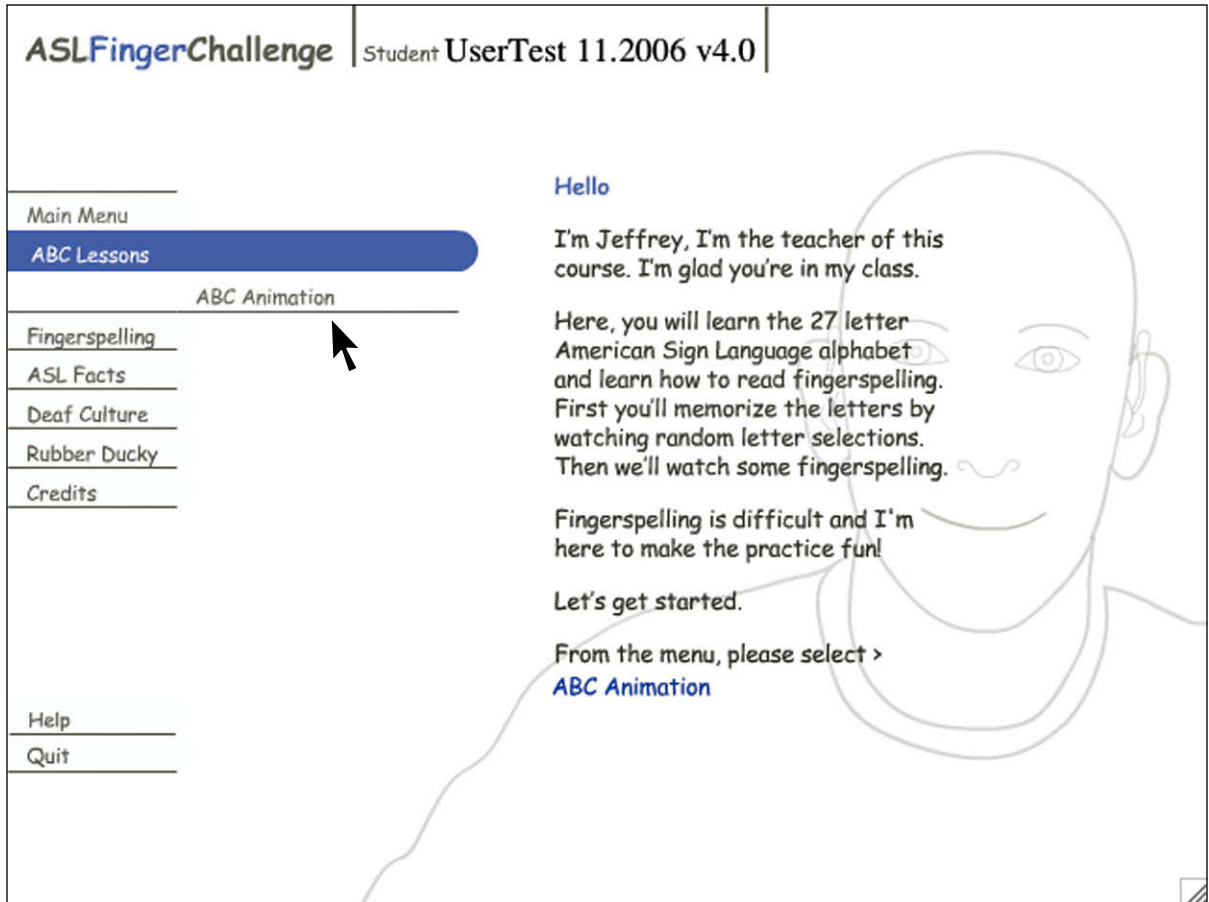Here, you will learn the 27 letter American Sign Language alphabet and learn how to read fingerspelling. First you'll memorize the letters by watching random letter selections. Then we'll watch some fingerspelling.

Fingerspelling is difficult and I'm here to make the practice fun!

Let's get started.

From the menu, please select >
ABC Animation

Figure C.16

ASLFingerChallenge | Student **UserTest 11.2006 v4.0**

Main Menu
ABC Lessons
  ABC Animation
Fingerspelling
ASL Facts
Deaf Culture
Rubber Ducky
Credits

Help
Quit

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From the menu, please select >
ABC Animation

Figure C.18

ABC Animation

From this point forward the storyboard shows an animated video that silently begins with the teacher fading out then the film titling fading in and out (Figure C.19-C.22).
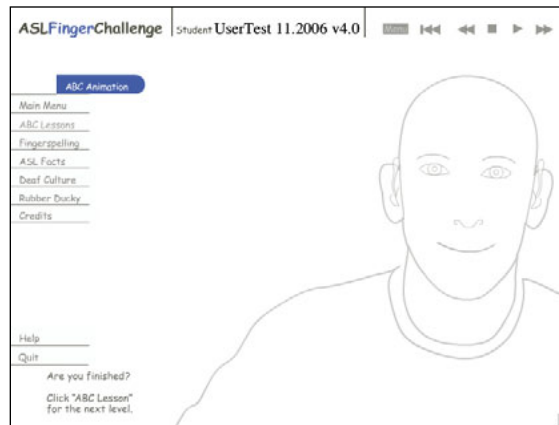

Figure C.19

unCommonSenses is the name of the author's design and production firm (Figure C.20). The name was chosen because his friend and fellow designer, Dean Lockhart, once remarked that he designs using his uncommon senses, which are the senses having to do with creativity, perception, intuition, memory, will, imagination, and reason; and allows one to think outside normal parameters.

After "ASLFC" appears and fades (Figure C.22), the teacher fades back on (Figure C.23) and an original song entitled "Do You Want to Know How to Understand Me?" (by Musasa Marimba Ensemble, based in Hawaii) begins. The manual letters are accompanied by a white Roman letter within a rainbow array of colored disks, which move to provide the students with a sense of logic to these sometimes arbitrary handshapes (Figure C.24-C.33).
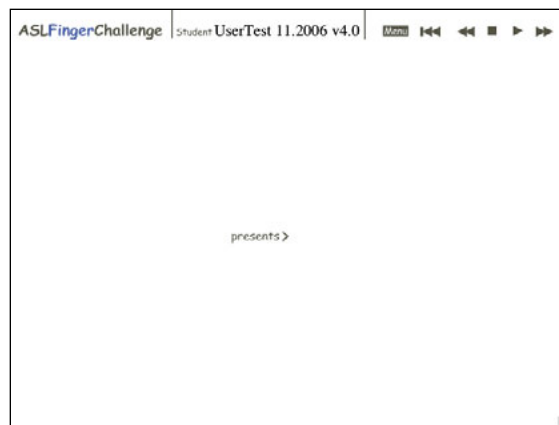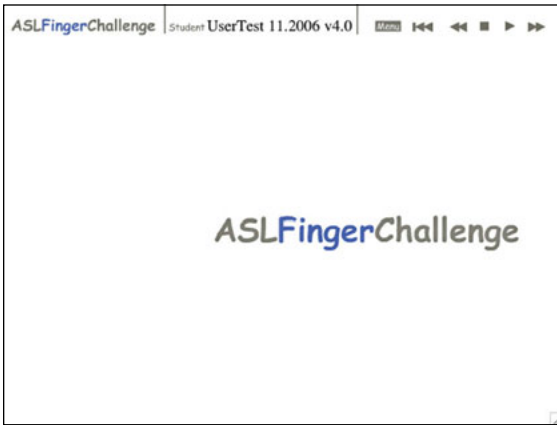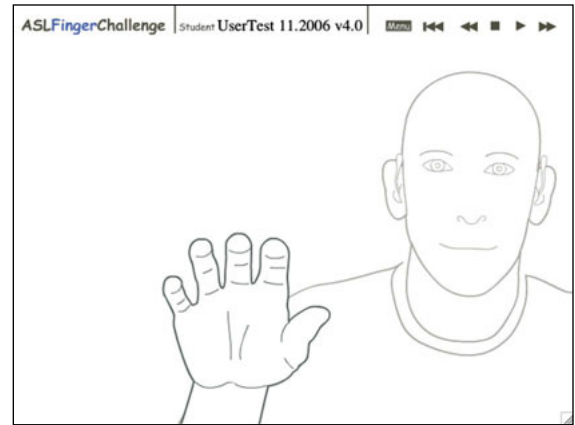

Figure C.20

Figure C.21

Figure C.22

Figure C.23
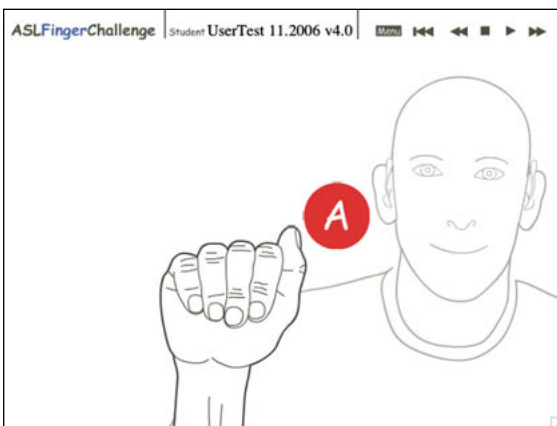
Figure C.24
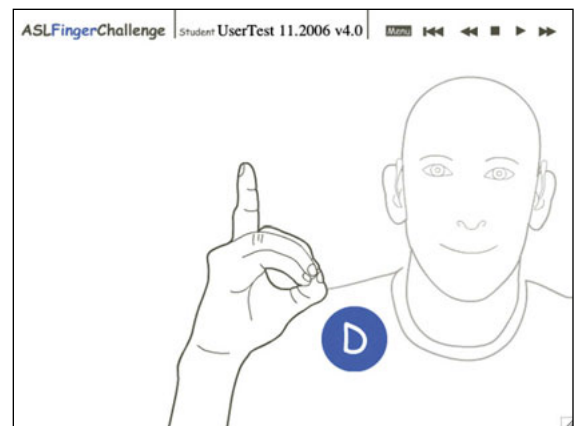
Figure C.25
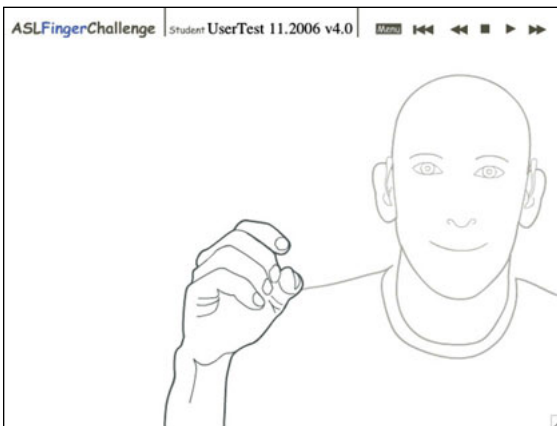
Figure C.26

Figure C.27

Figure C.28

Figure C.29
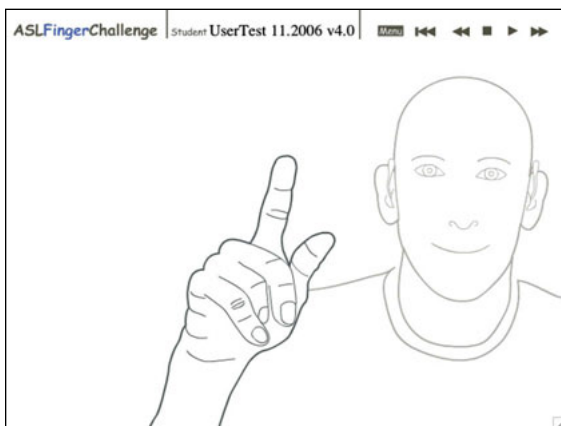
Figure C.30
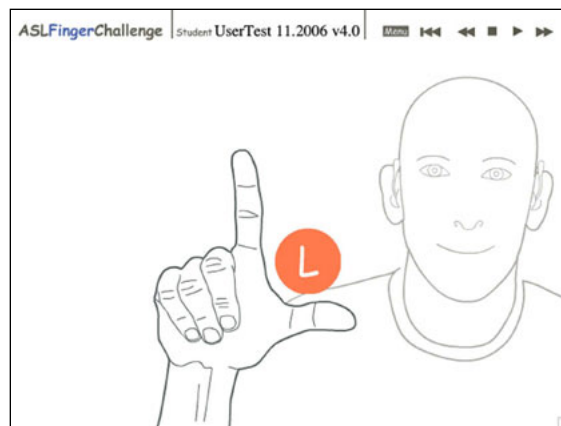
Figure C.31
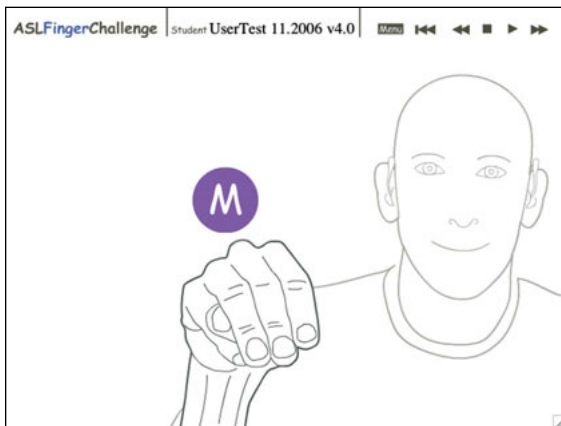
Figure C.32
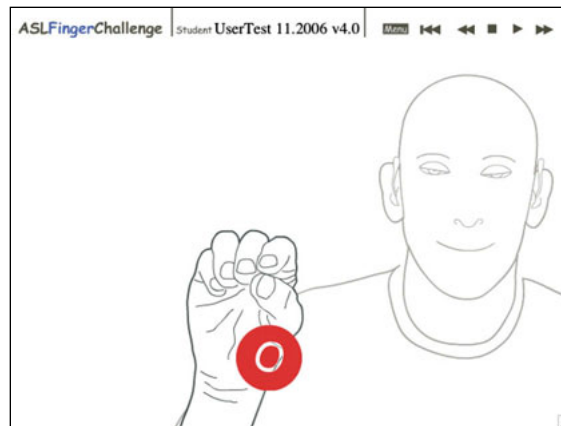
Figure C.33

At letter Q, (Figure C.34) the singer begins the vocal line, "Do you want to know how to understand me?" and repeats 5 times at increasing sound volume. The animation ends with large, bold typography flashing, "do you want to know how to understand me?" in perfect sync with the singing (Figure C.35-C.36).
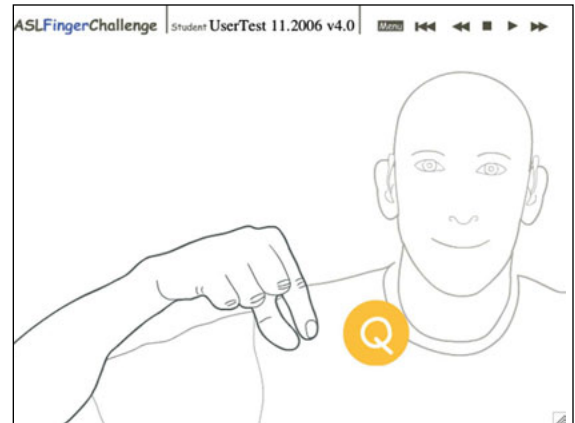
Figure C.34
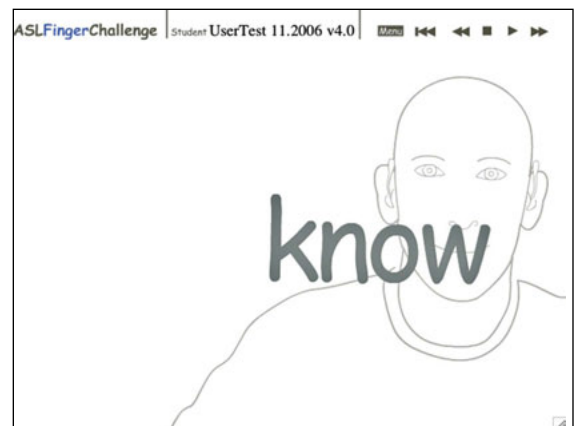
Figure C.35
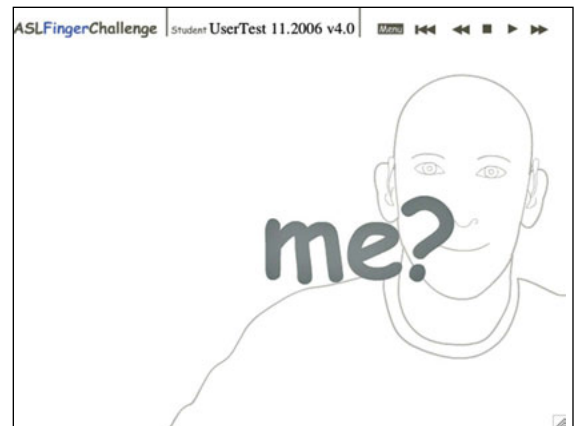
Figure C.36

Animation Ending

As the video fades out, "ABC Lessons" menu appears with the next lesson dropping down, which reads "ABC Real Person" and asks the users to choose this lesson (Figure C.39). ■
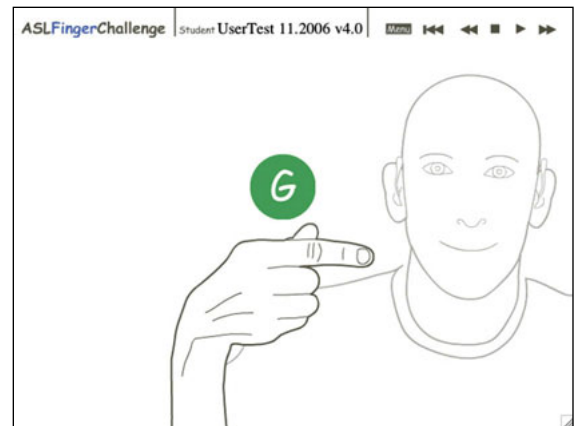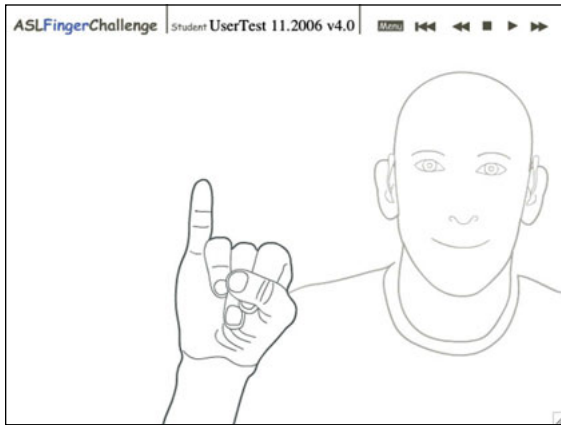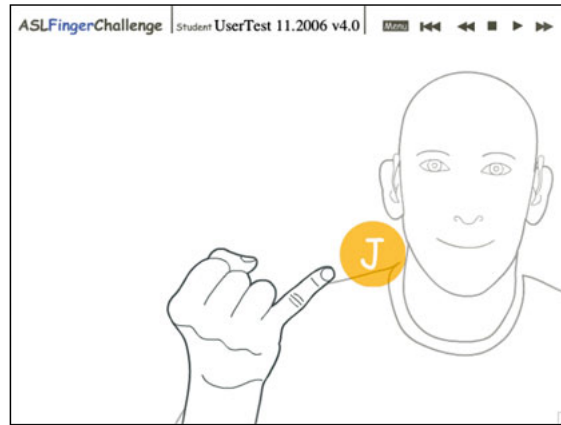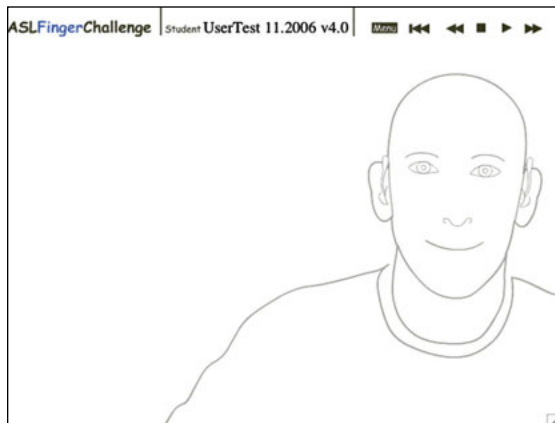

Figure C.37
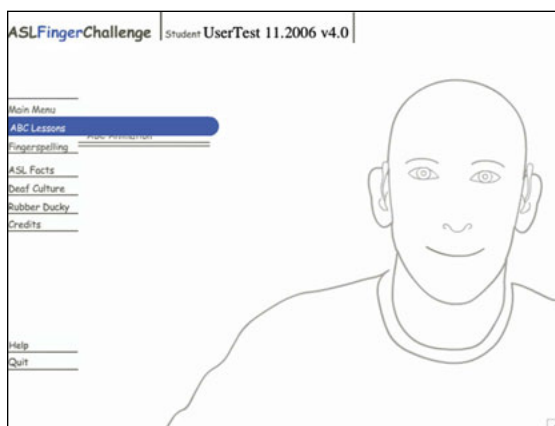
Figure C.38
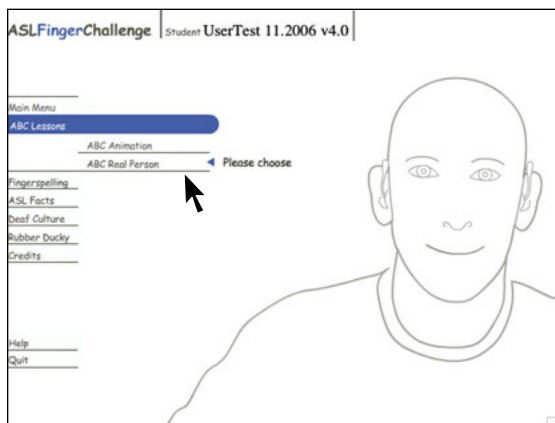
Figure C.39

Figure C.40

Video Controls

Although the animation is a passive experience, the video control buttons, located in upper right corner of the screen, (Figure C.40) allows the users to have control over the experience.

From left to right we have as follows ::

Menu

Clicking this button (Figure C.40), takes the users to the "ABC Animation" menu page, which allows the users to click on the gray "Main Menu" button (Figure C.41) or the blue "ABC Lessons" (Figure C.42).

Rewind

A one click button that takes the users to the beginning of the video, then automatically starts replaying.

Fast Rewind

Click and hold this button to fast rewind the animation in real-time.

Stop

Click this button to hold the video on current frame.

Play

Click this button to start the video at its current location.

Fast Forward

Click and hold this button to fast forward the animation in real-time. ■
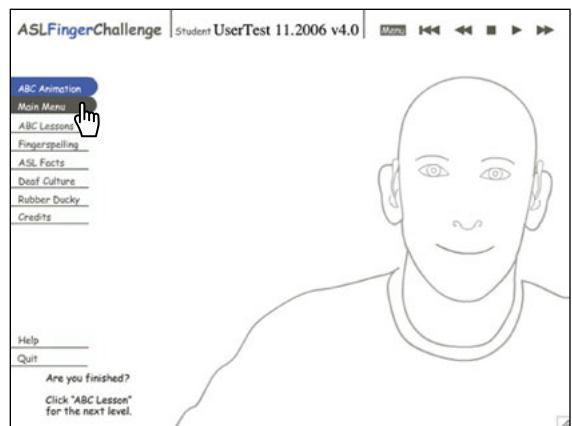
Figure C.41
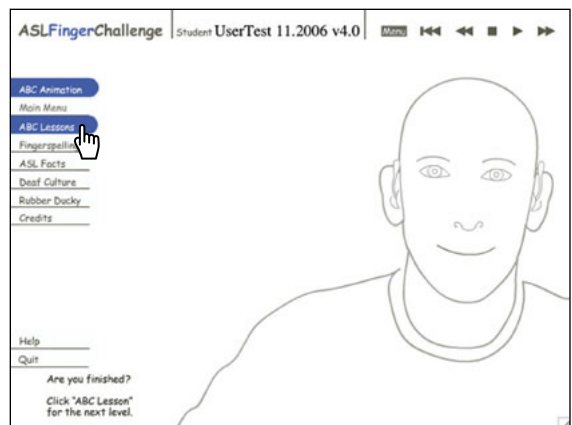
Figure C.42

Main Menu

Advanced users and students, and previous users may bypass the step by step format restriction by clicking "Main Menu," (Figure C.43), which will slide out, then drop down, revealing all of the lessons (Figure C.44-C.45).

At this point in the program, the users find all the buttons are active for any lesson, such as "ABC Review" (Figure C.46), "Fingerspelling" (Figure C.47) or "Credits" (Figure C.48).

Selecting any of these options will cause the drop-down menu to retract, (Figure C.49-C.50), the screen to wipe clean (Figure C.51), as the program takes the users to their chosen lesson (Figure C.48). ■
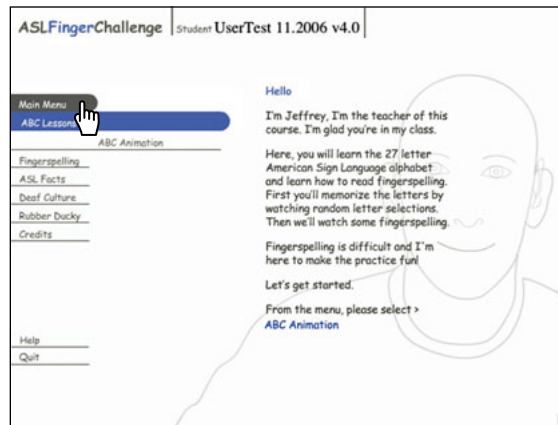
Figure C.43
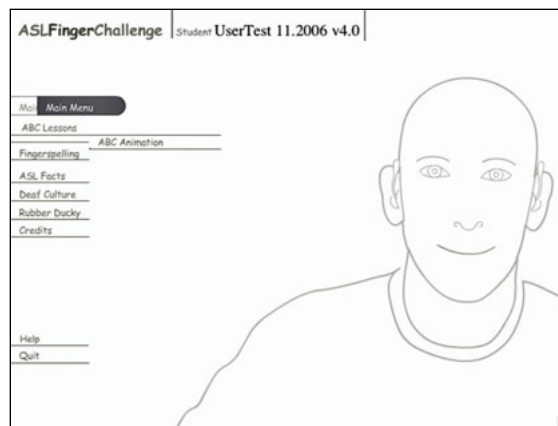
Figure C.44
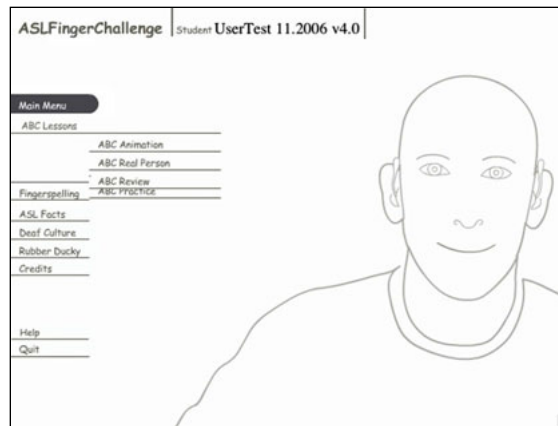
Figure C.45

Figure C.46

Figure C.47
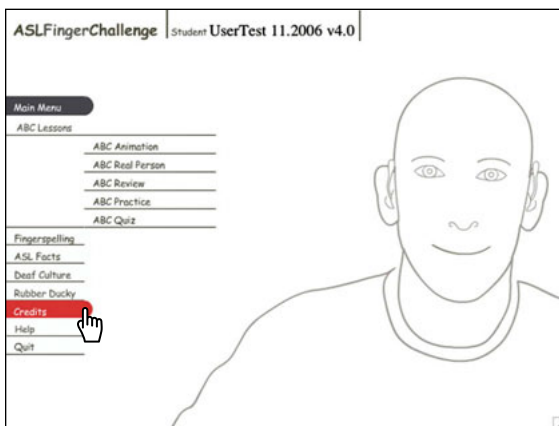
Figure C.48
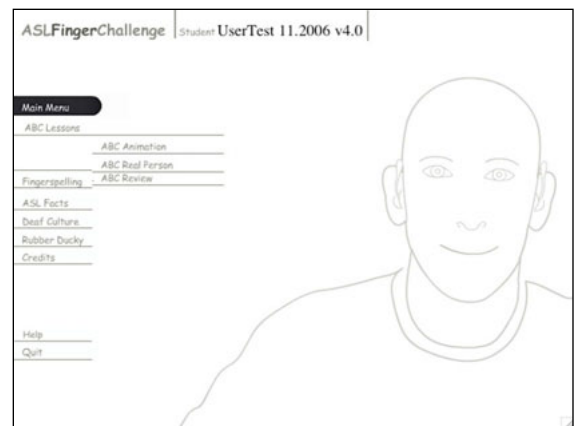
Figure C.49
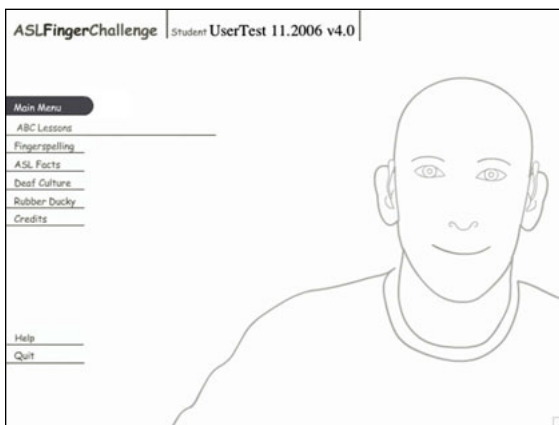
Figure C.50
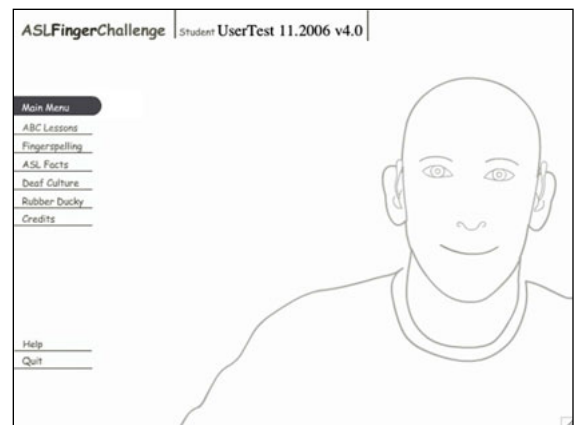
Figure C.51

ABC Real Person

The drop-down menu reveals the second lesson. There is a blue pointer and text saying "Please Choose" When "ABC Real Person" is clicked (Figure C.52-C.54), the video begins with the animated teacher fading out; "unCommonSenses" silently dances onto the screen; followed by "presents"; then the "ASLFC" title; the animated teacher fades back in (Figure C.55) and an edited version of the song "Don't Let Me Be Misunderstood" (Bennie Benjamin, Gloria Caldwell and Sol Marcus, 1964) as sung by Santa Esmerelda (Leroy Gómes, 1977) begins. Then, the animation morphs into the video of the teacher (Figure C.57). As in the animation, the manual letters are accompanied by a white Roman letter within a rainbow array of colored disks, which move to give the students a sense of logic to these sometimes arbitrary handshapes (Figure C.58-C.64).
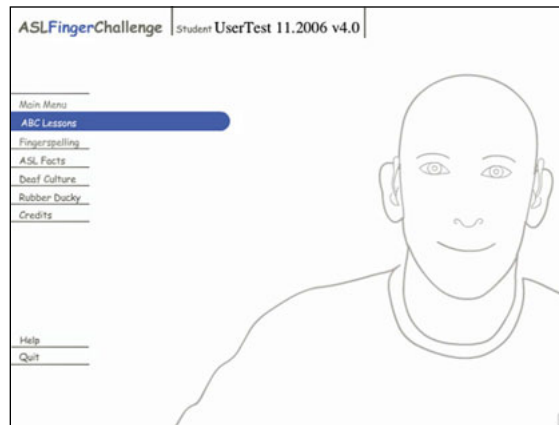
Figure C.52

Figure C.53

Figure C.54

Figure C.55

Figure C.56

Figure C.57

Figure C.58

Figure C.59

Figure C.60
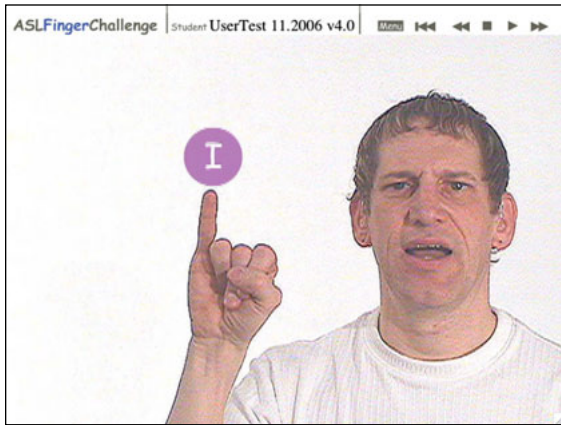
Figure C.61

Figure C.62

Figure C.63

Figure C.64

Figure C.65
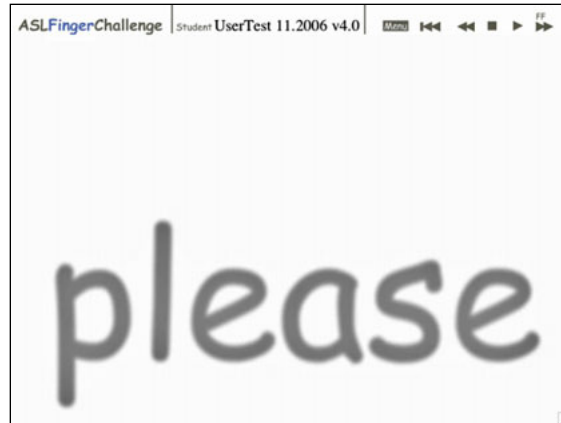
Figure C.66

At the end of letter ZZ, the singer Gómes exclaims, "oh lord, please don't let me be misunderstood!" along with large typography, flashing, the words in perfect sync as they are sung (Figure C.65-C.67).

The video ends with the real teacher morphing back into the animated teacher, (Figure C.68) , then "ABC Lessons" menu drops down to reveal the next lesson, "ABC Review" (Figure C.69).

Figure C.67
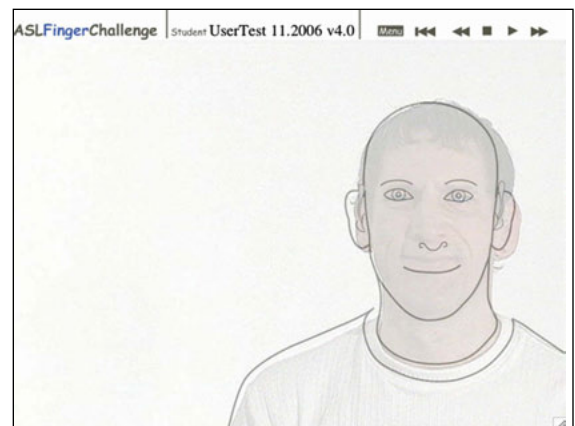
Figure C.68
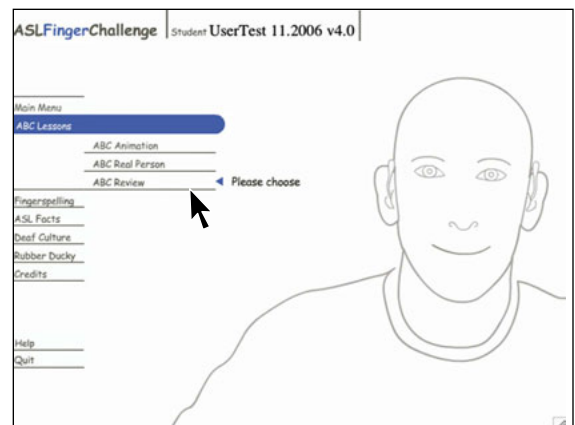
Figure C.69

ABC Review

Clicking "ABC Review"animates the menu closing up and off the stage. "ABC Review" header slides onto the screen (Figure C.71), then positions itself on top of the menu while the 27 Roman alphabet symbols and user instructions fade on (Figure C.72).

Upon rolling over a Roman letter (Figure C.73), a colored disk with the white letter appears, indicating an active button. Clicking a letter will start an animation of the arm raising up to shoulder height, also know as fingerspelling space (Figure C.74-C.75).
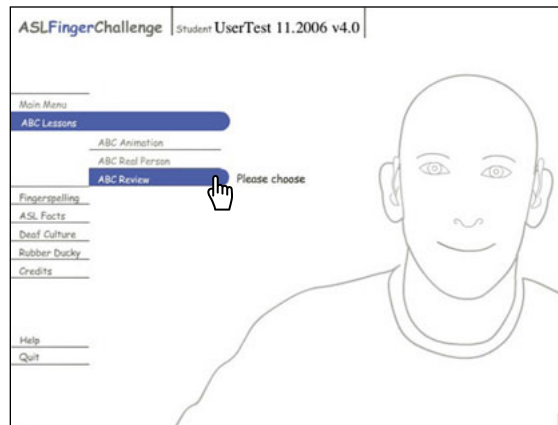
Figure C.70
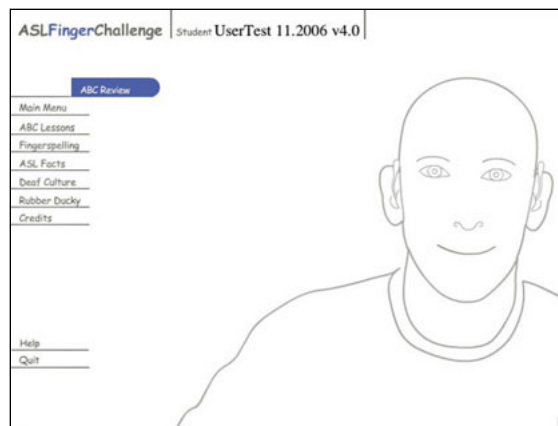
Figure C.71
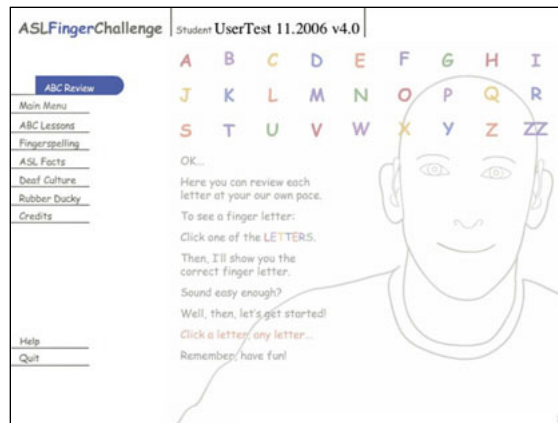
Figure C.72
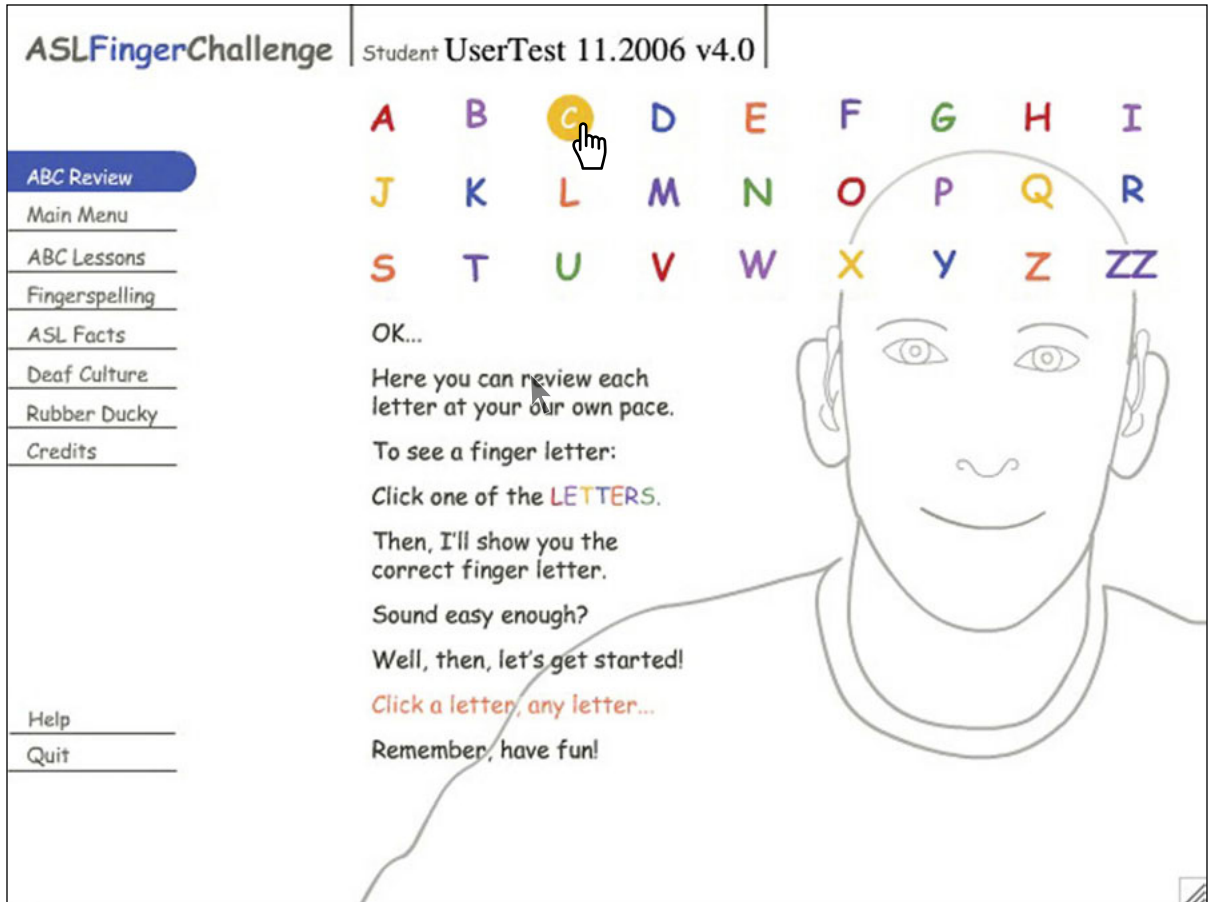
Figure C.73
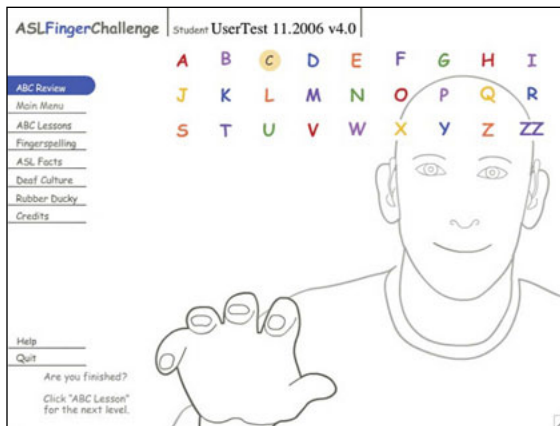
Figure C.74
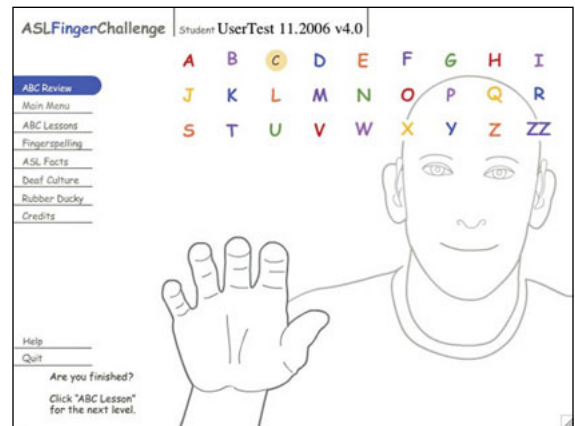
Figure C.75

At the end of the raising hand animation, the corresponding manual letter will be seen (Figure C.76). Click another letter, the hand raises again to show the corresponding manual letter (Figure C.77).

Quick Time Virtual Reality

The Purpose of adding a Quick Time Virtual Reality (QTVR) movie clip is to give the students a view of the handshape from all perspectives. Some letters are simply too complex for the students to grasp from one static forward position.

There are 5 QTVR clips in this section. When letter "D", "E", "K", "M", or "X" (Figure C.77) is selected a new button appears and disappears below the "Credit" button along with a red text message, "Click to see a letter in virtual reality." Clicking this button will take the users to the corresponding QTVR letter.

When the users place the curser on top of the image a spread hand cursor appears which indicates to the users that they need to click and drag the mouse sideways, right or left. Then the character will rotate as the users drag. The hand always stays in perfect focus. Depending on the hand position in relation to the body, the contrast and opaqueness will change. When the body comes into the foreground and the hand appears to begin to go behind the character, the body becomes transparent, enabling the users to see what the true handshape is for this letter (Figure C.80). As the figure rotates to the body's backside, the opacity returns to 100%, while the contrast is still slightly less to keep a strong focus on the handshape (Figure C.81).
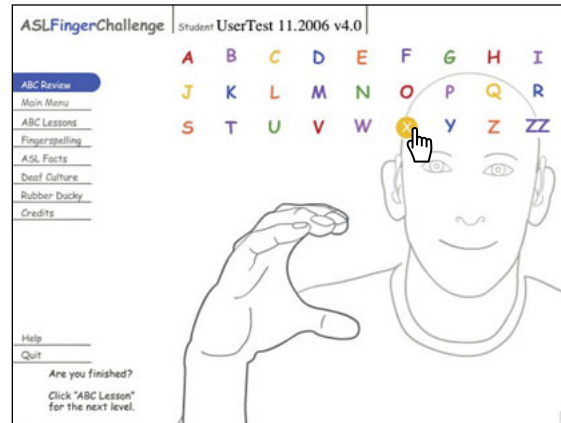
Figure C.76
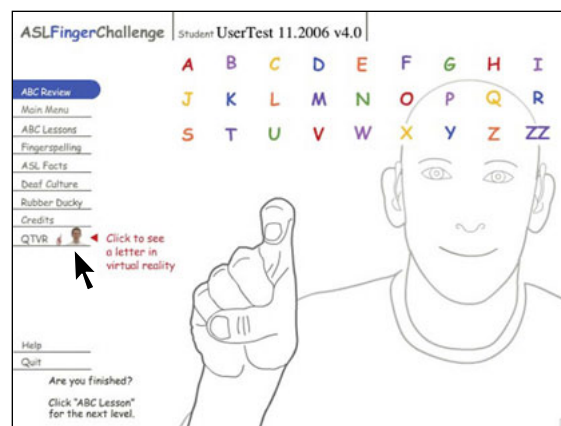
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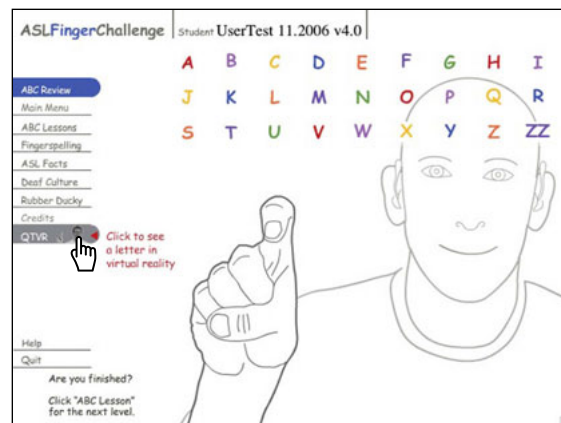
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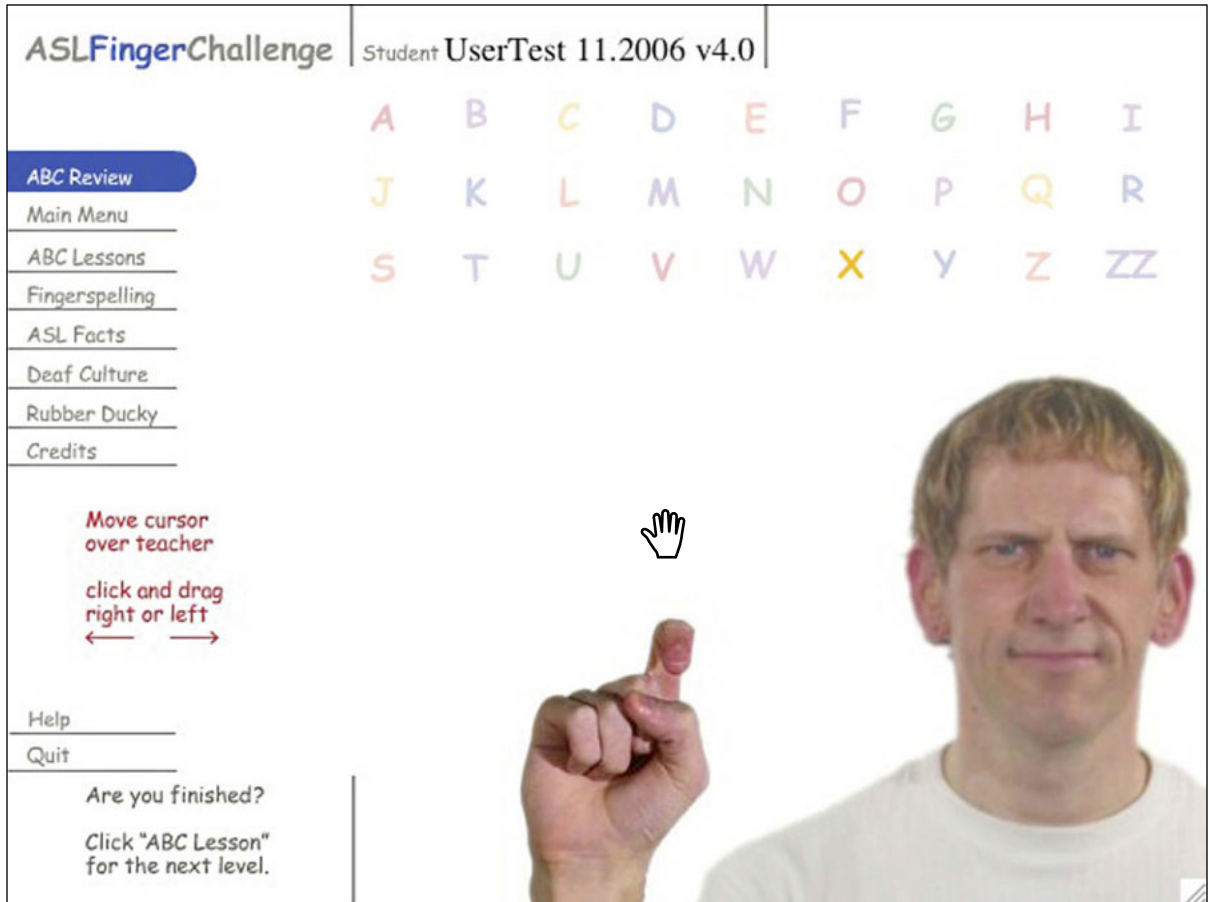
Figure C.79

Figure C.80
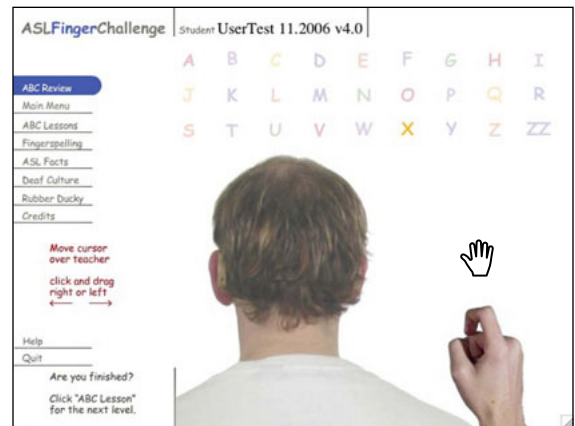
Figure C.81

Figure C.82
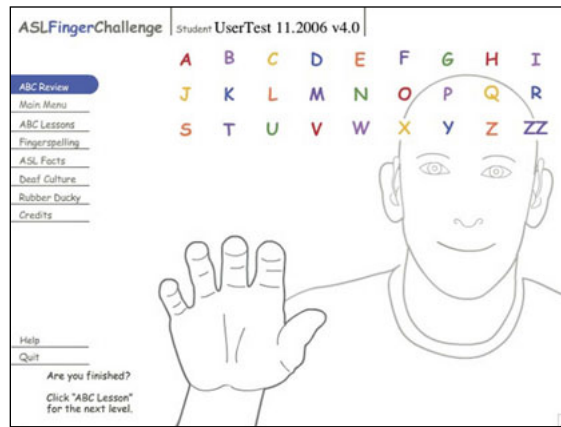
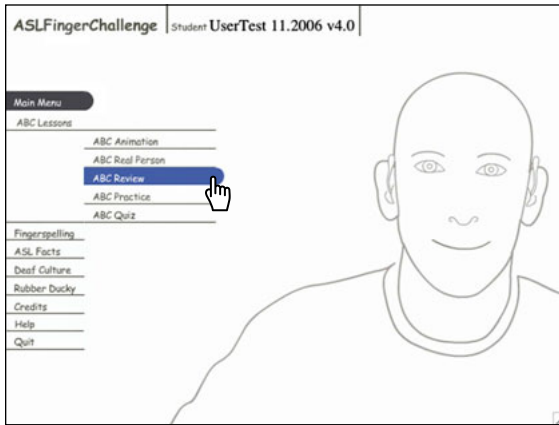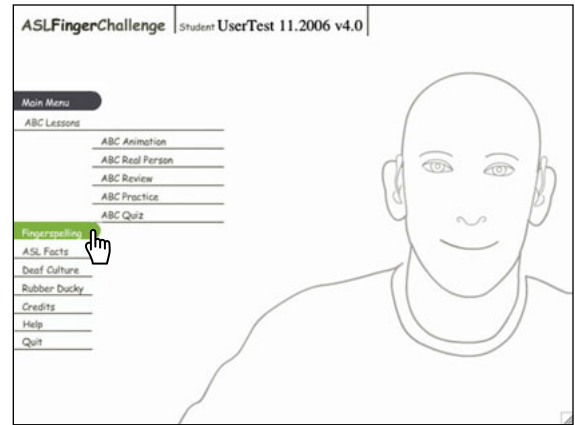Figure C.83
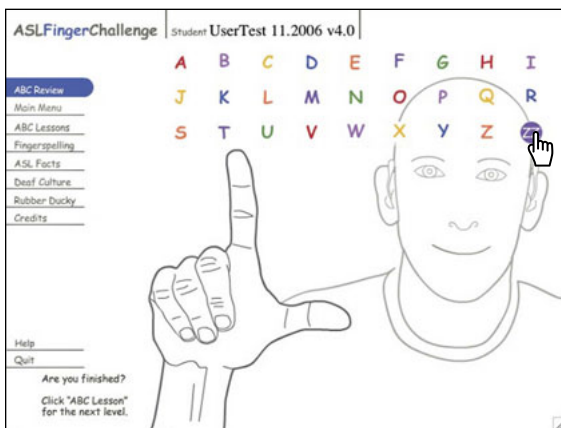
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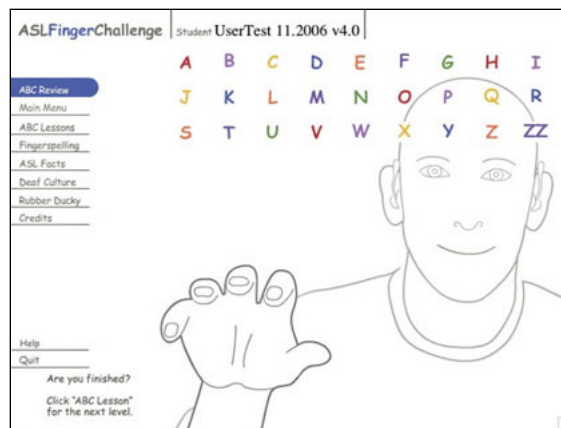
Figure C.85
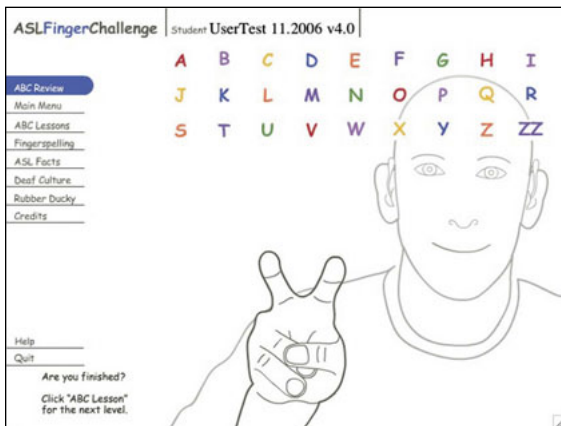
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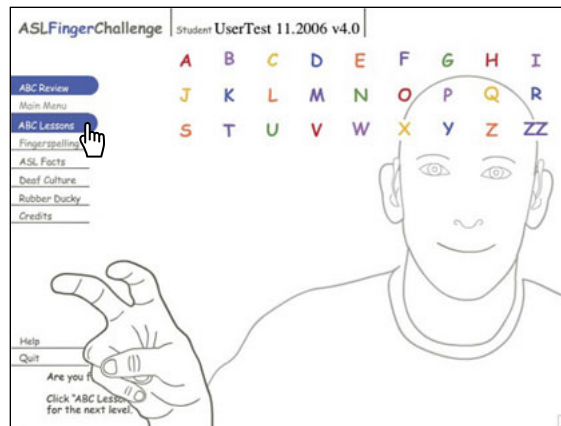
Figure C.87

As the character's body rotates into the background, behind the hand, the brightness, contrast and focus is clearly on the handshape.

Clicking and holding the curser at the edge of the QTVR, a continuous rotation will occur. To continue reviewing letters, click on another letter, for example "L". The faded letter will exhibit a faded rollover button (Figure C.82).

The users may repeat and review any letter to help memorize the ASL fingerspelling handshapes.

As with any lesson, to end and go to the next level, simply click on "ABC Lessons" (Figure C.87) and the ABC Lessons Menu will travel across the screen (Figure C.88) and drop-down (Figure C.89) to reveal a blue indicator and asks the user, "Please choose" the next lesson (Figure C.90). ■
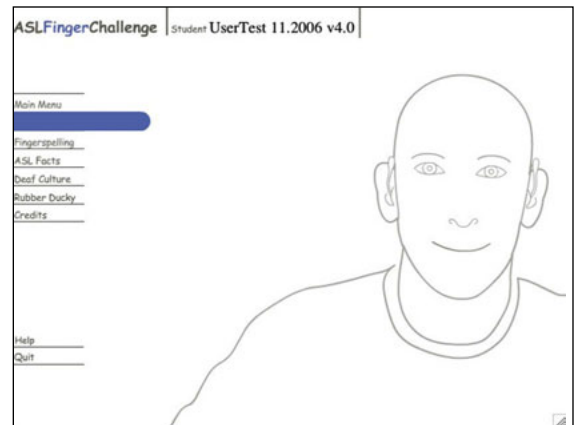
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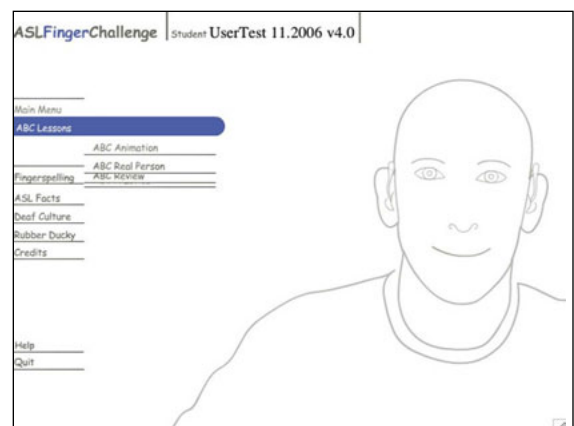
Figure C.89
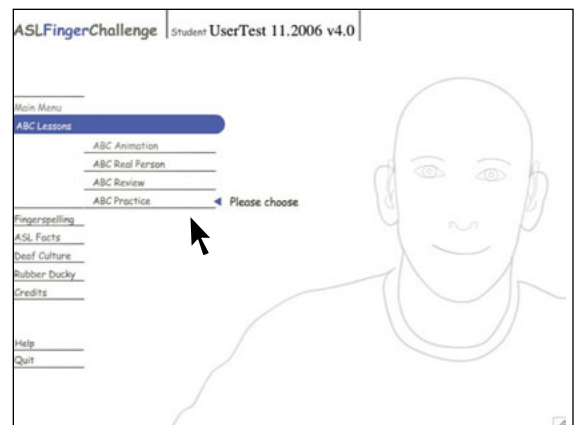
Figure C.90

ABC Practice

After the users click on blue "ABC Practice," the menu animates the menu closing up and off the stage. Then the "ABC Practice" header slides out (Figure C.91), moves across the line and back (Figure C.92), then locks into place as the lesson instructions fades into view (Figure C.93).

At this point the users are given instructions which end with "Good Luck," a colored activation button with drop out type. When the users do a rollover, there is a reverse effect. Clicking the button activates the practice session (Figure C.95).

The unique feature of this button is a lingo code that allows the manual letters to be loaded in a random order every time it is clicked. Hence each time the users launch this section they will have a different experience, that makes it impossible for the users to know what the next letter will be!

After clicking the blue button, the character's hand starts to raise (Figure C.96).
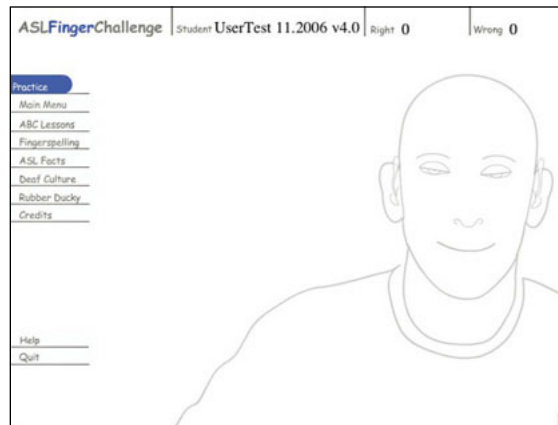
Figure C.91
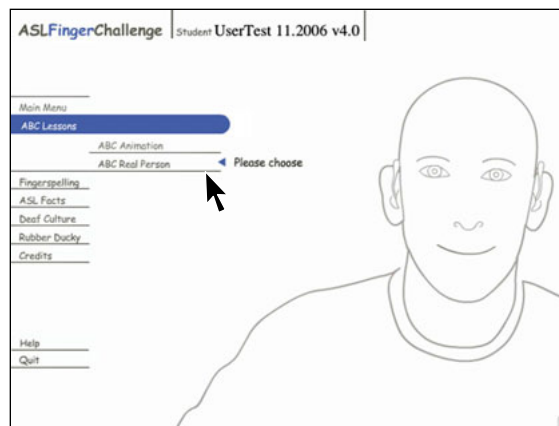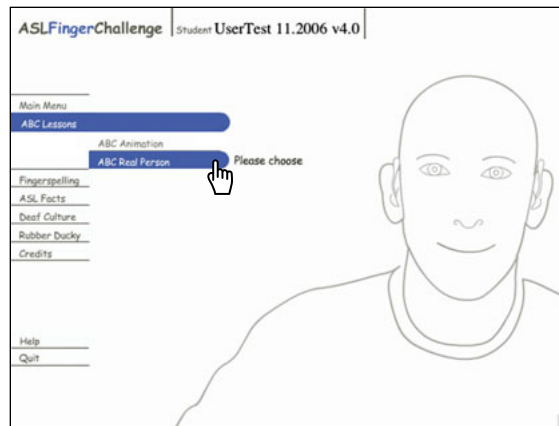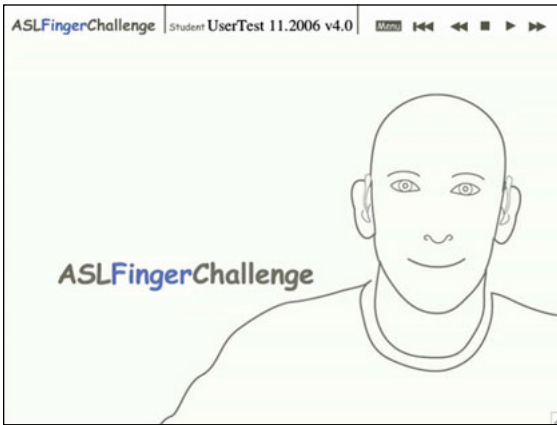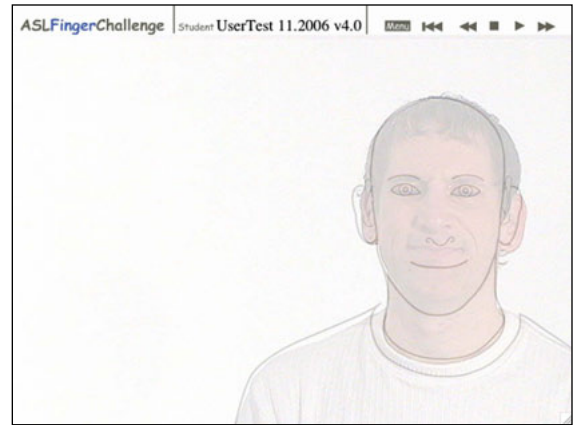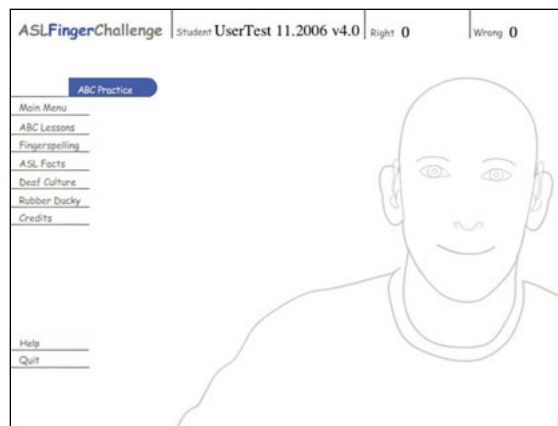

Figure C.92
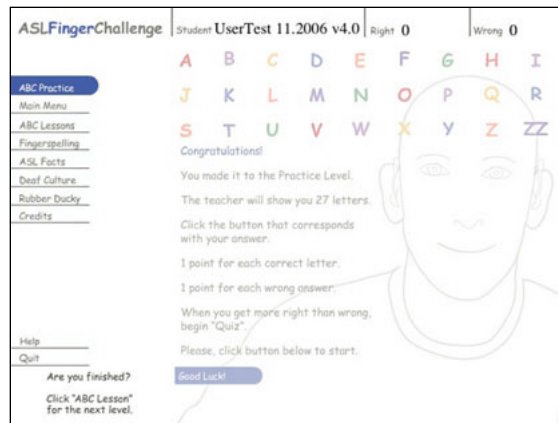
Figure C.93
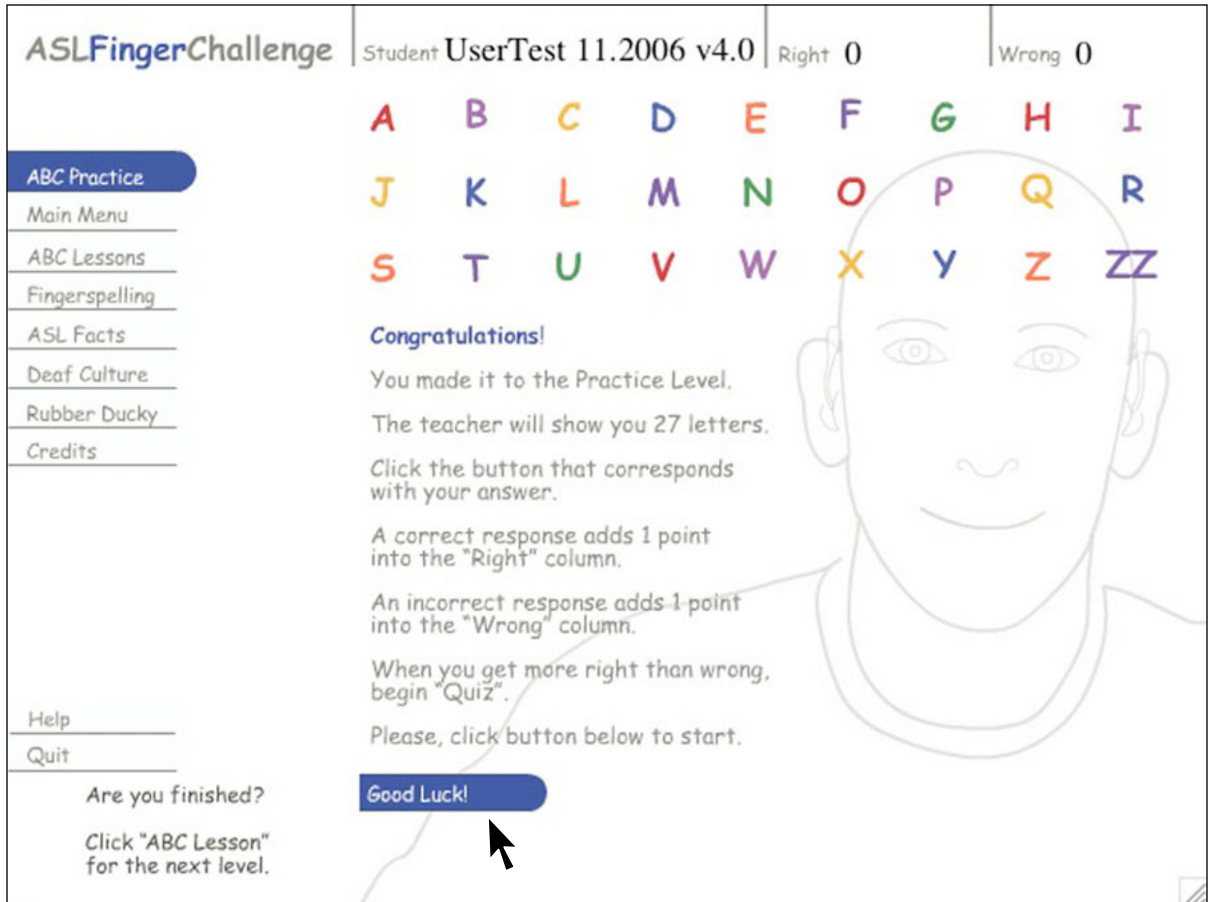
Figure C.94
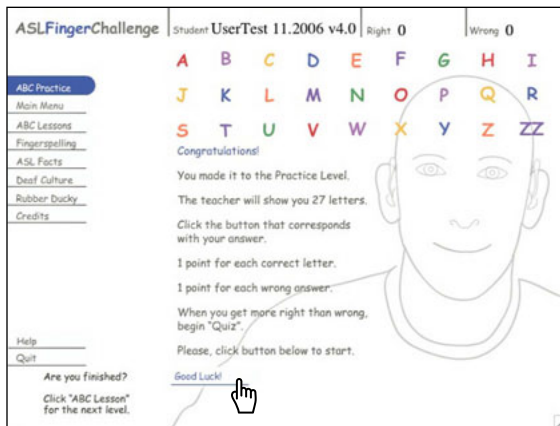
Figure C.95
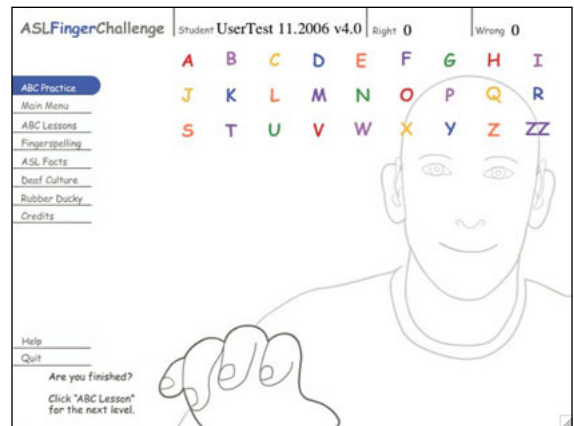
Figure C.96

As in the manner of "ABC Review" the hand raises and reveals (Figure C.97) a letter. The users then click on the button which they think is the letter (Figure C.98). When the letter is clicked a message starts. The users will read "You are absolutely...," and depending on the speed of the computer, there is a momentary pause to keep the users in suspense as to whether they have the "correct!" or "wrong!" answer (Figure C.99). If the answer is right, the message will say "correct!," the letter clicked will automatically turn into an icon of the manual letter and 1 point is added into the "right" column in the upper right corner of the stage. A 30 second pause will happen while the users view the current frame, which also gives a secondary encouragement statement, such as "good job!," "for 1 point!," "whoo hoo!" or "yippee!" (Figure C.100).
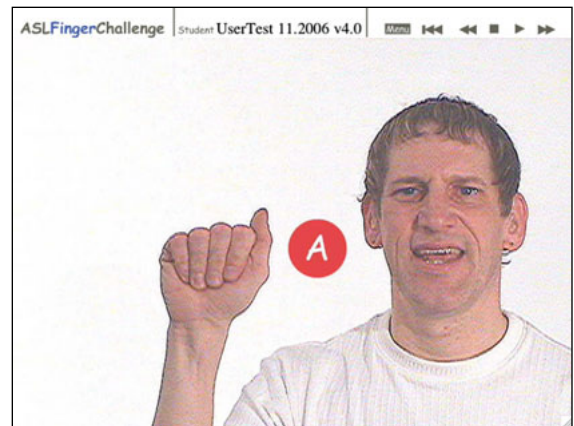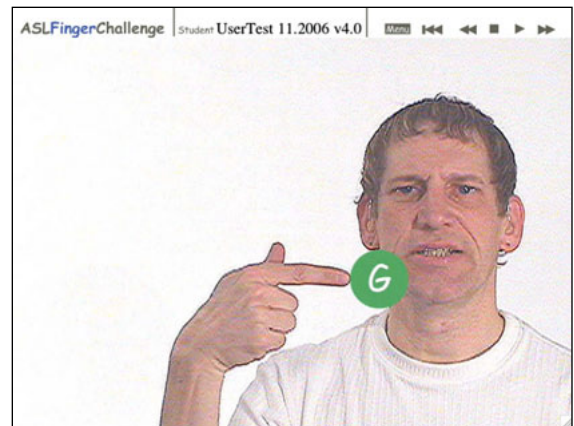

Figure C.97

Figure C.98
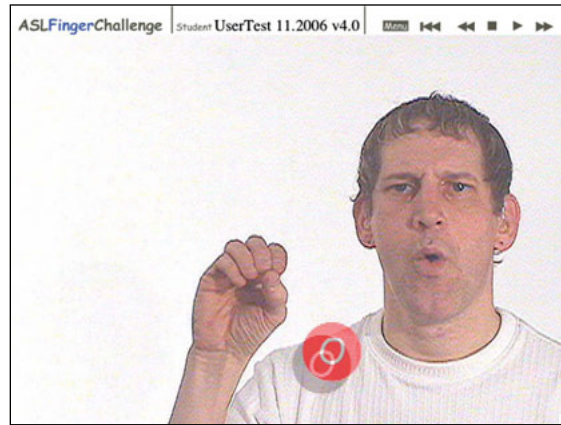

Figure C.99

Figure C.100
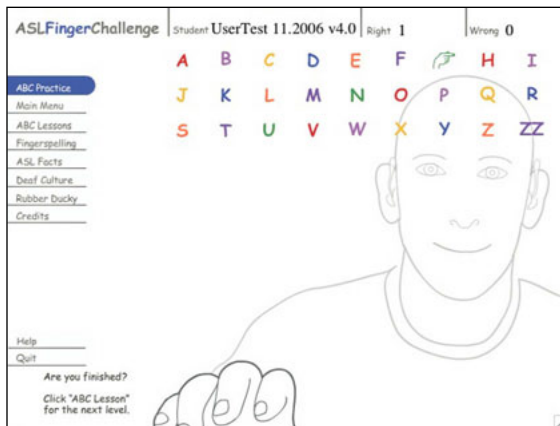
Figure C.101
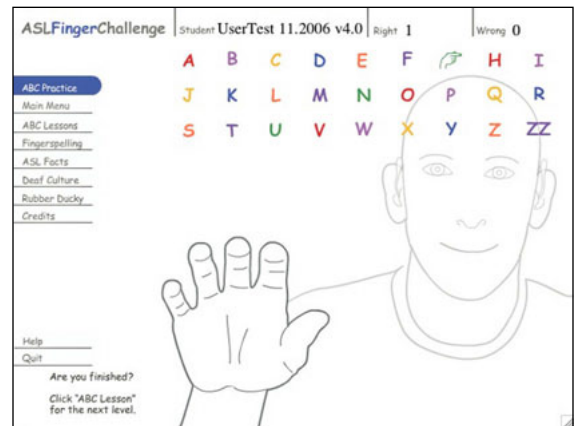
Figure C.102
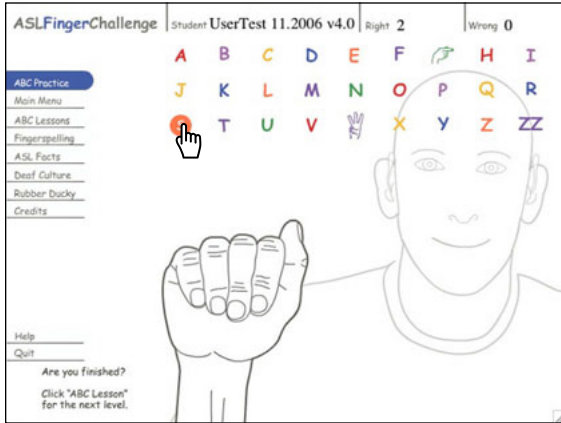
Figure C.103

Figure C.104

Figure C.105

If the users select an incorrect button the same sequence occurs, "You are absolutely...," a hesitation occurs, then "wrong!" will appear. Simultaneously, 1 point is added into the "wrong" column and the button stays as an active button until the correct corresponding handshape appears. As with "correct," secondary phrases like "OOPS!," "it's OK, you're still learning!," "for 0 points!" "so sorry!" and "try again?" appear to lighten the stress of making a mistake which happens to all beginners (Figure C.105).

Thus the practice session continues ...
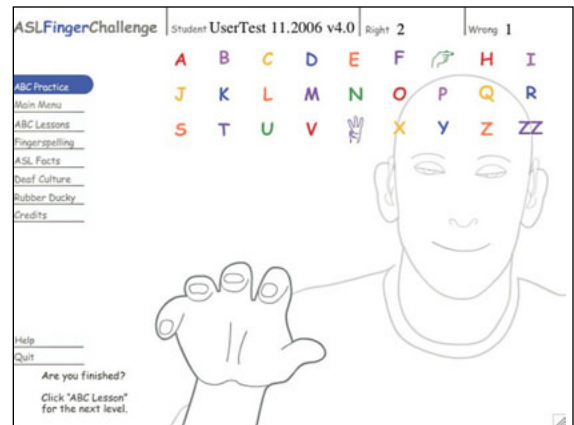
Figure C.106
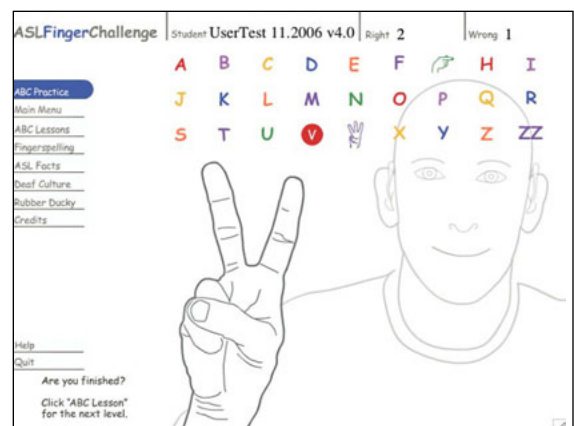
Figure C.107
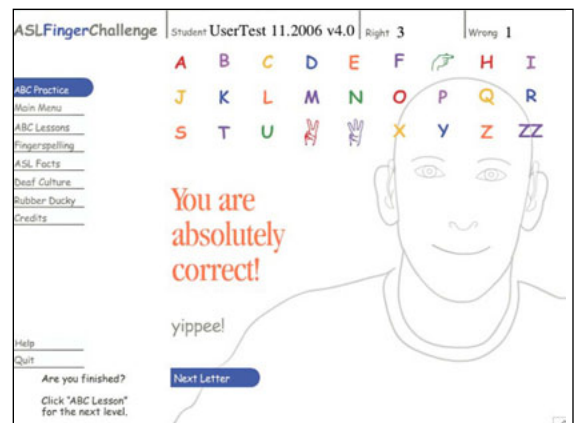
Figure C.108

If the users are using a slow computer, the "Next Button" (Figure C.109) will activate the next letter in the practice sequence. Usually, computers less than six years old will continue at a good pace.

When all 27 manual letters have been presented the drop-down menu will activate, while the grid of colored letters compresses to the right to align with the "Congratulations" message and instructions as to what to do next.

The grid should be studied to see which letters were incorrectly answered and to look at the scores (Figure C.112). If the users have answered a substantial amount of correct answers they may feel ready to take the quiz. In general, 21 correct answers will assure a passing grade of 75 points. Hence, the teacher will ask, what do you want to do?

Figure C.109

Figure C.110

Figure C.111

Figure C.112

Figure C.113

Figure C.114
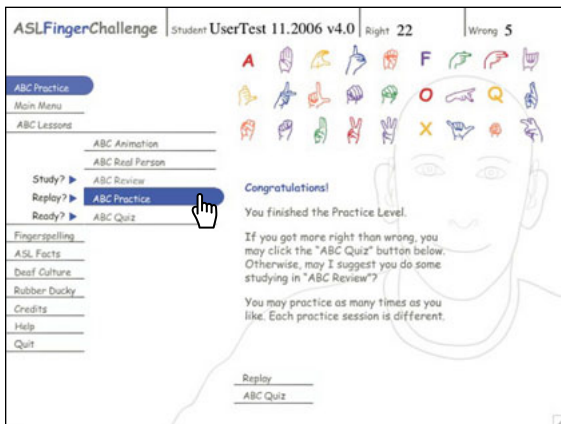
Figure C.115
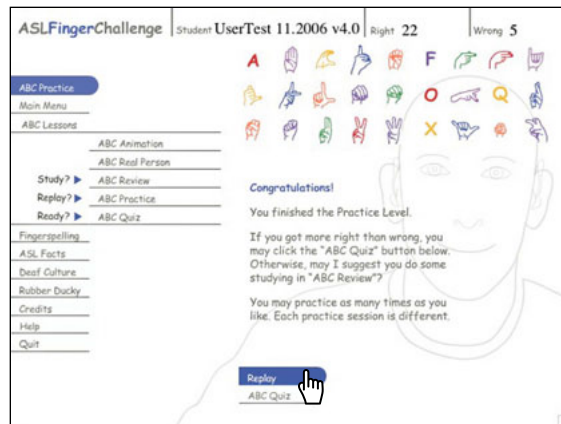
Figure C.116
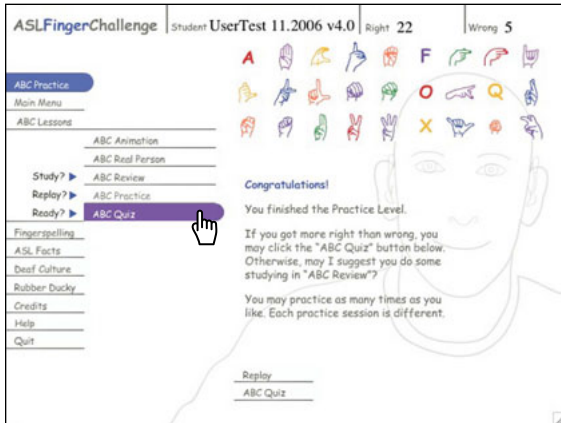
Figure C.117
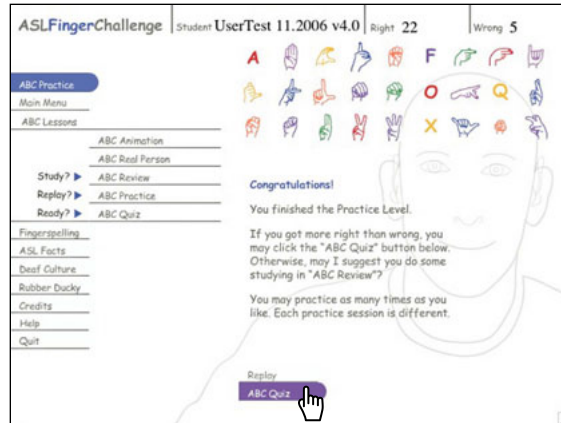
Figure C.118

At this point, under "ABC Lessons" the students can choose to do any past module as follows: rewatch "ABC Animation" or ABC Real Person" (Figure C.113); do additional studying by returning to "ABC Review" (Figure C.114); do additional work in "ABC Practice" (Figure C.115-C.116). If the students are doing really well, then they can select "ABC Quiz" (Figure C.117-C.118).

The students are in total control. The users may even seek assistance by selecting the "Help" button (Figure C.119) or click "Quit" (Figure C.120) and study at a later time. There is no right or wrong at this point. Just the desire to immediately continue or return later. ■
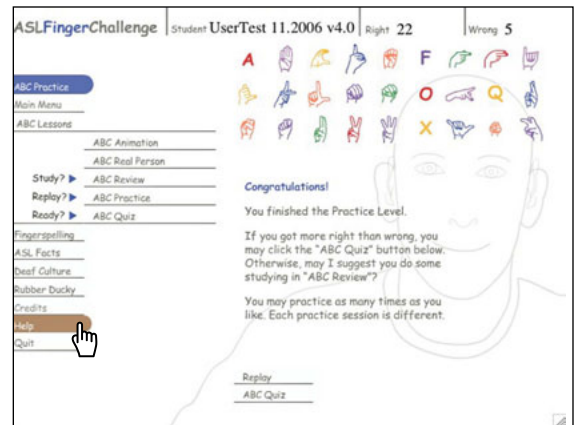
Figure C.119
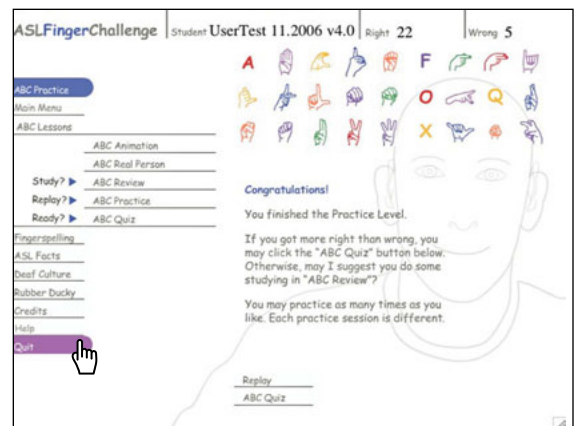
Figure C.120
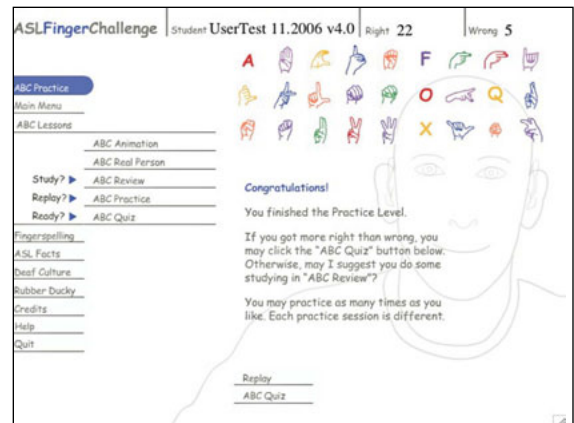
Figure C.121

Help

The "Help" section (Figure C.125) offers twelve points that may answer any questions that students may have. These include that this is a test model, how to bypass the linear step by step method, scoring, possible errors or how to contact the designer. ■
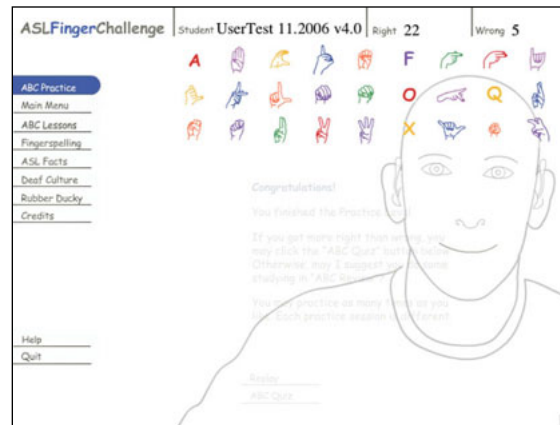
Figure C.122
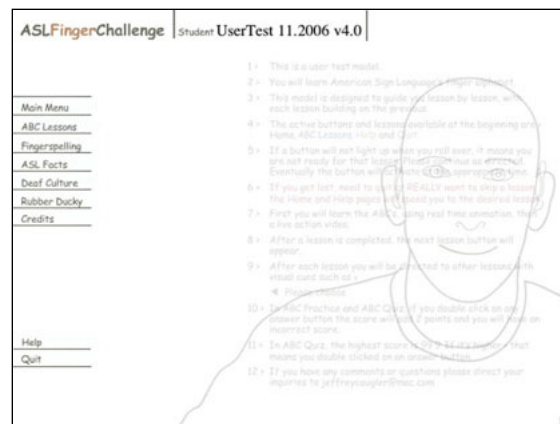
Figure C.123

Figure C.124

ASLFingerChallenge | Student UserTest 11.2006 v4.0

Main Menu

ABC Lessons

ABC Animation

ABC Real Person

ABC Review

ABC Practice

ABC Quiz

Fingerspelling

ASL Facts

Deaf Culture

Rubber Ducky

Credits

Help

Quit

1 > This is a user test model.

2 > You will learn American Sign Language's finger alphabet.

3 > This model is designed to guide you lesson by lesson, with each lesson building on the previous.

4 > The active buttons and lessons available at the beginning are > Home, ABC Lessons, Help and Quit.

5 > If a button will not light up when you roll over, it means you are not ready for that lesson. Please continue as directed. Eventually the button will activate at the appropriate time.

6 > If you get lost, need to quit or REALLY want to skip a lesson, the Home and Help pages will speed you to the desired lesson.

7 > First you will learn the ABC's, using real time animation, then a live action video.

8 > After a lesson is completed, the next lesson button will appear.

9 > After each lesson you will be directed to other lessons with visual cues such as >

◄ Please choose

10 > In ABC Practice and ABC Quiz, if you double click on any answer button the score will add 2 points and you will have an incorrect score.

11 > In ABC Quiz, the highest score is 99.9. If it's higher > that means you double clicked on an answer button.

12 > If you have any comments or questions please direct your inquiries to jeffreycougler@mac.com

Figure C.125

Figure C.126

Figure C.127

Figure C.128
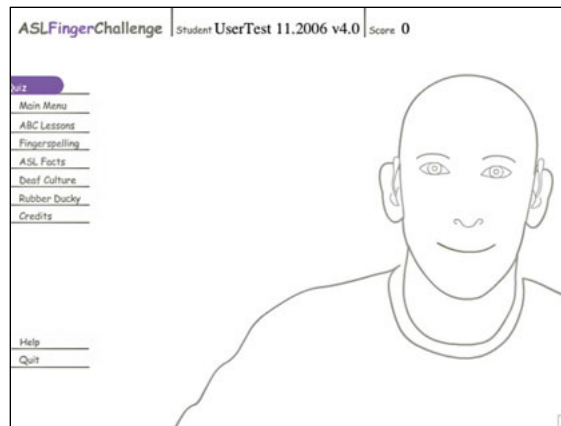
Figure C.129
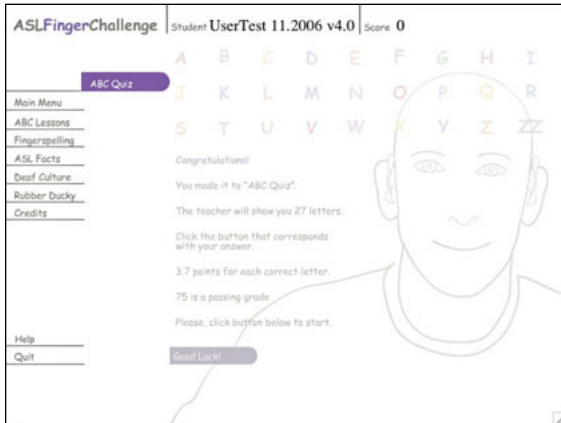
Figure C.130
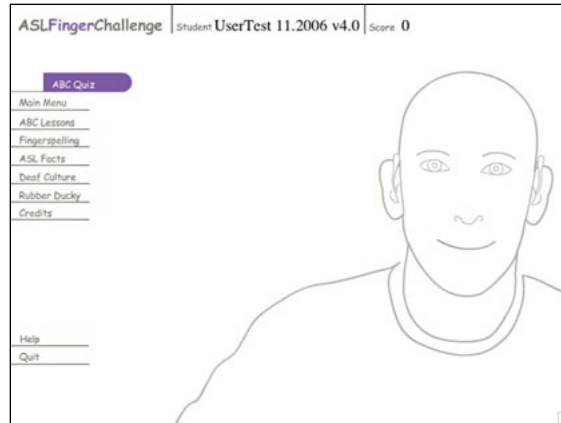
Figure C.131
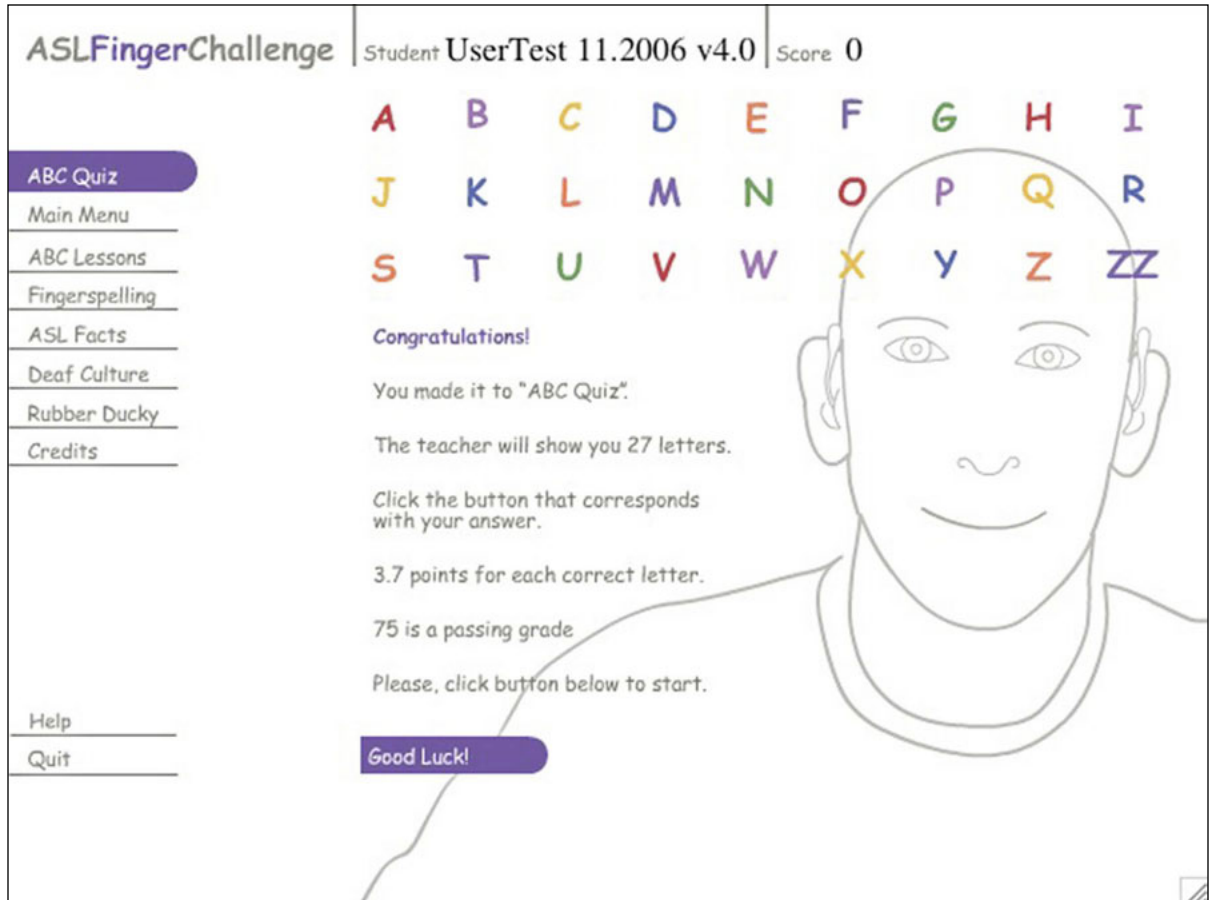
Figure C.132

ABC Quiz

If the users decide they are ready to do the Quiz,
then with a click on one of two "ABC Quiz" buttons
(Figure C.126), the drop-down menu animates
(Figure C.127-C.128), then the "ABC Quiz" header
slides out (Figure C.129), moves across the line and
back (Figure C.130-C.131), then locks into place as
the quiz instructions fade into view (Figure C.132).
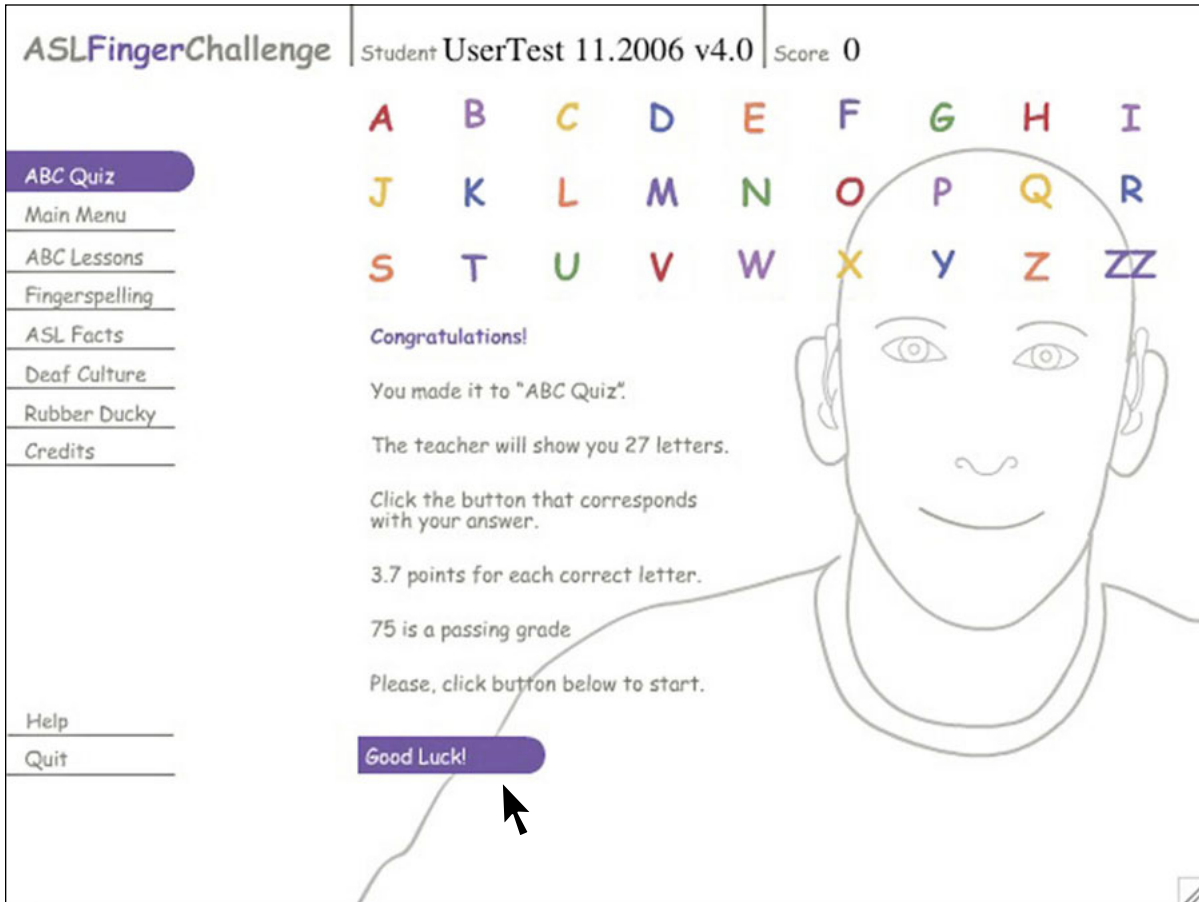
Figure C.133
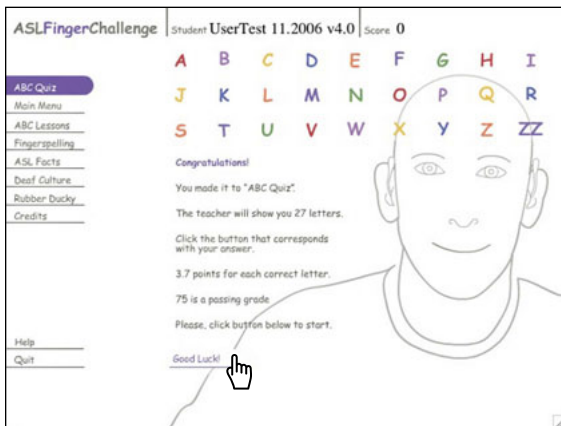
Figure C.134
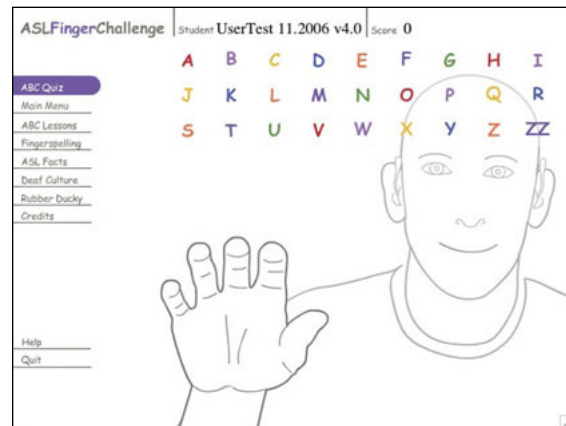
Figure C.135

As in "ABC Practice," "Good Luck" is a colored activation button with drop out type. When the users do a rollover, it has a reverse effect. Clicking the button activates the practice session (Figure C.133).

As in "ABC Practice," "Good Luck" features an attached lingo code that allows all the manual letters to be loaded in a random order each and every time it is clicked. Hence, each time the users launch this section, they will have a different experience, which makes it impossible for the users to anticipate the next letter.

After clicking the purple button, the character's hand starts to raise (Figure C.135) and a letter is revealed (Figure C.136). The users then click on the button that they think is the letter (Figure C.137) which starts a message. Depending on the speed of the computer, it first tells the users "You are absolutely...," then it hesitates to say whether they have the "correct!" or "wrong!" answer (Figure C.138). If the users are correct the message will say "correct!" the letter clicked will automatically turn into an icon of the manual letter and 3.7 points are added into the "score" column in the upper right corner of the stage. 3.7? Yes, there are 27 letters in this alphabet. 100 divided by 27 is 3.7. Hence you earn 3.7 points each. A 30 second pause will happen while the users view the current frame, which also gives a secondary encouragement statement, such as "good job!," "for 1 point!," "whoo hoo!" or "yippee!" (Figure C.138).
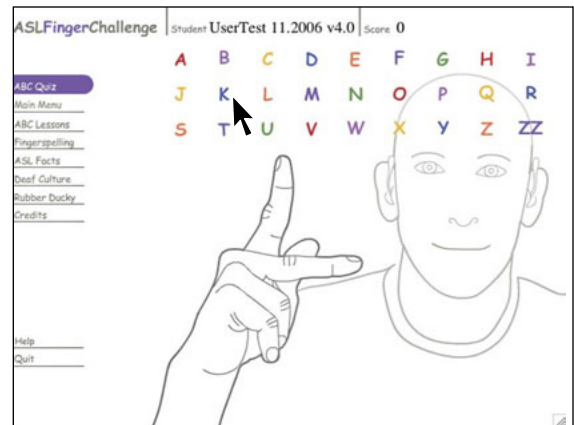
Figure C.136
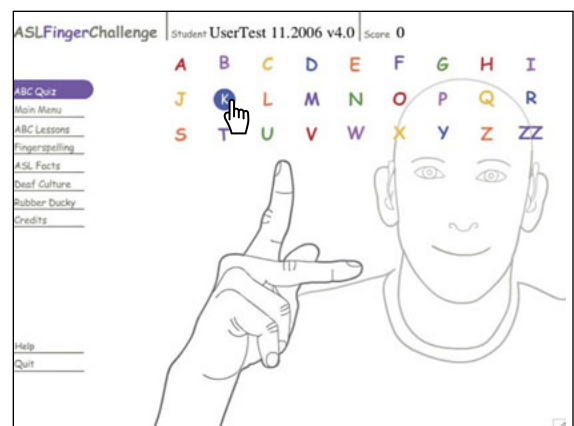
Figure C.137
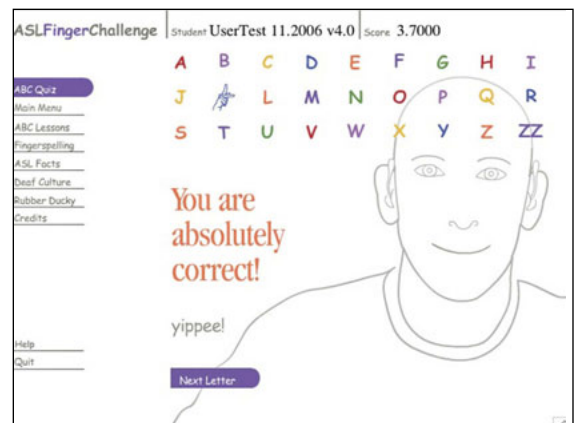
Figure C.138
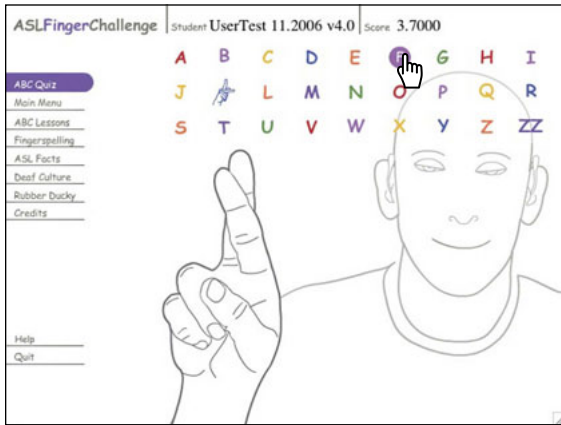
Figure C.139
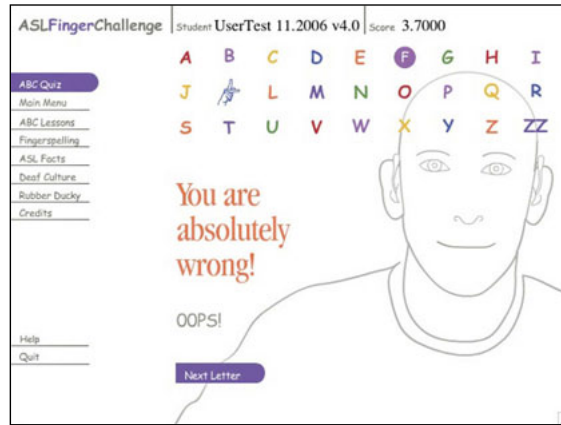
Figure C.140
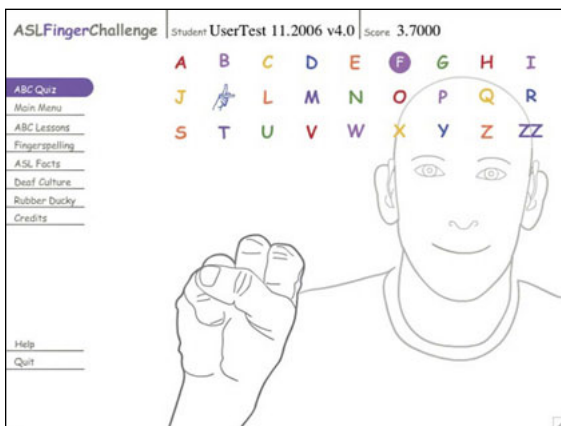
Figure C.141
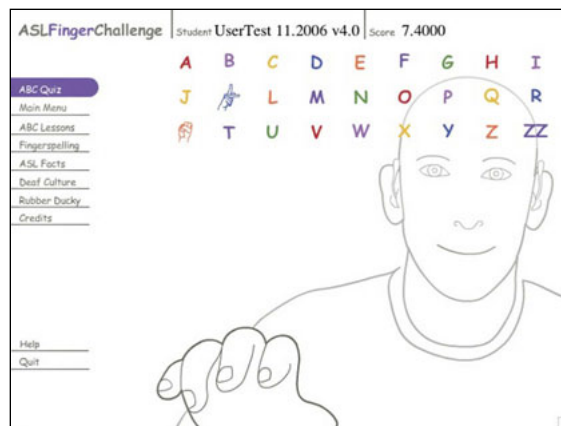
Figure C.142
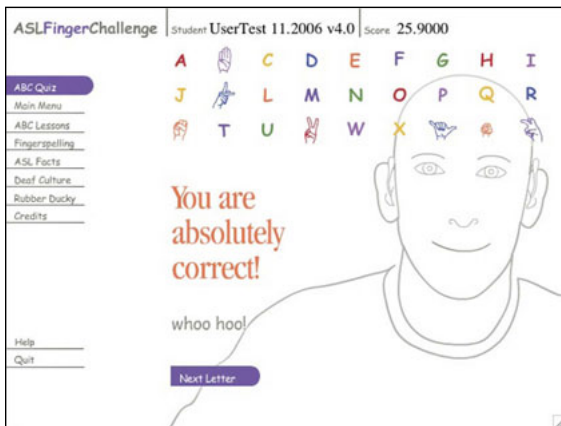
Figure C.143
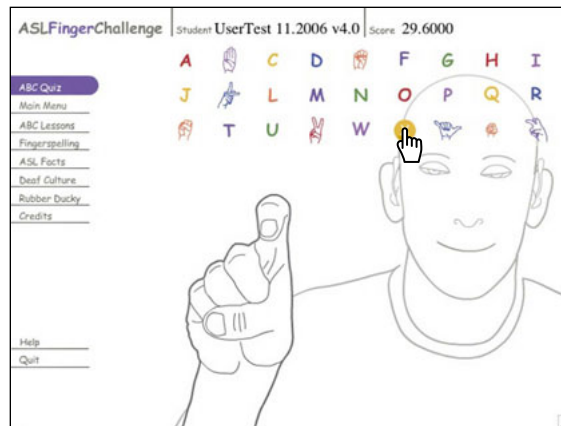
Figure C.144

As in "ABC Practice," when the users select an incorrect button, the message "You are absolutely...," appears, there is a slight pause, then "wrong!" will appear (Figure C.140). This time no points are added to the score and the button remains an active button until the correct corresponding handshape appears. As with "correct" secondary phrases like "OOPS!," "it's OK, you're still learning!," "for 0 points!," "so sorry!" and "try again?" appear to help reduce the anxiety caused by an error (Figure C.141).

Thus the quiz continues until all 27 manual letters have been presented...
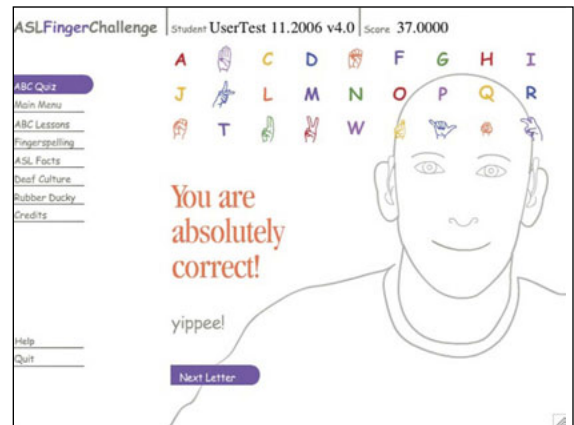
Figure C.145
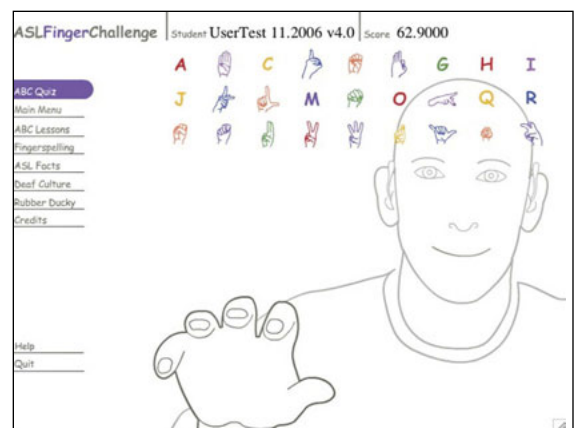
Figure C.146
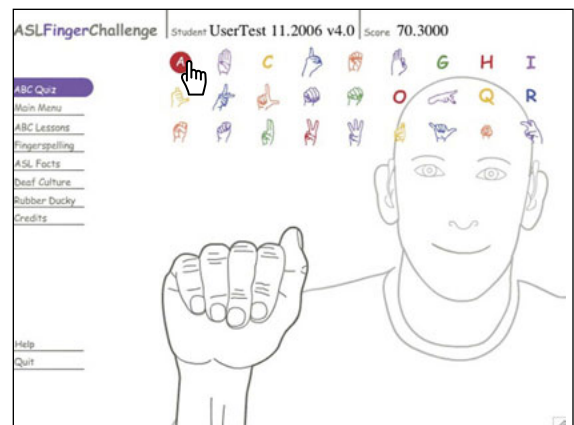
Figure C.147
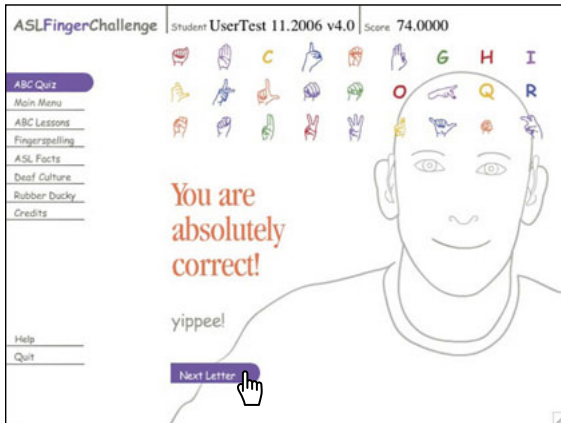
Figure C.148
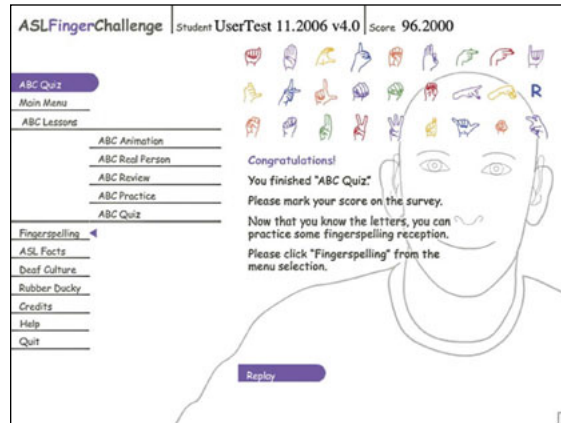
Figure C.149
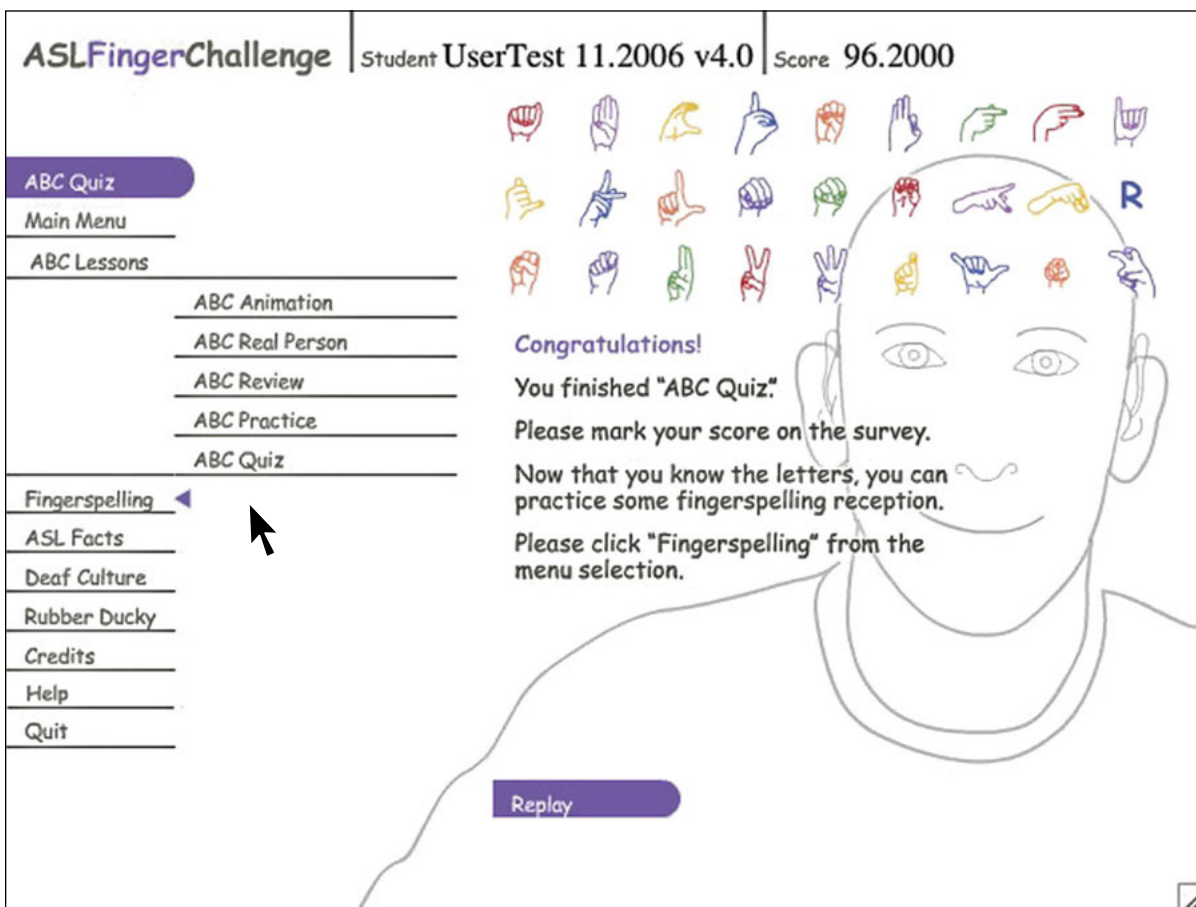
Figure C.150
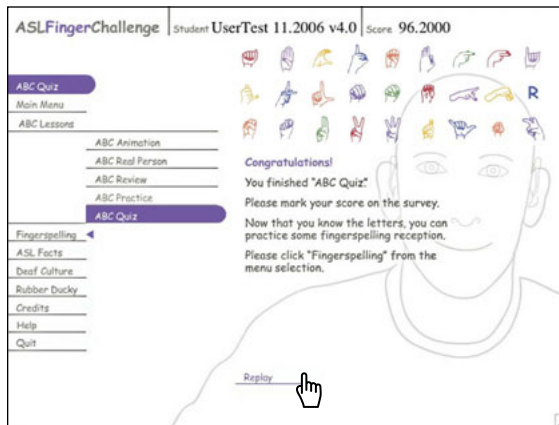
Figure C.151

Figure C.152
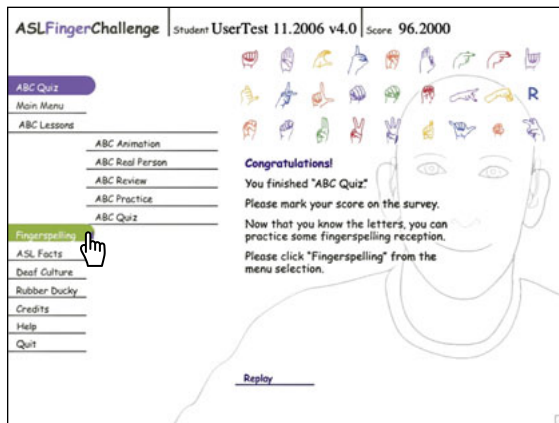
Figure C.153

As with "ABC Practice," if using a slow computer, the "Next Button" (Figure C.109) can be used to activate the subsequent letter in the sequence. Usually, computers less than six years old will progress at a good pace.

When all 27 manual letters have been presented the drop-down menu will activate, while the grid of colored letters compresses to the right to align with the "Congratulations" message and instructions to continue.

Students will need to study the grid to see which letters were incorrectly answered and to look at the grade (Figure C.150). A passing grade is 75 points. Hence, anything below that, indicates a need to redo previous lessons (Figure C.151-C.152) until a passing grade is achieved. When passing grades are achieved, students are ready for some fingerspelling reception (Figure C.153). ■
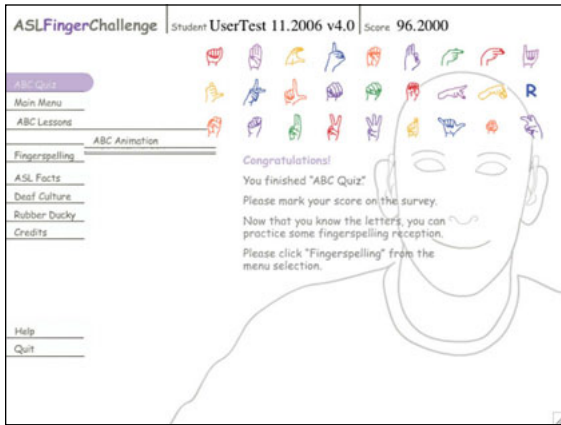
Figure C.154
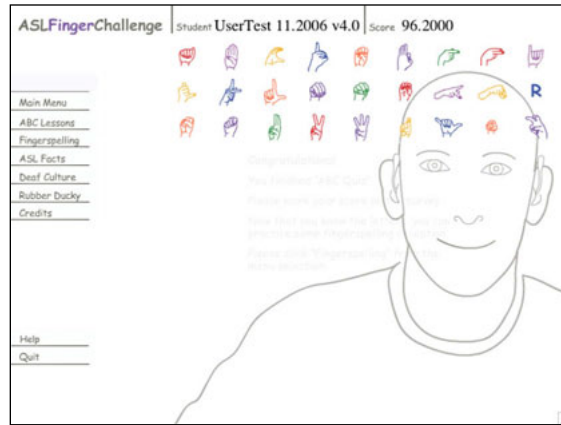
Figure C.155
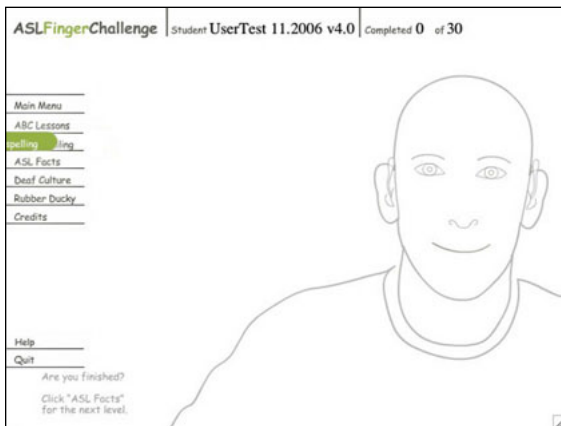
Figure C.156
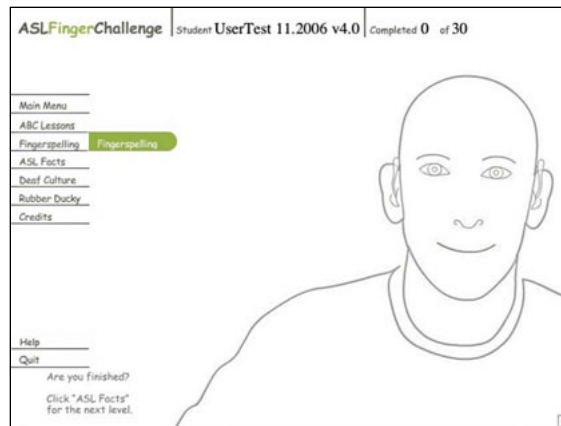
Figure C.157
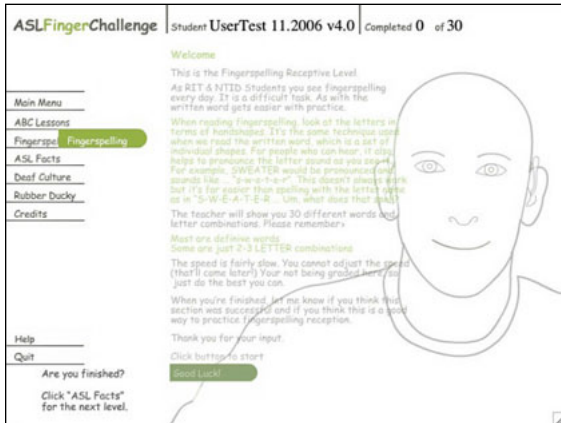
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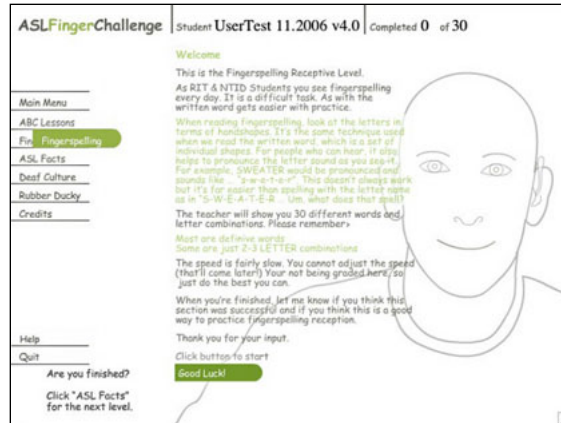
Figure C.159

Fingerspelling

This is the point when users actually read fingerspelling! When "Fingerspelling" is clicked (Figure C.154), the drop-down menu animates (Figure C.155-C.156), then the header slides in (Figure C.157), moves across the line, then back (Figure C.158-C.159), locks into place while the instructions fades into view (Figure C.160).
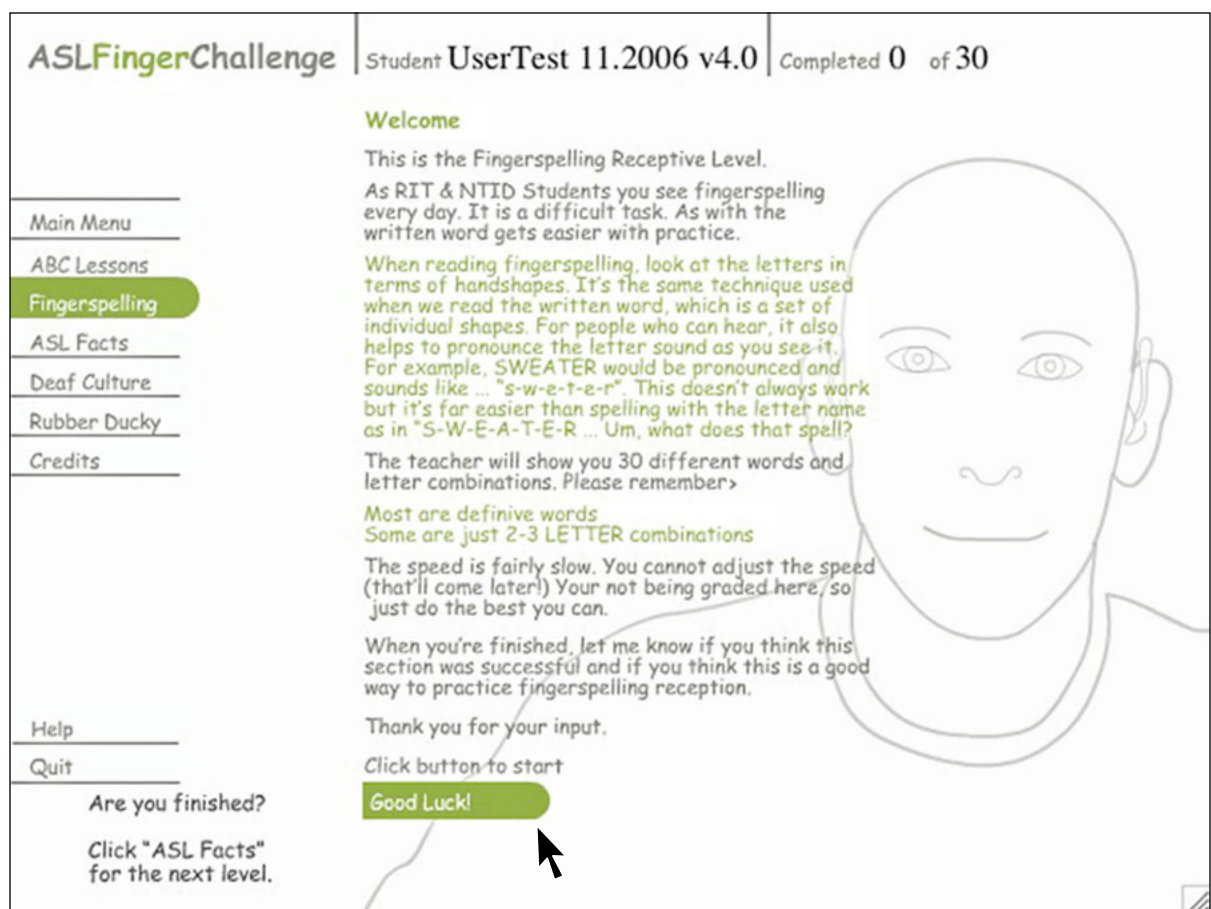
Figure C.160

Rollover "Good Luck," which is a colored activation button with drop out type, and a reverse effect occurs (Figure C.161).

Similar to "ABC Practice" and "ABC Quiz," "Good Luck" features an attached lingo code that allows a database of 30 out of 41 animated Flash movie clips (SWF) to load in a random order. Hence, each time the users launch this section, it is impossible to know the next word or letter combination.

After clicking the activation button, the teacher raises his hand (Figure C.162-C.163) and spells a letter combination or word such as "EAT" (Figure C.164-C.169).

Letter combinations are 2-3 letters such as "EA," "GH," or "WS" They are used to help students recognize words that contain these letter elements or they could represent an acronym such as "NTID," "RIT," "FBI," etc.

Although this section is animated the fairly accurate rendering gives a good visual approximation of how fingerspelling is done, as the fingers transit from one letter to the other creating the series of handshapes or "envelope" that the users must decipher when reading a letter combination or word.

If the users failed to comprehend, they may click the "Repeat" button to see the word again and again until it is understood (Figure C.109).
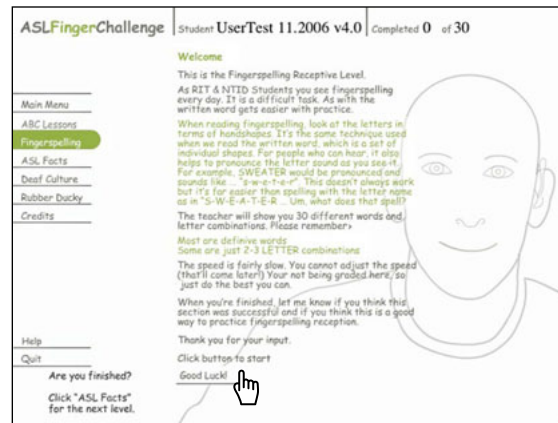
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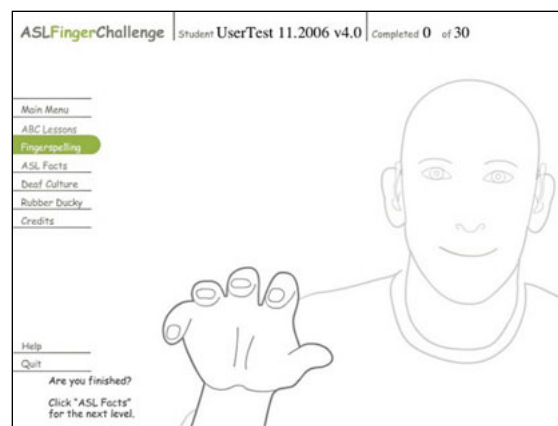
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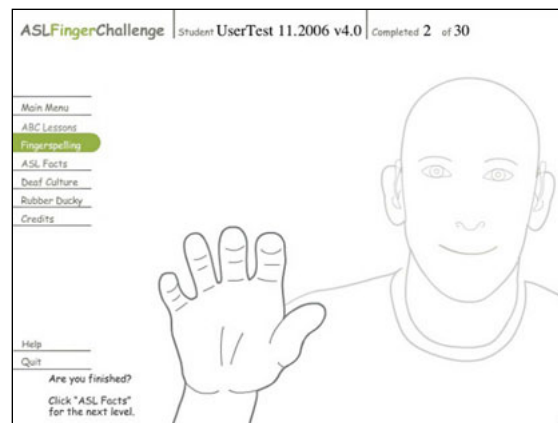
Figure C.163
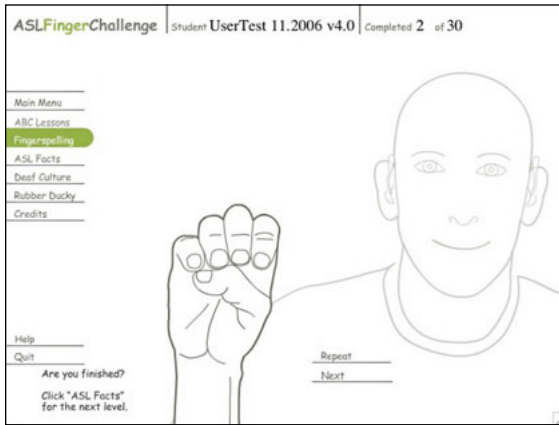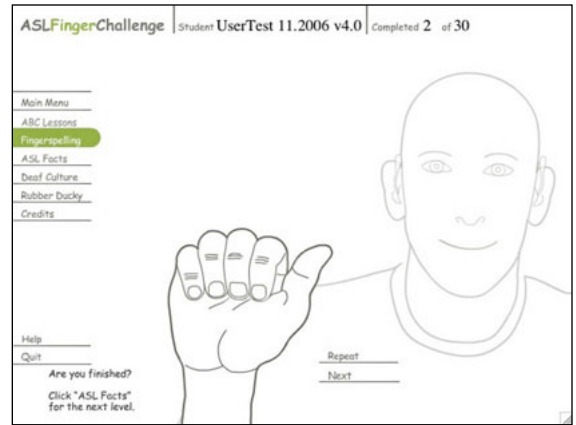
Figure C.164

Figure C.165
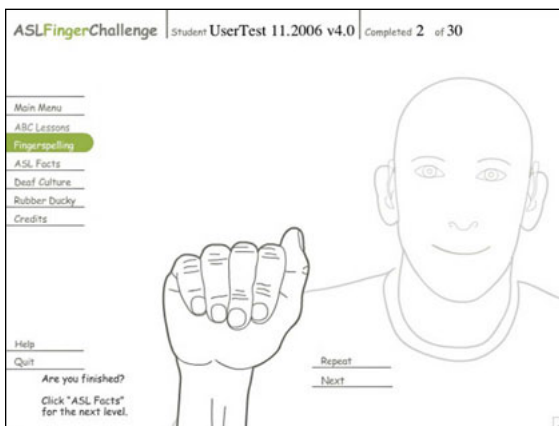
Figure C.166
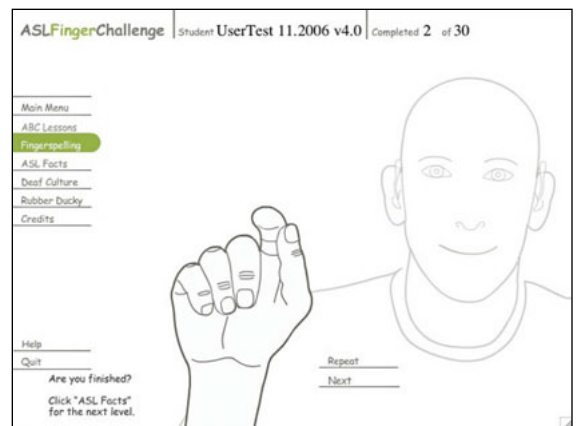
Figure C.167
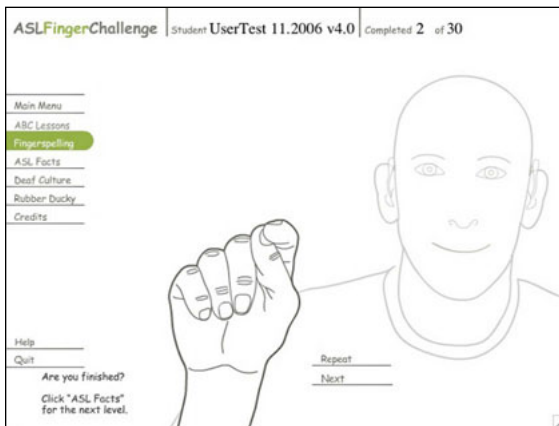
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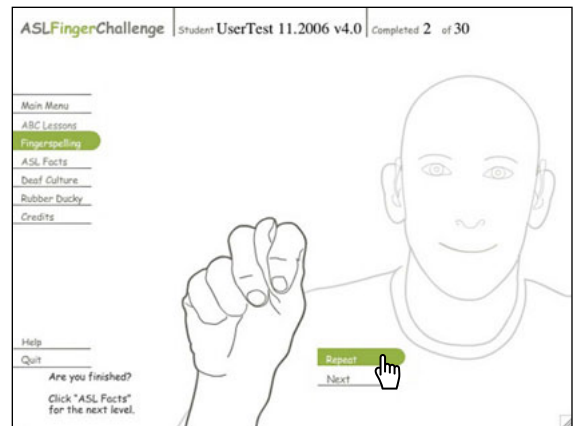
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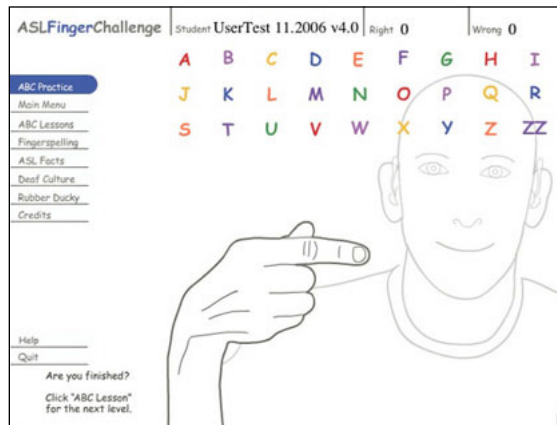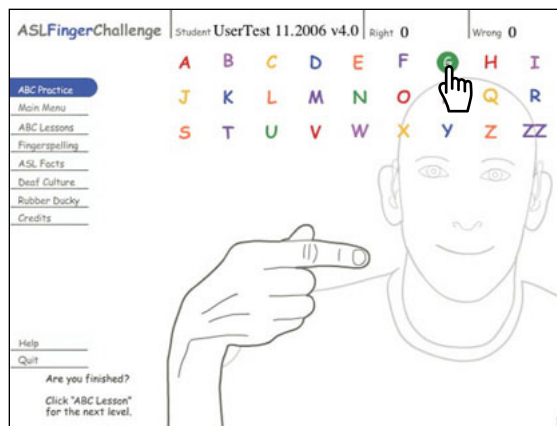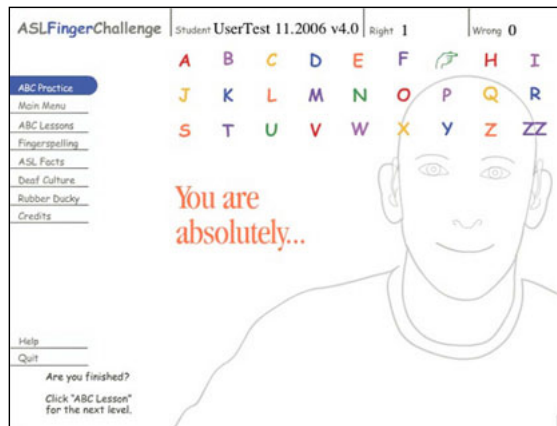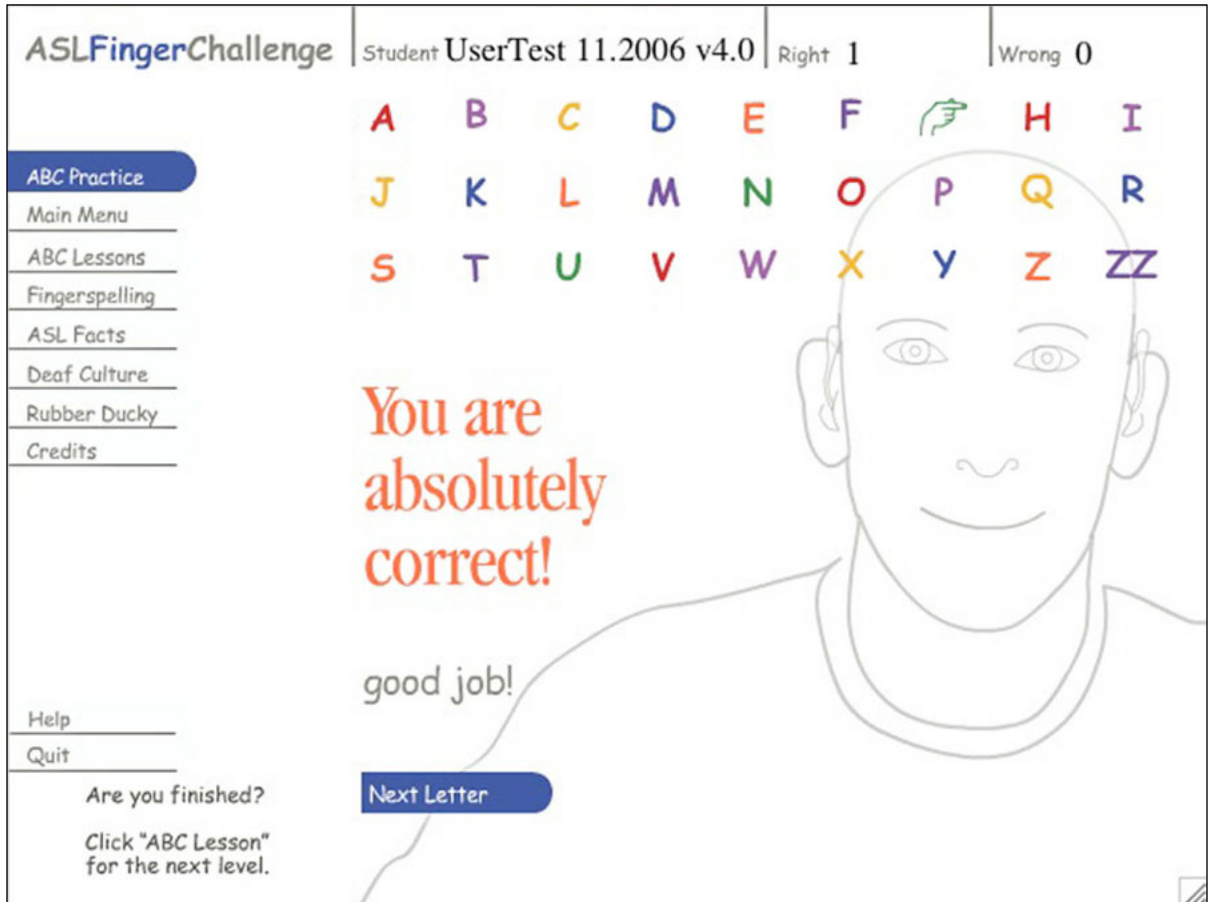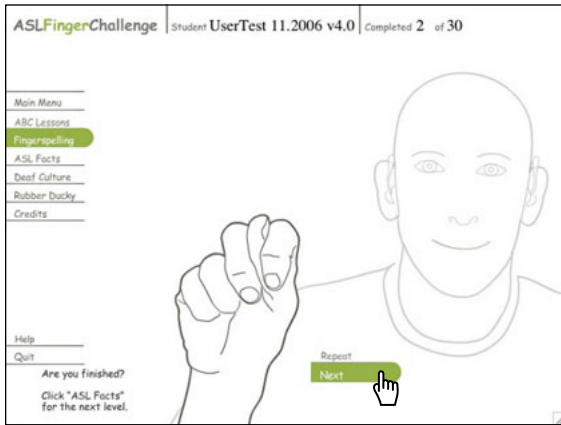
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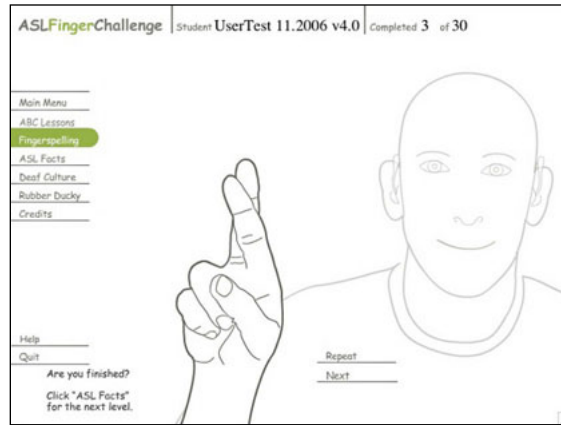
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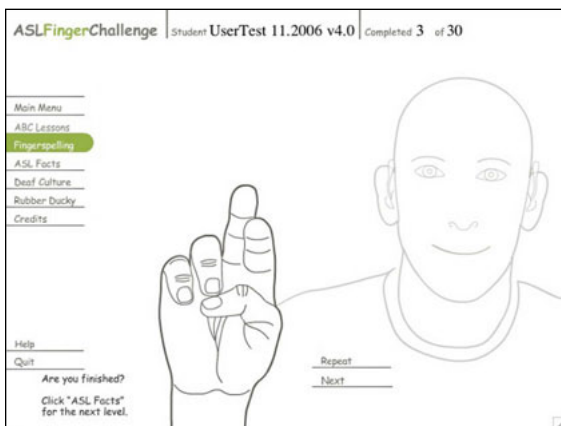
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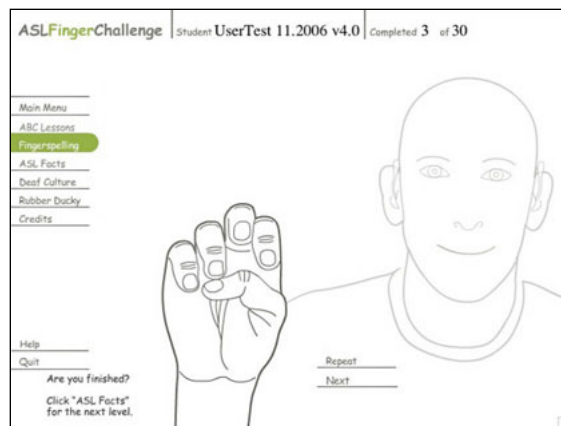
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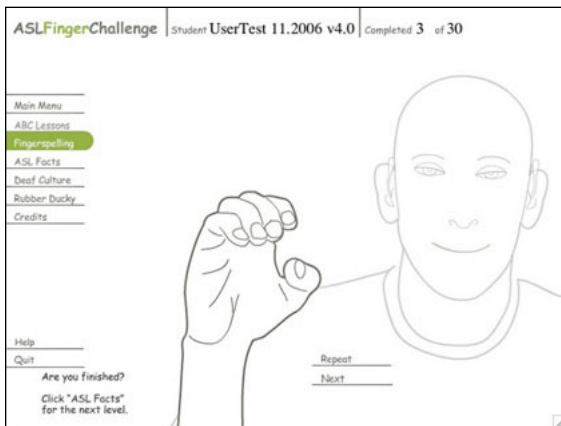
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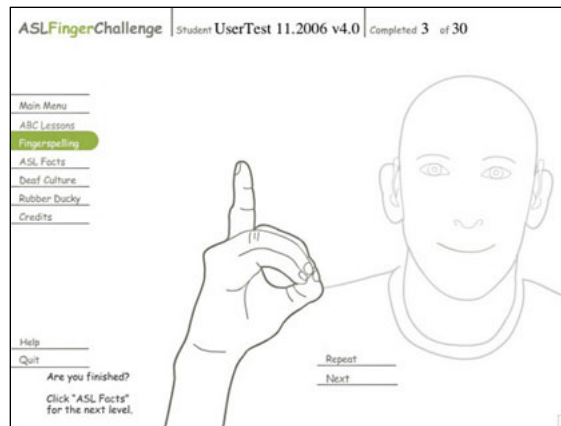
Figure C.175

Click the "Next" button (Figure C.170) to activate each subsequent animation such as "RED" (Figure C.171-C.175) or "ER" (Figure C.176-C.178).

There are 41 possible animations that could play: 9 two letter words, 11 two letter compilations, 8 three letter words, 2 three letter combinations, 2 four letter words, 5 five letters words, 2 six letter words and 2 seven letter words as follows:

"AB," "ABATE," "AE," "AT," "ATE," "BA," "BAT," "DE," "EA," "EAT," "EATER," "ED," "EF," "ER," "ET," "EW," "GH," "GHI," "HI," "JI," "RE," "REA," "RED," "REED," "SW," "SWEAT," "SWEATER," "SWEET," "SWEETER," "WEED," "WEEDER," "WET," "WETTER," "WS".
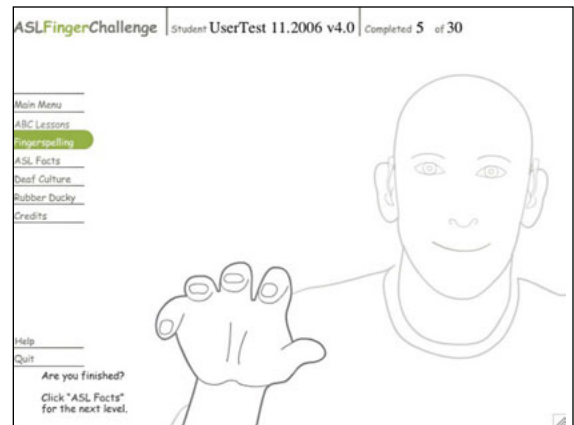
Figure C.176
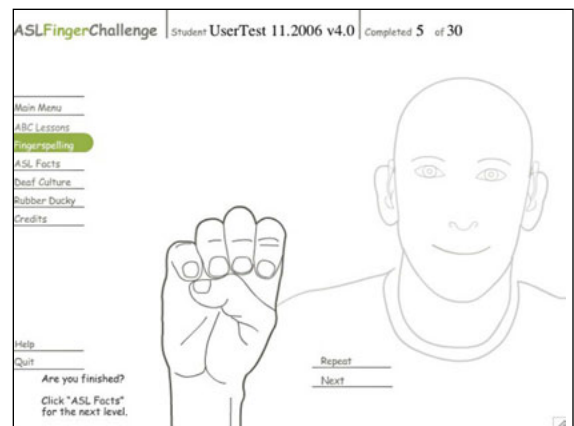
Figure C.177
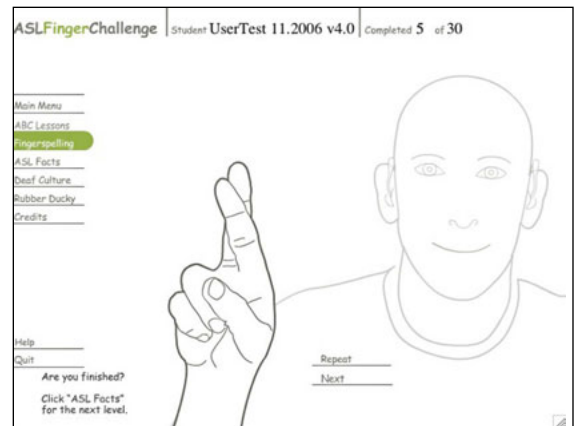
Figure C.178

"SWEATER" and "SWEETER" are the longest words in ASLFC's database. Figures D.179-C.200 demonstrates the complexity of the SWF "SWEATER."
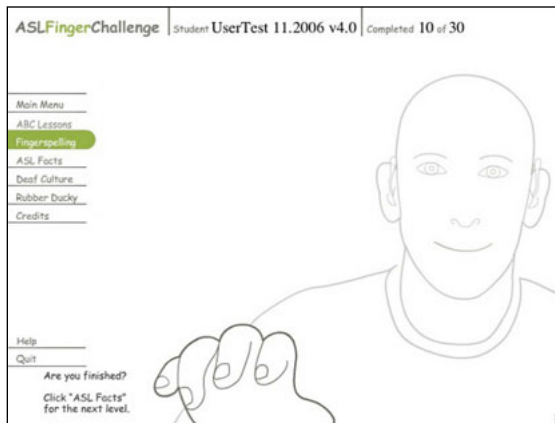
Figure C.179
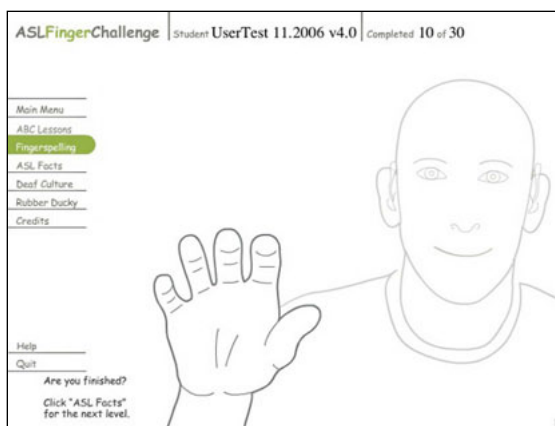
Figure C.180
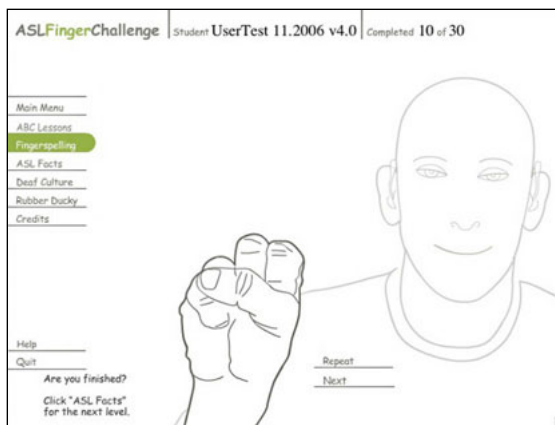
Figure C.181
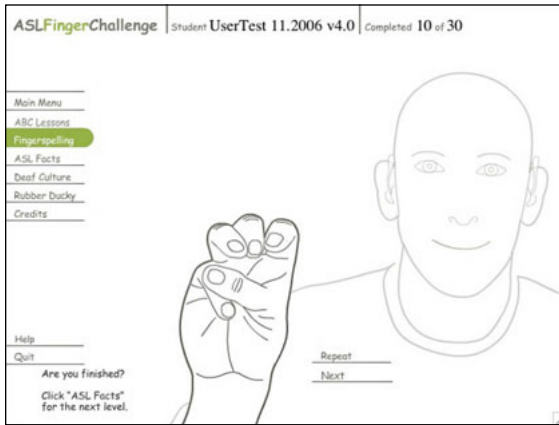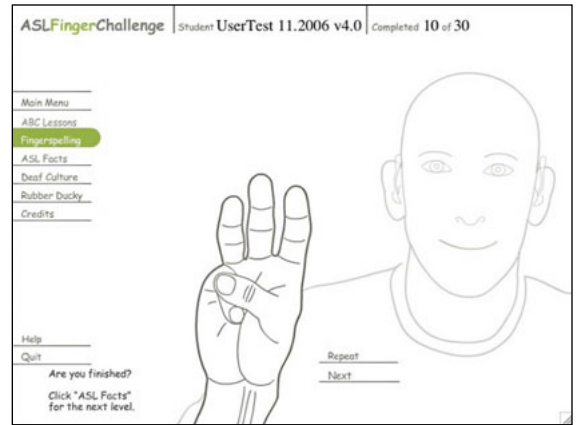
Figure C.182

Figure C.183
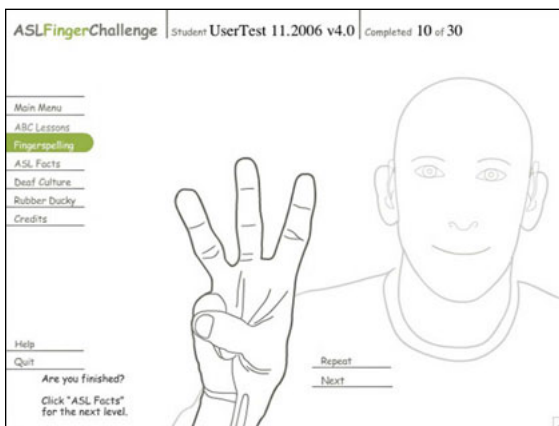
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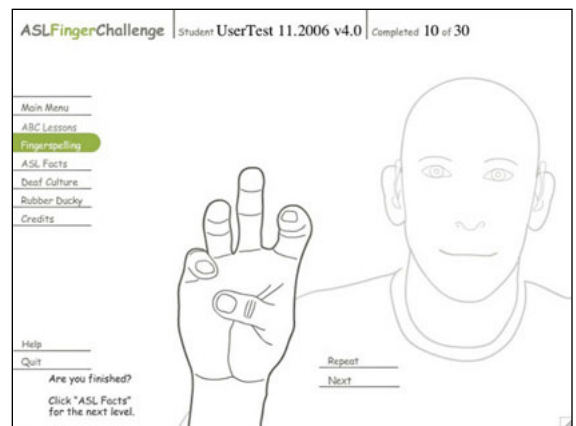
Figure C.185
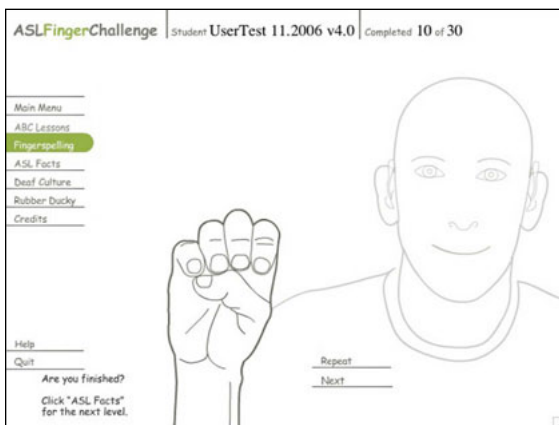
Figure C.186
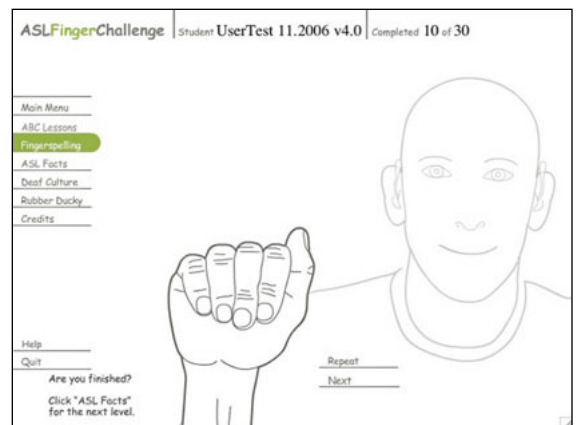
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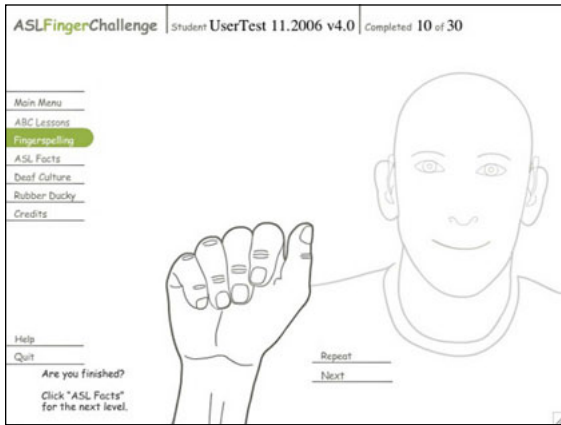
Figure C.188
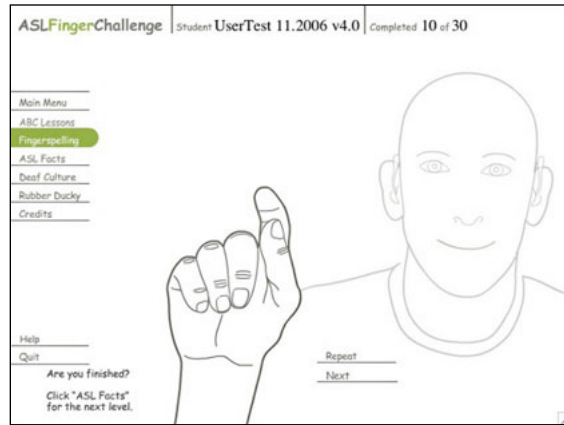
Figure C.189
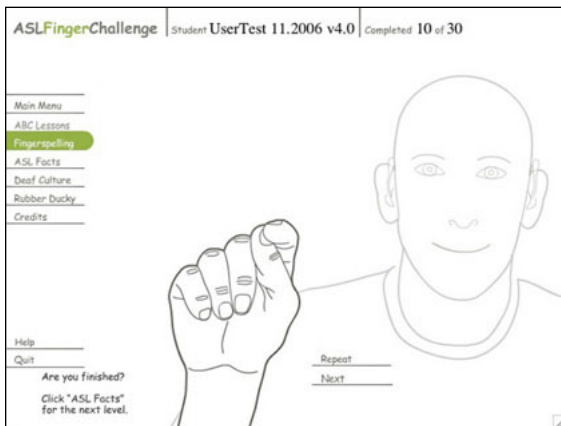
Figure C.190
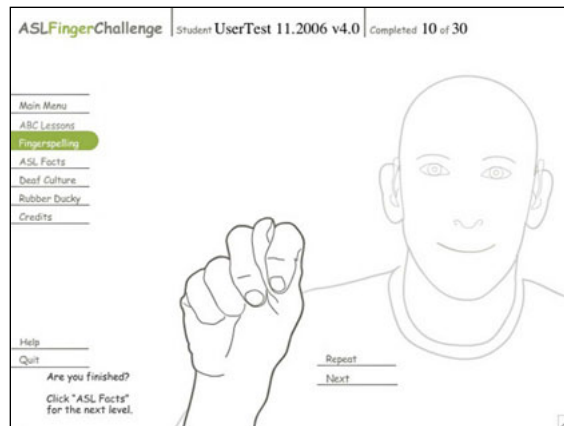
Figure C.191
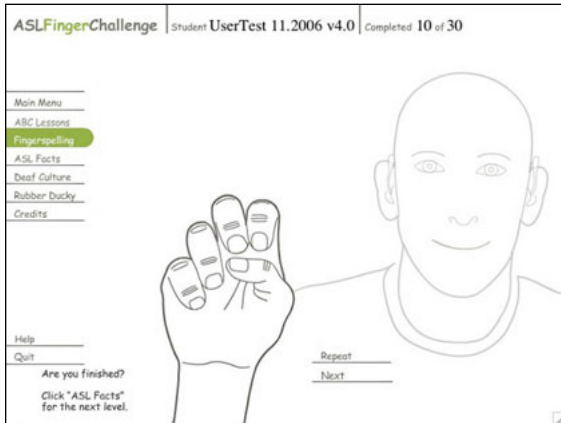
Figure C.192
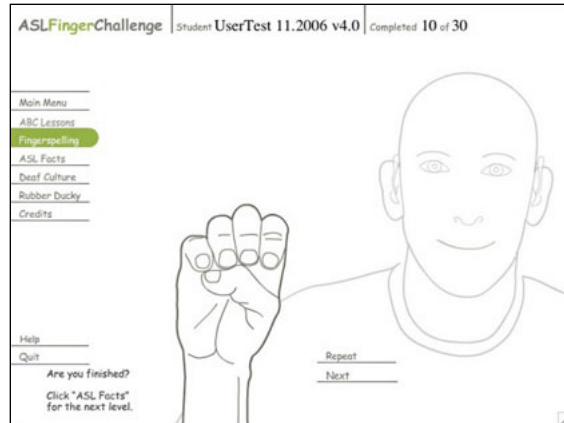
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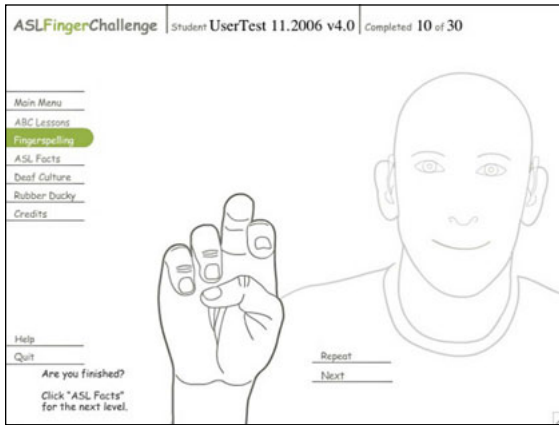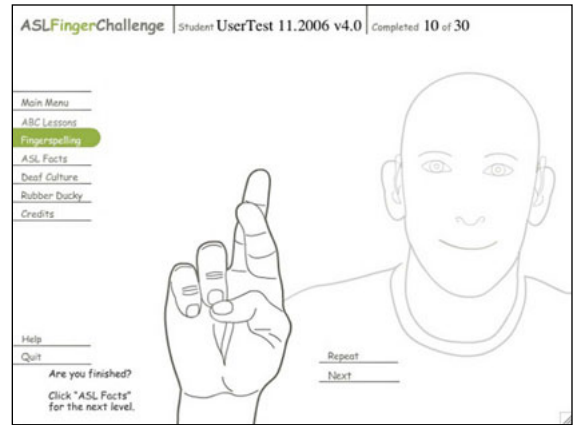
Figure C.194

Figure C.195
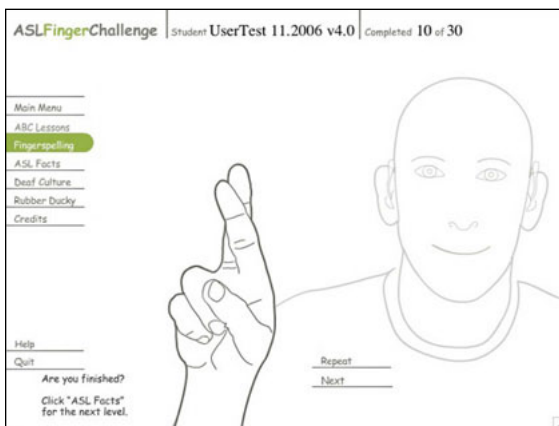
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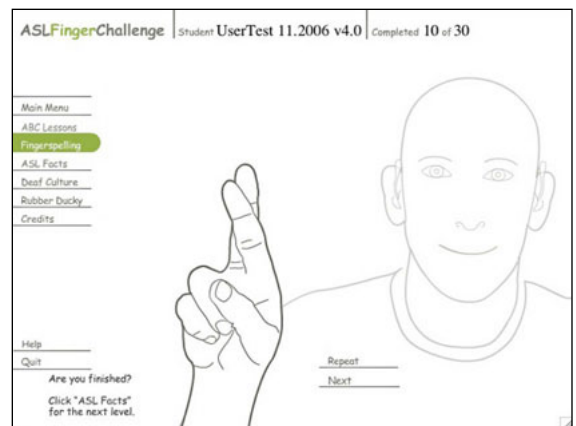
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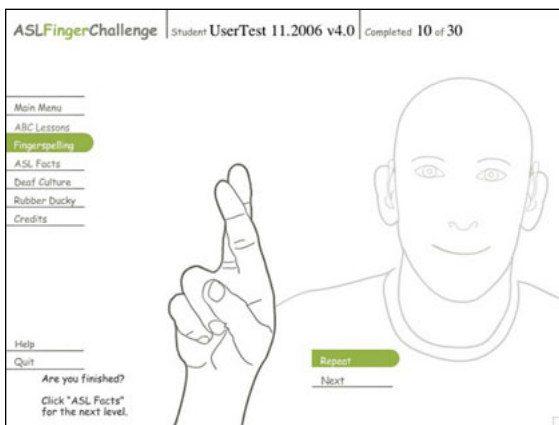
Figure C.198
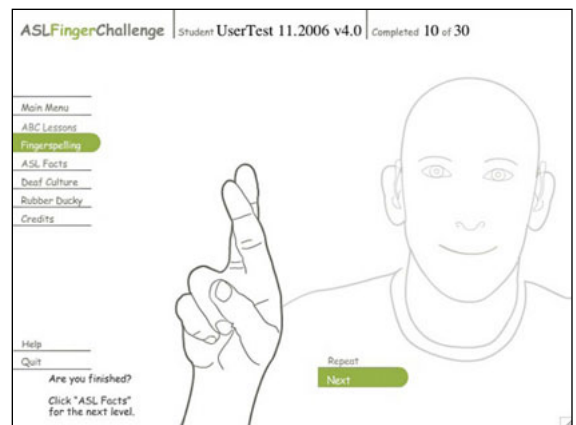
Figure C.199

As noted, this lesson will load 30 SWF files. The program does not test the user, but offers the opportunity to practice reading real-time fingerspelling. In version 5.0, a "Reveal" button was added to allow the users to learn which word had been played.

When the users click the "Next" button after reading the thirtieth word, the Menu will drop-down and give the users further instructions on finishing the final three lessons. This includes the option to "Replay" (Figure 204) or do the next lesson, which is "ASL Facts" (Figure 205). ■

Figure C.200

Figure C.201

Figure C.202

ASLFingerChallenge | Student **UserTest 11.2006 v4.0** | Completed **30** of **30**

Bravo!

You finished the Fingerspelling Receptive practice.

This version is an early phase. As Finger challenge is developed more words and common letter combinations will be added.

Feel free to make any suggestions to help improve this section. Please contact me and address your comments to jeffreycougler@mac.com.

You may practice again there are more words and letter combinations than are actually shown in any given practice session, and each practice session's word order is always different.

The next lessons are as follows ›

ASL Facts
Where you will learn history and syntax of ASL.

Deaf Culture
Where you will learn about common ways to be around Deaf people and website links.

Rubber Ducky
An entertainment video using fingerspelling only, also known as the defunct "Rochester Method".

Click the "Replay" button or go "ASL Facts".

Replay

Main Menu
ABC Lessons
    ABC Animation
    ABC Real Person
    ABC Review
    ABC Practice
    ABC Quiz
Fingerspelling
ASL Facts ◀ Please choose
Deaf Culture
Rubber Ducky
Credits
Help
Quit

Are you finished?

Click "ASL Facts" for the next level.

Figure C.203

Figure C.204

Figure C.205

ASL Facts

Clicking the yellow "ASL Facts" button initiates the ASLFC menu action and launches a 5 page lesson about American Sign Language (Figure C.206-209).

This lesson compares ASL to other European Deaf Sign Languages (DSL), discusses how the different DSL came to acquire a manual alphabet, how ASL developed in the United States, that Dr. William Stokoe, a hearing linguist analyzed, documented, proved ASL to be a natural language and that fingerspelling is a complex and integral part of ASL (Figure C.209).

Students navigate to the various pages with a next and back button. Each page tell indicates if users are on "page 1 of 5" or "page 3 of 5" (Figure C.206-210).

When students have finished this lesson, a pointer indicates that the next lesson is "Deaf Culture" which the users will click to launch (Figure C.211).

To read the entire content within "ASL Facts," please refer to "Section D: Process" on pages 136-139. ■
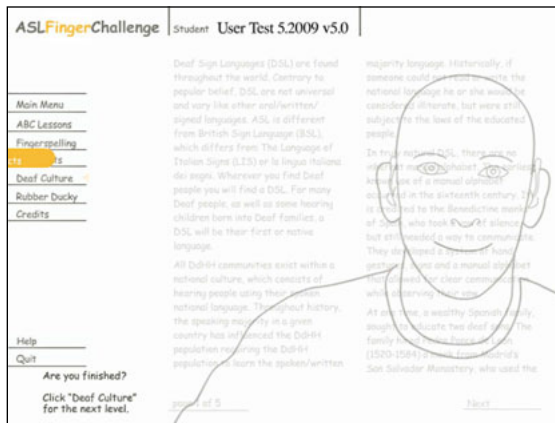
Figure C.206

Figure C.207

Figure C.208

ASLFingerChallenge | Student **User Test 5.2009 v5.0**

Main Menu
ABC Lessons
Fingerspelling
ASL Facts
Deaf Culture ◄
Rubber Ducky
Credits

Help
Quit

Are you finished?

Click "Deaf Culture" for the next level.

Deaf Sign Languages (DSL) are found throughout the world. Contrary to popular belief, DSL are not universal and vary like other oral/written/signed languages. ASL is different from British Sign Language (BSL), which differs from The Language of Italian Signs (LIS) or la lingua italiana dei segni. Wherever you find Deaf people you will find a DSL. For many Deaf people, as well as some hearing children born into Deaf families, a DSL will be their first or native language.

All DdHH communities exist within a national culture, which consists of hearing people using their spoken national language. Throughout history, the speaking majority in a given country has influenced the DdHH population requiring the DdHH population to learn the spoken/written

majority language. Historically, if someone could not read or write the national language he or she would be considered illiterate, but were still subject to the laws of the educated people.

In truly natural DSL, there are no inherent manual alphabet. The earliest known use of a manual alphabet occurred in the sixteenth century. It is credited to the Benedictine monks of Spain, who took a vow of silence, but still needed a way to communicate. They developed a system of hand gestures, signs and a manual alphabet that allowed for clear communication, while observing their vow.

At one time, a wealthy Spanish family, sought to educate two deaf sons. The family hired Pedro Ponce de Leon (1520-1584) a monk from Madrid's San Salvador Monastery, who used the

page 1 of 5

Next

Figure C.209

Figure C.210

Figure C.211

Deaf Culture

Clicking the orange button in "ASL Facts" (Figure C.212) initiates the ASLFC menu action and launches a short lesson about the DdHH culture in the USA. This lesson defines culture, and how it effects the behavior of those who identify themselves as members of the Deaf[1] Culture (Figure C.215).

Also in this lesson, the students will find four web links to various sites about the DdHH and deafness and issues that are currently effecting the DdHH Community. For example click on www.deaflinx.com (Figure C.216) and the default web browser, where ALSFC resides, will launch this web site in a separate window from the ASLFC window.

To close the browser window the users must click on the red button on a Mac or the X (close) button in Windows (Figure C.217), which will bring the ASLFC screen into view for the next step. ■

Figure C.212

Figure C.213

Figure C.214

---

1   To use the word deaf, with a lowercase "d" is to refer to the medical and audiological condition; someone who cannot hear is deaf. In contrast, a person who is Deaf, with a capital "D" has the audiological condition and is also a member of the Deaf community and an active participant in Deaf culture, which has social structures, values, art, clubs, organizations and a cultural history (Woodward, 1972). Using the term D/deaf includes both groups.
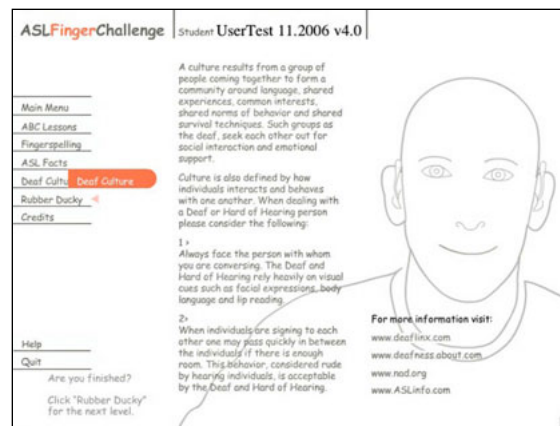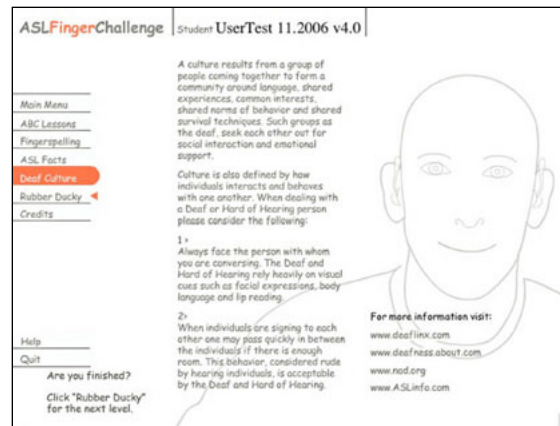
Figure C.215

Figure C.216
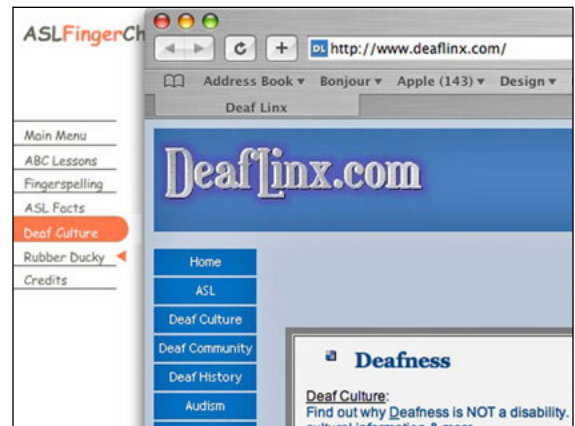
Figure C.217

Rubber Ducky

Instead of a final lesson, the last section is a live action acapella video, which demonstrates in an entertaining and witty way, the "Rochester Method," a "Manual Coded English" system of communication used primarily in Rochester, NY.

Introduced by Zenas Westervelt in 1878, the Rochester Method was developed at the Western New York Institute for Deaf Mutes, now known as the Rochester School for the Deaf. The concept was to improve DdHH students understanding of the English language, thereby integrating DdHH people into mainstream hearing society. This method used oral speech, mouth movements and fingerspelling for expression, and lipreading mouth movements, listening to speech, and reading fingerspelling for reception. A few other schools for the DdHH within the USA, adopted the Rochester Method for a short period of time. Reseach on this system documented that DdHH students' English did improve (Rosenberg-Naparsteck, 2002). However, in the end, the Rochester Method proved too laborious and tiresome for everyday conversation. It fell out of favor in the 1940s. We can still find DdHH people, who were trained in the Rochester Method (Figure C.218-245).
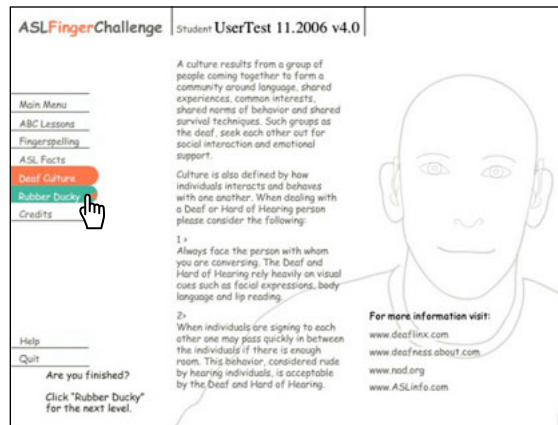
Figure C.218
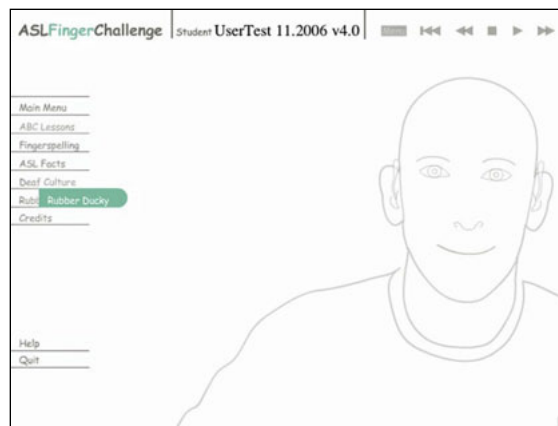
Figure C.219
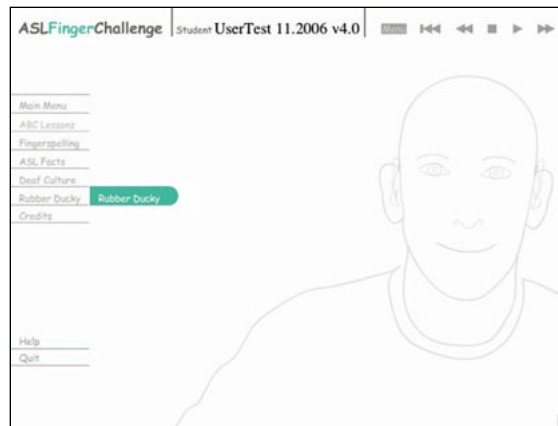
Figure C.220
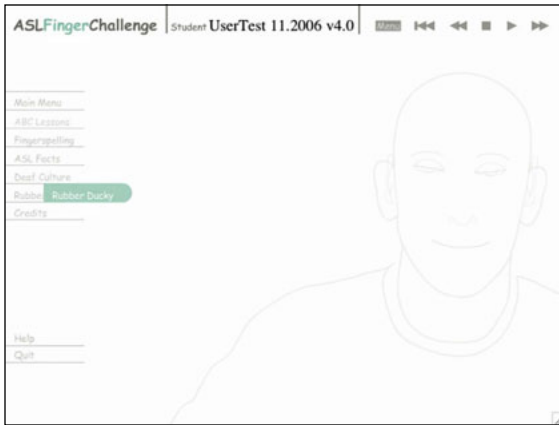
Figure C.221

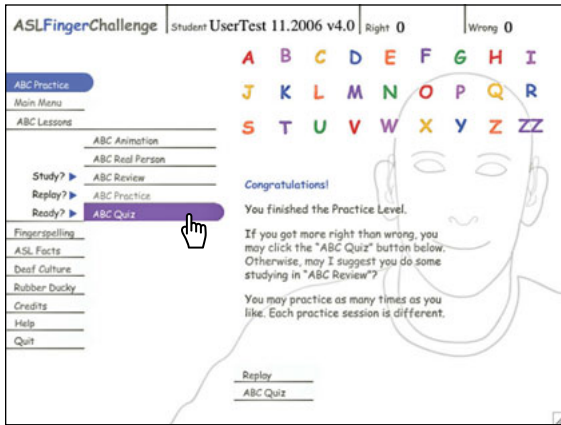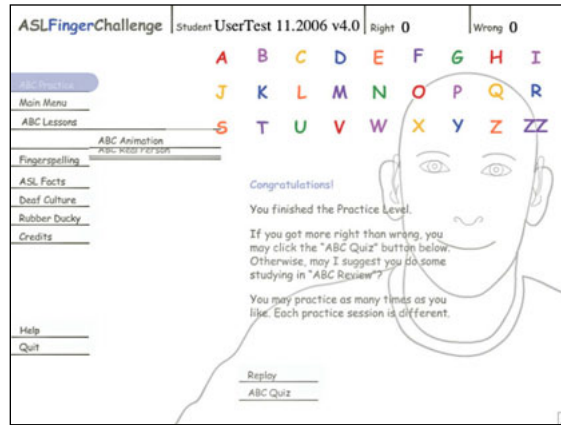

Figure C.222
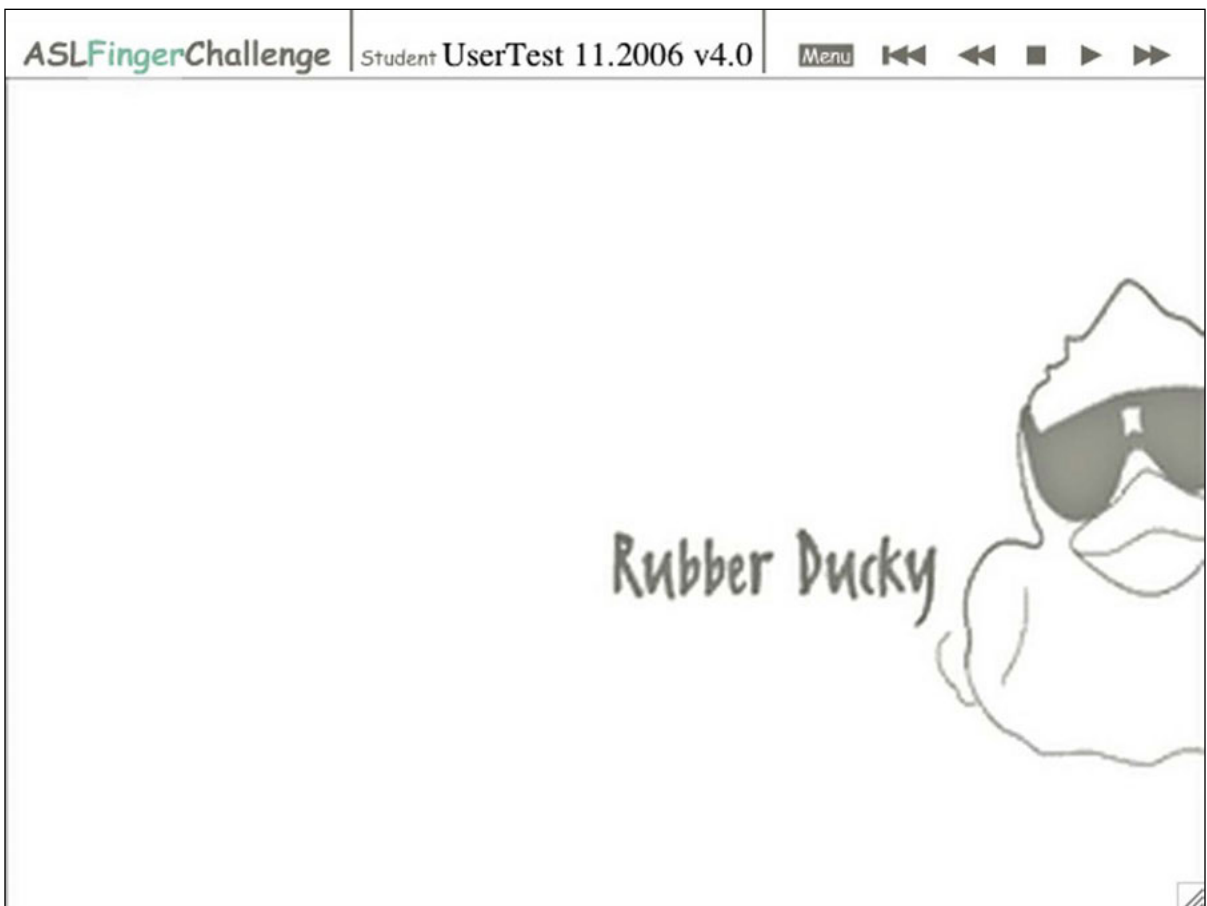
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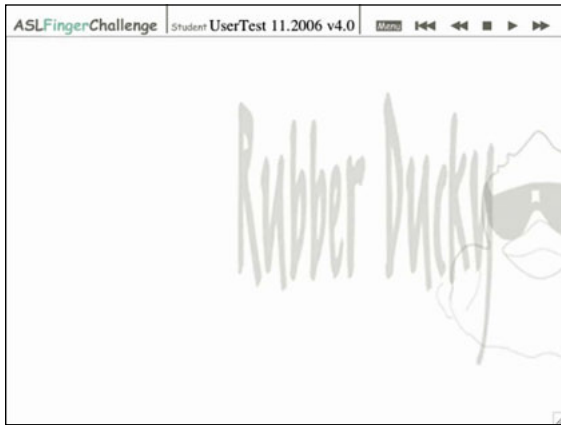
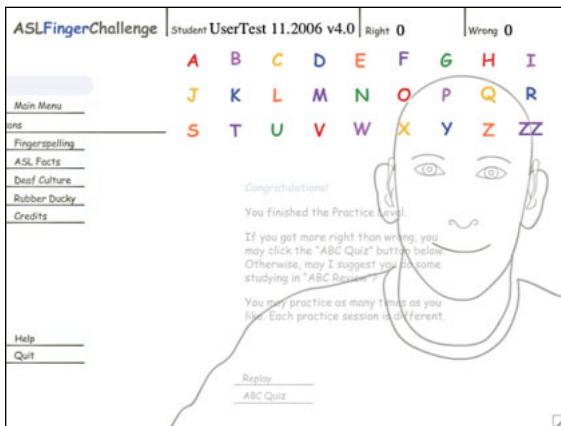Figure C.224
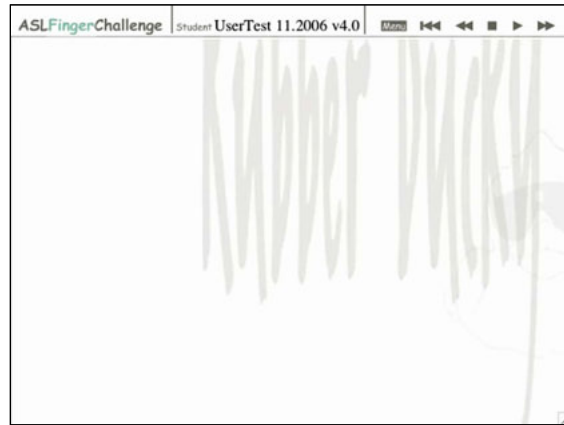
Figure C.225
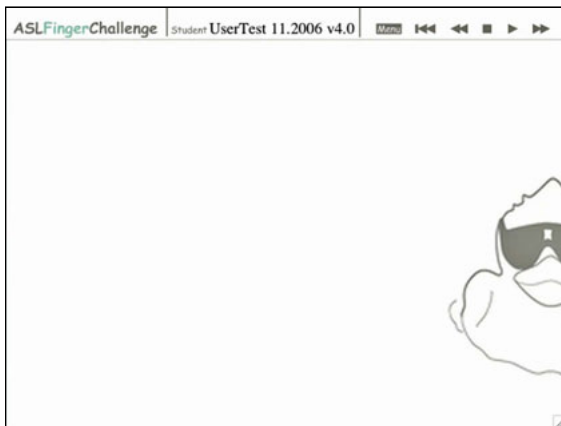
Figure C.226

Figure C.227

Figure C.228
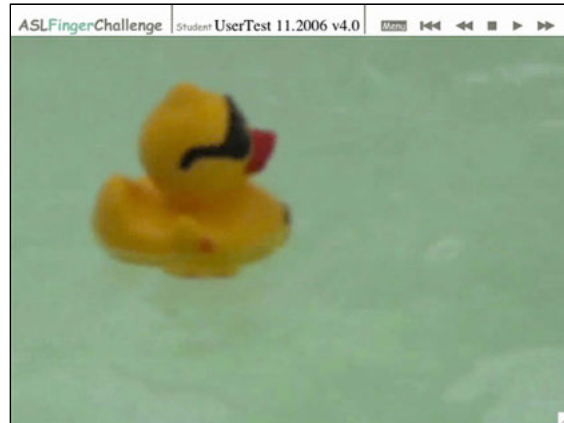
Figure C.229

Figure C.230

Figure C.231

Figure C.232

Figure C.233

Figure C.234

Figure C.235
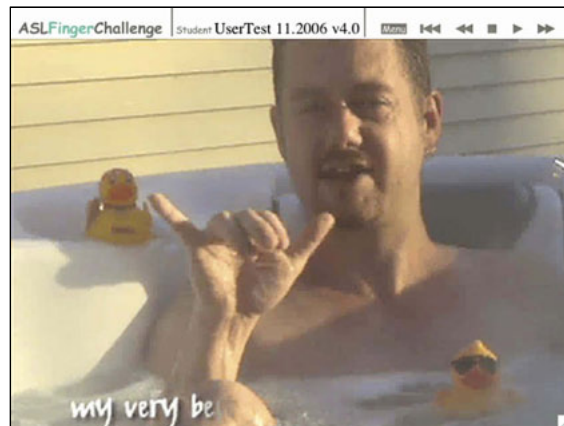
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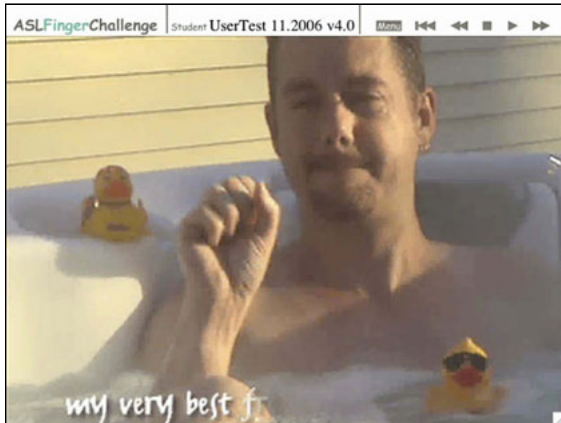
Figure C.237

Figure C.238
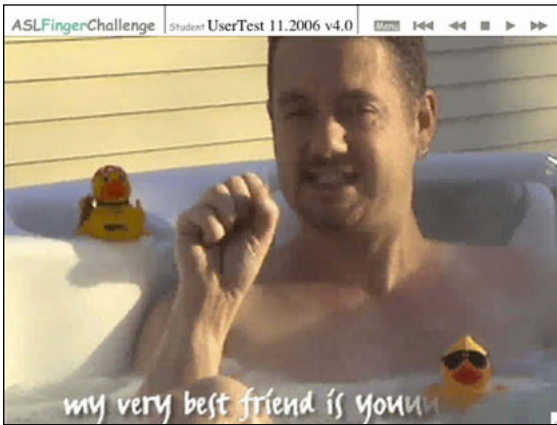
Figure C.239

Figure C.240
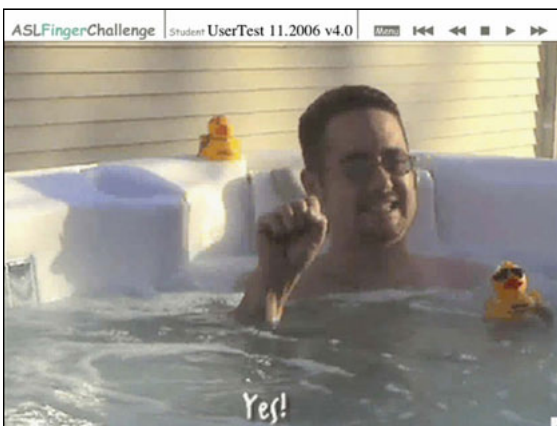
Figure C.241

Figure C.242

Figure C.243

Figure C.244

Figure C.245
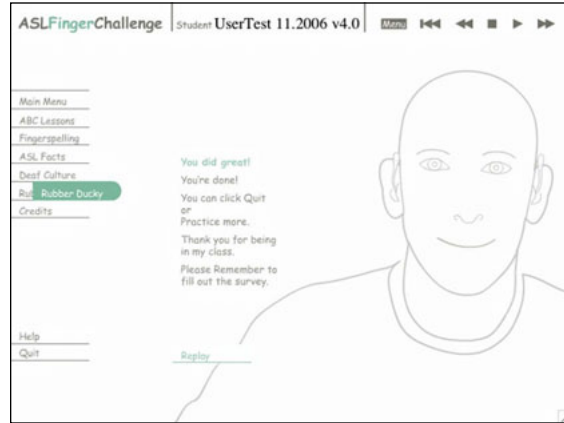
Figure C.246
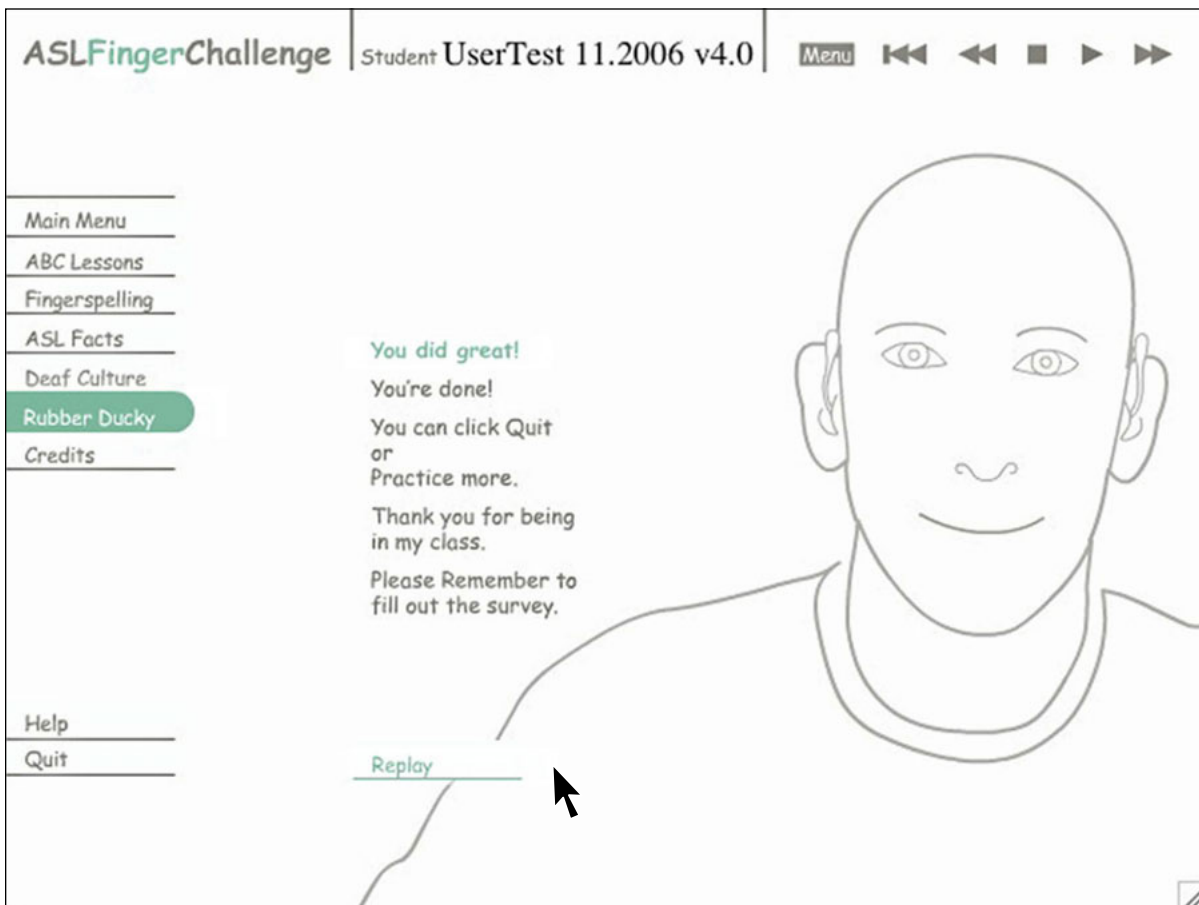
Figure C.247

The video uses lyrics that were adapted from the popular song from "Sesame Street" entitled "Rubber Ducky," which was released in 1972 and was sung by the orange muppet Bert (Jim Henson), about his favorite toy that accompanies him during bath time (Figure C.235).

At the world premiere of this video, the video vocalist was given the recommendation to "stick to graphic design."

The recording was to educate people to the fact that some DdHH people can verbalize, as well as sing. However listeners may require time to acclimate to DdHH vocalization.

The video ends by congratulating the students for finishing, and instructs the students to replay the video, (Figure C.247-C.248) quit or practice more by clicking any of the previously played lessons, (Figure C.249), or click on the one remaining section known as "Credits," which is considered optional (Figure C.250). ■
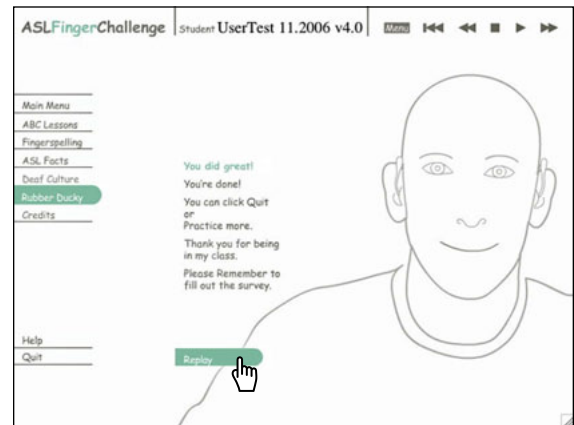
Figure C.248
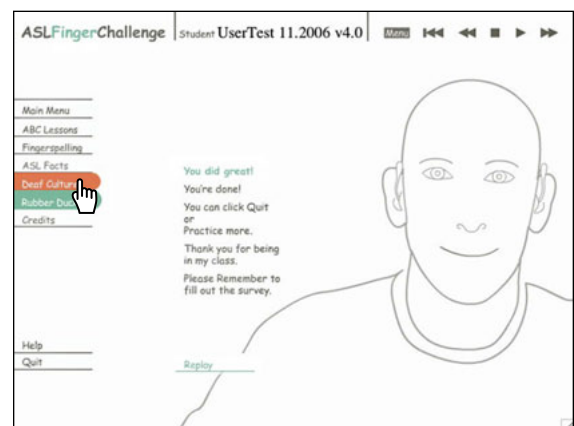
Figure C.249
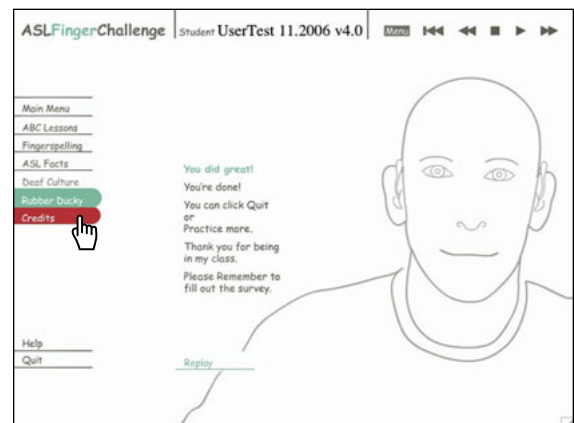
Figure C.250

Credits

The seventh button down on the menu list is "Credits." If clicked the typical ASLFC menu action plays (Figure C.2451-C.253), and when the red header locks into place, a list of people responsible for the development of this project are listed (Figure C.254). These people include faculty and students, who graciously contributed time and effort to bring this project to fruition.

The very last item the users can click is the "Quit" button (Figure C.255), which closes the program until the students want to practice more fingerspelling reception (Figure C.256). ■
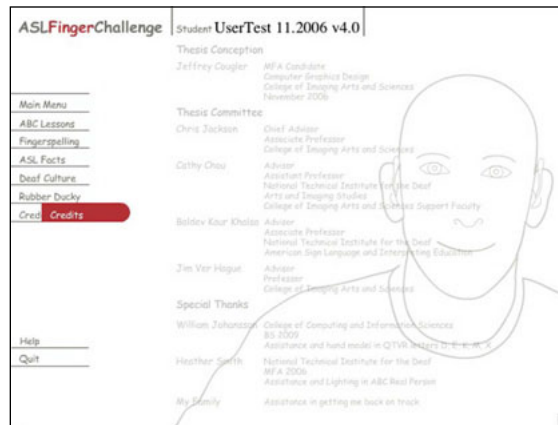
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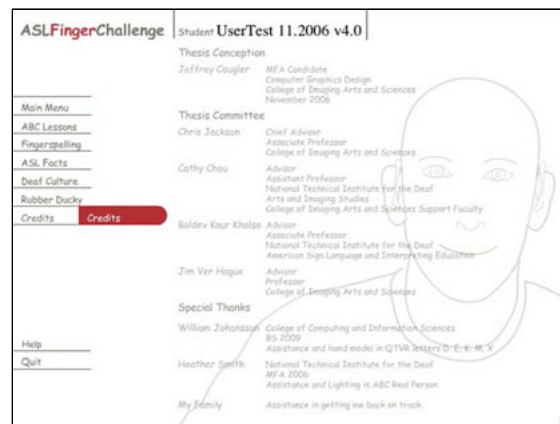
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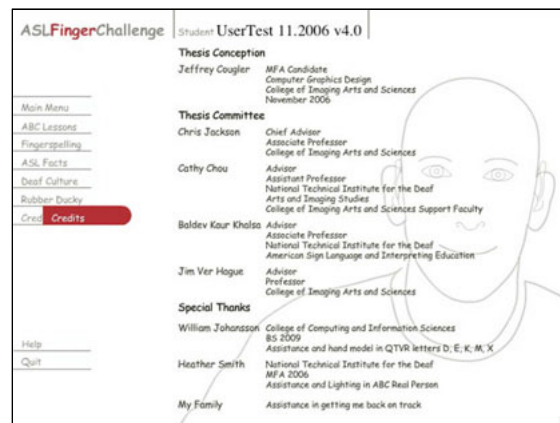
Figure C.253
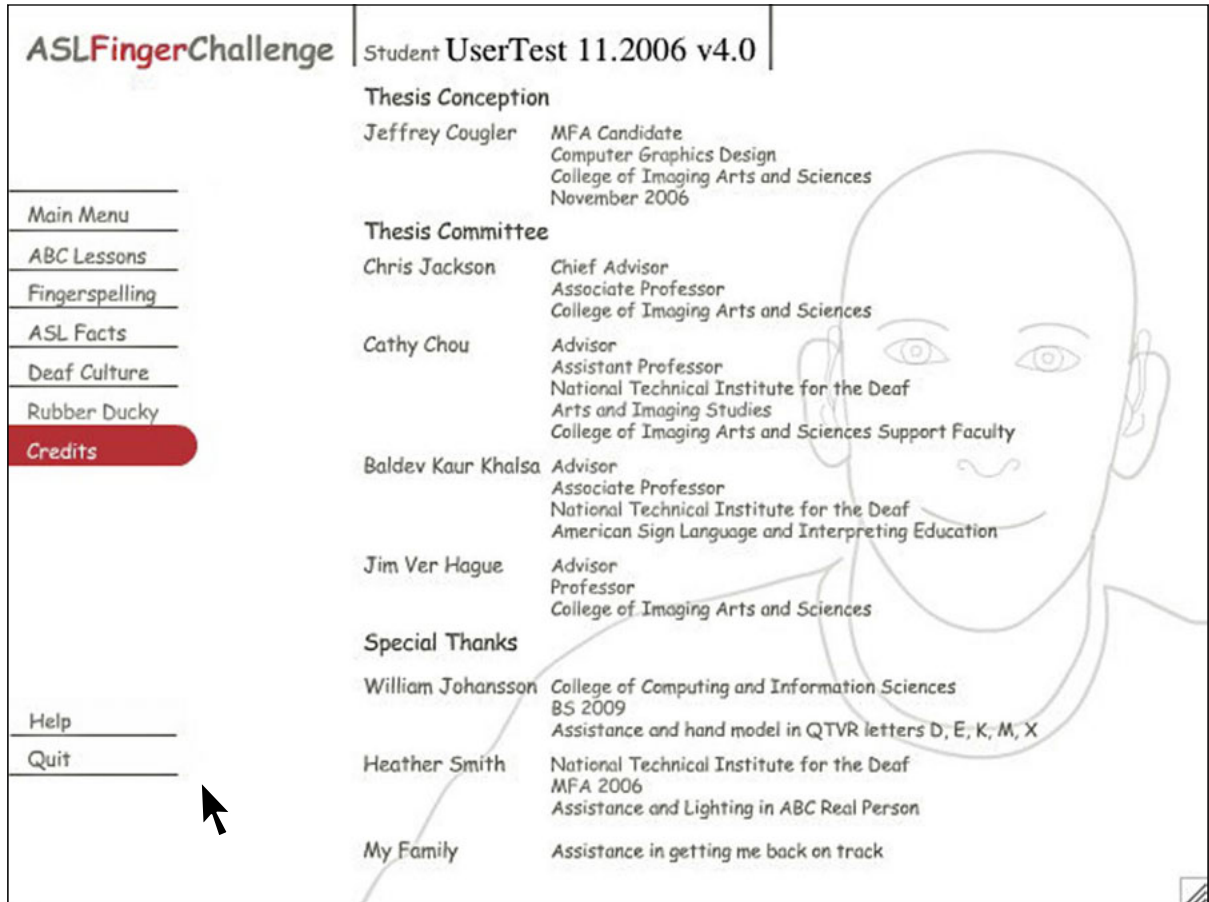
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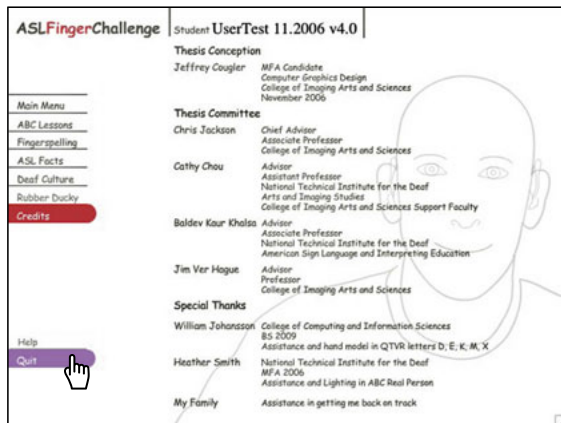
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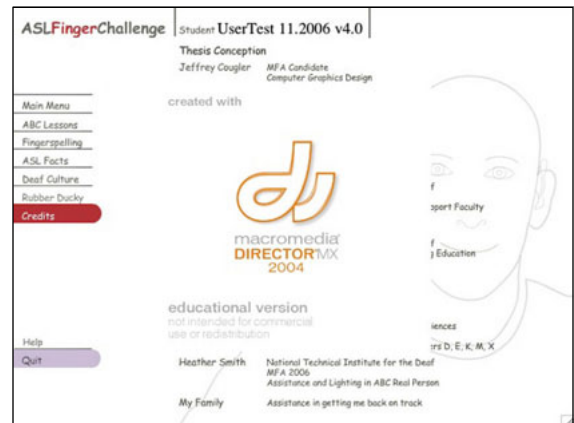
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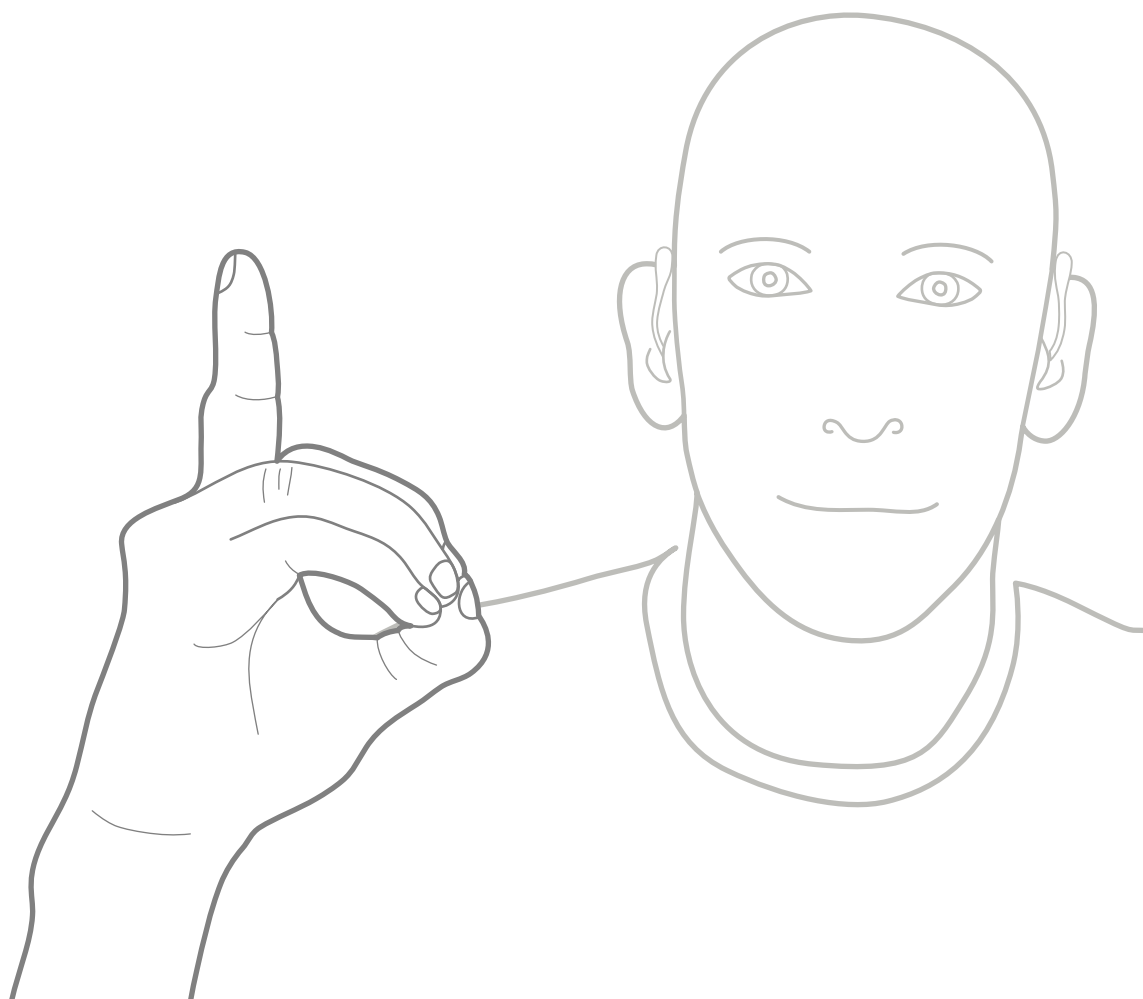
Introduction

The goal of this chapter is to explain the design, technical, and linguistic process of the author's project. Here JLC discusses the technical issues he encountered. This information is broad, and is written for those who understand the technical jargon for software such as Adobe Director, Flash, Illustrator and Photoshop. A general analysis of coding explains why it works.

This Chapter has four parts:

- Overview, which discusses how the thesis project came into existence.

- Design development, which examines the design issues and the project's aesthetic development.

- Technical development, which examines the procedures, problems, and solutions to making a successful interactive project.

- Linguistic development, which discusses what JLC learned about American Sign Language, its manual alphabet, and the decision made to include a "marked" handshape ZZ in an unconventional category as a member of the manual alphabet. ◼

Overview

PROJECT 1

This project's evolution, which ultimately became the author's choice for his thesis, originally and uniquely started as a class assignment during September 2003 (RIT quarter 2003.1). When "finished it garnered so much enthusiasm that it encouraged JLC to pursue and develop it as enabled by subsequent class projects. The originating project is outlined as follows:

■ Figure D.1-D.9.

■ Chris Jackson's requirement was "teach something."

■ Project started week of 22 September 2003.

■ Presented storyboard for approval.

■ Photographed myself doing the alphabet.

■ Rotoscoped using Photoshop.

■ Chose Photoshop 7 because Illustrator 10 could not convert vector into SWF files.

■ Intention was to create a linear animation to go from A to Z.

■ Finished the INTRODUCTION, then letters A, B, C, D, G, H, I.

■ Had voice with mouth movement.

■ Received an overwhelming POSITIVE RESPONSE, which encouraged further development and additional class projects which are discussed in the subsequent pages. ■

Figure D.1

Figure D.2

Figure D.3
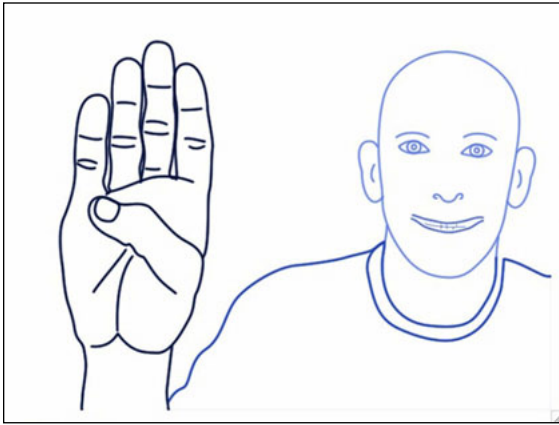
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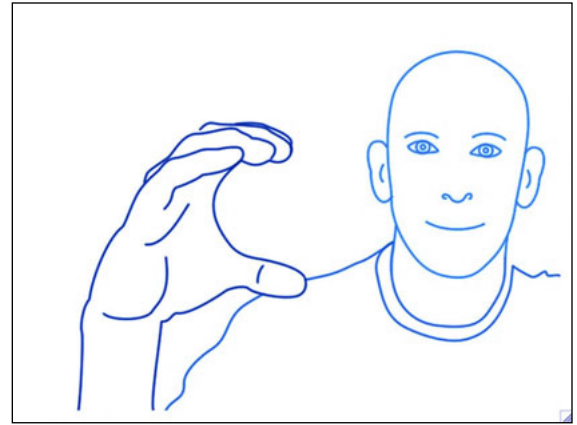
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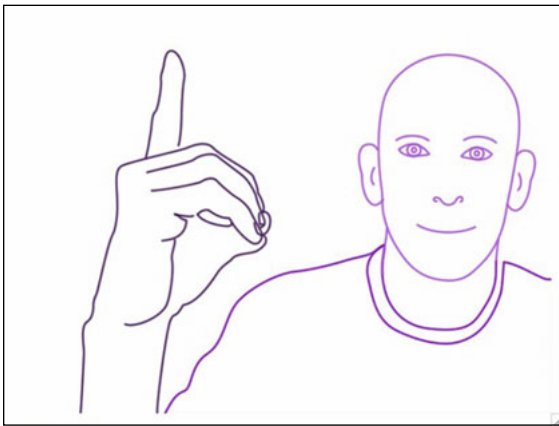
Figure D.6

Figure D.7

Figure D.8
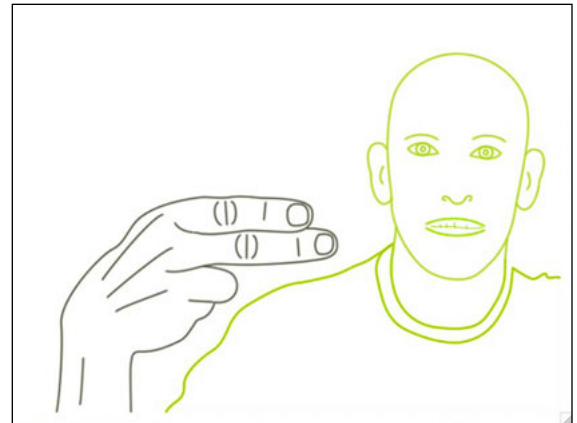
Figure D.9

PROJECT 2

- Created in January 2004 (RIT quarter 2003.2).

- Project required using Director MX.

- The assignment was to create a button control that as it slid across the screen, it caused an animation to happen. It was referred to as the "Slider Project."

- Author saw this as an opportunity to develop a different tool to teach the ASL Manual Alphabet. Intention was to complete A to Z.

- Intended to have voice and mouth movement that activated as slider passed over the Roman Letter.

- Color was again used for each letter and character.

- General reaction was positive.

COMMENTS and PROBLEMS

- GIF based graphics looked very pixilated.

- Slider did not match position of the Roman letter (Figure D.16).

- Was only able to finished transitions A to M.

- Activation of the voice was unsatisfactory. If users stopped the slider at the point where mouth changed, the voice worked. If slider moved continuously the voice seemed insufficiently audible, but hearing people who listened closely heard a squeak.

- Intoduced an earring, which appeared starting with letter C. Reaction to the earring included, "it was distracting."

- Got an error message when user reached "M."

- Considered unsuccessful, although JLC was able to complete more transitions.

- Time restrictions and emphasis on using Flash ActionScript 1.0 prevented further exploration.
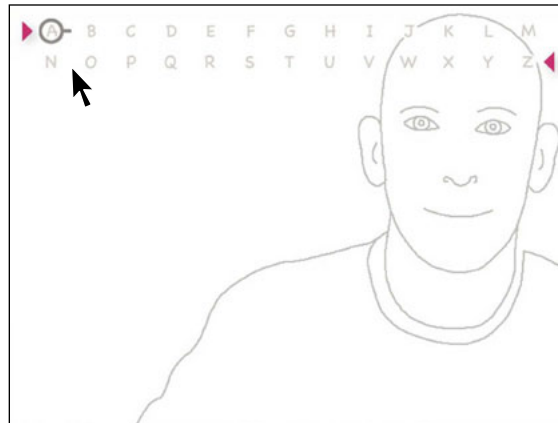
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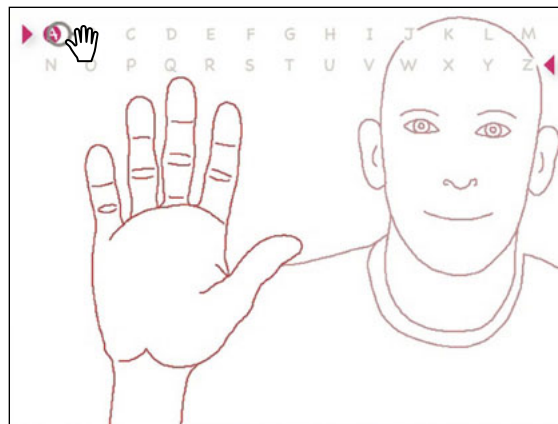
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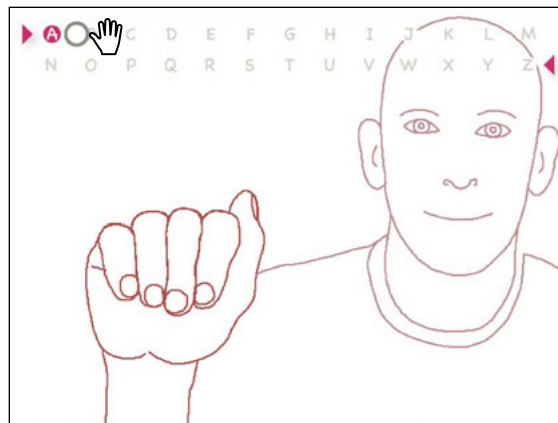
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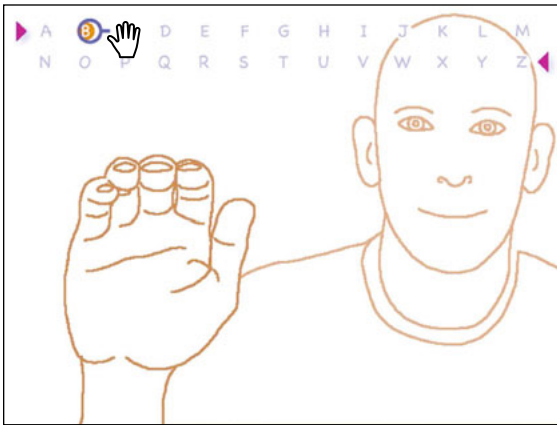
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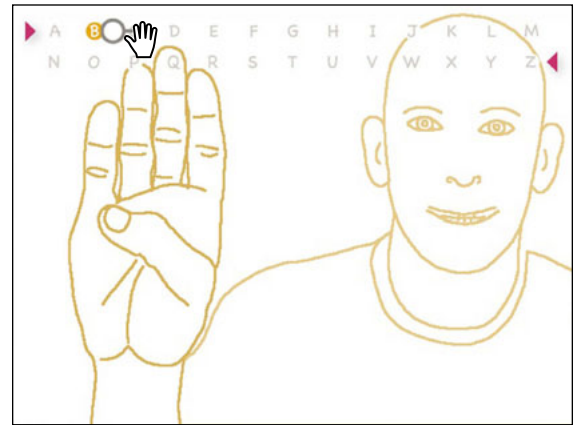
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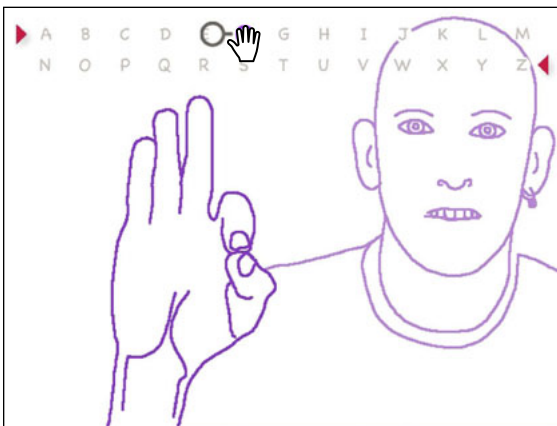
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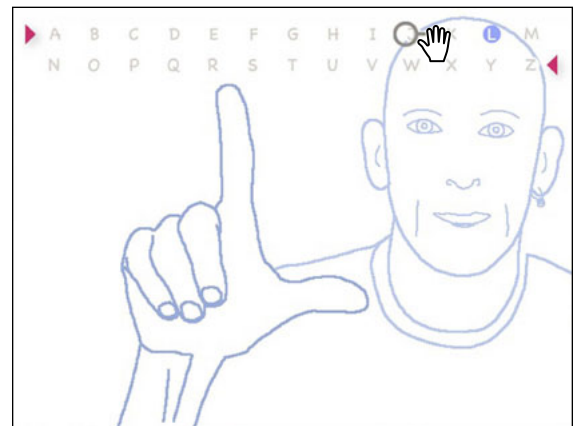
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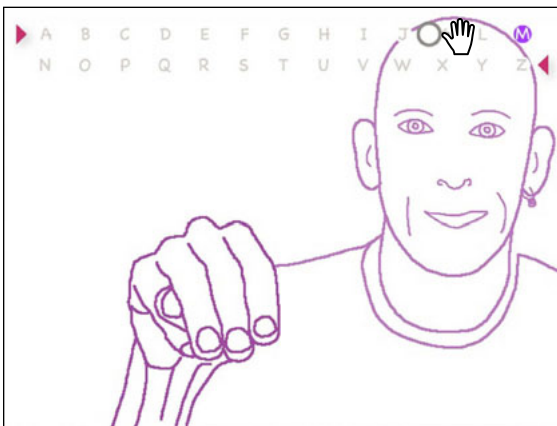
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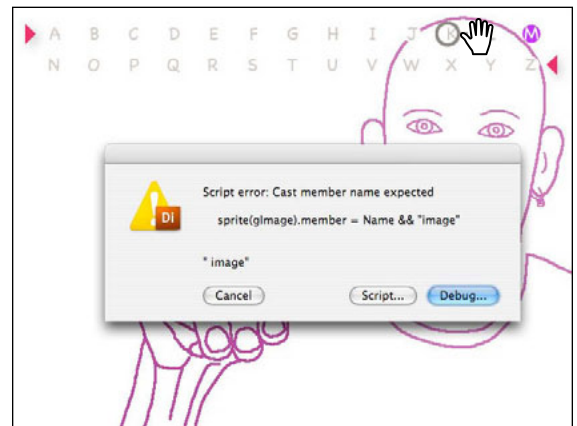
Figure D.18

PROJECT 3

- Final Authoring Multimedia using Macromedia Director MX project during February 2004 (RIT quarter 2003.2).

- Requirement was to create an interactive maze or arcade style game.

- Require an introductory movie using either Adobe Premiere, Macromedia Director or Flash, which was exported into a QuickTime format.

- The Minimal length for the Quicktime movie was 30 seconds. The maximum length was 90 seconds.

- A quit button was required.

- Tracking user score was optional.

- Professor Jackson gave permission to do something different.

- JLC wanted to develop a game to teach the ASL Manual Alphabet (ASLMA), using an educational game where the students matched the ASLMA to the English equivelent of Roman style letter (Figure D.28-D.33).

- The premise of the game was a challenge to recall the ASLMA seen in the introductory animation. Since the manual alphabet was formed by the hand and its fingers, the game's name became "ASL Finger Challenge" (Figure D.19).

- The QuickTime was a musical animation using an edited version of the song "Don't Let Me Be Misunderstood" (Bennie Benjamin, Gloria Caldwell and Sol Marcus, 1964) as sung by Santa Esmerelda (Leroy Gómes, 1977).

- Used flash cards, which alternated between the AML and the Roman letter (Figure D.21-D.23). At ASLMA "H" the AML stayed on screen while the Roman letter moved to give a sense of logic to these sometimes arbitrary handshapes (Figure D.24-D.64).

Figure D.19

Figure D.20
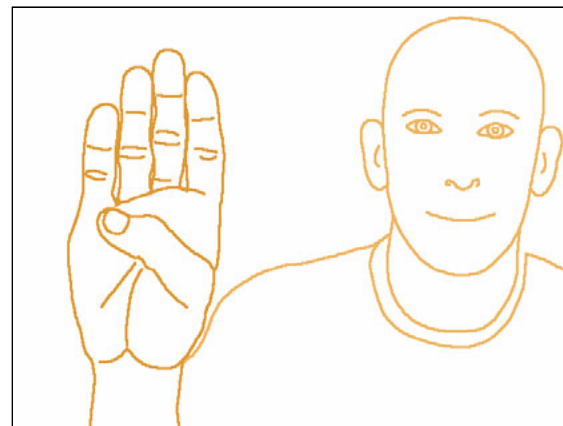
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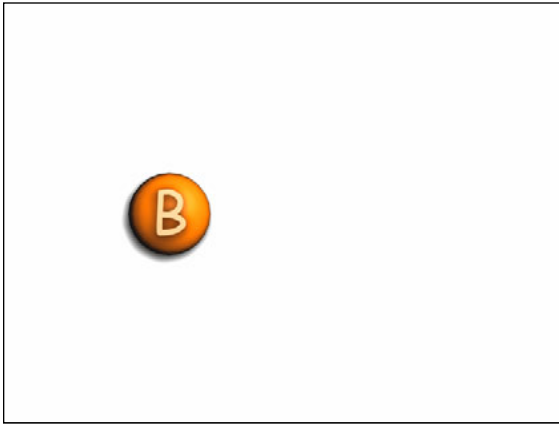
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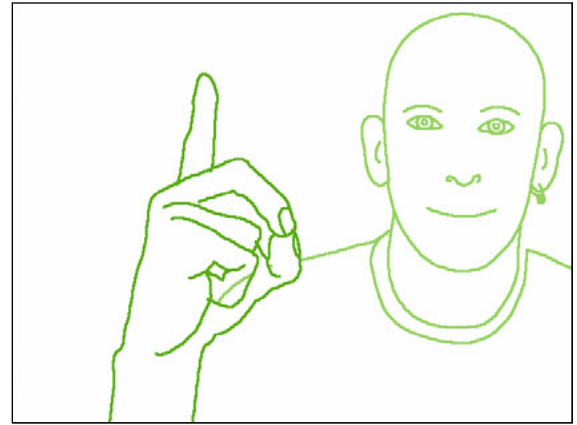
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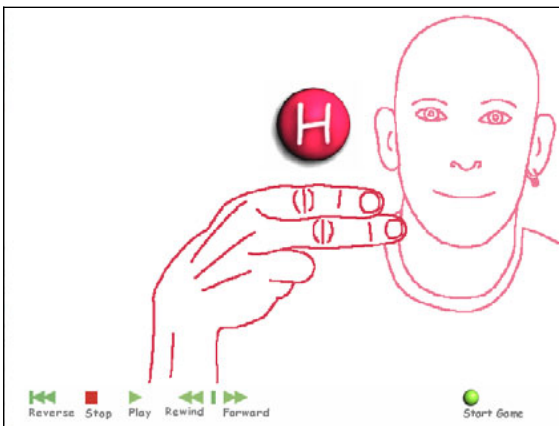
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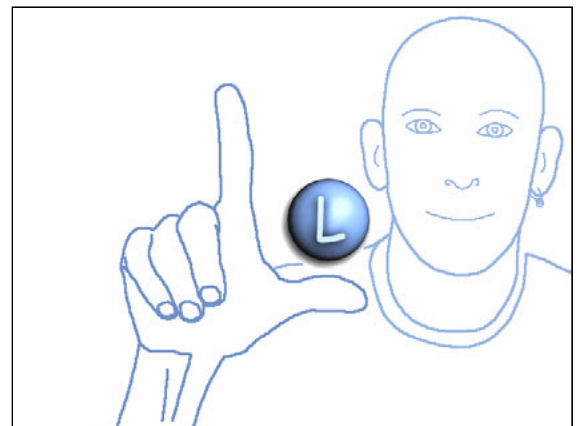
Figure D.25
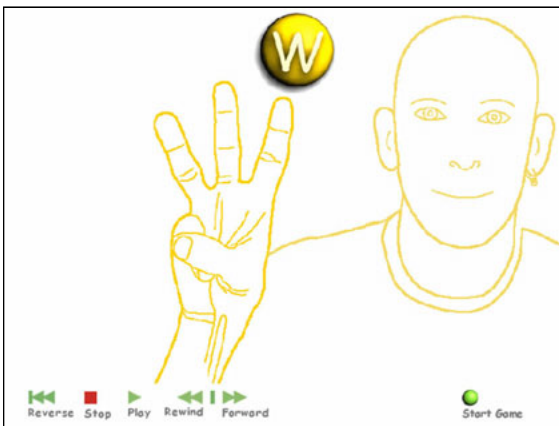
Figure D.26

Figure D.27

- When the video finishes processing, a fade in of the game instructions comes onto the screen.

- When users click on the green 3D "Start Game" button, game started by presenting the first letter. The unique feature of this button is a Lingo code that allows the manual letters to be loaded in a random order every time it is clicked. Therefore, each time users launch this section they will have a different experience, which makes it impossible for users to know what the next letter will be.

- Users then click on the button, which they think is the correct letter (Figure D.29).

- Theoretically, one point was to be added to the score for each correct answer while each incorrect answer subtracted one point (Figure D.29 and D.30).

- This feature did not work correctly. The correct answer score did not always record (Figure D.31), but...
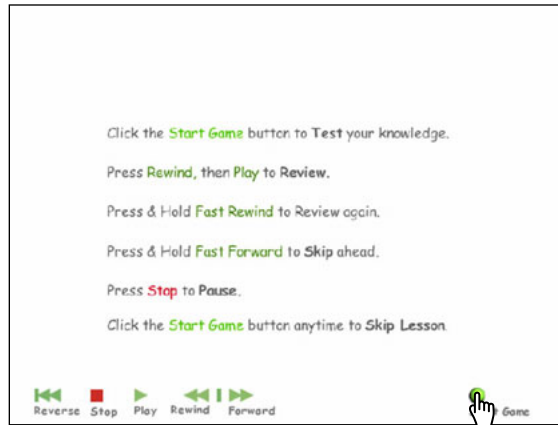
Figure D.28
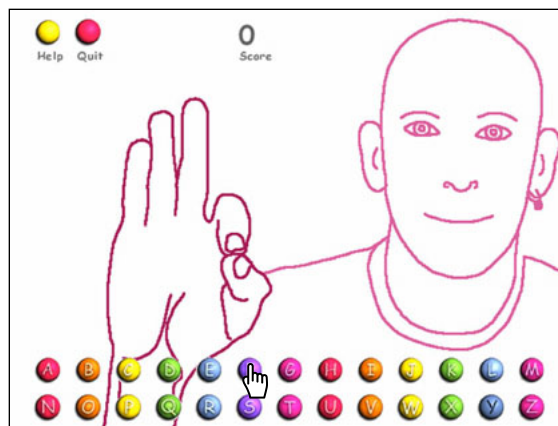
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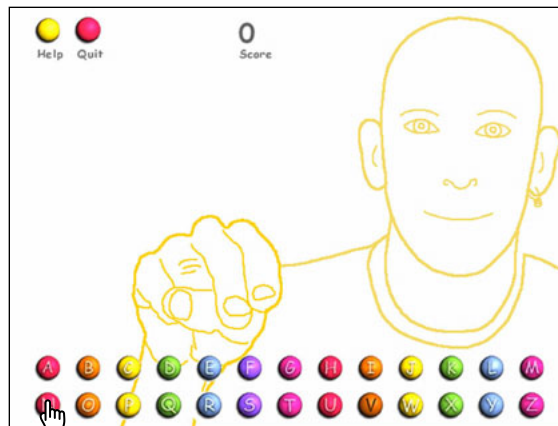
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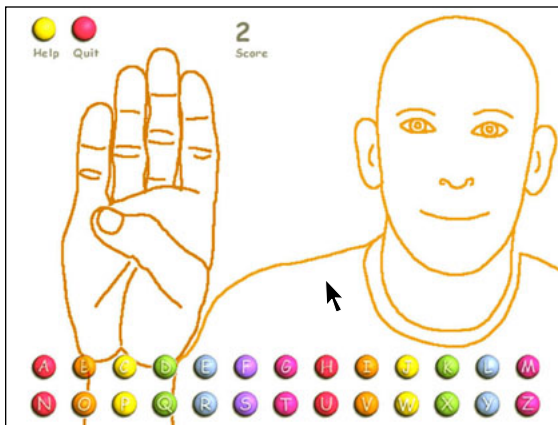
Figure D.31
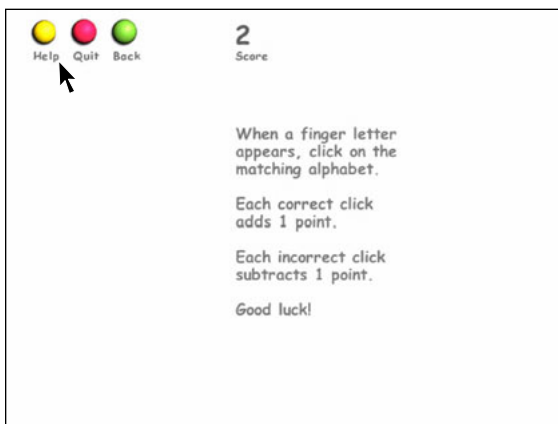
the counter did correctly keep track of the score, which would display the correct amount after several attempts (Figure D.31). This included the numbers being negative, if the answers were incorrect and the score went below 0.

Figure D.32

■ When users click on "Help" the program takes them to a page that gives information on how the game works (Figure D.32).

Figure D.33

■ Eventually every game ended with a "Director Player Error" message (Figure D.33).

■ At this point the users had to click "No which quit the projector.

■ Because this was the course's final project and my class voted to focus on Flash and ActionScript during RIT quarter 2003.3, this project and its problems remains unresolved. ■

PROJECT 4

- Created during RIT quarter 2003.4, which occurred from March through May 2004 using Flash MX and Actionscript 1.0.

- Took class "Instructional Multimedia" with Chris Jackson as the instructor.

- JLC began thinking that this topic could become his thesis project.

- Required a one frame MovieClip introduction (Figure D.34-D.38) which culminated with the ASLFC title transforming itself into a layout header.

- Created basic layout, which included use of color, background, headers and typography placement.

- Initiated a grid system (Figure D.39-42).

- Began a Graphic User Interface (GUI) which required rollover buttons, as an animated menu of sorts; chose a menu that dropped like venetian blinds (Figure D.39-D.42).

- Introduced a teaching character, whose eyes blinked intermittently (Figure D.39).
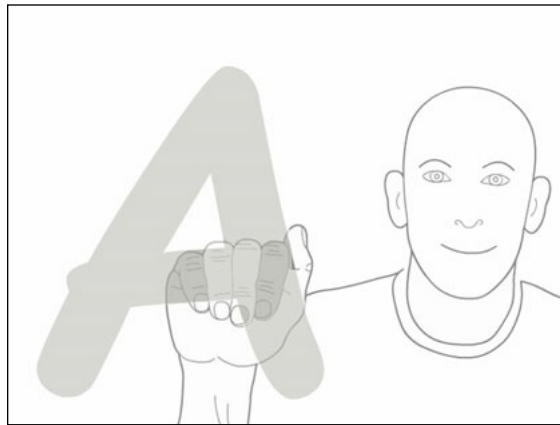
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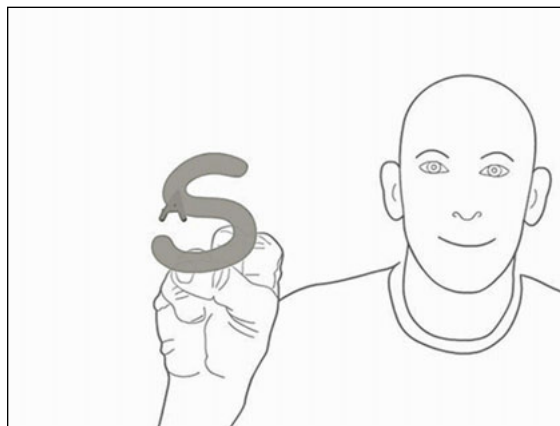
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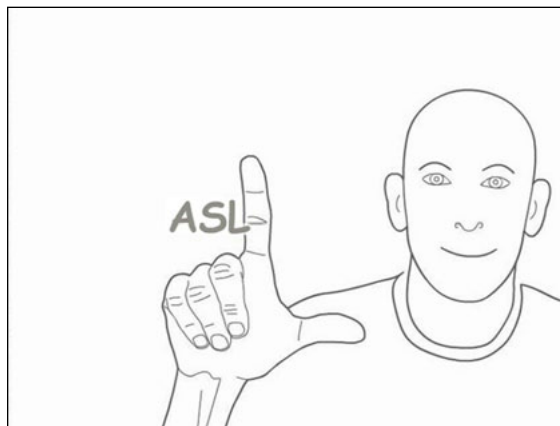
Figure D.36

Figure D.37

Figure D.38
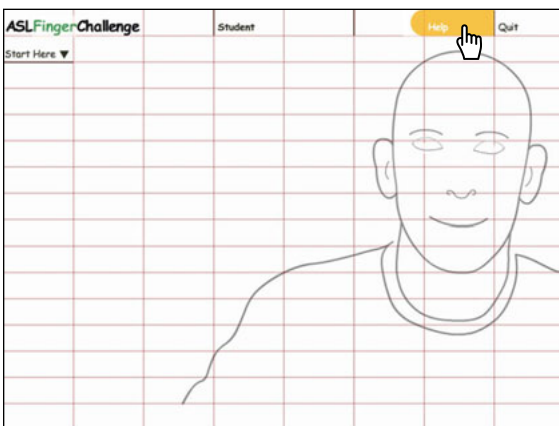
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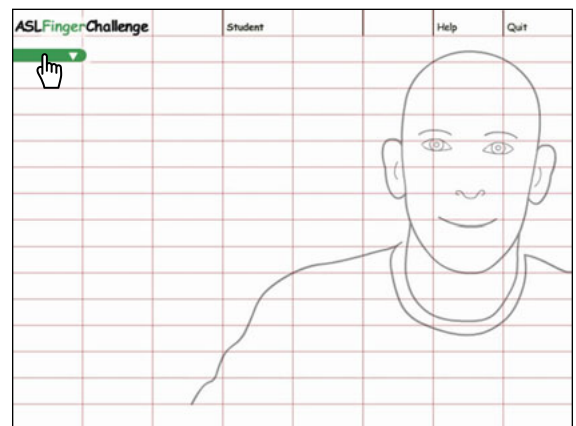
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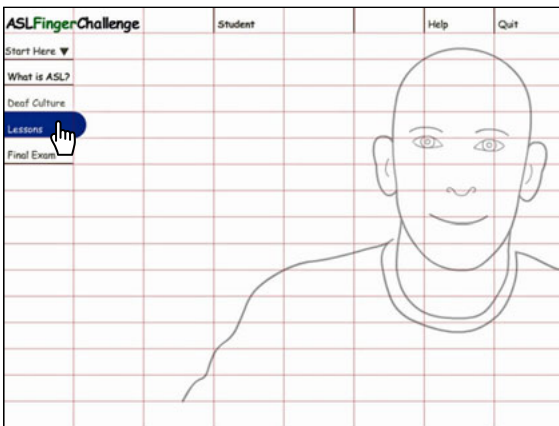
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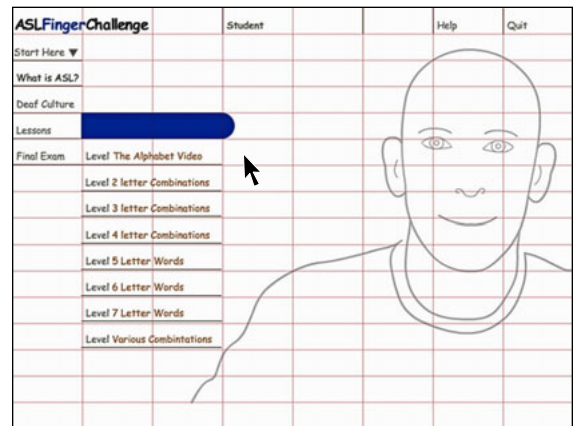
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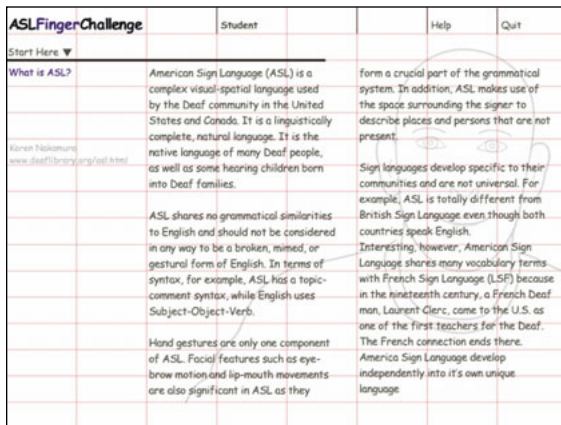
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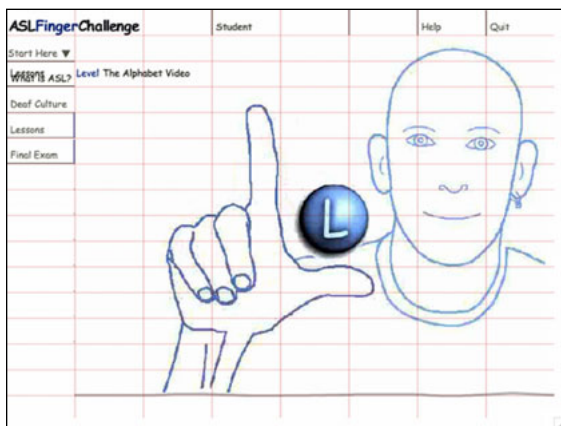
Figure D.44

Figure D.45

- Layout header ASLFC changed color such as purple, blue or orange depending on lesson's content (Figure D.43-D.48).

- Used QuickTime video animation from Project 3. No transitions in the animation (Figure D.44).

PROBLEMS:

- QuickTime included the instructions for doing a practice session, which did not work (Figure D.45).

- Flash MX and ActionScript 1.0 was "buggy which caused problems as project got more complex.

- Although an ActionScript required it, the drop down menu MovieClip would not close (Figure D.46-D.47).

- Sometimes main menu closed while the secondary menu stayed down (Figure D.48).

- Because menus would not close, it made reading the lesson text impossible.

- RIT quarter 2003.4's time restriction prevented an acceptable solution when JLC chose this topic as his thesis project, a possible solution was postponed to September, RIT quarter 2004.1.

Figure D.46

Figure D.47

Figure D.48

Design Development

DEVELOPING THE CHARACTER

■ The teaching character has been referred to as "Me "Teacher "Jeffrey", "me bald", or as friends would say, "the bald you."

■ The character was based on JLC because he was a reliable model. He was rendered simply and without hair. Some people recognized the likeness.

■ JLC judged that the character's face and body needed to be simple, seen as background and void of distracting hair lines or representative curly hair vector points.

■ The character was rotoscoped using vector points in Photoshop 7.

■ Adobe Illustrator 10 could have been used, but this required careful file managing, because the photos are linked to the Illustrator document. If for any reason the photo is moved to a different location, this meant finding the photo, then relinking, which could pose a problem if JLC should forget. Although Illustrator handled vector points better than Photoshop, at this point JLC saw no advantage to using Illustrator (Figure D.49).

■ Paths were stroked with 2 point lines using 6 different hexadecimal colors (Figure D.50).

■ In the Photoshop (PSD) file the character was exported as a GIF file, which was understood to be the standard for importing into Flash MX (Figure D.51).

Figure D.49

Figure D.50
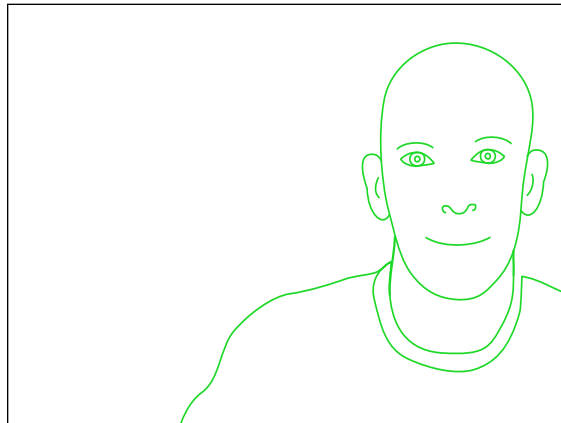
Figure D.51

Figure D.52

- Vector Points were adjusted to bring symmetry to the face as the character's left ear and eye were lower and slightly different sizes (Figure D.52).

- The quality of the GIF images varied depending on the file type imported. Original GIFs into a 640x480 pixel Flash MX file such as Project 1, yielded good screen renderings. However, a Quicktime movie exported from Director (as in Project 2 and 3) yielded images that had disappointing pixelization (Figure D.53).

- The solution to avoid pixelization problems was to export the PSD file as an SWF file, which produced good results. This Photoshop feature was "buggy" because Photoshop only allowed one export. This meant restarting Photoshop after every export, which was very vexatious.

Figure D.53

- During Project 2, an earring was added to the teacher. Although the audience was pleasantly surprised, opinions varied greatly about its effectiveness. Eventually it was deleted (Figure D.54).
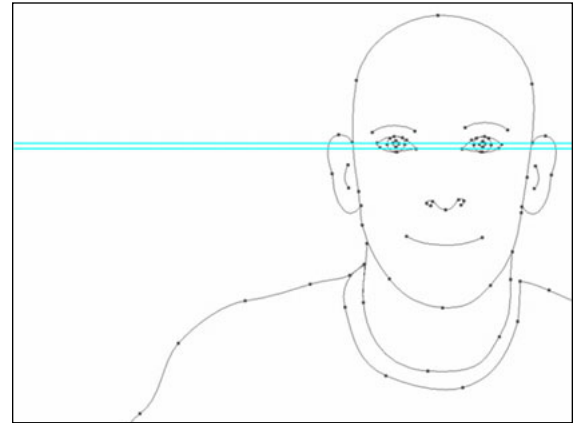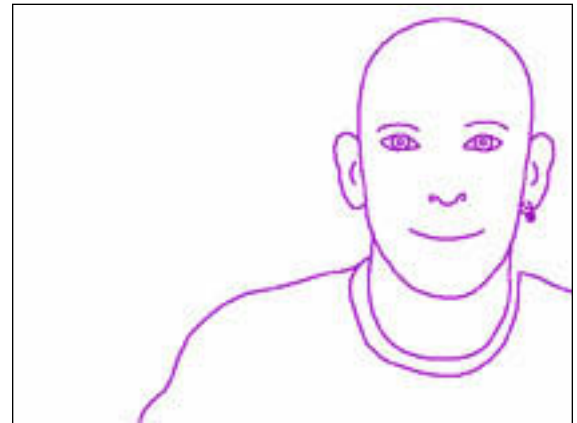
Figure D.54

Figure D.55
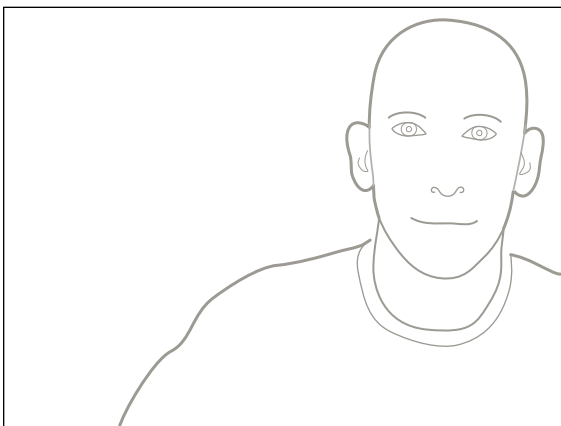
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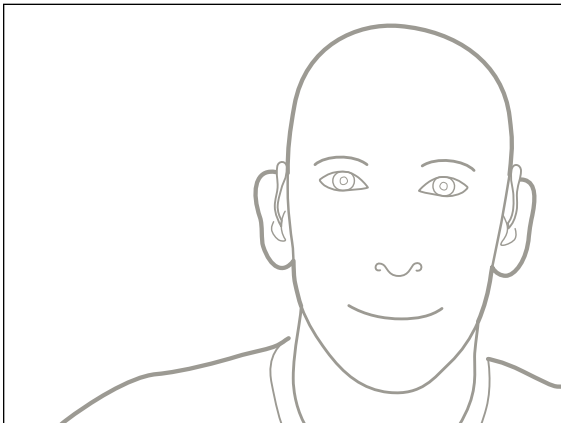
Figure D.57

- During the academic year 2004-2005, RIT upgraded to Adobe Creative Suite 1, which made exporting an SWF file from Illustrator simple.

- Specifically in RIT quarter 2004.2, JLC began doing most of the layout and creative work, including typography, in Illustrator. The necessary layered components were then exported as a SWF file, which was imported into Flash or Director as required resolving the pixelization problem caused by using GIFs (Figure D.55).

- As the project became more defined as proposed in "Section A, Introduction," the character clearly needed to be neutral. He was made pure white sitting in a pure white background, and his stroke work varied from .75 points to 2 points, colored with Hexadecimal 7C7C74 with a tonal value at 50% which is the equivalent of a 25% cool gray.

- The character blinks by "Project 4" in Spring quarter 2003.3. In Winter Quarter 2004.2, a four frame mouth movement was added (Figure D.56).

- Animation placements were made easy because every SWF file had a 1 x 1 white pixel in the corner of its 640 x 480 frame. After placing the SWF file onto any layer of Director or Flash, JLC entered the coordinates of 0, 0 or 320, 240 and knew the animated component was correctly positioned and would not "wander about" within its frame.

- Hearing aides were added to the character because he represented the author, who has a profound hearing loss and also wears hearing aids (Figure D.57).

■ With each passing academic quarter and each ASL course completed, ASL syntax and rules were applied to the teacher. In ASL the rules for fingerspelling are that it occurs within the fingerspelling space. To define this space the signer leaves the elbow at the side, comfortably raises the hand with which they write locating it naturally in front of the shoulder anterior to the face as shown in Figure D.58. If the signers keep the elbow still and rotates their hand they will find that it makes a circle that coincides with the hand movement. Ideally, one stabilizes the upper arm by resting it on the side of the body. Fingerspelling is a naturally dynamic activity that occurs within this space, and everyone finds their comfort range within this space, which will vary with each fingerspelled word and the sign that precedes it.

■ The character shown in Figure D.58 is right handed. This hand in ASL is known as the "Dominant Hand." A person who is left handed has a left Dominant Hand (Figure D.59) and fingerspells with the left hand (Newman, W. et. al "ASL at Work" page 10, 2009).

■ For the purpose of this thesis development a character with a right Dominant Hand was developed (Figure D.60).
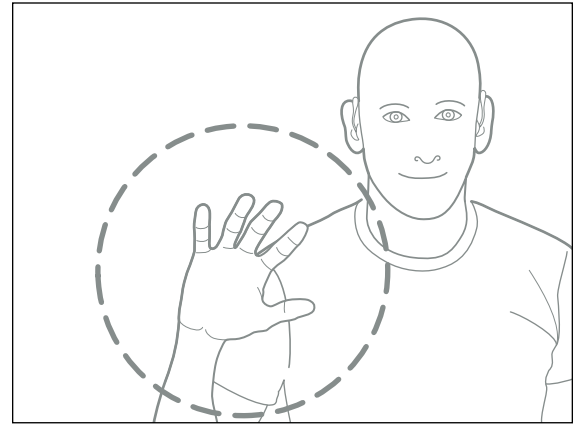
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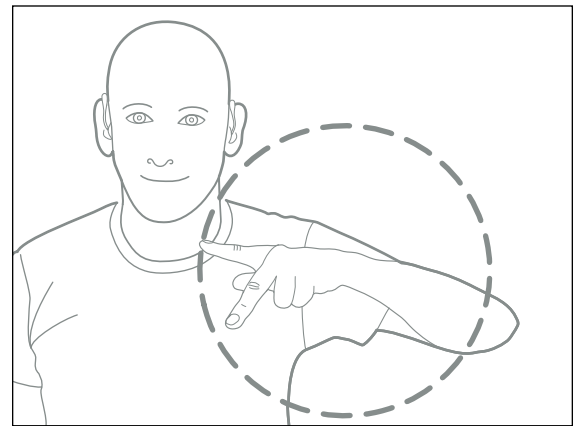
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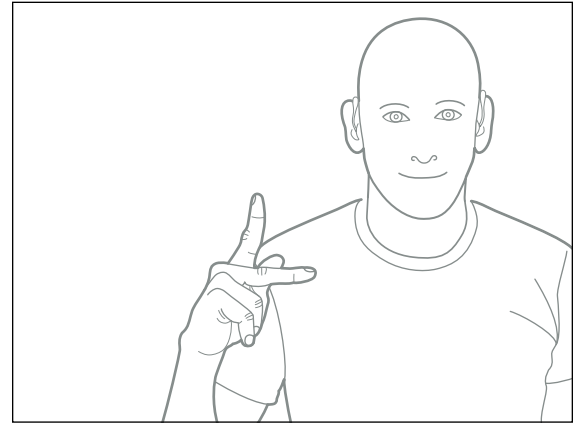
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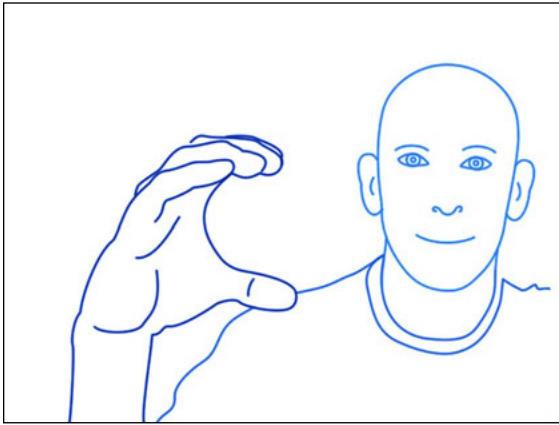
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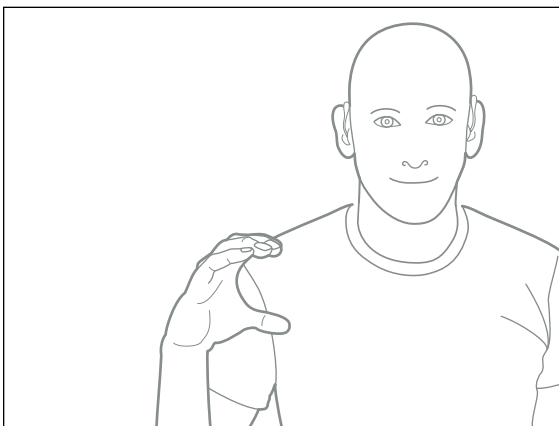
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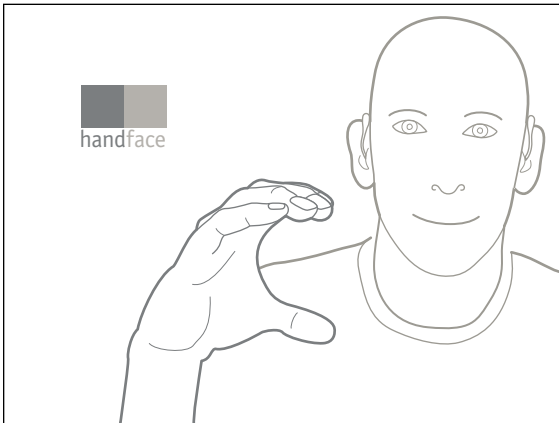
Figure D.63

CHARACTER PROPORTIONS

- For "Project 1," JLC understood it is important to see the face when fingerspelling. However, he theorized that the hand needed to be the dominant feature. Therefore the hand was made disproportionately bigger in relation to the face and was positioned on left side of the screen (Figure D.61).

- To determine how the character would fill the frame, the question, was asked, "What if the character was proportionately correct?" Therefore an accurate rendering was made using the Fingerspelling space location (Figure D.62).

- Analysis deemed the hand too small for the 640 x 480 pixel format. JLC wanted the viewer to seriously focus on the hand and face.

- Overall the character features were made 130% larger. The handshape was inaccurately placed sightly higher but was still at shoulder level and adjusted to create a "natural" looking feel.

- The Final touches were in the area of contrast. The final character has hands that are in correct proportion to the character's face and body. The hand's outline was assigned 2 points, the fingers and nails were 1 to .75 points, while details like skin creases were made .25 points. To increase the contrast and to help the hand appear in the foreground hexadecimal 706B67, was assigned. This equals a 50% cool gray and is two times darker than the face and body (Figure D.63). ◼
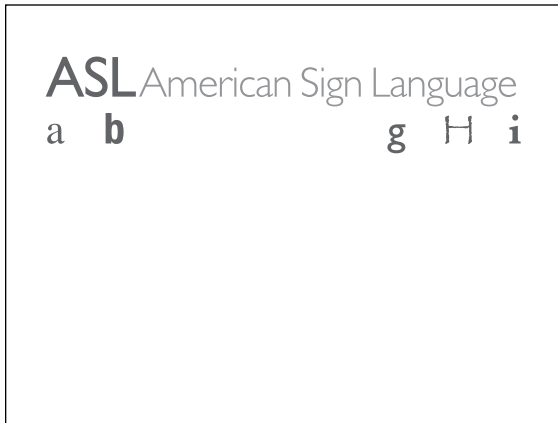
Figure D.64

Figure D.65

Figure D.66

TYPOGRAPHY

- Project 1 used Gill Sans Regular with Gill Sans Light along with Baskerville, Papyrus, and Times to give it variety and visual interest (Figure D.64).

- For project 2, seeking a look and feel to represent children first learning how to draw letters and create the Roman alphabet. "Kidprint" was chosen, which was a font used in JLC's Palm Pilot Tungsen T3 OS.

- In project 3 this font proved to have limits, including: a) it only has one font weight, b) it could not transfer from computer to computer c) it came only in all CAPS, d) it is considered a specialty font on both Windows and Mac platforms, thereby making it a poor choice for the project (Figure D.65).

- During Project 3 "Comic Sans MS" a native font on the MacOSX platform was chosen. It satisfied the criteria that the font have a handwritten feel, had a bold and a regular weight, and a good x-height for readability and legibility (Figure D.66).

- Body text was arranged using Adobe Illustrator set at 12 over 15 points with 0 tracking, colored with Hexadecimal 7C7C74 at 100% saturation, converted to outline type, then exported as an SWF file and placed into director as a Cast member. The character was lightened to 30% to assure good contrast for reading the text.

- ASLFC was typed as one word. The word Finger was contrasted and used to separate "ASL" from the word "Challenge" by using a variety of colors that matched the designated page color. ■
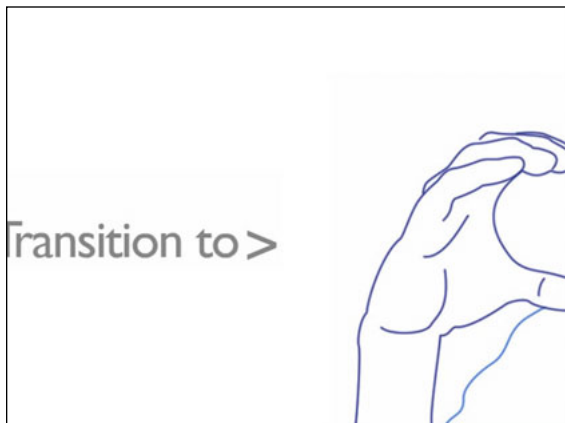
Figure D.67
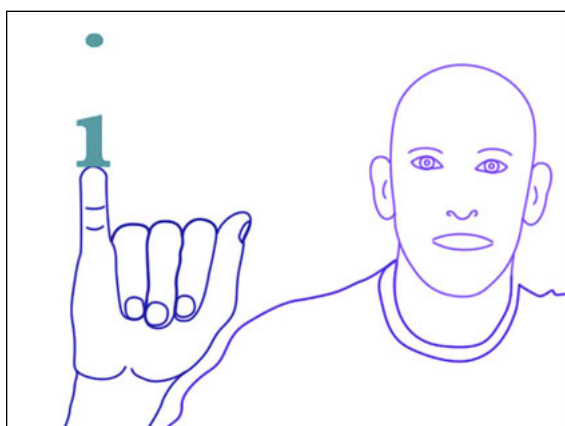
Figure D.68
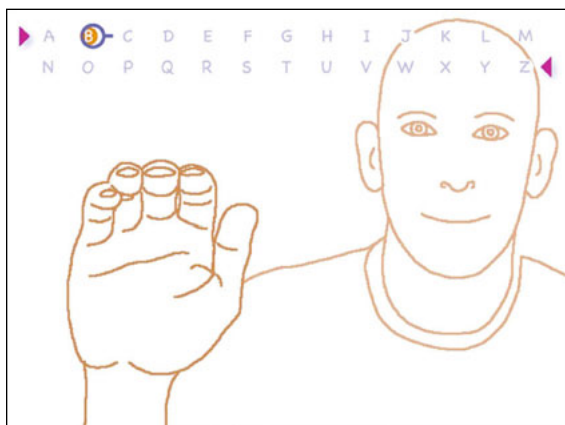
Figure D.69

LAYOUT, GRID, NAVIGATION

This project has many, Many, MANY layers of development, which is unusual for an CGD graduate level thesis project at RIT. The reason for this is the project uniquely originated as a simple class assignment that grew into JLC's thesis. From the author's observation most RIT CGD graduates actually begin developing their thesis project during the first quarter of their second year and need to defend by mid quarter of the third quarter, which makes it about a 33 week process. By the time JLC received written approval for his project, there was already more than one year of history and development. These various projects made it possible to hone the development, whilst also making the development extremely complex to discuss. Since accurate records of JLC's process were kept, a question is poised: How much detailed explanation is required?

An additional complex layer exists because JLC received a Fulbright scholarship to develop an Italian version in Rome, Italy. This scholastic attempt was to occurr during academic year 2006-2007, which was one academic year after he passed the project defense in April 2005. Therefore, JLC used academic year 2005-2006 and RIT quarter 2006.1 to thoroughly develop the project, test it and get it to the point where he and his advisors felt the project goals were thoroughly met. This occurred in late November 2006, RIT quarter 2006.1.

For the purpose of this section, a combination of text and figures will be given. At times, the text will be in great detail, while at others the figures will contain a diagram and one line of text to show and explain the author's thought process.
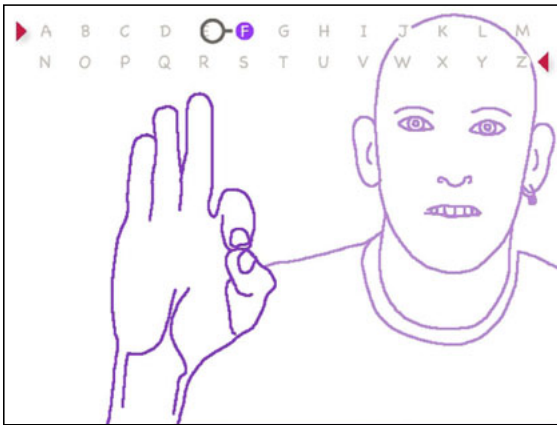
Figure D.70
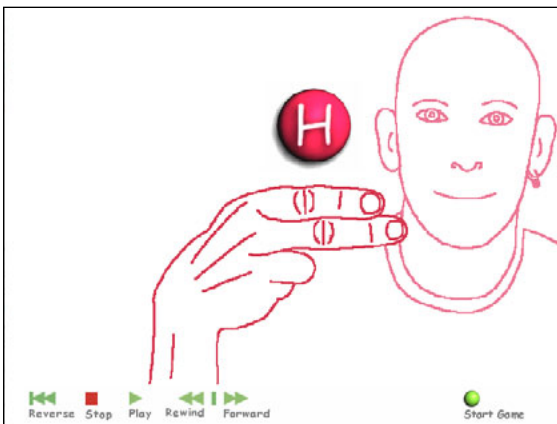
Figure D.71
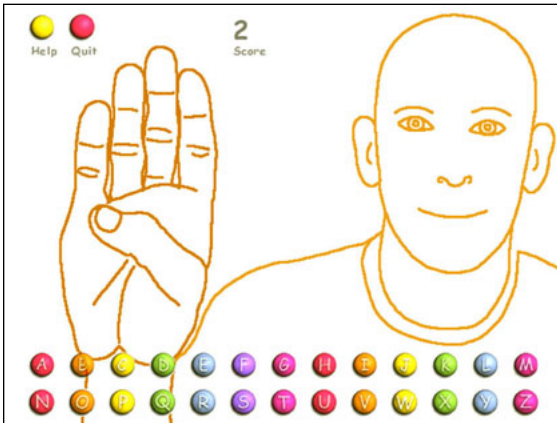
Figure D.72

Overall JLC produced 4 major versions in Flash and four major versions in Director. Additionally there were 4 versions of the final layout that resulted from feedback from user testing.

Layouts varied greatly from very simple utilizing of no specific grid or navigation to a specific grid that created a complex navigation that includes: five root level buttons, eight second level buttons, and two third level buttons.

The following grids, layouts, navigations were created, developed and considered from September 2003 through November 2006 as follows:

- PROJECT 1:
  This was a linear animated Flash movie that utilized a two by three proportion format and an unspecific grid (Figure D.67 and D.68).

- PROJECT 2
  A Director project that incorporated a fifteen column grid with two rows of 13 buttons and a sliding control pull located at the top of the screen (Figure D.69 and D.70).

- PROJECT 3
  A Director project that used a fifteen column grid with a row of video controls visible during the animation playback as seen in Figure D.71. During the game two rows of 13 3D buttons are located at the bottom of the stage, 2 buttons and a scoring column are located at the top of the screen (Figure D.72).
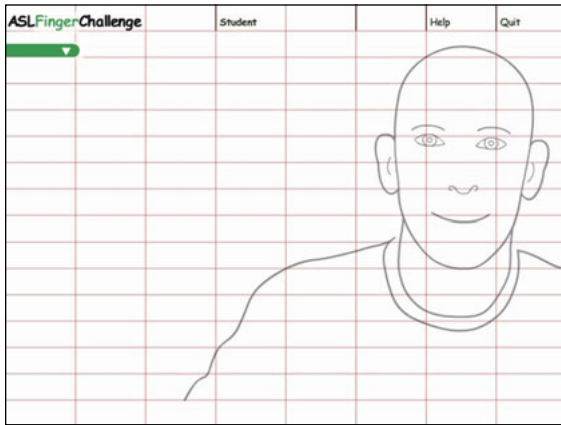
Figure D.73
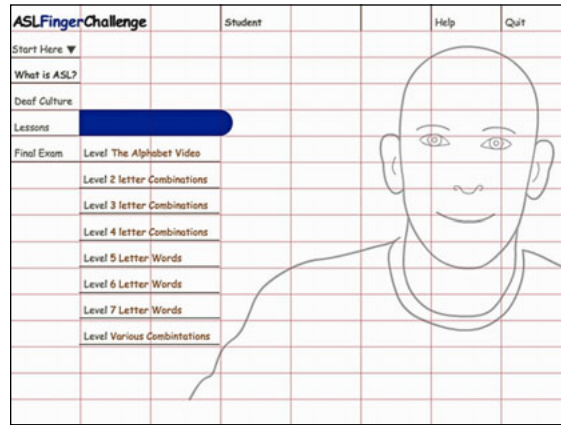
Figure D.74
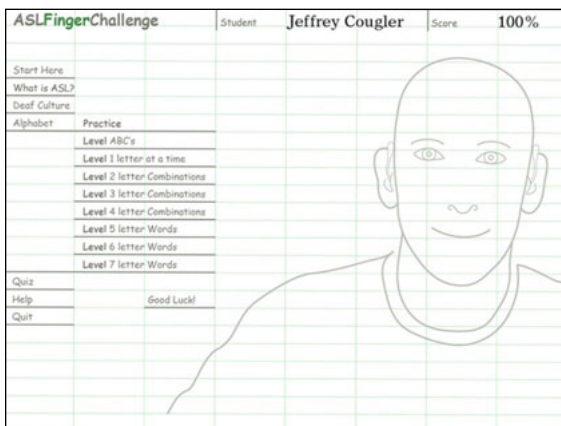
Figure D.75
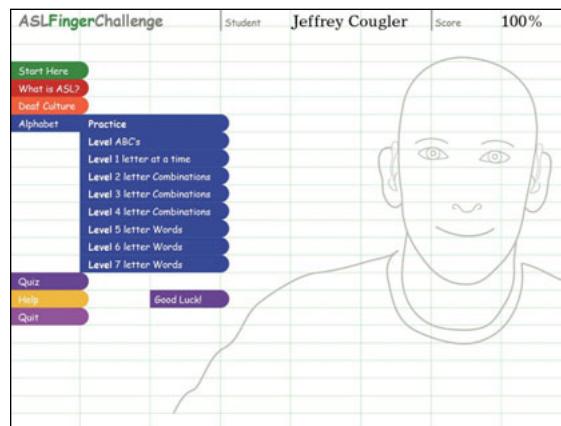
Figure D.76
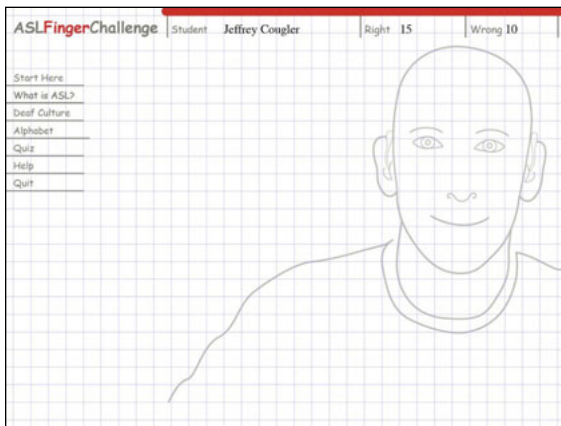
Figure D.77
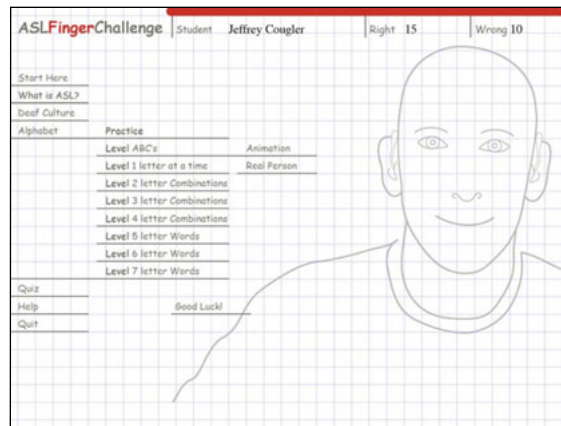
Figure D.78

- During RIT quarter 2003.3, JLC developed a Flash version using a 30 x 80 pixel grid. The start up screen has a 80 x 15 pixel "Start Here" button which activates the drop down menu of four main topics and eight sub-topics designated for the fingerspelling section of the program (Figure D.73 and D.74).

- JLC disliked the 30x 80 button proportion therefore, during RIT quarter 2004.2, JLC developed a 20 x 80 pixel grid. Within a two week period, it became clear this grid had limited flexibility in terms of the 80 pixel dimension and he decided to refine the grid further (Figure D.75-D.76).

- Shortly thereafter, as Practice levels were refined, it became clear that the 20 x 80 grid had limitations. Therefore, when the Director version was developed, JLC used a 20 x 20 grid with an inset of 10 pixels along the sides, top and bottom. This grid allowed JLC to insert additional columns as required, for example the number of correct or incorrect responses (Figure D.77-D.78).

- The 20 x 20 grid proved to be the best. At one point JLC tried positioning the video control panel buttons along the bottom of the screen (Figure D.79-D.80). However, when the "Real Person" QuickTime video was inserted onto the stage, it flickered becaused the SWF graphics were overlapping the video. Therefore, the controls were placed along the top and were given visually equal spacing. JLC purposely chose to break the grid for this purpose (Figure D.81).
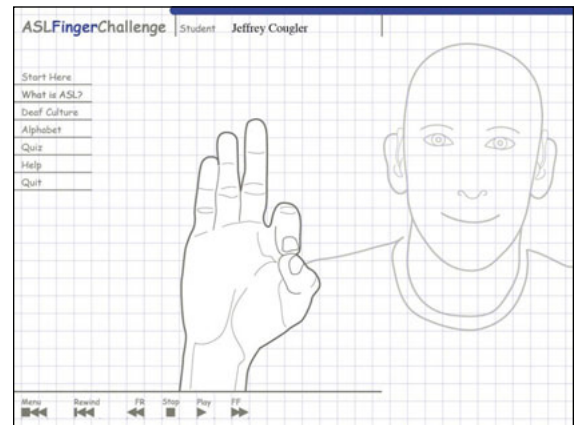
Figure D.79
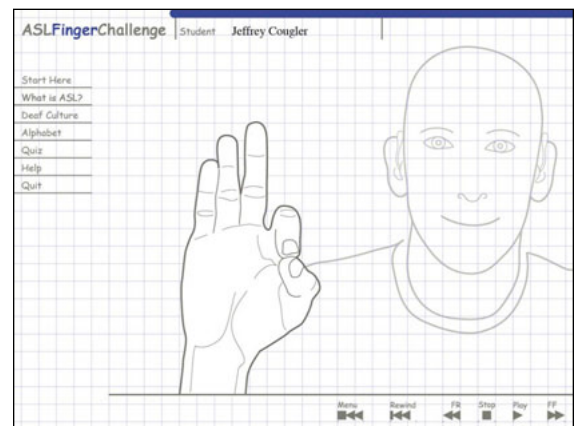
Figure D.80
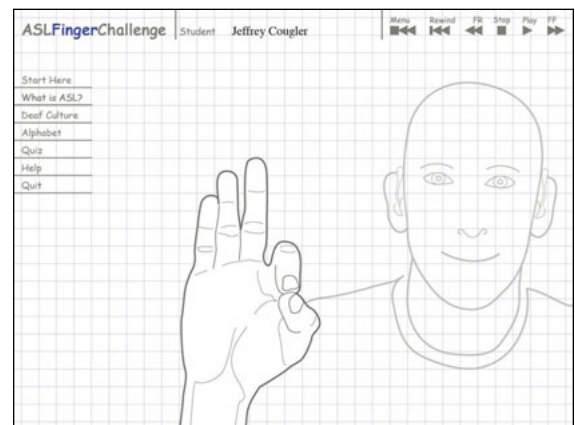
Figure D.81

BUTTONS AND COLORS

- In order for Director to initiate a rollover event a color filled button must be sensed. In Figure D.82 the "ABC Lesson" button illustrates an area without a color fill and is evident due to the visible gridwork background. In this instance Director considers the area to be the background and the rollover will not occur, as indicated by the arrow cursor. However, in the "ABC Live Action" button a rollover occurs by carefully being over the type. This made activating the button difficult at best.

- The general rule established by JLC for most buttons was a finger shape, measuring 100 x 20 pixels with a 10 pixel radius on the right side and a squared end on the left (Figure D.82-D.84).

- The "up" state button had a white filled finger shape with 11 point type and a gray 90 x 1 pixel line sitting along the bottom edge. The gray color was Hexadecimal 7C7C74. Since the screen background was white, the effect was a simple line and type with a back drop invisible to the naked eye. Director however could "see" the white opaque filled buttons (Figure D.82).

- A secondary lesson such as "ABC Animation" was a 160 x 20 pixels white filled button with a 10 pixel radius on the right side, a squared end on the left, and a gray 150 x 1 pixel line placed along the bottom (Figure D.82).

- In some cases, such as starting a lesson using a "Good Luck" button, the up state was a colored button with the rollover being the white button with the gray type and line.

- JLC chose a rainbow array of colors for this project. Each color was assigned to a different aspect of the navigation and the learning process. The colors were based on ROY G BIV, also known as Red, Orange, Yellow, Green, Blue, Indigo, and Violet. These are the seven colors found in the rainbow. The primary, secondary and complimentary colors on the color wheel and are easily recognized by the majority of people.

- Figure D.83 illustrates the rollover state of the buttons which is a rainbow array of hexadecimal colors with white typography as follows:
Red = C61F28
Orange = FD613E
Yellow = EDAF32
Green = 3E9344
Blue = 374895
Indigo = 684390
Violet = 925399

- Colors were used in the various active button states and to give emphasis in the text. Sometimes, colored text meant an active button, which when rolled over, turned gray. In general, however the colored text simply empathized a point while adding visual interest (Figure D.83).

- During critiques, people noted that when a button was in its rollover state or was acting as a chapter header, it looked like a finger. This repeated comment reenforced the button shape, although the real reason behind the shape was to do something besides a rectangle, which JLC judged to be clean, but too conventional. The type with a gray line and the colored rollover made for a more interesting interaction.

- As topics were added, additional colors were also added to the palette in the second column of Figure D.83 as follows:
  Turquoise = 40AD91
  Yellow Green = 6FA535
  Light Blue = 3F92AF
  Brown = 9F7755

- Figure D.84 illustrates the colors of the buttons during their down state, or when the button was selected. It became a 50% gradation of the rollover color, contrasted with dark gray type. The hexadecimal equivalent of the down state | was as follows:
  Red = E38F94
  Orange = FEB09E
  Yellow = F6D798
  Green = 9BC3A0
  Yellow Green = B7D29A
  Turquoise = 93D8BE
  Light Blue = 9FC8D7
  Blue = 9BA4CA
  Indigo = B3A3C6
  Violet = C7ACCC
  Brown = CEBAAB
  Dark Gray = 44443E
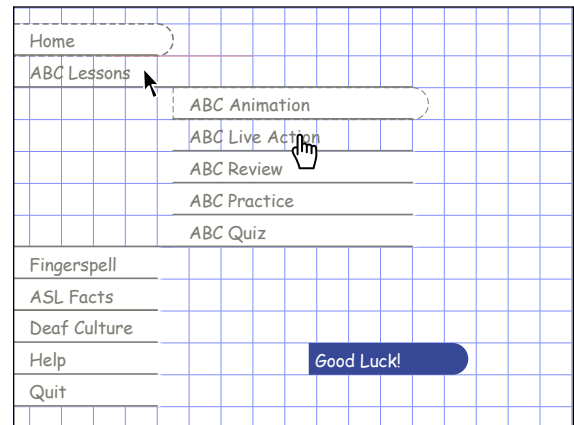
Figure D.82
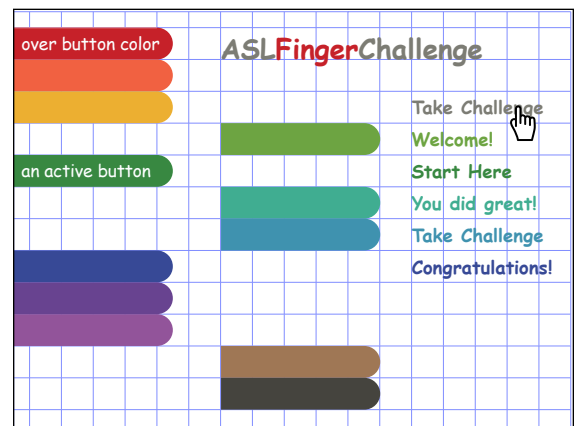
Figure D.83
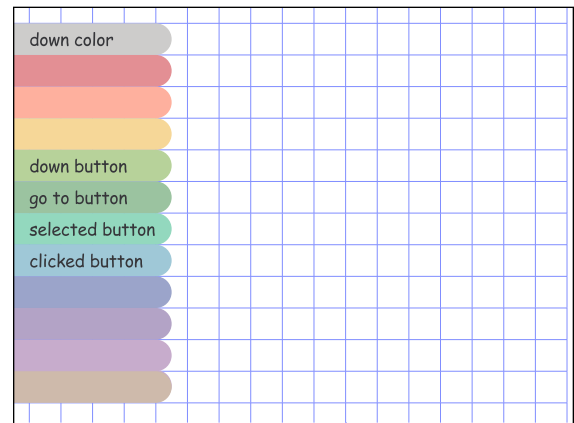
Figure D.84

Lingo

ASLFC uses a computer code called Lingo, which is an Object Oriented Programming (OOP) and scripting language developed in 1988 by John H. Thompson for use in Macromedia Director. In December 2005, Adobe Inc. bought the rights to Macromedia's line of products such as Director, Flash, Dreamweaver, and Fireworks. The acquisition made the company Macromedia Incorporated which was headquartered in San Francisco, California since 1992, defunct.

Lingo uses a syntax that mimics spoken language, which makes it easy for users to get started. To help understand some of the Lingo code used in ASLFC, readers see colored text representing the following:

Red are "comments" made by the author or programmer. They help give additional information as to the action the code will perform.

Blue are "Keywords" or Lingo syntax that tell Director or Shockwave what kind of task it is about to do.

Green are "customs" or customized Lingo Syntax as developed and assigned by the programmer. These variables were assigned to a variety of objects in the program.

Gray are "literals" and were usually the object name. These literals were the cast member that the OOP directed an action to take place. For example a rollover occurred because the Lingo instructed the blue button to be replaced by the red button when the mouse rolled into its space.

Sample Codes

- APPEND

  As the number of Director (DIR) and Cast (CST) files with linked external cast members began to surpass ten, ASLFC quickly became path intensive. Folders were created to organize files such as the various button states, instructional text, QuickTime and SWF movie clips, the character parts, the manual letter layer, etc. This method of organization initially assured that a file could be found and updated as required amongst the thousands of cast members created.

  A problem began to occur whenever the ASLFC Director Projector was launched. Figure D.85 is a sample of numerous problem dialog boxes, that appeared and forced the users to find, for example, external cast members that were located in a folder within the folder called "FC_swf."

  To solve this problem the code called "append" (Figure D.86) assures that all the external cast paths are secure when launching the projector. This "append" code is required only in the initiating DIR file called "welcome.dir." The code reads as follows:

```
on startMovie
  append the searchPaths, the moviePath & "ASLFC"
  append the searchPaths, the moviePath & "cast"
  append the searchPaths, the moviePath & "FC_swf"
end
```
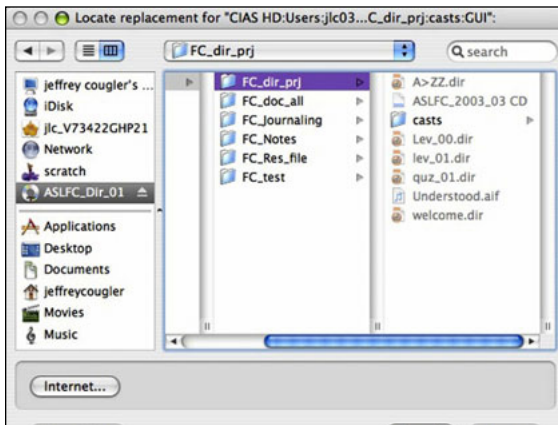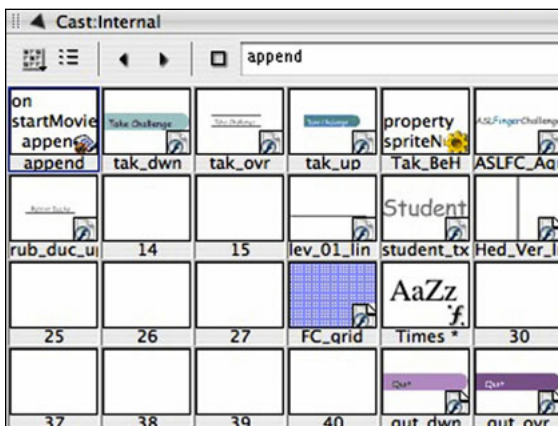
Figure D.85

Figure D.86

The coding translates as follows:

on startMovie

When the movie "welcome.dir" starts, go to the next line (>)

append the searchPaths, the moviePath & "ASLFC"

Search for and attach to this movie, all the files, which are in the folder named "ASLFC." >

append the searchPaths, the moviePath & "cast"

Search for and attach to this movie, all the files, which are in the folder named "cast." >

append the searchPaths, the moviePath & "FC_swf"

Search for and attach to this movie, all the files, which are in the folder named "FC_swf." >

end

Stop all actions specified in this script.

■ START MOVIE

Figure D.87-D.89 illustrates the workings of Director. In the Illustrations are the following:

- The stage: outlined with Purple.
- Internal Cast database: outlined with Cyan.
- Cast Member: outlined with Green.
- Score or Time line: outlined with Red.
- Time Indicator: Thin Red line within the Score.
- Marker Channel: Yellow Highlight

Almost all ASLFC DIR files have a "StartMovie" function, which is a Cast Member located in the Internal Cast of every DIR file. "StartMovie" can do any number of tasks upon launching. These tasks may be simple to complex.

For example, Figure D.87, "StartMovie" reads:

```
on startMovie
   go to "StartFrame"
end
```

The interpretation is as follows:

on startMovie

Upon opening the DIR movie the score shall do a specific task:

go to "StartFrame," which means the Time Indicator shall begin playing at a specific place on the Time line. This place is indicated on the Marker Channel, where there is an upside down triangle called "StartFrame." Therefore the movie shall start on frame 5.
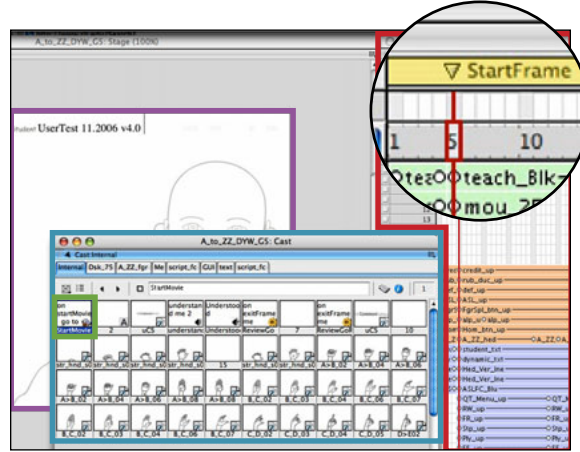
Figure D.87
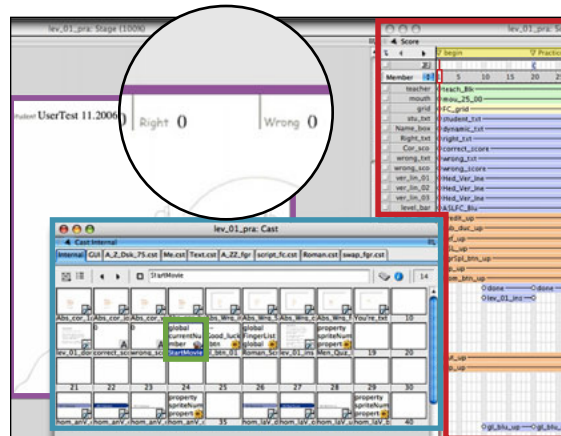
Figure D.88
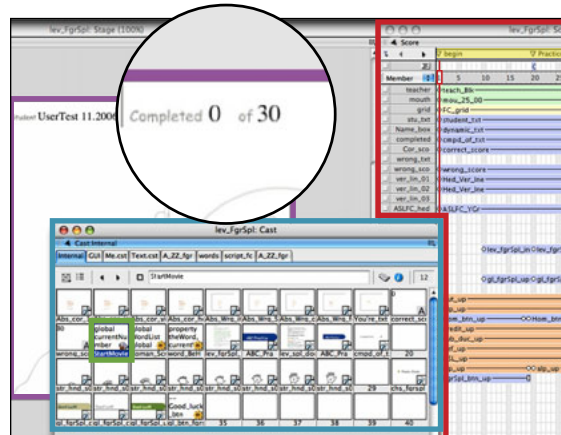
Figure D.89

Figure D.88 activates, the following Lingo Script:

```
global currentNumber
global myCorrect
global myWrong

on startMovie me

-- initialize variables

  currentNumber = 1
  myCorrect = 0
  myWrong = 0

-- put the value in text field

  put myCorrect into member("correct_score")
  put myWrong into member("wrong_score")

end
```

Similarly, Figure D.89 activates:

```
global currentNumber
global myCorrect
global myWrong
  on startMovie me

-- initialize variables

  currentNumber = 1
  myCorrect = 0

  myWrong = 30 < Different

-- put the value in text field

put myCorrect into member("correct_score")
put myWrong into member("wrong_score")

  end
```

Both Lingo scripts render similar events with slightly different results as follows:

```
global currentNumber
global myCorrect
global myWrong
```

The word "global" is a Lingo syntax that means it is applied throughout the entire file. Anytime Director finds an occurrence of the literal "currentNumber," "myCorrect," or "myWrong," then an action is applied.

Using Figure D.88 as the example, when the file is launched, on startMovie me creates and initializes the variables, which are as follows:

```
  currentNumber = 1
  myCorrect = 0
  myWrong = 0
```

These three variables set the initial default values for the score.

```
  currentNumber = 1
```

The assignment of a value of 1.

Before applying a "currentNumber" action DIR must set the variable named myCorrect and myWrong to equal zero.

When the scores have been initialized and the users are ready to begin the practice session of knowing the ABC's or the fingerspelled words then the following happens:

```
  put myCorrect into member("correct_score")
  put myWrong into member("wrong_score")
```

These populate the text field on the stage.

```
  currentNumber = 1
  myCorrect = 0

  myWrong = 30 < Different
```

In the case of Figure D.89 where the users are watching fingerspelling, clicking the next button will add 1 until it reaches the maximum of 30 words, which is the maximum number in any given practice session.

■ BUTTON SCRIPT

In ASLFC the typical button (Figure D.90) is a white finger. It is 90 pixels wide by 20 pixels high. A 1 point thick x 20 pixel length line runs along the bottom. There is matching grey text that uses an 11 point Comic Book MS regular weight font with a -10 tracking created in Adobe Illustrator. Buttons were exported as a SWF file into the specified filename_btn_swf folder within the external cast folder entitled FC_swf. It has the following script attached and modified as required to make this button operate as required:

```
property spriteNum
property mySprite

on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end

on mouseEnter me
  cursor 280
  mySprite.member = member("Home_btn_ovr")
end mouseEnter

on mouseLeave me
  cursor -1
  mySprite.member = member("Home_btn_up")
end mouseLeave

on mouseDown me
  cursor -1
  mySprite.member = member("Home_btn_dwn")
go to movie "Men_FC_beg.dir"
```

INTERPRETATION:

property spriteNum

property mySprite

"property" is a Lingo Syntax that assigns a behavior to the button effected. In this case the button is "Main Menu" whose cast member's name is "Home_btn_x".

"SpriteNum" is the line number of where to find the cast member in the Score and "mySprite" is the specific sprite for which the action is given.

Figure D.90

Figure D.91

Figure D.92

```
on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end
```

These set the initial default values for the various sprites and/or cast members, which are one and the same.

```
on mouseEnter me
  cursor 280
  mySprite.member = member("Home_btn_ovr")
end mouseEnter
```

Figure D.91 demonstrates the action to occur. When the mouse Arrow overlaps the button the cursor will change to the pointing index finger (cursor 280) and stay in that position until the next action occurs:

```
on mouseLeave me
  cursor -1
  mySprite.member = member("Home_btn_up")
end mouseLeave
```

For this action, Figure D.90 demonstrates that when the mouse leaves or stops touching the colored button area, then the cursor shall return to the black arrow with a white outline otherwise referred to -1 cursor. Concurrently, the button changes to the cast member the "Home_btn_up" button, which is white with gray type and line.

```
on mouseDown me
  cursor -1
  mySprite.member = member("Home_btn_dwn")
  go to movie "Men_FC_beg.dir"
```

When users click on the button it is called a down action. Figure D.92 shows that the button will change to "Home_btn_dwn" which is a lighter shade of the button color with dark gray type. Although the figure here shows what happens the action is so fast users never see the button swapping. Instead users see the frame change. In this case it launches the movie entitled "Men_FC_beg.dir which is the movie that allows the user to bypass the step by step linear process of ASLFC.

```
end
```

"end" means the end of the script. Director must stop and wait for the users to do an action before proceeding. In a way, it is like a trained dog, who patiently waits for his/her master to do something before s/he springs into action. ▪
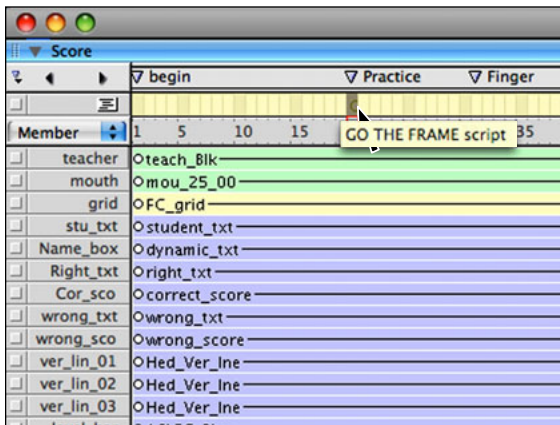
Figure D.93
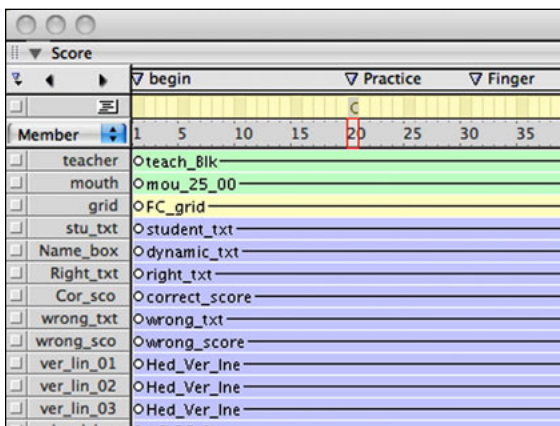
Figure D.94
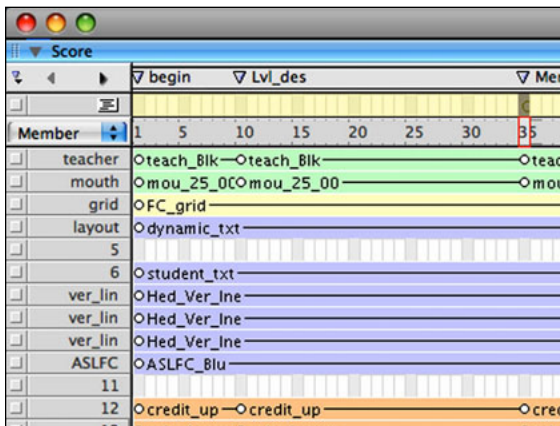
Figure D.95

- **GO THE FRAME**

  In Figure D.93 on frame 20 of the Marker Channel is a script called "GO THE FRAME" that reads:

  ```
  on exitFrame me
    go to the frame

  end
  ```

INTERPRETATION:

This script tells the time indicator to wait in a specified frame until a button is clicked. Clicking a button gives a new set of instructions, allowing the movie to proceed 1 frame and to do as required by the button clicked.

Figure D.94 represents the files named "Men_FC_ ABC_les.dir "Men_FC_Help.dir, Men_FC_hom.dir, "Men_FC_pra.dir "Men_FC_Rev.dir "men_FC_rpV.dir and "Men_FC_Vch.dir where "GO THE FRAME" happens on frame 20. Meanwhile, Figure D.94 represents files "credit.dir "def.dir "lev_01_pra.dir "lev_01_quz.dir "lev_FgrSpl.dir and "welcome.dir where "GO THE FRAME" happens on frame 35. Whereas in file "Men_FC_beg.dir "GO THE FRAME" happens on frame 25. It all depends on how much time is needed to render the opening animation for the header to appear on screen or the menu to drop down, then stop as programmed. ■
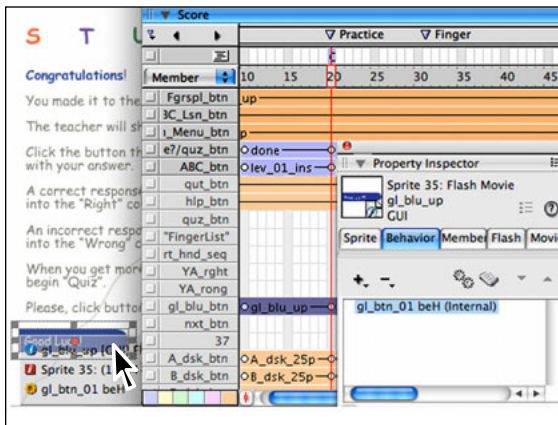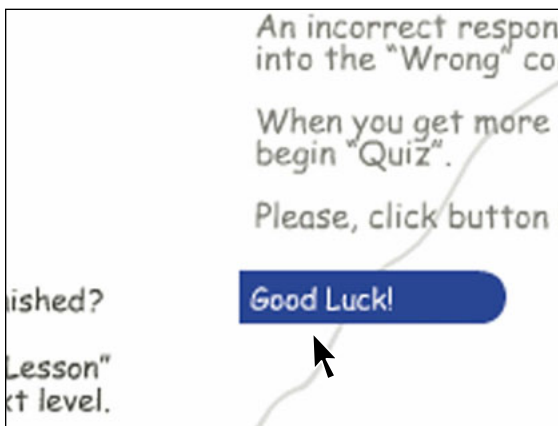
Figure D.96

Figure D.97
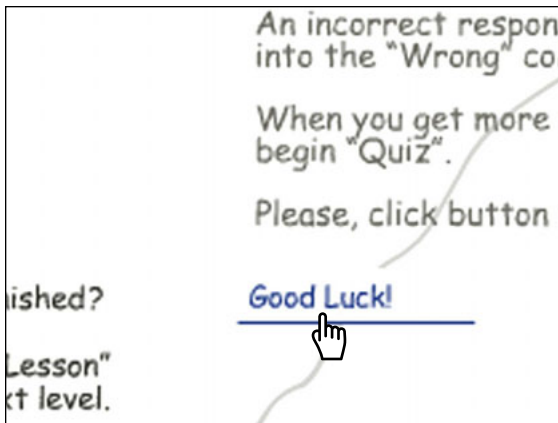
Figure D.98

■ GOOD LUCK and FINGER BEHAVIOR

These two separate and interdependent scripts are the most unique and defining features in the "ABC Practice "ABC Quiz and "Fingerspelling" sessions of ASLFC. The behavior script "gl_btn_01 beH" is attached to the "Good Luck!" button (Figure D.96 and D.97). When "Good Luck!" is clicked (Figure D.98), seventy lines of Lingo activate and instruct the projector to process five distinct steps, before the users are ready for the session. When it is completed, it immediately initializes the script "finger_BeH" and begins the users' practice session. The steps occur as follows:

```
----------------------------------------------------------------
-- Step 1:
global FingerList

    ------------------------------------------------------------
    -- Step 2:
property myStandardMember
property mySprite

  on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end

  on mouseEnter me
  cursor 280
  mySprite.member = member("gl_blu_ovr")
end mouseEnter

  on mouseLeave me
    cursor 0
    mySprite.member = myStandardMember
  end mouseLeave

  on mouseDown me
  mySprite.member = member("gl_blu_dwn")
end

  on mouseUp me

  ----------------------------------------------------------------
  --Step 3
  FingerList = list()

  ----------------------------------------------------------------
```
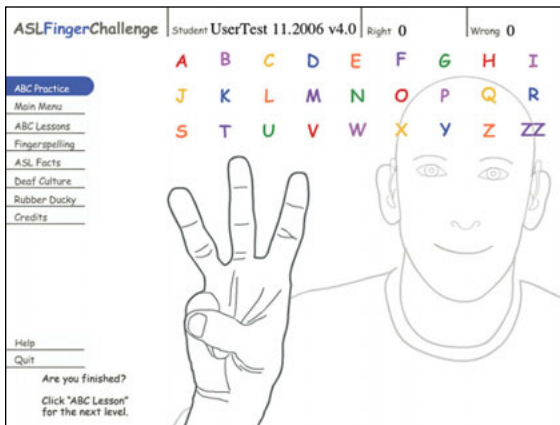
Figure D.99
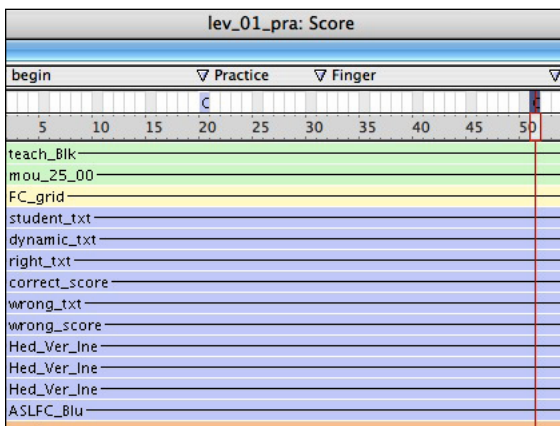
Figure D.100
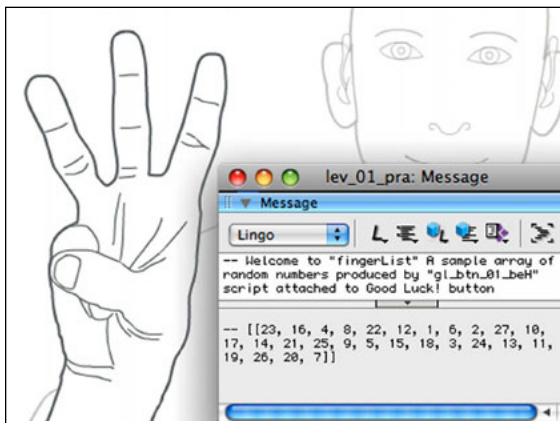
Figure D.101

```
-- Step 4:
x = 1
repeat while FingerList.count < 27
  i = random(27)
  if x = 1 then append FingerList, i

    repeat with z = 1 to FingerList.count
    if i = getAT(FingerList, z) then
      NotUsed = False
      exit repeat
    else
      NotUsed = True
    end if
  end repeat

    if NotUsed = True then append FingerList, i
  x = x + 1
end repeat

----------------------------------------------------------
Part 5:

  go to "Finger"
end

----------------------------------------------------------
Begin behavior script "finger_BeH"

  property finger, currentfinger
  global fingerList
  global currentNumber

  on beginSprite me
    finger = sprite(me.spriteNum)
    currentfinger = getAt(fingerList, currentNumber)
    finger.member = castLib("A_ZZ_fgr" member[currentfinger]

end
```

When the sequence is finished Figure D.99 is one of the numerous possibilities users will see, while Figure D.100 shows what occurs in the score. These two figures and the array that it produced (Figure D.101 and D.102) along with file "lev_01_pra.dir" are the examples used to explain the Lingo actions.

The "Good Luck!" button is unique. Clicking this button calls a script in Director projector to create a random list of numeral numerals that represents the manual letters, words list or finger combinations list. It creates individualized sessions of which users are incapable as to what they will see. It was imperative to create a program with practice sessions that entices the users to repeatedly practice their reception skills, the random feature accomplishes this goal.

INTERPRETATION:

--Prelude

The manual alphabet, words and finger letter combinations are SWF stills and/or animations. They are individual cast members located in "A_ZZ_fgr.cst" (Figure D.103) or "words.cst". They are placed in alphabetical order and automatically assigned a numerical number from 1-27 (manual alphabet) and 1-41 (words and letter combinations).

--Good_luck_button script

-- Step 1:
global FingerList

When this scripted button is clicked, it declares the lesson's global variables to hold the data used to create the random list from start to finish.

The literal named "FingerList" is a list of random numbers which are the same numbers assigned to manual alphabet cast. The total number of random numbers equals 27, because there are 27 SWF cast members.
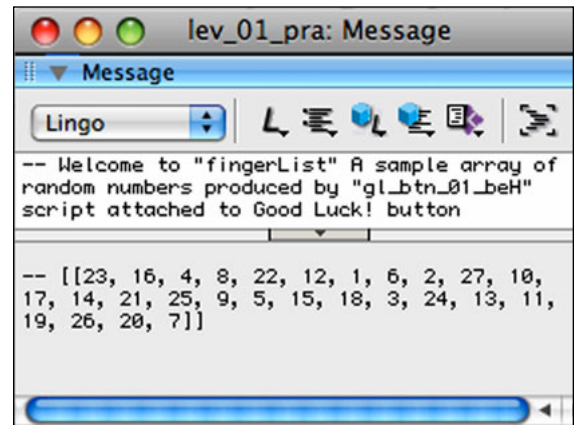

Figure D.102
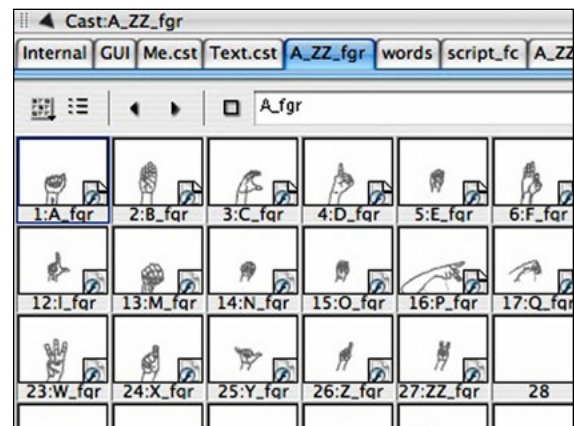
Figure D.103
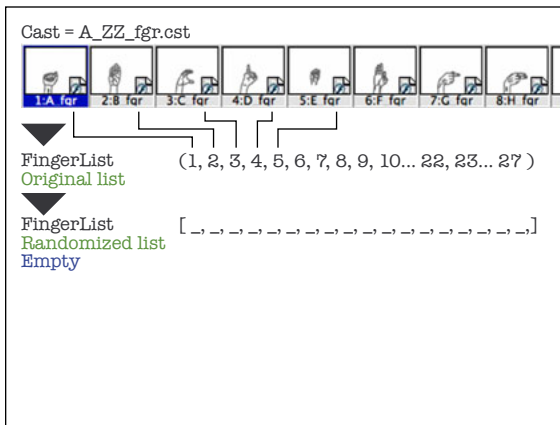
Figure D.104
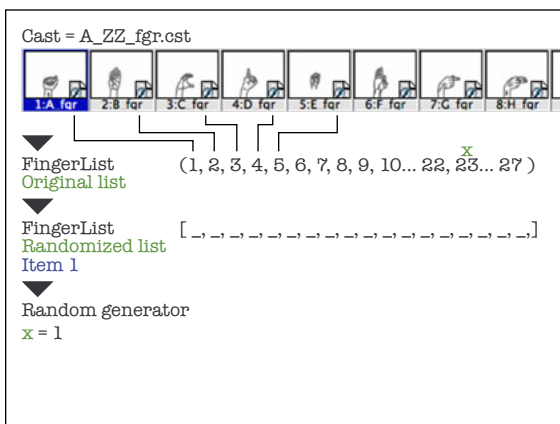
Figure D.105
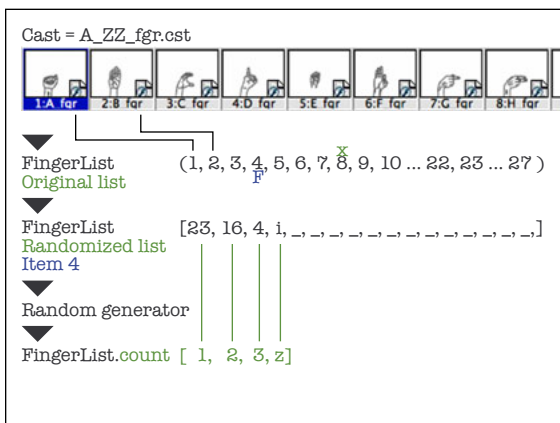
Figure D.106

-- Step 2:

```
property myStandardMember
property mySprite
```

Assign the property behavior and make the good luck button do as described in the "Button Script" section found on pages 120-121.

```
on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
  cursor 280
  mySprite.member = member("gl_blu_ovr")
end mouseEnter

on mouseLeave me
  cursor 0
  mySprite.member = myStandardMember
end mouseLeave

on mouseDown me
  mySprite.member = member("gl_blu_dwn")
end
on mouseUp me
```

--Step 3:

```
FingerList = list()
```

Before the first question is posed to the users ("what letter or word is this?")configure an empty list (Figure D.104) for which to assign and place cast members from original "FingerList."

-- Step 4:

```
x = 1
```

A random number generator will create a numerical list with no repeats. "x" shall equal the current number being added to empty list. Since there is no current number, "x" is assigned the value of "1" (Figure D.105).

```
repeat while FingerList.count < 27
```

With "x" equalling the value of "1" continue to add "x" and build a consecutive list and continue until there are 27 items (Figure D.106).

Cast = A_ZZ_fgr.cst

FingerList   (1, 2, 3, 4, 5, 6, 7, 8, 9, 10... 22, 23... 27)
Original list   x
                                    F   F   F

FingerList   [23, 16, 4, 8, i, _, _, _, _, _, _, _, _, _, _, _,]
Randomized list
NotUsed = False

Random generator

FingerList.count [1, 2, 3, 4, z]

Figure D.107

Cast = A_ZZ_fgr.cst

FingerList   (1, 2, 3, 4, 5, 6, 7, 8, 9, 10... 22, 23... 27)
Original list   x
                                    F   F   T F   F

FingerList   [23, 16, 4, 8, i, _, _, _, _, _, _, _, _, _, _, _,]
Randomized list
NotUsed = True

Random generator

FingerList.count [1, 2, 3, 4, z]

Figure D.108

Cast = A_ZZ_fgr.cst

FingerList   (1, 2, 3, 4, 5, 6, 7, 8, 9, 10 ... 22, 23 ... 27)
Original list   F F F F F F T F F,   F F   F

FingerList   [23, 16, 4, 8, 22, 12, 1, 6, 2 ... 13, 11 ... 7]
Randomized list
Item 27

Random generator

FingerList.count [1, 2, 3, 4, 5,   6, 7, 8, 9, ... 22, 23 ... z]

Figure D.109

i= random(27)

From the original "FingerList" randomly pick any number between 1 and 27.

if x = 1 then append FingerList, i

The randomly picked numeral equals "i" and it represents the cast member's assigned number i.e., A_fgr = 1 or B_fgr = 2, etc. A number added to "empty list which is no longer empty and becomes the randomized "FingerList" (Figure D.107).

repeat with z = 1 to FingerList.count

Repeat this task until all numerals are randomly assigned to "FingerList." A "z" value of 1 is added to "FingerList count." When finished loop through the list checking for possible duplicates.

if i = getAT(FingerList, z) then

If the projector finds a number already in the list,

NotUsed = False

set the variable to be "NotUsed" equals "False"

exit repeat

Break out of the loop and try again.

else

If the projector does not find a number in the list,

NotUsed = True

set the variable to be "NotUsed" equals "True" (Figure D.108).

end if
end repeat
if NotUsed = True then append FingerList, i

If "NotUsed" is found to be "True" then, add the number into randomized "FingerList" (Figure D.109).

x = x +1

For any number found, assign the "x" value, then increase the value of "x" by 1 in order to add the additional letter(s) to the list as required.
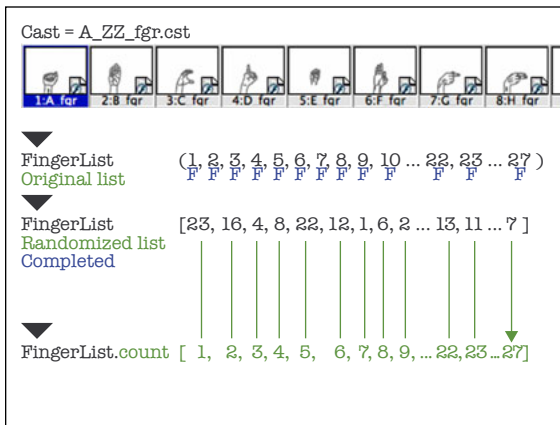
Figure D.110
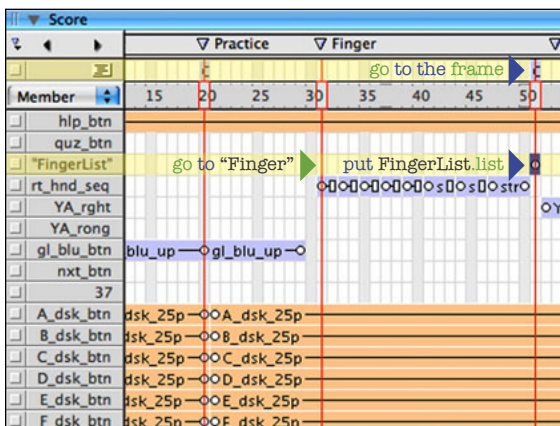
Figure D.111
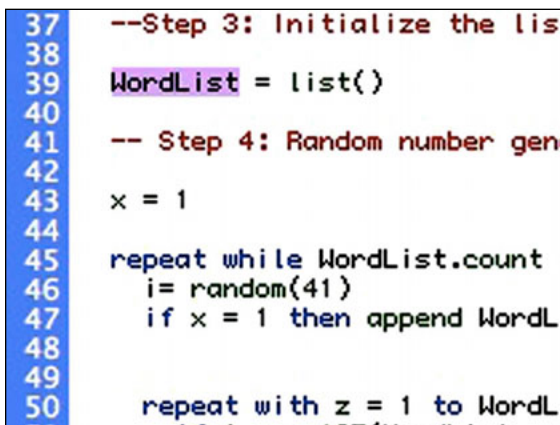
Figure D.112

　　end repeat

When this repeat task is finished, end this task (Figure D.110).

--Go next frame marker

"FingerList" is complete. The time line indicator which is waiting at marker indicator "Practice" is now ready to move forward (Figure D.111).

　　go to "Finger"

From the current time marker jump to the marker "Finger." The projector shall then play the opening animation of the hand raising into place. At the end of this animation on Frame 50 is the sprite named "FingerList." Append the list "FingerList." This sprite shall be referred to as "SpriteFingerList."

　　end

The script ends and time line will stop because of a "Go the Frame" script and plays the behavior script "finger_BeH which is attached to "SpriteFingerList."

INTERPRETATION:

property finger, currentfinger
global FingerList
global currentNumber

These are variables listed in other scripts and are the variables which interact with scripts such as the "Good Luck!" button.

　　on beginSprite me

Upon entering "SpriteFingerList"

　　finger = sprite(me.spriteNum)

store the channel number for the sprite.

　　currentfinger = getAt(fingerList, currentNumber)

Then using the "Fingerlist" array just created, extract the first current number out of the list.

```
finger.member = castLib("A_ZZ_fgr" member[currentfinger]
```

Swap the existing cast member 38, "str_hnd_s06" with the current "FingerList" array number and play the SWF as required.

```
  end
```

This ends this sequence of events.

Please note, in the session called "Fingerspelling" the "Literal" syntax (Figure D.113) is "WordList" while the "Lingo" syntax is still "list." In here the projector creates a list of 30 from a cast of 41. As new fingerspelled word animations are added, the degree of difficulty increases exponentially. Besides these two minor name variations the code functions are the same. ■

■ NAMING CONVENTION

Naming Convention is the methodology for naming project files and folders making them easier to manage. Although JLC was cautioned, JLC's understanding was incongruent. He had to truly learn the meaning of a good name convention almost to a point of absurdity.

Here are five sample file names used at an early stage of ASLFC:

1) good_luck_fingerspelling_button_green.swf
2) manual_letter_F_to_G_01.swf
3) transition_F_to_G_imageSequence_09.jpg
4) finger_J_full_size.swf
5) level_01_practice_session.dir

Folder names included the following examples:
1) roman_letter_colored_disk_75_points_ai
2) ABC_manual_letter_full_size_swf
3) ABC_manual_letter_full_size_fla

The big difference between file names versus folder names is that a file name ended with a dot plus extension such as .fla, which is an editable Flash file. When it is double clicked the appropriate Application (App) launches. Folders use an underscore plus the extension, such as _ai, which means it is a collection of related Illustrator files, such as the manual alphabet from A to ZZ.

It is common for ASLFC to have the following files:
    manual_letter_A_full_size.jpg
    manual_letter_A_full_size.ps
    manual_letter_A_full_size.ai
    manual_letter_A_full_size.swf

Each file represented a certain step in creating a Director cast member. The .jpg is the original digital photo. The .ps is the Photoshop file, which contained original_digital_photo.jpg, and is rotoscoped. Once a manual letter is rendered the .ps file would be exported as a .swf file, which is placed into the Cast folder linking it to a Director file.

File names range from 6 to 38 characters excluding the extension. Typically names were about 18-24 characters in length. This naming convention made it easier for JLC to file manage. Contrarily DIR could not keep track of them. At best, the lengths caused DIR to display error messages, or cast members simply did not appear.

This problem forced JLC to establish a naming convention that abbreviated by dropping vowels and sections to be 3 letters in length. Concerns

about forgetting what an abbreviation meant forced JLC to write a standards manual. This manual is a good reference for future project team members. The following is an excerpt from the standards manual:

▪The ideal file and folder name is SHORT with 8 to 12 characters maximum including the extension.

▪Each Name will have three to four segments with a maximum of three letters as follows:

▪Item = A, B, C, button, or some kind of graphic.

▪File Property = a finger letter, an alpha letter, an alpha letter within a circle, etc.

▪Number Property = A numeral followed by lower case letter. For example 25p refers to the pixel size of the image from top to bottom. 25g, refers to the gradient level of the image.

▪Extension = Designates the file's software application creator or the file's use, i.e., Adobe Illustrator (.ai), Photoshop (.ps), Macromedia's Director (.dir)

For example the file name "J_fgr.swf" translates as follows:

▪J = the letter J

▪_fgr = a manual letter formed by a fingerspeller

▪.swf = animated Shockwave File animated.

The file "rom_disk_75.swf" translates as follows:

▪.rom = A roman style letter

▪._disk = a circle filled with a color

▪._75 = the diameter equals 75 point

▪.swf = static FLASH shockwave file

The file name, "me_25g.swf" translates as follows:

▪me = the illustration of the teacher

▪_25g = 25% gradient of the color it represents. In this specific case, it means 25% gradient of black. If the gradient is a color then 50g would mean 50% gradient of the highest saturation level, such as red, orange, yellow, or the hexadecimal equivalent of a specified color.*

▪.swf = animated SWF. the character has features of a moving mouth and eyes that blink. Therefore, it is safe to presume it is dynamic animation.

Because a .swf can be a static image or an animation, this was one of the reasons JLC had difficulty with establishing a good naming convention. Knowing which was which, simply beacame a matter of inherently knowing the file's content and the reason an ASLFC Graphics Standards Manual was begun.

In applying the convention as described in the standards manual, the lengthy examples names were changed as follows:

1) good_luck_fingerspelling_button_green.swf
   gl_fgrSpl_btn.swf
2) manual_letter_F_to_G_01.swf
   F_ trn_G_01.swf
3) transition_F_to_G_imageSequence_09.jpg
   F_G_img_sqc_09.jpg
4) finger_A_full_size.swf
   A_fgr_ful.swf
5) level_01_practice_session.dir
   lvl_01_pra.dir ▪

Figure D.113

Figure D.114

Figure D.115

QUICKTIME VIRTUAL REALITY MOVIE CLIPS

- Originally the five QTVR (Quicktime Virtual Reality) movies created for ASLFC were done to satisfy a course requirement for Jim Ver Hague's Computer Graphics Design course called QTVR.

- The original concept focused only on the hand rotating in a 360 degree circumference (Figure D.113 and D.114).

- Red adhesive tape was applied to the floor to create a 360 degree compass with 10 degree intervals. Then, JLC used a chair's legs to align along the compass points. Meanwhile the model's elbow rested upon a tube from a 36" high roll of paper (Figure D.115).

- Model sat comfortably in a chair with wheels. He was photographed sequentially while the chair rotated at 10 degree intervals.

- The first attempt to create a QTVR of the letter K produced poor results

PROBLEMS

- JLC could not photograph himself. He recruited William Johansson to be the hand model.

- The QTVR movie was very erratic looking.

- Movie did not show a hand rotating smoothly through a 360 degree rotation.

- Despite the methodical movement of the chair and arm rotating at 10 degrees intervals, the movie showed the hand moving, shifting, and sometimes looking like it rotated backwards 20 degrees.

- The green screen produced a halo around the hand.

- Perching a person on separate elements proved

Figure D.116
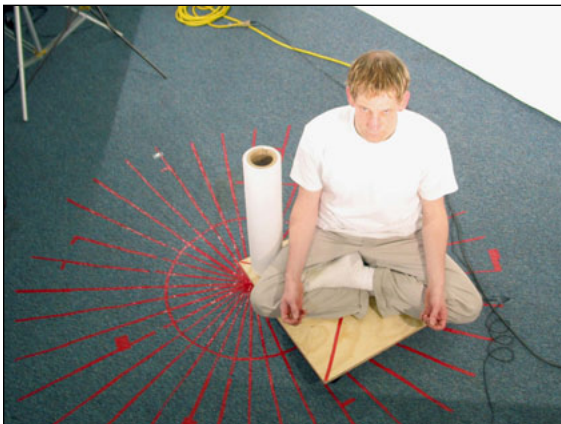
Figure D.117
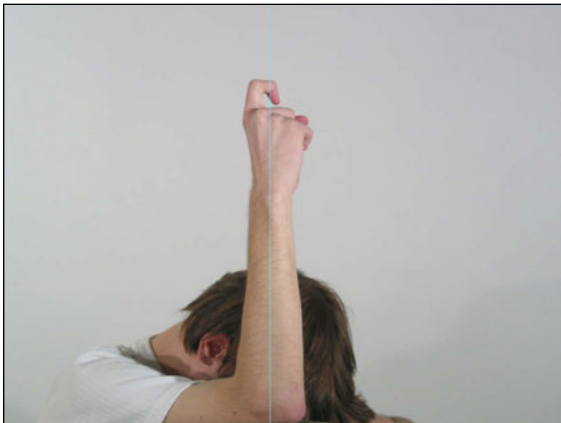
Figure D.118

that arm moved too easily and erroneously despite the methodical process.

- Success required a number of attempts over several months.

THE SUCCESSFUL PHOTOGRAPHIC PROCESS

- JLC created a platform with wheels to turn model 10 degrees at a time (Figure D.116)

- A detailed 360 degree compass with 10 degree intervals was laid to interact with platform.

- On the platform seat, red tape was laid from corner to corner to help visually align as required (Figure D.117).

- A 36" paper roll tube was used as the compass's center and for positioning the arm.

- A white background was used with soft lighting to prevent shadows, while model rested his elbow upon the paper roll tube. Concurrently, and as required to keep the head out of the photo, the model rested his head on his knees. This allowed for good contrast in removing head from photo during editing, if needed(Figure D.118).

- When photographing, JLC constantly checked and rechecked the current arm position with the preceding photo. This ensured a transition that was consistent with the QTVR concept.

- Photographic steps included:

    1) Positioning model by rotating 10 degrees as required.
    2) Looking at the live camera LED screen to ensure the arm was correctly located.
    3) Reversed the camera's film to compare existing set up with prior photo.
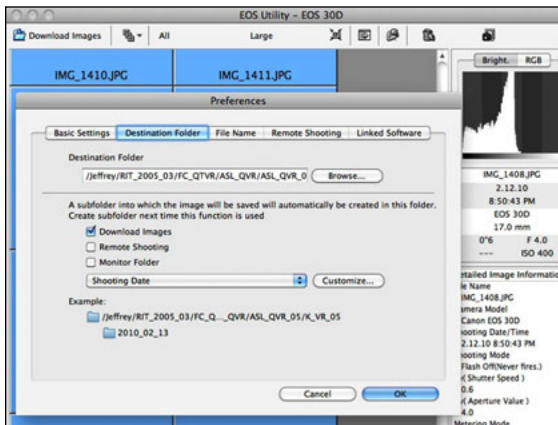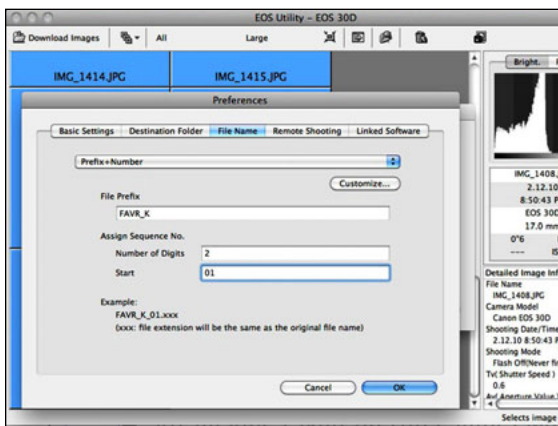
Figure D.119

Figure D.120
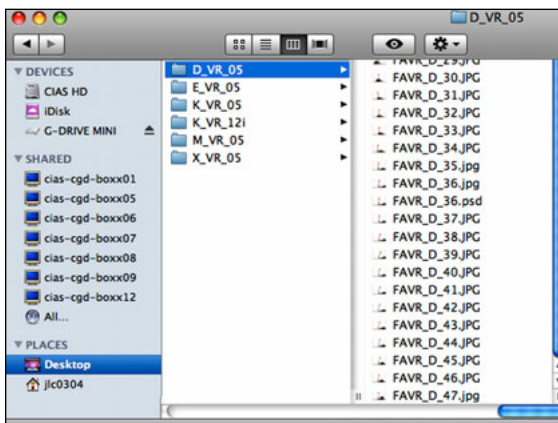
Figure D.121

4) Adjust arm as required.

5) Double check adjustment to prior photo.

6) If set-up looked good, snapped the photo

7) Repeat 36 times until model returned to position one.

■ When a photos sequence was completed, it was immediately downloaded onto the computer. This would assure that JLC input the correct data and labels for the images.

■ Upon connecting the camera, the image transfer program would ask where to put the images. After selecting the "Designation Folder" button, it was necessary to navigate to the desired folder. A new folder was created and labeled according to the finger alphabet's letter. For example K_VR_05_jpg. This folder meant it contained the manual letter K for the Virtual Reality project in the year 2005 (Figure D.119).

■ The camera always labels photos "IMG_" plus the number. To override this numbering default, JLC clicked the "File Name" button then typed a prefix such as FAVR_K. This stood for "Finger Alphabet Virtual Reality" underscore "the letter K" (Figure D.120).

■ Upon clicking the OK button the image management program downloaded the photos into the folder and assigned a sequential 2 digit number starting with 01 (Figure D.121).

■ The number of photos taken ranged between 37 to 47 photos per session. This happened because JLC sometimes forgot if certain images were taken, or in comparing the current with the previous, it was not clear that a rotation occurred.

- Keeping the model's arm still was challenging. When moving him, the jostle caused undesired movements to the arm position. To be on the safe side, duplicates were sometimes taken. It was better to have too many than too few.

- Despite all precautions in reviewing a completed sequence, an image sometimes appeared where the model's arm moved drastically. When this happened, it was necessary to eliminate all photos and redo the sequence (Figure D.122).

THE QTVR PROCESS

- When all the photos were downloaded, combining the model's hand with JLC's image began with using Photoshop.

- First requirement was removing the background by using the wand tool with a low value setting. If the arm had highlights that would cause the wand tool to creep into the arm, then JLC controlled this by using the PATH vector tool. The outline created assured that only the hand, the arm or the portrait was selected (Figure D.123 - D.124).

- A minimum of 280 photos needed editing to create the five QTVR. Here JLC successfully used Photoshop's automator for the repetitious work. Some of the finished photos required minor touch ups by copying and pasting important details from the original photo. Sometimes a complete redo using the vector tool was required. Time was saved in the long run.
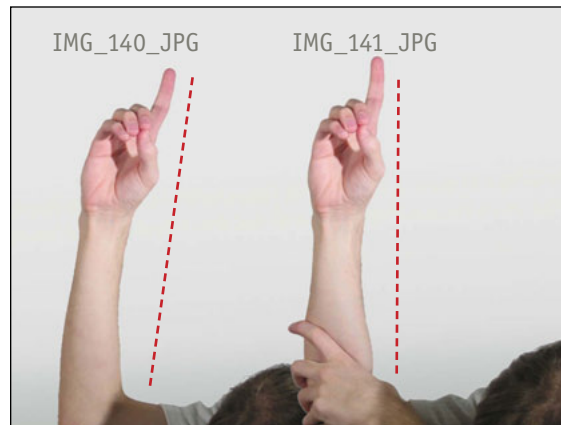
Figure D.122
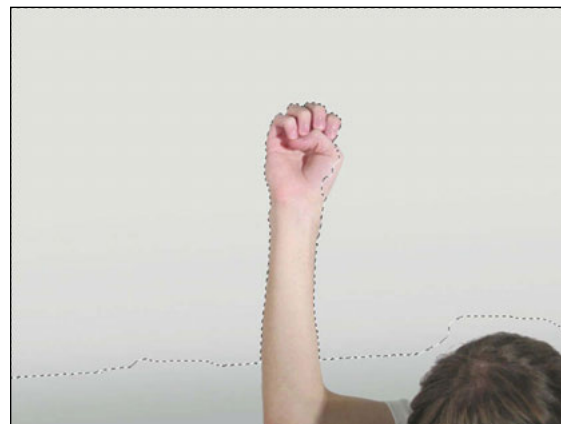
Figure D.123
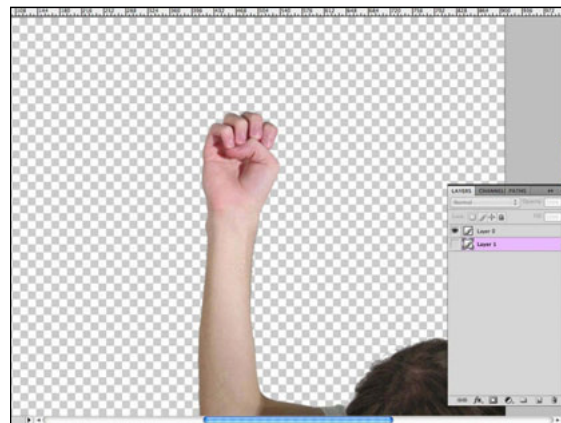
Figure D.124
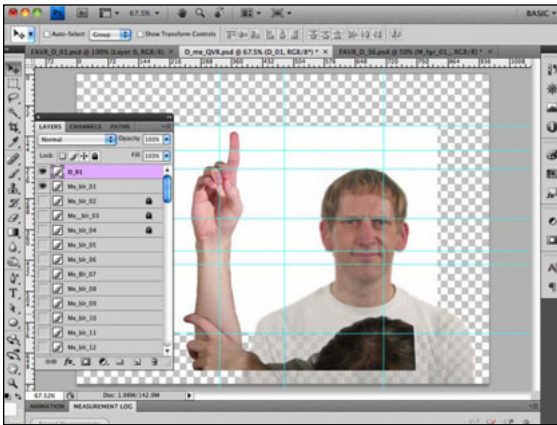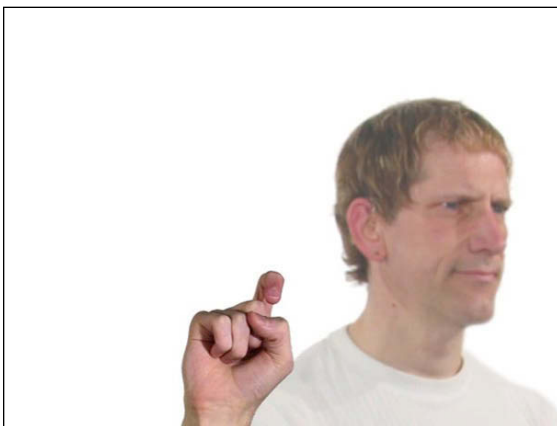
Figure D.125

Figure D.126
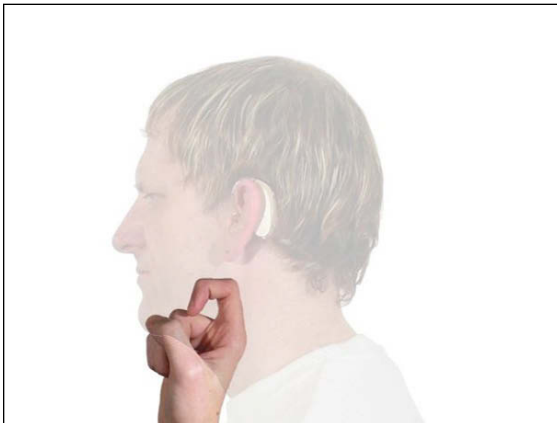
Figure D.127

- After all white background was eliminated from the photos, a review of the sequence with excess numbers occurred to determine the final 36 photos. The extra photos were eliminated by adding a 40 plus number, which were discarded when JLC was satisfied.

- The portrait template file of JLC was created. The size was made larger than necessary, for a future need. A grid was established for the initial placement of the hands. When all 36 layers were inserted and correctly named the file was named me_VR.psd (Figure D.125).

- The entire photo of the handshape was pasted into the file and positioned as required. The head of William was included to assure no part of the arm was erroneously deleted (Figure D.125).

- Initially one QTVR was edited, ajusted and completed. Adjustments such as the use of an outline, blurring the portrait, the use of transparencies, and other possibilities were tried and perfected. When JLC and the advising committee was satisfied,the additional four QTVR were completed (Figure D.126).

- The final QTVR included a decision to blur the portrait, which put a strong focus on the hand (Figure D.126).

- During the rotation when the portrait moved to the front it became transparent to reveal the hand behind it (Figure D.127).

- The entire process to create five QTVRs took 100 plus hours to accomplish.

- The results proved impressive. They are a good addition to the "ABC Review" section.

Linguistics
THE ART OF DACTYLOLOGY

Deaf sign languages (DSL) are found throughout the world. Contrary to popular belief, DSL are not universal and vary like other oral/written/signed languages. ASL is different from British Sign Language (BSL), which differs from The Language of Italian Signs (LIS) or la lingua italiana dei segni. Wherever you find Deaf people you will find a DSL. For many Deaf people, as well as some hearing children born into Deaf families, a DSL will be their first or native language.

All DdHH[1] communities exist within a national culture, which consists of hearing people using their spoken national language. Throughout history, the speaking majority in a given country has influenced the DdHH population requiring the DdHH population to learn the spoken/written majority language. Historically, if someone could not read or write the national language he or she would be considered illiterate, but were still subject to the laws of the educated people.

In truly natural DSL, there is no inherent manual alphabet. The earliest known use of a manual alphabet occurred in the sixteenth century. It is credited to the Benedictine monks of Spain, who took a vow of silence, but still needed a way to communicate. They developed a system of hand gestures, signs and a manual alphabet that allowed for clear communication, while observing their vow.

At one time, a wealthy Spanish family, sought to educate two deaf sons. The family hired Pedro Ponce de Leon (1520-1584) a monk from Madrid's San Salvador Monastery, who used the manual alphabet

and signs to properly educate the boys and allowed them to rightfully inherit the family property. As a result, Ponce de Leon is credited as the first teacher to a population thought incapable of being educated.

Since the Middle Ages the church was the dominant means of educating people. When missionaries from the Benedictine order traveled to other countries the manual alphabet went with them, where it modified over time. Abbe Charles-Michel de L'Épée (1712-1789), who established the Paris Institute for the Deaf, was a member of this order and used this alphabet in combination with the French Signs used by his students. In 1817, this alphabet, slightly modified, made its way to the United States. The French Deaf teacher Laurent Clerc, a graduate of the Paris Institute, arrived in the United States to be the first Deaf teacher of the Deaf people in America. He came by invitation of Reverend Thomas Hopkins Gallaudet, LL.D (1787-1851) to establish "The Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons" later renamed "The American School for the Deaf" (ASD). This was the first Deaf educational institution in America. In 1817, the first year enrollment was seven students.

Since that time ASL developed into its own unique and fairly standardized language. ASL began with the combination of sign languages already in America and used by the DdHH population. This included numerous local home sign languages, the Martha's Vineyard Sign Language (MVSL), and the Native American Sign Languages. Since the seventeenth century, Massachussett's isolated Marth's Vineyard island community had a large DdHH population. As many as one in four children were born DdHH. As a result everyone on Martha's Vineyard, knew MVSL.

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1   Deaf, deaf and HH are terms used frequently in this document. In this thesis, the acronym DdHH is used in referring to the Deaf, deaf and HH. For more information turn to Section A, Introduction, Deaf Culture, on pages 9-10

Together these languages were mixed with the French signs and manual alphabet brought by Clerc. This mixture is the predecessor of present day ASL.

In 1960, Dr. William Stokoe, a hearing linguist at Gallaudet University, published a monograph entitled "Sign Language Structure," which began the lengthy process for recognizing ASL as a natural language. Stokoe was the first person to use the term "American Sign Language" notating it in uppercase.

ASL itself is a complex, visual-spatial, natural and linguistically complete language used by the DdHH communities in North America. Signs made by the hands are only one component. ASL occurs in three dimensions and utilizes layers of articulators including body location in the signing space, head positions, facial features such as the eyebrow positions and movements, eye gaze and mouth movements known as non-manual signals (n-ms), which are all significant and crucial parts of ASL syntax. The space surrounding the signer can be used to describe place and locate places and people that are not present and then "show" actions. These features of ASL are key to understanding the speaker and seeing what or whom the speaker is discussing.

ASL uses a systematic syntax that typically first establishes the time, then the topic, and then comments about the topic, although there are exceptions to this rule. Adjectives and adverbs are often expressed as non-manual signals, which mean they are layered into the sign. This in itself exemplifies that ASL is a language where more than one concept can be expressed simultaneously. Translatiions between ASL and English rarely result as a one ASL sign one English word match.

ASL has another component called classifiers, which provide visual details through descriptions showing how things are used, how things are moved, where things are located, and/or showing the shape, the size, and if things are singular or plural. Information described in English using prepositional phrases can be conveyed in ASL by the use of classifiers which are correct ASL grammar to make the concept details visual and complete, and/or to give the emphasis required.

ASL has a very productive component called fingerspelling. ASL uses fingerspelling, which is expressed by means of the above-mentioned manual alphabet. These letter signs use 22 handshapes that are representative of the Roman alphabet used in languages derived from Latin origins. The letter handshapes are sometimes iconic representations. For example, letter "C" is clearly iconic while the letter "F" is more abstract.

ASL is considered one of the DSL that relies heavily on fingerspelling. Many signs such as #N-O, #Y-E-S, #J-O-B[2] are called lexicalized fingerspelling. These are signs derived from short fingerspelled words that have evolved to create signs that are easily recognized without the necessity of fingerspelling every single letter in the word.

Fingerspelling is not easy and has been proven to be one of the hardest features of ASL to master. Fingerspellng occurs between signs and needs to be read as whole items in context and in the flow of the message. Similar to learning and mastering non-manual signals, being able to read fingerspelling without stopping the signer by saying, "Whoa, slow down!" is the difference between a novice signer and one who is "advanced," ∎

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2   In ASL the proper way to represent or Gloss Notate a lexicalized word being signed is to use # followed by capital letters separating the letters with a hyphen, as in #J-O-B.
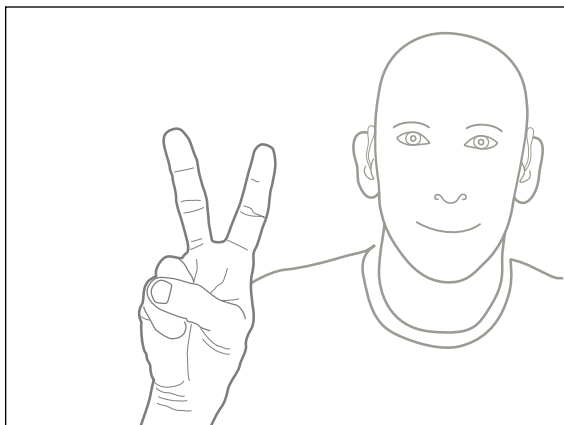
Figure D.128
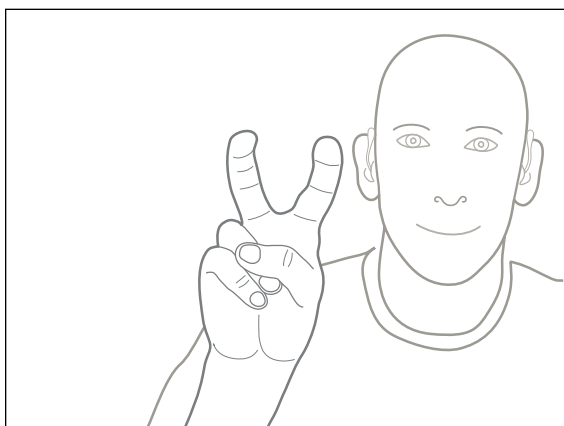
Figure D.129
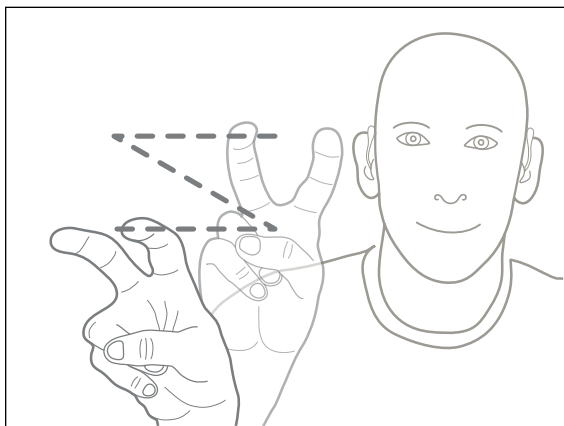
Figure D.130

LETTER ZZ[1]

"What is ZZ?" This was the most frequently asked question when JLC showed this project to others.

Linguistically speaking, "ZZ" is done as follows:

- Form the handshape "V" (Figure D.128).
- Form a "Bent V" by bending the fingers slightly until the fingernails face skyward while finger tips face the receiver (Figure D.129).
- Starting at the top of fingerspelling space, draw the Roman letter Z in the air, ending at the bottom of fingerspelling space (Figure D.130).

Contrast this to the letter "Z".

- Form the handshape "1" (Figure D.131).
- Starting at the top of fingerspelling space, draw the Roman letter Z in the air, ending at the bottom of fingerspelling space(Figure D.131).

Why include ZZ? That was another frequently asked question from ASL teachers and professionals.

Linguistically, ASL's alphabet is the 26 manual letter signs matching the English alphabet. ASL's alphabet is actually composed of 22 different handshapes. P & K, G & Q, H & U, and J & I are pairs using the same handshapes but different palm directions or have movement, while Z as already noted uses handshape number "1" (Figure D.131).

"What's that?" This was JLC's reaction the first time he saw a word spelled using ZZ. JLC knew it was not "Z" because it used a different handshape. New and novice signers will use "Z-Z", while advanced signers use "ZZ", which efficiently spells "J-A-ZZ", "P-I-ZZ-A", and "B-U-ZZ".

1   ZZ is put together because it is one particular handshape and movement within ASL.

This author is curious. Why exclude ZZ when teaching the manual alphabet? Research shows that one clearly fingerspells double letters all the time. The difference is that other double letters use the same handshape to create a sequence. In the video "Fingerspelling, Expressive and Receptive Fluency" by Joyce Linden Groode, she explains that the conventional way of doing double letters is either by a) sliding the hand laterally away from the body, such as "L-L" (Figure D.132), or b) opening and closing the hand slightly, such as in SS (Figure D.133). The thumb determines to slide or not. If the thumb is touching, any part of the hand, then one opens and closes the hand. As with all rules there are exceptions. For letters "P-P" and "B-B" production is often what the signer prefers. My personal preference is to slide everything.

In 2007, I studied the Language of Italian Signs (LIS) in Rome, Italy on a Fulbright scholarship and gathered materials to create an Italian version of ASLFC called *"L'alfabetto manuale italiano dalla A alla ZZ"*. My mentor, Elena Radzutky, PhD, Director of the Mason Perkins Deafness Fund, who also supported the use of "ZZ" as a letter form, encouraged expert council. I made several inquiries, but got minimal useful responses from expert council.

In closing, this document defends "ZZ" as a valid ASL letter form, and it encourages instructors to include it when teaching the ASL manual alphabet.

■
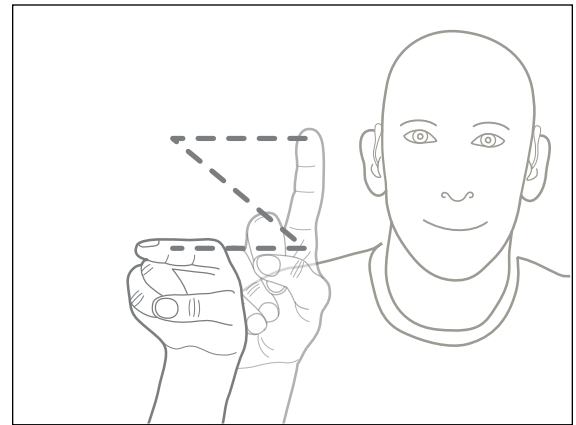
Figure D.131
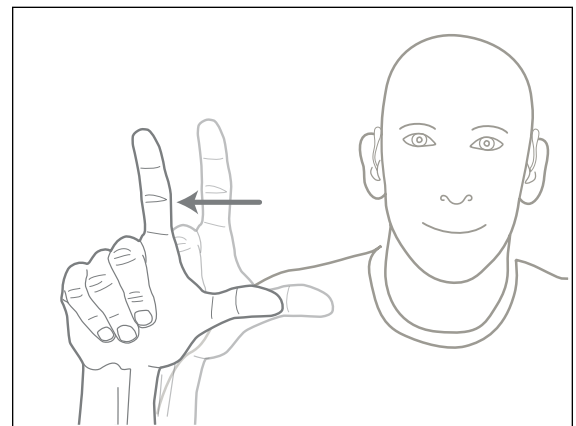
Figure D.132
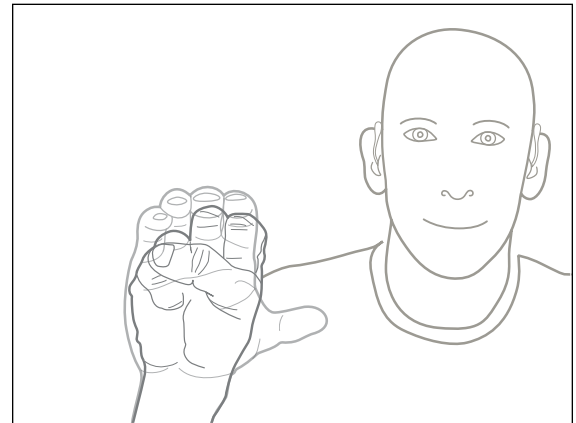
Figure D.133
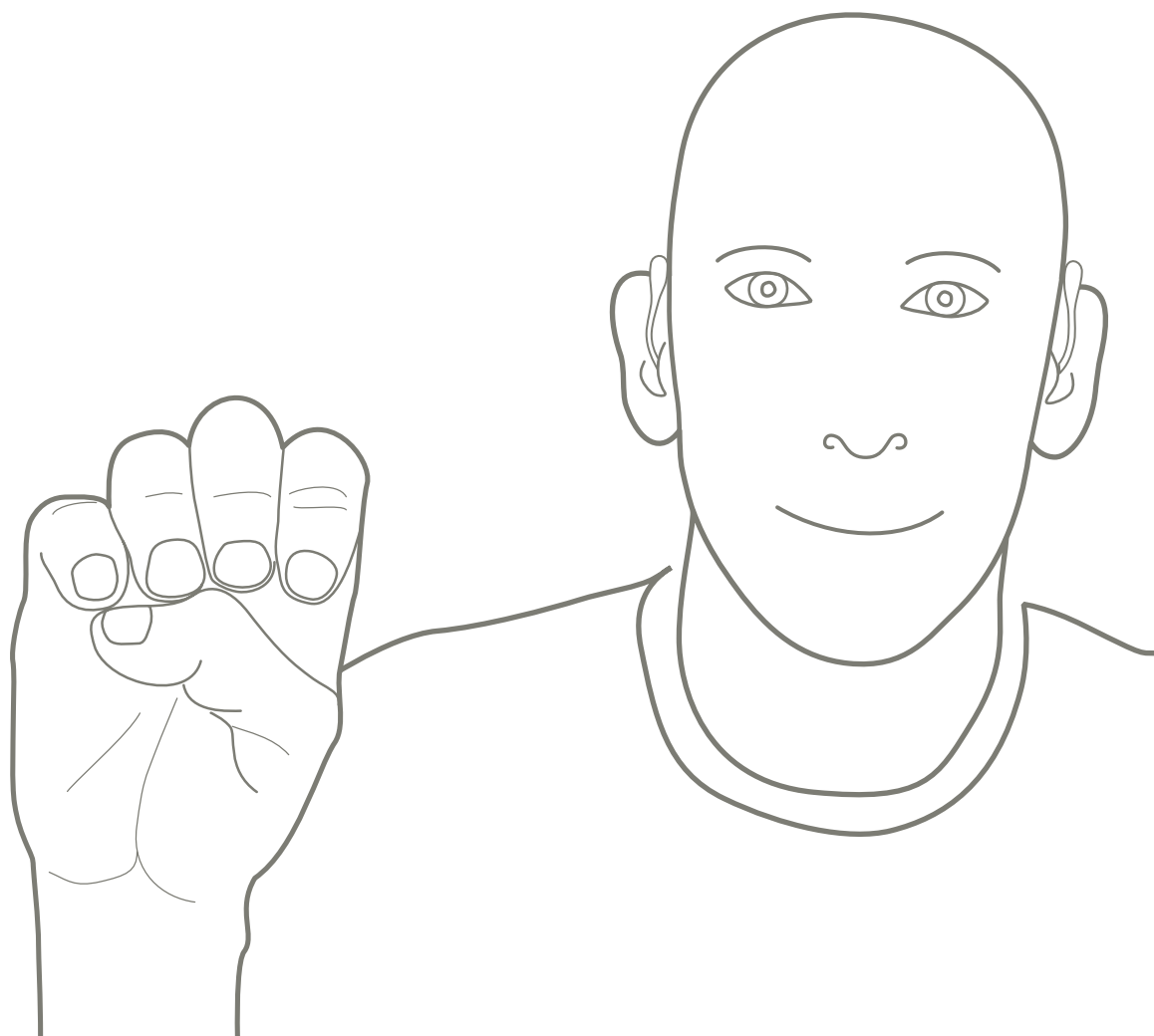
Summary

Meetings

Progress of ASLFC was kept current among the advisors through a series of meetings. The meetings were conducted on an as needed basis, either individually, or as a committee gathered minimally once a quarter. Generally, meetings were held during mid quarter and during exam week. No meetings occurred during summer as the professors are not on contract. However, all professors usually made themselves available to me in attempts to get things accomplished in a timely manner.

After every committee meeting a detailed report was written and submitted to each committee member for review and approval (Figure C.1). The minutes were a synopsis of ASLFC's state-of-the-art, along with problems that were occurring. Solutions were offered, then they were executed and the results were reported at the next meeting.

A full report of most of the meetings can be found in the Appendices. ■

Figure (left)

thesisprocesscommitteemeetings

Page 1

Meeting Minutes	February 17, 2005
Start Time	5.16 pm
Attendance	Cathy Chou
	Jeffrey Cougler
	Chris Jackson
	Baldev Kaur Khalsa
	Jim VerHague
End Time	6.45 pm ?
Disclaimer	I consider the following to be an accurate record of the February 18, 2005, ASL Finger Challenge Committee Meeting. If there is anything in here that is inaccurate and would effect the thesis performance, please write to me ASAP. Otherwise, I will continue as written.
Topics Covered	Alphabet Video Animated and Live Person
	Journaling
	Project Architecture and Standards
	ABC Quiz
	Alphabet Button Drop Down Menu
Agreed	Given to all advisors were the following documents:

1. A description of Jeffrey's general feelings, thoughts, complaints and questions for the day.

2. ASLFC JOURNAL for the month of January. Jeffrey asked that they read through it and make general comments about content and writing style. Specifics sought are whether the content is appropriate and what needs to change or be added to make it thesis ready. There are probable typos, grammatical errors, which will be addressed after the style and content is approved.

02.0.2005
02.02.2005
02.03.2005
02.2005.2005
02.05.2005
02.06.2005
02.07.2005
02.08.2005
02.09.2005
02.10.2005 Course 2014.851.01
02.11.2005
02.12.2005 Quarter 2004.2
02.13.2005
02.14.2005 Wednesdays, 9:00 am-11:50 am
02.15.2005
02.16.2005 Jeffrey Coulger, MFA Canidate
02.17.2005
02.18.2005 Cathy Chou, Advisor
02.19.2005
02.20.2005 Chris Jackson, Advisor

thesisprocesscommitteemeetings

Page 3

When "Alphabet" button is clicked, it expands to reveal the 8 different levels, "What is ASL?" and "Deaf Culture" descends to one button below "Level 7 Word Combinations".

Jeffrey shall review "Authoring Multimedia" week 4 and 7 lessons to reacquaint himself with creating rollover buttons and buttons that act as instructed.

Jim and Chris made themselves available on Friday, February 18, 2005 to discuss any coding and miscellaneous guidance required by Jeffrey.

NOTEWORTHY;

The existing ABC Quiz can be converted into the "One Letter at a Time" practice level, i.e. the level required prior to taking the quiz.

The following Lingo translations are required.

"One Letter at a Time" Practice:

On mouse up, check if the button clicked matches the finger graphic shown. If it is true, go to the frame "correct"; randomly display one of the three positive feedback messages, and instruct user to press the "Next Letter" button.

If it is false, go to the "wrong" frame, display one of the three incorrect feedback messages and instruct user to press the "Next Letter" button.

ABC Quiz

On mouse up, check to see if the button clicked matches the finger graphic shown. If true, go to the frame "correct"; randomly display one of the three positive feedback messages; eliminate and Swap the correct _Roman Graphic with the corresponding _quiz finger graphic; eliminate the large _finger graphic from the random array selection; add 3.7 points to the score, and instruct the user to press the "Next Letter" button.

If it is false, go to the "wrong" frame, display one of the three incorrect feedback messages, and instruct the user to press the "Next Letter" button.

February 19 & 20 will be spent refining the layout and redoing any graphics to make the project as complete as possible by Week of February 21-25.

FOOTNOTES

[1] Produced by Phillips, 1977. Originally written by Benjamin/Marcus/Caldwell of the band "Animals" in 1965. At this writing, the realization came that permission to

02.0.2005
02.02.2005
02.03.2005
02.2005.2005
02.05.2005
02.06.2005
02.07.2005
02.08.2005
02.09.2005
02.10.2005 Course 2014.851.01
02.11.2005
02.12.2005 Quarter 2004.2
02.13.2005
02.14.2005 Wednesdays, 9:00 am-11:50 am
02.15.2005
02.16.2005 Jeffrey Coulger, MFA Canidate
02.17.2005
02.18.2005 Cathy Chou, Advisor
02.19.2005
02.20.2005 Chris Jackson, Advisor
02.21.2005
02.22.2005 Baldev Kalsa, Advisor
02.23.2005
02.24.2005 Jim VerHague, Advisor
02.25.2005
02.26.2005
02.27.2005
02.28.2005

Figure E.1

Surveys

Success of ASLFC was tracked using a series of user tests. Six formal user tests were conducted along with a few casual user tests, such as at the 2009 "Imagine RIT" event, where final user reactions were observed by JLC and his advisors.

After following the instructions and finishing an ASLFC experience, the user was given a two page form to complete (Figure E.2). Users were then asked a series of questions. The form is as follows:

NAME optional

DATE

GENDER ○Male ○Female

AGE ○7-10 ○11-15 ○16-20 ○21-25
○26-35 ○36-45 ○46-55 ○56+

EDUCATION

○K-12 ○Some College ○College Degree
○Graduate Degree

Do you know the Deaf Alphabet?

○Yes ○No

Do you know American Sign Language?

○Yes ○No

If Yes, please rate your experience level

○Beginner ○Intermediate
○Advanced ○Fluent o Interpreter

Figure E.2

Then, the user was asked to mark one of six circles, which noted if he/she Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree with the following:

- The buttons took me to where I expected to go.

- The colors are effective.

- The roll down speed of the menu is good.

- The navigation buttons are easy to follow.

- The animations are appealing.

- I prefer buttons that always stay on the screen

- The drop menus are effective.

- Buttons were easy to find.

- The screen text is easy to read.

- The typeface is appropriate for the subject matter.

- The teacher illustration is appropriate & appealing.

- The type size is good.

- The amount of text is appropriate.

- The speed of the animations is good.

- It makes me want to learn more about the subject.

- I would participate in future testing.

- I offer the following suggestions on the navigation:

- I offer the following suggestions on the content:

- I offer the following suggestions on the artwork:

The survey closed with a Thank You for participating.

Completed forms were collected for analysis ■

RESULTS

Each user's test provided the opportunity to improve the ASLFC interface. Changes made are as follows:

- The "Alphabet" and "Fingerspelling" lessons were separated into two distinct categories.

- The menu's hierarchical order was changed. "ABC" and "Fingerspelling" lessons were moved to the top, prior to teaching "ASL History" and "Deaf Culture".

- The original two column drop down menu format was simplified to one column.

- The step by step lesson procedure was deemed too confining for some students. Therefore, a "Main Menu" button was added which allow users to do the lessons in any order they choose.

- The Quiz was made more difficult. This was accomplished by eliminating the finger swap action, which showed the users whether they had already chosen this letter and allowed deductive reasoning in choosing the correct answer.

- Users disliked the constant need to click on "Next Letter" after making their letter choice, during "ABC Practice" and "ABC Quiz". A thirty second freeze frame was added to the score to provide ample time to read the feedback, then automatically advanced to the next letter. The "Next" button remained in case the computer processing speed was slow or the users were fast.

- In general the comments were positive and users encouraged further development by the author. ■
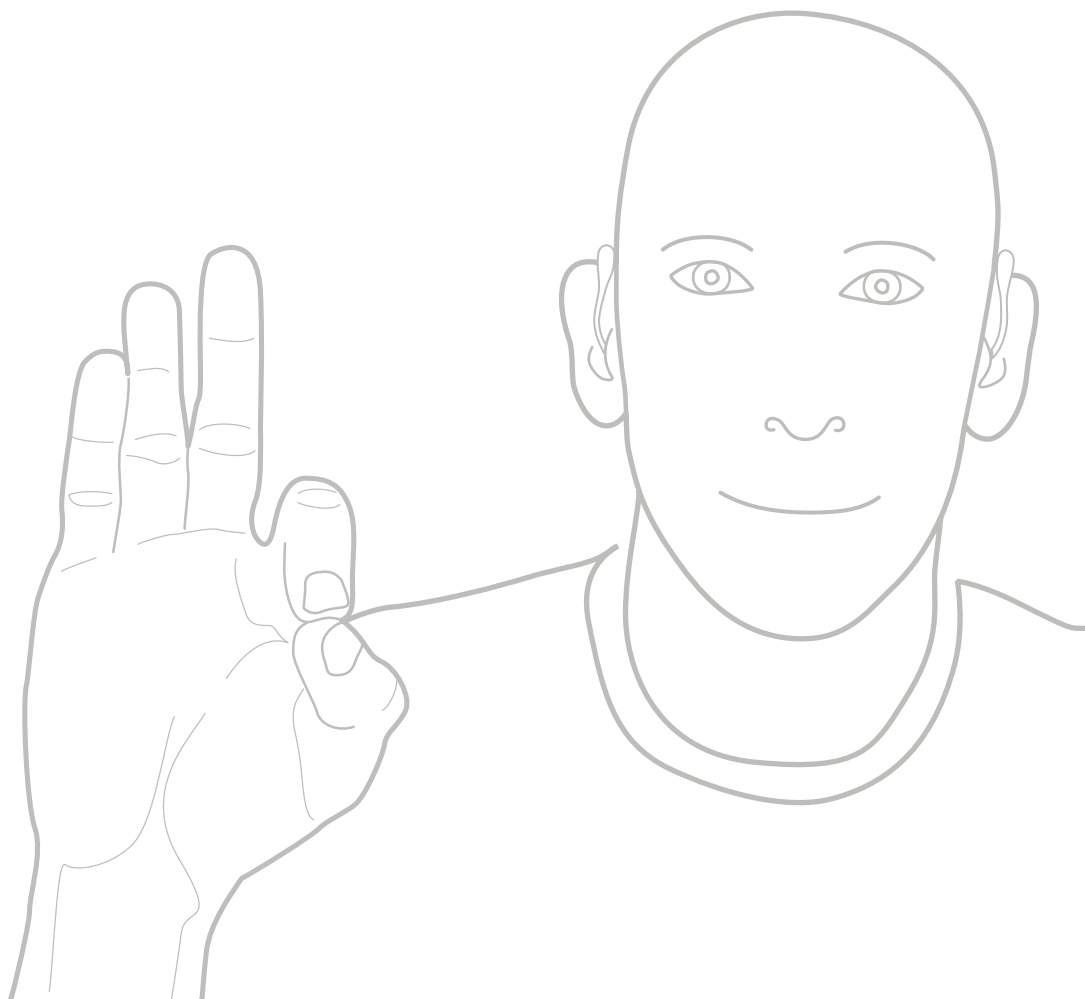
The goal was to create an interactive instructional software prototype, designed to improve students' receptive abilities in the use of American Sign Language (ASL) fingerspelling.

JLC chose to focus on fingerspelling since it is an essential component of ASL. Fingerspelling by itself is probably one of the most difficult components to learn. To improve receptive fingerspelling skills, you need another person who understands how to fingerspell. How often have we heard, "I could get better if only I had someone to practice with"?[1] "ASL Finger Challenge" was a good practice tool for ASL students, because practice always makes one better.

This project's accomplishments include the following:

- An introduction explaining ASLFC's goals.

- A linear step by step teaching format.

- Provides a customized teaching format by selecting the "Main Menu" button.

- Real-time musical animation introducing the correct hand formation of letters from A to ZZ

- An original music composition soundtrack adapted for the manual alphabet animated video.

- Live action music videos demonstrating fingerspelling.

- Exercises for receptive practice of individual letters using real-time animation.

- Five QTVR movie clips demonstrating the correct hand formation for letters D, E, M, K, and X by a 360 degree rotation of the handshape.

- Exercises with engines create unique lessons by randomizing the selection of 27 letter forms and encourage users to repeat the exercises.

- Real-time animation practice sessions and quizzes to show progress and enable the student to proceed at their own pace.

- A randomized exercise for receptive practice of 54 letter combinations and words.

ASLFC a has future potential to expand, to easily incorporate new words and lessons, to include other foreign sign languages' dactylology, such as Italian, while remaining a product that truly represents real-time fingerspelling. ∎

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1. On 23 October 2004 at 4:43 pm EDT, Daron Scarborough wrote:

"In fact... I was just complaining to my ASL mentor (I'm doing an informal mentorship with a hard of hearing girl (Desiree), who lives in Leilani to brush up on my ASL communication skills and learn some interpreting skills)... Anyway, I was complaining to Desiree that I can not find anyone or anywhere to practice my fingerspelling, and numbers reception skills. It is very difficult to practice that cause it does not come up enough in normal signed conversation to really practice that skill."

Methodology

JLC achieved the following:

- Developed materials using LaVera M. Guillory's, "Expressive and Receptive Fingerspelling for Hearing Adults," (1966) a reference guide for all fingerspelling transitions.

- Viewed a 1.5 hour videotape on the basics of fingerspelling entitled "The Quick Brown Fox Jumps Over The Lazy Dog" (1992) by Joyce Linden Groode.

- Researched American Sign Language development and chronology, then included applicable findings, in a history lesson.

- Researched and demonstrated the "Rochester Method," a defunct manual communication method developed in Rochester, NY, which used fingerspelling exclusively in the live action video entitled, "Rubber Ducky."

- Created a clean, innovative interactive interface that was user friendly.

- Used color to represent the different study areas.

- Used video and photographs to create simple line animations using Apple QuickTime, Adobe's Photoshop, Illustrator, Flash and Director.

- Created a virtual Deaf teacher with hearing aids that were clearly visible to users.

- Created 27 letter transitions (English A-Z and ASL manual letter ZZ) Each transition between letter pairs had 4 drawings minimum. 200 plus illustrations were used to create the required frame by frame animations.

- Created 54 letter combinations and words, two to seven letters in length.

- Developed a working prototype for use in conjunction with the NTID Sign Language and Interpreting Education Department's Deaf Studies ASL 1 syllabus.

- Created a working prototype that worked on laptops and desktops computers using Macintosh OSX Windows 95/98/ME/2000/XP 32MB RAM 16-bit Graphics support 16-bit Sound Card.

- Developed a working prototype for use by secondary students aged 10-18, college students, who are currently enrolled in an ASL 1 class, or any individuals, who desire to improve their receptive fingerspelling skills because there is "nobody to practice with."

- Developed a working prototype that is Mac OS and Windows XP compatible.

- Developed a 640 x 480 pixel Macromedia Director Projector, burned onto a DVD. Once the ASLFC files are installed on the hard drive, it is ready for use.

- Discovered by changing the computer's screen resolution ratio to 640 x 480 pixels, the students experienced an interactive program that fills the screen with crisp anti-aliased line work and easy to read text.

- Acknowledged that in the allotted time frame for this thesis, it was impossible to develop a product containing all possible words and acronyms. ■

ASLFC's Future

In order to come to a complete conclusion JLC must discuss what was happening in the real world during the development of ASLFC and meeting his academic requirements.

SOFTWARE DEVELOPMENT

In December 2005, Macromedia Incorporated, the makers of Director, Flash, Dreamweaver, Shockwave, etc., was acquired by Adobe Systems Incorporated. Since Flash was the new best thing a lot of development occurred using ActionScript. Keeping pace with its rapid changes and development was challenging for interactive designers and programmers to say the least.

In late 2007, Adobe released Director 11, whose last upgrade was in 2004. Immediately, JLC acquired the software and began to experiment. Unfortunately, ASLFC fell apart. Things would not load, links were broken and error messages appeared. It was a big disappointment to all involved.

In March 2009 Adobe released Director 11.5 with great excitement. Although many problems were fixed, several error messages in ASLFC indicated continued problems. These error messages caused additional delays in upgrading the ASLFC prototype built with Macromedia Director MX2004. ASLFC advisors thought the solution

could be discovered by exploring an in depth analysis of the project using Adobe Director 11.5 or to develop ASLFC in Flash. With a deadline to fully finish his thesis requirements, JLC continued to use Macromedia Director MX2004.

On August 28, 2009, Apple released OS 10.6 called Snow Leopard. During September of 2009, JLC acquired Snow Leopard (SL). After loading SL onto his computer, he launched ASLFC's projector. There were no problems.

However, after launching Macromedia Director in SL, an error message appeared saying, that this application is no longer supported.

HARDWARE DEVELOPMENT AND RELATED SOFTWARE

While JLC was in Rome, Italy pursuing research which would create an Italian version, Apple introduced the iPhone in June 2007. It was a smart phone that changed the communications market. Within a year the iPhone became one of the best selling phones on the market. Its unique OS integrated talking, texting, music, videos, lifestyle management, a GPS system, and video games, within a sleek device that had many patented technological features. In September 2007, Apple introduced the iPodTouch which introduced a portable media player with the iPhone OS System, but without the phone and camera. In 2009 sales exceeded the popular iPhone by 127%, driving up game sales by 900%, making these 2 devices a huge and competitive platform for developers.

In March 2008, Apple introduced the online iTunes Apps Store. This virtual store offers over 115,000 Apps for the iPhone.

In early January 2010, various companies announced the introduction of a tablet like computer. At the time, this announcement generated only minimal enthusiasm. Later that month at the annual Apple's Keynote address Steve Jobs introduced the iPad, a new kind of computer that looks like a large sized iPodTouch or an iPhone. This new computer has a 9.7 inches screen measured diagonally. Apple took pre-orders starting on March 12, 2010. The WiFi only version was released on April 3, 2010, while the GPS and WiFi version was released later in the month. It is believed to be the next generation of portable computing. It is too soon to tell at this moment, but the tablet computers appear to be a perfect platform for ASLFC.

Preliminary research shows that the Apps technology designed for iPodTouch, iPhone, and the iPad is the perfect platform for using ASLFC. Unfortunately Apps are not Flash or ActionSript compatible, therefore the Flash version of ASLFC cannot operate on these devices. However, according to several press releases, Adobe CS5 will be able to convert Flash technology for use as an Apps.

SUBSEQUENT ASLFC DEVELOPMENT

In April 2009, for the "IMAGINE RIT" technical festival JLC increased the word count from 40 to 54, then added a "Reveal" button to the "Fingerspelling" section. While exhibiting at "IMAGINE RIT" 2009 lots of people visited the booth. By the festival's end the age range of ASLFC users clearly dropped to age ten.

A Flash version of ASLFC was begun during December 2009 (RIT quarter 2009.2). Its basic components developed fairly quickly. It is still in development with a new look and feel that has a 800 x 600 pixel format that could easily be placed on the web complete with streaming videos and Flash Virtual Reality (FLVR) movie clips.

These developments have JLC excited once again about the project. However, the future of ASLFC including incorporating other foreign sign languages' dactylology, such as Italian, depends on the continued exploration and development in Flash and the Apps technology.

JLC developed a business Plan in 2008 to secure money for the continual development of this software while recruiting technical assistance to make it compatible with new and upcoming technologies. ASLFC is a successful product which needs strong support to keep up with the fast pace and ever changing technologies. ASLFC is designed for a niche market. Getting it to market will take a strong commitment indeed. ■

Conclusion

ASLFC is an interactive instructional prototype to improve students' receptive abilities in the use of ASL fingerspelling. It received the "Innovative Learning through Electronic Theses and Dissertations Award" in 2009 and was showcased in the WOW Center at "IMAGINE RIT" the 2009 innovation festival, thereby meeting the targeted goals. JLC chose fingerspelling as a focus because it is a fundamental element of ASL, which is difficult to learn. To improve receptive fingerspelling skills, a person needs another person who understands how to fingerspell. Often it has been said, "I could get better if only I had someone to practice with."[2] ASLFC provides a character, teacher, someone to be the practice partner who models both accurate letter handshapes and the transitions between the letters that create the natural fingerspelling envelope (Akamatsu, 1985). ◾

2. On 23 October 2004 at 4:43 pm EDT, Daron Scarborough wrote:

"In fact… I was just complaining to my ASL mentor (I'm doing an informal mentorship with a hard of hearing girl (Desiree), who lives in Leilani to brush up on my ASL communication skills and learn some interpreting skills)… Anyway, I was complaining to Desiree that I can not find anyone or anywhere to practice my fingerspelling, and numbers reception skills. It's very difficult to practice that cause it does not come up enough in normal signed conversation to really practice that skill."

Disclaimer

This section contains pages from writings I did for my journal from September 2004 until November 2006. The purpose of my journal was to document thoughts, ideas, feelings, work I had accomplished, and problems that I encountered. For the most part it is forward chronology, but since some content include emails discussions between me and another individual from whom I received valuable input for my project, you may find some reverse chronology. All dialogue between myself and the correspondent, include only that which was relevant to the project. Please note, these writings by JLC are raw input and contain grammatical and typographical errors, as well as, expressions of feelings that could be classified as unprofessional, but they were what I was truly feeling or thinking that day. Read them for what they are, ramblings from yours truly.

Friday, 17 September 2004

Hello Baldev Kaur,

As per our discussion during spring quarter 2004, we second year computer graphic Design majors are beginning the process for our CGD thesis 2005.

I am writing to ask, if you would be an associate advisor for my thesis 2005?

As per the projects I showed you in April 2004, the basic idea is to continue the development of my finger spelling project, which I started during the 2003-2004 academic year. The goal is to create an interactive and instructional media, which would help to improve students' receptive abilities in the use of American Sign Language finger spelling. This includes forming the letters properly and to create exercises where they get to practice different letter combinations and words in real time using a simple line drawing animation. I would also like to include the sounds of the letters and fun video's to make learning fun as well as speed variable from slow to fast to challenge the students' skills and ultimately a test that could truly show their progress.

Among the other advisors I am thinking: Chris Jackson, Professor, RIT CIAS, CGD has been asked to be my chief advisor.

Cathy Chou, Instructor, RIT CIAS NTID support staff

Cathy has verbally agreed, and will require more information on my project before she officially sign on.

another person I thought of was the man you introduce to me who responded to my work by saying "I have been looking to do this kind of project for 2 years..." Unfortunately I do not remember his name, how to get in contact with him or perhaps, he could even be the "client".

I remembered, he wanted me to do some work for him in this area and my spring quarter schedule made it too difficult to pursue freelance job.

In closing, would be honored if you would be an associate advisor. You have been a source of inspiration for my thesis and feel it would be in my best interest to continue working with you.

Thank you in advance for your cooperation in this matter and eagerly await your reply.

Jeffrey Cougler

From: jeffreycougler@mac.com
Subject: Fwd: thesis 2005
Date: September 17. 2004 8.03.35 AM EDT
To: chou@mail.isc.rit.edu

Hi cathy,

I got this from baldev kaur.

jeffrey

Begin forwarded message:

From: Baldev Kaur Khalsa <bkknss@rit.edu>
Date: September 17. 2004 7.52.47 AM EDT
To: Jeffrey Cougler <jeffreycougler@mac.com>
CC: Rico Peterson <rxpnss@vmsmail.rit.edu>, W NEWELL <wjnncd@rit.edu>
Subject: Re: thesis 2005

Greetings Jeffrey,

Please come by and sign up for a time to meet with me to discuss this. I am interested and want to talk more about it with you.

The gentleman I introduced you to, Bill Newell, has retired from NTID and taken a job in Georgia. But the project still exists, and there are others still here who could be the client with connections to him.

I will ask around and get more details. I need more details from you as well.

I have copied my chairperson Rico Peterson about this. And Bill Newell as well. I think his email is still active for a while. :-)

Baldev Kaur Khalsa

Thursday, 23 September 2004

Finished draft 09232004 completed for meeting minutes.

Committee Members

Thesis Statement

Background

Methodology

Target Hardware and Software

Limitations

Target Audience

Time Line

Saturday, 9 October 2004

From: jeffreycougler@mac.com
Subject: Re: Flash
Date: October 9, 2004, at 05:32 PM
To: jcvfaa@rit.edu

On Saturday, October 9, 2004, at 05:32 PM, Jeffrey Cougler wrote: today I fail to see the appeal of flash... simple mundane things like creating movement correcting timeline changes seem to take forever to do. I can't grab a keyframe easily and what I feel would take me an hour to do is still unfinished.

at this point I doubt if I can have my yellowstone project done by monday morning.

GRRRRRRRRRR...

Today, I hate flash.....

jeffrey

Sunday, 10 October 2004

From: jeffreycougler@mac.com
Subject: Re: Flash
Date: October 10. 2004 9.36.30 AM EDT
To: jcvfaa@rit.edu

hi jim,

thanks for responding.

ok...

I just fear, I won't even meet the criteria.

see you tomorrow.

jeffrey

On Oct 10. 2004, at 9.33 AM, Jim Ver Hague wrote: HI Jeffrey,

I know the feeling -- Flash can be very irritating and frustrating at times. I try to console myself by saying that it's building my character.

I figure pretty soon I'll have more character than I know what to do with.

Good luck! Just do the best you can.

Jim

Sunday, October 24 2004

Started TPDraft10282004.indd, to keep track of my journal inputs. bleah.

20 October 2004

From: jeffreycougler@mac.com
Subject: thesis committee info
Date: October 20. 2004 11.53.47 AM EDT
To: bkknss@rit.edu, cbjpgd@ritvax.isc.rit.edu, chou@mail.isc.rit.edu
CC: jeffreycougler@mac.com

hello baldev, cathy, chris,

my CIAS professors have encouraged us to make sure all persons we asked to be committee members understand to what you are committing.

so I have outlined it as follows: 1. all committee member shall meet with me a minimum of 5 times during the 2004 school year. 1 during period 2003.1. two times during 2004.2 and two times during 2003.3. from my observations a meeting may take as much as a couple hours depending on how in depth we want to delve. so plan enough time to attend.

2. all committee members shall sign the last page of my Thesis Proposal for Master of Fine Arts "ASL Finger Challenge". This shall verify that you approve of my proposal and thereby commit to being on my committee until project completion or resign in writing. Additionally, signatures will be the green light to start my project and work toward the next committee date and completion. According to the schedule, this signature must occur within the next 2 weeks and

definitely by 2004.1's end.

3. Upon completion of the project, each committee member shall sign a form consenting that the project is complete as per the proposal and the project is ready to graded.

4. If you agree to all the above conditions, then I ask the following...

a. send me an email saying you agree to this. at that point I will print and file it with my other paper work

b. please send me 3 or 4 dates during week 10 or 11 of which we can have a committee meeting. at this meeting you will be introduced to each other and we will discuss my progress to date. hopefully one of the dates will agree with all of us.

finally, email is my choice of contact, the telephone is my least favorite means of communication. although, I am capable of using the phone, I find email more reliable for academic contacts. the phone is if I absolutely must talk to someone and will forego my usual telephone frustrations and work with it.

in closing, please know that if there is any way that I can help you along in this progress, please let me know.

until then, take care and enjoy the remaining days of the fall colors.

jeffrey

Tuesday, October 26. 2004

From: jeffreycougler@mac.com
Subject: chief advisor
Date: October 26. 2004 9.11.29 PM EDT
To: JCVFAA@rit.edu
CC: chou@mail.isc.rit.edu

hello jim,

was the decision on who gets to be whose advisor get made today?

this afternoon, my assumption was ... you responded positively to my email about meeting on wednesday november 17, chris did not.

does this mean you will be my chief advisor? if yes, I will be honored to have you on my team.

I hope I say this tactfully... as of this writing, chris has never responded any of my emails concerning thesis. therefore, I assume (a dangerous thing to do sometimes) he is way overloaded and delegating me to another advisor would be a good idea.

jeffrey

Wednesday, 27 October 2004

From: jeffreycougler@mac.com
Subject: Re: chief advisor
Date: October 27. 2004 8.36.26 AM EDT
To: jcvfaa@rit.edu

ok.

I need to talk to chris.

for me, I need someone one who'll respond to my emails and at this point he does not and he must understand that if he doesn''t then it will not work for me. communication is a 2 way street. if he is unavailable physically and what I need to ask is important and if the response is too complicated to deal with at the moment... then ...

well,

 i'll talk to chris...

if we can come to an understanding...

I for the confusion I caused keeping his name on the proposal. I was saving space... the extra line with your name was adding another page.

if chris and I do come to an agreement...

great...

thanks for your understanding and help, I appreciate your responsiveness.

jeffrey

Thursday, 28 October 2004

From: jeffreycougler@mac.com
Subject: Re: chief advisor
Date: October 28. 2004 5.38.25 PM EDT
To: jcvfaa@rit.edu
CC: chou@mail.isc.rit.edu

hello,

I did talk to chris and I clarified what I needed from him and he agreed to my terms. so since he was the first one I ask, mostly because he's so familiar with the project, it seemed right to keep him as my advisor.

i'm sure it'll work out fine.

please know that if you wish to attend my committee meetings your presence and input will be more than welcome.

so...

FYI, my first committee meeting is wednesday, november 17, 2004 at 10:00 am.

jeffrey

Wednesday, 17 November 2004

at 1.39 PM, Jim Ver Hague wrote:
hi jeffrey,

just wanted to let you that I couldn't make the meeting today because of unexpected plumbing problems that I have at home.

hope the meeting went well!

jim

dear jim,

thank you for this reply. I understood and understand your absence and you were missed. it was a good meeting and a long meeting. I got good direction on making sure my GUI is working well first, before diving into trying to make make all my transitions. it was agreed to focus on that last as it is probably the least challenging part of the work and more and more can always be added once the interface is working seamlessly and I can relax and enjoy watching it grow rather than trying to make the whole thing work because i'm trying to accomplish too much.

i'm happy with my committee, my project and the possibilities. when I prove this successful and possible ... may it just soar!

I look forward to your input at the weekly wednesday presentations. and know you are always welcome to come to any of my meetings. I will continue to keep you in my email list and communications on my progress.

before closing, may we get together to discuss my flash coding? it's really annoying to copy and paste my action script into every frame to make my site work properly, when supposedly I should be able to write one frame to cover the entire scene or site.

thanks.
jeffrey

Thursday, November 18. 2004

From: jeffreycougler@mac.com
Subject: thank you
Date: November 18. 2004 10.17.51 AM EST
To: jcvfaa@rit.edu

dear jim,

thank you for this reply. I understood and understand your absence and you were missed. it was a good meeting and a long meeting. I got good direction on making sure my GUI is working well first, before diving into trying to make make all my transitions. it was agreed to focus on that last as it is probably the least challenging part of the work and more and more can always be added once the interface is working seamlessly and I can relax and enjoy watching it grow rather than trying to make the whole thing work because i'm trying to accomplish too much.

i'm happy with my committee, my project and the

possibilities. when I prove this successful and possible … may it just soar!

I look forward to your input at the weekly wednesday presentations. and know you are always welcome to come to any of my meetings. I will continue to keep you in my email list and communications on my progress.

before closeing, may we get together to discuss my flash coding? it's really annoying to copy and paste my action script into every frame to make my site work properly, when supposedly I should be able to write one frame to cover the entire scene or site.

thanks.
jeffrey

Wednesday, 01 December 2004

From: Chris Jackson <cbjpgd@rit.edu>
To: Jeffrey Cougler <jeffreycougler@mac.com>
Date: Wed Dec 01, 2004 09:35:00 AM PST
Subject: Re: meeting minutes

HI Jeffrey,

Your thesis minutes look good. Keep a record of these. They will help with

your thesis documentation. I agree that it is an ambitious project. Let's plan on meeting soon to discuss a strategy for the Director templates.

Also, if you need help with the Flash prototype we can meet this Friday. I will be in the lab from 2-5. If that is not good, we can try to find a better time.

Chris

Professor Chris Jackson
Computer Graphics Design
School of Design / CIAS

Monday, 09 December 2004

From: jeffreycougler@mac.com
Subject: thesis prototype
Date: December 09. 2004 2.19.55 PM EST
To: cbjpgd@rit.edu
CC: chou@mail.isc.rit.edu

hello,

my layout for the finger challenge prototype is complete. yippee!

I figured out how to do a "select your level" and make it light up and stay on,

• I have an input text box that accepts what I put in it … BUT … when I click to enter the scene "classroom" the dynamic text box says "undefined"

the script checker says I have no errors, I keep counterchecking it against the artist project, where I successfully did it. but.. again I have no clue as to why it does this.

• if I click "start here" and there's no text in the input box, clicking start still takes you to the "classroom"

instead of the oops! frame.

• the "start here" button must be clicked twice to get the lesson choices menu to drop down… I think I know why, and don't know how to resolve it.

although I can get the "start here" menu to fall, now, the buttons don't work… no lesson will pop up. grrrrrr.

i'm in NYC dealing with hearing aid issues…

are you available on monday or tuesday to help me resolve this? we wanted the prototype done before wenesday, december 15, so I can start testing during break.

so….. design is done. now for my favorite part … "I love coding!"

Dear GOD please make me code smarter…

sigh…

when is good for you?

should I bother jim with these problems, if you're unavailable?

your assistance will be appreciated.

jeffrey

Monday, 13 December 2004

David Huth came in and showed his thesis project to Final Cut Pro class. In the process he also brought in his documentation to hand in. I scanned through it and saw that he had entries like: "I hate my thesis, maybe it's from sleep deprivation…"

ìI left the boom mike leaning against a wall and had to go back and retrieve it. Good thing it didn't rain for 2 days.

When I asked Jim Verhague if this was acceptable, he said yes, absolutely, the feeling part of the thesis is just as important as the facts about the thesis. This made me feel more motivated to do my journaling. So now I can complain all I want and at the end of the project I'll get to relive all my complaints while discovering how much I do complain or don't complain.

David also told how he had lost all his documentation in a hard drive crash, which emphasized the importance of backing up.

I'm frustrated that Chris hasn't responded to my Email. Oh well. I guess I must need to learn more patience.

I seem to be missing my 10.17.2004 meeting minutes. I pray that I can find it. I hope I didn't erase it in a reverse back-up.

Time to eat something for dinner.

On December 09. 2004, Jeffrey Cougler wrote: Hello Baldev,

Can you direct me to any information on the Rochester method?

Questions of which I seek answers: When someone fingerspells multiple words how does the receptor know when one word ends and another begins?

I'm doing a digital video class where I want to do the song rubber ducky using only fingerspelling. If it's deemed appropriate I would like to include it into the thesis.

The now real challenge for me is to actually do this song with no misspellings... something I rarely do even with written English! I've been practicing or rather rehearsing...

On December 13. 2004, at 9.08 AM, Baldev Kaur Khalsa wrote: My suggestion is that you Google Rochester Method. There are few things listed there. Certainly something will be of a help. One book comes to mind. "Turning Points" written by Ed Scouten. He used to teach here and he was a great advocate of the Rochester Method. His book is a history of Deaf Education and I am sure he would have something in there.

Tuesday, 14 December 2004

I showed my pre thesis projects and thesis proposal to a couple of Deaf MacRIT students. They were very impressed with the concept of my ASL FingerChallenge. They loved the animation, the smoothness of my existing transitions and what they said was an easy look and feel of drop down menus and navigations. One loved that the teacher "even blinks!' I explained my thesis came about from assignments that required that it teach something, that every fingerspelling project I started never got completed, I had positive responses from ASL teachers I new and how oftentimes, I heard people say they could improve their fingerspelling reception, if only they had a friend to practice with" ... "Well my project is the friend" I also discussed NTID's enthusiasm about the project and possibilities of continuing to develop it via grants and possible NTID support. Conversation ended with and enthusiastic, "It's a very good idea!" It felt good to read that. I got a response from my chief advisor. He was in NYC this week end. This is why he did not respond I feel better that we are indeed meeting.

On December 14. 2004, at 4.00 PM, Chris Jackson wrote: HI Jeffrey,

It sounds like you are making progress. Now the fun begins... Coding!

Let's plan on meeting tomorrow after the student thesis presentations

(Around 10:30). We can resolve your Actionscript issues.

Thanks,

Chris

Wednesday, 15 December 2004

Worked from 7 pm until 2:30 am developing the logging out frames and scripting.

Was able to create on the using the project Quit button a sequence that asked user to take a survey and an option to go to the survey or refuse. If user refused then the program will open a page asking to please reconsider and 2 option buttons of which one takes you to the survey and the another through a quitting animation, which thanks them for their time. The goal on the survey was to allow the user to answer 5 levels of agree/disagree a few yes or no questions and to ask for comments and/or suggestions.

Tonight I felt that Flash was like an inefficient QuarKXPress App. Every time you made a change and the change was on several different frames, I would have to go to each frame to make the change. It's very difficult keeping track of all the little things we must remember to do when we create an instance. Things like naming, making the correct size, making sure the spelling is right, any number of things can happen which will decrease my work efficiency. I do my best and it still a lot of information and Flash would be so much better if it had like pre loaded standard design symbols and style sheets even a spell checker.

Sigh... I'm feeling more confident with Flash and I still think its an inefficient App and wonder why everyone loves it so much.

Thursday, 16 December 2004

Session with Chris Jackson on my actionscripting

Had action scripting in start menu movie clip and timeline actionscript frame

Close frame in wrong place on stat here movie clip

I had menu levels named incorrectly on the timeline when changed to correct name it worked

Don't have a closed script for the level 5 sub menu I.e. practice levels

Start here drop down may need to be moved to a different layer

It likes to go to level one for some reason,

Start level likes to keeps dropping down

Lesson button was named home_btn canceling out the actual home_btn

I had an open or closed on help, quit, home line

Had an action script on help frame, we removed.

My organization was a bit unorganized grouped codes by buttons and sub button added a comment line to help define the different code functions.

Help button now works! What was wrong? I had moved the help frame to the end of the timeline which caused some menu buttons fall short within the timeline.

All miscellaneous unused layers were deleted.

I have inactive buttons on layer five due to sub layer level drop down menu.

Dynamic text was mislabeled input text.

I was missing a variable in the variable box.

My action scripting in intro was a bit redundant in my attempts to solve my scripting problems

Copied myName variable in timeline action scripting on start menu button

Learned that going from one scene to another one must use "scene name:, #. I cannot refer to the frame name... Bummer.

Menu level 5 will not close once opened

Level 5 has a sub button to activate the drop down levels menu > test button is inactive on this page maybe it should be active.

Help frame the buttons become inactive why?

Put help in into it's own scene...

Chris did a trace thing again... Trace will check a variable(s) to see if it comes up in a dialog box. If it does then the variable is not working. If it doesn't, the variable works.

Find out when, how and why to use a trace... ask Jim for a Class lesson.

Input box continues to say undefined which means the coding is wrong somehow... The reason why is... ???????

Chris thinks there are too many elements in one scene. He suggested breaking down the class room and making each frame it's own scene. Why? Then a lesson like level 5 which has it's own sub drop down menu and it's own variation of the drop down start menu movie clip can work independently and correctly within the scenes timeline. Basically, I'm trying to accomplish too much and actionscript is having difficulty with some of my many instance exceptions. Although we've been taught that good programers will keep everything on one scene, there are times when multiple scenes work the best.

When I restructure the file, we can then see how well it work, and tweak from there. Right now Chris thinks the flash project is good enough to test people with and walk them through any non working parts. Chris is anxious to get started on the director aspect and the felling I get is that he considers this a big project which will work better in Director and it'll take time to rebuild everything I've done. Additionally, he recommended sitting in on some of his 1st year director classes as a review since it has been a year since I've used directories I finish this redo, I can hand this project in and Chris will consider it finished. What I get for a grade will be determined...

Decided on a paper print of the survey for prototype. I may need to figure out an alternate an online survey method for the navigation.

Chris and I determined that we will meet every Wednesday morning after thesis presentations and on Friday mornings if the thesis presentations take too long.

Documentation is really difficult and I wish I knew an efficient way to include it into my day. Waiting until it's time to go home is not effective. And doing it first thing in also unpredictable because I may need to sleep or have a class. This week I have not done my morning meditations due to sleep deprivations and constantly getting to bed around 3 am.

Falling asleep feels problematic. I feel all wired up and it takes a bit to calm down and get sleeping.

This afternoon my goal is to restructure the ASL FingerChallenge I.e. ASLFC, as discussed outlined above as well as go to my doctor appointments, Christmas shopping, laundry and wrapping Christmas gifts.

Sunday, 19 December 2004

hello,

On Dec 19, 2004, at 8.36 PM, Wayne wrote: Sorry about my reply. I had a very busy week. Did you make a decision? If you want me on video, then I'd like dinner out. That would be just great. Perhaps, next week? Before New Year's....

Cheers,

WAYNE

I kind of made a decision... I have the video camera throughout my break. when I didn't read from you, I thought, oh well, i'll tape myself. this week I was going to rehearse in front of the camera, on dry land then do it next monday or tuesday in the tub.

if I don't like what I see when could you be available to shoot you.

I will probably do both and decide which footage I like the best. dinner out will be fine. I will come get you.

let me know dates ASAP as I want to go to toronto to visit a "friend" or 2 and a hawaiI friend during that week. when you are available will help me tell them when I could go. you are welcome to come to toronto too if you'd like. I know you have some friends there.

remember you'll be in the hot tub in the back yard and you will be very warm. i've spent time in the tub late at night alone... when i's been COLD. it's amazing how warm I stayed.

Your lower half will be in the water, so my request is if you can do this without a suit that would be great. If this idea is too uncomfortable, then please bring a light colored suit as I desire a water appearance that is void of a dark spot where the suit is. A white pair of work out shorts or something would work best.

Jeffrey

Hello,

Do you know the Rochester method?

I don't know if it uses word for word English phrases or it uses the entire word with

Email to Cathy Chou, baldev khalsa, and way ne tho mas on December 20, 2004

do you know if rubber ducky would be fingerspelled like this: rubber ducky you the one

you make my hot tub a lot of fun.

rubber ducky, I am awfully fond of you.

yes, rubber ducky, I am awfully fond of you.

rubber ducky, my very best friend is you.

or is it like this?

rubber ducky, you're the one.

you make my hot tub lot's of fun.

rubber ducky, i'm awfully fond of you.

yes, rubber ducky, i'm awfully fond of you.

rubber ducky, my very best friend is you.

how does one insert apostrophes, or is it not done?

any help you can give me would be good. i'm in a place where I have to pay for internet access and I didn't get the chance to go to the library to research materials there.

jeffrey

Friday, 24 December 2004

For 2 hours I have been working to change the prototype per Chris's suggestion. To break all the frames lines into separate scenes. As of 10 pm, every time I cut a line of frames flash seems to go into an endless mode of the rainbow "please wait" wheel.

It is now 11:47 pm and the wheel still turns 2 hours later. I will attempt a more laborious way of cutting and pasting to see if I can separate the frames from the classroom scene. Oy it is late. I tire of working on such a pithy little machine that can handle multiple powerful apps at once but cannot seem to do a simple task of cut and paste. Is it flash on a mono processor or is it something else? I do not know. My sense it's flash. I hate flash and I pray and hope and desire that director will give me better results.

Good night and Merry Christmas.

Jeffrey

Saturday, December 25, 2004

Spent today testing people on the ASL Fingerchallenge navigation. so far it is overwhelmingly positive. All liked the interface the look, colors, typeface I will begin to keep a percentage log. several things became clear: Lessons button should be renamed maybe to "Practice"?

after user clicks start here, it should change to "Lessons"

Lesson title could use a redundant drop down menu

Test level start button is a little unclear.

The Video is too FAST.

Today I start keeping hours on my work again.

Played SCRABBLE with my sister and mother then I began work on separating all the frames into it's own layer in a separate scene. I did this while watch FIRST KNIGHT with Matt starting at about 10:30 pm.

From: jeffreycougler@mac.com
Subject: committee meeting 2
Date: December 25. 2004 8.33.32 PM EST
To: cbjpgd@rit.edu, bkknss@rit.edu, JCVFAA@rit.edu, cwcnvs@rit.edu

hello,

merry christmas!

i've been testing my navigation prototype and so far the results are positive and some informative tweaking...

will yo all please pick 2 or 3 dates that will work for you concerning committee meeting number 2.

Monday January 10, 1-2 pm

Tuesday, January 11 1-2 pm.

Wednesday, 11-12 or 1-2 pm

Thursday, 9 am - 2 pm.

I am out of town friday.

I apologize for my limited availability, i'm prtty much in class from 9 am - 5 pm MTWTF.

if none of these work for you could you meet at a later time like 5 pm?

if none of these work for you please suggest a time and if 3 of you can meet at that time I will see if I can get excused from a lab to have the meeting.

thanks and happy new year.

jeffrey

Sunday, December 26, 2004

What a buggy program FLASH. I did ask chris suggested and separated all the class room and help frames into it's own scene. it seemed like such a waste of my time to do it this way. why FLASH would copy 2 columns of frames no problem then make the rest impossible I do not know. but I achieved 90% completion before I went to bed at 2 am.

Worked at trying to get some journal entries onto my web site. I have a template set up now, but I still need to code it so I can navigate through them. all this tech stuff seems to take me so long to did not do anything except return to rochester, did some shopping and started to clean my room.

Wednesday, December 29, 2004

I went to school to work this evening. I did the following: finished transferring the different frames to their respective scenes.

In the "Start Here" drop menu, I eliminated the Final Exam button. It didn't make sense to have that button when they were clearly not ready to take the exam at that point.

built a drop menu called "Main Menu" which contained "What is ASL," "Deaf Culture", "Alphabet" and "Final Exam".

Changed all the "StartHere_mc" drop menus to "MainMenu_mc. Then, changed the instance name to MainMenu_btn. I then change all the button names in Actionscript. But when I tested, they wouldn't work. In Reanalyzing the code, I found a couple of instances where I forgot to change the instance name and tested again. This proved unsuccessful again. When I realized that "Start Here" worked with no problem, I said, "fine!" I copied pasted the "Start Here" actionscript and button back into each scene. then I swapped the "StartHere_mc" with the "Main menu_mc" and kept the instance name. When tested all the drop downs and buttons work. Although i'm satisfied with the solution, I am disappointed that I failed to rebuild the script for these instances. This tells me, one, I either still don't understand actionscripting or two, i'm simply a bad editor. perhaps there was one other line I did not see that needed changing... editorial work is my weakest skill. I could look at formula a dozen times and still miss a simple small mistake. it's frustrating. Sigh.

rework the colors for the different sections. I used a hierarchy of ROY G BIV with red being the lowest level and violet being the final section. A couple people I tested said green that means go. Therefore, Green was chosen for "Home". Yellow for help, meaning it gives information like highway warning signs. I will continue to ask people about my color choices.

worked on creating the drop down menu for the fingerspelling practice levels. my desire was when user is in "First Time" scene or "Classroom" scene and click on alphabet button that Flash goes to "Levels_Menu" scene and picks a lesson.

Thursday, 30 December 2004

7 am -9 am

I got up and continued building the Alphabet drop down menu. my goal was to have it working by 9 am which is when Cathy Chou was coming to be a test user. I finished building it and I loaded it into the ASLF12_24 and hit test movie. The drop menu failed to drop immediately upon entering the scene. The user must click on the Main Menu to get the buttons choices to drop. therefore I need to figure out which part of actionscript needs to be canceled, so it drops then closes when the user clicks the desired button and enters the desired level. I tried coding it to go to frame 2 instead of frame one which has a stop action, but that didn't work. sigh... I ate breakfast until cathy arrived at 9:20 am.

9:30 - 11 am Cathy chou came over to be a user tester. I showed her both the prototype I've been using and the one i've been building.

we also discussed code and variables and I explained that I do not seem to grasp the concept of variable. she worked with me and explained it in a way that was clear, however it seems that despite my understanding of the logic, what I fail to understand is why the modular coding I think i'm using will work in one project but not another. Chris is also baffled. therefore, cathy thought it could be a flash thing. she was encouraging in that she said my logic is correct but my language might not and if chris is baffled then she will not be able to help either. this is all very discouraging as I think i'm pretty intelligent and have a logical mind, however it takes me a while to "get it". although once I "get it" I really do understand and can even teach it. I do ope this changes and it makes me wonder where this will all take me....

anyway in watching cathy it became clear: I need to change my log in level selection so that if someone clicks on the user level word it will make the change.

I couldn't explain why when she typed her name into the "student" input name the following scenes say her name is "UNDEFINED" in the "Student" dynamic text box.

On my survey... The drop menu are effective. I was advised a better phrase would be The drop menu are look and act like buttons. in reviewing, I now wonder if the colors are effective. might read better as The color choices are good and placed appropriately. I sent cathy and chris an email asking, what they think.

I moved the off stage items further away from the stay so they don't show up unintentionally when I make the flash projector full screen. I have a wide screen monitor whereas my project uses a 2x3 prportion.

I also sent the following email:

From: jeffreycougler@mac.com
Subject: director MX 2004
Date: December 30. 2004 11.17.55 PM EST
To: Nancy Ciolek <nacfad@rit.edu>
CC: Chris Jackson <cbjpgd@rit.edu> Cathy Chou <chou@mail.isc.rit.edu>

hello nancy,

I hope you ahead a nice christmas day and your break is just what you needed.

I talked to chris recently and he suggested attending his lectures on using DIRECTOR MX 2004. since it's been over a year since I used director a review would be helpful, as i'm getting ready start to building the Director version of my ASL Finger Challenge project

the problem of course is his lecture is during digital

typography lab hours.

would you have any problem with me attending chris's lecture instead of the lab?

Your reply will be appreciated.

happy new year.
jeffrey

Saturday, 1 January 2005

Happy New Year!

Determined to figure out the Levels Menu Problem. Created a new file to cut and paste frames. From the I simplied the timeline by deleting the closed and open frame for the levevels. I figured I didn't need them.

Created a mask of the shape where the drop menus appear. did this by merging ManI Menu Mask and Levels Menu Mask.

Detelte the actionScrpt for the Levels menu.

Basically I reproduced the start Here menu timline and allowed for the frames which animate the enitire two teir drop down

I was really tired by the end of doing this 2.5 hours of work, I went and took a nap

Sunday, 2 January 2005

I wish there was an easier way to journal... maybe I have to write and report while working rather than summing up as I go along. It's just another step that makes my evenings longer. UGH!

Again determined to get my levels menu working.

Came to RIT at 9 pm and used my dual processor station. Keyboard functions such as copy frames and pate frames work on my powerbook which slows me down.

Copied and pasted the new 10.Main_Levels frames into prototype.

At one point I realized I overwrote the video controls on Level Alphbet video, therefore a created a new Flash File called ASLFC_0102., then opened the previous file which was on my powerbook.

tweaked all the scene layers by originizing all the actionScript into orginized and related functions, so I can sak Chris what certain codes mean.

organized the frame layers heirachy to make forward item in fron and recending items in the rear as required.

At 12:20 am January 3, 2005 testing showed the following problems: Student Name is Undefined!

Cannot get the Start Here Main Menu and Main_levels Menu to drop down on enter frame of FirstTime, Classroom and Levels_Menu Scene. I tried to tell action script drop down status = 1, I tried go to frame 2 of movie clip, I tried other possibilities which did not give me the desired effect. for now I inserted "click main

menu..." instructions.

Hitting Return takes me to the Oops1_frm

Help Scene > Main Menu drop down does not work, although it has the samescript as scenes 4-19.

Help Scene > Clicking the Help button causes Start Here Menu to appear and drop down. A second click closes the Start Here Menu and then Start Here Menu will disappear.

Question do I need a skip Into Button?

Put white background behind Final Exam text in "up" frame, tweakeked so it wouldn't cover line of Alphabet Button.

Levels_Menu Scene > Menu on click Main menu the Menu drops but the Mask is not working. User can see the meues dropping as they alpha up. the desired result is user sees menu buttons appear after it falles below the line or the Blue Bar. Same with closing, user can see the buttons alpha down. wrong... grrr.

The Alphabet Button will sometimes take you to the alphabet video instead of the Levels Scene as instructed in action script.

Level 4 Scene > The Main Menu Refuses to work although the buttons as instructted by actionscript. The button and frame are lableled correctly. Had to go to "home" to get to level 5 and above.

In Alphabet Video Scene > Fast rewind and Fast Forward do not work.

In FirstTime Scene, Alphabet buttons takes you to the Alphabet Video. In checking actionscript, instructions were to take you to Levels_Menu Scene, 2. Changed instructions to Levels_Menu Scene, 1. In retesting the movie the button now WORKS properly!

also found "LevelsMenu_mc.gotoAndPlay(2);" deleted I don't think it was needed. Upon testing I didn't see any difference.

Main_Levels Menu movie clip > the buttons info was difficult to read when in drop down mode and a graphic was in place. A white "finger" background at an 80% alpha was pur behinf the type. This allowed user to read type easier.

Waiting for the movie to render is a test of my patience. HURRY up it's almost 2 AM. I wanna go home!

I couldn't proceed without help. At 2:20 am I stopped working; went home to bed.

Tuesday, January 4, 2005

During Digital Video Jim did a user research test of prototype. When he saw the "Student" name was "undefined", he opened the ASLFC.fla file to see if he could find the ActionScript error. He couldn't find the problem. He said my script looked correct. He quit after an hour saying it was giving him a headache. He promised a solution soon.

Changed the content frames giving the user a little more instuxctions on where to go next. This meant oening ILLUSTRATOR and changing all the .aI files then convert to SWF and import into Flash.

I tested the movie and realized I wanted to put an introduction on the opening screen giving the user information on what onwhat to expect and do

Wednesday, January 5, 2005

When I tested JonI with my prototype it became clear I needed to change the frame content to help people with navigating through the prototype. Otherwiose her feed back was positive. She also made a comment that made me realize I need to adjust the survey sheet. Before the end of the morning I reworked the content. showed it to jim and chris and the form now looks like the following page: January 11, 2005

around 1am, I finishhed typing. When I plate the movie clip into the content frame, my computer crashed. I cried out to GOD, hoping that I saved the work I had imported, relabeled and put into the appropriate folders. I forced restart the CPU. when it started up, I opened the file I found all I lost was my typed statement. at that point I quit FLASH. Then, I backed up my files and went home at 1:20 am.

At 6.30 I was going to work onm my digital video, but the computer I needed to use for get my footage downloaded crashed 5 times. I gave up and decided to work on my Advanced Computer Graphics project which will be the quiz for the Level 1 of my thesis.

found the back ups of the photoshop files, tweaked some of the paths as need to mak them all consistantly detaled. The paths levels were converted to ILLUSTRATOR CS files.

took a break from 9 pm to 10.45 pm to attend a club meeting. It was a waste of my time.

Returned to cgd Lab from a meeting and worked until 12:30 am. Upon completing the conversions, I went to work on P, Q and Z, which to my disappotment need to be rephotographed... Groan. I have so mucch to do!

Thursday, January 6, 2005

At 7:30 I was going to work on my digital video, but I was tired and I wanted to get the protyped tweaked for my meeting with Chris.

I did the following: Reworked the Exam content, corrected level 5 content, Level 1 content and created level A content. Placed into Flash.

Wrote the introduction statement in word with intent to send to chris and cathy.

Adjusted the type size for the input text box from 72 point to 12 points.

Help scene > Found a second ActionScript in an incorrect frame. I removed and tested movie, thinking this is why the scene works incorrectly. No luck. Help still works

buggy. sigh.

Doubled check scene 4 for the same problem. didn't find anything unusual. oh well.

Tried to solve the problem of how to guide user to level one after the video was finished. a content frame didn't work because the video covered the info. I think I will create a new scene that the video goes when the video stops. That should work.

Anyway, it's late. I need to do some work on Digital video.

Friday, Jaanuary 7, 2004

Chris did not meet with me today as planned. We rescheduled for tusday, January 11, 2005 at 12 pm.

at 4.30 I created an ILLUSTATOR swf file which instructed the user to go from the video scene to scene Level_1. added the scene "Level-A, buy duplicatiing Scenne "Level_1) changed the label to "Level_A and change the frame label to Level_A_frm. Changed stop (); to play () ; first I told the actionScript to gotoandStop (ìlevel_A", 1):, but, that didn't work
Date: January 20. 2005 9.41.36 AM EST

From: jeffreycougler@mac.com
Subject: missed appointment reschedule
To: cbjpgd@rit.edu

hello chris,

we had an appointment on Tuesday, january 18 at 12 pm. I waited until 12:35 pm then went to lunch with 5 females from my class.

the good news is, I have actually solved some of my my minor problems! some irritating non working instances are now working. what needs to be done now is to work out the final coding for the intro and survey and fix the masking problem. I was truly hoping for a completed SWF for my meeting today.

oh well. life continues.

when can we reschedule so I can finally put this on the web and in your inbox for grading to rid my grade report by one F.

thanks you for your time in this matter.

jeffrey

On Jan 07. 2005, at 1.48 AM, cathy wrote: January 6, 2005

Jeffrey Cougler wrote: hello cathy,

 I thought i'd put the following on the first page of the finger challange. what do you think?

jeffrey

<statrt>
welcome,

You are about to experience the prototype for my thesis. It contains

the menus, buttons, graphics, illustration and feel of the finished project. Although you will have a lesson on the Deaf finger alphabet and ASL, you are not required to learn anything.

What I ask is the following:
1 > Open and make your way through this prototype.

2 > Fill out a brief survey about your experience.

Please, feel free to offer criticisms, or suggestions ... oh, and of course complements are welcome too! :)

The entire process will take less than 20 minutes.

Thank you in advance for your time. I greatly appreciate it.
<end>

On Jan 07. 2005, at 1.48 AM, cathy wrote: HI Jeffrey,

That sounds pretty good. It sets up an expectation that orients the person to what you need them to do. (BTW, compliments is spelled with an "i".)

Wedneday, 12 January 2005

HI Jeffrey,

Sorry I haven't gotten back to you sooner. I have been sick since Friday. Let's do Thursday, Jan. 20th at 5pm. That will work out for everyone.

Let's reschedule our meeting to help with your Flash prototype from yesterday. How about tomorrow afternoon. I have a 3D critique and don't anticipate it going the full three hours. Or, we can meet Friday morning around 10:00. Let me know.

Chris

Thursday, January 13, 2005

On Jan 13. 2005, at 9.24 AM, Jim Ver Hague wrote: hi jefrfrey,

Surprise! Yes, if you are using scenes you need to go to a particular frame within the scene.

The script should work. It strikes me that you are using a rather awkward naming convention for your movie clips -- see if you can simplify it and you should have fewer problems. I know the script works so it is almost certainly some kind of typo.

I won't be in until this afternoon but will do my best to get to you before you leave. I always enjoy stopping by joking, laughter and problem solving.

Jim

HI Jeffrey,

Real glad about the videos and I'm still... surprised at myself. When I watched myself on your video, that's what I said, "Wow, I did that?" LOL. Sounds like your instructor is happy and that's great.

Hmm, I don't know which one.... all I have is a DVD player. Not on the computer. Sammy doesn't have a driver, but I am hoping to purchase my very first laptop

later this year. Probably the final project as you edited for the best results. That'd be fine. Can you make two copies? OK, great!

When do you want to get together? It will be very cold outside next week... around 15 F. BRR!!

ehugs,
WAYNE

Date: January 13. 2005 12.55.07 AM EST
From: jeffreycougler@mac.com
Subject: prototype
To: JCVFAA@rit.edu
CC: cbjpgd@rit.edu, cwcnvs@rit.edu

hello jim,

jim, I used the action script that you provided me with on week 4 file name jeffTest.fla.

in short, it did not work.

in my disappointment, I thought "well, maybe it's because my prototype is built using scenes while jeffTest.fla actionscript is told it to go to a particular frame, within a scene.

do I make sense? i'll be surprised if you say, yes. lol.

anyway, using jeffTest.fla I added a second scene, cut the frame layers containing the dynamic text in scene 1; pasted it into scene 2. then rewrote the actionscript as follows: gotoAndStop(ìScene 2", 1);

when I tested the jeffTest.fla movie. it worked!

so I went back to my prototype made the appropriate actionscript changes, clicked the "check syntax" button which says "this script has no errors" and thought in theory the changes I made to the prototype should work, AND of course, i'm wrong. in testing my prototype, I got the following error message >

Error Scene=Log_In, layer=logInAction, frame=6:Line 4: Syntax error. 03_oops1_mc.ok_btn. onRelease = function() { Total ActionScript Errors: 1 Reported Errors: 1

I love flash. NOT!

my next test will be to rework jeffTest.fla to match the the instance name in the prototype and see if I get the same error message.

it's 12.54 am. i'm tired, i'm going to bed.

I will be in the studio starting at 10 am to work on my quiz game for next week. if you are around, please stop by for some joking, laughter and problem solving.

it will be appreciated.

also, I am leaving for NYC at 3 pm, today thursday, january 13, 2005. my boss from my world trade center days is retiring and the gang wanted me there and arranged the party to accommodate my RIT schedule. I'm deeply touched that they would accommodate me, so of course i'm going. it feels good to be welcomed with

such open arms.

I would appreciate your help with my games be fore I leave.

thank you for all your attention and help in these interrelated matters.

jeffrey

Thursday, 20 January 2005

hello,

this is a friendly reminder that there is a ASL Finger Challenge Committee meeting today,

January 20, 2005
5 pm
Booth Building 7A
room 1305

Topics to be covered:

Review of previous meeeting

progress of prototype, ALMOST THERE!

results of prototype survey

transition to Final Director Version

Sample Quiz progress

review of letter forms

entertaining music video which is planned to be included

discussion on animation versus live digital video.

questions answers, opinions on progress.

for anything I forgot please jot them down and will fit it in as required.

thanks for your time and efforts. as always it is appreciated.

see you at 5 pm.

jeffrey

Date: January 20. 2005 9.54.06 AM EST
From: jeffreycougler@mac.com
Subject: missed class
To: JCVFAA@rit.edu

hi jim,

I apologize for missing class yesterday. I really had to go home to bed.

I understand we had a discussion about thesis.

did I miss a lecture?

my game is still being built. can I have an extension for next week. you will see my progress this afternoon. i've been so focused on my prototype, I have been neglecting ACGD.

I apologize. also i'm finding I remember very little of Director so my progress is slow indeed as I relearn it again.

do you have time this afternoon with my prototype. chris missed our meeting tuesday, to fix one problem and code 2 other aspects of the project and then it will be finished and ready for the meeting, web posting and grading.

please let me know.

thanks
jeffrey

On Jan 20. 2005, at 10.01 AM, Jim Ver Hague wrote: hi jeffrey,

I got your note yesterday about missing class -- no problem.

we talked a little about thesis and when things needed to be done for the thesis show. I have given becky a to-do list from last year that your class can use as a guide.

yes, you can have an extension for next week. I am using lab time this afternoon for helping with problems and will be glad to meet with you.

jim

On Jan 20, 2005, at 9:54 AM, Jeffrey Cougler wrote: The Following is a list of problems solved: PROBLEM> Scene LogIn > When user clicks on "StartHere_btn", Flah take user to Scene "FirstTime". because the menu does not rolld9own the usere is confused by the but contiueing to say "Click". Why does it say, "Click"? the Lessons button which user is instructed to click is in the exact same position and hotspot area as "StartHere_btn"

SOLUTION > moved "StartHere_btn" down 20 pixel therefore when user gets to "First Time" the mouse is off the hotspot area, which will hopefully solve the "what's going on what do you want me to do and where is Lesson button?"

PROBLEM>Scenes "Introduction", "ASL" and "Deaf Culture" has various Typos.

SOLUTION> Corrected the typos

PROBLEM> Lesson Level rollover was 20 pixels high while "Help", "Quit", "Start Here", and "Lessons" were 30 pixels high, which made for some inconsistency.

SOLUTION> Teachers suggested making the Lesson Level, "Help", "Quit", "Start Here", and "Lessons" button roll over be 20 pixels high. Why? To create consistency and a hierachy between the fully active buttons as listed and the drop down menu buttons.

PROBLEM> I didn't like the 20 pixels solution

SOLUTION> I made all the active Buttons roll overs 30 pixels high.

PROBLEM> Scene "First Time" and Scene "levels_Menu"> I want roll down menu to drop automatically. I think it's annoying to force user to click again when entering the Scene and Frame.

Solution > I don't know. i've tried cancelling out the

open/close action script. changed roll down status from 0 to 1, which is suppose to mean drop the menu! I tried... go to and play frame 2. oh and I tried... nothing seems to work.

PROBLEM> Scene "Log In" > I need a codes that does the following:

When user is in "LogIn_frm", and forgets to select a skill level, go to "oops2_frm".

When user is in "New_frm", "beginner_frm", "Intermediate_frm", "Advance_frm", or "oops2_frm" and user forgets to type in Name go to "oops1_frm"

When user is in "ìoops2_frm", has typed in Name, has selected a skill level, go to Scene "First Time", 1.

When user is in "ìoops1_frm", has typed in Name, has selected a skill level, go to Scene "First Time", 1.

SOLUTION > as of today I know not.

PROBLEM> Survey Scenes > when user clicks on a strongly Agree, Agree, Nuetral, Disagree, or Stongly diagree rollover movie clip, swap the movie clip with a visual cue that a statement has been selected.

If user changes mind about the agreement statement, the new selection becomes the active selection.

SOLUTION > All I know is a swap needs to occur. How do I do that? I know not.

PROBLEM> Be able to email the survey to me when complete.

SOLUTION > I know not.

PROBLEM> If user hasn't finished survey, ask if user do you want to complete survey or to please send as is?

SOLUTION > Duh?!

PROBLEM> When the "Menu_Levels_mc" rolls down the User can see the menu alpha up and roll down before I intended. Where are the buttons suppose to begin to appear? after it falls below the bottom horizontal lines of "Lesson" button and "Alphbet" button.

SOLUTION > Dear GOD, please send a solution!

PROBLEM> Scene What is ASL and Deaf culture user can see the teachers iris and pupils as eye blinks.

SOLUTION > Need to swap the JeffreyBlinks2_mc with JeffreyBlinksBenday_mc then change the Alpha to 100%.

PROBLEM> The mouth does not seem to animate.

SOLUTION > Check to see if the correct movie cip is in place and whether there is a play actionscipt attached inside the movie clip.

On Thursday, January 20, 2005, at 07:01AM, Jim Ver Hague <jcvfaa@rit.edu> wrote: hi jeffrey,

I got your note yesterday about missing class -- no problem.

we talked a little about thesis and when things needed to be done for

the thesis show. I have given becky a to-do list from last year that

your class can use as a guide.

yes, you can have an extension for next week. I am using lab time this

afternoon for helping with problems and will be glad to meet with you.

jim

On Jan 20, 2005, at 9:54 AM, Jeffrey Cougler wrote: > hi jim,

> I apologize for missing class yesterday. I really had to go home to bed.

> I understand we had a discussion about thesis.

> did I miss a lecture?

> my game is still being built. can I have an extension for next week.

> you will see my progress this afternoon. i've been so focused on my

> prototype, I have been neglecting ACGD.

> I apologize. also i'm finding I remember very little of Director so my

> progress is slow indeed as I relearn it again.

> do you have time this afternoon with my prototype. chris missed our

> meeting tuesday, to fix one problem and code 2 other aspects of the

> project and then it will be finished and ready for the meeting, web

> posting and grading.

> please let me know.

> thanks
> jeffrey

On Friday, January 21, 2005, at 10:40AM, Chris Jackson <cbjpgd@rit.edu> wrote: >HI Jeffrey,

>I just read your meeting minutes. I concur with your notes.

>Good job!

>Chris

>Professor Chris Jackson
>Computer Graphics Design
>School of Design / CIAS

hi chris,

thank you,

please remember our meeting on tuesday, january 24, 2005.

i've been a bad boy and created a flash version of what we discussed at the meeting ie menus always up and visible. I plan to test both and on different people to see which one yeilds better navigation results. although it's a bit buggy now I think I can solve the problems quickly.

i'll show you the results on tueday, and continue with building and prepping the best I can in director mx 2004.

have a great weekend.

jeffrey

On Friday, January 21, 2005, at 10:40AM, Chris Jackson <cbjpgd@rit.edu> wrote: >HI Jeffrey,

>I just read your meeting minutes. I concur with your notes.

>Good job!

>Chris

>>Professor Chris Jackson
>Computer Graphics Design
>School of Design / CIAS

Wednesday, January 26, 2005

hello Baldev Kaur and Cathy,

would you consider ZZ to be part of the fingerspelling alphabet?

I remember the first time I saw it and went HUH?!

additionally this would make 27 letters> 3 neat rws of nine buttons for the quiz 1.

if you think not I could do 2 rows of 9 and a center row of 8.

your reply would be appreciated.

jeffrey

hi baldev,

thank you. I will include although it is another transition to draw.

jeffrey

Greetings Jeffrey,

I think you can include it. Anyway to mark it as a special character or

NOTE: or something? It should follow Z and maybe give an example "BUZZ"

or something.

BKK

Jeffrey Cougler wrote:
> hello,

> would you consider ZZ to be part of the fingerspelling alphabet?

> I remember the first time I saw it and went HUH?!

> additionally this would make 27 letters> 3 neat rows of nine buttons for the quiz 1.

> if you think not I could do 2 rows of 9 and a center row of 8.

> your reply would be appreciated.

> jeffrey

Greetings Jeffrey,

Good Morning. I just got a chance to look at the letters.

G, Q, Z, and P look fine.

D the touch with thumb to middle finger is fine, BUT the ring finger and

pinkie need to be next to the middle finger rounded and making that part

of the d look deep.

J needs to have a slightly different angle of the hand in the final

position. It can start with what you have palm direction to the side,

BUT it need to end with the palm NOT straight in/back but slightly

angled back. If I use the reference palm straight forward as a

reference point and you have your drawing palm direction as one-half

back, you would need to end with palm direction three-quarters back.

Does that sound clear to you? Or do you need to SEE what it looks like?

Sorry it took so long.

My car broke down on the expressway on Tuesday evening and I have been

depending on rides and am not able to be here as long as I would like. I

had and appointment cancel this morning so I had some time to reply.

Baldev Kaur

:-)

Jeffrey Cougler wrote:
> Good morning Baldev,

> I hope you enjoyed the pretty snow we got this past week end.

> good news. I have finished tracing the letters were

incomplete or incoorrect. These were D, G, J, P, Q, and Z. will you please check to see if they are coorect before I start tweaking them. I would like a reply ASAHP (as soon as humanly possible). a couple of my projects depends on their acuraccy.

> can you please let me know when you can look at them?

> If you can't get to them right away I will use them as is until I can updater them at a later date.

> all 7 gif files should not have problems with it on yor mac. if you do have problems let me know.

> thanks
> jeffrey

Saturday, 29 January 2005

hello jim,

i've been having a bad streak this week end in terms of my digital video project.

part of it is my perfectionism in trying to do the alphabet perfectly in one take the other, technical problems.

first of all I broke one of the long bulb lamps on friday. I tripped over a cord and knocked it down. the bulb blew and the protective glass case broke. I replaced the bulb via BULBS DIRECT in bushnells basin however I don't know where to find a replacement glass.

I lost 3 hours doing that. then later on one of the round lamps bulb blew via ?????? being it being saturday all the places that sold bulbs are closed, so I wasn't able to replace the bulb.

when I returned on friday and got all set up, one of the other students interupted me, because she were holding someone captive to photograph. being the nice guy I am I let them work while I reviewed what I had. of course... I wasn't smiling and was looking way to serious. shadows cast on my face and elsewhere was another proplem as everything is white. I kept trying to figure out how to get rid of those shadows. eventually, I decided to wait until today saturday.

again people ask if they could go before me, and again I was a nice guy, when I finally had my turn I realized I forgot to wear my hearing aides today... grrrrr.

so...

I know these are all dumb excuses... as of midnight, i've decided to go home and return early sunday to try once again.

at this point I don't know what to expect by monday...

baldev kaur says there are correct ways to do the finger letters and my bad habits get in the way of doing them correctly, while wanting to create a live video that is smooth with minimal editing.

sunday morning I will see what I come up with for monday.

I will keep you posted.

jeffrey

hi jeffrey,

you caught me at a good time -- I just happened to be checking my email.

my suggestion is to go with what you have for now. you can lighten the footage in FCP using video filters. this should

both lighten you up as well as minimize the cast shadows.

also, you might try the following:

   - put a white rectangle in V1

   - put your clip in V2

   - apply a garbage matte on your clip

   - luma or chroma key the background in your video ckip

hope this helps.

re: your email from last night -- I appreciate the kindness you showed

your fellow students in letting them go first in shooting -- I hope

they did as well.

hang in there. remember that what doesn't kill you makes you stronger or so they tell me)

jim

all in all, the project was completed.

I had good feed back and jime work with me on how to correct my imagaes and get things to move.

of couse it was simple... why I couldn't figure out only the divine knows for sure.

jeffrey

From: Jeffrey Cougler <jeffreycougler@mac.com>
To: Cathy Chou <cwcnvs@rit.edu>, <jcvfaa@rit.edu>, Chris Jackson <cbjpgd@rit.edu>, Baldev Kaur Khalsa <bkknss@rit.edu>
CC: <jeffreycougler@mac.com>
Date: Mon Jan 31, 2005 03:55:55 PM PST
Subject: committee meeting #3

hello,

guess what?! it's week 8! oy...

based meeting number 2, I figured the best time to meet would be thursday, february 17, at 5:00 pm.

does this work for you people?

if not, anytime during the week of february 21-25 would work for me additionally, I will have more to show. please allow 2 hours for the meeting, it seems there's always much to discuss...

please let me know ASAHP when you'd like to meet.

if you vote for exam week, please choose 3 different days that will work for you. hopefully one of the days will be everyone's choice.

thank you in advanced for your cooperation.

Jeffrey

Monday, 7 February 2005

Today sucks. I thought I was going to like director better than Flash. All my project is doing is giving me one road block after another.

The png buttons I spent 3 hours creating are the wrong colors. They are not even close.

All of a sudden I'm ignorant and have no idea what to do or how to do my project. I also feel like a total idiot.

I read the instructions on how to add a color to the color palette and the instruction I follow lead to nothing.

Additionally the digital video I want to do in Final Cut Pro is giving me technical problems power wise I need good lighting and the lamps we have keep blowing fuses. I'm totally depressed right now and want to go home and go to bed for a while.

Ugh.

Jim had to leave early today. I'm tired and frustrated and simply want to sleep. Yet I have to much to do to allow myself.

I wish I knew what to do.

Thursday, February 2002

General feeling for the day,

Excited by the possibilities of this project and the many ideas I keep

generating to make it a very useful tool indeed.

I'm still here, plugging away! If you know my history you'll know what

February 17 signifies for me... and I won't tell you here...

Also, totally EMBARRASSED.

Complaints and Problems of the day

I cannot remember how to do any Lingo, I.e. make buttons roll over, activate and how to make them work in general

The books I have are unhelpful because they tell me what my scripts need to say but not how to apply them.

I'm too impatient to want to sit and redo a lab assignment from last year which might offer me insight because I think I have other more important things to do like building some of the files that require minimal Lingo.

I fear creating more work by guessing and creating an inefficient method.

I cannot edit an existing behavior script.

I tried to edit a button Chris created onto to find I keep putting in the wrong lingo. Play for example gives me an error message, and I don't know the lingo to instruct a button to go to next frame and play until it hits a hold on "frame"

My weakest skill is scripting coding and creating the very kind of files I was hoping to have some proficiency with at this point and time. Unfortunately I seem to always forget how to do what I consider very basic scripting. If I could create an online file's) that was easy to update daily, I would. I'm sorry, embarrassed and ashamed to say... for a second year CGD student this is WEAKEST skill and the reason why I came back to school. I feel and judge myself as stupid, because I see others zipping away creating interactive thesis journals and I'm still using the print media method. Additionally, I'm sad that my class is the one class where I and Lisa hammock are the only student in lab working on a daily basis. Everyone else works at home and therefore my access to others beside my instructors is very limited indeed. Additionally, I feel like I bother them too much with all my ignorance question.

Sigh.

Questions I have today: If I bring a live type digital video into my A>ZZ movie how to I get a white back ground? I thought a LIVE type DV was a transparent overlay.

How can I better use my time when building my work and keeping my interactive online journal updated?

Monday 21 February 2005

Today, Jim work with me on swapping issues, I now know I can swap and not worry about whether the file will be distorted because the swap item is large and a different proportion than the button being discarded.

I mostly managed files and replaced files that were altered in some way.

My biggest on going task is keeping an eye on my files making sure all files are where they need to be. I still find that I lose information because of a poor "save as" occurrence, but...

I seem to be missing some files I made on Saturday night, around 10 pm. I hope I find them.

I received the following email.

From: Chris Jackson <cbjpgd@rit.edu>
To: Jeffrey Cougler <jeffreycougler@mac.com>
Date: Mon Feb 21, 2005 10:20:50 AM PST
Subject: Re: where's jeffrey?

Hi Jeffrey,

Hope you are feeling better.

I understand that you don't want another incomplete. I will be in my office tomorrow from 10 to 12 if you want

to stop by for help or advise. The rest of the week I am booked with classes and grading.

I spoke to Jim, and he said he would be in touch with you to discuss your quiz. Maybe the two of you can work something out.

Let me know how you wish to proceed.

Chris

Professor Chris Jackson

Computer Graphics Design

School of Design / CIAS

Tuesday, 22 February 2005

So...

How many times am I going to have to keep making the buttons for this project? Sunday I SWEAR I made new eps files and saved the up, down, and over states into swf and organized them into neat folders.

Then I started to import while deleting the color inaccurate png. But on Monday when I when I tries to finish replacing the png with the swf, none of the swf were there.

Is it possible that I was working on a back up version and overwrote the file? Yes it's possible. It's possible. Sigh.

Now I'm doing them all over again.

This time had better work... grrr....

I'm also reviewing lesson 7 from week 4 authoring multimedia.

Oh and I ordered a new back up drive to the LaCie Porsche USB is damn SLOW.

Onward ho!

6.30 pm

At 4:30, I left a note on Chris's door to see me, I guess Chris left early and before I had a chance to meet with him. grrr...

I just found 3 swf files of the series of buttons I made in my folder... so the big mystery is where are all the others?

I may never know...

Sigh.

Wednesday, 23 February 2005 12.55 am

Good greif, i'm so tired. i'm falling asleep sitting up. building all these buttons and tweaking them based on the committee review is so time consuming.27 buttons x 4 the Illustrator document, Open, paste color pallette, hide color palatte, select all, make sure all layers are unlocked, select center point for X and Y axis, type 396, hit tab, type 306, change color as needed, export, type _down, click export, Oh, shoot, that's the wrong dialogue box, I forgot to select Macromedia Flash (swf), hit

cancel, try again... export, select swf, retype _dwn, hit export, hit ok, select, hide the down buttons, activate the over buttons, hit export, copy paste, type, up.swf, over.swf, down.swf, save, repeat. Then there's all the naigation buttons times 4, the fingers, big and small times 27, in mulitiples of colors, keeping the document set ups consistent... centered on top of each other, stacking so I can find items easily, naming them so I can remember what layer is what, it's stuffy in here... DAMN! I forgot to enlarge 125%, now I gotta redo half of them again. ugh, this feels awful.

I"M GOING CRAZY>>>

I desperately want to finish my game for jim. with persistence and the ability to stay awake, I just might be able to finish this morning or this afternoon. we'll see. i'm hungry and it's time for my meds.

9:30 pm

at 4.15 am I couldn't stay awake any longer. I took a nap on the cgd couch and slept until 8.15 am. I worked until 8.45 am which was my departure to an appointment and breakfast. I did various appointments and exporting the roman aphphabet quiz buttons until I finished around 2 pm. again I couldn't stay awake and took another nap until 7.30 pm. i'm alone now, everyone has either left for the night or spring break. i'm exhausted and plan to fix the incorrect roman aphphabet quiz buttons then go home to bed and start fresh on thursday morning.

I now need to teak the teachers x position. the teacher and it's components need to be lowered 10 pixels this mayinclude the finger letters too. I will wait on this task until break.

I stopped working at 11.45 pm. backed up my files and went home.

Thursday, 24 February 2005

Today I recieved the following from jim ver Hague

On Feb 24. 2005, at 5.00 PM, Jim Ver Hague wrote:

hi jeffrey,

sorry, needed to stay home today to grade, but am planning on coming in tomorrow afternoon probably around 3 pm. if you are in I will try to spend a few minutes with you.

in the meantime, i've uploaded a file named jeffTest. dir that may help you get started on some things. the file is located in 02_SecondYearsStudent filesjeffrey a random letter is placed on the stage with 4 buttons (you will have 27). clicking on a button will test to see if the correct button has been clicked and displays a right or wrong message. it's a very crude example of what you need.

hope it helps.

jim

I responded as follows and copied Chris and Cathy:
hi jim,

thanks.

by tomorrow, I assume you mean, friday, february 25... yes I will be at RIT. i'm plugging away at the quiz. today, I took a break from it to review chris's lessons from week 4. in order to learn what I really needed, which was lab lesson 7, I needed to do the lab lesson 6 in it's entirety. reviewing the basic lessons were good reminders of how I can work. as with ballroom dancing one can always benefit from taking or doing a lesson again.

i'm about to do lesson 7, making buttons interactive. I tried to apply the lesson to my quiz however the steps are specific to a particular director document. therefore, I decided to do the whole lesson(s). cathy looked at my quiz layout and made a few suggestions on the placement of me and my finger letters. this means a little more tweaking of the swf files but when the tweaks are complete, i'm certain I can start creating the 2 letter transitions. as well as building the QTVR of the hands. overall, I feel better and better about director. and I think the project is looking very good. i'm looking forward to user testing early spring quarter.

I apologize that it's taking me so long and to date my late nights combined with occasional crashes, where I sleep all day... I think it has been worthwhile.

look forward to working with you around 3. I will examine the doc on the server before 3 pm.

regards,
jeffrey

Wednesday, March 16, 2005

I accomplished the following: getting rollovers onto the navigation buttons and alphabet quiz buttons.From: Jeffrey Cougler <jeffreycougler@mac.com>
To: Chris Jackson <cbjpgd@rit.edu>, cathy <chou@mail.isc.rit.edu>
CC: Jeffrey Cougler <jeffreycougler@mac.com>
Date: Wed Mar 16, 2005 05:40:59 PM PST
Subject: Re: CD

hi cathy, chris

this is weird because of cathy's note below, I went into director and opened the App, and then did file open > did a "save as" onto and onto cgd HD > quitdouble clicked on director file, then got an message saying, "director is opening this file for the first time"... also the icon is a white blank "paper", not a director icon...

I don't understand what is happening...

chris please help me.

jeffrey

On Mar 16. 2005, at 12.16 PM, cathy wrote:

> Jeffrey,

> The reason why it is looking for stuff is because in your movie you

> have linked your Dir movie to casts on the "CIAS HD" server instead of

> to your local cast.

> Also, you may have two copies you are working from since the copy you

> burned does not have the new behavior still... this might be why teh

> movie folder you transferred to your laptop is not the right one. Is

> it possible you are working off a version of your Dir movie that is on

> the server?

Saturday, March 19, 2005

From: Jeffrey Cougler <jeffreycougler@mac.com>
To: Will Johansson <whj0310@rit.edu>
CC: Jeffrey Cougler <jeffreycougler@mac.com>
Date: Sat Mar 19, 2005 11:17:54 PM PST
Subject: Re: voice recording

hi will,

i'll email you around 1 pm when I should be arriving on campus anytime tomorrow will be fine.. late afternoon, early evening, my lab, your room, whatever.

I also want to ask if you would consider being a fingerspelling model for another part of my thesis, which is to do QTVR movies of the alphabet? QTVR are those little interactive movies where you can rotate the object, in this case your hand and do a 360 degree rotation so a user could see how to make like a K or P which are typical letters first time students have trouble making. I need a male hand and something tells me yours might be similar to my hands. all I need is your hands. your face would not be included.

please consider this and we can discuss it, when we meet.

jeffrey

Sunday, March 20, 2005

On Mar 20. 2005, at 2.02 AM, Will Johansson wrote:

> Jeffrey,

> If you prefer to come to me, that'd be fine as well. I'm not sure

> what time yet, as my friend hasn't come back from his music

> something like that. But I'll let you know as soon as I know. I can

> marathon or grab you from the first floor in Ellingson.

> Will

> On Sat, 2005-03-19 at 18:03 -0500, Jeffrey Cougler wrote:

>> hi will,

>> my computer lab which is in the college if imaging arts and sciences.

>> building 7A.

>> I will be there tonight and tomorrow afternoon into the evening.

>> let me know what time is good for you.

>> I will check my email more often now that I know you got my message.

>> sorry for my long delay... I slept until 2 pm today, then when I got

>> to

>> school I had a headache so I meditated for a bit before diving into

>> drawing finger letter k, which took a good hour...

>> hope to hear from you soon.

>> I could come to you... that would give me a break... but you'd have to

>> ttell me how to meet up with you as I know you need a key to access

>> the

>> dorm elevators.

>> thanks for your willingness to help.

>> jeffrey

From: Jeffrey Cougler <jeffreycougler@mac.com>
To: Cathy Chou <cwcnvs@rit.edu>
CC: Jeffrey Cougler <jeffreycougler@mac.com>
Date: Sat Mar 19, 2005 11:06:01 PM PST
Subject: thesis

hello

as you can see it is 1:45 am

I just got home from working at lab.

i'm feeling like I don't use my time well, simultaneously noticing that I don't want to do anything else but my thesis. my thesis seems to be more than enough to do right now. therefore i'm concerned. i'm not sure how to resolve my time management issues. in 3 weeks I have my c.d. rom portfolio due. i've decided that what I had done in the fall doesn't work well and decided a different

approach.

I have my 3d Flash projects due every week and the one on thursday kept me up all night.

then of course there structure of ASL which I like and have been doing the homework. Baldev kaur is a good teacher for me. it is inspiring me enough that i'm

thinking of going to gauludet to learn and get a degree in ASL, applying for a fulbright fellowship to study deaf culture in europe, I found out italy has a program... this would be for 2006-2007.

my drawings take anywhere from a half hour to an hour to complete. from there they must be insert into my AI file and scaled to match the

others and then turned into SWF either as a still or movie depending on the letter type. I still have to compose J, Z an ZZ into swf movies.

my interface still is not working correctly... and of course I still have all the scene to compile for entering into the lesson.

as far as my transfer onto disk is concern, my computer needed reformatting and my director file icons still look white and I don't remember how tech support told me how to fix it. additionally as a result of stay up all night thursday, I slept a lot today. got up at 2, with a headache, went to school, meditate to get rid of my headache, started to work around 4. fell asleep again around 6 woke at 9, went back to work... and now i'm writing to you.

additionally i'm finding I don't have time to keep up my journal and some of my emails end up in my journal because they tell where I am and how I feel about my project that it seems appropriate.

I don't know what to do and what are the correct order of my priorities are especially with my one on on 3 consultation with the faculty on wednesday and thesis defense coming in 2 weeks and my intense desire to be ready to show a project that has level ABC completed...

jeffrey

On Mar 19. 2005, at 12.04 AM, Will Johansson wrote:

Hey Jeffrey!

It's no problem, I'm still willing to voice for your thesis project.

Where do you want to meet at the computer lab... I mean, which computer lab?

Thanks!

Will Johansson
Student,
Computer Science
Rochester Institute of Technology |

Tuesday, March 22, 2205

I am so tired. I want to take a nap. Chris gave me some code to interpret and I want to start woking with it and I don't. i'm borderline depressed and i'm sick and tired of being tired all the time. tomorrow is my 3 on 1 presentation with the faculty.

I am going to separate the active GUI items from the layout items and call the cast, layout.cst.

Intro.dir handler's for quit and help are missing even

though I created the file by doing a save as, what happen to them I don't know.

Q > buttons are staying on when I roll over and off of them.

A > the script, I recieved from Jim did not give instructions to turn off on mouse leave. Chris gave me a better script that effect all the buttons instead of each individual button, you can see the new script in the ASL Architecture and Standards Manual.

I still need to figure out how to do a dynamic text box, which puts student name into each subsequent name box upon logging in.

I wish I was further along.

I found out that 2 of the correct messages were written as WRONG! good grief... I corrected it. I also changed the "try again?" message to "oops!"

Wednesday, March 23, 2005,

Last night I spent hours updating my scripts. I had all kinds of error messages and my biggest mistake was with backing up. I thought I had a current version i.e. modifications made as of march 18, 2004. last last I had was march 14, 2005, when I made a disk for cathy which was for the roman button coding that jim had given me at the end of winter quarter. Chris saw the code and said there was a better way to code them more globally. so I made the changes. was going to update my architecture manual... well I never ghot a round tuit. on tuesday march 22, 2005, chris gave me a whoile new set of code to do everything I wanted, change the finger letter add to the score, swap the roman button with a small finger letter graphic if user is right.

at one point I needed to restart and I decided to do a back up. in hindsight my back up should have been a folder name change to protect the week pf march 15, 2005 work.

my second mistake was going through and deleteing almost ALL of my scripts and handlers. this meant a deleted the sprite handler for giving "you are absolutely corect or wrong scripts. with the 032205 coding, chis didn't ake into account and now I need to refigure the code for those 2 sprites.

the code in english is as follows,

upon enter frame, check to see if the roman button matches the finger letter, if correct select one of 3 absolutely correct messages, and add 1 to the correct score and swap roman button with small finger letter graphic.

else if wrong select one of 3 absolutely wrong messages, and add 1 to the wrong_score.

I know he wrote something like this so now I need to fing it and modify... here I go... I wish me good fortune.

additionally, the correct_txt the wrong_txt. student_txt and level_hed has disappered. why? I do not know.

there is a sprite for those graphics on the layer that is marked what is suppose to go there.

it's frustrating.

jeffrey

Friday, March 25, 2005

I feel totally lost and overwhelmed.

my presentation to the faculty, I perceived to be a total diaster and a big lesson in time management. I have way more than I can actually handle. i'm scheduled to talk to jim about it and I want to talk to chris although I always feel chris is less accessable and when I talk to anther advisor, I been leaving her feeling more depressed and overwhelmed with information and ideas.

at 12 pm I cried, overwhelmed by what I need to do. Heather Smith talked with me on how I can better use my time and how to back up. this made me feel better.

today i'm going to clean my desk, orginize my notes, go home, straighten up my room, which is also messy and take the day to do mostly regenerating and thinking about how to improve my system.

on friday, I will start anew and copy all my scripts into a new cast folder, move my swf files into the director folder and rebuild.

Thursday, March 31, 2005

Today I spent anylising my different back ups and beteen the stuff on my hard drive and the DIRECTOR file on the powerbook, a workable file was created and presented at thesis committe meeting number 4.

Some tweaking was done to get it running better and code information given to make the file paths work regardless of what machine the file is residing.

I need to write the meeting minutes.

I had a headache when everyone left. I went to eat hoping my hung pains was the cause. I returned to the studio at 7:30 pm meditated until 7.55 pm fell asleep at 8 pm woke at 10 went to see 12 MONKEYS and here I am waiting for a DVD to burn. i'm on attempt #4.

Ugh!!

Writing to CD is a pain in the ass. Half the time they don't work and the other halp puts my patience on trial. when it get to writing lead out theres nothing to indicate that it's actually doing that. Therefore I decided to log my complaint while I let it do what it needed. it just flashed, I ejected disk mounted and it opened with no find XXX dialogue box.

so now i'm going home to bed.

good night.

Wednesday, April 6, 2005

thesis presentation

Thursday, Aprilil 7, 2005

slept 18 hours, I missed class as a result.

Friday, April 8-Sunday, April 11

Flash in the Can Conference toronto.

verey good very inspiring.

Friday, Aprilil 15, 2005

Reorginized my files to make it work better with the script.

created new external cast for swap_fgr. roman_btn for the choose which finger is showing.

put all the scripts into one cast fount that idf you hightlight the cast you want to mve, then click and hold on one cast member, drage to the cast tab in the cast window, that cast window will open, while continueing to hold down on the mouse drag to an empty cast panel and the cast will move and the assigned members will go with it. Yippee. Jim helped me figure it out although he couldn't do it, beause he let go too soon. taking his cue I tried what I describe and it worked. I instructed jim on how I did it.

now I have a quiz that isn't set up properly anymore, nor does it work propeerly.

the levels menu seems to be.

needs programing.

Level 01 will not work although everything seems to be in place i'm now getting script errors and I don't know what is wrong everything I tried didn't work. I guess I will need to wait for chris's help on tuesday.

Additionally, the new cast I made will not show up in the external cast folder, In checking the property menu I found it is indeed a internal cast. I wasn't paying close attention. They are now external cast, i'm all set to go.

Other work accomplished is A>ZZ animated director movie. I inserted some transition as well as the "oh, lord, please dont let me be misunderstood" text and worked the file until I got tired of listening to the song..

it was flickering for a while. I thought oh no, the swf are conficting each other! what I found was that even though I highlited the sprite and made it background Tranparent only one frame beame transparent. the other stay at "copy" and therefore opque blocking out the bacground teacher.

highlight all, didn't fix all of them either, I scrubbed frame by frame to see which ones needed changing. as of now it works fine. still much to do and need to compare to digital video movie A>ZZ.mov as made in Final Cut Pro class in February 2005.

It's time to go home to sleep and do laundry and prep for sunday's QTVR photography with will johansen as my model.

good night.

Sunday, April 17, 2005

From: Jeffrey Cougler <jeffreycougler@mac.com>
To: Chris Jackson <cbjpgd@rit.edu>, Baldev Kaur Khalsa <bkknss@rit.edu>, Jim Ver Hague <JCVFAA@rit.edu>, Cathy Chou <cwcnvs@rit.edu>
CC: Jeffrey Cougler <jeffreycougler@mac.com>
Date: Sun April 17, 2005 10:23:29 AM PDT
Subject: state of my art

hello,

the good news is, I have set up a cast for fingers letters, swap fingers, and roman fingers and scripts in their own sat library, transition will go in it's own library as well.

the bad news is. now there is an error message immediately on hit play. the translation > it doesn't work. blah, blah, blah... this isn't right... no, no no!

I will continue to look at the codes to see if I can figure it out and if I can't get it figured out by dinner time on sunday, I will wait for chris to help me on tuesday at 1 pm. otherwise, I continue with making transitions

it's getting there... i'm slow... I made progress on the A>ZZ animation i.e. the finger alphabet, putting in transitions as I have them and matching music to text. it's hard to do in director. were we told there was a way to scrub and hear the music simultaneously?

onward ho!

jeffrey

Wednesday, April 20, 2005

From: Jeffrey Cougler [mailto:jeffreycougler@mac.com]

Sent: Wed 4/20/2005 12:05 AM
To: Chris Jackson
CC: Baldev Kaur Khalsa; Jim Ver Hague; Cathleen Chou
Subject: Re: state of my art

hello chris,

sorry to read you are not feeling well. today was an inconsistent day for me too. the good news is, scott was helpful in terms of understanding DIRECTOR better. I now know what "on exit Frame me, go to the frame, end ... means... stay here, don't move... he also gave me a lesson he gave his class to do. I will do it and learn what I can.

I will be in the hot, stuffy, studio all morning working on thesis coding, I plan to see how many more improvement I can make before I meet with you. hopefully, I will make significant progress to show the 3 faculty members (at 2 pm) and my ASL class (at 4 pm), an actual working project from which I will build and have multiple fingerspelling events.

if I can meet you at 12 pm, I will gladly skip my work out, I will be in the lab waiting. if you don't show up by 12:15, I will go to plan B... to be in the studio by 1.20 pm to meet with you at 1.30 pm.

if you can let me know ahead of time that will be great. otherwise I will see you at 12 pm or 1.30 pm.

jeffrey

From Chris Jackson <cbjpgd@rit.edu>
To Jeffrey Cougler <jeffreycougler@mac.com>
Date Wed April 20, 2005 08:16:55 AM PDT
Subject RE: state of my art

HI Jeffrey,

I am still feeling under the weather. I should be in tomorrow (Thursday).

Sorry for missing our meeting.

Chris

April 20,, 2005

From: Jeffrey Cougler <jeffreycougler@mac.com>
Date: April 20. 2005 11.50.12 AM EDT
To: Chris Jackson <cbjpgd@rit.edu>
Subject: Re: state of my art

ok,

i'm really sorry, but I am stuck.

I will ask scott if he can help me.

From: Jeffrey Cougler <jeffreycougler@mac.com>
Date: April 20. 2005 11.51.43 AM EDT
To: Chris Jackson <cbjpgd@rit.edu>
Subject: Re: state of my art rescheduling part 2

oops,

hit send to soon.

what time will be good?

1 pm?

feel better.

jeffrey

From: Jeffrey Cougler <jeffreycougler@mac.com>
Date: April 20. 2005 12.08.26 PM EDT
To: Scott Niejadlik <sniejadlik@gmail.com>
Subject: director help on thesis

hello scott,

I am stuck on some coding for my thesis. I get error messages when I hit play. could you help me please? i'll buy you dinner if you can help me to a point, where I have a working model to grow from. i'm serious. chris is ill, and has been too unavailable, jim doesn't seem to know how to decipher chris's code nor can I can't make heads or tails out of his codes. I understand them somewhat but don't know how to change them to match my current casting system.

any help you can give me will be appreciated. I should have asked you weeks ago, but I kept wanting to figure it out on my own. as of yesterday it is clear I need more help and resources, your willingness to help me is appreciated and would like to make it so that it's convenient for you. I will even come to scottsville if it'll be easier for you.

jeffrey

Friday, April 22, 2005

From: Jeffrey Cougler <jeffreycougler@mac.com>
To: Chris Jackson <cbjpgd@rit.edu>, Baldev Kaur Khalsa <bkknss@rit.edu>, Cathy Chou <cwcnvs@rit.edu>
CC: Jeffrey Cougler <jeffreycougler@mac.com>
Date: Fri. Apr 22, 2005 09:01:28 PM PDT
Subject: it's working

hello,

I thought you would like to know that I now have a 90% working practice level one module. today, I tested it by making a projector and doing one session from start to finish. during the first practice session, the next button disappeared on the 13th letter (the unlucky number?). another problem was clicking the "next letter" button. it took several tries to get it to go. Jim changed the code from "on beginSprite me" to "on exitSprite me". that helped a little, but one must do a "hard press" to make the button work. a fast, light click will often result in no reaction. Jim is not sure why.

chris if you can think of anything that might help this out, when we start testing, we'll get better test results. Jim suggested I make a new projector. with the second projector, I made it all the way through. on letter 27, I got a non specific error message and it would not allow me to replay, or try again. I also noticed I need to change the secondary statement "for 3.7 points". in the practice section you only get one point therefore an appropriate place card needs to be created and that cast member exchanged. 3.7 points is for the quiz.

additionally, I need to figure out how to embed the desired fonts. garamond can be selected but not embedded. I could use TIMES ROMAN, although I think garamond is a nicer choice.

I do plan to cut and paste the new coding and write a paper about what I think its saying. to see if I fully understand. if I can decipher the coding, then I have a better chance at writing it. although I do have my portfolio, FLASH 3D, STRUCTURE OF ASL... a QTVR incomplete to do. this coming, SUNDAY, I am reshooting the QTVR finger letter sequence. I made a dolly for the model to sit on. hopefully I can get better results.

that's the good news for the day. have a good week end.

From: Jeffrey Cougler <jeffreycougler@mac.com>
To: Chris Jackson <cbjpgd@rit.edu>, Baldev Kaur Khalsa <bkknss@rit.edu>, Jim Ver Hague <JCVFAA@rit.edu>, Cathy Chou <cwcnvs@rit.edu>
CC: Jeffrey Cougler <jeffreycougler@mac.com>
Date: Sun May 01, 2005 04:09:18 AM PDT

Subject: ASLFC progress report

hello,

my thesis has made good progress!

• practice level 1 works from start to finish and repeats again...

• ASL facts is part of the roll down options and will play.

• Deaf Culture plays when one clicks on the button. although lorem ipsum needs to be replaced with actual cultural facts. I plan to start that today.

• the ABC animation matches the length of the music.

• one can get to the ABC lesson and practice session from the roll down menu.

today, I plan to connect the roll down menu to the real person video to see if I get a successful result. and still a lot to do... i'm presenting it to my ASL class mates on monday at 4 pm before our 3rd quiz. this is not a testing phase. that will be later...

before quarter's end? I do not know, baldev kaur can help me with that part...

the big problem I have is creating a projector that functions properly. a projector is what will allow playing on any windows or mac machine possible.

all testing on friday, april 29, 2005 showed on windows or mac the projector asking for EVERY single cast member needed to start or keep going. definition... when it it finally got all the parts for starting the practice session, when I would click on a button it would the ask for the location of the over state, the down state, the appropriate feedback message etc. I was always able to find it but obviously this is not how it should be working...

one thing I also found with the projector is:

Director MX 2004 made additional files for the cast libraries so by projector's completion, I had more files than I cared to have in one folder. therefore it will be very confusing to put onto a dvd and expect one to know how to launch the program. the dvd "ASL DICTIONARY", which was done by NTID has one projector button upon inserting the disk. so this means what? I will have to reorganize my files to get a less cluttered opening screen for the user to select from. whoo boy. more things to figure out. I will try a couple of experiments to see if I can solve this on my own. otherwise please be thinking of some ways I could solve this.

IDEALLY I would like to have an auto launch. i've already see some people not know what to do when presented with the ASL DICTIONARY opening menu. These days with games and DVD movies having an auto launch it makes sense to have this auto launch as well.

jeffrey

Sunday May 1, 2005

it is 4:16 pm. I just finsished doing some research on deaf culture I edited some text in illustrator and imprted the text as an SWF file. I need to add more information I will look up some items to conder in my signLAnguage books at home.

today was another day where I scheduled to do something with Will Johansson. He is 2 hours late again. I wonder if he overslept and emailed me as such and waiting for my reply. Now I will go to mac.com to check for a message... one moment please, I will return shotly..

yes, he overslept and will arriivew around 5:30 pm.

sigh

well I have other things to do...

will arrived at 5:515 pm. we started to work at 5:45 WE did, K D, E, F, M and X, with a fairly good chance of success. I couln't figure out how to do G, H, P, Q which are horizizontal arms letters versus the prdominant vertical arm postion of the othe letter. Also How Would I do a moing QTVR of J, Z and ZZ?

Tuesday, May 3, 2005

When trying to make a projector, especially one for PC, DIRECTOR will quit unexpectedly.

happens on all machines.

When I had a working projector, Projector cannot find the embedded Final Cut Pro movie A›ZZ_07.mov although, it is in a folder along the relative path as stated in start movie.

I have an Appen movie script for the A›ZZ.dir in the internal cast and one in the script cast. Yet when I remove the one from internal cast DIRECTOR tells me there is a cast member missing.

Is the StartMovie_scr only for Lev_00 and Lev_01?

I think I should have Video player buttons for both animation and and real person A›ZZ movies.

When played on my G4 monoprocessor PowerBook, SWF animations embedded in DIRECTIOR play slugishly... slower than the G4 tower in the studio.

When played on my G4 Powerbook the music for A›ZZ. dir ends earlier than originally and painsaking match on the studio G$ tower. Makes me think I should doo this in Final cut pro or Adobe after effcts. Why, the A›ZZ›dir with QT movie of the real peson mtches and plays with no problems.

I cannot figure out how in Lev_00.dir, on press, to allow the roll down menu to roll up before going to th appropriate DIRECTOR.dir movie the button says to play.

I think I should have a review section for A›ZZ, which allows the user to review letters one at a time before taking practice session or allow user to go back to

review if practice score is greater than 35% wrong.

How do I start bulding my DIRECTOR level 2 and above files to have an array of words of which it needs to get the appropriate finger letters and transitions to finger spell a word or letter comination.

I think I need instructions on what to tell the user if finished practicing user may play again or select the quiz.

How do I writew a script that keeps user at the level they are playing until they have successfully completed the level they are at. user may go back down to a level but cannot go forward until getting a passing grade.

How do I tell DIRECTOR that when user's practice score exceed 75% correct user will be given the option to take the quiz. when user passes quiz, user may proceed to next level.

AB AD AG AM AN AY AP AR AS AX AT

ED EE EG EM EN ER ET EW

IB ID IE IG IM IS IT IN IP IZ

OA OB OD OE AG OR OT OW OX OZ O

UE UB UD UM ON UG UN UP UR US UT UZ

AC AF AH AU AZ AZZ

EA EX

Saturday, May 7, 2005

Today, i'm going to see how much of sweater I can complete.

See you later, aligator

what a pain.

I wanted to open my sequence in phtoshop after asking heather and lisa, who couldn't help- me, I went searching. first I ask open image sequence. that bought up 4 useless items to ignore.

then I said open image sqence as layers. still nothing so I went looking on the menu.

went to import mothing worked.

then I found in the file menu > Atomate > photomerge. hmm maybe that's it.

a dialogue box came up asking for files or Folder. upon selecting folder and clickong on brouse I found the folder with the folder containing all the images of the fingerspelled S-W-E-A-T-E-R, which is about 400 images. I selected Choose, then OK and one by one all the images opened. When all the images were opened, photoshop created a file and one by one inserted the pictures as it's own layer. it took about an 15 minutes on the G3 to 400 images and then start the layering. At 10:48 it was doing something but I don't know what. I wonder if it's maxing the G3 memory.

time to go look again.

in the meantime I heard from Becky who suggested I do the following:

From: Rebecca Shorey <beccalou@rochester.rr.com>
To: <jeffreycougler@mac.com>
Date: Sat May 07, 2005 07:30:11 PM PDT
Subject: Re: import to photo shop

HI Jeffrey, try opening it in imageready instead of photoshop (it's in the photoshop application folder) it has more options for image sequences.

put all of your image into a folder, then in imageready choose file>import folder as frames... then find the animation pallete and in the options menu for that pallette, choose flatten frames into layers (you might be able to skip this step)... save the file, close imageready and then open the file in photoshop.

good luck.

let me know if you run into any problems

Becca

10:55. it's still working... not sure what to do.

if it's still working when I finish this entry I'll force quit. Why, while APS was opening all the files I noted which frames were the actual tranistion. It makes no sense wasting time with a slow computer. i'm only going to pare it down to the miminim number of layers I need anyway.

later...

Qustions for JIM

When making a projector how do you prevent giving a disk the has all you source files on display?

How do I burn a disk so that only the projector icon and a read me file shows. build a diifernt hierarchy > i.e. but the start file on a layer above and wite code to fow the path to the first level down filder, etc.

How do I burn so ASLFC will auto launch?

Show what i've done since last night

review QTVR

discuss possibilities to include with revie portion

Saturday, May 14, 2005

Questions for Chris: How do I code the score so every time one clicks on the roman button the code prevents the button from adding a wrong or right score to if a selection has already been made.

possible solution: split the frame copy Roman Script to make roman 01_1 Scrip for the all the buttons. Then deactiate the following:
    myCorrect = myCorrect + 1 -- add one point to the correct score
    put myCorrect into member(ìcorrect_score") -- update the score

text on screen
    go "correct" -- go to the "Correct" frame marker

```
    correctMatch = true
    else -- if sprite name and answer are different
    myWrong = myWrong + 1 -- add one point to the wrong
score
    put myWrong into member(ìwrong_score") -- update
the score text on screen
    go "wrong" -- go to the "Wrong" frame marker
```

Cancelling this part of the code was in hopes the roman. finger letter swap, the adding of the appropriate scores would remain but user could not press the roman score several more times to add additional score that would be inaccurate thereby producing an error message and forcing the user to quit.

Resuts: failure. the score added properly but the swap did not occur. Therefore, I deleted file "Lev_01_1.dir and am looking for a different solution.

I'm going to attemp to make a A_to_ZZ_ReV.dir which is the opposite of Lev_01. The conmcept with A_to_ZZ_ReV.dir is when for example. the user clicks the K roman button. upon mouse up, "start hand" will activate at end of "start hand" DIRECTOR jumps to to the corresponding A finger frame.

I plan to use the following script to see if it will do what I desire.

```
global choice

on enterframe me
 go to frame (choice)

end
```

let's see how I do

Sunday, May 15, 2005

Jeffrey Cougler wrote:

hello,

i'm trying to write a lingo script...

the director movie concept: to review the finger alphabet after seeing the music video or doing a practice session (perhaps user got so many wrong, user needs to review)

basically, i created a movie that has the following: an intro animation that stops on a "go to frame", a marker called "finger" and 27 markers named A_fgr B_fgr C_fgr >>> ZZ_fgr with the corresponding SWF finger for the marker.

upon launching

Director plays intro, which alpha up instructions and the colored roman character button

then >

user would click a button (for example letter A) > the movie would go to the marker called "finger" then play the SWF movie of the hand coming up

> then at frame with the a global choice script, director would jump

to marker A_fgr

next > the user could select button ZZ director should jump to

"finger" then jump to "ZZ_fgr"

play until user feels ready to do quiz or practice movie.

i was using a script scott helped me create called choice script, which works in the roll down menu beautifully. it is written as follows:

```
global choice
on enterFrame me
    go to movie (choice)
end
```

instead of going to a movie i wanted it to go to a specific marker as determined by which button is clicked.so i rewrote it as follows:

```
global choice
on enterFrame me
    go to marker (choice)
end
```

the code for the buttons are as follows:

```
property spriteNum
property mySprite
global choice
on beginSprite me
 mySprite = sprite (me.spriteNum)
 myStandardMember = mySprite.member
end

on mouseEnter me
 cursor 280
 mySprite.member = member(ìA_dsk_25p_ovr")
end mouseEnter
on mouseLeave me
 cursor -1
 mySprite.member = member(ìA_dsk_25p")
end mouseLeave
on mouseDown me
 cursor -1
 mySprite.member = member(ìA_dsk_25p_dwn")
    go to the marker (Finger)
    choice = "A_fgr"
end
```

unfortunately, i can't seem to figure out the correct syntax for labeling the marker, if i do "Finger" lingo tells me i have noerrors. yet when i play movie, click a button, Director asks "where is the marker "finger'"", if i do (Finger) > click lightning bolt > an error message says: Script error: Variable used before assigned a value go to the marker (Finger)?

i've also tried: go to the marker Finger

```
go to the marker "Finger"
go to the frame (Finger)
go to the frame Finger
go to the frame "Finger"
```

each gave me one of the 2 error message i mentioned.

what can i do?

if necessary, i will come to scottsville with my laptop, if you can help me. otherwise i'm stuck.

any advice?

any help would be appreciated.

at this point i'm stuck. so, i'm going to work on transitions until i figure out what to do. basically i figure i need to get this as completed as possible by wednesday. then after wednesday, simply work at making as many transitions as possible.

jeffrey

From: cathy <cwcnvs@rit.edu>
To: Jeffrey Cougler <jeffreycougler@mac.com>
Date: Sun May 15, 2005 07:52:22 AM PDT
Subject: Re: lingo error

Jeffrey,

1) One sequence of code I see that may cause problems:

You are telling it to go to the marker before it gets to read what the global variable "choice" is (ìA_fgr").
 on mouseDown me
   cursor -1
   mySprite.member = member(ìA_dsk_25p_dwn")
   go to the marker (Finger)
   choice = "A_fgr"
 end

However, since the movie never gets to the last line, I don't think your current problems are about defining "choice" yet. It would seem to be that your syntax for defining how to get to a marker is flawed.

2) I don't know the correct syntax for going to a marker. It seems that one of the ones you tried should have worked. Can you pull that script up from the Lingo behavior library? Also check to see that your marker is "Finger" and NOT "finger". If it is, then there is a mismatch of cases used...

I would have said:

   go to marker "Finger"

Hope this helps. If it doesn't, I defer to Jim/Chris.

Cathy

From: cathy <cwcnvs@rit.edu>
To: Jeffrey Cougler <jeffreycougler@mac.com>
Date: Sun May 15, 2005 08:04:50 AM PDT
Subject: Re: lingo error Part 2

This code should also work to move the playhead to Finger:

go to "Finger" but only if the marker is "Finger" and not "finger"

From: Rebecca (Coppens) Shorey <beccalou@ rochester.rr.com>
To: 'Jeffrey Cougler' <jeffreycougler@mac.com>
Date: Sat May 14, 2005 09:47:34 PM PDT
Subject: RE: lingo scripts

Hi Jeffrey,

I believe the following will work: go frame "choice"

 let me know if it doesn't

:-)

Becca

From: Rebecca (Coppens) Shorey <beccalou@ rochester.rr.com>
To: ëJeffrey Cougler' <jeffreycougler@mac.com>
Date: Sat May 14, 2005 09:48:27 PM PDT
Subject: RE: lingo scripts

Oops, make that go frame "finger"

I misread your marker name at first

From:

Jim Ver Hague <jcvfaa@rit.edu>
To: Jeffrey Cougler <jeffreycougler@mac.com>
Date:Sun May 15, 2005 10:24:42 AM PDT
Subject: Re: lingo error

hi jeffrey,

 it's a little hard trouble shooting without having the actual file. your script should not be using "go to marker". Try something like the following

 on mouseDown me
   cursor -1
   mySprite.member = member(ìA_dsk_25p_dwn")
   choice = "A_fgr"
   go to "finger"
 end

 note that the script you are using and also the one above is for the "a" button only. double-check that you have a marker labeled "finger" in your movie that has the button you are clicking on. Also, do not write go to marker (choice). This is a valid lingo command but it doesn't do what you think it does and will give you the wrong results. You should just write

   go to choice

Hope this helps. Good luck.

Jim

From: Scott Niejadlik <sniejadlik@gmail.com>
To: Jeffrey Cougler <jeffreycougler@mac.com>
Date: Sun May 15, 2005 10:01:05 AM PDT
Subject: Re: lingo script error

try go to frame(Finger)

Thesis committee asked me to focus on the following for thesis show:

Fix header in ASL facts > finis

Move next letter to the same postion as Good luck > finis

Next letter button on frames wrong or correct > finis

Make Review or Overview movie > finis

Enter script to hold on frame showing score and swapped hands > finis > all i needed to do was extend the sprites.

2 letter combos... and coding...

Strip coding off hand before next button > don't understand what to do... when i did this the movie didn't work correctly.

needed to do

Video controls... least of the priorities...

GRIPES:

there are duplicate casts in A_to_ZZ.dir

baldev tmobile bkknss@tmail.com

Monday, November 14 , 2005

working om QTVR_M

parameters: Transfer all images into one photoshop file to align arms and hands as required. i a fricken trired and cannott stay awake. i need a nap and a shower.

4:30 pm i took a 3 hour nap. a shower will come later.

openeded qtvr_m.psd

put in guidelines as to where and and arm shall reside.

each time i save it takes about 2 minutes to complete the process.

i need a G5! :)

every photo needs some kind of tweaking:

rotating

move righ or left

up or down

checking to see how it compares to the previous photo

although, we worked hard to mak sure the arm was straight. there was a definitive 10 degree sishift. some photos have minimal shift. some would be nil. without a "Professional" method of rotating William, sometimes, he got tired during a specific transition and will shift his arm ever so sightly to make it appear as though he didn[ët move. The work is tedious and time consuming, I also have fear if i don't save at least every 2 layers the computer will crash and lose my work.

Save and Save often.

Hmm, I thought saving to the hard drive of which i was working would be fastter than working off my fire wire drive. i was wrong.

9:16 pm

I saved qtvr_m.psd, which is as it needs to be for cropping purposes.

i spent the past hour cropping, deleting hair and t-shirt parts.

i need to study for Compare ASL to English final. I must sign off.

total working time. today: 6 hours

Tuesday, 15 November 2005, 7:25 pm

I have finished my final exam for ASLto English, done email, and took a nap. i seem to need a lot of these latey.

i am about the continal progress of QTVR_M.

opening photoshop file m_qtv_02 doesn't take long because it is a smaller sized file.

After 2 successful actions i am about to see if i can automate the task od getting rid of my white turned grey bacground.

In photoshop CS2 > from main menu > choose file > from pull down menu choose > from secondary pull down menu choose > script events manager.

A dialog box appears > click "Enable Events to Run Scripts/Actions:"

SYTEM FAILURE! alarms shreik, Jeffrey gets disgusted and turns to photoshop Help to see what he could be doing wrong.

sigh.

according to Photoshop Product Help the instructions say:

To automate a task by recording an action

When you create a new action, the commands and tools you use are added to the action until you stop recording.

Open a file.

In the Actions palette, click the New Action button , or choose New Action from the Actions palette menu.

Enter a name for the action.

(Photoshop) Choose a set from the pop-up menu.

If desired, set one or both of the following options:

Assign a keyboard shortcut to the action. You can choose any combination of a function key, the Ctrl key (Windows) or Command key (Mac OS), and the Shift key (for example, Ctrl+Shift+F3), with these exceptions: In Windows, you cannot use the F1 key, nor can you use F4 or F6 with the Ctrl key.

(Photoshop) Assign a color for display in Button mode.

Click Record. The Record button in the Actions palette turns red .

Important: When recording the Save As command, do not change the file name. If you enter a new file name, Photoshop records the file name and uses that file name each time you run the action. Before saving, if you navigate to a different folder, you can specify a different location without having to specify a file name.

Perform the operations and commands you want to record.

To stop recording, either click the Stop button, choose Stop Recording from the Actions palette menu, or press the Esc key. To resume recording in the same action, choose Start Recording from the Actions palette menu.

OK let's see if it works...

I'll give you ONE guess as to what happened....

essentially it recorded my actions now i have no idea how to apply the script or actions...

i need to buy someone a dinner + get a friend who knows how to do this and get him to show me specifically what i need to do and how to apply. excuse me while i go write an email.

Option Command D does don't bring up the feathering Dialog box...

interesting... it hides the dock on the OSX desktop...

it's 11:36 pm. task of removing the gray background is complete. i saved document as m_qtv_03_72ppi.psd. changed the image size to match X_fgr_QVR_72.psd. double deck to see if the 2 images sizes matched. they did not. Readusted m_qtv_03_72ppi.psd to match X_fgr_QVR_72.psd. double checked myself again. saved, quit and now i'm going home to bed.

start time: 7.30 pm

stop time: 11.45 pm

total hours worked: 4.25 hours

good night!

Tuesday, November 15, 2005 at 7:51 pm

From: Jeffrey Cougler <jeffreycougler@mac.com>
To: Nathaniel Hubbell <thrune@hotmail.com>
Subject: HELP!
Date: Tue, 15 Nov 2005 20:51:09 -0500

hello,

i trust you got your paper complete?

were you happy with it or did you get to a point where you said, "it's good enough" (i.e. you had to hand it in or get an F).

are you "home" now? (i.e. in South Wedge)

as per my subject line:

this summer you told me there was a way to automate some of my repetitve tasks so i didn't have to manually do the click on layer > click magic wand > click on background > close layer > repeat 36 times...

could i come to your home tomorrow morning around 11 am... which is after i drop a friend off at the train station, so you can show me how to do this? photoshop help tells me what to do to record a series of actions, but i cannot find how to apply it especially since the action says select layer M33, which is a bit too specific

for what i want to do.

can you help me?

i will gladly buy you a dinner or give you a massage ... i'll offer a shiatsu, which i can do with you fully dressed...

or whatever else you'd like in exchange for your tutorship.

thank you in advanced for your help.

jeffrey

Wednesday, November 16, 2005,

hello nathaniel,

like you wrote it may take a couple of tries.

the i really didn't know what to to for the actions but your instructions clearly indicated "keep i simple."

here's what i did... you may not want the blow by blow but i have to do it in my thesis journal so i may as well do it now... so skim through the parts that bore you,

1 > copied a duplicate of my first batch onto the cgd lab computer hard drive

2 > opened a file

On Nov 16, 2005, at 1:43 AM, Nathaniel Hubbell wrote:

Hi there,

Yes, I am home, and the paper's complete. I think it's A- or B work, judging from previous papers and the grades I've received. This professor has a habit (a good one, I think) of giving me an A- when his opinion is something like "You did a good job with this and you understand the material, but I'd really like to see you examine it from more directions." And, of course, in philosophy you have to take matters from many directions, so that's a good point. The fact is, probably I would examine it from more directions if I provided myself the time to finish, look it over, and revise, but that just didn't happen this time.

Anyway, onto your Photoshop problem. I'm afraid I may be out tomorrow at that time, but I'm not sure - it will depend on my parents. However, looking at the problem you are describing, I think I can help just through email.

photoshop help tells me what to do to record a series of actions, but i cannot find how to apply it

Easy solution - I can tell you how to do this. First, put all the files you want to process into one folder. BACK UP or DUPLICATE THAT FOLDER. (If your action goes wrong, all your files could get messed up, and you'll want a copy!) Once you have recorded your action, go to the File menu and select "Automate"-->"Batch..." A window will pop up with a bunch of options. In this window, set the action to the one you recorded. Set "Source" to "Folder," then hit "Choose..." to chose the folder with your files in it. Check "Suppress Color Profile Warnings" on. Set "Destination" to "None." Then hit Okay and the process will run on all your files in the folder

you selected. If the results you get don't look right, examine your action and figure out what's screwing up the process, then copy your backup again and run the process again (it sometimes takes me 2 or 3 tries to get the kinks, which is why you always must back up).

One important thing: Your recorded action MUST include a "Save" and "Close" at the end. Otherwise, all your files will open up without closing, eating up RAM until you run out. Also, they won't save, so you have to do that manually on each. Adding the save and close in the action saves you a lot of trouble!

the action says select layer M33, which is a bit too specific for what i want to do.

If your documents are all flat (they don't consist of multiple layers), then you have no problem at all. Photoshop will perform the action on the only layer present, so you don't have to select anything.

If you have multiple layers in each file, things are more complicated. You do indeed need to select the layer you want to change when you record the action - that's how Photoshop knows where to apply your action, so there's no way around that. If, say, you have a series of files and on each one there is a layer that you want to give a magic wand selection - let's say it's named "Layer 1" - then you need to select a layer called "Layer 1" when you record the action. That way, when Photoshop later performs your action on the whole group of files, it will perform its magic wand selection on "Layer 1" in each of file. If the proper layer is not specified, it will run that process on whatever layer you had selected when you saved (which may not be the layer you want to process!). Unfortunately, if the layer that needs processing has a different name in every file, you have some busy work ahead of you. You either need to go into every file and rename the layer that need processing so that they all have the same name, OR you need to go into each file, select the layer that needs processing, hit "select all" (I think the key shortcut is apple+A, to save time), then hit save. There's no easy way past specifying that target - Photoshop can't guess what you want to change.

this summer you told me there was a way to automate some of my repetitve tasks so i didn't have to manually do the click on layer > click magic wand > click on background > close layer >

Actually, you might want to do color range selection rather than a magic wand selection (look for "Color Range..." in the "Select" menu). The reason for this is that a magic wand selection just records a pixel position from which to take a sample, whereas color range selection will actually record a numerical color value (if that makes any sense). This is more reliable. You only want to use the magic wand selection if you are selecting a color that is contiguous - in other words, if you don't want to select ALL of a certain shade of blue out of your picture, just a certain patch area that is all touching (like the eyedropper usually does). This

of course makes things complicated, since you need to find a pixel that is that same color (the one you want to select) in every file. So yeah - unless you definitely have a contiguous area you want to select, use "Color Range."

Hope this helps. If it does not, you can send me a sample image a file you're trying to process, tell me if it has multiple layers etc. and tell me exactly what you want to do with it. Or we can meet in person - by tomorrow I can talk with my parents and will know when I'm available. I will check my email early tomorrow for your response.

-Nathaniel

Saturday, 7 January 2006

I just spent 2 hours trying to do an automated task of opening a jpeg selecting the background with a "Select" "Color Range" Delete "Save". This is the second time I've tried this. The last time was in November 2005, with the same results. Too much color information is selected, deleted and repairs will be needed. I'm going to try again tomorrow, Sunday. January 8, to see if maybe I need to do this is with several passes. This way is definitely faster, and I'm going through a trial and error period of finding the correct way to make photoshop do what I want without having to go back and repair.

With my Fulbright hopes to take this project to Italy, learning Italian seems to be taking up too much of my time. This break I was hoping to really focus on getting the QTVR fingers completed and the F grade change to whatever ... But as usual the teacher gave us too much damn homework. I tried to complete all the assignments due for January 9, with intention of creating 100% commitment time to the QTVR. I work as long as 8 hours a day on assignments and I'm still only about half complete. Ugh. It's frustrating, no matter how much I talk to her about my work load, she just piles it on. I'm just going to get done what I can and leave it at that. If I don't finish this thesis this year, I may not have enough completed work to take with me to Italy as is.

Good night.

Monday. January 9, 2006

OK, so I lied I Waited until today to do the photoshop work.. Yesterday I was too tired and had other things to do. Anyway, Today I tried

Open Magic Wand at 22 Selected randomly away from hand "Select" Similar stopped recording "File" Automate Batch chose D folder checked Include All sub folders, Suppress File Open Options Dialog and Suppress color profile warnings clicked OK. All the D files opened, Photoshop automator ran the actions saved and finished all the D files. What only the D files? But I checked Include All subfolders! Oh, I didn't put E, K , M into the D folder. Duh, next time I'll remember. Except for file #35 and 36 which needed repairs because the "Select Similar" chose some arm colorings, the files look better than when "Color Range" Delete is used. The repairs

were made by opening an original file, lasso selected feathered at 3 and pasted into the new D 35 and 36. Now to continue with the rest. Including changing the white background to none.

A third of the files would not automate without repairs. After a couple of tweaks in automator I gave up and opened the files that did not save correctly. Interestingly enough I did the same process and the arm and hand areas did not get selected. I'm not sure why... maybe its the random wand selection ... E, and K are done for now need to redo M. I have a class now there for I must quit. Total time working today was 2.5 hours.

Tonight I work on Italian.

Thursday, January 12. 2006

after 3 tries of automating the M_QVR series, the decision was made to treat each file individually. The Tonal value on the skin was too close to the "white" background to use the magic wand or the "Select" "Color Range" ended with arm edges and some skin tone to be selected and deleted in the process. Therefore after the Automation was completed on the third try, the files were still open therefore I went backwards in the history window choice the first magic want selection and made my artist edits, saved and closed until all 40 were completed.

I complete the work in 2.25 hours. Then I tried to automate the following "open" Choose "Action Window" select "new Action" "Select Background Layer Options" Change to "Layer 0" Select "Magic Wand" change maximum selection to 15 Select "Feather" change feathering from 5 to 1 "Delete" white background "Save As" Put into desired folder Hit "OK" stop Recording.

Folders M_VR, E_VR and K_VR were put into the D_VR folder: "File" "Automate" were selected", Then I thought I clicked all the correct settings, then hit "OK". I wrote "thought" because subFolders M_VR, E_VR and K_VR were ignored as a batch automator was to process. In Checking the settings, sure enough, I forgot to select "Include All SubFolders" GRRRRRR. Well, by that time It was near the time to leave so I quit. Backed up all my files and left for the n

I had to leave for a commitment the night.

Tuesday, January 18, 2006. 7:04 pm

Good Evening.

Today, I file managed. I eliminated the duplicate JPG files from the D_VR_06-psd folder.

Created duplicates of Folders M_VR, E_VR and K_VR, Proceeded to create an action as per January 9, 2006. Then put folders M_VR and K_VR into the E_VR folder, selected "File" "Automate", I thought I clicked all the correct settings, then hit "OK". I wrote "thought" because photoshop started saving all the .psd files onto the desktop plus an error occurred. I stopped

the automation, corrected my Actions, discarded the Files off the desktop and selected Automate again. All 120 and 20 files were processed and save in about 10 minutes. I threw away the duplicate JPEGS and file managed as required, backed up my work on hard drives and now I'm ready to begin the labor intensive work of creating each of the 36 images required to make the QTVR movie. I will keep continue to keep track of my time.

Now I'm going to do other work. My total working time today including documenting is 2 hours.

Good Night.

Monday, January 23, 2006

From 3:20 pm - 3:26 pm Photoshop resized all the D, E, K, M files down to 640 x 480 x 72 ppi.

Whoo Hoo, moving right along. Now it's time to discover if I can open a file then open another file, copy from file M_VR_01 and paste it as a layer into the file called E_me_VR_psd. If not I will begin the laborious part of photoshop, 1copying and pasting from one file, 2 positioning the layer as required 3 labeling it to be the correct layer I.e. Fgr_01 up to 36 as required keeping the best of multiples and discarding the least favored. FUN!

343 pm

Guess what? I cant do this. Photoshop keeps opening the same first file, copies and pastes it over and over. Automator was interrupted. Concurrently the hand size was too small, something is off. Gotta go back and see how to get them to match. Sigh...

5:21 pm

All of the 42 files are layered into M_me_QVR.psd. They were layered according to file name. File 02 = layer 02. This way I will know which file to discard as I find duplicate layers, which happened because I took the same shot twice. You know Justin Case. I know dumb joke.

I must stop for now.

Total time worked today 2.5 hours.

Thursday, January 26, 2006, 11:50 PM

It's weird, the files today required a reduction to 70 ppi. However, all D, E, K files were resized, copied, pasted and saved into the respective D_me_QVR.psd, E_me_QVR.psd, K_me_QVR.psd file, which are now ready for editing and finalizing into a QTVR Movie. Lets see how long it will take me.

Next quarter I'm only taking 1 class and Auditing the other. It's all the time I seem to have.

Total time worked today 3 hours. Little by little the work gets done.

Saturday, February 4, 2005

Today, I am very tired. After a brief nap, I worked on figuring out which of the 41 Layers in E_me_QVR.psd need to be positioned where. The Layer number is in reverse order of the file layer order so they will need to change once I figure out what to keep and what to discard. Then renumbering to be E_fgr_xx to ,match the existing corresponding layer. I kept falling asleep. After an hour's struggle, I gave up and went swimming.

Monday, February 6, 2006,

My Italian study partner did not show therefore Thinking I had done all my Italian homework (guess what?! I hadn't), I opened up E_me_QVR.psd saved as E_me_QVR_v1.psd and continued to layer as required. After 1.25 hours I had a class, quit where I was and went to il corsi d'ilatia. Additional work was accomplished from 3:45 pm -4:45 pm. Time is my most difficult factors I need blocks of time to focus and am being forced to squeeze in whatever and wherever I can.

Tuesday, February 7, 2006

This work is tedious and tiresome. It doesn't take long for the sleepiness to kick in while I arrange layers check to see what "dupes" and can be discarded. After checking the hand rotation by turning off layers, E_me_QVR_v1.psd is deemed ready for final positioning and saving the layer as a .jpg for VR Worx.

From 4:45 p.m. to 6:55 p.m. the file had the following accomplished: "Variations" filter adjust layer size as required from 97% or 95%, move into correct position, rename layer from M_fgr_xx to e_fgr_xx, "Save" as I go, double check, for minor alterations.

Total time working time on February 4, 6, 7 was 8 hours.

Wednesday, February 8, 2006

Yippee! E_QVR_dir.mov Quicktime Virtual Reality Movie unit 2 of 6 is complete. Total time to Open "Save As" E_QVR_465x325.psd crop file to 465 ppi x 325 ppi

It took a couple of tries to get the cropping correct and reduce the file image size down to 465 ppi x 325 ppi x 72 ppi as required. Once satisfied then ...

Select desired layers "Save for Web" Eliminate the X_fgr Layer, otherwise known as the hand location and position layer Repeat until all 36 images are saved into a folder to make the QTVR movie, which is a 36 image object movie and will be placed into Director file. The Entire process took 2.25 hours.

It's 1:00 a.m. I am going home now. It's time for bed!

Good Night.

From: jeffreycougler@mac.com
Subject: thesis report 020806
Date: February 8, 2006 1:20:02 AM EST
To: cbjpgd@rit.edu, JCVFAA@rit.edu, cwcnvs@rit.edu, bkknss@rit.edu
CC: jeffreycougler@mac.com

Good Morning!

I finished the second of five QTVR, letter E. All 6 are ready for finalizing and converting to QTVR and programmed into Director.

Letter E took 10.5 hours to do. I assume D, K, M will take just as long therefore I have about 32 hours of work ahead of me. This does not include programing them into Director, which by the way somehow got screwed up. The file I showed Jim and Chris just before thanks giving without he X QTVR got corrupted and now works incorrectly. Buttons are missing and the roll down menu is missing some items and button have been repositioned. How? I don't know. In the spring Chris helped me program director to find all the required files if I move a folder from one computer to another. I'm baffled.

: (

:)

I would like to have a meeting during Exam week. Is that possible for all of you?

Regards,

Jeffrey

Sunday, February 12, 2006 at 2.30 pm

2.5 hours was spent deciding which of the 43 layers of K_me_QVR.psd needed to be discarded. Actually, it was 42. Layers 08 and 25 were missing. How? A couple of files skipped numbers. Probably from an accidental shot taken and eliminated after the original numbering was changed. In my decisions to determine which was to be discarded, I eliminated two too many. Therefore I retrieved the corresponding file cut, pasted and numbered it as required. Photoshop numbers layers in accordance to what the highest layer number is rather than the position of the insert. Once the 36 were chosen. Layer 1 was positioned to correspond to Me_01. Afterwards a reverse renumbering of Layer 2 - 36 was required I.e. 2 became E_fgr_36, 3 became E_fgr_35, etc. When I was finished I realized the E needed to be K and spent another 8 minutes fixing that error. Sometimes I can be ...

That is all for today.

Monday, 13 February 2006 10:10 pm

@#$%!

Fifteen minutes into the project I realize my choice as K_fgr_01 is incorrect). Now I need to reposition them. Using microsoft excel I figured out how to reposition them. I made an assumption that K_fgr_01 would become 36 but that is wrong to rotate back 5 layers I had to =+5-36 to get the right number. I hope my rotation will be correct! @#$%!

The time is 12:35, it took 2 hours to adjust the layers rename darken resize between 92-98% and rotate between 3 degrees and 5 degrees move to correct position in relationship to body eliminate fgr_ position

layer Save as I go. No major hurdles although I did inadvertently deleted Me_layer_08 and had to copy and paste from another file. Additional I forgot to move and rename layer 8 to layer 3, thus I was missing layer for a while. No big deal. I'm done for the night time to go to home to bed.

Good Night.

Tuesday, 14 February 2006 10:10 pm

GRRRRR... The VRWorx QuickTime movie was build but something is wrong. I have to go study Italian now, I'll fix it later.

Total time worked today 1.25 hours.

At least, it's progressing faster!

11:50 pm

I found a couple of mistakes in the E_QTVR_dir.mov. Therefore along with the corrections to K_QVR.psd file corrections were made and transitions from one frame to another were fixed. My head and hand placements were cut off in a couple places, Those needed to be adjusted. Without going into too much detail, adjustments meant opening the original psd file copying pasting into a new file scaling as required and making a new QTVR movie. Total working time was 3.5 hours. I look forward to seeing me learn from these mistakes.

Ciao.

Monday, February 20, 2006

Started M_QTVR by attempting to figure out which layers needed to be eliminated and renumbered. I figured this was going to be a mindless job, taking a maximum of 1 hour. I also figured I could memorize an Italian speech while doing this task. It was not a mindless job. It required a concerted effort of relayering and choosing where a layer shall fall as the sequence was erratic. Why? This was an instance where in photographing Will, the arm did rotate consistently. The arm moved side ways and sometimes it torque making it appear as though we went backwards or forward. After 20 minutes I stopped working and focused on Italian 2005.2 oral final which is tomorrow. When the final is complete, I can focus 100% on this task.

Tuesday, February 21, 2006

At 5 pm I started working on relayering and renumbering. By 5:30 pm I could not keep my eyes open. I went to a couch and fell asleep.

At 9:30 pm I arose and went back to work. At 11:30 the 36 layers were in order and sequentially renumber from M_fgr_01 to M_fgr_36. It is 11:30. Earlier I wrote "... taking a maximum of 1 hour". Eh? Closer to 2.5 hours is more like it. Why does it always take 2 to 3 times longer to do a task than I think, it should? I'm glad I usually take the project management advice of a World Trade Center colleague ... "However long you think it'll take;

multiply it by 3." Considering I have to record my work in progress today's task fit that formula very well.

Sigh.

I'm tired and very hungry. I feel a migraine coming on. Therefore, I'm driving home to eat and bed. I will focus on the next task, tomorrow.

Total time worked: 3 hours.

Friday, February 24, 2006

Obviously tomorrow came and went. Had work to do on my website project. But you're not interested in excuses right. M_QVR.mov is made. One more to do. Today was another tedious day of moving layers into place, sizing it down to 465 x 320 pixels. All kinds of little annoying things happened from incorrectly cropping during an automation action, where after 3 tries I did the sizing in the original photoshop file. To make a long story short I worked 5.25 hours today. Thank God, I'm done with M. Right now, I'm sick of this process. Building the QTVR is a snap, prepping, the 36 photos to make the QTVR ... As you can guess, that's another story. There always seem to be some small thing that dominoes into multiple problems that need correcting. I figured I'd worked 2 hours tops. Multiply that by 2.5 and you get the picture. One more QTVR! Then I can begin animating. I hope all this work get's me somewhere!

Total time composing M_QTVR, 10 hours. It is getting faster.

Saturday, February 25, 2006

D_me_QVR.psd has not been created. Therefore today I'm going to record all the steps to take this to finish and how long each step will take without any explanation as to what problems I encounter or why it took this long or how bored or exasperated I was ... Pure facts ... So here we go ...

Open K_me_QVR.psd

"Save as" D_me_QVR.psd

Couldn't find a method to batch import all 47 psd files which will be edited thereby, create the 36 required layers

Double checked the file to see if they will match the existing hand size. Opened 10 files at a time Copy pasted files FAVR_D_01.psd through FAVR_D_47.psd into file D_me_QVR.psd>

1 hour

Positioned each arm layer to be directly on top of the layer below. Eliminated unnecessary photo elements, I.e. head, remnants of background, etc.

1 hour

Examine, rearrange the layers then eliminated as required to compose 36 layers.

1.75 hours

In numerical sequence rename layers from M_fgr_01 through M_fgr_36. Heave a sigh of relief that it is the correct amount of layers.

0.10 hour

Rearrange with the corresponding face layer and position as required to create the object QTVR.

Time until I realized the layers chronology needs to be reversed I.e. M_fgr_02 should be M_fgr_36 and M_fgr_36 should be M_fgr_02 position, "Revert" save, then make corrections.

.90 hour

Rearrange with the corresponding facial layer, darken, reduce size 90%, delete K_fgr layer, move portrait up or down to restrain within a vertical area , position arm in relation to the portrait as required to create the object QTVR.

Quit at layer 9 because it's 12:00 am and I want to go to bed.

1.75 hours.

Total: 6 hours

Sunday, February 26, 2006 at 10:30 am

Continued rearranging finger layer with the corresponding facial layer, darken, reduce size 90%, delete K_fgr layer, move portrait up or down to restrain within a vertical area, position arm in relation to the portrait as required to create the object QTVR.

At 11:00 my productivity is hindered by my body trying to put me to sleep. This is discouraging trying to work, be productive, get as much as I can complete by Quarters End when I don't always have the energy?

At 11:30 am, I gave into my body need to rest. Fearful that I would sleep 4 hours, I put myself into a restorative yoga position using a chair and a meditative piece that lasted 30 minutes. I rested a little more than an hour at 12:50 pm I returned to work.

1 hour worked.

At 2:35 pm finished rearranging finger layers with the corresponding facial layer, darkened, reduce size 90%, deleted K_fgr layer, moved portrait up or down to restrain within a vertical area, position arm in relation to the portrait as required to create the object QTVR.

1.75 hours

Total time to complete task: 5.5 hours

I'm late for my brother's birthday dinner... I must quit now.

Tuesday, March 22, 2006

Organized Files, Renamed as required.

I'm sure I had done this already ... but ... I took the "A_to_ZZ" video images sequence, separated them into folders of individual sequences I.e. "start to A", "A to

B", etc. using Apple's Automator and the Batch Remame script.

Now I will find images easier because they are quantified.

Process took me 3 hours to do. I backed up onto my back up drive and am ready to start making the ABC illustration sequence from J to K and M to Z.

Sunday, March 25, 2006

Wednesday through Thursday was spent working on J to K transition. I did not keep an accurate record of how long each took. One frame I spent an hour on in the end I thought I was being overly fussy. I stopped and on Friday night I finished the other 5 frames which took approximately 4 hours to complete. I had difficulty finding my original Adobe Illustrator J transitions, but they ere found and I had to tweak them for size because the new I_fgr_swf was bigger than the I to J transition. Today was spent transferring the J_to_K transitions into the ABC_me.ai exporting to SWF, importing the SWF into director and checking to see if the animation worked. A new K was needed while the K_to_L transitions revealed, they needed to be redrawn, as the K hand shape was changed to a profile K hand shape, which replaced the project 2004 using palm forward hand shape. The transitions continue! Today I'm kind of sick of drawing and tweaking and ... Blah, blah, blah. At least I made progress this week!

Estimated total hours worked was 7 hours for J_to_K transition.

I start a new K to L transition There are 10 photos total from K to L meaning 8 transitions. I will use layer 2, 4, 5, 6 and 8. to create the sequence.

Total time to import photos and select files was 0.75 hours. It's time to go home for dinner and do my Italian.

Monday, March 27, 2006

K_to_L_trn Layer 02 draw. .75 hours.

Tuesday, March 28, 2006

K_to_L_trn Layer 04 draw. 1.25 hours. Drew vector by vector rather than Trace Tool Rotoscoping.

I'm creeping along here!

Saturday, April 1, 2006

Finished Transition K_to_L.

Drew vector by vector.

Rendered 3 transition in 3 hours.

Limited my drawing time to one hour per frame to prevent myself from being overly fussy.

Copied and pastes all layers to Me_ABC.ai had to increase all frames by 115%.

Exported all frames to swf.

Imported into director.

Examined animation and had to tweak original L and K_ful.swf.

In review of animation I to J and K to K need to be increased in size by 115%.

Sigh.

Will do tomorrow?

Total hours worked 5 hours.

Sunday, April 2, 2006

Felt the need to continue with rendering transitions rather than tweaking minor visual problems.

Started M_to_N_transitions, which were fairly easy compared to K_to_L.

Finished 3 transition frames within a time period of 2 hours, which converts to approximately 40 minutes each.

I must work on other tasks now.

Total hours worked 2 hours.

Tuesday April 4 2006

Started transition N to O but I got interrupted so many times my productivity was low. It took approximately .75 hours over a period of 3 hours to complete. Additionally I realized I needed to delete the stationary/definitive hand shapes of a letter sequence so each transition starts on number 1 hand shape number 2 being the start of the transition. This way I will always know how many frames each transition requires.

Saturday, April 8 2006

Deleted the stationary hand shapes of a letter. Some required deleting 3 .JPG while another 15. I used apple automater to renumber the sequence. Total time to change O to P to ... ZZ was .75 hours.

Created all the files of which to build a Transition. This involved 1 "Save As" 2 renaming the layers to reflect the transition to be rendered for example : T_U_01 up to 10 layers. It was very boring. I kept falling asleep.

Total time 1 hour.

Sunday, April 9 2006

3.20- 4.10 PM completed N_O_08 layer

4.15-5.08 PM completed N_O_06 layer, had some AIM distractions.

5.10 - 6 PM completed N_O_04 layer.

6.00 - 6:55 completed N_O_03 layer, had one distraction.

7.00-8.00 copy paste layers into me_fgr.AI

Increase 120%

Rotate 3 degrees

Export to swf

Open director import and place onto score.

Watch video

Be annoyed that the fluidity isn't great. Acceptable maybe but not great.

The full finger rendering is always different from my video rotoscoping.

Time for dinner.

Monday, April 10 2006

Placed all photos in the appropriate layer 1-10 or less, selected the frames to render, Locked them as the indicator making for letter transitions P to Q, ... Z to ZZ. then saved. Minimum number of layers selected was 2 most were 3 or 4 frames per transition. Estimated number of renderings are 35 at .85 hours which equal a total time of 30 hour to render the rest of the alphabet.

We'll see how good my estimate is.

Time for another class.

Total time worked today 1.25 hours

Wednesday, April 12, 2004

Started rendering O_to_P by creating the hand shape outline only.

Total time worked .75 hour.

Thursday, April 13, 2006

Attempted to set up a meeting with committee. I wasn't sure if I need or should have one. Chris recommended, that it was a good idea. There for sent out email to everyone. All but Cathy can make April 28 at 3:30 pm. I'm attempting one more time if the proposed dates don't work for everyone then I will meet with Cathy alone.

Finished rendering the 4 hand shapes transitions for

O_to_P

Used N_O_08_out for transitions O_to_P_03. Better than redrawing something that is close enough.

Somehow my border points moved so I had to reexport the swf about 3 times until the animation transition was acceptable in Director.

1 hour on the 4 hand shapes

1 hour placing into Me_ABC.ai

.5 hour exporting and tweaking

.5 hour working in director.

Total time worked 3 hours.

Friday, April 14, 2006 @ 8.08 pm

Created and completed P_to_Q transition

P_Q_03_out = .5 hour

P_Q_05_out = .5 hour

P_Q_07_out = .5 hour

Resisted the urge to fall asleep

Copy and paste into Me_ABC.ai. Then tweaked arm and t.shirt = .875 hours

Export to swf = .125 hour

Import and place in Director = .125 hours

Total hours worked = 2.625

I did pretty well time wise with these transitions!

I'm going swimming to make me move!

Friday, April 14, 2006 @ 11.58 pm

Created and completed U_to_V transition

U_V_03_out = .375 hour

U_V_05_out = .375 hour

Used V_fgr_ful.ai to make the 2 transition handshapes by rotating the 2 fingers 5 degrees as required. Thought i might need a third drawing but i was wrong. See, i can be wrong sometimes!

Copy and paste into Me_ABC.ai. Tweaked by enlarging 115% and positioning as required = .5 hours

Export to swf = .125 hour

Import and place in Director = .375 hours For some reason director couldn't Display half the

Total hours worked = 1.75

Saturday April 15, 2006

From: Cathy Chou <chou@mail.rit.edu>
To: Jeffrey Cougler <jeffreycougler@mac.com>
CC: Jim Ver Hague <jcvfaa@rit.edu>, Chris Jackson <cbjpgd@rit.edu>, Cathy Chou <cwcnvs@rit.edu>, Baldev Kaur Khalsa <bkknss@rit.edu>
Date: Sat Apr 15, 2006 07:14:30 AM EDT
Subject: Re: a pending decision

Hi Jeffrey,

Sorry it is so difficult, as always. Why don't you go ahead and meet

Friday with the rest. At least you can get the check from Baldev kaur on

ASL correctness and suggestions for technical issues from Jim and

Chris, neither of which I might be qualified to do. But I can review

the meeting with you and we can send a broadcast to all if something

alarming emerges as a result. Whaddya think?

Cathy

On Apr 14, 2006, at 2:29 PM, Jeffrey Cougler wrote:

hello all,

well nothing seems to be available for all at ANY of the times

suggested.

one of you will be missing regardless of what day it is.

so ... um ...

any suggestions?

friday, april 28 is good for chris, baldev kaur and jim, but not cathy.

a Tuesday is good for Cathy, Chris, but not jim or baldev.

a wednesday is good for Chris and Baldev Kaur but not for cathy or jim.

with all that i have done to accomodate short of LATER in the

evening ... or 8 am

the best so far is friday, april 28 and meet with cathy privately.

jeffrey

From: jeffreycougler@mac.com
Subject: thesis documentation
Date: April 15, 2006 12:57:11 PM EDT
To: cbjpgd@rit.edu, JCVFAA@rit.edu, cwcnvs@rit.edu, bkknss@rit.edu

hello everyone,

one thing i would like to address at the upcoming committee meeting is the writing of my thesis. i have been journaling since conception and would like to extract maybe 3 random page for which i will ask you to read, skim, whatever ... then voice thoughts, opinions and comments. as you may know i will be in italy this summer and i would like to be editing while i'm traveling. train rides offer excellent opportunities for me to sit and focus on such an agenda. i would like comments on appropriateness of style, technical accuracies and items

i should include in my thesis documentation.

i can send these pages a few days early if you'd like, and i will focus on it during my meeting. although i am told i write well it's because i get lots of help. i sincerely hope that my current direction will be acceptable and i will mostly need to enhance my current writings rather than start all over.

any reactions will be appreciated.

thank you for your time in this matter.

jeffrey

Saturday, April 15, 2006 @ 6.10 pm

Started Q_to_R transitions

These were fairly complex transitions which required hand and arm movements.

Started by tracing the outlines of 5 of the 6 the hand shape transitions.

Time to render was .5 hour.

P_Q_02_out was copied, pasted and edited from P_Q_07_out because the hand shape was similar.

P_Q_04_out

P_Q_06_out

P_Q_07_out

P_Q_08_out were rendered vector by vector point. Working as efficiently as possible. Total rendering time was 2.5 hours roughly 37 minutes per hand shape. No attempt was made to time each hand shape. All were rotoscoped as quickly as I could go careful about having enough detail without being overly fussy.

I think I have found the right balance of line work. Working vector point by vector point via mouse seems to work better than tracing with a Wacom. The tracing method creates more vector points than needed therefore I have to delete vector points and tweak lines because the electronic pen doesn't give me the same kind of line as a real pencil. The wacom also sits too high and I get pains and aches from using it too long. I tried lowering it but it needs its own kind of cart in order to sit comfortably with out causing computer generated repetitive motion injuries that send me to the chiropractor, whilst thinking of alternate ways to work the drawings. Additionally Joseph is always using the Wacom tablet in the CIAS lab, therefore I have gotten used to doing it with the mouse. I get repetitive motion injuries with the mouse too but it's a bit more bearable. Both have their pros and cons. Both I have found I cannot work real long time. Like right now I'm getting a headache and need to stop for a bit take my migraine medicine and go meditate before the headache worsens into a full blown migraine. I'm really hungry too, which doesn't help. Time for a break.

11.57 pm

My headache turned into a ful l blown migraine.

Therefore I slept for 3 hours. I return to finish P_Q_09_out at 11 .00 pm, which was a really complex hand shape and it took me the one hour maximum to complete.

12:25 am

There is a lot to adjust to get the new P_to_Q transitions to work with the existing R_fgr_ful.ai and Q_fgr_ful.ai. P_Q_09_out has been completed and the others I will finish tomorrow.

Total Time worked 1.5 hours.

From: Cathy Chou <chou@mail.rit.edu>
To: Jeffrey Cougler <jeffreycougler@mac.com>
Date: Sat Apr 15, 2006 02:41:04 PM EDT
Subject: Re: thesis documentation

Jeffrey,

If you give me some pages ahead of time, I can give you feedback. I think it is advisable to send the pages ahead of time if you don't want the meeting to be used up by reading! :oP

My initial thoughts are that you want to skim ALL your pages and

group the types of problems you ran up against, the unexpected successes, the more noteable changes in direction, and finally how you expected the project to be in the BEGINNIING compared with the realistic FINAL stages. This will help you as you write a conclusion including your adjusted expectations and recommendations for how to take the project to its next stage, and how you NOW envision the end result.

Best,
Cathy

Sunday, April 16. 2006

Start time 11:20 am

Finished time 3.20 pm

Completed tweaking the handshpes Q to R transition in Illustrator = 1.5 hours

Exported to swf = .25 hour

Open director to find problems finding cast members. Groan @#$%!

Allowed Director to update the cast members and found K, L turned into U.

How, I have no idea! Yesterday movie opened with no problems, today i have problems. Go fihgure. Corrected by "Exhange cast member" rest of movie played fine.

Made adjustments to K, L, P, Q, R in Illustrator and exported as swf.Imported new K, L, P, Q, R into Director.

Checkeck movie for hand shape placement and transitions. I dislike M and N, but made no adjustments.

Time spent making Director adjustments = .5 hours.

Imported New Imported six Q_to_R transitions and a

new Q and R.

Placed into Score and adjusted as required.

Scrubbed through Q to R tansitions and found T shirt arm does not match postion of Teacher sprite. They are too high. This means "me" layer guide is inccorectly placed. If your attention is on the finger tansition you don't notice it but if you are looking elsewhere you see the arm does not match. This is annoying because Diraector doesn't a ruler or grids that will help find out how to adjust him so i need to get creative here.

Played with tempo or frames per second to get movie to play faster and perhaps match the music ad it was in May 2005. I increased the frame rate dramatically from 15 to 30 then to 60 then to 120. 60 to 120 had no effect on the speed. maximum frame speed according to the control panel ranged from 19 to 35 with the average being 24-39. Looks like I will have to shorten the movie rame by frame until the move matches and then save as a QuickTime movie to assure the synchronization is accurate on any computer it is being played.

Time to analyize Synchonization = .25 hours.

Documentation of Todays work = .5 hours

Total hours worked today 3 hours

Wednesday, April 19,2006

Completed S to R transition

Average drawing time was 45 minutes of and on with distractions.

Imported and placed on Stage .5 Hours

Tweaked Cast Members J to K, K to L, L to M, M to N because I disliked position and it didn't feel right. Am happy with current results. Still think P to Q need fixing will do later.

19 of the 27 transitions completed. I just may have them all completed by Thesis Committee meeting on Friday, April 28, 2006 at 3:45 p.m.

I meet Elena Radutsky of the Italian Fulbright Committee on Friday, April 21, 2006 to show her my work to date. Originally I was going to leave Thursday afternoon but on Tuesday, I got an e-mail from the Dean's office, subject saying "Italian Visitor" was visiting and asked if I was available. First I said "I was out of town for a conference." They said, "OK no big deal." Then I found out the "Italian visitor" was from Fulbright committee, I thought "... Hmm". When I found out the "Italian Visitor" was a "she" I asked if "she" was Elena Radutzky? When I was told yes, I was convinced to postpone my trip; forcing me to drive alone and lo$e a night's stay at the hotel. However, To go to Italy on a Fulbright is what I want to do. Therefore, I decided the opportunity presenting itself was worth more than the money and promises I made to my ride. I don't know if the visit is specifically to see me, but she did request to meet me. It was very short notice, which made me

uneasy, but Heather Smith helped convinced me to change my plans. Therefore on Friday morning at 8.30 am I'm meeting with Elena Radutzky from the Italian Fulbright committee.

Wish me Luck!

Must go.

Total Time worked and documenting 3.25 hours.

Thursday, April 20,2006

Completed S to T transition

Adjusted Video files so controls are in upper right space and video fills the area below the Header.

Backed everything up.

Tested to see if everything was in working properly despite the fact that director said some of my files had moved do I want to adjust? I said no.

I am ready to show Elena Radutzky.

Monday, April 24, 2006

Completed transition T to U. Only made 2 frames. Took one hour to render.

T_U_04 was drawn first and T_U_03 was a easy copy, paste and edit the fingers as required to make it look lower.

Copy Pasted into Me_ABC.ai increased 120% positioned in place.

Adjusted Transitions U to V as T to U placement off enough to notice.

Exported to swf T through W transitions.

Imported into director, positioned T to U at 3 frames wide.

Tested Movie and was satisfied.

Saved.

Quit.

Time to do Italian.

Total time worked including documentation 2 hours.

Tuesday, April 25, 2006

Completed Transition V to W using 3 frames.

No problems rendering, although I was exhausted today and had to nap after 30 minutes of working.

Restarted at 5 p.m. and completed process at 6.45 p.m.

Tried to make a new Director Projector but director kept quitting I need to find the problem file.

Could not make a Director Projector for Window® PC because Director was not installed. Need to find out if any Window® PC has Director MX 2004 installed.

Total time worked including documentation 2.75 hours.

From: Jeffrey Cougler <jeffreycougler@mac.com>
To: Jeffrey Cougler <jeffreycougler@mac.com>
Date: Tue Apr 25, 2006 09:55:39 PM EDT
Subject: Fwd: documentation

From: Jeffrey Cougler <jeffreycougler@mac.com>
Date: April 25, 2006 9:19:25 PM EDT
To: Baldev Kaur Khalsa <bkknss@rit.edu>, Jim Ver
Hague <JCVFAA@rit.edu>, Chris Jackson <cbjpgd@rit.
edu>, Cathy Chou <cwcnvs@rit.edu>
Subject: documentation

hello everyone,

as promised here are 4 random pages from thesis
documentation journal.

i'm looking for responses on content, style and
appropriateness.

please read before coming to the meeting as i will ask
about them as part of my beginning to complete my
thesis.

i have 4 more transitions to do and A-ZZ will be
complete in terms of the level ABC annimation.

i will try very hard to complete by friday at 3:45 pm.

cathy when could we meet? oftentimes when i go to your
office you are booked when i our schedules could agree.
any suggestions?

jeffrey

Wednesday, April 26, 2006

Completed W to X transition using 4 frames.

Total Rendering time :: 3 hours

Avererage per frame was 40 minutes

Edited X_fgr_ful to match the transitions which had a
wider handshape.

Export to swf, import to Director and place onto stage ::
30 minutes

Edited X_disk to improve flow around finger.

Total time to execute W to X transition :: 3.5 hours

Thursday, April 27, 2006

Completed Xto Y with 3 frames.

No problems, worked on and off as time permitted.

12:30 -2 pm, 5-6 pm and 9-10 pm

Transitions took anywhere from 30 to 60 minuts to draw
plus minor adjustments to Y_fgr_ful.swf.

Total hours works including checking projector for
thesis committe meeting tomorrow, Friday April 28,
2006 and documentation 3.5 hours

Wednesday, April 28 2006

Thesis Committee Meeting 09

ASL Finger Challenge Report

Cathy Chou, Chris Jackson, Baldev Kaur Khalsa, Jim Ver
Hague

Must do list!

Hello everybody,

These are some of the things I have identified as task I
need to do to complete "ASL Finger Challenge" and move
onto writing and finishing the documentation by the end
of Fall Quarter in November 2006.

Notes :

1 > Need to rerender A-ZZ video to fill frame @ 100%
currently it's stretched to fill screen

2 > Need to rerender Rubber Ducky Video video to fill
frame @ 100% currently it's 1 pixel too small need to
make 642 pixels wide.

3 > J transition in Words does not animate for some
reason.

4 > Quiz does not work for some reason.

5 > ZZ transition appears to be incomplete in terms of
details within certain frames particularly with the last
2 frames.

6 > Cannot make a Windows' Director projector as
Director MX 2004 is not on the CGD Window computers.

7 > Cannot make Mac Projector because it crashes the
Mac Director MX 2004. It unexpectedly quits for some
reason. It could be a file, a cast member, p.list problem.
I don't know.

8 > Put the video controls Lingo into the 3 videos and
adjust location of the controls slightly.

9 > Rework drop down Menu for 2 levels only. ABC and
One letter at a time.

10 > Have Baldev Kaur read the ASL History and Deaf
Culture for content and approval.

11 > Render Y to Z transition

12 > Render Z to ZZ transition

13 > Double check that Lingo was remove from all the
One letter at a Time buttons to prevent accidental
clicking a button which results in erroneous addition to
the user's score Letter

14 > Adjust J transition to be 115% the current size.

15 > Get music rights or have a new original recording
made.

16 > Beta Test program

17 > Fix clck to click in QTVR instructions.

18 > Adjust start frame of K and heal the Van Gogh
effect in K_QVR.

19 > In "Level 1 Quiz" and "1 Letter at a Time", remove "Next Letter" button and write a script that holds the "You're Absolutely ..." frame for a few seconds before proceeding to the next letter.

20 > Put the Review button on the Main drop down menu after viewing the ABC video or animation lesson.

21 > Complete and edit thesis documentation.

Anything else?

Saturday, April 29, 2006

Completed Transition Y to Z using 4 Frames

All the frames were a Copy and Paste from X_to_Y transition and altered as required. Time to render was 2 hours for an average of 30 minutes per frame.

Exported to Me_ABC and increased these and Z transition to 115% to match the handshape size throughout.

Z was too small therefore Re-exported the Z_fgr_ful. swf transitions.

Imported the 4 Y to Z frames to director and placed in cast then onto stage.

Reimported Z_fgr_ful transition and saved file, more than once.

Had to do twice because somewhere in the first import and placing on stage, I screwed up and wasn't sure what I had done wrong so I "revert" and did again saving as I went along.

Tested movie and it looks great.

ONE more transition and I can move onto finishing Level one and be considered 95% complete.

YIPPEE!

Total time worked including documentation 3 hours.

Sunday April 30, 2006

I was showing my mother my progress and when I played Rubber Ducky the video disappeared although the audio was there. Apparently in copying the folder from one computer to another the files corrupted or something. I don't understand what happen.

I opened the files to see if I could quickly fix, but nothing. Worked. I also had to look for files and cast members.

I fail to understand why the code Chris help me with to make director remember my links isn't working. Technology ... Can't live with it can't live without it.

Time wasted 20 minutes.

Monday, May 1, 2006

Worked on Z to ZZ transition which included working with and fixing the ZZ_fgr_ful animation. I desire a smoother animation and I recognized that all I have to do is simply add frames by copying and pasting

handshapes from one frame move over and viola! Some frames lack noticeable details which I assume I neglected in an effort to save time. The extra frames do take time but I think it's 5-10 minutes of work versus 50 minutes a frame. It's a worth wile effort to copy paste and tweak a little by rotating, horizontal scale, etc. Several frames have video blur, which hide the details, actually its difficult to discern anything, therefore I'm bringing in a mirror to see and draw the handshape.

I'm going home to work on Italian and work on the animation tomorrow before I see Cathy to update her because she missed the meeting.

Total time worked today > 2.25 hours

Friday, May 5, 2006

Worked on Z to ZZ on and off for 2 hours. I really need a mirror to do some of my transitions I cannot see ANY details. Therefore, I'm going to quit, go home and work on Italian.

Saturday, May 6, 2006

Brought a mirror in and worked on finishing Z to ZZ. I was difficult to match the hand shape so I used artistic licensing. I took longer than I should have but the results look great.

The export took a little longer due to the quantities I really did add that many more to the letter animation. Maybe 4 drawings and the were copy, paste, rotate and left it at that.

2 of the 4 transition frames were difficult to master. Then there was copying all layers into Me_ABC.ai, enlarging 115%, adjusting the locations due to the larger size.

Imported into director adjusted the animation the Roman disk to match the location of the additional frames and tested animation.

It looks great. Now I need to adjust J to match the overall size thus fixing the blip in the J to K transition.

Also corrected click misspelling in ABC_Review QTVR of E, D, K, M, X.

I'm done for the day time to go do money management and some Italian. See you tomorrow!

Total Hours worked including documenting 4.5 hours.

Tuesday, May 09, 2006

Crap, I just spent 1.25 hours coding the video play buttons. They don't work.

Crap, I spent 1 hour going through all my files to see if they were ok. I found problems with cast members and then i made the mistake of moving all of them to fill in holes where i deleted cast member. BIG MISTAKE! this effected the other Direector Movies and now some of them are all screwed up. Now I have to redo it all again. Hpefully I can correct some of them with minimal

problems. We'll see. I have to go home to bed. I'm tired.

CRAP! @#$% DIRECTOR!

and i have a busy day tomorrow. including italian which tends to eat up all my time! UGH! CRAP.

Good night!

Time wasted including documentation 2.5 hours.

Wednesday, May 10, 2006

Must Do List :

1 > Need to rerender A-ZZ video to fill frame @ 100% currently it's stretched to fill screen

2 > Need to rerender Rubber Ducky Video video to fill frame @ 100% currently it's 1 pixel too small need to make 642 pixels wide.

3 > J transition in Words does not animate for some reason.

4 > Quiz does not work for some reason.

5 > ZZ transition appears to be incomplete in terms of details within certain frames particularly with the last 2 frames.

6 > Cannot make a Windows' Director projector as Director MX 2004 is not on the CGD Window computers.

7 > Cannot make Mac Projector because it crashes the Mac Director MX 2004. It unexpectedly quits for some reason. It could be a file, a cast member, p.list problem. I don't know.

8 > Put the video controls Lingo into the 3 videos and adjust location of the controls slightly.

9 > Rework drop down Menu for 2 levels only. ABC and One letter at a time.

10 > Have Baldev Kaur read the ASL History and Deaf Culture for content and approval.

11 > Render Y to Z transition DONE!

12 > Render Z to ZZ transition

13 > Double check that Lingo was remove from all the One letter at a Time buttons to prevent accidental clicking a button which results in erroneous addition to the user's score Letter

14 > Adjust J transition to be 115% the current size.

15 > Get music rights or have a new original recording made.

16 > Beta Test program

17 > Fix clck to click in QTVR instructions.

18 > Adjust start frame of K and heal the Van Gogh effect in K_QVR.

19 > In "Level 1 Quiz" and "1 Letter at a Time", remove "Next Letter" button and write a script that holds the "You're Absolutely …" frame for a few seconds before proceeding to the next letter.

20 > Put the Review button on the Main drop down menu after viewing the ABC video or animation lesson.

21 > Reexport Z_fgr_ful.swf transitions at 120% to match size of other handshapes. Import into Director File. DONE

22 > Rubber Duckey Video disappeard in copying a folder from one computer to another. I don't understand what happen.

23 > Complete and edit thesis documentation.

Anything else?

Tuesday, August 22,, 2006, at 2:35 PM

hello baldev, cathy, chris and jim,

in response to baldev's questions i recieved earlier today.

On Aug 22, 2006, at 2:35 PM, Baldev Kaur Khalsa wrote:

Jeffrey,

How close are you to having a version that the ASL I students can use almost immediately? This would be the population for testing for the fall.

hi baldev,

i assume by immediately … you mean Labor Day, the first day of classes.

i am making good progress and am almost finished making repairs and finishing what i consider to be the prototype … and the final product for documentation.

I need to let the teachers know how students will access what you have.

OK …

Will it be on line?

NO … it is too complicated for online. i have a only a vague idea how to do this …

Will it be a disc?

YES, how many shall i make? hopefully working off the disk will be great … i have a feeling if we copy to the desktop the program may get corrupted with links breaking … why is this happening? i don't know … chis helped me with a code that should prevent this but Links continues to break, buttons and graphics get placed where they shouldn't …

How extensive will it be?

it will contain the following sequences:

1 > welcome page with intro > FINISHED

2 > instructions to get started …with guides to pick the animation > FINISHED

3 > animation alphabet > FINISHED

4 > selection page guiding them to pick real person animation > TEXT TO GUIDE THEM NEEDS TO BE INSERTED

5 >real person video > PLAY, FF, FR, NEED TO BE PROGRAMMED

6 >selection page guiding them to pick review > TEXT TO GUIDE THEM NEEDS TO BE INSERTED

7 > review with QTVR (K may NOT be retooled to match K letter in videos) > COMPLETE AND WORKING

8 > selection page guiding them to pick practice session where they are told how many right and how many wrong > TEXT TO GUIDE THEM NEEDS TO BE INSERTED

9 > practice session to see how many they can get correct. > COMPLETE AND WORKING

10 > Rubber Ducky COMPLETE AND WORKING

11 > ASL FACTS (which can be deleted) > BALDEV WANTED TO TWEAK THIS

12 > Deaf Culture with internet links > INCOMPLETE BUT WORKING

13 > quit button > COMPLETE AND WORKING

14 > help pages > BUTTON DIRECTING PROGRAM BACK TO INSTRUCTION PAGE NEED PROGRAMMING IN CERTAIN PAGES.

15 > survey for them to fill out > NEEDS TO BE COMPLETED and is doable ...

16 > at this writing the fingerspelled combinations and words section has ceased to function properly. this will be the last section i will finish ... hopefully it is only a relinking problem and when the links are fixed it will work fine.

NOTES:

on my G4 laptop the animation plays very slow ... hopefully they will run faster on a Desktop MAC

unless i can get into the CGD Computer Lab on Saturday i doubt that i will have a Windows version of the program.

I need to know this ASAP.

this was the fastest i could answer you. i hope it is sufficient.

regards ...

jeffrey cougler

Baldev Kaur

On 8/21/06 9:19 PM, "Jeffrey Cougler" <jeffreycougler@mac.com> wrote:

> hi baldev,

> the last time we all talked the was to test my project this fall.

> what do you need from me to do the testing?

> i will need to tweak a bit to get it working fully but ... not really

> a problem. also, i probably need to get a windows

version made ...

> that is a bit problematic with my current schedule ... and no window

> machine to work with until RIT opens on Labor Day.

> can you write to me so we can coordinate this?

> thank you.

> jeffrey

Tuesday, 05 September 2006

I've been working hard to get my program ready for user testing on Monday, 4 September 2006. I stayed up until 4 am that morning and got 2 hours of sleep, before delivering 4 disk to Baldev.

She tested it out only to find problems. So for the past few hours I have been looking for all the problems and solving them the best I could.

Here are 2 emails outlining my pr

From: jeffreycougler@mac.com
Subject: grrrrrr ....
Date: September 5, 2006 2:16:54 PM EDT
To: bkknss@rit.edu, jcvfaa@rit.edu, cbjpgd@rit.edu, cwcnvs@rit.edu Cc: jlc0304@rit.edu

hello all,

this is specifically for chris,

um ... i think the append script you wrote for me isn't working ...

although on my computer, my projector works fine. when i burned it onto 12 DVDs and tested them (all on my computer, as i didn't have any others to use it in) they all worked fine ... HOWEVER, for baldev kaur who wrote yesterday, said that upon inserting the disk and clicking the projector, she got a dialog box asking for a file. then she gave me a synopsis of what she did.

therefore i then burned a DVD took it to the lab and all kinds of problems occurred.

looks like baldev kaur cannot assign this as i had hoped.

without going into fine detail ... are you available on wednesday afternoon to make this work? i have an appointment at 2 and can be in the lab around 4 pm. we can talk then ... this way i don't disrupt you from your new students who have priority.

i am going through and trying different things ... to see what may work and to see what problems i have for documentation purposes. this way i won't bore you with a long email unless you want to know ;)

please respond ... i am on campus starting at 9 am wednesday.

regards,

jeffrey

From: Jeffrey Cougler <jeffreycougler@mac.com>
Date: September 5, 2006 3:15:37 PM EDT
To: Baldev Kaur Khalsa <bkknss@rit.edu>, Jim Ver Hague <JCVFAA@rit.edu>, Chris Jackson <cbjpgd@rit.edu>, Cathy Chou <cwcnvs@rit.edu>
Subject: grrrrrr...

hello chris,

ok i decided to bore you with all the details of what happened (do you get bored reading this stuff?).

although on my computer, my projector works fine. when i burned it onto 12 DVDs and tested them (all on my computer as i didn't have any others to use it on) they all worked fine ...

HOWEVER for baldev kaur who wrote yesterday said that upon inserting the disk and clicking the projector, she got a dialog box asking for a file. then she gave me a synopsis of the following:

> I am trying to use the FingerChallnge and I am having problems.

> I inserted the disc

> I clicked it open

> I clicked on 00_ASLFC.osx

> Then I got a Choose a File window

> On my left items bar I clicked again on 00_ASLFC.osx

> I see internal workings casts and FC_swf

> I was stuck I hit a few buttons that did not make sense and For some reason

> it came up.

> I watched it twice. Then I chose video and I got the Choose a File window

> again. I tried to cancel it twice and I got Director Player Error unable to

> open file.

> I clicked OK and the screen with the Choose a File window came up again.

> On the left I chose the disc and went into FC.swf and tried to choose

> A_to_ZZ.mov. The menu shook side t side and nothing.

> I can't quit unless I force quit, which I will do. It might further damage

> the disc....

> Help.

> BKK

i did not cc you my reply on this, BUT, i told her i would burn a DVD and test it on a CGD lab computer ... what happened to me was i got a dialog box asking "where is "Jeffrey:RIT_2005_3:FC_swf: FC_grid.swf".

so ... i continued testing. here are my results playing

from the CD:

it continued to ask me for a lot of files : (

the first three files played fine although surprisingly the animation was SLOW on the new G5 we have in the lab.

when i click to watch the real person video > it asked for the 5 out of the 9 cast files. : (

live acton video played but it did not finish ... hmm

i clicked on ABC Review > it asked for 8 of the 9 cast files.

the QTVR button didn't work ... when i rolled over it, poof, it disappeared. therefore the QTVR were not playable.

G finger flashed and disappeared.

the "BORED?" info did not display.

in Practice Level the instructions are missing and iff you accidently hit a button 2x quickly you get 2 points added not 1.

in the quiz ... the affirmations sometimes don't appear ... appear for a second or don't have a lead in time before showing correct or wrong ...

Deaf Culture The ASLFC Header is missing

Rubber Ducky does not finish playing ... ends before "YOU!" Yes! and credits.

Credits has the wron color ASL Finger Challenge Header

When i copied the files into a folder on the desktop clicked on projector, dialog box came up asking for files...

this time i canceled everything and the program launched except some characters were missing...

this time the animation played faster than the song ... the roman words appeared before the sung words.

live action video asked me for all the cast files ... and it played but ended too soon.

Review problems were the same but played faster ...

Practice same problems plays a wee bit faster ...

Credits same problem

Deaf Culture The ASLFC Header is missing

Good luck asked for all the cast files, the instructions were missing and good luck button didn't work.

hmmm... what now ... i'll make a disk with the folder on it and see what happens.

regards,

jeffrey

Tuesday, September 5, 2006, 16.33 hours

I bought some DVD disks hoping I might fool it with the DVD into a root system where it would know where to find the folders and files.

My fiirst attempt was to put all the files into a folder named "ASLFC_dir_090106", the same name as in my computer drive and then name the disk the folder one level uo called RIT_2005_3. I burned the disk and got all the same kinds of problems.

Second attempt was to name the disk the sting Jeffrey: RIT_2005_3 which I see in the where is dialog box. Toast wo't let me use a colon so I used a dash. I burned. I insrted, I clicked, I failed ... I don't know what else to do, except wait to see Chris tomorrow afternoon.

Sigh.

Friday September 08, 2006 05:02:15 PM EDT

From: Jeffrey Cougler <jeffreycougler@mac.com>
To: Baldev Kaur Khalsa <bkknss@rit.edu>, Jim Ver Hague <JCVFAA@rit.edu>, Chris Jackson <cbjpgd@rit.edu>, Cathy Chou <cwcnvs@rit.edu>
Date: Fri Sep 08, 2006 05:02:15 PM EDT
Subject: AFLFC projector user test

hello,

all 8 attempts to create a working projector has failed. the

projector will only work on the computer of which the projector was

created. when i insert the ASLFC dvd disk into, for example, baldev's

mac the projector asks for files needed to render the contents of the

welcome screen. there are other problems i can't solve as well.

so my project is stuck until i can get expert help.

this is simply FYI.

regards,
jeffrey

Thursday, September 07, 2006 08:08:55 PM EDT

From: Jeffrey Cougler <jeffreycougler@mac.com>
To: Cathy Chou <cwcnvs@rit.edu>
Date: Thu Sep 07, 2006 08:08:55 PM EDT
Subject: grrr v3

Hello cathy,

i mention a frustration with chris so before i send this i want to be

sure my wording is tactful so if you say it's ok i'll send. if you

think it needs changing or deleted i'll heed to your advice. i'm

frustrated with him right now ... so ... i need to voice it before it

gets to be a real problem of major resentment ...

anyway >

>start<

i am at my wit's end.

every projector i have made will only play with minimal problems on

the computer of which is was created. the append script is not

working. i do not know why. at one point it was but not any more ...

OSX issue?

here is a synopsis of what has occurred if you are interested in

reading ...

at first, I thought maybe the folder is too many layers down. so i

moved the folder to the desktop level > created a new projector >

burned a disk on my computer > when it finished i inserted the disk

into a cgd lab computer > clicked on 00_ASLFC ... the "where is ..."

dialog box appeared. ok, that failed.

i tried creating a disk with the same disk name as the Folder that

the dialog box asked for i.e. ASLFC_090406. that didn?t work.

I tried 2 different combinations of PATH?names based on the dialog

box message launches. I went as far as naming the disk

Jeffrey:RIT_2005_03 with the folder named ASLFC_090406.

unfortunately, i couldn?t use a colon in the name, therefore and

obviously that failed.

yesterday, i read the append script again and thought, ?there?s the

problem!? the script reads :

```
on startMovie
 append the searchPaths, the moviePath & "ALSFC" <<
: - )
 append the searchPaths, the moviePath & "cast"
 append the searchPaths, the moviePath & "FC_swf"
 go to "StartFrame"
end
```

My folder was being called ALSFC_090406. i used my time to fix some

minor errors and waited until today to create new disks, as i left

the blank disks at home.

So .... today, i went to a different cgd lab mac > first i

renamed the folder ASLFC, i copied the folder onto the desktop >

NOTE: i did not launch director > burned a new CD > reinserted it

back into the machine > it launched with no problems.

chris stopped by to see how it was going. i was in the middle of

burning my cd a figured he?d be back to help me as agreed on

wednesday, 09 06 06. he disappeared after he helped 2 students. i

went to find him when i saw him leave, but he disappeared. why he

left without helping, i have no idea ... i?m frustrated ...

anyway, i fixed a few problems i had in email "grrrr" report, > made

a new projector > excitedly I took it to Baldev. she inserted the

disk, and immediately it asked for the same files as disk 09042006.

only this time it was asking where is CIAS:jlc0304:Desktop ... which

means it only will work in the machine it was created and edited.

Additionally, i can only make one projector ... any subsequent

projector i need to go to another machine ... anytime i create more

than one replacement projector Director will quit 85% of the way to

completion.

the next trick i tried was to copy director onto baldev's machine ...

but everytime i needed a authorization code the name and the password

failed. until Baldev kaur figures out her administration name and password

issues i cannot launch the program and make the director projector

native to her machine.

technology at this point is 100% trouble shooting ... one road block

after another.

regards,
jeffrey

Saturday, September 9, 2006, at 8:22 AM,

On Sep 9, 2006, at 8:22 AM, Cathy Chou wrote:

But I am curious - what if you made a projector with a very simple director movie that has external casts. Does that work on other computers? Do you have a stub on your director project that installs on the other computer? If so, what if you took that off as a test version and made a projector?

well i did think about this and the welcome screen has minimal cast members ... so a thought for tomorrow based on this is to simply make a welcome page with internal cast members only and see what happens.

since you are verifying a thought i had then it's definitely worth a try.

i'll report back to you tomorrow.

regards,

jeffrey

From: Jeffrey Cougler <jeffreycougler@mac.com>
To: Cathy Chou <chou@mail.rit.edu>
Date: Sat Sep 09, 2006 12:36:57 PM EDT
Subject: Re: grrr v3.2

hello cathy,

sorry that my emails are confusing ... i was basically reporting the steps i took ... in the specific order, to show what i have done and perhaps reveal a missed correct step or thought. additionally, i'm not just flippantly asking for help without trying to find the solution on my own.

as far as chris goes ... he's not my friend and he's in a supervisory role, so ... i want to approach it professionally. i guess, i could simply write an asking for a specific meeting time and leave the complaints out.

hmm ... this seem like the best approach based on the "he's overwhelmed" theory ... as we all are ... i just have time issues ... the window for user testing is rapidly closing and if i can't get a working projector by beginning of next week i will have minimal data for my documentation on the success of my project.

additionally i think chris only reads his RIT email when he is at school. i've noticed, ALL of the times when he has responded, it corresponds to when he's at RIT. so it only pushes my need to see him forward even more. i know i need to be patient with these things but there are times when it must be done and done correctly. otherwise you can lose the client.

repectfully,

jeffrey

On Sep 9, 2006, at 8:50 AM, Cathy Chou wrote:

And also, I see that below you have typed "ALSFC" on one occasion and "ASLFC" on another occasion. Could that be the problem - a misspelled directory?

From: Jeffrey Cougler <jeffreycougler@mac.com>
To: Cathy Chou <chou@mail.rit.edu>
Date: Sat Sep 09, 2006 12:39:47 PM EDT
Subject: Re: grrr v3...and... v1.1

hello cathy,

ok, ill check it ... more likely it's an email typo ;) ...
thanks for notifying me on a possible error ... i'll will
verify ...

jeffrey

Sunday, 10 September 2006 9,30 am

Indeed, cathy was right, my append did say ALSFC and
not ASLFC. i made the correction and we'll see if it
makes a difference.

In the meantime, I going to make a projector that will
open 00_welcome.dir file which has only internal cast
members, with the hopes that this will solve my "where
is ... file xxx" problem. We'll see if this works.

00_welcome.dir file, which has only internal cast
members was created; a new projector was made; a
new disk was burned and the following happened when i
launched the projector on a different computer.

00_welcome opened with no problems,

clicking "Take Challenge" button launched the first drop
down menu.

Play back was very SLOW.

second drop down menu started with no problems.

ASLFC live action Quicktime movie played no problem.

The third drop down menu played with no problems.

when "ALS Reviewed" was selected > a dialog box
appeared asking for EVERY cast member file ... i
selected everything but some cast members were
incorrect ... maybe i chose the wrong cast file.

i quit, relaunched the projector and immediately
selected QT movie file.

When it played the "ASLFC" live action Quicktime movie
the it had problems. It would freeze on a frame, then
skip over MANY frames until the end.

Each time ASLFC live action Quicktime movie was played
the stop play was always on a different frame ...

Therefore, the Folder "ASLFC" was copied to the
desktop.

The A_ZZ movies played faster movie ended before the
sound finished.

Files "ABC Review" and "Just Words" required me to
find ALL cast files. This time all cast files were selected
properly and all cast members were rendered properly.
HOWEVER, If you clicked on cancel, cancel, cancel ...,
the projector will quit, forcing user to start over.

The "ABC Review", QTVR button doesn't work, therefore
QTVR was unavailable and member "BORED" was missing

making the next step a bit challenging.

"Level 1 Practice" and "Level 1 Quiz" played fine.

"Level Just Words played until user clicked "Good Luck"
button, nothing happened.

Rubber Ducky and Credits played to my satisfaction
although "Rubber Ducky" felt like it ended abruptly.

From: jeffreycougler@mac.com
Subject: progress report on ASLFC testing
Date: September 3, 2006 11:40:22 PM GMT+02:00
To: bkknss@rit.edu, cbjpgd@rit.edu, cwcnvs@rit.
edu, jcvfaa@rit.edu
Cc: jeffreycougler@mac.com

hello,

GOOD NEWS!

i got the ASLFC to publish! it's not perfect and it's a
MAC ONLY program so students will need to go to a
computer lab with a mac.

i will deliver it at 8 am as i still have the survey to do
and some tweaking on the word part, oh ... and to check
to see if the quiz works ... oh and to ... :)

i know what i deliver will NOT be perfect, but it'll work
and it's a good place to start.

ehug
jeffrey

Thursday, 8 September 2006

From: jeffreycougler@mac.com
Subject: startMovie
Date: September 8, 2006 12:34:54 AM GMT+02:00
To: jeffreycougler@mac.com

Hello,

i am at mit wit?s end.

I thought maybe the folder is too many layers down. so
i moved the folder to the desktop level and created a
new projector. > burned a disk on my computer > when it
finished i inserted the disk into a cgd lab computer > the
where is ... dialog box appeared. ok, that failed.

i tried creating a disk with the same disk name
as the Folder that the dialog box asked for i.e.
ASLFC_090406. that didn?t work.

I tried 2 different combinations of PATH?names based
on the dialog box message launches. I went as far as
naming the disk Jeffrey:RIT_2005_03 with the folder
named ASLFC_090406. unfortunately, i couldn?t use a
colon in the name, therefore and obviously that failed.

yesterday, i read the append script again and thought,
"there's the problem!" the script reads :

```
on startMovie
append the searchPaths, the moviePath & "ALSFC"
‹‹  : - )
 append the searchPaths, the moviePath & "cast"
 append the searchPaths, the moviePath & "FC_swf"
```

 go to "StartFrame"
end

My folder was being called ALSFC_090406. i used my time to fix some minor errors and waited until today to create new disks, as i left the blank disks at home.

So .... today, i went to a different cgd lab mac > first i renamed the folder ASLFC, i copied the folder onto the desktop > NOTE: i did not launch director > burned a new CD > reinserted it back into the machine > it launched with no problems.

chris stopped by to see how it was going. i was in the middle of burning my cd a figured he?d be back to help me as agreed on wednesday, 09 06 06. he disappeared after he helped 2 students. i went to find him when i saw him leave, but he disappeared. why he left without helping, i have no idea ... i?m frustrated ...

anyway, i fixed a few problems i had in email ?grrrr? report, > made a new projector > excitedly I took it to Baldev. she inserted the disk, and immediately it asked for the same files as disk 09042006.

Sunday, 10 September 2006

From: jeffreycougler@mac.com
Subject: Succeeding and still have bugs!
Date: September 10, 2006 8:56:55 PM GMT+02:00
To: cwcnvs@rit.edu, bkknss@rit.edu, jcvfaa@rit.edu
cc: jeffreycougler@mac.com

hello cathy, baldev, jim ...

i made a "welcome.dir" file where all cast members were in the internal cast ONLY.

i made a projector, changed machines and it started with no problems! Yippee! we have SUCCESS with that major hurdle ...

the computer played from the DVD slowly. when i copied the file to the desktop the speed in a director file was faster and the film ended before the song was complete ... now it's too fast ... the QTVR played fine ...

2 files (the REVIEW which has the QTVR, which don't work and "Just Words") still require ALL "cast" files be found ... so ... i will try a thing or two and hopefully the problem will get solved. PLEASE GOD OH PRETTY PLEASE!

i will let you know the out come later ...

there are still scripting problems that i don't know how to solve but they are minor ... if i can get the projector to stop asking for the 'cast' files, then i have DVD that baldev kaur can used as take away homework and user testing feedback.

keep your fingers crossed.

ehug
jeffrey

Monday 11 September 2006

From: jeffreycougler@mac.com
Subject: success and failure 09102006
Date: September 11, 2006 2:59:32 AM GMT+02:00
To: bkknss@rit.edu, jcvfaa@rit.edu, cbjpgd@rit.edu, cwcnvs@rit.edu
CC: jlc0304@rit.edu

hello,

i tried to fix the all the problems but as of 6 pm sunday, 10 september 2006,

i successfully made a projector that has internal cast members ONLY, with no links to external cast. it now launches with no problems.

the playback from the DVD is slow.

when the file are copied to the desktop the director file speed was FASTER and the movie ended before the song was complete ... now it's too fast ... the QTVR played fine ...

2 files (the REVIEW which has the QTVR members, don't work and "Just Words", which also doesn't work) still require ALL "cast" files be found.

any information from you people will be helpful in narrowing my problems ... i'm getting there ... but now i'm really stuck ... plus director does weird linking and changes remote cast path that are like ... how does it do that?

I have questions for all of you.

BALDEV

what from my test program would benefit you most this week? i can stop by and show you what i have ... it's better ... but obviously still a bit awkward ...

CATHY

could you help me interpret codes to see where i might be able to alter them to fit a the "Just Words" file? it no longer works ... i haven't given up ... i think i know what the problem is.

CHRIS

can we make a definitive appointment for a consultation? although you stopped by on thursday, it was my understanding that David had priority. therefore, i thought you were going to help me after you helped him. for some reason you quickly left after helping a couple of other second years. i came after you, but no one responded to a knock on the door or a note to please come back. did i misunderstand something?

JIM

do you still want to be copied on my progress and included in my final review?

thank you in advance for your help.

jeffrey

PS please forgive me if my any of my wording is untactful. i'm trying the best to be professional during this stressful time, so if i failed, know it's because i don't have the proper training to say it any other way.

Thursday, September 14, 2006

From: jeffreycougler@mac.com
Subject: succeeding! and there are some little issues
Date: September 14, 2006 11:15:33 PM GMT+02:00
To: bkknss@rit.edu, JCVFAA@rit.edu, cbjpgd@rit.edu, cwcnvs@rit.edu
CC: jeffreycougler@mac.com

hello all,

ASLFC is now running better than ever. some double checking confirmed that somehow my editing of ALSFC to ASLFC did not get save properly ...

Chris helped me find solutions to my pause button, play button and JUST WORDS section ... a few more tweaks and i can definitely user test as required, by monday, monday afternoon when it get installed into NTID computers. (HEY, GOD! did you read this?)

CHRIS

thank you chris for coming in to help me today, please remember to send me the file on ... shoot ... what was it?

BALDEV

i figured out why your words page won't work .... i can stop by tomorrow morning with the folder that has the correct link.

i will create a "home" button so students can click it at anytime to get to a drop down menu that will allow you to choose any file.

i will create more animation of words and letter combinations like RIT NTID COM RIT.COM LAB JEFFREY and some others which should be on video in my collection of files ...

any other combos let me know ...

they take some time to do so i may get 1 or 3 done ...

CATHY

thank you for helping me with being prepared for chris.

JIM

Thank you for being part of my team.

ALL

can we set up a progress meeting within the next 2 weeks

please let me know when are good times for you i have a feeling scheduling may be problematic and i pray for seamless coordination.

regards,
jeffrey

Monday, 18 September 2006

From: jeffreycougler@mac.com
Subject: success!
Date: September 18, 2006 1:47:33 PM GMT+02:00
To: bkknss@rit.edu, JCVFAA@rit.edu, cbjpgd@rit.edu, cwcnvs@rit.edu
Cc: jeffreycougler@mac.com, jmee@hotmail.com

hello,

i think, we have succeeded in creating a COMPLETED ASLFC mac user test model. EVERYTHING was working as desired at 3 am monday, 18 september 2006, which now includes a HOME page with all the different levels for you to choose from. thus if you need to quit mid program for ANY reason, you don't have to do the entire sequence to return to where you left off.

i even created 3 more fingerspelling combinations animations for a total of 30 two to seven letter combinations. hopefully mike burns will be a available at 3 pm to install the program onto 4 NTID computers which will allow us to start testing as of today.

i even figure out some drop down menu problems i was having!

yes, the Quicktime movies buttons stop, play, fast rewind, etc. work

wishing the best of luck for the the continued success!

regards,
jeffrey

Friday, 29 September 2006

Baldev kaur did some user testing in the Language center lab at NTID.

Practice

button is wrong

multiple clicks changes score when on finger alphabet section.

students are getting scores like 28 correct 1 wrong

OPPORTUNITY TO GO BACK?

ALLOW USER TO GO TO REVIEW TO CHECK WRONG ANSWERS

WHEN COMPLETE THE ABILITY TO SHOW THE CORRECT ANSWER TO THE WRONG ANSWERS.

SHOW WRONG ANSWERS AT END BY SHOWING A SMALL FINGER LETTER ALONG SIDE THE ROMAN LETTER.

Qiz button asks for file ... CHECK CODE!

AT LBJ web link buttons dont work for some reason not attached to web?

An error message "Get at .,.." at end of word section.

Rubber Duckey has a go to F1 malfunction.

Fade out QT CONTROL buttons don't fade.Monday, 2

October 2006

Hello All,

It's getting there. Per usual there is more to be done than i can do. my focus this weekend was to get all the small stuff taken off the list and to focus on getting the fingerspelling receptive practice working as flawlessly as possible. Although it looks pretty good and i have 35 2-7 letter words in ASLFC would benefit greatly if i could have an equal amount each category as possible.

As of TODAY

20 two letter words,
10 three letter words,
3 five letter words,
1 six letter word
1 seven letter word.

The feedback is anything from very useful to this guy is obviously heterosexual. there's not much data, because i am still trying to get a version complete that can be tested on windows and mac. a few more disk burns and i should be finished. hopefully this week. multiple clicks changes score when on finger alphabet practice section.

Students are getting scores like 28 correct 1 wrong

OPPORTUNITY TO GO BACK?

ALLOW USER TO GO TO REVIEW TO CHECK WRONG ANSWERS

WHEN COMPLETE THE ABILITY TO SHOW THE CORRECT ANSWER TO THE WRONG ANSWERS.

SHOW WRONG ANSWERS AT END BY SHOWING A SMALL FINGER LETTER ALONG SIDE THE ROMAN LETTER.

AT LBJ web link buttons dont work for some reason not attached to web?

Didn't work on Window Machine

Works on Mac where files are edited.

I can't >

1 > QT Buttons > get the up state to to work > stop running the video

2 > hide files on CD ROM DISK

3 > How to make an Auto launcher info I have is too vague

Jeffrey Cougler

Friday, 6 October 2006

From: chou@mail.rit.edu
Subject: Re: current disk
Date: October 6, 2006 7:16:55 PM GMT+02:00
To: jeffreycougler@mac.com

Well,

Some of it works, but it plays very slowly from the CD on my PowerBook G4. Then it stopped completely after

the word review and I couldn't click on anything. I had to force quit.

I can't tell exactly where I am or what I'll get after I hit "Alphabet" the second time - but I think that is what we discussed last time about the different levels being added.

The word count works well!!! YAY!!!

But I realized it is confusing if the "word" isn't really a word, and I am trying to make sense of it. Perhaps it needs to say that up front if you want new users to share your expectations.

The Replay and Next button lines flash up briefly between each word and that is distracting. Also, the "Are you bored?" etc. lines also fade up and down, though that is not so distracting and could be left, IMHO.

That's all so far. You wanna get me a new disk? If you leave it for me this afternoon by 4:30 pm I will be in a meeting and can take it back home with me to test.

Cathy

On Oct 6, 2006, at 9:59 AM, Jeffrey Cougler wrote:

hi cathy,

most likely the disk you have practice session won't work ... GRRRRRRR

i was working on wednesday, but when i went to do another run trough of what needs adjusting ... well it showed 4 letters and then it kept reshowing C.

the next time only the first letter so i will adjust it AGAIN to get it working for 2.4

Jeffrey

Monday, 9 October 2006

From: chou@mail.rit.edu
Subject: Re: current disk 1.5
Date: October 9, 2006 6:10:52 PM EDT
To: jeffreycougler@mac.com

OKAY - here is a pdf file of screen grabs as I went through the CD. I have attached notes from Acrobat. Let me know if any of it makes sense. Remember that some of these issues of navigation can be addressed in the next iteration, but you should just keep them in the back of your head. They deal with consistency mostly.

hi cathy,

On Oct 6, 2006, at 1:16 PM, Cathy Chou wrote:

CC > Well,Some of it works, but it plays very slowly from the CD on my PowerBook G4.

JC > i knew it would ...

CC > Then it stopped completely after the word review and I couldn't click on anything. I had to force quit.

JC > oy! what could be causing that? well that happened a few times on the gooseneck iMac in NTID ...

CC > I can't tell exactly where I am or what I'll get after I hit "Alphabet" the second time - but I think that is what we discussed last time about the different levels being added.

JC > what if the button is "ABC lessons" that should fit ...

CC > The word count works well!!! YAY!!!

JC > YIPPEE!

CC > But I realized it is confusing if the "word" isn't really a word, and I am trying to make sense of it. Perhaps it needs to say that up front if you want new users to share your expectations.

JC > i do say it at the beginning "... some are words some are just letter combinattions ..."

CC > The Replay and Next button lines flash up briefly between each word and that is distracting.

JC > not sure why it would do that ...

CC > Also, the "Are you bored?" etc. lines also fade up and down, though that is not so distracting and could be left, IMHO.

JC > that was intentional ... many people just don't see it if it's on 100% of the time ...

CC > That's all so far. You wanna get me a new disk? If you leave it for me this afternoon by 4:30 pm I will be in a meeting and can take it back home with me to test.

JC > thanks for your reply,

let me know about a new disk if it needs to wait until monday i probably will have the new ABC animation completed and it is a QT movie ...

jeffrey

Wednesday, 11 Octobber 2006

Remember when you all asked me why i would rebuild in Final Cut Pro or Adobe After effects instead of exporting the director file into Quicktime?

Because my hunch was it wouldn't work and i was right!

Steps I took >

1 > worked my original animation so the words and the sound synced properly   3 hours

2 > saved my director document as a separate movie and did the following...

 > resized the stage to 640x445

 > removed the cast members like buttons headers, version number, etc.

 > moved all remaining cast members down to fit onto new stage size.

 > exported movie to Quicktime > Director crashed before finishing and   put a non function QT movie in my folder.

3 > simplified the director files to delete as many

external cast files as possible. cast such as "fingers" and "A_ZZ_disk" were too numerous to transfer into the internal cast ... while miscellaneous GUI cast and me cast members were copied and pasted to the internal cast and then an "exchange cast member" was performed.

When that was finished i was forced to create a new folder with it's own stand alone cast files.

 > exported to Quicktime and Director crashed!

4 > Removed the Music track from the director movie.

 > exported to Quicktime and Director continued to work fine!

5 > Open FINAL CUT PRO and imported the movie and the soundtrack files. Tried to sync the 2 files but decided i needed to see the quicktime quality before fussing with it.

 > The Quicktime was all pixilated ... YUCK!

6 > went back into director and click "none" compression in the options menu. rendering took longer and director made a 2 GB Quicktime file.

 Made a new FINAL CUT PRO (FCP) document, imported new QT file, the soundtrack, then tried to sync the sound

 Problems were

 > video file was longer than music file

 > unable to "squeeze" the file to get it to sync > FCP was deleting frames rather than increasing the tempo, thereby shortening the video time.

7 > Retuned to director to make the finger animation separate from the "oh lord, please don't make me be misunderstood"

 > Returned to FCP and imported the 2 new QT videos.

 > was unable to "squeeze" the file to get it to sync with the words.

 > found a squeeze filter, but it didn't do what thought. It created an elevator door closing effect ... it was not the desired solution.

 > exported to quicktime just to see what it would look like and "POOF" it was all pixilated a "YUCK" and a "sigh" later it was deemed that a video placed into FCP was like making a copy of a copy. it pixalates an imported QT movie even though no compression was selected.

It's required to start from scratch. Now the question is which program is best considering that all my animated stills are in an swf format. Do i use FCP Adobe After Effects or FLASH. I'm not sure if FCP accepts swf files. It's time to network for some answers.

Wednesday, 11 Octobber 2006

From: jeffrey Cougler <jeffreycougler@mac.com>
To: Adam Gloo <adamgloo@yahoo.com>
CC: <jeffreycougler@mac.com>
Date: Wed Oct 11, 2006 06:20:06 PM EDT
Subject: Quicktime

hey adam,

how well does Flash export to Quicktime?

i need to make an animation movie with music embedded and synchronized to a specific sequence of events.

Director movies playback vary according to the computer speed from which it is running. additionally, it cannot export my movie into quicktime for some odd reason ... so my choices are create from scratch using after effects, or final Cut pro or flash ... right now all my animation frames are swf stills created in illustrator.

do you have any advice?

your help will be appreciated.

jeffrey

10142006

To adobe.com

i have a series of buttons where the script adds 1 point to a correct or wrong field on the stage> the script is on one keyframe > the problem is if a user somehow double clicks the button the button score will increase 2 times therefore it is possible for the user to get an incorrect score ... the highest possible correct depending on file file is used is either 27 correct or 99.9% i have seen users get 29 correct and 1 wrong or a % of 114.7 my professor is stumped ... is there a code to put onto the button that will say to the effect if user clicks multiple time count as one click?

you help will be appreciated.

jeffrey cougler

Sunday, 16 October 2006

From: bkknss@rit.edu
Subject: Re: ASL inflection
Date: October 16, 2006 3:26:07 PM GMT+02:00
To: jeffreycougler@mac.com

Greetings Jeffery,

Wow . . . .on the way to church. . .sign is taking over. :-)

More like. . .

BOB MOVED TO CALIFORNIA WHY (rh-q) #J-O-B-in-CA-space

translated: Bob moved to California because he got a job there.

WH-SIGN but with a y/n non-manual signal.

You are not asking

BOB MOVED TO CALIFORNIA WHY (wh-q)

Why did Bob move to California?

Do you remember the "old" Mickey mouse club closing?

(sung) M-I-C See you real soon! K-E-Y Why? because we like you.

M-O-U-S-E

That! Nod

BKK

On 10/15/06 8:01 PM, "Jeffrey Cougler" <jeffreycougler@mac.com> wrote:

hello,

this morning while driving to church i had the following thought >>

the eyebrows up for the rhetorical question usually yes or no is

similar to a voice question infection as follows

when an oral english statement without a question word need to be

phrased as a question the oral speaker will change his/her voice

inflection to make it sound like a question.

for example :

Jonathan is the employee of the year.

vs

Jonathan is the employee of the year?

in wrtten form the sentence structure is the same except for the

question mark. so if a person is saying this s/he must have a vocal

question inflection, otherwise the reciepiant of the question doesn't

know if it's a question or statement, especially since there is no

WHO WHAT WHEN WHERE WHY or HOW in it.

same in ASL

_____t

EMPLOYEE-YEAR WINNER J-O-N-A-T-H-A-N

VS

_____t   _____r-qu

EMPLOYEE-YEAR WINNER J-O-N-A-T-H-A-N

without the eyebrows up then the person is making a statement rather

than asking a question.

correct?

jeffrey

Tuesday October 24, 2006 6:04:11 PM EDT

From: jeffreycougler@mac.com
Subject: quicktime one frame
Date: October 24, 2006 6:04:11 PM EDT
To: bkknss@rit.edu, JCVFAA@rit.edu, cbjpgd@rit.edu, cwcnvs@rit.edu

hello,

during thesis meeting 10.02.2006, it was suggested that i make my quicktime director files be of one frame duration using an "go to the frame" script. truthfully, i was surprised that i could actually do that.

back in spring 2006, i remembered building a director movie that was one frame in duration as per Chris's authoring multimedia lesson > week 8 > winer 2004, i used the following script in the scripting channel

```
on exitFrame me
  go the frame
end
```

when the quicktime movie ended it would stay there because the script says to stay there ... this is why i stretched the sprite to last the duration of the movie. i needed the playback to continue at the end of the quicktime then enter a channel script that says, go to director file XXX. because i had forgotten i did this process, when chris mention using "go the frame script" at the 10.02.2006 i decided, "ok i can do that."

today i revised the director file to be a one frame quick time playback file. i entered

```
on exitFrame me
  go the frame
end
```

as per spring 2006, when the QT ended it did not proceed to the next frame so it can go to the next director menu file. when i reviewed authoring multimedia lesson > week 8 > winer 2004, i found a director file that was perfect for what chris suggested but not good for me because i wanted/needed playback to +1 when the quicktime movie ended.

without getting too lengthy i tried to find a script that says "when the quick time movie has ended go to the frame +1". today i found the following >

--Duration Script

```
on exitFrame
   if member("A_to_ZZ_2006").state = 2 then
         member("Duration Displayer").text = \
            string(member("A_to_ZZ_2006").duration)
   end if
end
```

i thought, ok ... maybe this will work ... i copied pasted, played the file. the payback went into the frame, stopped, played the quicktime, then proceeded no father. > ok, i thought, maybe an else is needed > i wrote the following >

--Duration Script

```
on exitFrame
   if member("A_to_ZZ_2006").state = 2 then
         member("Duration Displayer").text = \
string(member("A_to_ZZ_2006").duration)
   else member("A_to_ZZ_2006").state = 0 then
         go to the frame +1
   end if
end
```

of course it didn't work. obviously, my logic is off : P then, i spent 3 hours doing the following >

   • looking through my 4 lingo books.

   • additional search in "director help"

   • a google search

   • THERE WAS NOTHING THAT ANY SENSE TO ME,

i now ask the gurus of director > can you guide me in writing an if/else statement that when the quicktime movie ends the play back exits the frame +1?

when these 2 movies are complete, i can consider my project finished, start the documentation while conducting user testing on how to improve ASL Finger Challenge version 4.

thank-you for your time. i will be in the lab on wednesday from 10- 10:45 then after 2 pm, if Chris can take some time to help me.

respectfully,

jeffrey cougler

Saturday, November 11, 2006

From: Cathy Chou <chou@mail.rit.edu>
Subject: feedback for Monday
Date: November 11, 2006 10:48:38 PM EST
To: Jeffrey Cougler

1 Attachment, 118.1KB (Show)

Hi Jeffrey,

I have two things. One is feedback on your outline. The second is feedback on the ASL_FC CD. Things look pretty good to me. However, there are things that need to be changed in both, if you can manage it. They are not major, but yet I think they are important.

The outline I am sending via PDF revision.

Here is my evaluation of the CD. Keep in mind I am used to doing CD testing, so it may be that no one has gone through it as extensively as I have in this go around. But also be warned that in my estimation, I have not done a truly thorough testing job. I think you will need to do a systematic run through on this version for yourself. I will also try to do a systematic run-through myself but it will take some time. There are two categories of corrections: non-critical details and critical must-change items. The noncritical stuff you should fix if it is easy. The critical stuff I am flagging in red.

Running on my G4 Powerbook from the CD:

ABC animation song stops at around "T".

ABC QT hiccups and skips - both visual and sound.

ABC Review:

Fingerspelled letters Q & P cover "Are you done..." text.

Can't go to anything but Credits, which is fine, and then from Credits you can click to anywhere - is this what you want?

Help:

Button is a bit misaligned in the menu.

Misspelled copy reads "...clicked on an anwer button" should be "answer button"

Quit and Practice both work!!!

Running on my G4 Powerbook from a copy made to my laptop desktop.

Welcome!

Copy corrections:

2. "...what works and what doesn't work," note to add the comma

3. "Remember...quiz sores" should read "scores"

ABC animation music ends as the animation ends - perfect.

ABC QT works great, too.

Fingerspelling is fine

Love the ASLFingerChallenge color changes per topic change.

ASL Facts:

 - I would break the copy differently from the first column to the second column. Right now it breaks between "grammatical" and "system". You should be able to move "system" back to the first column.

 - Also, there is an orphan - "English".

Deaf Culture:

Make sure "Hard of Hearing" is consistent. It's two different ways regarding capitalization and also I can't remember if there needs to be hyphens(Hard-of-Hearing) or not when it is a noun vs. an adjective. Ask Baldev kaur if she remembers. Or we need to check it with a writer.

Rubber Ducky:

My messing with the video controls caused the program to crash. I didn't try to do it again, but I will the next time.

"Application welcome.osx quit unexpectedly."

Credits:

Going from Credits page TO Deaf Culture or ABC Lessons causes the entire program to crash.

Fingerspelling:

Going from Fingerspelling, ABC Lessons, ASL Facts or Help took more than one click to get to Credits, and it hung temporarily on the second click, indicating something weird. But I could not reproduce this after quitting the program and restarting, so I think it is not critical. (If it did this all the time, it would be critical.)

Generally, there are subtle jumps in placement of the rules/spacing in the menu from one topic to the next which are noticeable to me.

Wednesday, November 15, 2006

From: cbjpgd@rit.edu
Subject: Re: Outline version
Date: November 15, 2006 10:01:26 AM EST
To: jeffreycougler@mac.com, bkknss@rit.edu, jcvfaa@rit.edu, cwcnvs@rit.edu

Hi Jeffrey,

ANSWER: Questions in #8

The information architecture can be integrated into Section 4: Organization, Part B: Discussion of Content. This section clearly defines the structure of your thesis project. I would suggest that before you start talking about each section individually, show the overall "big" picture. This is where I would put your organization chart. As you describe each section make reference to why you included the content here.

Hope that helps.

Chris

From: chou@mail.rit.edu
Subject: Re: Outline version 2
Date: November 15, 2006 6:01:03 AM GMT+01:00
To: jeffreycougler@mac.com

Jeffrey,

Information architecture is the flow of information to me. So it has to do with how things are visually structured to lead the viewer though information and it also has to do with what shows up sequentially and the navigation from main levels to deeper levels and back.

It might be able to be incorporated under where you talk about the Flowchart. Information architecture may also include decisions you made in navigation to help control the end user experience.

Cathy

Saturday, November 18, 2006 8:45:01 PM EST

From: ghaznabi@mac.com
Subject: Re: questions > thesis
Date: November 18, 2006 8:45:01 PM EST
To: jeffreycougler@mac.com

Yes, Jeffrey, I enjoyed our talk, too

any idea why the disk froze your intel machine?

No, however, it only froze when I tried to run the

program off the DVD. When I copied it to the hard drive, everything worked just fine...

is it a macBook or a tower?

It is a white 2GHz MacBook with 2 Gigs of RAM

most people agree the teacher is effective although some say needs hair

Hair would help...

a couple said he's [(i'm) (it's a stylized me)] creepy looking ... you state you don't like the teacher. what would you suggest for improving him?

He IS kinda creepy looking. Something in the eyes (the shape...how they close). The stylization of the head does not match the hands. The hands are so well done that the head looks like an oversight...that you ran out of time and didn't know what to do. The head, face and smile don't look appealing enough and a little bit "robot like". He seems a little "air-headed" bordering on "retarded" (sorry, don't want to be mean spirited, but I can't seem to find the right words...but I'm trying). It's tough to design attractive and appealing cartoon faces. Maybe find a talented cartoonist there at RIT and pay them to create a dozen or so cartoon heads using your face as a model. See what they come up with.

disagreed with roll down speed why?

Too slow, seems pokey compared to the snappy music...

strongly disagreed with typeface ... why?

The program is quite elegant. The typeface is childlike and unsophisticated. Come on! Could you see Toby Thompson approving of this particular font for ANY kind of professional job? And Ruth Gutfrught would...

...well, it's too scary to think what she would do to you!!!

with ABC Animation ... when does the music end on your machines?

On the intel machine, it's not quite at the end (like it is in the movie), but close enough. I've loaned the G4 to my Mom and I've shut down the G5 for the day. I'll try and check them tomorrow...

what are the various machines you used and the OS system?

G4 PowerBook 867(?) MHz with 1.2 megs of RAM

G5 iMac 2GHz with 2 megs of RAM

MacBook 2GHz (Intel Core Duo) with 2 megs of RAM

All running 10.4.8

your reply will be most appreciated.

Okey Dokey Smokey
Love
Dean

From: Jeffrey Cougler {jeffreycougler@mac.com]
Sent: Saturday, November 18, 2006 10:29 AM
To: darons@kalani.com
Subject: Re: i want to go where i want to go

hello daron,

On Nov 18, 2006, at 3:15 PM, Daron Scarborough wrote:

• I prefer buttons that always stay on the screen

I'm fine with the drop down menus, however I strongly would prefer the buttons always be available to me at all times. When you first pop in the CD and go through your project it all seems fine. The second, third, fourth times I pop in the CD and immediately want to go and review a section on my own, but can't because the buttons are disabled, not there, or in a different order/format and because I have to first try to get out of your established lesson flow, I want to yell out, "Let me do what I want!" to your bald animated self! (grin)

hmm,

there really is a easy solution to this which is to go to HOME

when you click on HOME or HELP

ALL lessons are available to you.

what about HOME doesn't make sense? should that be a different name > i.e. Main Menu

thanks for the feedback this is what i'm seeking ...

jeffrey

On Nov 18, 2006, at 3:15 PM, Daron Scarborough wrote:

Even when I click "Home" and the navigation is more complete, it still tries to control the flow of the lesson. For instance, I click on "Home", then "Fingerspeling", then ABC Lesson", the program will then lock down other options and try to make me choose "ASL Facts". This is one example of the controlled flow that doesn't work for me when I want to do my own flow of the lessons. this is a particularly good comment ... your are right, it is a work in progress and the complexity of starting off layer by layer then allowing the user to go forward if they are at an advanced user point ... many of your comments are what i had orignally planned to do ... i.e. remember where you are ... a log in that remebers your name and where you were ... 2 versions of the DIRECTOR™ files that knows that you've done the lesson already and to call up the file where you have full acccess to any lesson. this project is very deep and the possibilities endless and the amount of technical information i need to know to make it work is a bit overwhelming ... i had to get to a point where i need to stop that it is good enough to earn my MFA and knowing before i started this project that i would not meet ALL of my goals ... navigation has been difficult and has changed several times in response to users ... now it's at the point where what i need is advanced coding to allow users like you to do what you want when you want.

the grammar part was a bit bothersome ... and i guess i shouldn't be surprised that my writing skills still need improvement.

i will see about hiring an editor who can help me. the window

eHugs,
jeffrey

Sunday, November 19, 2006

From: darons@kalani.com
Subject: RE: i want to go where i want to go
Date: November 19, 2006 2:54:43 AM EST
To: jeffreycougler@mac.com

Something more like "Main Menu" would probably be clearer. The purpose for home was not clear to me for a while. It's something I had to figure out. The idea of resorting to the Help menu doesn't sit well with me, a power software user and programmer who should not need a help option to figure out how to navigate a simple program.

Currently, if I open the project up to do my own review, separate from the tutorial, I have to first find the startup file, double click that. Click first on "Take Challenge" cause home is not available to me yet. Then, click "Home", then click on the lesson I want. However, even after clicking on home, I still can't navigate freely to anywhere I want. For example, I've already clicked on "Home" and then click on ASL Lesson, then I cannot select Fingerspelling, Deaf Culture, or Rubber Ducky as they are disabled and the arrow asking me to select this next is pointing at ASL Facts. I select ASL Facts and now the arrow is pointing at Deaf Culture and I still cannot go to Rubber Ducky if I want because that is still disabled. I do the ABC Animated Lesson and go back to the ABC Lesson Menu and now only three out of the five options for the ABC Lessons are available. What happened to the others? And the list goes on. I think from this you can catch my drift.

The ideal would be to have a CD that will install the files onto the PC and include an icon on the desktop so people can easily open the project and not have to search for the startup file. Once the project is open perhaps there could be a simple option of take the tutorial, or self-guided options. The tutorial has the structured flow, the self-guided option immediately opens the menu up to full use with all possibilities to wherever I want to go. At least this way there is only two steps once the program has launched to getting to the flow you want to follow and the actual lesson started instead of the current three steps. The difference between two and three steps is significant and the process much clearer.

That's just one thought how to handle it. Either way, anything that is less steps and clearer steps would be great.

Again, I'm writing pretty blunt and harsh here not to degrade you or your project. I've thought about softening this, but don't feel that will serve you well. You need the feedback to help make a really great project just that much better. I also know how important it is for us program developers to make our product as simple and smooth an experience as possible for the bottom line user so that we don't create any frustration in the user's experience that will lead them to discarding the project. It happens all the time with software.

So, please don't take anything I say personally.

Hugs,

D
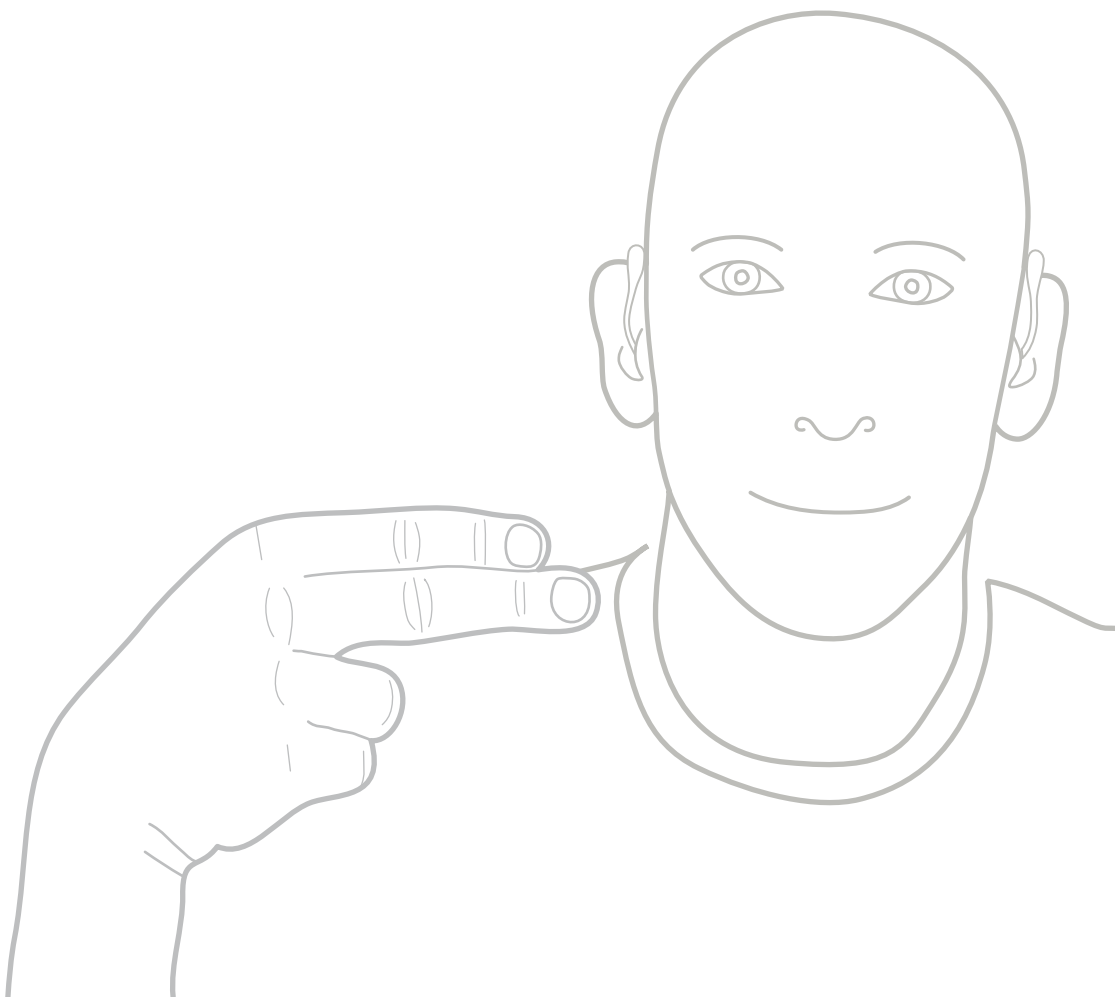
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Using the Control Panel
_____ .Concepcion, Anne-Marie :: Creating running headers and footers :: Finding and changing expressions, text, and object formatting :: Managing selections :: Setting opacity :: Working with objects :: Working with object style :: Working with anchored objects ::
Working with anchored objects :: Creating bullets and numbering
_____ .Fleming, Colin ::
Customizing the workspace :: Setting up a new document :: Working with master pages :: Preparing file for output :: Using keyboard shortcuts ::
_____ .White, Terry :: Working with text styles

http :: // http www.wikipedia.com ::
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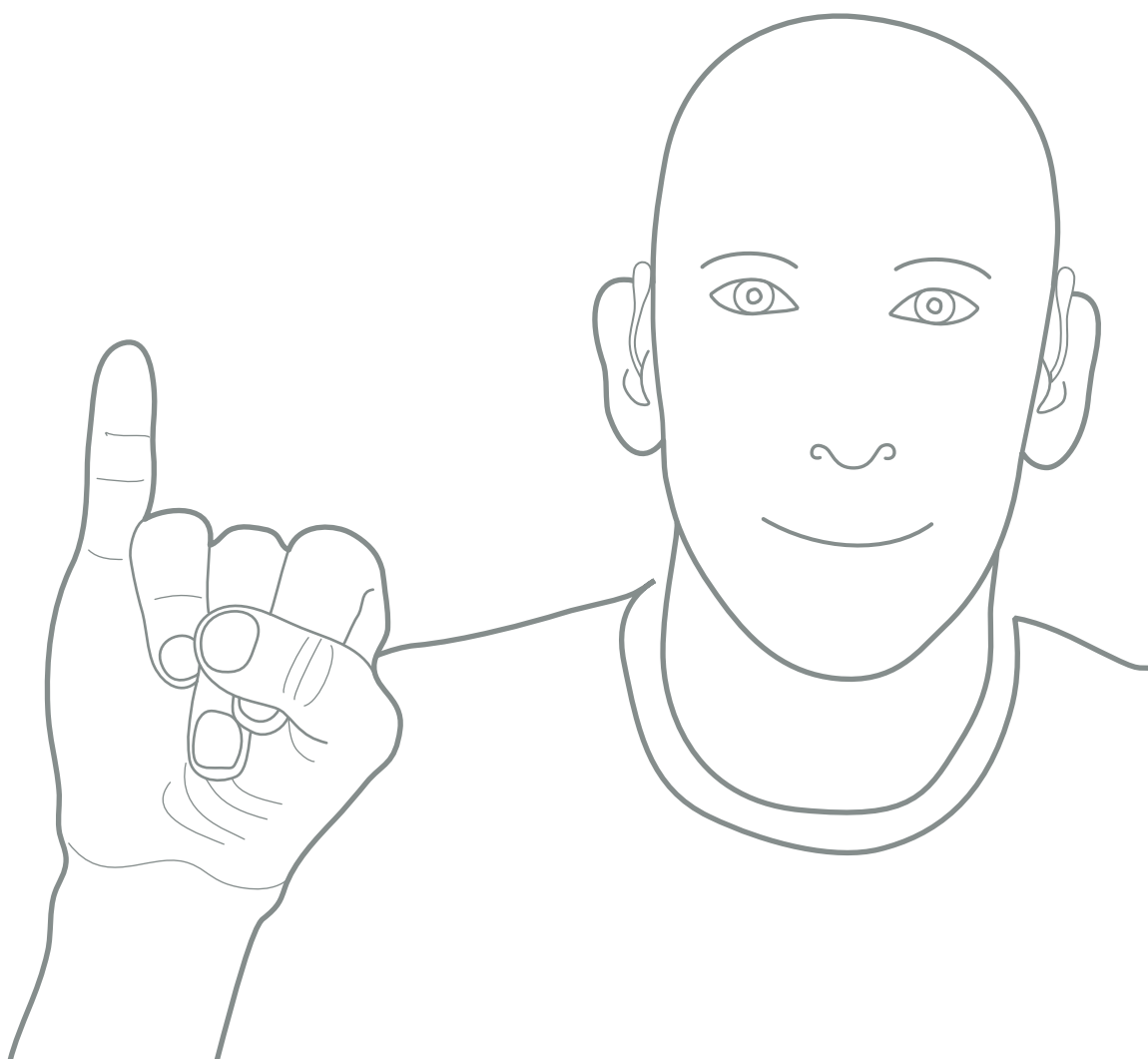
These Appendices contain selected information and documentation that are important in the development of ASLFC. Included are the following:

- The faculty handouts outlining the guidelines for developing and completing the criteria for ASLFC.

- The original ASLFC Thesis Proposal.

- Master Plan.

- Meeting Minutes.

- Miscellaneous art, text and lyrics used in ASLFC.

- Selected self written notes and sketches that were influential in changes made to ASLFC.

- Selected Surveys that were influential in changes made to ASLFC.

- A Standards Manual, which includes Lingo scripts.

- Fulbright 2006 "Statement of Proposed Study or Research."

- Preliminary research document comparing ASL manual alphabet to that of the Language of Italian Signs (LIS) during the RIT Summer Abroad Language Immersion Program in Genoa, Italy, June 2006.

- Sample drawings comparing ASL manual Alphabet to that of the LIS.

- The document written and used to achieve "The Innovative Learning through Electronic Thesis and Dissertation Award."

- Business Plan document created in 2008 and modified in 2009.

Figure I.1 CGD Thesis Guidelines given by faculty

CGD Thesis Planning 2004 - 5

Thesis Planning • Course #2014 751-01
Fall quarter 20041
Thursdays • 2:00 pm to 4:50 pm
Room 1315

Prof. Nancy Ciolek
nacfad@rit.edu
475-7472
Office room 3430

Figure I.2 CGD Thesis Guidelines given by faculty

CGD Thesis Planning 2004 - 5   1

Contents

Figure I.3CGD Thesis Guidelines given by faculty

CGD Thesis Planning 2004 - 5

2

CGD Thesis Deliverables

Fall Quarter of the Second Year: Information Design

Thesis Planning Course

The following must be completed by week 5:
• Thesis statement
• Thesis timeline
• Thesis checklist
• Thesis committee

The following must be completed by week 10:
• Review of background literature / web sites
• Research thesis content
• One full thesis committee meeting

NOTE: To continue thesis, the candidate must complete all deliverables for fall quarter.

> **Deliverable end product at week 5: The thesis proposal**

> **Deliverable end product at week 10: Detailed flowchart and a web site with the proposal and literature review in place**

Winter Quarter of the Second Year: Interaction Design

Thesis Project 1 Course

The following must be completed by week 5:
• Information architecture
• User navigation defined
• Thesis layout

The following must be completed by week 10:
• Working prototype of the thesis

NOTE: To continue thesis, the candidate must complete all deliverables for winter quarter.

> **Deliverable end product at week 5: Content outline and storyboards at full thesis committee meeting**

> **Deliverable end product at week 10: Prototype presented to the full thesis committee and the first year CGD graduate students**

Spring Quarter of the Second Year: Presentation Design

Thesis Project 2 Course

The following must be completed by week 5:
• Working prototype
• First draft of the thesis report
• Presentation of the project at the annual RIT Thesis Defense

The following must be completed by week 7:
•   User testing documentation

The following must be completed by week 10:
• Thesis show
• Active HTML thesis documentation on the Computer Graphics Design web site
• Submission of signed-off thesis materials to Wallace Library

> **Deliverable end product at week 5: Working prototype for user testing**

> **Deliverable end product at week 7: Incorporation of user feedback into the project**

> **Deliverable end product at week 10: CD/DVD with the finished thesis project and the HTML report**

Figure I.4 CGD Thesis Guidelines given by faculty

CGD Thesis Planning 2004 - 5   3

Thesis Project

What is it?

The thesis is considered to be your culminating experience in the Master of Fine Arts program. It involves research and study, a creative project, and a written and illustrated web document of the process. A thesis candidate produces the project independently with advice from members of a thesis committee.

The thesis candidate must complete the following steps:
• **Proposal** – what you are going to do
• **Process** – how you did it
• **Project** – the results of what you did
• **Thesis Defense** – how well you did based on your proposal
• **Presentation and Documentation** – show and write about what you did

What must the thesis project do?

The thesis project must break new ground and the information made available to the computer graphics design field. It should be original, honest, and interesting.

The thesis needs to demonstrate intellectual capability, technical mastery, and aesthetic understanding.

What is required at the completion of the thesis project?

The Computer Graphics Design program requires a working prototype defined in the thesis proposal. The prototype must fulfill all of the objectives stated in the proposal.

A thesis report needs to be produced and uploaded to the Computer Graphics Design web site. The report must show evidence of research in the area established by the thesis proposal. You need to explain the process you went through and a summary of conclusions. The report must be readable, easily understandable, grammatically correct and well designed.

What are some possible resources?

• Process notebooks from the Design Research and Design Theory & Methods courses
• The Craft of Research by Wayne Booth
• Research Across the Disciplines by Kristin Woolever
• Wallace Memorial Library resources
• Internet searches

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Figure I.5 CGD Thesis Guidelines given by faculty

CGD Thesis Planning 2004 - 5   4

Thesis Proposal

When can I start the proposal?

You must have completed the major course work for the first year.
All extended studies must be completed prior to earning thesis credit.

How do I start the proposal process?

Register for the first three credits of thesis.
Consult with the Computer Graphics Design graduate faculty members on your thesis topic.

What does the proposal consist of?

The proposal needs to be more than a statement identifying a problem or an area of study.
The thesis proposal needs to give an indication of how the thesis will be carried out.

As part of the documentation, the proposal must include:
• Thesis statement
• Methodology
• Detailed timeline with specific dates for thesis milestones
• Target audience – age, gender, computer experience, etc.
• Targeted software and hardware
• Committee members

Follow the written standards provided by the Computer Graphics Design program.

When is the proposal due?

The thesis proposal must be completed by the end of week 5 of the fall quarter of the second year.
It will be written under the guidance of a CGD graduate faculty member and will be presented
to the CGD faculty for review at week 5.

If accepted by the CGD faculty, copies of the thesis proposal will be submitted to each member
of the thesis committee for signatures, the School of Design Chairperson, and the thesis candidate.

If the thesis proposal is not accepted, the candidate must revise and resubmit the thesis proposal
by week 6 of the fall quarter of the second year. If it is still not accepted by week 7, then the candidate
must take an additional quarter to complete the thesis project.

All thesis proposals MUST be submitted to the School of Design chairperson by the end of week 7.
(This must be done through the Faculty member teaching the Thesis Planning Course)

Figure I.6 CGD Thesis Guidelines given by faculty

CGD Thesis Planning 2004 - 5

5

Thesis Committee

How many members are required for a thesis committee?

Three thesis committee members are required.

The thesis candidate will have one Chief Advisor.
The Chief Advisor must be a member of the Computer Graphics Design faculty.

The thesis candidate will also need two Associate Advisors. Both of these Associate Advisors may be professors in the School of Design or one may come from other programs of study at RIT or outside RIT. Your program coordinator and other CGD faculty can assist you in the selection of your thesis committee.

What happens if an advisor is no longer able to serve as a thesis committee member?

The thesis candidate must select a new member to fill the vacancy. A new title page with committee signatures and a copy of the thesis proposal must be submitted to your program coordinator along with a letter explaining the requested change in the committee.

What are the responsibilities of the thesis candidate?

The thesis candidate must communicate with his/her committee as the work progresses. It is the responsibility of the thesis candidate to coordinate thesis committee meetings on a regular basis.

It is required by the Computer Graphics Design program that there be:
• one full committee meeting with the thesis candidate for the fall quarter of the second year
• two full committee meetings with the thesis candidate for the winter and spring quarter of the second year

What are the responsibilities of the thesis committee?

Your thesis committee is responsible for guidance and approval of the thesis.

Thesis committee members provide feedback on content-related issues. They are NOT responsible for English language proofing and will not review document drafts that are submitted prior to language review and correction.

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Figure I.7 CGD Thesis Guidelines given by faculty

CGD Thesis Planning 2004 - 5   6

Thesis Documentation

What is included in the thesis report?

The report needs to clearly describe the breadth and scope of the thesis project.
Results of usability testing need to be incorporated into the content and evaluated
by the thesis candidate.

The thesis report needs to include the following section:
- Introduction   Thesis proposal
- Literature Review   Capsulate the importance of what was read
- Process   Thesis parameters, design considerations, technical issues, troubleshooting
- Summary   Usability testing/results, audience feedback
- Conclusion   Significance of the project, new questions generated as a result of the project
- Appendices   Charts and diagrams, glossary, coding examples, data collection, surveys
- Bibliography   All materials referenced including books, software manuals, web sites, etc.

What is the format of the thesis report?

The Computer Graphics Design program requires a web site for the thesis report.
The web site needs to be well designed and include photographs, drawings and other materials
that reflect the thesis process.

The HTML files for the web site and the thesis project must be distributed on a CD-ROM/DVD.
FIVE copies are required: one copy for each thesis committee member, one copy for the MFA
coordinator (Prof. Ciolek), and one for the library. You will not receive a signature until you have
provided the complete CD.

You must have FIVE copies of the title page/ sign-off page/abstract/ URL address. The abstract
needs to describe in a succinct paragraph or two what you have accomplished in your thesis project.
Once signed, submit one signed copy to Academic Student Services so you can be certified for your
degree; one for you; one for your chief advisor; one for the MFA coordinator; and one for the Wallace
Memorial Library. Please see the coordinator with any questions.

You must design the label and jewel case insert with name, thesis title, year, and any other graphics
or text you would like to include.

Who proofreads the thesis report?

It is important that the thesis reports are clearly written in proper English for review by the full thesis
committee. It is required that *all* MFA candidates plan ahead to contract the services of local English
language editors for assistance.

Professors participating on thesis committees are process experts and will be focussing on providing
feedback on content-related issues. They are NOT responsible for English language proofing and will
not review document drafts that are submitted prior to language review and correction.

**It should be noted that this applies to native English speakers as well as those students for whom
English is not their primary language.

Figure I.8 CGD Thesis Guidelines given by faculty

CGD Thesis Planning 2004 - 5   7

Thesis Defense

What is the thesis defense?

The Computer Graphics Design program requires the thesis candidate to publicly present his/her completed thesis project. The candidate MUST be prepared to defend his/her project based on their thesis proposal. During the defense, the candidate's thesis committee will review the work to determine whether the candidate has fulfilled the studio requirements for graduation.

When is the thesis defense?

The thesis defense is held at week 5 of the spring quarter.

What is expected at the thesis defense?

The thesis candidate needs to have the following:
• A working prototype that meets all of the objectives stated in the thesis proposal
• First draft of the web site report printed-out for the thesis committee to review.

It is the responsibility of the thesis committee to review the paper copy of the report and return it to the thesis candidate by the end of week 7.

What happens after the thesis defense?

If the thesis candidate is successful in his/her defense, the candidate will present in the thesis show and MUST have all materials signed-off by week 10 of the spring quarter.

If the thesis candidate is unsuccessful in his/her defense, the candidate will NOT present in the thesis show. The candidate will continue the thesis process and may present in the fall quarter.

Figure I.9 CGD Thesis Guidelines given by faculty

CGD Thesis Planning 2004 - 5   8

Thesis Presentation

What is the thesis show?

The School of Design requires MFA candidates to present their thesis projects in the spring quarter
of their second year. Work to be shown in the thesis exhibition should be chosen in consultation
with the candidate's thesis committee. You will only be allowed to exhibit if your committee approves of
the thesis work.

When is the thesis show?

The CGD thesis presentation is held on the evening prior to convocation at week 11.

Where is the CGD Show?

As a group, the CGD MFA candidates must decide on a location and logistics for the show.
CGD students are required to create necessary signage to direct visitors to the exhibit.

How are the announcements handled?

As a group, the CGD MFA candidates are responsible for designing the posters and announcements.
Please make your request for a budget to the Program Coordinator, Prof. Ciolek

Where can you get pedestals?

Contact the Director of the Bevier Gallery by week 7 of the spring quarter.

What should I display at the thesis show?

You need to display the following:
• Working prototype
• Printouts of your name and thesis statement mounted and displayed near the project
• Collateral material, such as business cards, is the responsibility of the thesis candidate
• Drawings, photographs, charts, etc. should be displayed in consultation with your thesis committee

YOU MUST BE PHYSICALLY PRESENT AT THE THESIS SHOW IF YOU ARE EXHIBITING.
YOU MUST STAY FOR THE FULL TWO HOURS.

Figure I.10 CGD Thesis Guidelines given by faculty

CGD Thesis Planning 2004 - 5

Thesis Planning • Course #2014 751-01
Fall quarter 20041
Thursdays • 2:00pm to 4:50 pm • Room 1315

Prof. Nancy Ciolek
nacfad@rit.edu
475-7472
Office room 3430

Fall Quarter Week-by-Week

Objective		To prepare students for the design and development of an independent graduate thesis project related to a design problem, its presentation, and documentation.

Week	Date	Topic
1	Sept 9	Thesis Overview - what it's all about; what's required and when
2	Sept 16	Topic Reseach: Ideas, interests, topics, quesions Choosing your thesis committee
3	Sept 23	Discuss projects, narrowing down; Title development
4	Sept 30	Timeline development Begin review of literature Rough draft of thesis proposal
5	Oct 7	Due: Thesis proposal
6	Oct 14	Organizational skills and techniques Thesis project planning and presentation Begin research of thesis content
7	Oct 21	Thesis project planning and presentation Final proposals submitted to School of Design Chairperson
8	Oct 28	Complete research of thesis content Set up full thesis committee meeting
9	Nov 4	Writing of thesis abstract with keywords Develop flow chart of thesis project
10	Nov 11	Due: Flow chart and web site (w/ proposal, literature review)

Figure I.11 Original Proposal from RIT quarter 2004.1

ASL Finger Challenge

Start

Innovative
Masters of Fine Arts

Jeffrey Cougler

Test
Thesis Proposal

Interactive
Rochester Institute of Technology

Learn
College of Imaging Arts and Sciences

Educational
School of Art and Design

Help
Computer Graphics Design

Intriguing
October 28, 2004

Quit

Advance

Figure I.12 Original Proposal from RIT quarter 2004.1

ASL Finger Challenge

Start

Innovative
Masters of Fine Arts

Test
Thesis Proposal

Interactive
Rochester Institute of Technology

Learn
College of Imaging Arts and Sciences

Educational
School of Art and Design

Help
Computer Graphics Design

Intriguing
October 28, 2004

Quit

Advance

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Figure I.13 Original Proposal from RIT quarter 2004.1

ASL Finger Challenge

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Start

Innovative
Masters of Fine Arts

Test
Thesis Proposal

Interactive
Rochester Institute of Technology

Learn
College of Imaging Arts and Sciences

Educational
School of Art and Design

Help
Computer Graphics Design

Intriguing
October 28, 2004

Quit

Advance

Title

ASL Finger Challenge

Client

Rochester Institute of Technology
National Technical Institute for the Deaf
American Sign Language and Interpreting Education Program

Committee Members

Chief Advisor

Chris Jackson,
Assistant Professor, RIT CIAS Computer Graphics Design

Associate Advisor
Cathy Chou
Instructor, RIT CIAS NTID Support Staff

Associate Advisor
Baldev Kaur Khalsa
Assistant Professor, RIT, NTID American Sign Language and
Interpreting Education Program

Thesis Statement

The goal is to create an instructional interactive product, designed to improve students' receptive abilities in the use of American Sign Language fingerspelling. This project shall include the following:

> Display the correct hand formation of letters and transitions between letters in exercises for receptive practice reading different letter combinations and words in real-time.

> Music videos that teach the alphabet, which are entertaining.

> Variable speeds from slow to fast to further challenge the students' skills.

> Quizzes that document progress and enable the student to proceed to a higher level.

> Upon passing the final exam, the student will be able to print a Certificate of Achievement.

Background

In my research of fingerspelling aids via web and videotapes, I have yet to find an interactive product that truly mimics real-time fingerspelling. Most that I have seen are static pictures showing the letters side by side like a Roman alphabet to form the word. Others flash the letters in sequence such as "SWEATER" then, you type what you think you saw. In either case this is not real-time fingerspelling. When one fingerspells there are transitions between each letter that are just as important as the actual letters themselves. Transitions? Yes, in every word, such as "SWEATER" there is a time when the fingers change from S to W to E to A, etc. Depending on the speed of the fingerspeller one will rarely see the individual letters but the shapes and transitions that create the word. Just as in the Roman word "SWEATER" the reader doesn't see the individual letters, rather the group of letters to create the word. The same is true in fingerspelling. One must learn to read the

Figure I.14 Original Proposal from RIT quarter 2004**.1**

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ASL Finger Challenge

Start

Innovative
Masters of Fine Arts

Test
Thesis Proposal

Interactive
Rochester Institute of Technology

Learn
College of Imaging Arts and Sciences

Educational
School of Art and Design

Help
Computer Graphics Design

Intriguing
October 28, 2004

Quit

Advance

handshapes as a unit called a fingerspelling envelope (Akamatsu, 1985). The easiest fingerspelling to read is when someone is mouthing the words, as done by many interpreters, who use Signed English. The difficult fingerspellers to read are individuals who use pure ASL and do not move their lips in English and/or use very basic sounds for emphasis.

In April 2004, I contacted Baldev Kaur Khalsa, Assistant Professor, RIT, NTID, American Sign Language & Interpreting Education Program (ASLIE) seeking feedback on several fingerspelling projects I had completed during the RIT academic year 2003-2004. The response was very positive. In fact, Baldev Kaur called in Rico Peterson, Chairperson, RIT, NTID, ASLIE and William Newell, the Coordinator of the Faculty/Staff Sign Language Education Program (FSSLEP), who said "We've been looking to do something like these sign pictures for 2 years. We originally assigned it to NTID Graphics, who returned it saying, 'it couldn't be done.' Would you be interested in exploring signed words and phrases?" Additionally NTID has been on a quest for someone who could do good handshape drawings in signs for illustrations as part of a new curriculum and my project would be a nice addition/supplement.

I have chosen to focus on fingerspelling because it is a lesson in learning ASL. If one doesn't know a sign for a word or phrase, one can ask by fingerspelling, then the receiver shows the correct sign. If one is signing and an observer asks, "What does that sign mean?" The signer can fingerspell what the sign means. In my experience, reading fingerspelling is the most common stumbling block for the receiver.

Fingerspelling by itself is probably one of the most difficult aspects to learn. One can always practice fingerspelling alone. Look at a tree and fingerspell TREE. To improve fingerspelling receptive skills, you need another person who is fingerspelling. Often it's said, "I could get better if only I had someone to practice with."

Fingerspelling defies hard and definitive rules due to knowing the letters, recognizing the transitions, the fingerspelling speed and numerous nuances. "ASL Finger Challenge" will be a good practice tool for ASL students, as practice always makes one better.

Methodology

Research includes using Livera Guillorys, "Expressive and Receptive Fingespelling for Hearing Adults" a reference guide for all fingerspelling transitions.

View Groode, "The Quick Brown Fox Jumps Over The Lazy Dog." A 1.5 hour videotape on the basics of fingerspelling,

Research any and all media materials appropriate for the project.

Research American Sign Language development and chronology and include applicable findings, as a history lesson.

Research the "Rochester Method" a manual communication method developed in Rochester, NY, which uses fingerspelling exclusively to communicate.

Create an interactive interface that is clean, innovative and easy to navigate.

Create a log in window that keeps track of where the student is

Figure I.15 Original Proposal from RIT quarter 2004.1

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within the program. This means if the student must quit before the lesson ends, the program remembers and restarts at the student's exit point.

Use color to represent the different areas of study.

Using photographs, create simple line drawing animations with Adobe Photoshop and Illustrator, saving the files in a SWF format.

Create a database of letter transitions for all possible letter formations using publication references "Expressive and Receptive Fingerspelling for Hearing Adults" by Levera Guillory.

Learn how to write the Lingo required accessing the database of the various letter transitions.

Incorporate sounds a deaf person might make using various word combinations. Many profoundly deaf people can speak, and some are easily understood while others are not. In my experience, the sounds are unrecognizable to the average hearing person. Additionally for some, this is a bit disconcerting. This aspect will precondition the Hearing to the sounds of the Deaf. Sound effects will be an optional on/off, volume controlled feature.

Limitations

The English language... Within the thesis time frame, it will be impossible to develop a product that contains all word possibilities.

> There are 26 alphabet letters. Each letter pair has a transition of 4 drawings minimum. 2,000 illustrations minimum are required to complete this project. This doesn't include the possibilities of numbers and their transitions.

Recording and integrating sounds to accompany words... Who to use and what will be an affirmative method.

The goal is to create a working prototype, which would be in conjunction with the NTID Sign Language and Interpreting Education Department's ASL I syllabus, which uses Levera Guillory's "Expressive and Receptive Fingerspelling for Hearing Adults."

Target Audience

High school students aged 16-18 or college students, who are currently enrolled in an ASL 1 class or individuals who desire to improve their skills because there is "nobody to practice with."

I will test market young children to see how they react. I have a couple of friends who want their child to learn fingerspelling.

Target Hardware

Macintosh and PC laptops, desktops computers using Windows 95/98/ME/2000/XP 32MB RAM 16-bit Graphics Support 16-bit Sound Card, Macintosh OS 7/8/9/X 10.1 or better.

Target Software

Macromedia Director MX 2004.

Create a Mac and Windows compatible Macromedia Director Projector DVD that when a disk is inserted into any computer the CD/DVD driver will automatically open and be ready to play.

Figure I.16 Original Proposal from RIT quarter 2004.1
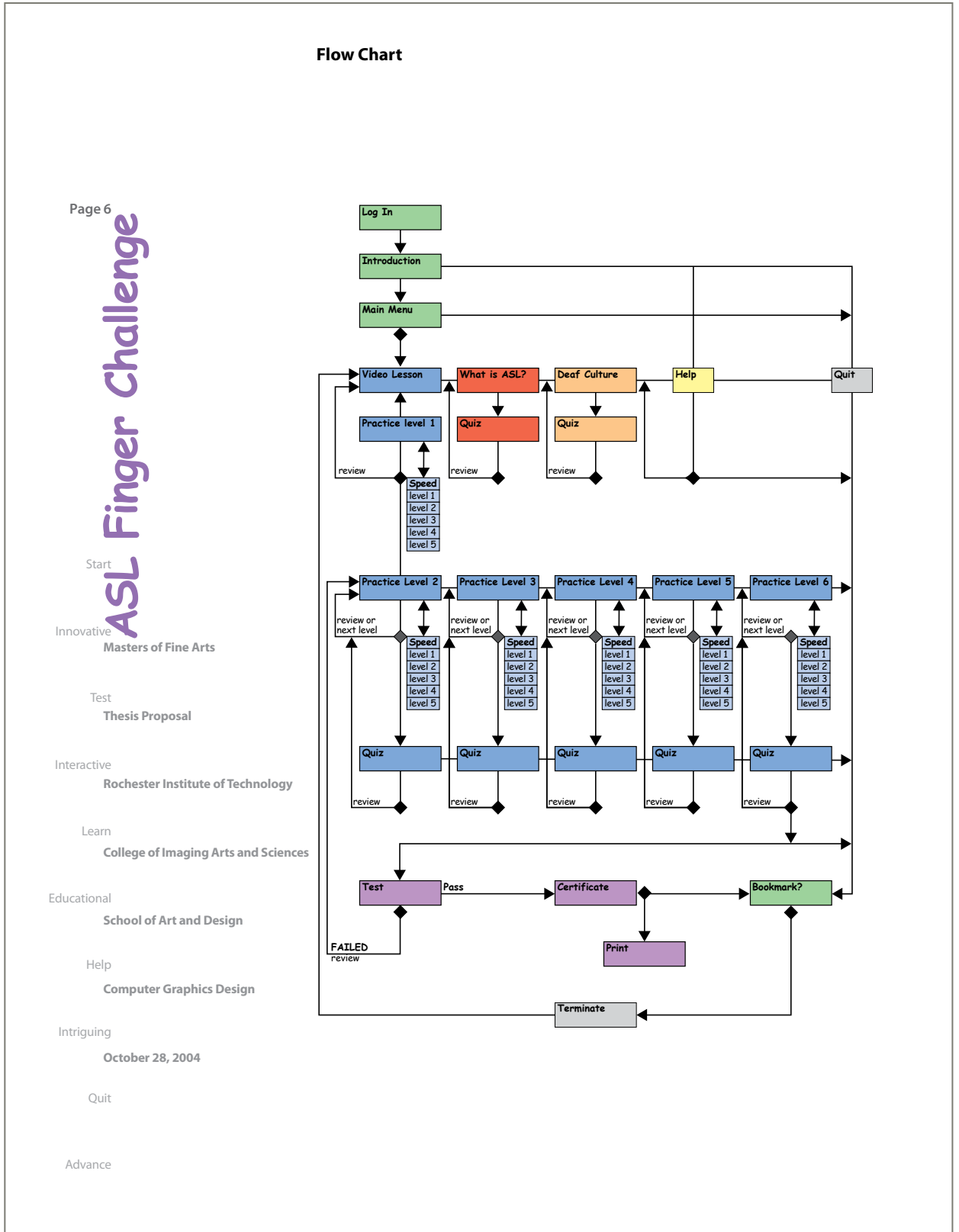
Flow Chart

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Figure I.17 Original Proposal from RIT quarter 2004.1

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Advance

Timeline   **Fall Quarter** 2003.1

Month	September			October					November			
Dates	6 > 12	13 > 19	20 > 26	27 > 3	4 > 10	11 > 17	18 > 24	25 > 31	1 > 7	8 > 14	15 > 21	22 > 28
Week	01	02	03	04	05	06	07	08	09	10	11	12

Task

Documentation and Tracking Project Time

Research Thesis Content

Introduction

Ideation

Advisor Selection

Proposal Preparation

Thesis Project Planning and Presentation

Proposal Submittal

Flow Chart Draft

Project Flow Chart

Thesis Web Site

Committee Meeting

Start Week   Mid Term   Exam Week   Break

Milestones   Proposal submitted
     Statement
     Timeline
     Check List
     Committee

Flow chart finished

Web site started

1st committee meeting

Figure I.18 Original Proposal from RIT quarter 2004.1

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Quit

Advance

Timeline   **Winter Quarter** 2003.2

Month	December			January			February					
Dates	29 > 5	6 > 12	13 > 2	3 > 9	10 > 16	17 > 23	24 > 30	31 > 6	7 > 13	14 > 20	21 > 27	28 > 6
Week	01	02	03	04	05	06	07	08	09	10	11	12

Task

Documentation and Tracking Project Time

Content Development

Storyboards

Informational Architecture

User Navigation Defined

Project Visual Layout

Committee Meeting

Prototype Development

First Working Prototype

Beta Prototype Final

Committee Meeting

(bottom markers: Start Week, Mid Term, Exam Week, Break)

Milestones   Content Finalized

Storyboards Done

Committee Meeting 2

Beta Prototype Done

3rd Committee Meeting

Figure I.19 Original Proposal from RIT quarter 2004.1

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Quit

Advance

Timeline   **Spring Quarter** 2003.3

Month	March				April			May				
Dates	7 > 13	14 > 20	21 > 27	28 > 3	4 > 10	11 > 17	18 > 24	25 > 1	2 > 8	9 > 15	16 > 22	23 > 29
Week	01	02	03	04	05	06	07	08	09	10	11	12

Task

- Documentation and Tracking Project Time
- Content Development
- Thesis Defense
- Committee Meeting
- Write Thesis Documentation
- Complete final project
- Committee Meeting
- Thesis report Online
- Thesis show
- Graduation

Start Week — Mid Term — Exam Week — Break

Milestones
Pass Thesis Defense
Beta Prototype Done
4th Committee Meeting
Complete Final Project
Thesis Report Online
Last Committee Meeting
Thesis Show
Graduation

Figure I.20 Original Proposal from RIT quarter 2004.1

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School of Art and Design

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Computer Graphics Design

Quit
October 28, 2004

Intriguing

Savor

Approvals

Chris Jackson
Assistant Professor, RIT CIAS Computer Graphics Design
Chief Advisor

Chris Jackson   10/29/04
Chief Advisor Signature   date

Cathy Chou
Instructor, RIT CIAS NTID support staff
Associate Advisor

Cathleen Chou   11/4/04
Associate Advisor Signature   date

Baldev Kaur Khalsa
Assistant Professor, RIT, NTID American Sign Language and
Interpreting Education Program.
Associate Advisor

Baldev Kaur Khalsa   11/4/04
Associate Advisor Signature   date

Patti Lachance,
Associate Professor RIT CIAS Graphic Design
School of Design
Chairperson

Patti Lachance   11·8·04
Chairperson Signature   date

Figure I.21 Original Proposal from RIT quarter 2004.1

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Computer Graphics Design

Intriguing
October 28, 2004

Quit

Advance

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Bibliography

Groode,
videotape
"The Quick Brown Fox Jumps Over The Lazy Dog."

Levera Guillory
"Expressive and Receptive Fingerspelling for Hearing Adults"

Footnotes

1>
Daron Scarborough
Email to Jeffrey Cougler
October 23. 2004 4.43.10 PM EDT

"In fact...I was just complaining to my ASL mentor (I'm doing an informal mentorship with a hard of hearing girl (Desiree), who lives in Leilani to brush up on my ASL communication skills and learn some interpreting skills)...anyway, I was complaining to Desiree that I can't find anyone or anywhere to practice my fingerspelling and numbers reception skills. It's very difficult to practice that cause it doesn't come up enough in normal signed conversation to really practice that skill."

Figure I.22 Original proposal 2004.1 feedback

Draft 10072004
Page 1

*GOOD TOPIC —
COVERS NEW GROUND*

thesisproposal

09.09.2003

2014 751-01

09.16.2004

Quarter 20041

ASL Finger Challenge

09.23.2004

Thursday 2:00pm-4:50pm

Masters of Fine Arts
Jeffrey Cougler

09.30.2004

Professor Nancy Ciolek

Rochester Institute of Technology
Class of 2004

10.07.2004

*nancy double day
Director Lingo Class
WinterQuarter*

10.14.2004

10.21.2004

10.28.2004

11.04.2004

11.11.2004

Figure I.23 Original Footnote Referencce

From: Daron Scarborough <darons@kalani.com>
Date: October 23. 2004 4.43.10 PM EDT
To: 'Jeffrey Cougler' <jeffreycougler@mac.com>
Subject: RE: Thesis proposal
Reply-To: darons@kalani.com

Oh my God, how fabulous! This is an incredible project!

In fact...I was just complaining to my ASL mentor (I'm doing an informal mentorship with a hard of
hearing girl (Desiree), who lives in Leilani to brush up on my ASL communication skills and learn
some interpreting skills)...anyway, I was complaining to Desiree that I can't find anyone or
anywhere to practice my fingerspelling and numbers reception skills. It's very difficult to practice
that cause it doesn't come up enough in normal signed conversation to really practice that skill.
We both did some web research and only found this one site with a fingerspelling reception
practice module:

http://where.com/scott.net/asl/

It's really pretty weak! I have no doubt you could do way better than this
website. I'd love for you to do it and am happy for your success in the
proposal.

Congrats on that!
D

-----Original Message-----
From: Jeffrey Cougler [mailto:jeffreycougler@mac.com]
Sent: Monday, October 18, 2004 6:21 AM
To: Michael Cougler; Stephen Cougler; Becky Meeks; Diane&Tom Sanders; Martin Cougler;
Jeffrey Cougler; Dorrie Champlin; Debbie Cougler; David Cougler
Subject: Thesis proposal

hello,

just wanted to let you know that on thursday my thesis proposal has been accepted! the comment
was "this project bereaks new grounds". i'm really pleased where my path has lead me
academically. i have an exciting project with in the end may not be complete but i will take it as far
as i can. who know knows maybe the next step will be to get grants, that will enable me to work on
it more and develop a package that is very marketable.

i have attached a pdf of my file for you to read. if you want to read it, simply double click on the pdf
icon below and acrobat reader should open and you can print it or read it on screen.

if that doesn't work for you and you would like to read it let me know and i will simply change it into
a simple text only email format. the pdf of course will give you the timelines and maintain my
design style formatting of which i handed in to my professors.

I congratulate myself! why because what i had anticipated in choosing my thesis was based on
pick the school you want to go to and in the process of learning how do computer graphics design
an idea i will want to explore will show up. indeed it did.

jeffrey

Figure I.24 Permission notice

From: Daron Scarborough <darons@kalani.com>
Date: October 24. 2004 4.58.20 PM EDT
To: 'Jeffrey Cougler' <jeffreycougler@mac.com>
Subject: RE: Thesis proposal
Reply-To: darons@kalani.com

Absolutely, yes. I would love to help you out in that way. Your project will also help me immensely. You don't know how badly I need this way (some way) of practicing fingerspelling!

Address:

Daron Scarborough
12-7157 Loke Place
Pahoa, HI 96778

Miss you too!

Hugs,
D

From: Jeffrey Cougler [mailto:jeffreycougler@mac.com]
Sent: Saturday, October 23, 2004 11:27 AM
To: darons@kalani.com
Subject: Re: Thesis proposal

hi daron,

thanks! for the encouragement. would you like to be part of my test audience?

i will gladly send progress cd as i go along. the look of my project has already been established and you can see some of it on the disk i sent to tim ambrose. the layout i'm using is called 03_ASL_MenuDriven.swf

this will mean i need your address of where to mail the disk.

also thanks for the link. that was the site i referenced in my proposal. i needed it for my bibliography.

this is the weekend of my 25 years RIT BFA. i've been going to some alumni events but i have yet to see anyone i know. it's been kinda lonely going and not being able to connect with people.

i need to get back to my homework. i have 2-3 weeks left in the quarter.

bye.

miss you.
jeffrey

Figure I.25 Master Plan

Development of Master Plan

Assist students in developing a thesis to-do list for the year identifying tasks and committees assigned to carry out the tasks.

Strategy

Systematically develop the different pages in order of appearance within the program. This includes all corresponding buttons, graphics and illustrations as required. Predetermine the best way to build and access external cast.

Tasks

Page 1

View "The quick brown fox jumps over the lazy dog" video at NTID.
Draw all the alphabet, A-Z, in illustrator and export to SWF files.

Photograph all the alphabet transitions.

Draw all alphabet transitions in illustrator from photos.
Filing system for all the alphabet transitions photos and corresponding illustrator files.

26 External Cast Database for all the different SWF stills and animation transitions.

Sound which would simulate how a deaf person would say a letter or word.

Introduction

To be able to insert the disk into a drive and have program launch automatically into a movie style log in page.

Log in

09.09.2004

Develop pages as required.

Main Menu

09.16.2004

Develop pages, buttons, menus, animations, as required.

2014.751.01

Help

09.23.2004

Develop page and return to previous page button.

Quarter 2004.1

Quit Command

09.30.2004

4:50 pm Develop page, exit button, Remember location com and return to previous page button.

Thursdays, 2:00 pm -

Video Lesson

10.07.2004

Develop pages, command buttons and animations, as required.

Professor Nancy Ciolek

What is ASL?

10.14.2004

Have Baldev critique the existing info.

Develop Quiz

Congratulations, you Passed >
Proceed to "Deaf Culture", "Video Lesson", "Practice Level 1"

10.21.2004

You need to study more! >
Return to "What is ASL"

10.28.2004

Deaf Culture

Write Text.

11.04.2004

Develop Quiz

Congratulations, you Passed! >
Proceed to "What is ASL", "Video Lesson", "Practice Level 1"

11.11.2004

You need to study more! >
Return to "Deaf Culture"

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Figure I.26 Master Plan

Practice Level 1

Random selection of finger letters

Student must pick correct alpha letter button

Student can vary the speed > slow to fast Slider?

Student may return to video Lesson anytime

Student may proceed to level 2 by doing speed 5 at least once.

Lingo to allow student to prevent or proceed to the next level .

Page 2

Corresponding graphic pages.

Practice Level 2 letter combinations.

Determine draw and database the finger transition exceptions >
v > e, w > e, etc.

Determine and draw double letter combinations > "ee", "oo" and transition to
next possible letter

Random selection of 2 letter finger combinations.

Student type or screen select correct alpha letter buttons.

Student can vary the speed > slow to fast Slider?

Develop Quiz

09.09.2004

Congratulations, you Passed! >
Proceed to "Practice Level 3" at fastest speed.

09.16.2004

You need to study more! >
Return to "Practice Level 2."

2014.751.01

Student may proceed to Practice Level 3 by doing and passing at speed 5.

09.23.2004

Lingo to allow student to prevent or proceed to the next level.

Quarter 2004.1

Corresponding graphic pages.

09.30.2004

Final Exam

Thursdays, 2:00 pm - 4:50 pm

Determine which words to use, some shall be words student did NOT get in
quizzes or practice sessions.

10.07.2004

Random selection of 2-7 letter words and finger combinations.

Professor Nancy Ciolek

Student types correct alpha letter keys.

10.14.2004

Student can vary the speed > slow to fast Slider?

Congratulations, you Passed! >
Print Certificate for speed level student selected.

10.21.2004

You need to study more! >
Return to "Practice Level ?".

10.28.2004

Student may proceed to next speed level, be tested, and print certificate for
that speed. Level 7 is the Highest level to go ;)

Lingo to allow student to prevent or proceed to the next level .

11.04.2004

Corresponding graphic pages.

11.11.2004

*thesis*planning

Figure I.27 Master Plan

Practice Level 3 letter combinations.

Determine draw, and database the finger transition exceptions > which are?

Random selection of 3 letter finger combinations.

Student then types response on the Roman letter keyboard.

Student can vary the speed > slow to fast Slider?

Student may return to video Lesson anytime

Develop Quiz

Congratulations, you Passed! > Proceed to "Practice Level 4" at fastest speed

You need to study more! > Return to "Practice Level 3".

Student may proceed to "Practice Level 4" by doing and passing at speed 5.

A Lingo code that prevents or allows student to proceed to the next level.

Corresponding graphic pages.

Practice Level 4 letter combinations.

Determine, draw, and datatabase the finger transition exceptions > "tion", "ing" ... etc.

Random selection of 4 letter finger combinations.

Student types correct alpha letter keys.

Student can vary the speed > slow to fast Slider?

Develop Quiz

Congratulations, you Passed! > Proceed to "Practice Level 5" at fastest speed

You need to study more! > Return to "Practice Level 4".

Student may proceed to "Practice Level 5" by doing and passing at speed 5.

A Lingo code that prevents or allows student to proceed to the next level.

Corresponding graphic pages.

Practice Level 5 letter words.

Determine, draw, and database the finger transition exceptions > which are?

Random selection of 6 letter finger combinations.

Student type correct alpha letter keys.

Student can vary the speed > slow to fast Slider?

Develop Quiz

Congratulations, you Passed! > Proceed to "Practice Level 6" at fastest speed

You need to study more! > Return to "Practice Level 5".

Student may proceed to "Practice Level 6" by doing and passing at speed 5.

A Lingo code that prevents or allows student to proceed to the next level.

Corresponding graphic pages.

Page 3

*thesis***planning**

09.09.2004

09.16.2004

2014.751.01

09.23.2004

Quarter 2004.1

09.30.2004

Thursdays, 2:00 pm - 4:50 pm

10.07.2004

Professor Nancy Ciolek

10.14.2004

10.21.2004

10.28.2004

11.04.2004

11.11.2004

Figure I.28 Master Plan

Practice Level 6 letter words.

> Determine, draw, and database the finger transition exceptions >
> which are?

> Random selection of 6 letter finger combinations.

>> Student types correct alpha letter keys.

> Student can vary the speed > slow to fast Slider?

> Develop Quiz

Page 4

>> Congratulations, you Passed! >
>> Proceed to "Practice Level 7" at fastest speed

>> You need to study more! >
>> Return to "Practice Level 6".

Student may proceed to "Practice Level 7" by doing and passing at speed 5.

A Lingo code that prevents or allows student to proceed to the next level.

> Corresponding graphic pages.

Practice Level 7 letter combinations.

> Determine, draw, and database the finger transition exceptions >
> which are?

09.09.2004

> Random selection of 3 letter finger combinations.

>> Student types correct alpha letter keys.

09.16.2004

> Student can vary the speed > slow to fast Slider?

> Develop Quiz

2014.751.01

>> Congratulations, you Passed! >
>> Proceed to "Final Exam".

09.23.2004

>> You need to study more! >
>> Return to "Practice Level 7."

Quarter 2004.1

09.30.2004

Student finished with program when one completes "Final Exam" by doing and
passing in speed 5.

Thursdays, 2:00 pm – 4:50 pm

A Lingo code that prevents or allows student to proceed to the next level.

> Corresponding graphic pages.

10.07.2004

Professor Nancy Ciolek

Final note:

10.14.2004

Anything else will be determined as project develops and progresses or gets
stuck somewhere.

10.21.2004

10.28.2004

11.04.2004

11.11.2004

*thesis**planning***

Figure I.29 Lyrics for ABC REAL PERSON video

http://www.geocities.com/SunsetStrip/Villa/9500/animals.htm
Lyrics Collection:
The Animals
DON'T LET ME BE MISUNDERSTOOD
Benjamin/Marcus/Caldwell
1965

Baby, do you understand me now
Sometimes I feel a little mad
Well don't you know that no-one alive
Can always be an angel
When things go wrong I seem to be bad

I'm just a soul who's intentions are good
Oh Lord, please don't let me be misunderstood

Baby, sometimes I'm so carefree
With a joy that's hard to hide
And sometimes it seems that
All I have to do is worry
And then you're bound to see my other side

I'm just a soul who's intentions are good
Oh Lord, please don't let me be misunderstood

If I seem edgy, I want you to know
That I never mean to take it out on you
Life has it's problems and I get my share
And that's one thing I never mean to do

'cause I love you
Oh, oh, oh, baby, don't you know I'm human
Have thoughts like any other one
Sometimes I find myself alone and regretting
Some foolish thing, some little simple thing I've done

I'm just a soul who's intentions are good
Oh Lord, please don't let me be misunderstood

Yes, I'm just a soul who's intentions are good
Oh Lord, please don't let me be misunderstood

Yes, I'm just a soul who's intentions are good
Oh Lord, please don't let me be misunderstood

Yes, I'm just a soul who's intentions are good
Oh Lord, please don't let me be misunderstood

Figure I.30 Lyrics for RUBBER DUCKY video

rubber ducky,

you're the one.

you make my hot tub lot's of fun!

rubber ducky,

i'm awfully fond of...

rubber ducky,

i'm awfully fond of...

rubber ducky,

my very best friend is you!

yes

Figure I.31 Original storyboards for ABC PRACTICE section
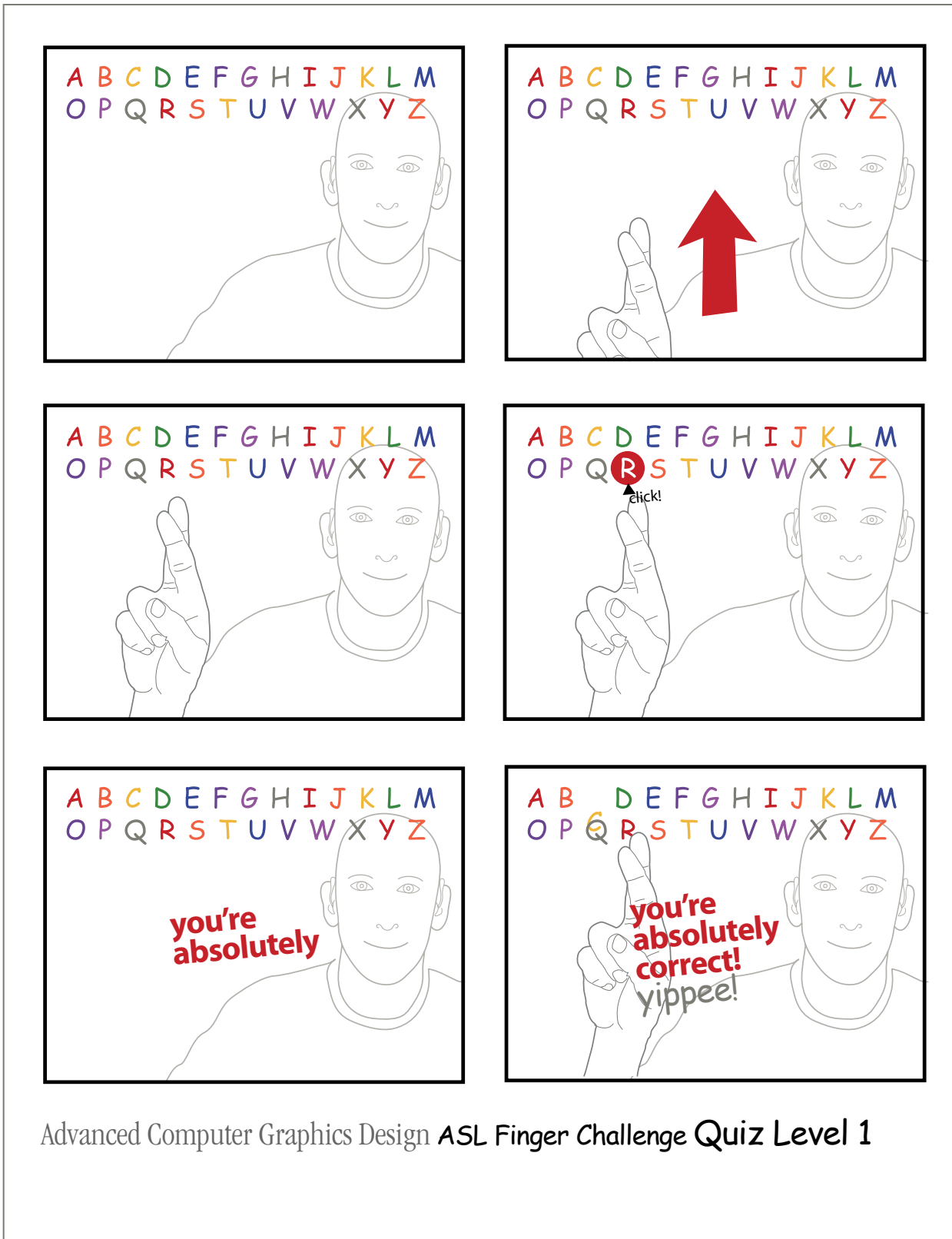
Advanced Computer Graphics Design ASL Finger Challenge Quiz Level 1

Figure I.32 Original storyboards for ABC PRACTICE section
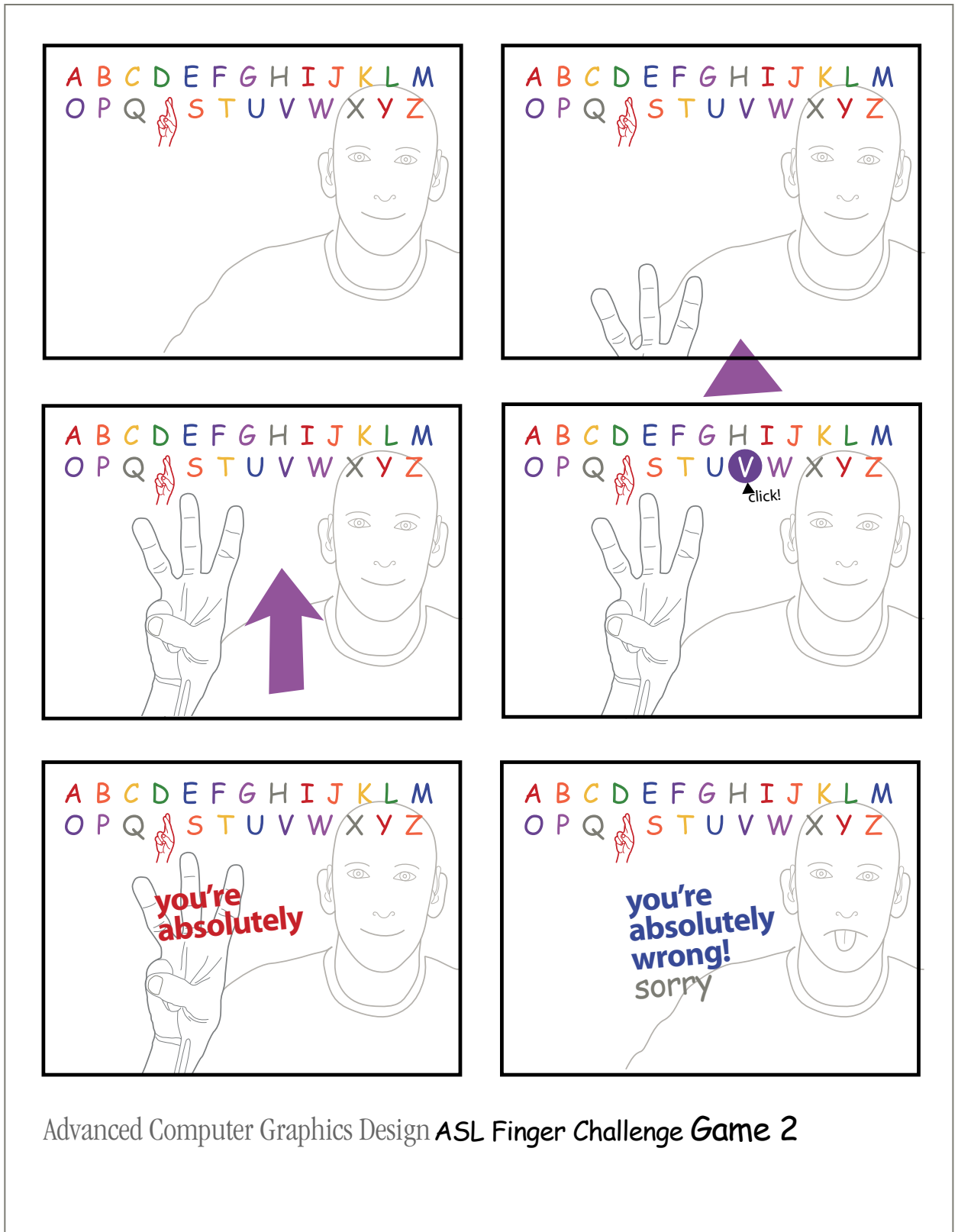
Advanced Computer Graphics Design ASL Finger Challenge Game 2

Figure I.33 Questions to advisor and his response notes

make:
pratice

button is wrong>
Multiple click changes score

~~Doo~~ Double
Go back >
code >   >

To review the letter you got
wrong note them an ~~return~~ return
the review section

version > allow user to review
~~ver.~~
option show wrong w Roman
and finger character in a review
format smaller. ect.

QUIZ   nome wants to know where
can't find quiz > check code

please choos   29

Dialogue comes

replay works!   3.7

              3.7   27√105.
                7   81
√Def cloture web link buttons dont 190
work.

to
eat JI wetter ef sw ws
er te et ed gh tat
sweat ae tab ed sweat ow
we at ba er re
    bat gwester wet re get at error
                ni

rubber ducke; play it FI malfunction

Figure I.34 Study notes from Joyce Groode's video

The quick brown fox jumped over the lazy dog'
Fingerspelling
Expressive & Receptive Fluency
    Linden
Joyce Grood
Ex Producer = Joe Dannis
James R DeBee Produce Director

Introduction > expressiv & Receptive Fluency

Look as 1 whole unit not the individual letters

Configuration > shape >

Words like lawyer is easier to read than
Seat > why not much shape change.

Closure > anticipating a word to come

Context > understanding the conversation
            if conversation changes we can get
            lost if listener doesn't know about
            the change
Receptive Skill Development >

Research show Deaf look at chin mouth with
perifaval on the mouth, face, hand eyes, body

✳ dog she spell facing forward >

Fingerspelling Rules

    Palm faces forward. Reader
    fingerspelling can be read from many
    directions

    relay > prevent over use sydrome
            Tendonitis
            Carpal Tunnel Syndrome

    keep arm still >

    Say or mouth the whole word.

Figure I.35 illustration corrections to for manual letters

more up—

Ask about
ZZ

hand shape
V or V bent!
emphasis on　ZZ
fingerprint or
fingertip
fingertip ZZ
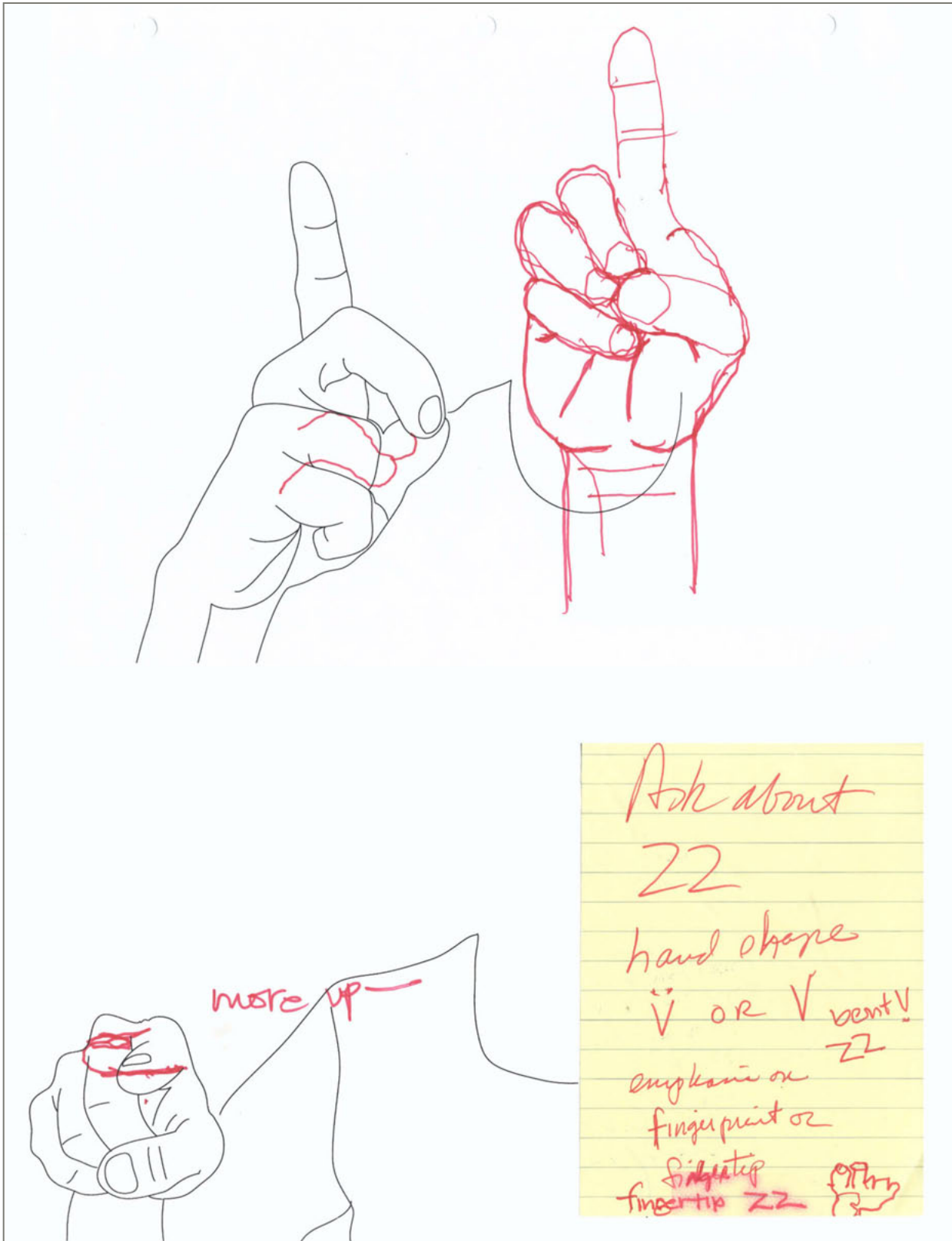
Figure I.36 Manual letter corrections related to body position

Figure I.37 Data that influenced the navigation structure

Prototype Survey
Thesis Committee Review

Page 1

ASLFingerChallenge

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Intriguing
October 28, 2004

Quit

Advance

This Survey includes 13 participants from December 20, 2004-January 16, 2005

GENDER
46 Male   **54** Female

AGE
0 7-10   **0** 11-15   **15** 16-20   **8** 21-25   **15** 26-35   **23** 36-45   **23** 46-55   **15** 56+

Education
8 K-12   **15** Some College   **38** College Degree   **31** Graduate Degree

Do you know the Deaf Alphabet?
31 Yes   **54** No   **8** Some

Do you know American Sign Language?
23 Yes   **46** No

If Yes, please rate your experience level

31 Beginner   **0** Intermediate   **8** Advanced   **0** Fluent   **8** Interpreter

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
23	54	8	8	8	The buttons took me to where I expected to go.
38	54	8	0	0	The colors are effective.
46	54	0	0	0	The roll down speed of the menu is good.
38	31	23	8	15	The navigation buttons are easy to follow.
85	15	0	0	0	The illustrations are appealing.
23	15	38	8	0	I prefer buttons that always stay on the screen
38	62	8	0	0	The drop menus are effective.
62	31	0	0	0	I like the layout and appearance.
69	31	0	0	0	The screen text is easy to read.
85	15	0	0	0	The typeface is appropriate for the subject matter.
69	31	0	0	0	The teacher illustration is appropriate & appealing.
77	23	0	0	0	The type size is good.
54	31	15	0	0	The amount of text is appropriate.
62	38	0	0	0	The look and feel is inviting.
46	38	15	0	0	I want to learn more about this subject.
77	23	0	0	0	I would participate in future testing.

Figure I.38 Data that influenced the navigation structure

Prototype Survey
Thesis Committee Review

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Advance

I offer the following suggestions on the navigation:

menu a bit cluttered

allow speed control

when quitting midway through survey ask if you want to finish or send as is

sometimes need to click more than once

buttons could be smaller

instruction cards confusing

I offer the following suggestions on the content:

a little less reading on "What is ASL"

video too fast!

I offer the following suggestions on the artwork:

Intro text at start

another method to return to main menu

Thank you. Your time and efforts are greatly appreciated.

Jeffrey Cougler

Figure I.39 Typical survey form

Prototype Survey
Version 01152005

Please answer the following user information:

NAME optional   Date

Page 1

GENDER
○ Male   ○ Female

AGE
○ 7-10   ○ 11-15   ○ 16-20   ○ 21-25   ○ 26-35   ○ 36-45   ○ 46-55   ○ 56+

Education
○ K-12   ○ Some College   ○ College Degree   ○ Graduate Degree

Do you know the Deaf Alphabet?
○ Yes   ○ No

Do you know American Sign Language?
○ Yes   ○ No

If Yes, please rate your experience level
○ Beginner   ○ Intermediate   ○ Advanced   ○ Fluent   ○ Interpreter

Please mark the circle as to what you think about the following statements.

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Advance

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
○	○	○	○	○	The buttons took me to where I expected to go.
○	○	○	○	○	The colors are effective.
○	○	○	○	○	The roll down speed of the menu is good.
○	○	○	○	○	The navigation buttons are easy to follow.
○	○	○	○	○	The illustrations are appealing.
○	○	○	○	○	I prefer buttons that always stay on the screen.
○	○	○	○	○	The drop menus are effective.

Figure I.40 Typical survey form

Prototype Survey
Version 01152005

Page 2

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
O	O	O	O	O	I like the layout and appearance.
O	O	O	O	O	The screen text is easy to read.
O	O	O	O	O	The typeface is appropriate for the subject matter.
O	O	O	O	O	The teacher illustration is appropriate & appealing.
O	O	O	O	O	The type size is good.
O	O	O	O	O	The amount of text is appropriate.
O	O	O	O	O	The look and feel is inviting.
O	O	O	O	O	I want to learn more about this subject.
O	O	O	O	O	I would participate in future testing.

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October 28, 2004

Quit

Advance

I offer the following suggestions on the navigation:

_____

_____

_____

I offer the following suggestions on the content:

_____

_____

_____

I offer the following suggestions on the artwork:

_____

_____

Thank You for participating in this study, and your willingness to help me achieve my goals for this project.

Jeffrey Cougler

Figure I.41 Influential survey sample

Prototype Survey
Version 01152003

Page 1

ASLFingerChallenge

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Intriguing
October 28, 2004

Please Answer the following user information

NAME optional   RYAN CHLPLA   Date 1/28/05

GENDER
✓ Male   ○ Female

AGE
○ 7-10   ○ 11-15   ○ 16-20   ✓ 21-25   ○ 26-35   ○ 36-45   ○ 46-55   ○ 56+

Education
○ K-12   ✓ Some College   ○ College Degree   ○ Graduate Degree

Do you know the Deaf Alphabet?
○ Yes   ✓ No

Do you know American Sign Language?
○ Yes   ✓ No

If Yes, please rate your experience level
○ Beginner   ○ Intermediate   ○ Advanced   ○ Fluent   ○ Interpreter

Please mark the circle as to what you think about the following statements.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
○	●	○	○	○	The buttons took me to where I expected to go.
○	●	○	○	○	The colors are effective.
○	○	○	○	○	The roll down speed of the menu is good.
○	○	○	●	○	The navigation buttons are easy to follow.
○	●	○	○	○	The illustrations are appealing.
●	○	○	○	○	I prefer buttons that always stay on the screen
○	○	●	○	○	The drop menus are effective.

clicked "click Here" in the log In menu.
click the "proceed to level 2" on the card
didnt find quit easily
wanted to find quit in the lesson menu

Figure I.42 Influential survey sample

didn't read the info —
the — input text doesn't — wrap —
when — asked

Prototype Survey
Version 01152003

Page 2

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Quit

Advance

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
○	○	●	○	○	I like the layout and appearance.
●	○	○	○	○	The screen text is easy to read.
●	○	○	○	○	The typeface is appropriate for the subject matter.
○	○	●	○	○	The teacher illustration is appropriate & appealing.
○	●	○	○	○	The type size is good.
○	●	○	○	○	The amount of text is appropriate.
●	○	○	○	○	The look and feel is inviting.
○	●	○	○	○	I want to learn more about this subject.
●	○	○	○	○	I would participate in future testing.

I offer the following suggestions on the navigation: *disappear before I*
- I wish that the button text didn't clicked on it
- I also wish that some sort of button menu remained
on the left side so that I could always see where I was
- This would also keep all the buttons in a similar and
consistent place. I think the consistency is really important

I offer the following suggestions on the content:
- the content there was nice. It was brief and *true*
informative. If this was going to be used in a free
class setting the volume and depth of content could
be increased. A section that is random facts or
facts that were ocasionally presented could be interesting.

I offer the following suggestions on the artwork: *it doesn't matter that*
- The teacher could have hair... but much. I do think that his young look though keeps
the teaching/learning atmosphere less formal which is
less intimidating to someone who doesn't know anything
about ASL

Thank you for participating in this study, your willingness to help me achieve
my goals for this project.

Jeffrey Cougler

Log in — intro text all green —
Keep — Start here — instead of click —
really liked revise —

Figure I.43 Influential survey sample

Hello,

Thank You for your willingness to complete this survey. Your answers will help me make

improvements to the final product. Please fill out and email by Tuesday, February 8, 2005. When you have finished navigating through my prototype, please tell me about your experience. When you agree with an item or statements simply change the O to an X.

For Example:
Education
O K-12   X Some College   O College Degree   O Graduate Degree

X means you have had some college work or are currently in college.

Let's get started!

NAME   Douglas Troyer   Date Feb 10, 2005

GENDER
x Male   O Female

AGE
O 7-10   O 11-15   O 16-20   O 21-25   O 26-35   x 36-45 O 46-55 O 56+

Education
O K-12   O Some College   x College Degree   O Graduate Degree

Do you know the Deaf Alphabet?
x Yes   O No

Do you know American Sign Language?
x Yes   O No

If yes, please rate your experience level:
O Beginner   x Intermediate O Advanced   O Fluent   O Interpreter

Now, please tell me about your experience.

Key
5 = Strongly Agree
4 = Agree
3 = Neutral
2 = Disagree
1 = Strongly Disagree

Using the Key above change the number that matches your opinion to an X.

For Example:
X   4   3   2   1   I prefer buttons that always stay on the screen

Here, X means you strongly agree with the statement.

5   x   3   2   1   The buttons took me to where I expected to go.

x   4   3   2   1   The colors are effective.

5   x   3   2   1   The roll down speed of the menu is good.

5   4   x   2   1   The navigation buttons are easy to follow.

x   4   3   2   1   The illustrations are appealing.

x   4   3   2   1   I prefer buttons that always stay on the screen.

5   x   3   2   1   The drop menus are effective.

Figure I.44 Influential survey sample

×	4	3	2	1	I like the layout and appearance.
5	×	3	2	1	The screen text is easy to read.
5	×	3	2	1	The typeface is appropriate for the subject matter.
×	4	3	2	1	The teacher illustration is appropriate & appealing.
5	×	3	2	1	The type size is good.
5	×	3	2	1	The amount of text is appropriate.
5	×	3	2	1	The look and feel is inviting.
×	4	3	2	1	I want to learn more about this subject.
×	4	3	2	1	I would participate in future testing.

I offer the following suggestions on the navigation:

I like the way there are just a couple of levels, doesn't go down too many levels from the home page.

I see that you usually highlight the menu item selected, so even a color-blind person can tell where they're at and what they've clicked. It would be sensitive to the color-blind crowd if you did select colors according to the most common combinations, like red/green. Not sure what the other color-blind combinations are.

Start Here – doesn't look like a button until mouse-over. Put link in last direction to 'click here' to start

Menus - Yes, too much clicking, don't force extra click.

Why not have a "Practice" menu option along with "Deaf Culture", What is ASL?" – replace "Alphabet" with "Practice." Actually, "Practice" could be named "Lessons" and "Lessons" could be eliminated as the top-level.

I see what you mean about the forced click to get the menu. Once in lower level, like "What is ASL?" put a link at end of text to "go back to Lessons." Clicking on Lesson button (again, this doesn't look like a clickable item until mouse-over) the menu comes up but seems to just cover what is there, looks a little awkward. Would it make sense to keep the Lessons menu choices displayed while showing the detailed text on the topic and highlight the menu option? This would eliminate another forced click just to get the menu and the user would have a clear understanding where he/she is in the web site.

I like the messaging, "You're doing great, Douglas. Please click "Lessons" and select a practice lesson." How about "Please click here to select a practice lesson." Make "click here" a link to display the practice lesson menu just like you would if they clicked "Lessons." This way you are visually guiding the focus you want instead of telling the user to click on "Lessons."

Why change the "Lessons" button to the word "Click" in the lower level pages, like Final Exam? None of the other buttons behave this way.

Figure I.45 Influential survey sample

I like the card held up at the end of a practice lesson, like the alphabet. How about making the statement "Please proceed to Level 1" clickable so that the user doesn't have to go click on the "Lessons" button again?

I offer the following suggestions on the content:

I offer the following suggestions on the artwork:

I LOVE the hearing aids on the instructor, and the eyes blinking once in a while! I really like the "instructor!" Good drawing!

Thank you for your time in helping me to succeed with my thesis.

Jeffrey Cougler
MFA Candidate
Rochester Institute of Technology

Figure I.46 Influential survey sample

Prototype Survey
Version 11032006

Page 2

ASLFingerChallenge

Please Answer the following user information

NAME Len Nguyen Date _____

GENDER
◉ Male   O Female

AGE
O 1-16   ◉ 16-20   O 21-25   O 26-35   O 36-45   O 46-55   O 56+

Education
O K-12   ◉ Some College   O College Degree   O Graduate Degree

Do you know the Deaf Alphabet?
O Yes   ◉ Some   O No

Do you know American Sign Language?
O Yes   O Some   ◉ No

If Yes, please rate your experience level
O Beginner   O Intermediate   O Advanced   O Fluent   O Interpreter

Please mark the circle as to what you think about the following statements.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
O	O	◉	O	O	The Program was easy to launch
◉	O	O	O	O	The buttons took me to where I expected to go.
◉	O	O	O	O	The colors are effective.
◉	O	O	O	O	The roll down speed of the menu is good.
◉	O	O	O	O	The navigation buttons are easy to follow.
◉	O	O	O	O	The drop menus are effective.
O	O	◉	O	O	I prefer buttons that always stay on the screen
O	◉	O	O	O	The illustrations are appealing.
◉	O	O	O	O	I like the layout and appearance.
◉	O	O	O	O	The screen text is easy to read.
◉	O	O	O	O	Typeface is appropriate for the subject matter.
O	◉	O	O	O	The teacher illustration is appropriate & appealing.
◉	O	O	O	O	The type size is good.
◉	O	O	O	O	The amount of text is appropriate.
◉	O	O	O	O	The look and feel is inviting.
◉	O	O	O	O	The Roman Letters in the videos were effective.
O	O	◉	O	O	I prefer the animation video.
O	O	◉	O	O	The video controls operated as expected.
O	O	◉	O	O	The music is appropriate for the subject matter.
O	◉	O	O	O	Overall this program is an effective way to teach and improve fingerspelling

Figure I.47 Influential survey sample

User Test Survey
Version 11032006

Page 3

ASLFingerChallenge

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
●	O	O	O	O	Instructions were clear and effective.
●	O	O	O	O	I found lesson :: Deaf Culture easily
O	O	●	O	O	I found the Links to related websites
O	O	O	O	O	The website text link buttons worked.
●	O	O	O	O	I found the navigation to be consistent.
●	O	O	O	O	I found the lesson :: ASL Facts easily
●	O	O	O	O	I found lesson :: Fingerspell easily.
●	O	O	O	O	The words and letter combinations are effective.
O	O	O	●	O	The words and letter combinations are too fast..
O	O	●	O	O	Variable speed choices would be helpful.
●	O	O	O	O	I like the step by step tutorial structure.
O	O	●	O	O	I preferred :: ABC Real Person video.
●	O	O	O	O	I found the lesson :: ABC Review section easily.
O	O	O	●	O	I found the :: QTVR finger letters easily
—	—	—	—	—	These were the QTVR letters I found.
●	O	O	O	O	I found the ABC Practice Level.

first time   _36_ number correct   _0_ number wrong

second time   _____ number correct   ____ number wrong

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
●	O	O	O	O	I found the :: ABC Quiz Level easily.

Note > cannot get 100   The quiz grade I got was _99_.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
●	O	O	O	O	I found :: Rubber Ducky video easily.
O	O	O	O	●	Rubber Ducky was effective.
O	O	●	O	O	The deaf voice vocals were effective.
O	O	O	O	●	I liked that some buttons were inactive until I graduated to the appropriate level.
●	O	O	O	O	I understood how the lessons progressed.
O	O	O	O	●	I used the Help button.

The information I was seeking in Help was >

_____

_____

_____

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
O	O	●	O	O	If I got lost I knew how to return to a page.
O	O	O	●	O	I want to learn more about this subject.
O	O	O	●	O	I would participate in future testing.
●	O	O	O	O	The use of color was effective.

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Figure I.48 Influential survey sample

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October 15, 2006

Quit

Advance

I offer the following suggestions on the navigation:

the flash navigation is nicely done however I did not like how some things are not clickable yet

I offer the following suggestions on the content:

it's easy to find things because the size and number of contents on a page is small

I offer the following suggestions on the artwork:

it's clean and simple design

I offer the following general comments:

Thank you for participating in this study, your willingness to help me achieve my goals for this project.

Jeffrey Cougler

Figure I.49 Influential survey sample

User Test Survey
Version 11032006

Page 1

OPERATING INSTRUCTIONS

1 >   Click on Start_Here

2 >   An introduction Screen will launch

3 >   Follow instructions on the screen

THANKS
Jeffrey Cougler

ASLFingerChallenge

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Quit

Advance

Dear Jeffrey,
I hope this isn't too late!
I cried with joy when I saw the
introductory animation of the
alphabet —I'm so proud of you!
This is so exciting — you are
on to something with this!

Love Doug

Figure I.50 Influential survey sample

Please Answer the following user information

NAME   Date

Prototype Survey
Version 11032006

Page 2

GENDER
Ⓧ Male   O Female

AGE
O 16-20   O 21-25   O 26-35   O 36-45 Ⓧ 46-55 O 56+

Education
O K-12   O Some College   Ⓧ College Degree   O Graduate Degree

Do you know the Deaf Alphabet?
Ⓧ Yes   O Some   O No

Do you know American Sign Language?
Ⓧ Yes   O Some   O No

If Yes, please rate your experience level
O Beginner   Ⓧ Intermediate   O Advanced   O Fluent   O Interpreter

Please mark the circle as to what you think about the following statements.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
O	Ⓧ	O	O	O	The Program was easy to launch
O	Ⓧ	O	O	O	The buttons took me to where I expected to go.
Ⓧ	O	O	O	O	The colors are effective.
O	Ⓧ	O	O	O	The roll down speed of the menu is good.
O	O	Ⓧ	O	O	The navigation buttons are easy to follow.
O	Ⓧ	O	O	O	The drop menus are effective.
O	O	Ⓧ	O	O	I prefer buttons that always stay on the screen
O	Ⓧ	O	z		The illustrations are appealing.
O	Ⓧ	O	O	O	I like the layout and appearance.
O	O	Ⓧ	O	O	The screen text is easy to read.
O	O	Ⓧ	O	O	Typeface is appropriate for the subject matter.
Ⓧ	O	O	O	O	The teacher illustration is appropriate & appealing.
O	Ⓧ	O	O	O	The type size is good.
O	Ⓧ	O	O	O	The amount of text is appropriate.
O	Ⓧ	O	O	O	The look and feel is inviting.
Ⓧ	O	O	O	O	The Roman Letters in the videos were effective.
O	Ⓧ	O	O	O	I prefer the animation video.
O	O	Ⓧ	O	O	The video controls operated as expected.
O	Ⓧ	O	O	O	The music is appropriate for the subject matter.
Ⓧ	O	O	O	O	Overall this program is an effective way to teach and improve fingerspelling

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Figure I.5 Influential survey sample

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
User Test Survey Version 11032006	O	✗	O	O	O	Instructions were clear and effective.
	O	✗	O	O	O	I found lesson :: Deaf Culture easily
	O	O	O	✗	O	I found the Links to related websites
Page 3	O	✗	O	O	O	The website text link buttons worked.
	O	✗	O	O	O	I found the navigation to be consistent.
	O	✗	O	O	O	I found the lesson :: ASL Facts easily
	O	✗	O	O	O	I found lesson :: Fingerspell easily.
	O	✗	O	O	O	The words and letter combinations are effective.
	O	O	O	✗	O	The words and letter combinations are too fast..
	O	✗	O	O	O	Variable speed choices would be helpful.
	O	✗	O	O	O	I like the step by step tutorial structure.
	O	✗	O	O	O	I preferred :: ABC Real Person video.
	O	✗	O	O	O	I found the lesson :: ABC Review section easily.
	O	O	✗	O	O	I found the :: QTVR finger letters easily.
	M̲	___	___	___	___	These were the QTVR letters I found.
	O	✗	O	O	O	I found the ABC Practice Level.

first time   _____ number correct   _2_ number wrong
second time   _____ number correct   _0_ number wrong

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	O	✗	O	O	O	I found the :: ABC Quiz Level easily.

Note > cannot get 100   The quiz grade I got was _____

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	O	✗	O	O	O	I found :: Rubber Ducky video easily.
	O	O	✗	O	O	Rubber Ducky was effective.
	O	✗	O	O	O	The deaf voice vocals were effective.
	O	O	✗	O	O	I liked that some buttons were inactive until I graduated to the appropriate level.
	O	✗	O	O	O	I understood how the lessons progressed.
	O	O	O	O	✗	I used the Help button.

The information I was seeking in Help was >

_____

_____

_____

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	O	O	✗	O	O	If I got lost I knew how to return to a page.
	✗	O	O	O	O	I want to learn more about this subject.
	✗	O	O	O	O	I would participate in future testing.
	O	✗	O	O	O	The use of color was effective.

(left margin vertical text) ASLFingerChallenge

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October 15, 2006

Quit

Advance

Figure I.52 Influential survey sample

User Test Survey
Version 11032006

Page 4

ASLFingerChallenge

I offer the following suggestions on the navigation:
_____
_____
_____

I offer the following suggestions on the content:
_____
_____
_____

I offer the following suggestions on the artwork:
_____
_____
_____

I offer the following general comments:
_____
_____
_____

Thank you for participating in this study, your willingness to help me achieve my goals for this project.

Jeffrey Cougler

- Must copy DVD to hard drive, too slow to run off DVD.
- LOVE 3-D video of letters, QTVR
- Didn't notice QTVR right away. Can QTVR be done for every letter? or make it more obvious when that letter is selected?
- Score wasn't noticed since focus is at bottom of screen. Can the score be ~~stored~~ displayed near the congratulatory message? or just ~~[ ]~~ do something to bring attention to where the score is located?
- I like the congratulatory messages, but would be a bit more subdued on incorrect answers.
- points for correct answer — 1pt on quiz - 3.5 on final, but msg still says "1 point". How about keeping it at 1 pt for correct answers and use percentage as part of final score?
- Wayne Thomas is very cute! I like the real-life-speed finger spelling as something to aspire to.

Figure I.53 Permission notice

From: Douglas Troyer <douglastroyer@yahoo.com>
Date: February 14, 2010 11:05:22 AM EST
To: Jeffrey Cougler <jeffreycougler@mac.com>
Subject: Re: 2 questions for today

Hi, Jeffrey,
Yes, feel free to use my survey results and statements for your thesis.

Happy Valentine's Day!!

Doug

--- On Fri, 2/12/10, Jeffrey Cougler <jeffreycougler@mac.com> wrote:

From: Jeffrey Cougler <jeffreycougler@mac.com>
Subject: 2 questions for today
To: "Douglas Troyer" <douglastroyer@yahoo.com>
Date: Friday, February 12, 2010, 1:26 PM
hi doug,

QUESTION!

On Feb 10, 2010, at 11.24 PM, Douglas Troyer wrote:

Hi, Douglas,

is it ok to publish all tyour survey results for my ASLFC
in my appendix? you were one of several who influenced my
decisions in the creation of ASLFC. i would be honored to
use them and keep your name where you wrote it.

please let me know i could write a "printed with
permission" clause on them and file a copy of the email
stating, that i have permission if anyone in the Library
asks.

Thanks.
Jeffrey

PS my document today is in excess of 300 pages!

Figure I.54 ASLFC Standards Instructures Manual

Standards Instructional Manual

ASLFingerChallenge

Figure I.55 ASLFC Standards Instructures Manual

There are many files to manage with Jeffrey Cougler's ASL FINGER CHALLENGE, here after referred to as ASLFC or FC. The following are guidelines for deciphering an existing name or creating a new file within ASLFC.

The ideal is a SHORT name with 8 characters, or 12 characters maximum including the extension.

Additionally, here are 3 aspects to deciphering and creating a name as follows:

Labeling
Page 3

Item = A, B, C, button, or some kind of graphic.

Letter Properties = a finger letter, an alpha letter, an alpha letter within a circle, etc.

Number Properties = when a number is displayed it could mean 1 of two types. If it is a 2 digit number followed by lower case letter p, for example 25p then the name is referring to the pixel size of the image from top to bottom. If the 2 digit number has a lower case b as in 25g, then the file is referring to the gradient level of the image.

Extension = File's software application creator or it designates the file's use, i.e., Adobe ILLUSTRATOR, PHOTOSHOP, Macromedia's Director, Macromedia swf.

For example a name like **A_fgr_25p.swf** Translates as follows:

A = the Letter A

_fgr = a letter formed by a fingerspeller

_25p = 25 pixel high finger letter

.swf = static FLASH shockwave file.

For example a name like **Me_25g.swf** Translates as follows:

Me = the illustration of the teacher

_25g = 25% gradient of the most saturated color it represents. In this specific case, it means 25% gradient of black. If the gradient is a color then 50g would mean 50% gradient of the highest saturation level, such as red, orange, yellow, or the RGB hexadecimal equivalent of a specified color.*

.swf = static FLASH shockwave file.

Another example is **A>B_trn.swf**, translates:

A>B = Letters A to B

_trn = frame by frame transition

.swf = FLASH shockwave movie clip

Note: to tell the difference between a static swf and a movie clip swf look for the ">" between letters and the letter _trn. This > glyph means it

* Hexadecimal gradients of any color is it's own Hexadecimal number and will be specified as that specific number. Therefore Hexadecimal color HxFD613E or ASLFC Orange has a 50% gradient equivalent, which equals to HxFEB09E or ASLFC Orange 50%. For the complete list of colors used in this project refer to page 7. CHECK this pg #!

If there are any questions about what all the differ abbreviations mean refer to the key below. These are all the files currently in use by ASLFC. If you are unclear about what any of this means, please ask a project coordinator. Your understanding this system is key to managing all the files that create and support this project.

Thank You.

Figure I.56 ASLFC Standards Instructures Manual

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ASL**Finger**Challenge

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Key

ABC	Alphabet A-ZZ stills and transitions
Abs	Absolutely
alp	alphabet button
B&W	Black and white and shades of gray
CM	Committee Meeting
FC	Finger Challenge Folder Name Prefix
gl	Good Luck, these are button files for the quizzes and tests.
Lvl	Level button
nxt	next letter button
pra	practice button
QT	Quicktime
Str	Start Here button
Svy	Survey usually followed by a date number
tak	Take the Challenge button
_Ai	an Adobe Illustrator Folder Name Prefix
_blu	Hexadecimal color ASLFC Blue Hx374895
_btn	button
_def	deaf button
_dsk	Disk, the cicle field of color behind a Roman Numeral. Used as a button and alphabet identifier.
_dwn	down button
_for	for 3.7 points!
_ind	Hexadecimal color ASLFC Indigo Hx684390
_its	it's ok you're still learning text
_ltr	letter
_clr	Color; colored; colors
_dar	dark
_doc	Documents written for and about the project
_dir	Director
_fgr	Finger
_fla	Flash files Folder
_ful	The full size graphic as required. Any reduced size is based on this file.
_gra	gray
_hap	happy
_ind	indigo
_job	good job encouragement
_jpg	jpg format photograph

Figure I.57 ASLFC Standards Instructures Manual

_me   The teacher, an Adobe ILLUSTRATOR file(s) or swf still and movie clip(s).

_mou   Mouth Illustration

_nav   Navigation

_ovr   Over button

_por   Portrait

_prj   Project

_pur   Hexadecimal color ASLFC Purple HX925399

_Res   Resource Folder Name Prefix

_say   Mouth movement for any corresponding finger letter

_swa   Swap

_trn   Transition

_try   Try again? Encouragement

_vAP   Animated person video

_vRP   Real Person Video

_wrg   wrong!

_ yip Yippee! affirmation

.ai   An Adobe Illustrator file from which to export a static swf.

.cst   A Macromedia Director cast file

.dir   A Macromedia Director file, such as an external cast, navigation structure, or any various file that points and is linked to another director file that composes ASLFC program.

.eps   Encapsulated PostScript file, which may be created and/or opened with Adobe Illustrator or Adobe PHOTOSHOP. For the most part, ILLUSTRATOR was the App of choice for editing purposes. In the early phase of the project, Adobe PHOTOSHOP was the best tool for rotoscoping. In Spring 2004, Adobe introduced Creative Suite and ILLUSTRATOR was given the ability to export .swf. Since swf files render better in Macromedia FLASH and DIRECTOR, Adobe ILLUSTRATOR became the chosen App, because PHOTOSHOP was not given the option to export to .swf .

.indd InDesign Document, usually containing large amounts of copy for lessons.

.jpg   Depending on the resident folder, a .jpg is usually photo file imported from a camera then imported into Adobe Illustrators and/or Photoshop to create an illustration or graphic which is then made into .swf cast member for Director.

.pdf   Adobe Acrobat Generated file used for transmitting Meeting Minutes, etc

.ps   Photoshop file that is exported into Adobe ILLUSTRATOR which creates the teacher's various illustrations such as mouth, hand, face, etc.

.swf   Shockwave file usually a static export from Adobe Illustrator or a movie clip.

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Figure I.58 ASLFC Standards Instructures Manual

Key   Colors

HxC61F28	Hexadecimal color ASLFC Red
HxFD613E	Hexadecimal color ASLFC Orange
HxEFB83C	Hexadecimal color ASLFC Yellow
Hx388841	Hexadecimal color ASLFC Green
Hx3F92AF	Hexadecimal color ASLFC Aqua
Hx374895	Hexadecimal color ASLFC Blue
Hx684390	Hexadecimal color ASLFC Indigo
HX925399	Hexadecimal color ASLFC Purple
HX9F7755	Hexadecimal color ASLFC Brown
HxE38F94	Hexadecimal color ASLFC Red 50%
HxFEB09E	Hexadecimal color ASLFC Orange 50%
HxF7DC9D	Hexadecimal color ASLFC Yellow 50%
Hx9BC3A0	Hexadecimal color ASLFC Green50%
Hx3F92AF	Hexadecimal color ASLFC Aqua 50%
Hx9BA4CA	Hexadecimal color ASLFC Blue 50%
HxB3A1C7	Hexadecimal color ASLFC Indigo 50%
HXC8A9CC	Hexadecimal color ASLFC Purple 50%
HXCFBBAA	Hexadecimal color ASLFC Brown 50%
HxC7C6C3	Hexadecimal color Cool Gray 20%
Hx73737A	Hexadecimal color Cool Gray 50%
Hx36363A	Hexadecimal color Cool Gray 75%
HxCCCCCC	Hexadecimal color Warm Gray 25%
Hx7C7C74	Hexadecimal color Warm Gray 50%
Hx44443E	Hexadecimal color Warm Gray 80%

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ASLFingerChallenge

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Advance

Figure I.59 ASLFC Standards Instructures Manual

ASLFingerChallenge | Student | | Quit

Welcome!

You are about to experience my thesis prototype. It contains the menus, buttons, graphics, illustration and feel of the finished project. Although you will have a lesson on the Deaf finger alphabet and ASL, you are not required to learn anything.

What I ask is the following:

1 > Open and make your way through this prototype.

2 > Fill out a brief survey about your experience.

Please, feel free to offer criticisms, or suggestions... oh, and of course compliments are welcome too!

The entire process will take less than 20 minutes.

Thank you in advance for your time. I greatly appreciate it.

Start the Challenge

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Welcome.dir

Internal Cast		External Cast	
	Screen_Text	**Gui.cst**	ASLFC_aqu
		Gui.cst	V_line_01
		Gui.cst	Student_txt
		Gui.cst	V_line_02
		Gui.cst	Input_txt
		Gui.cst	Score_txt
		Gui.cst	Quiz-Score
		Gui.cst	Student_txt
		Gui.cst	V_line_03
		Gui.cst	level_color_bar
		Gui.cst	Quit Button
		Gui.cst	Start_Here_Button
		Me.cst	Me_25t

Figure I.60 ASLFC Standards Instructures Manual

Level_01.dir
Scripts

alp_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    mySprite.member = member("alp_ovr")
end mouseEnter

on mouseLeave me
    mySprite.member = member("alp_up")
end mouseLeave
on mouseDown me
    mySprite.member = member("alp_dwn")
end
```

ASL_BEHAV
```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    mySprite.member = member("ASL_ovr")
end mouseEnter

on mouseLeave me
    mySprite.member = member("ASL_up")
end mouseLeave
on mouseDown me
    mySprite.member = member("ASL_dwn")
end
```

def_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    mySprite.member = member("def_ovr")
end mouseEnter
```

```
on mouseLeave me
    mySprite.member = member("def_up")
end mouseLeave
on mouseDown me
    mySprite.member = member("def_dwn")
end
```

gl_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("gl_ovr")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("gl_up")
end mouseLeave

on mouseDown me
    mySprite.member = member("gl_dwn")
end

on mouseUp me
    go to "StartQuiz"
    end
```

hlp_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    mySprite.member = member("hlp_ovr")
end mouseEnter

on mouseLeave me
    mySprite.member = member("hlp_up")
end mouseLeave

on mouseDown me
    mySprite.member = member("hlp_dwn")
end
```

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Figure I.61 ASLFC Standards Instructures Manual

nxt_ltr_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("nxt_ltr_ovr")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("nxt_ltr_up")
end mouseLeave

on mouseDown me
    mySprite.member = member("nxt_ltr_dwn")
end

on mouseUp me
    go to frame "Letter"
end
```

str_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    mySprite.member = member("str_ovr")
end mouseEnter

on mouseLeave me
    mySprite.member = member("str_up")
end mouseLeave

on mouseDown me
    mySprite.member = member("str_dwn")
end
```

qut__behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    mySprite.member = member("qut_ovr")
end mouseEnter

on mouseLeave me
    mySprite.member = member("qut_up")
end mouseLeave

on mouseDown me
    mySprite.member = member("qut_dwn")
end
```

quz_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    mySprite.member = member("quz_ovr")
end mouseEnter

on mouseLeave me
    mySprite.member = member("quz_up")
end mouseLeave
on mouseDown me
    mySprite.member = member("quz_dwn")
end
on mouseUp me
    go to "begin"
end
```

A_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("A_dsk_25p_up")
```

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Figure I.62 ASLFC Standards Instructures Manual

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Advance

```
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("A_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("A_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

B_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("B_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("B_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("B_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

C_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("C_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("C_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("C_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

D__behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("D_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("D_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("D_dsk_25p_dwn")
end
```

Figure I.63 ASLFC Standards Instructures Manual

```
on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

E_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("E_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("E_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("E_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

F_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end
```

```
on mouseEnter me
    cursor 280
    mySprite.member = member("F_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("F_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("F_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

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G_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("G_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("G_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("G_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
```

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```
        else go to "wrong"
end

H_behav

property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("H_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("H_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("H_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
        else go to "wrong"
end

I_behav

property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("I_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("I_dsk_25p_ovr")
end mouseLeave
```

```
on mouseDown me
    mySprite.member = member("I_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
        else go to "wrong"
end

J_behav

property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("J_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("J_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("J_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
        else go to "wrong"
end

K_behav

property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
```

Figure I.65 ASLFC Standards Instructures Manual

```
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("K_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("K_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("K_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

L_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("L_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("L_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("L_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
```

```
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

M_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("M_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("M_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("M_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

N_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("N_dsk_25p_up")
```

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Figure I.66 ASLFC Standards Instructures Manual

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Advance

```
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("N_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("N_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

O_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("O_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("O_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("O_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

P_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("P_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("P_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("P_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

Q_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("Q_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("Q_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("Q_dsk_25p_dwn")
end
```

Figure I.67 ASLFC Standards Instructures Manual

```
on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

R_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("R_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("R_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("R_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

S_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end
```

```
on mouseEnter me
    cursor 280
    mySprite.member = member("S_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("S_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("S_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

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T_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("T_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("T_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("TT_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
```

Figure I.68 ASLFC Standards Instructures Manual

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Advance

```
    else go to "wrong"
end
```

U_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("U_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("U_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("U_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

V_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("V_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("V_dsk_25p_ovr")
end mouseLeave
```

```
on mouseDown me
    mySprite.member = member("V_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

W_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("W_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("W_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("W_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

X_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
```

Figure I.69 ASLFC Standards Instructures Manual

```
        myStandardMember = mySprite.member
    end

on mouseEnter me
    cursor 280
    mySprite.member = member("X_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("X_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("X_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

Y_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("y_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("Y_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("Y_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
```

```
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

Z_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("Z_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
    mySprite.member = member("Z_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("Z_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

ZZ_behav

```
property spriteNum
property mySprite

on beginSprite me
    mySprite = sprite (me.spriteNum)
    myStandardMember = mySprite.member
end

on mouseEnter me
    cursor 280
    mySprite.member = member("ZZ_dsk_25p_up")
end mouseEnter

on mouseLeave me
    cursor 0
```

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Figure I.70 ASLFC Standards Instructures Manual

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```
        mySprite.member = member("ZZ_dsk_25p_ovr")
end mouseLeave

on mouseDown me
    mySprite.member = member("ZZ_dsk_25p_dwn")
end

on mouseUp me
    myname = sprite(me.spritenum).member.name
    myletter = char 1 of myname
    put myletter

    testname = sprite(15).member.name
    testletter = char 1 of testname

    if myletter = testletter then go to "correct"
    else go to "wrong"
end
```

startMOVIE
```
global currentNumber
global myCorrect
global myWrong

on startMovie me

  -- initialize variables
  currentNumber = 1
  myCorrect = 0
  myWrong = 0

  -- put the value in text field
  put myCorrect into member("correct")
  put myWrong into member("wrong")

end
```

GO THE FRAME script
```
on exitFrame me
  go the frame
end
```

START button script
```
-- Step 1: Declare Global Variables to hold data
global letterList
-- Random list of 26 numbers (26 letters in alphabet)

------------------------------------------------------------
--------
-- Step 2: Mousebehaviors for the NEXT button.

on mouseUp me
  ----------------------------------------------------
  -- Step 3: Initialize the list before the first question

  letterList = list()
-- create an empty list labeled "letterList"

  -- Step 4: Random number generator with no repeats

  x = 1
--"X" equals the current number being added to the list

  repeat while letterList.count < 26
-- Build a list until it has 26 items in it
    i= random(26)
-- Randomly pick a number between 1 and 26
    if x = 1 then append letterList, i
-- Add  (append) the letter to the list


    repeat with z = 1 to letterList.count
-- Loop through the list to check for dupilcates
      if i = getAT(letterList, z) then
-- If you find  the number already in the list
        NotUsed = False
-- Set the variable NotUsed = False
        exit repeat
-- Break out of the loop and try again
      else
-- If you didn't find the number in the list
        NotUsed = True
-- Set the variable NotUsed = True
      end if
    end repeat

    if NotUsed = True then append letterList, i
-- If  NotUsed = True, add the number to the list
    x = x + 1
-- Increase X to add ad)ditional letters to list

  end repeat

  TRANSLATED
```

Good Luck button script
```
-- Step 1: Declare Global Variables to hold data
global FingerList
-- Random list of 27 numbers(27 letters in FingerAlphabet)
```

Figure I.71 ASLFC Standards Instructures Manual

```
-----------------------------------------------------
---------
-- Step 2: Mousebehaviors for the NEXT button.

on mouseUp me
    -----------------------------------------------
    -- Step 3: Initialize the list before the first question

  FingerList = list()
-- create an empty list labeled "FingerList"

    -- Step 4: Random number generator with no repeats

  x = 1
  -- "X" equals the current number being added to FingerList

  repeat while letterList.count < 27
-- Build a list until it has 27 items in it
    i= random(27)
-- Randomly pick a number between 1 and 26
    if x = 1 then append letterList, i
-- Add (append) the letter to the list


    repeat with z = 1 to letterList.count
-- Loop through the list to check for dupilcates
      if i = getAT(letterList, z) then
-- If you find the number already in the list
        NotUsed = False
-- Set the variable NotUsed = False
        exit repeat
   -- Break out of the loop and try again
      else
-- If you didn't find the number in the list
        NotUsed = True
-- Set the variable NotUsed = True
      end if
    end repeat

    if NotUsed = True then append FingerList, i
-- If NotUsed = True, add the number to the list
    x = x + 1
-- Increase X to add additional letters to list

  end repeat


    -----------------------------------------------------
  --Go next frame marker

  go next
  --put FingerList.list
  --put FingerList[1]
end


    -----------------------------------------------------
  --Go next frame marker
```

```
  go next
  --put letterList.list
  --put letterList[1]
end

HAND script

property hand, currentHand

global letterList
global currentNumber

on beginSprite me
  hand = sprite(me.spriteNum)
-- store the channel number for the sprite
  currentHand = getAt(letterList, currentNumber)
-- pull the current number out of the list
  hand.member = member("hand_" & currentHand)
-- swap the sprite with the corresponding cast member
end
```

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Figure I.72 ASLFC Standards Instructures Manual

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HAND script

```
property hand, currentHand

global letterList
global currentNumber

on beginSprite me
  hand = sprite(me.spriteNum)
-- store the channel number for the sprite
  currentHand = getAt(letterList, currentNumber)
-- pull the current number out of the list
  hand.member = member("hand_" & currentHand)
-- swap the sprite with the corresponding cast member
end
```

NEXT LETTER script

```
global currentNumber

on mouseEnter me
  cursor 280
end

on mouseLeave me
  cursor -1
end

on mouseUp me
  cursor -1
  currentNumber = currentNumber + 1
  go "animate"
end
```

CHECK FOR DONE script

```
global currentNumber

on exitFrame me
  if currentNumber > 25 then go "level over"
end
```

QUIT button script

```
on mouseEnter me
  cursor 280
end

on mouseLeave me
  cursor -1
end

on mouseUp me
  cursor -1
  halt
end
```

REPLAY button script

```
global currentNumber
global myCorrect
global myWrong

on mouseEnter me
  cursor 280
end

on mouseLeave me
  cursor -1
end

on mouseUp me
  cursor -1
  currentNumber = 1
-- reset the currentNumber
  myCorrect = 0
  -- clear out myCorrect value
myWrong = 0
-- clear out myWrong value
  put myCorrect into member("correct")
-- update the text on screen
  put myWrong into member("wrong")
-- update the text on screen
  go "start"
-- go to the marker labeled "start"
end
```

Figure I.73 ASLFC Standards Instructures Manual

FINGER SCRIPT

property finger, pickedFinger

```
on beginSprite me
  finger = sprite(me.spriteNum)
  pickedFinger = random(27)
end
```

```
on exitFrame  me
  finger.member = castLib("A_ZZ_fngr").
member[pickedFinger]
end
```

PICKED WRONG

property wrong, pickedwrong

```
on beginSprite me
  wrong = sprite(me.spriteNum)
  pickedwrong= random(3)
end
```

```
on exitFrame  me
  wrong.member = castLib("internal").
member[pickedwrong]
end
```

ASL_btn_beH

```
property spriteNum
property mySprite
```

```
on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end
```

```
on mouseEnter me
  cursor 280
  mySprite.member = member("ASL_ovr")
end mouseEnter
```

```
on mouseLeave me
  cursor -1
  mySprite.member = member("ASL_up")
end mouseLeave
```

```
on mouseDown me
  cursor -1
  mySprite.member = member("ASL_dwn")
end
```

alp_btn_beH

```
property spriteNum
property mySprite
```

```
on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end
```

```
on mouseEnter me
  cursor 280
  mySprite.member = member("alp_ovr")
end mouseEnter
```

```
on mouseLeave me
  cursor -1
  mySprite.member = member("alp_up")
end mouseLeave
```

```
on mouseDown me
  cursor -1
  mySprite.member = member("alp_dwn")
end
```

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Figure I.74 ASLFC Standards Instructures Manual

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Advance

def_btn_beH

```
property spriteNum
property mySprite


on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end


on mouseEnter me
  cursor 280
  mySprite.member = member("def_ovr")
end mouseEnter


on mouseLeave me
  cursor -1
  mySprite.member = member("def_up")
end mouseLeave

on mouseDown me
  cursor -1
  mySprite.member = member("def_dwn")
  go to movie ("def.dir")
end
```

determine end

```
global currentNumber

on enterFrame me
  if currentNumber > 26 then go "end"
end

--GO THE FRAME script

on exitFrame me
  go the frame
end
```

fgr_Scr

```
property finger
property pickedFinger

on beginSprite me
  finger = sprite(me.spriteNum)
  pickedFinger = random(27)
end


--on exitFrame  me
--  finger.member = castLib("A_ZZ_fgr").
member[pickedFinger]
--end
```

FingerBeH

```
property finger, currentfinger

global FingerList
global currentNumber

on beginSprite me
  finger = sprite(me.spriteNum)
-- store the channel number for the sprite
  currentfinger = getAt(FingerList, currentNumber)
    -- pull the current number out of the list
  finger.member = castLib("A_ZZ_fgr").member[current
finger]     -- swap the sprite with the corresponding cast
member

end
```

gl_btn_01 beH

--Good_luck_btn script

```
-- Step 1: Declare Global Variables to hold data
global FingerList      -- Random list of 27 numbers (27
letters in Finger alphabet)

------------------------------------------------------------
--------
-- Step 2: Mousebehaviors for the NEXT button.

property myStandardMember
property mySprite


on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end


on mouseEnter me
  cursor 280
  mySprite.member = member("gl_blu_ovr")
end mouseEnter


on mouseLeave me
  cursor 0
  mySprite.member = myStandardMember
end mouseLeave

on mouseDown me
  mySprite.member = member("gl_blu_dwn")
end

on mouseUp me

  -------------------------------------------------------
  --Step 3: Initialize the list before the first question
```

Figure I.75 ASLFC Standards Instructures Manual

```
FingerList = list()
-- create an empty list labeled "FingerList"

   -- Step 4: Random number generator with no repeats

   x = 1
nu-- "X" equals the current mber being added to FingerList

 repeat while FingerList.count < 27
-- Build a list until it has 27 items in it
   i = random(27)
-- Randomly pick a number between 1 and 27
   if x = 1 then append FingerList, i
-- Add (append) the letter to the list


   repeat with z = 1 to FingerList.count
-- Loop through the list to check for dupilcates
     if i = getAT(FingerList, z) then
-- If you find the number already in the list
       NotUsed = False
-- Set the variable NotUsed = False
       exit repeat
-- Break out of the loop and try again
     else
-- If you didn't find the number in the list
       NotUsed = True
-- Set the variable NotUsed = True
     end if
   end repeat

   if NotUsed = True then append FingerList, i
-- If NotUsed = True, add the number to the list
   x = x + 1
-- Increase X to add additional letters to list

 end repeat


 ----------------------------------------------------------
 --Go next frame marker

 go to "Finger"
 put FingerList.list
 --put FingerList[1]
end
```

gl_btn_01 beH

```
--Good_luck_btn script

-- Step 1: Declare Global Variables to hold data
global FingerList
-- Random list of 27 numbers(27 letters in FingerAlphabet)

------------------------------------------------------------
--------
-- Step 2: Mousebehaviors for the NEXT button.
```

```
property myStandardMember
property mySprite


on beginSprite me
 mySprite = sprite (me.spriteNum)
 myStandardMember = mySprite.member
end


on mouseEnter me
 cursor 280
 mySprite.member = member("gl_blu_ovr")
end mouseEnter


on mouseLeave me
 cursor 0
 mySprite.member = myStandardMember
end mouseLeave

on mouseDown me
 mySprite.member = member("gl_blu_dwn")
end

on mouseUp me

 ----------------------------------------------------
 --Step 3: Initialize the list before the first question

 FingerList = list()
 -- create an empty list labeled "FingerList"

 -- Step 4: Random number generator with no repeats

 x = 1
-- "X" equals the current number being added to FingerList

 repeat while FingerList.count < 27
-- Build a list until it has 27 items in it
   i = random(27)
-- Randomly pick a number between 1 and 27
   if x = 1 then append FingerList, i
-- Add (append) the letter to the list

   repeat with z = 1 to FingerList.count
-- Loop through the list to check for dupilcates
     if i = getAT(FingerList, z) then
If you find the number already in the list
       NotUsed = False
-- Set the variable NotUsed = False
       exit repeat
-- Break out of the loop and try again
     else
-- If you didn't find the number in the list
       NotUsed = True
-- Set the variable NotUsed = True
```

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ASLFingerChallenge

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Advance

```
    end if
   end repeat

   if NotUsed = True then append FingerList, i      -- If
NotUsed = True, add the number to the list
    x = x + 1                          -- Increase X to add
additional letters to list

   end repeat


   ----------------------------------------------------------
   --Go next frame marker

   go to "Finger"
   put FingerList.list
   --put FingerList[1]
end
```

GO THE FRAME

```
on exitFrame me
  go the frame
end
```

hlp_btn_beH

```
property spriteNum
property mySprite


on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end


on mouseEnter me
  cursor 280
  mySprite.member = member("hlp_ovr")
end mouseEnter


on mouseLeave me
  cursor -1
  mySprite.member = member("hlp_up")
end mouseLeave

on mouseDown me
  cursor -1
  mySprite.member = member("hlp_dwn")
end
```

nxt_ltr_btn_BeH

```
property spriteNum
property mySprite


on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end


on mouseEnter me
  cursor 280
  mySprite.member = member("nxt_ltr_ovr")
end mouseEnter


on mouseLeave me
  cursor 0
  mySprite.member = member("nxt_ltr_up")
end mouseLeave

on mouseDown me
  mySprite.member = member("nxt_ltr_dwn")
end

on mouseUp me
  go to frame "Letter"
end
```

nxt_blu_btn_beH

```
global currentNumber

property mySprite


on beginSprite me
  mySprite = sprite (me.spriteNum)
end


on mouseEnter me
  cursor 280
  mySprite.member = member("nxt_blu_ovr")
end mouseEnter


on mouseLeave me
  cursor -1
  mySprite.member = member("nxt_blu_up")
end mouseLeave
--
--on mouseDown me
-- mySprite.member = member("nxt_blt_dwn")
--end

on mouseUp me
```

Figure I.77 ASLFC Standards Instructures Manual

```
cursor -1
currentNumber = currentNumber +1
go to "Finger"
end
```

PickedCorrect script

```
property correct, pickedcorrect

on beginSprite me
 correct = sprite(me.spriteNum)
 pickedcorrect= random(4)
end


on exitFrame me
 correct.member = castLib("internal").
member[pickedcorrect]
end
```

PickedWrong Script

```
property wrong, pickedwrong

on beginSprite me
 wrong = sprite(me.spriteNum)
 pickedwrong= random(4) + 4
end
```

rep_btn_behav

```
--REPLAY button script

global currentNumber
global myCorrect
global myWrong

property mySprite, myStandardMember

on beginSprite me
 mySprite = sprite (me.spriteNum)
 myStandardMember = mySprite.member
end

on mouseEnter me
 cursor 280
 mySprite.member = member("rep_btn_ovr")
end


on mouseDown me
 cursor 0
 mySprite.member = member("rep_btn_dwn")
end

on mouseUp me
 cursor 0
 currentNumber = 1
-- reset the currentNumber
```

```
myCorrect = 0
-- clear out myCorrect value
myWrong = 0
-- clear out myWrong value
put myCorrect into member("correct_score")
-- update the text on screen
put myWrong into member("wrong_score")
-- update the text on screen
go "begin"
—go to first marker labeled "start"
end

on mouseLeave me
 cursor -1
 mySprite.member = member("rep_btn_up")
end
```

Roman_Script

```
global FingerList
global currentNumber
global myCorrect
global myWrong

property pButton, pButtonName, pButtonUp,
pButtonOver, pButtonDown, pButtonNumber,
correctMatch

on beginSprite me
 pButton = sprite(me.spriteNum)              --
store the channel number for the sprite
 pButtonName = pButton.member.name
   -- store the cast member name of the sprite
 pButtonNumber = pButton.memberNum
 pButtonUp = sprite(me.spriteNum).member
 pButtonOver = member(pButtonUp.name & "_ovr")
 pButtonDown = member(pButtonUp.name & "_dwn")
 correctMatch = false
 -- pButtonSound = member(pButtonUp.
name&&"Audio")
 ptargetFrame = pButtonUp.name
end



on mouseEnter me
 if correctMatch = false then
  cursor 280
  sprite(me.spriteNum).member = pButtonOver
  -- sound(1).play(pButtonSound)
 end if
end


on mouseLeave me
 if correctMatch = false then
  cursor -1
  sprite(me.spriteNum).member = pButtonUp
 end if
end
```

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Advance

```
on mouseUp me
  pickedNumber = getAt(FingerList, currentNumber)
      -- retrieve the current number in the list

  if pButtonNumber = pickedNumber then
  -- if sprite name and answer are the same
    pButton.member = castLib("swap_fgr.cst").
member[pickedNumber]  -- swap the letter with the
symbol
    myCorrect = myCorrect + 1
  -- add one point to the correct score
    put myCorrect into member("correct_score")
   -- update the score text on screen
    go "correct"
  -- go to the "Correct" frame marker
    correctMatch = true

   else
  -- if sprite name and answer are different
    myWrong = myWrong + 1
  -- add one point to the wrong score
    put myWrong into member("wrong_score")
  -- update the score text on screen
    go "wrong"
  -- go to the "Wrong" frame marker
   end if
  end
```

str_btn_beH

```
property spriteNum
property mySprite

on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end

on mouseEnter me
  cursor 280
  mySprite.member = member("str_ovr")
end mouseEnter

on mouseLeave me
  cursor -1
  mySprite.member = member("str_up")
end mouseLeave

on mouseDown me
  cursor -1
  mySprite.member = member("str_dwn")
end
```

qut_btn_beH

```
property spriteNum
property mySprite

on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end

on mouseEnter me
  cursor 280
  mySprite.member = member("qut_ovr")
end mouseEnter

on mouseLeave me
  cursor -1
  mySprite.member = member("qut_up")
end mouseLeave

on mouseDown me
  mySprite.member = member("qut_dwn")
end

on mouseUp me
  cursor -1
  halt
end
```

quz_btn_beH

```
property spriteNum
property mySprite

on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end

on mouseEnter me
  cursor 280
  mySprite.member = member("quz_ovr")
end mouseEnter

on mouseLeave me
  cursor -1
  mySprite.member = member("quz_up")
end mouseLeave
```

Figure I.79 ASLFC Standards Instructures Manual

```
on mouseDown me
  cursor -1
  mySprite.member = member("quz_dwn")
end

on mouseUp me
  go to "finger"
end
```

StartMovie Script

```
global currentNumber
global myCorrect
global myWrong

on startMovie me

  append the searchPaths, the moviePath & "cast"
  append the searchPaths, the moviePath & "FC_swf"

  -- initialize variables
  currentNumber = 1
  myCorrect = 0
  myWrong = 0

  -- put the value in text field
  put myCorrect into member("correct_score")
  put myWrong into member("wrong_score")

end
```

choice_script

```
global choice

on enterframe me
  go to movie (choice)
end
```

lvl_00_btn_beH

```
property spriteNum
property mySprite


on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end


on mouseEnter me
  cursor 280
  mySprite.member = member("alp_ovr")
end mouseEnter
```

```
on mouseLeave me
  cursor -1
  mySprite.member = member("alp_up")
end mouseLeave

on mouseDown me
  cursor -1
  mySprite.member = member("alp_dwn")
  go to movie ("lev_00.dir")
end
```

lvl_ABC_btn_beH

```
property spriteNum
property mySprite


on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end


on mouseEnter me
  cursor 280
  mySprite.member = member("lvl_ABC_ovr")
end mouseEnter


on mouseLeave me
  cursor -1
  mySprite.member = member("lvl_ABC")
end mouseLeave

on mouseDown me
  cursor -1
  mySprite.member = member("lvl_ABC_dwn")
  go to the Frame +1
end
```

lvl_vAP_btn_beH

```
property spriteNum
property mySprite
global choice

on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end


on mouseEnter me
  cursor 280
  mySprite.member = member("lvl_vAP_ovr")
end mouseEnter
```

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ASLFingerChallenge

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```
on mouseLeave me
  cursor -1
  mySprite.member = member("lvl_vAP")
end mouseLeave

on mouseDown me
  cursor -1
  mySprite.member = member("lvl_vAP_dwn")
  choice = "A>ZZ.dir"
  go to the Frame +1
end


lvl_vRP_btn_beH

property spriteNum
property mySprite
global choice


on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end


on mouseEnter me
  cursor 280
  mySprite.member = member("lvl_vRP_ovr")
end mouseEnter


on mouseLeave me
  cursor -1
  mySprite.member = member("lvl_vRP")
end mouseLeave


on mouseDown me
  cursor -1
  mySprite.member = member("lvl_vAP_dwn")
  choice = "A>ZZ_QT.dir"
  go to the frame +1
end

lvl_01 btn_beH

property spriteNum
property mySprite
global choice

on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member
end

on mouseEnter me
  cursor 280
```

```
  mySprite.member = member("lvl_01_ovr")
end mouseEnter


on mouseLeave me
  cursor -1
  mySprite.member = member("lvl_01")
end mouseLeave

on mouseDown me
  cursor -1
  mySprite.member = member("lvl_01_dwn")
  choice = "Lev_01.dir"
  go to the frame +1
end

shw_agn_btn_beH

property spriteNum
property mySprite


on beginSprite me
  mySprite = sprite (me.spriteNum)
  myStandardMember = mySprite.member


end
on mouseEnter me
  cursor 280
  mySprite.member = member("shw_agn_ovr")
end mouseEnter


on mouseLeave me
  cursor -1
  mySprite.member = member("shw_agn_up")
end mouseLeave

on mouseDown me
  cursor -1
  mySprite.member = member("shw_agn_dwn")
  go to the frame -16
end

determine end_2 script

global currentNumber

on enterFrame me
  if currentNumber > 3 then wait 15
    go "end"


end
```

Figure I.81Fulbright scholarship application sample

STATEMENT OF PROPOSED STUDY OR RESEARCH

Applicant:	Jeffrey Cougler
Country:	Italy
Requirement:	Part 6
Date:	October 12, 2005
Title:	Interactive Educational Computer Program for International Fingerspelling

I propose to exchange information that will benefit both the American and Italian Deaf[1] communities, by studying Italian Deaf Culture and developing an interactive program that will help improve people's fingerspelling reading skills. I will use my current Masters of Fine Arts (MFA) thesis project to develop an educational fingerspelling program for Italian Sign Language.

My project involves the exchange of information between two diverse subcultures within two national cultures. I will be representing the USA as a national citizen and a Hard of Hearing American who knows from my own experience that fingerspelling is the most difficult part in any Deaf Sign Language. While exploring the Italian Sign Language and Deaf Culture, I will be working on my project to ease the learning of fingerspelling. As a cross-registered MFA candidate at the National Technical Institute of the Deaf (NTID), a college within Rochester Institute of Technology (RIT), I have already developed a software module that follows a self-paced, interactive, customized approach and is designed to build receptive skills for American Sign Language (ASL) fingerspelling. Although I am still developing this program, entitled "ASL Finger Challenge," the response from the Deaf and Hearing communities has been very positive. In the program, a figure fingerspells the way a real person would fingerspell, as a simple line drawing animation with appropriate, upbeat music. Subsequently the user will learn how to read these letters as they form words, and at the user's individual pace. The student may control the speed, replay the spelling and review each lesson. Feedback and quizzes at different levels assure good progress. When the student successfully completes the program, a certificate is printed.

I would like to pursue this project in 2006-2007, because my initial MFA thesis development and conclusion will be completed by May 2006. I now wish to expand and develop another aspect of the software, making it an international learning tool. The end result will be an educational DVD program that can be left at the

Figure I.82 Fulbright scholarship application sample

host institution, for others to use, while I reserve the right to develop and market the software when it is complete. Additionally I will bring the software to the USA and make it available to American students and educational facilities that desire to expand their Sign Language programs. I plan to call the Italian version "Sfida Digitale Della Lingua Italiana Dei Segni ," which translates to "Digital Fingerspelling Challenge in Italian Sign Language."

I have always wanted to apply for the Fulbright Fellowship. The opportunity to study Deaf culture in Italy meant I could apply "ASL Finger Challenge" to Italian Sign Language fingerspelling. As of this writing, I will have finished Basic Italian, and will continue to study it, as an aid to learning Italian Sign Language and to precipitate my absorption into the Italian culture.

As of this writing, I am working with Elena Radutzky, Director of the Italian Fulbright Commission, and Deafness Program at the Mason Perkins Deafness Fund and Roberto Wirth Fund. Through Elena, I will acquire a host University that can teach me Italian fingerspelling, Italian Sign Language, while teaching Basic ASL in Italy. Simultaneously, I will develop the Italian fingerspelling module using "ASL Finger Challenge" as a base.

This experience will be a cultural exchange that uniquely benefits all parties involved. As a Hard of Hearing citizen, who lives among the American majority who are Hearing, I will be seeking and sharing the similarities and differences within the Italian Deaf and Hearing community. I will connect these communities via internet or through other mutual parties when I arrive. The Fulbright Fellowship offers an exciting prospect that I greatly desire to experience. It's an excellent opportunity to study Deaf culture in Italy, to expand my international connections and to develop a computer graphics design program that will help improve people's Italian fingerspelling reading skills. I further hope this will lead to an expansion of my project into other international communities.

1. In the medical community, deaf, hard of hearing, hearing impaired or the hearing culture "politically correct" hearing challenged, are spelled in the lower case. These word(s) represent the physiological aspect of people with a hearing loss that affects their lives. Those who identify with the Deaf culture or the Hard of Hearing culture use an upper case D or H to indicate a cultural identity. Those of us who grew up Deaf and Hard of Hearing know that being deaf (physiologically) is different from being Deaf (culturally). Hence when you read the word "Deaf" or "deaf" you'll know which aspect is being discussed. For the Hearing English speaking population, it looks funny. However, it purposefully marks a meaningful distinction for those whose cultural alliances are important.

Figure I.83 Preliminary report prior to Fulbright studies

American Sign Language
finger alphabet

Language of Italian Signs
finger alphabet

La lingua dei segni americana
alfabeto manuale

italian culture study abroad

prelimary case study

20 june 2006

La lingua dei segni italiana
alfabeto manuale

la cultura italiana nel programma

di studi all'estero

esempio di studio visivo

20 giugno 2006

jeffrey cougler

rochester institute of technology

national institue for the deaf

Figure I.84 Preliminary report prior to Fulbright studies

ASL
disclaimer

This Adobe Acrobat project is a preliminary
project to a much larger project, which I
shall develop at a later date, specifically
during my Fulbright Fellowship in Rome Italy
from January to June 2007.

LIS
premessa

Questo progetto in Adobe Acrobat è la fase
preliminare di un grande progetto che io
svilupperò successivamente, specificamente
durante il periodo di lavoro per la mia borsa
di Fulbright a Roma in Italia da gennaio a
giugno 2007.

Figure I.85 Preliminary report prior to Fulbright studies

ASL
preliminary observations

For the June 2006, Italian Culture aspect of the Italian study abroad program in Genoa, Italy, I researched, learned, photographed and drew the differences between the American Sign Language Manual Alphabet (**ASL**MA) and the Language of Italian Signs Manual Alphabet (**LIS**MA). This preliminary draft is a comparison of 3 selective maual letters that are stagnant and are easy to display and compare. In my discovery **LIS**MA is a dynamic 22-letter alphabet that has unique characters of its own, and includes letters from **ASL**MA, such as J, K, Y, W & X. When fingerspelling American words one would fill the non-Italian letters with the appropriate **ASL**MA.

Please note that the **LIS**MA displayed here is a modern version that was recently adopted by the Italian deaf community circa 1988 and according to Caterina Bagnara, a teacher for deaf children in Genova Italy, who taught me the **LIS**MA, many elderly people still use the "older" alphabet which is quite dynamic, complex. It uses the head, face, and body above the waist. This fact was proven true when I met 3 Italian deaf people on 17 June 2006 at Terme Reale of Valdieri. I saw them and initiated a conversation. Their names were Luciano, and his two daughters, Nina and Vera. First I tried to communicate using American Sign Language. Of course that didn't work, so I tried to fingerspell using **LIS**MA, but I kept making mistakes therefore I started writing in Italian. Vera usually interpreted using LIS to Luciano and Nina. To them, I

LIS
osservazioni preliminari

Per il corso di cultura italiana del programma di studi all'estero di Genova durante giugno 2006, ho ricercato, imparato, fotografato e disegnato alcune differenze fra la American Sign Language Manual Alphabet (**ASL**MA) Lingua Americana dei Segni in Alfabeto Manuale) a confronto con quello della Lingua Italiana dei Segni in Alfabeto Manuale (**LIS**AM). Questa bozza preliminare è un confronto di 3 segni dell'alfabeto Manuale che ho selezionato perché sono stabili e sono facili da mostrare e comparare. Quando io ho imparato la **ASL**MA, ho trovato un'alfabeto dinamico che ha lettere uniche ma che include anche lettere della **ASL**MA e della lingua spagnola dei segni e di quella francese da cui e` originata la **ASL**MA. (nel caso di sillabazione di una parola americana si usano le lettere del **ASL**MA per quelle mancanti in italiano e cioè J, K, Y, W & X).

Per favore si noti che la **LIS**AM visualizzata qui è una versione moderna adottata recentemente dalla comunità sorda circa nel 1988 e Caterina Bagnara, insegnante ai bambini sordi di Genova, che mi ha insegnato la **LIS**AM, mi ha detto che molte delle persone piu` anziane continuano a usare un vecchio alfabeto, che è molto dinamico, complesso e usa molto la testa, la faccia e il corpo nella parte superiore alla vita. Questo fatto l'ho potuto verificare di persona quando ho incontrato per caso 3 italiani sordi il 17 giugno 2006 alle Terme Reali di Valdieri. Li ho notati e ho iniziato

Figure I.86 Preliminary report prior to Fulbright studies

ASL
preliminary observations

demonstrated that I knew **LIS**MA and when I finished, low and behold Nina and Vera showed me a T different from the one Caterina taught me. Then they told me their father did not know the new **LIS**MA. Then Luciano showed me a few different old LIS maual letters.

Perhaps I will explore this more for archival purposes.

Although ASL has a few differences in the United States, LIS is very diverse throughout Italy. These signs include colors, numbers, seasons and months. The possible reasons for this may be as follows:

> During the Milan Conference for the Deaf in 1880, the all hearing participants voted to eliminate the use of any Sign Language in the schools and to eliminate all deaf instructors. Instead the deaf would be taught the oral method which will only be taught by hearing teachers. The United States of America was the only country to veto the referendum.

> Italy as a nation is only 60 years old.

> The deaf children attend provincial deaf schools.

> Some deaf children attend mainstream public schools and are not taught LIS.

> The majority of deaf people have a high school education and do not attend an Italian University.

> It was recent that the Italians approved a Persons with Disabilities Act in the early 1990's

In the United States, we are fortunate to have a standardized language as follows:

> A rich history of people such as Laurence Clerc, the Gallaudet family, Oliver Sachs and William Stoke, and countless Deaf and hearing ASL researchers, who seriously studied and helped to standardize ASL.

LIS
osservazioni preliminari

a parlarci. Si chiamavano Luciano, e le sue 2 figlie, Nina e Vera alle Terme al termine di una camminata in montagna. Prima, ho provato a comunicare con la ASL e dato che non ci capivamo ho iniziato a usare la LIS. Quando questo si è dimostrato insufficiente a causa dei miei errori, ho iniziato a scrivergli in italiano. Vera ha tradotto usano la LIS a Luciano e Nina. Gli ho mostrato che conoscevo la **LIS**AM e quando ho finito, Nina e Vera mi hanno mostrato un T differente da quella imparata da Caterina. Inoltre loro mi hanno detto che il loro padre non sa la nuova **LIS**AM, poi Luciano mi ha mostrato 3 vecchi segni **LIS**AM differenti.

Credo che sarebbe una buona idea di documentare quest'alfabeto prima che sia estinto. Benché anche l'ASL mostri una varietà nei segni anche negli Stati Uniti, LIS è molto diversificato nelle varie zone della penisola italiana. Secondo Caterina Bagnara, i segni con maggiori differenze includono i colori, i numeri, le stagioni e i mesi.

Possibili motivi per tali variazioni potrebbero essere:

> Durante il Congresso sulla sordità a Milano nel 1880, i partecipanti hanno provato a eliminare l'uso della Lingua dei sordi nelle scuole e a eliminare l'insegnamento ai sordi. Invece hanno deciso di insegnare con il metodo orale con solo insegnanti udenti. Gli Stati Uniti erano il solo paese che ha messo il veto a questa scelta.

> l' Italia come nazione ha solo 60 anni.

> i bambini sordi frequentano scuole per i sordi locali.

> dei bambini sordi frequentano la scuola con bambini udenti e non imparano LIS.

> La maggioranza delle persone sorde non frequentato un'università in Italia.

Figure I.87 Preliminary report prior to Fulbright studies

ASL
preliminary observations

> NAD, The National Association for the Deaf which was founded shortly after the Milan Conference in 1880 to protect, defend and teach the right of all deaf persons to use sign language.

> USA has the only 2 Universities for the deaf in the world. Gallaudet University which was founded in 1864, and NTID, The National Institute for the Deaf at Rochester Institute of Technology which was founded in 1964.

> Rochester, NY, which has the largest deaf population per capita in the United States, NTID, Rochester School for the Deaf, which was founded in 1820 for children K-12 and is culturally and historically important for developing the defunct "Rochester Method", which used fingerspelling exclusively to communicate.

> With the approval of the Americans with Disabilities Act in 1980, and the increase of cochlear implants, many deaf children are growing up without ASL and are attending mainstream public schools with hearing children. As a result approximately 14% annually of the students at NTID do not know ASL when they arrive for their freshman year. The debate continues as to whether ASL itself will survive.

LIS
osservazioni preliminari

> È da poco che gli italiani hanno approvato una legge per i diritti delle persone con disabilità negli anni 90.

Negli Stati Uniti abbiamo una lingua standardizzata in questo modo:

> attraverso una ricca storia di persone come Laurence Clerc, la famiglia Gallaudet, Oliver Sachs e William Stoke che hanno studiato e hanno aiutato a standardizzare l'ASL.

> NAD (National Association for the Deaf) l'associazione nazionale dei sordi fondata nel 1880 per proteggere, difendere e insegnare ai sordi.

> ha le sole 2 unversità per i sordi nel mondo. L'univeristà Gaulledet che fondata nel 1864 e il NTID (National Technical Institute for the Deaf) fondato nel 1964.

> Rochester nello stato di NY, che ha la più grande percentuale di popolazione sorda pro capita, oltre ad essere la città del NTID, ospita anche la Rochester School for the Deaf (convitto per bambini e ragazzi sordi dai 5 ai 18 anni) ed è importante nella storia della cultura sorda tra le altre cose anche per l'ora scomparso "Rochester Method" che usava elusivamente la dattilologia come modo di comunicazione.

> Da notare che con una legge simile all'Italia a quella americana per i diritti dei disabili approvata nel 1981 e l'aumento degli impianti cocleari molti bambini sordi sono cresciuti e crescono senza ASL e hanno frequentato e frequentano le scuole per i bambini normali. Quindi ci sono molti studenti al RIT che non conoscono ASL quando arrivano per il loro primo anno.

Figure I.88 Preliminary report prior to Fulbright studies

ASL
preliminary observations

In closing, every hearing person I have encountered is always, always, always surprised to learn that ASL is not universal, and they always always, always ask, "Why?" In response, "Why do Italian, Russian, Arabic and English exist?" Every country has its own language and its own culture which is shared and influenced by the people and events within that nation. Since the deaf are a subculture within a nationality their mode of communication and developing a culture will be and is strongly influenced by the population at large. Especially since the hearing people demand to have a say in what is best for Deaf, deaf, and Hard of Hearing people, how they are to be educated and how they are to be assimilated within the general population.

http://en.wikipedia.org/wiki/Fingerspelling
http://dww.deafworldweb.org//pub/h/chrono.html
http://www.rit.edu/overview/history_ntid.html

LIS
osservazioni preliminari

In conclusione, ogni persona udente che ho incontato negli Stati Uniti è sempre sorpresa che l'ASL non sia universale e mi chiede il perché. La risposta sta in una domanda: "Perché abbiamo la lingua italiana, russa, araba o inglese? Ogni paese ha una lingua e una cultura condivisa e influenzata dalla gente e dagli eventi di quella nazione. Dato che la cultura e la lingua dei sordi sono una subcultura all'interno di una specifica cultura e lingua nazionale, il metodo di comunicazione e cultura sono influenzati da quella di quella specifica popolazione in generale. Specialmente quando la gente udente chiedono di partecipare nella costruzione del curriculum pedagogico dei sordi e nell'integrazione dei sordi nella comunità.

http://en.wikipedia.org/wiki/Fingerspelling
http://dww.deafworldweb.org//pub/h/chrono.html
http://www.rit.edu/overview/history_ntid.html

Figure I.89 ASL and LIS manual alphabet letter comparison

ASL**Finger**Challenge

Student   Jeffrey Cougler

Menu   Rewind   FR   Stop   Play   FF

Alphabet

What is ASL?

Deaf Culture

Quiz

Help

Quit

A

l'alfabetto manuale italiano dall'A alla ZZ

Studente

Menu   Rewind   FR   Stop   Play   FF
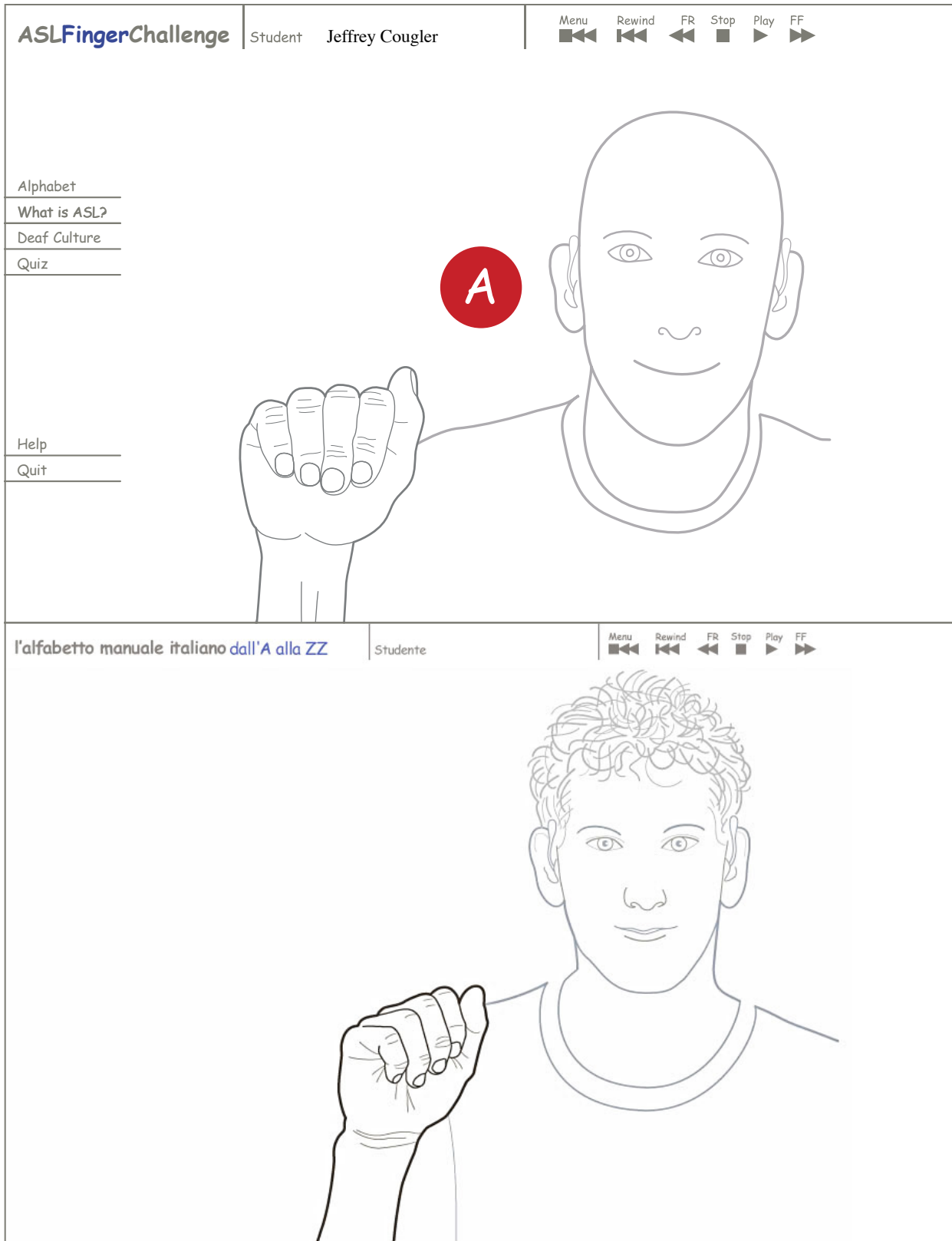
Figure I.90 ASL and LIS manual alphabet letter comparison

ASLFingerChallenge | Student | Jeffrey Cougler

Menu Rewind FR Stop Play FF

Alphabet
What is ASL?
Deaf Culture
Quiz

Help
Quit

l'alfabetto manuale italiano dall'A alla ZZ | Studente

Menu Rewind FR Stop Play FF
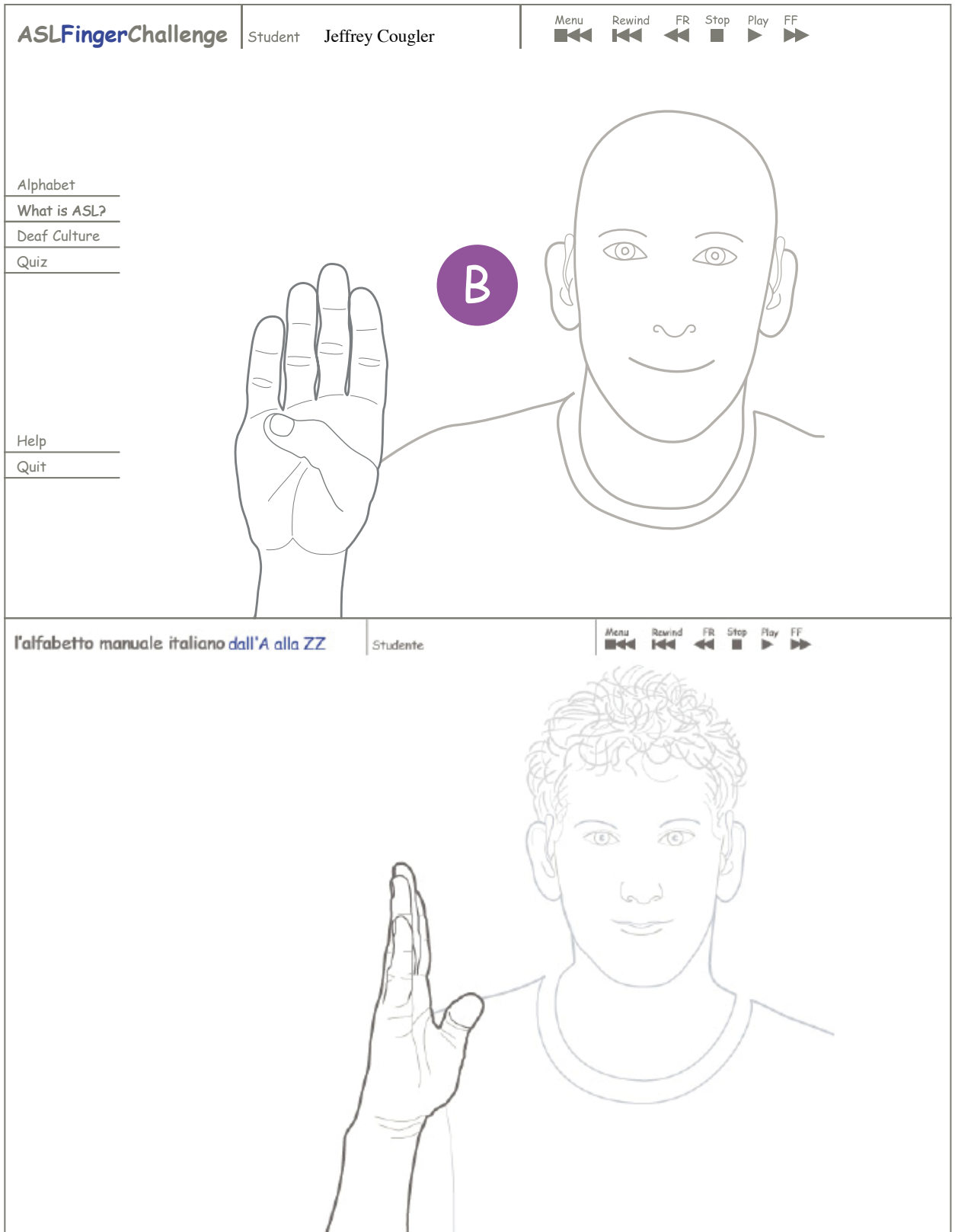
Figure I.91 ASL and LIS manual alphabet letter comparison

ASLFingerChallenge | Student | Jeffrey Cougler

Menu   Rewind   FR   Stop   Play   FF

Alphabet
What is ASL?
Deaf Culture
Quiz

Help
Quit

C

l'alfabeto manuale italiano dall'A alla ZZ | Studente

Menu   Rewind   FR   Stop   Play   FF
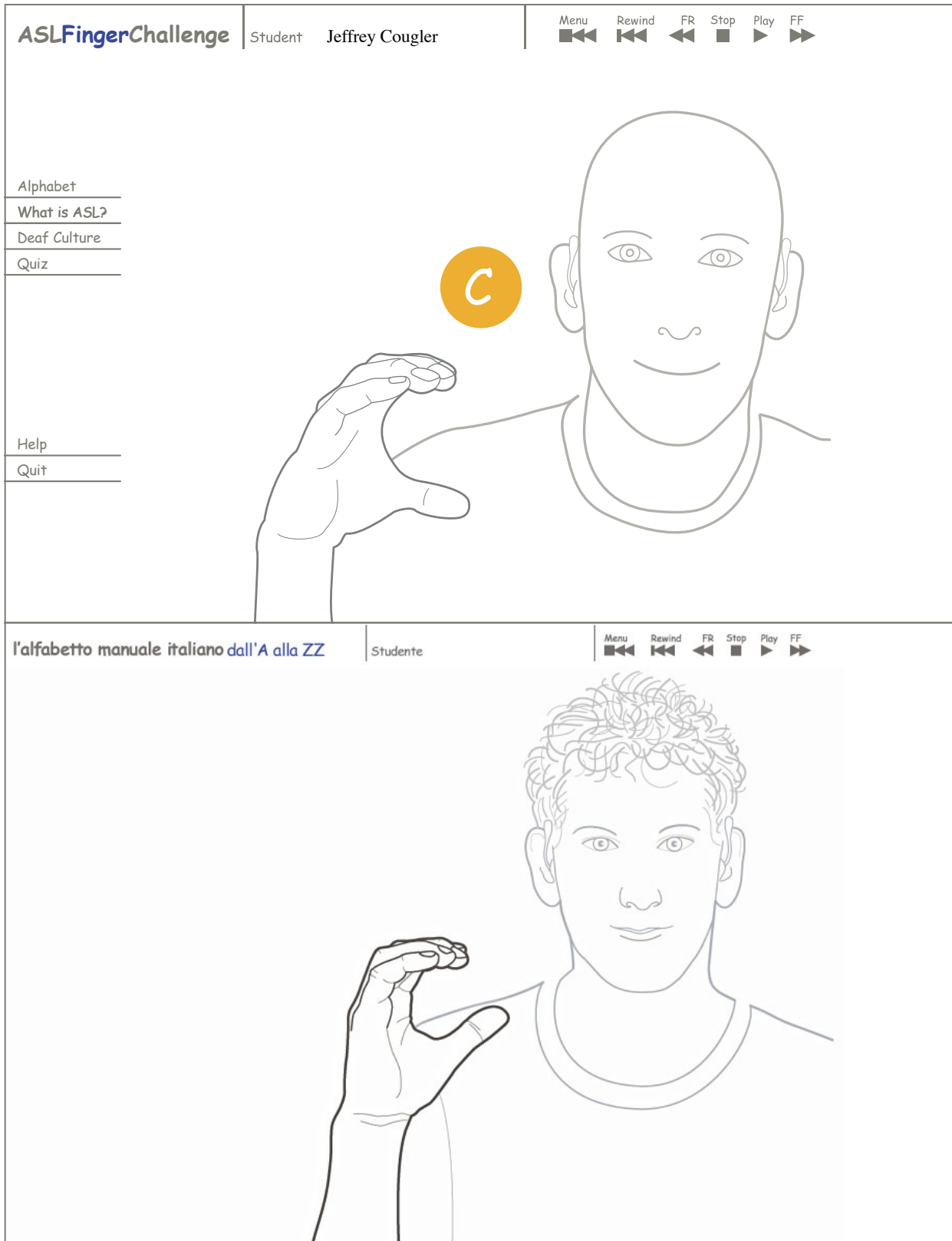
Figure I.92 ASL and LIS manual alphabet letter comparison

ASLFingerChallenge | Student Jeffrey Cougler

Menu Rewind FR Stop Play FF

Alphabet
What is ASL?
Deaf Culture
Quiz

Help
Quit

E

l'alfabetto manuale italiano dall'A alla ZZ | Studente

Menu Rewind FR Stop Play FF
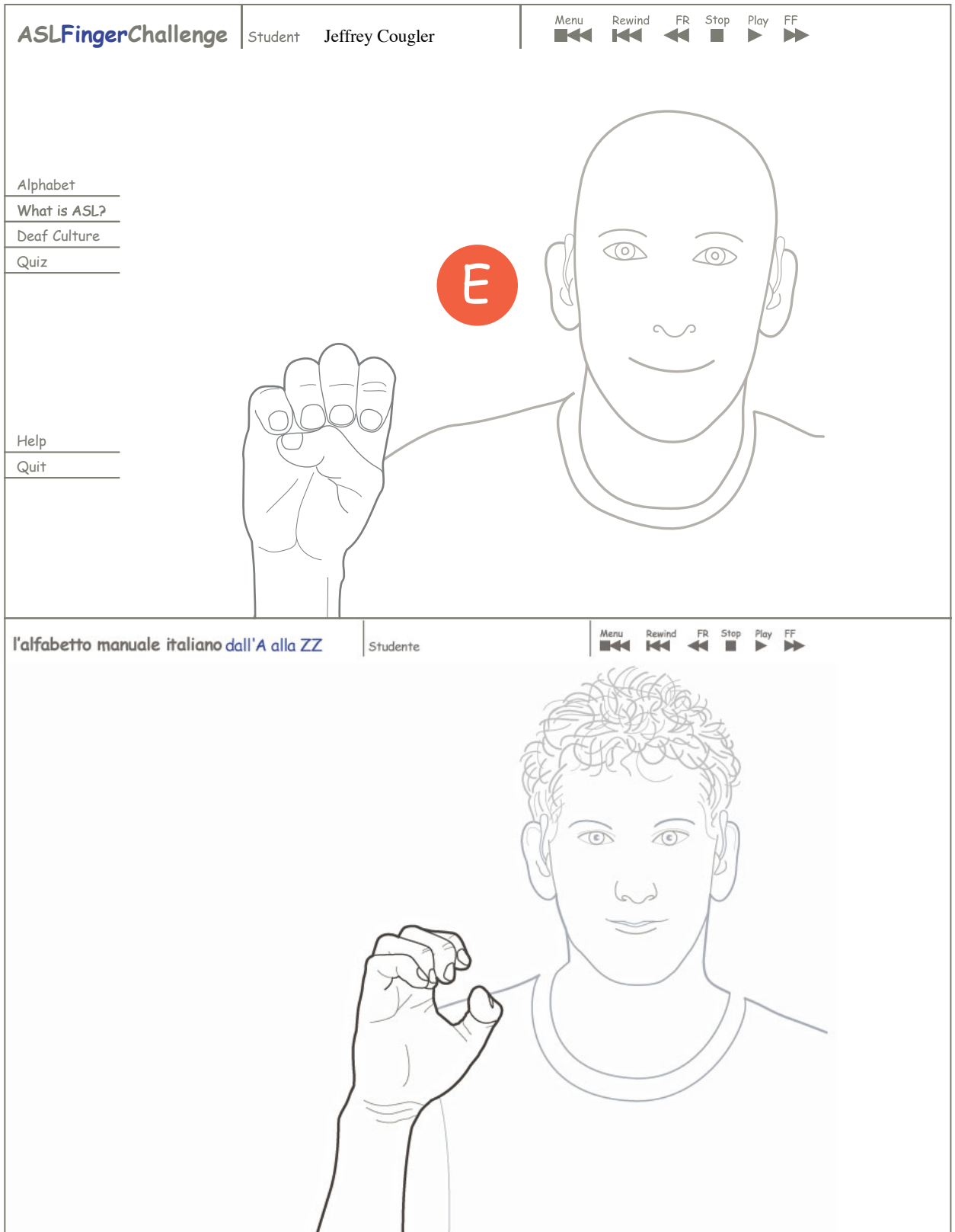
Figure I.93 ASL and LIS manual alphabet letter comparison
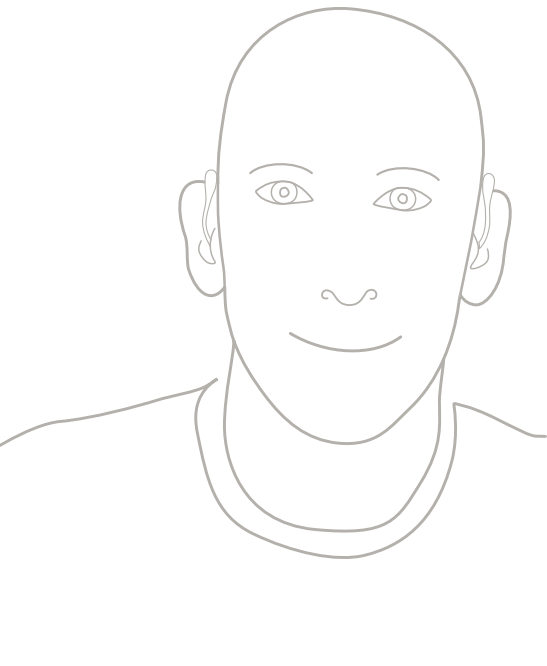
ASL**Finger**Challenge | Student Jeffrey Cougler

| Menu | Rewind | FR | Stop | Play | FF |

Alphabet
What is ASL?
Deaf Culture
Quiz

Help
Quit

l'alfabetto manuale italiano **dalla A alla ZZ** | Studente Jeffrey Cougler

| Menu | Rewind | FR | Stop | Play | FF |

F

Figure I.94 ASL and LIS manual alphabet letter comparison

ASL**Finger**Challenge | Student   Jeffrey Cougler

Menu   Rewind   FR   Stop   Play   FF

Alphabet
What is ASL?
Deaf Culture
Quiz

G

Help
Quit

l'alfabeto manuale italiano **dalla A alla ZZ** | Studente

Menu   Rewind   FR   Stop   Play   FF
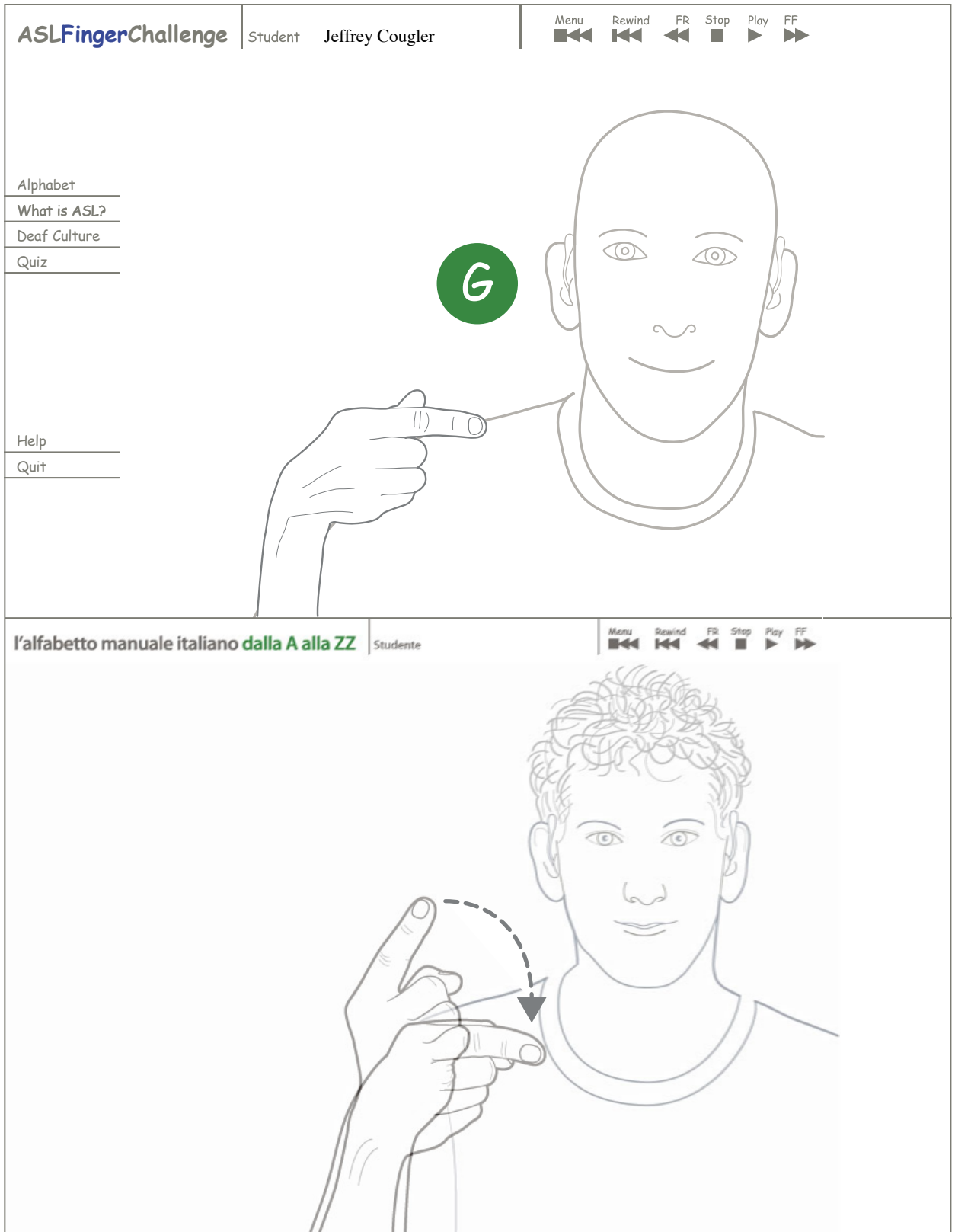
Figure I.95 ASL and LIS manual alphabet letter comparison

ASLFingerChallenge   Student   Jeffrey Cougler

Menu   Rewind   FR   Stop   Play   FF

Alphabet

What is ASL?

Deaf Culture

Quiz

Help

Quit

l'alfabeto manuale italiano dall'A alla ZZ   Studente

Menu   Rewind   FR   Stop   Play   FF
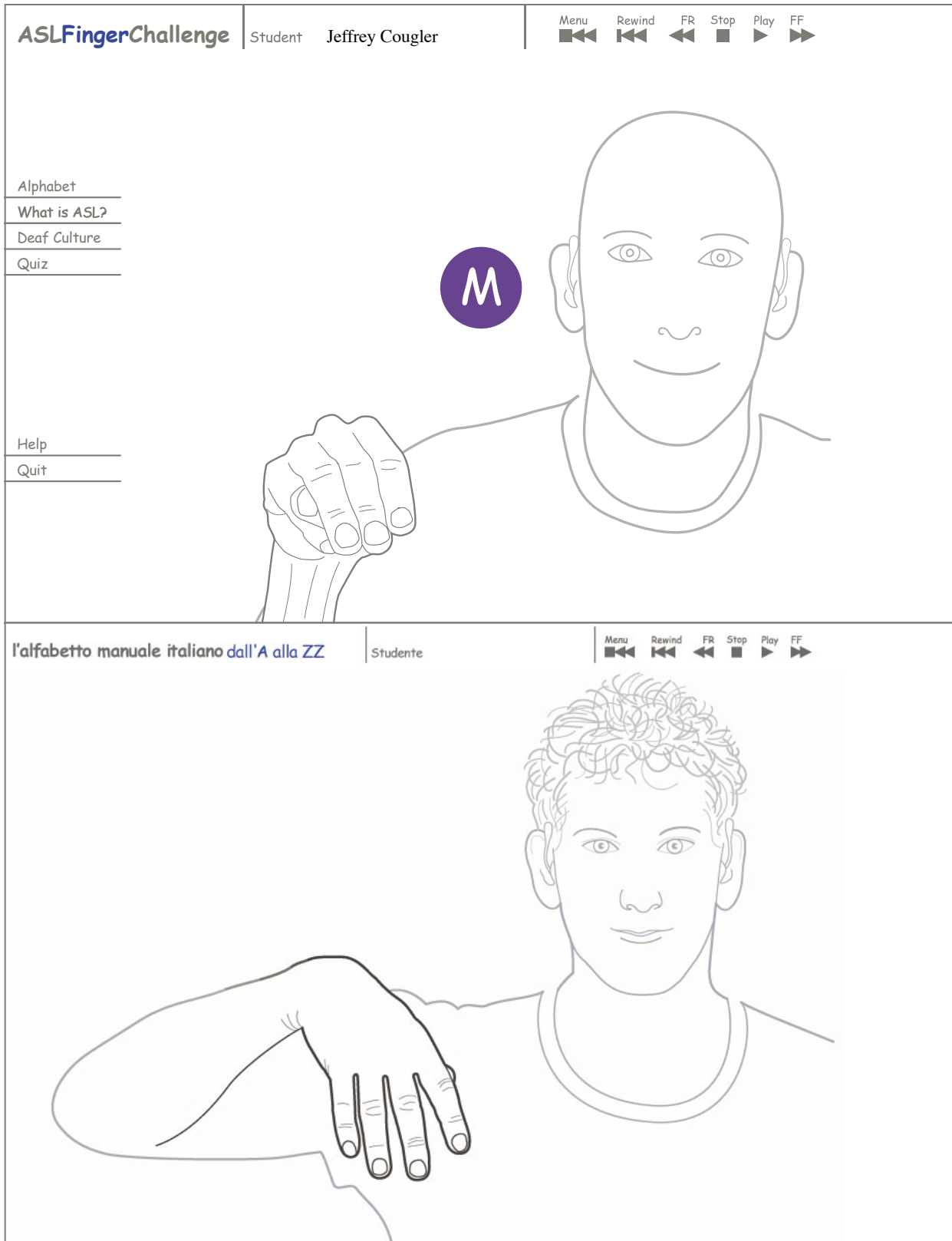
Figure I.96 ASL and LIS manual alphabet letter comparison

ASLFingerChallenge | Student | Jeffrey Cougler

Menu | Rewind | FR | Stop | Play | FF

Alphabet
What is ASL?
Deaf Culture
Quiz

Help
Quit

N

l'alfabeto manuale italiano dall'A alla ZZ | Studente

Menu | Rewind | FR | Stop | Play | FF
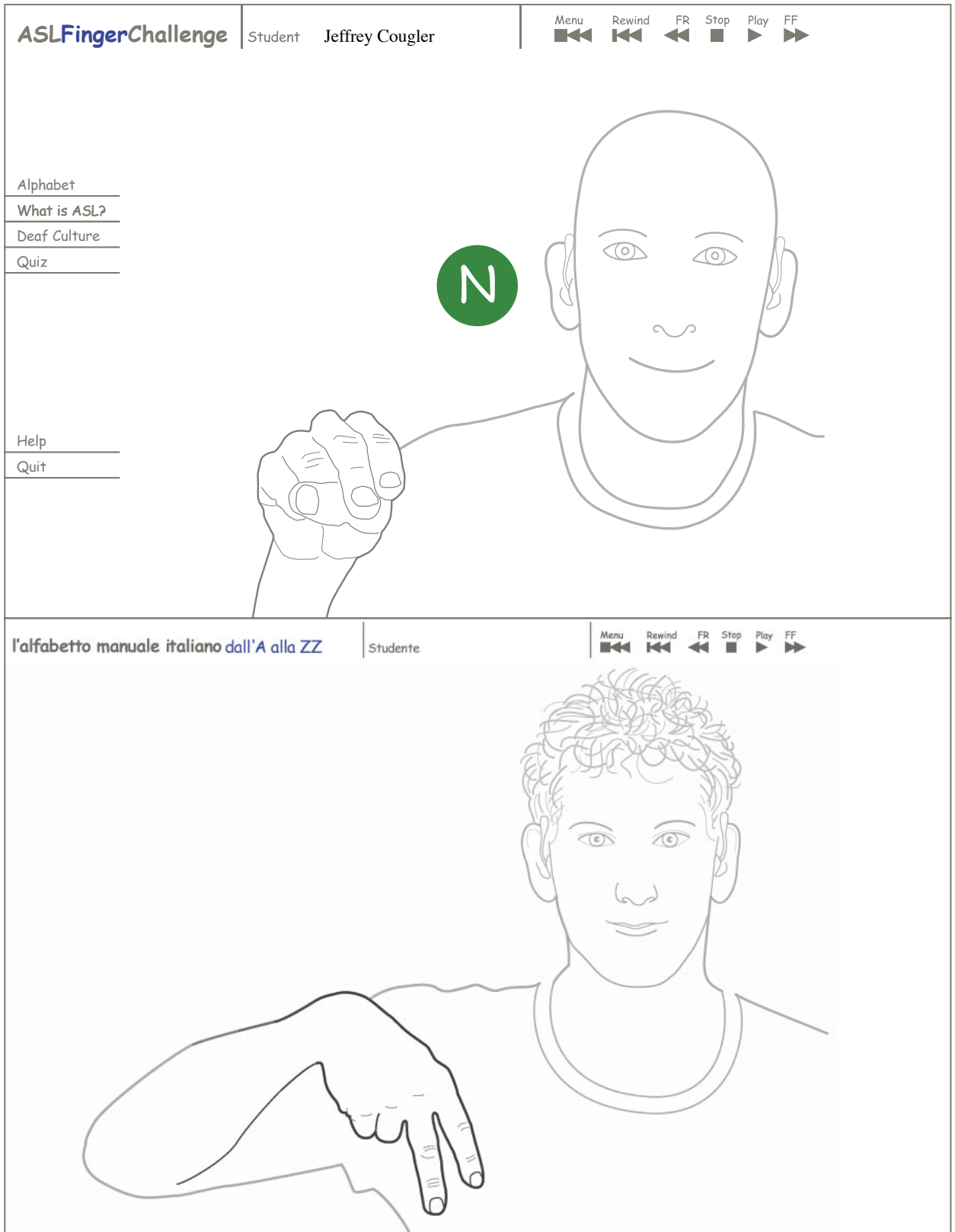
Figure I.97 ASL and LIS manual alphabet letter comparison

ASLFingerChallenge | Student | Jeffrey Cougler

Menu Rewind FR Stop Play FF

Alphabet
What is ASL?
Deaf Culture
Quiz

Help
Quit

l'alfabeto manuale italiano dall'A alla ZZ | Studente

Menu Rewind FR Stop Play FF
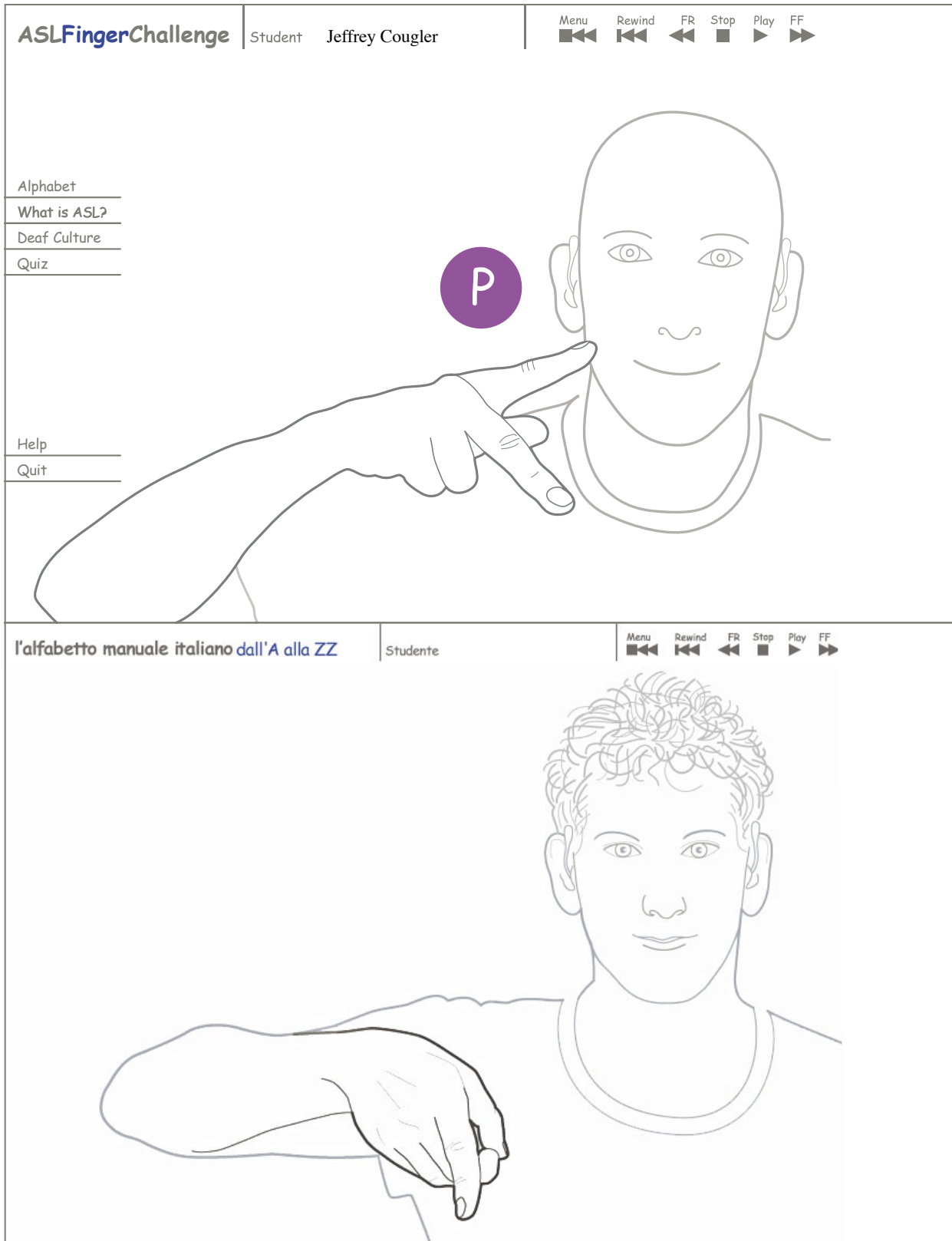
Figure I.98 ASL and LIS manual alphabet letter comparison

ASLFinger**Challenge** | Student | Jeffrey Cougler

Menu | Rewind | FR | Stop | Play | FF

Alphabet
What is ASL?
Deaf Culture
Quiz

Help
Quit

l'alfabetto manuale italiano dall'A alla ZZ | Studente

Menu | Rewind | FR | Stop | Play | FF

Q
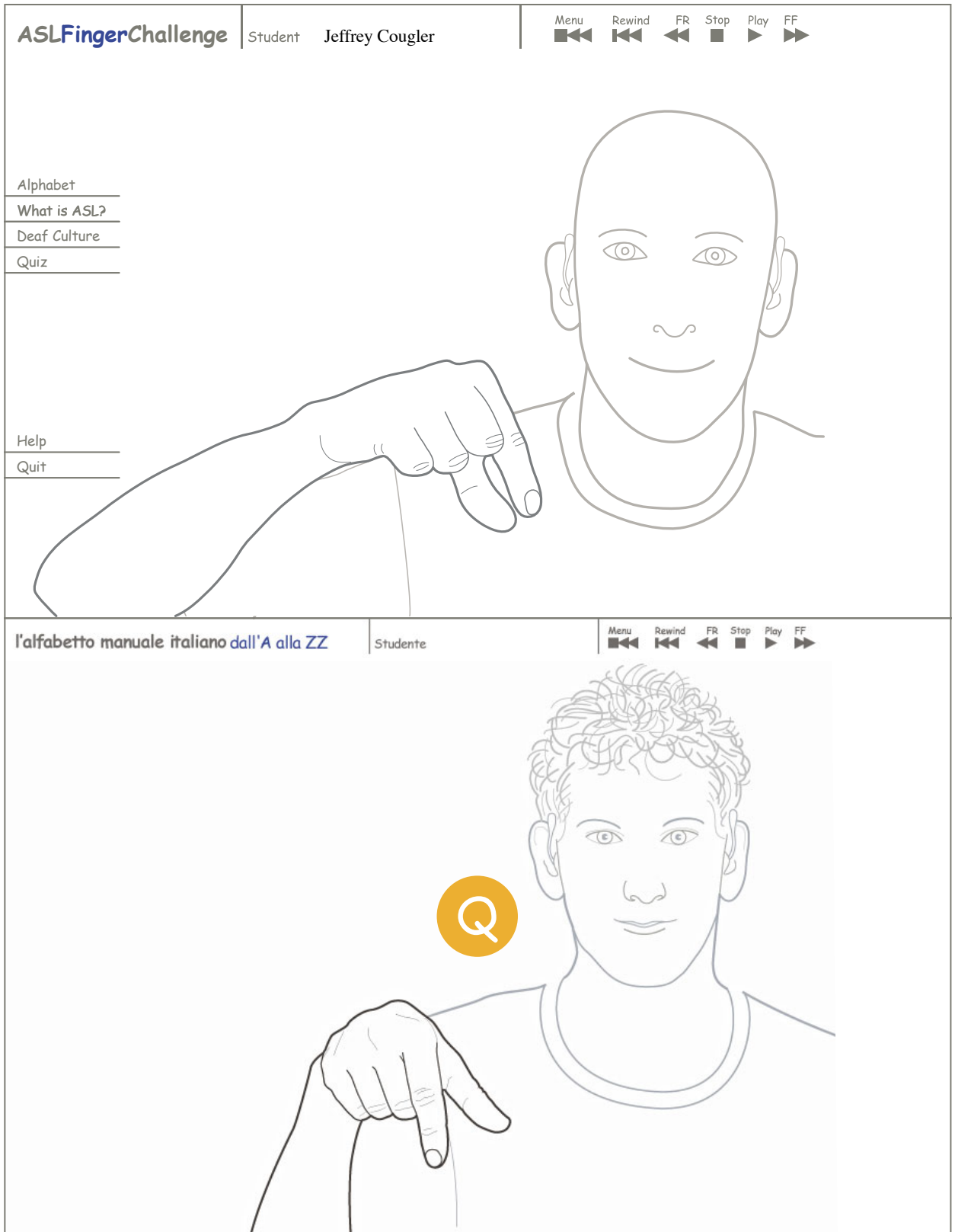
Figure I.99 ASL and LIS manual alphabet letter comparison

Menu　Rewind　FR　Stop　Play　FF

Alphabet

What is ASL?

Deaf Culture

Quiz

Help

Quit

R

l'alfabeto manuale italiano dall'A alla ZZ | Studente

Menu　Rewind　FR　Stop　Play　FF
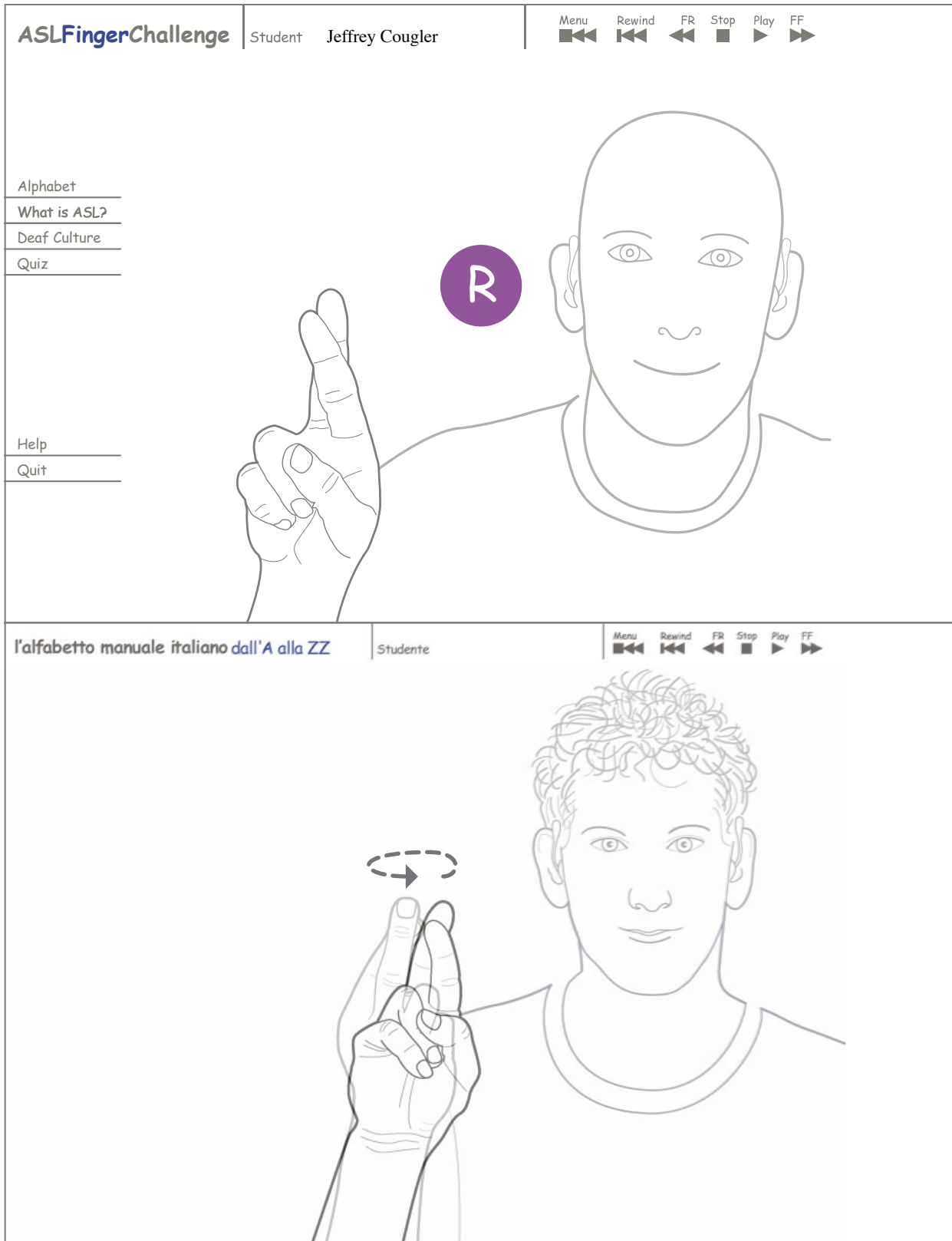
Figure I.100 ASL and LIS manual alphabet letter comparison

ASL**Finger**Challenge | Student | Jeffrey Cougler

Menu Rewind FR Stop Play FF

Alphabet
What is ASL?
Deaf Culture
Quiz

S

Help
Quit

l'alfabetto manuale italiano dall'A alla ZZ | Studente

Menu Rewind FR Stop Play FF
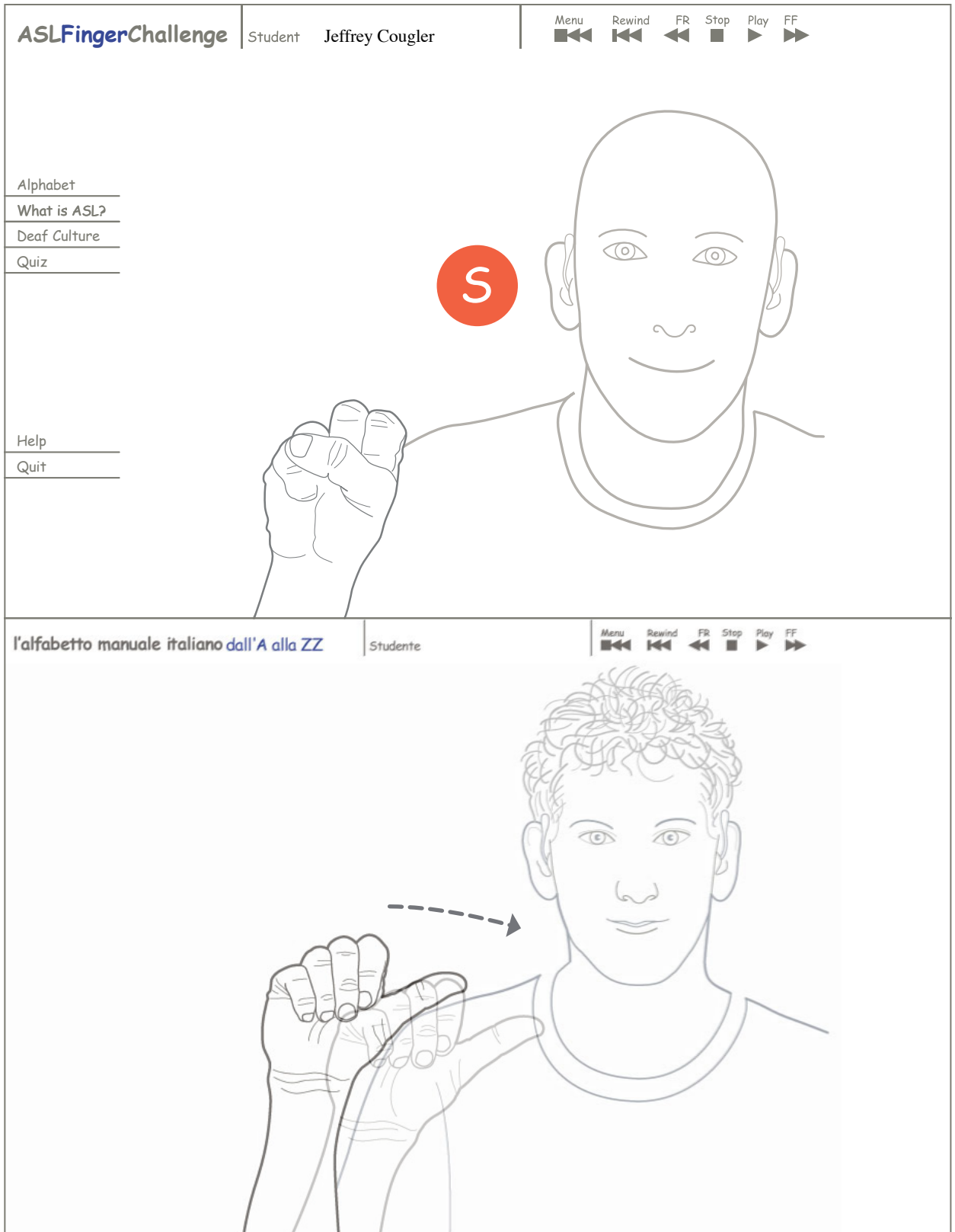
Figure I.10 ASL and LIS manual alphabet letter comparison

ASLFingerChallenge | Student | Jeffrey Cougler

Menu | Rewind | FR | Stop | Play | FF

Alphabet
What is ASL?
Deaf Culture
Quiz

Help
Quit

l'alfabeto manuale italiano dall'A alla ZZ | Studente

Menu | Rewind | FR | Stop | Play | FF
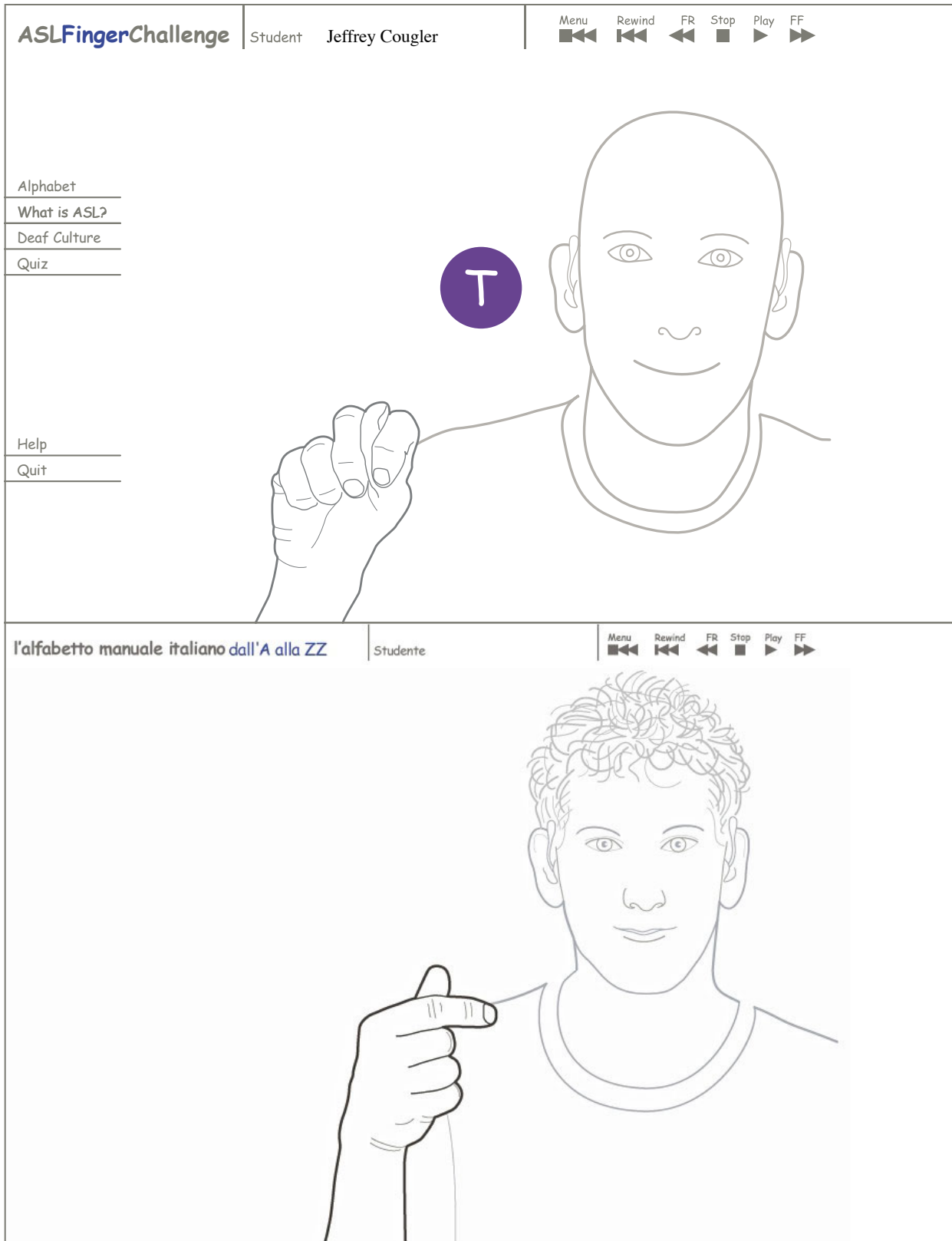
Figure I.102 Self nomination award application

The Innovative Learning through ETDs Award

Self Nomination

ASL FINGER CHALLENGE
A Computer Aided Instruction for improving
fingerspelling reception when using American
Sign Language the official language for the Deaf
in the United States of America, parts of Canada
and parts of Mexico.

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College of Applied Arts and Sciences
Computer Graphics Design
52 Lomb Memorial Drive
Rochester NY 14623.5604
USA

Figure I.103 Self nomination award application

ABSTRACT

Do you need to practice reading or receptive fingerspelling in American Sign Language with a friend?

This was the basic premise used in the exploration and creation of a software prototype that uses real-time animation to help improve American Sign Language (ASL) fingerspelling reception. This computer-aided instruction (CAI) uses Adobe Director (DIR) as the engine to run Flash (SWF), QuickTime (QT) videos and QuickTime Virtual Reality (QTVR) movie clips. It started as a simple class project and has expanded greatly since then.

DEAF CULTURE

All languages evolve in a community and are an important part of its culture. To understand the complexity for focusing on the fingerspelling component of ASL, one must be aware of the make-up of the Deaf community and its culture.

The word deaf, with a lowercase "d" refers to the audiological condition of someone who cannot hear. This is someone who the medical field sees as having a condition that needs fixing. In contrast, a person who is Deaf, with a capital "D" has the audiological condition, but sees the condition as normal and is an active member in Deaf community and its culture, which has social structures, values, art, clubs, and a rich cultural history. A third group related to being deaf is of people who identify as Hard of Hearing (HH).

In every country, at least two cultures coexist. One is Hearing and the other is Deaf. How these two cultural communities use these terms is political, individual and personal, which centers on identity issues, therefore making it a bicultural issue. Identity depends on the severity of the hearing loss, age of onset, social interaction, medical intervention, and oral and/or Deaf language fluency. Persons born profoundly deaf, who had a Deaf secondary education, and prefer using ASL, will undoubtedly identify themselves as Deaf. People who grew up with normal hearing, then became profoundly deaf, or were deafened, need time to adapt and to

Figure I.104 Self nomination award application

explore the Deaf community. It will take time before they understand how to label themselves. Concurrently, a person who was born with a deafness of any degree, grew up surrounded by Hearing people, doesn't know any Deaf people or ASL, had a mainstream education and medical intervention, such as hearing aides, a cochlear implant, and speech therapy may identify themselves as deaf or HH. Consequently, any deaf, deafened or HH person who is exposed to the Deaf community, feels a kinship and acquires ASL fluency may change their identity to Deaf, while comfortably existing in both cultures.

Additionally, contrary to popular belief, ASL is not universal. Like any other language, ASL is different from British Sign Language (BSL), which differs from The Language of Italian Signs (LIS).

BACKGROUND

During research for fingerspelling aids via the web, DVD and videotapes, I have not found an INTERACTIVE product that truly presents real-time fingerspelling. Most that I have seen are static pictures showing the letter handshapes side by side like the Roman alphabet forming the word. Others flash the letters in sequence such as "S-W-E-A-T-E-R"[1] then; you type what you think you saw. In either case this is not real-time fingerspelling. When one fingerspells there are transitions between each the handshape of each letter that are equally important as the actual letters. Transitions? Yes, in every word, such as "SWEATER" there is a time when the fingers change from "S" to "W" to "E" to "A", etc. Depending on the speed of the fingerspeller, one will rarely see the individual letters. It is the same concept in reading the Roman word "sweater". The reader doesn't see the individual letters, rather the group of letters to create the word, which is done in a "gestalt."[2] The same

---

[1] In ASL the proper way to represent or Gloss Notate a word being fingerspelled is to use capital letters separating the letters with a hyphen, as in S-W-E-A-T-E-R.

[2] On 12 April 2008, at 12:13 am, Elena Radutzky wrote:
  "... there is no set term, linguists have said "as a whole unit" or in a "gestalt" manner, but to me it is interesting how the children view it who are just learning to read and whether the mind sucks in the familiarity of the letter combinations, or whether it is a question of recall of the forms... in the case of deaf children, is it more a question of forms since they may not hear the sound of the letter and may not say it to themselves like hearing kids do... elena"

Figure I.105 Self nomination award application

is true in fingerspelling. One must learn to read the shapes as a unit or "envelope" (Akamatsu, T. C 1985). The easiest fingerspelling to read is from someone mouthing the words, as do Signed English interpreters. The difficult fingerspellers to read use pure ASL and do not move their lips and/or use very basic sounds for emphasis.

In seeking feedback on several fingerspelling projects completed, I approached Baldev Kaur Khalsa, then Assistant Professor, RIT, NTID, American Sign Language & Interpreting Education Program (ASLIE). The response was very positive. In fact, Ms. Khalsa called in the ASLIE Chairperson and the Coordinator of the Faculty/Staff Sign Language Education Program (FSSLEP), who said, "We've been looking to do something like these sign pictures for 2 years. We originally assigned it to NTID Graphics, who returned it saying, 'it couldn't be done.' Would you be interested in exploring signed words and phrases?"

I chose to focus on fingerspelling because it's an essential component when learning ASL. If one doesn't know the sign for a word or phrase, one may ask by fingerspelling. Then the receiver will show the correct sign. If one is signing and an observer asks, "What does that sign mean?" The signer will often fingerspell what the sign means. My experiences reveal that receptive fingerspelling is the common stumbling block for the receiver. Fingerspelling by itself is probably one of the most difficult components to learn. One can always practice expressive fingerspelling alone. Look at a tree and fingerspell T-R-E-E. To improve fingerspelling receptive skills, another person is needed to fingerspell. How often have we heard, "I could get better if only I had someone to practice with"?[3] Subsequent to knowing the letters and recognizing the transitions, the ability to read fingerspelling is further complicated by individual nuances and speed while fingerspelling. "ASL Finger

[3]. On 23 October 2004 at 4,43 pm EDT, Daron Scarborough wrote:

"In fact... I was just complaining to my ASL mentor (I'm doing an informal mentorship with a hard of hearing girl (Desiree), who lives in Leilani to brush up on my ASL communication skills and learn some interpreting skills)... Anyway, I was complaining to Desiree that I couldn't find anyone or anywhere to practice my fingerspelling, and numbers reception skills. It's very difficult to practice that cause it doesn't come up enough in normal signed conversation to really practice that skill."

Figure I.106 Self nomination award application

Challenge" will be a good practice tool for ASL students. Practice makes one better.

From January through July 2007, my thesis granted me the opportunity to live and conduct research in Rome, Italy, which was sponsored by a Fulbright. The experience allowed me to collect data for creating an additional module for improving fingerspelling reception while using LIS.

On May 2, 2009, ASLFC will be part of IMAGINE RIT 2009, a showcase of creative and technical achievements by RIT students. For more information visit http://www.rit.edu/imagine/about_imagine.html.

Figure I.107 Business Proposal

DSL**Finger**Challenge | Jeffrey Cougler

Home
ABC Lessons
Fingerspell
ASL Facts
Deaf Culture
Rubber Ducky

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z ZZ

Help
Quit
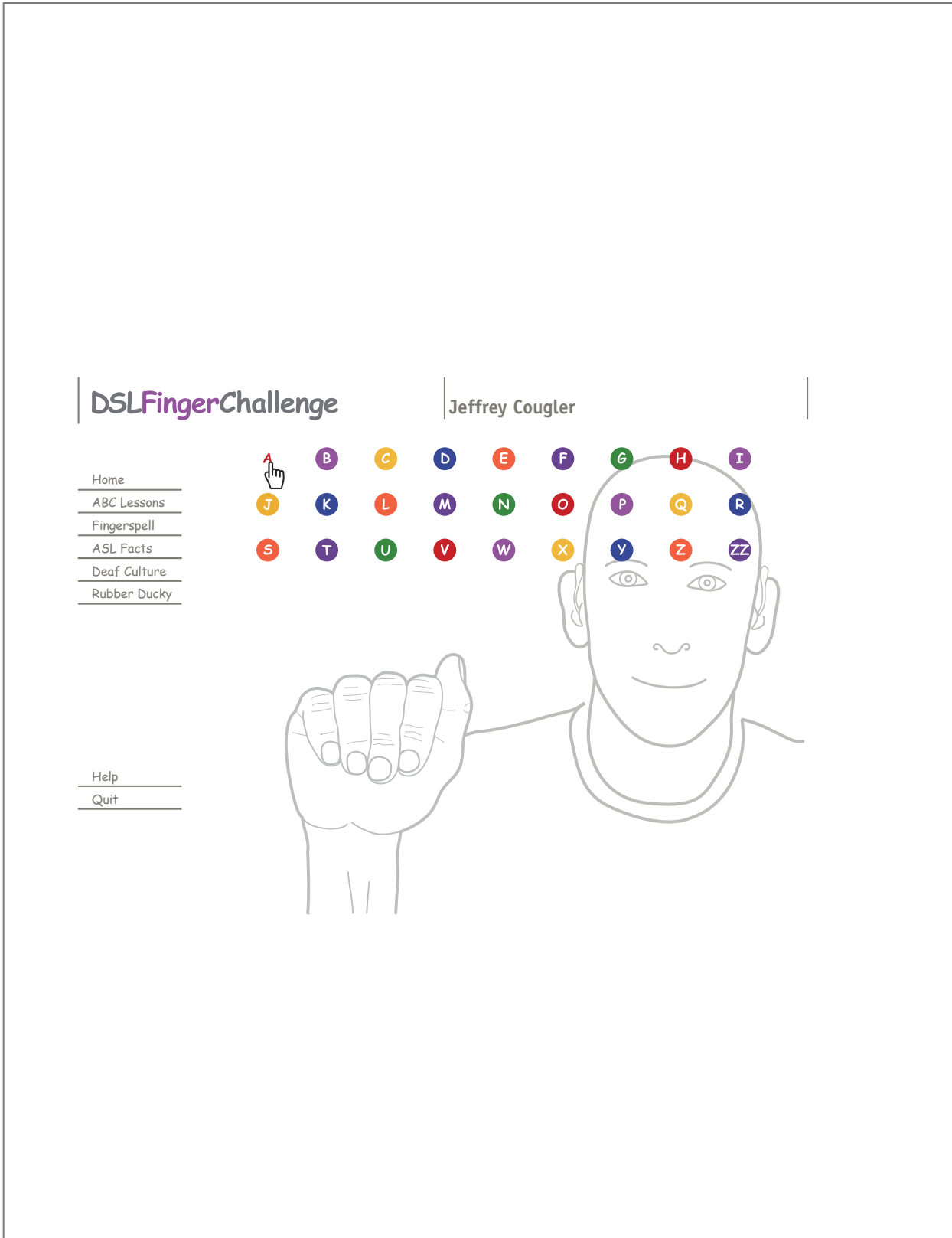
Figure I.108 Business Proposal

DSL**Finger**Challenge

Contents

▶▶

2

Figure I.109 Business Proposal

DSLFingerChallenge | Business Plan

1.0 EXECUTIVE SUMMARY

1.1 THE COMPANY NAME
unCommonSenses
Jeffrey Cougler CEO
585.278.5256
jeffreycougler@mac.com

Initially the business will operate as a sole proprietorship. As grant money and revenue accrue, staff will be hired, which include incentives and benefits. The lawyers will help determine if we need to be a Corp S or Corp C.

1.2 BUSINESS CONCEPT
unCommonSenses is a Design company that produces **DSL Finger Challenge** (DSLFC) which are animated Computer Assisted Instructions (CIA) software. Currently There is one Alpha model that has been tested. The software is designed to first teach the finger alphabet, then how to read the words created by using the alphabet. This software is for people learning a Sign language that includes fingerspelling. The APPS uses FLASH technology for personal computers, and devices that sync with Apple iTunes such as iPhones, iPod Touch and other compatible handheld devices. Being animated, the CAI has a fun playful feel, which is important when learning a difficult skill.

1.3 OPPORTUNITY/INDUSTRY/TARGET
The Target Market are consumers and students who are learning Sign Language and need a way to practice fingerspelling reception. People who are Deaf and Hard of Hearing (DHH) make up 20% of the US population. This means every individual has a one in five chance of meeting or knowing someone who is DHH.

The assumption made here is that 2% of the US population will find this product valuable.

1.4 COMPETITION
At best I have found a website (http://asl.ms/) and a DVD ("Marvin Teaches Fingerspelling ASL") that flash the letters in sequence, such as "SWEATER" , then, you type what you think you saw. This is not real-time fingerspelling.

1.5 VALUE PROPOSITION

The idea is to sell the CIA at $20-25. It's very affordable and allows the consumers to buy on impulse. Mostly because they have good intentions to improve at fingerspelling, but they may never open the box!

The general consumer market, includes people who know someone who is DHH and would find it fun or more importantly, necessary to understand what their DHH companion is fingerspelling to him or her. The concept originated because the author experienced and often was told "I have nobody to practice with." This CIA is also useful for schools who want a specific course that helps students with fingerspelling skills.

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Figure I.110 Business Proposal

DSLFinger**Challenge** | Business Plan

1.6 GO TO MARKET STRATEGY

1. Sell DVDs and iTunes APPS that requires the user to enter a license agreement code for downloading onto his or her computer or PDA.

2. Sell a licensing agreement to Educational Institutes where registered students have access using their university logon identification.

3. A dedicated website with a two tier system. The public level which is free for people to sample and registered user level that is entered via a password and is a renewable subscription that is a reliable portal to improve receptive fingerspelling and is continually upgraded.

1.7 ECONOMICS/BREAKDOWNS

$200,000 worth of grants and investment capital will be required to get the product to market within one year. This includes the following:

- Turning the Alpha product into a Beta product.
- The hiring of individuals to develop the website which will give the ability to purchase and download or buy the DVD directly from the company.
- A Marketing Team working with the Creative Director to produce promotional materials and fabricate and package the first set of DVDs.
- The projected break even point will occur about one year after the product is available and on the market.

- Projected Gross Revenue by year five is estimated at 2 Million US$.

1.8 MANAGEMENT TEAM

- CEO AND CREATIVE DIRECTOR
  The Creative director and CEO are one because the original CAI model and creative direction started during his MFA and Fulbright research.
- CFO AND BUSINESS DIRECTOR
  The CFO and Business Developer is in charge of the financial success of the company.
- MARKETING AND SALES DIRECTOR
  The Marketing Director works with the CEO and CFO executing the marketing strategy.

1.9 LIQUIDITY/USE OF FUNDS

A $50,000 grant for developing and testing the Beta Model.
A $50,000 grant for developing and testing the robust website.
A $50,000 grant for developing and producing the Marketing Materials
A $50,000 grant for producing the DVD and establishing Distribution Channels.

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Figure I.111 Business Proposal

DSLFingerChallenge   Business Plan

2.0   INDUSTRY ANALYSIS/MARKETING PLAN

There exist no CAI online or in DVD form that offer step by step instructions that allows students to understand how to read fingerspelling. **DSL Finger Challenge** (DSLFC) CAI uses a method where the instruction builds upon letter combination or words. This methodology has been proven the most effective way to improve fingerspelling reception. For example, the teacher builds as follows: EA, EAT, SEAT, SWEAT, SWEATER then SWEATERS.

2.1   THE TARGET MARKETS

2.1a   High school and university level students, aged 16 and up, who are currently enrolled in a DSL 101 class, which satisfies a second language academic requirement. It's designed to help students improve fingerspelling reception skills because there is "nobody to practice with."[1] This CIA is also useful for schools who want a course that helps students with fingerspelling skills.

2.1b   For the general consumer market, the idea here is to sell the CIA at $20-25. It's very affordable and allows the consumer to buy on impulse. Mostly because they have good intentions to improve at fingerspelling, but they may never open the box!

The general consumer market, includes people who know someone who is DHH and would find it fun or more importantly, necessary to understand what their DHH companion is fingerspelling to him or her. The concept originated because the author experienced and often was told "I have nobody to practice with." This CIA is also useful for schools who want a specific course that helps students with fingerspelling skills.

The potential Market includes:
• Parents of a Deaf child
• People who may know another DHH person casually or intimately.
• Children are an important market because this CIA is animation, which is more fun to watch than some serious adult in a video. I have personally seen children be fascinated with ASL Finger Challenge.

Applications include:
• Website with a renewable membership
• DVD that is upgradable
• iTunes APPS for iPhone, iPod Touch, and applicable devices

---

1   1.   On 23 October 2004 at 4:43 pm EDT, Daron Scarborough wrote:

"In fact... I was just complaining to my ASL mentor (I'm doing an informal mentorship with a hard of hearing girl (Desiree), who lives in Leilani to brush up on my ASL communication skills and learn some interpreting skills)... anyway, I was complaining to Desiree that I can't find anyone or anywhere to practice my fingerspelling and numbers reception skills. It's very difficult to practice that cause it doesn't come up enough in normal signed conversation to really practice that skill."

▶▶
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Figure I.112 Business Proposal

DSLFingerChallenge | Business Plan

2.2 POTENTIAL DEMAND

- 3% of the 3,000 university in the USA.
- 3% of the primary Schools in the USA.
- 3% of all the secondary schools in the USA.
- 3% of USA businesses who employ DHH workers.
- 3% of hospitals who treat the DHH
- DHH worldwide who come to visit the USA

2.3 COMPETITORS

At best I have found a website (http://asl.ms/) and a DVD ("Marvin Teaches Fingerspelling ASL") that flash the letters in sequence, such as "SWEATER." Then, the users type what they think they saw. This is not true to life fingerspelling.

Signs for Intelligence :
- http://www.signsforintelligence.com/fingerspelling_1.php >
- Fingerspelling 1: Student Guide (DVD) $27.03
- Fingerspelling 2: Student Guide (DVD) $27.03
- Fingerspelling 1 Teacher's Guide $48.65
  Videos that use live action model who accurately and quickly fingerspells, but doesn't allow user feedback.

2.4 TACTICS

1. Sell DVDs and iTunes APPS that requires the user to enter a license agreement code for downloading onto his or her computer or PDA.

2. Sell a licensing agreement to Educational Institutes where registered students have access using their university logon identification.

3. A dedicated website with a two tier system. The public level which is free for people to sample and registered user level that is entered via a password and is a renewable subscription that is a reliable portal to improve receptive fingerspelling and continually upgraded.

▶▶

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Figure I.113 Business Proposal

DSLFingerChallenge | Business Plan

3.0 BUSINESS DESCRIPTION

3.2 THE CONCEPT

DSL Finger Challenge (DSLFC) is a Computer Assisted Instruction (CIA) company that has an Alpha model and a confident goal to create and sell a suite of unique language lessons for a niche market. The software is produced using real-time animation and is designed to first teach the finger alphabet, then how to read the words created by using the alphabet. This software is designed for people who are learning a Sign Language that incorporates some form of fingerspelling. These suite of APPS uses FLASH technology for Window and Mac Computers as well as Personal Digital Assistant (PDA) devices that sync with Apple iTunes for use on iPhones, iPod Touch and other compatible handheld devices.

3.2 THE FIRST PRODUCT

This CAI offers step by step instructions that allows students to understand how to read fingerspelling. It uses a methodology where the instruction builds upon letter combinations and/or words. This methodology has been proven the most effective way to improve fingerspelling reception. For example, the teacher builds as follows: EA, EAT, SEAT, SWEAT, SWEATER then SWEATERS.

The first product to be produced is called "ASL Finger Challenge." ASL means American Sign Language. The CAI launches a series of lessons that are easily navigated and are best done sequentially as follows:

■ **PART 1: The Alphabet**
This will be a real-time animated video showing the 27 ASL handshape and letters and 21 LIS alphabet forms from A to Z. Then after a pause, the foreign letters J, K, W, X, Y, ZZ which are commonly used for foreign words will be shown.

■ **PART 2: Review**
Click a Roman letter from A to ZZ, then the letter form will be shown.

■ **PART 3: Practice Session**
The program will randomly load all 27 letters then show the student one letter at a time. In return the user will select which letter s/he is being shown by clicking a button of the Roman letter (see cover). A correct answer will earn one point and change the Roman letter to the manual letter, while a wrong selection will display a friendly error message, earn one point in the "wrong" column and the Roman letter remains an active button.

■ **PART 4: Quiz**
The program will randomly load all 27 letters then show the student one letter at a time. Then the user selects which letter s/he is being shown by clicking a button of that letter. Correct answers earn 2.7 points, while a wrong response displays a friendly error message. The Roman letter continuously stays an active button.

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Figure I.114 Business Proposal

DSLFingerChallenge   Business Plan

■ **PART 5: Fingerspelling**

A database contains commonly used words for people to practice reading. Starting with at, hi, me, then working up to longer words such as names, places and words that are always fingerspelled. The character will fingerspell the word. Then the user may roll over a reveal button or type in what s/he saw. If the response is correct the word will be revealed while an incorrect entry will display a friendly error message and prompt the user to try again.

■ **PART 6: History of DSL and Fingerspelling**

A brief explanation of how the current alphabet came into use.

■ **PART 7: Useful Links**

Here the user will click a link to sites of Deaf organizations related to his/her native country.

4.0   MARKETING PLAN

4.1   OVERALL MARKETING STRATEGY

Pricing and branding are essential to the success of the product (s). The primary goal is to sell this CAI software at $25.00 which is inexpensive enough that the customer will make an impulse purchase.

4.2   DISTRIBUTION CHANNELS

• Direct sales which include Internet, telephone sales and mail order.
• DSLFC Sales Agent, who sells direct and on behalf of the company while earning a percentage of the sales.
• DSLFC Sales Agent, who focuses and sells directly to the Educational Market on behalf of the company while earning a percentage of the sales.
• DSLFC Distributor, who researches, markets, and sells to the Apple Store retailers while earning a percentage of the sales.
• Retailers such as Apple Stores, Soundbytes, who sells to end customers
• Advertisement to be determined as required.

4.2   SALES STRATEGIES

The Internet is key to the success of this product. Due to the small amount of competition for fingerspelling, the company is confident that by typing in key words like "ASL" and "fingerspelling," potential customers will find a link to our the **DSL Finger Challenge** site on the first Google search page.

Word of mouth. The Deaf community is a tight community where information travels fast via the variety of text messaging APPS available such as AIM, email, blogging, etc. DSLFC is confident that the deaf community will purchase this product as gifts for friends and relatives.

DSLFC Sales Agent who's success requires traditional marketing campaign that includes professional looking Sales and Marketing Packages containing promotional brochures and a condensed software sample on DVD. This agent will attend trade shows, conventions, community forums and make direct contact with the following:

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Figure I.115 Business Proposal

DSL**Finger**Challenge   Business Plan

CONSUMER SOFTWARE RETAIL MARKETS:
- Apple iTunes APPS
- Facebook APPS

EDUCATIONAL MARKETS:
- Universities
- Bookstores located at Universities.
- Secondary Schools
    High Schools
    Grade schools
- Language Institutes
- Companies with Deaf Employees

5.0   SERVICE/OPERATIONS PLAN

5.1   PRODUCTION
The Product will be manufactured by a professional DVD reproduction service, who screen print the DVD and fabricate the packaging for store presentation and shipping. Average production cost is 1.50 per DVD.

5.2   PRODUCT SERVICE DESCRIPTION
After the sale, if there are problems with the product or questions the customer will contact the Sales Representatives at DSLFC to problem solve. The customer will go to the DSLC website and ask for help by sending an email explaining the problem. The representative will return the email with problem solving information.

5.3   PRODUCT LIFE CYCLE
The Product has been alpha tested. Using the information from the alpha surveys, refine the product and develop it for beta testing. Beta testing shall include the 8 levels of learning with a minimum of 30 words per level. As the product goes to market and sales produce revenue, further refinements can be made which includes the development of Italian and other foreign deaf languages.

The product will be updated biannually. Each upgrade will contain more words. By the end of year one the software will utilize two distinct databases. One which has the English word and a syntax retrieves from the database of the finger letters and the corresponding transition and animates the word.

Adding additional languages will ensure company growth and globalization of the products.

5.4   Copyrights Patents and Trade Secrets
Copyrights and Patents will be submitted to safeguard the IPO.

5.5   Research and Development
Adding other languages ensures company growth and product globalization.

Figure I.116 Business Proposal

DSLFingerChallenge | Business Plan

6.0 ORGANIZATIONAL PLAN (PEOPLE)

Being a startup business the team will develop as revenue accrues. The first to be hired will be design and production people to help with sharing daily needs as required.

6.1 CEO AND CREATIVE DIRECTOR

The Creative director and CEO are one because the original CAI model and creative direction started during his MFA studies and Fulbright research that he conducted in Italy during 2007. He understands what needs to be done creatively and technically to keep projects and business prospering, which includes hiring qualified people.

6.2 CFO AND BUSINESS DIRECTOR
The CFO and Business Developer will be in charge of the financial success of the company. The job will require to seek out the consumers and educational institutions who would benefit from the Finger Challenge CAI for the individual and groups of students targeted for the CAI.

6.3 MARKETING AND SALES DIRECTOR
The Marketing Director works with the CEO and CFO executing the marketing strategy. Responsibilities involve developing business to business, direct to consumer and public relations strategies, print promotions, advertising, trade shows, multi-media, maintains employee and customer relationships, first time, repeat and upgrade sales and researching alternate target markets of ASL 101 courses.

6.4 SALES REPRESENTATIVES
Actively develops business to business and direct to consumer relationships, maintains employee and customer relationships, arranges and follows pending and active sales, ensures customer satisfaction, pursues first time, repeat and upgrade sales.

6.5 PROJECT MANAGER
The project Manager's job is to keep the projects on track in terms of hours and monies allotted to the different projects. He has knowledge of who is doing what and is responsible for ensuring that tasks are completed as required and to assist when problems arise.

6.6 DESIGNER
The Designer is responsible for overseeing that the creative direction is implemented. Responsibilities include creating the different characters; how to meld the technical and creative parts; understands how to assist the Technical Designer and Artist; is an expert user of Abobe's Director, Flash, Illustrator, Photoshop, as well as creating and editing digital photos and video for rotoscoping.

6.7 TECHNICAL DESIGNER
The Technical Designer is the resident expert in the creative and technical use of Lingo, ActionScript, SWF, HTML, Shockwave, creating a self launching

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Figure I.117 Business Proposal

DSLFingerChallenge   Business Plan

DVD and making sure that any disk sold works on either Linux, Mac OSX, or Windows OS. S/he is also responsible for the website that keeps new, current and old clients informed of upgrades as they become available as well as beta testing an online version of the disk.

6.8   ARTIST
The artist is the person who creates the frame by frame tweens required for manual letter transitions, lip movement and matching the character style as established by the Creative Director; is an expert at using Illustrator, Photoshop, and Flash functions.

6.9   OFFICE ADMINISTRATOR
Staff member who assist in the daily functions of running an office.

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Figure I.118 Business Proposal

DSL_Finger_**Challenge**   Business Plan

7.0   TIME LINES/CONTINGENCIES

7.1   TIME LINE

Year one: ASLFC version
• Five months developing a DVD beta version and an iTunes APP
• One month beta testing
• One month making Refinements
• Two months Packaging Design
• Three months distribution

Year Two: Italian and robust version of ASLFC
• Five months developing a DVD beta version and an iTunes APP
• One month beta testing
• One month making Refinements
• Two months Packaging Design
• Three months distribution

Year Three: British Fingerspelling and robust version of Italian
• Five months developing a DVD beta version and an iTunes APP
• One month beta testing
• One month making Refinements
• Two months Packaging Design
• Three months distribution

7.2   CONTINGENCIES

In the event that DSLFC cannot meet its financial commitments
DSLFC is prepared to make Licensing agreements with the following:
• Rosetta Stone, language learning software company.
• Berlitz, Language learning software company.
• Rocket Languages, software company for learning language.
• Signs for Intelligence, software company for learning ASL using
real time Video.

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Figure I.119 Business Proposal

DSLFingerChallenge | Business Plan

Idea Generated
OK to proceed

2003 January February March April May June July August September October November December

First Project
Greeted with enthusiasm
including ASL instructors

Second Project
OK results

Third Project
Good results

Thesis Idea
JLC to explore ASLFC

Thesis Planning
Writes proposal

Thesis Approved
Faculty Excited

2004 January February March April May June July August September October November December

NTID ASLIE
Agrees project
has potential

Flash Model
Begins

Model Tested
Results show
promise, but
Has technical
problems
Scrapped

Rubber Ducky
Success

Third Project
Good results

Fulbright
Application
submitted

Alpha Model
getting the
bugs out

Fulbright
Proposal
submitted

2005 January February March April May June July August September October November December

Director Model
Begins

ABC Video
Enthusiastic
response

Thesis Defense
Model's criteria
approved
incomplete

Thesis Show
Enthusiastic
response

Alpha Model
TESTING

Thesis
Alpha Model
Completed

Ready to
document

Alpha Model
Restructured
to allow for additional material and time constrainst

Rubber Ducky
Success

QTVR Deloped
Good results

2006 January February March April May June July August September October November December

ABC Video
Enthusiastic
response

Fulbright
Italy approves
Proposal

Alpha Model
TESTING

Roma Italia
Arrival

ITALIAN FULBRIGHT
Researc and development of Manual Alphabet

2007 January February March April May June July August September October November December

Fulbright
Year Begins

Fulbright
Ends

Travel
Research and
visit friends

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Figure I.120 Business Proposal

DSL**Finger**Challenge   Business Plan

Thesis Documentation
Writing

Entrepreneur
Course begins

Business Plan
Rewritten
and submitted

2008

January February March April May June July August September October November December

First plan written
and submitted

Business Plan Contest
RIT Saunders
Business School

Writing
Suspended
Kodak
Constrains Time

Kodak
Internship

Thesis Documentation
Finish Writing

Summer Abroad
Italian Sign Language
Reasearch Italian Version

Quarter 2009.1
ActionScript 3.0
After Effects
Publish Thesis

Quarter 2009.2
ActionScript 3.0

2009

January February March April May June July August September October November December

Recieved $500
The Networked Digital Library of
Theses and Dissertations Awards Committee
The Innovative Learning through ETDs Award

BETA TESTING
NTID ASL 1

Quarter 2009.2
ActionScript 3.0

Refine Navigation
Create all finger transitions

SEARCH FOR FUNDING
Develop Beta Model

Refine Beta

2010

January February March April May June July August September October November December

BETA TESTING 2.0
NTID ASL 1

Graduate!

$50,000 Grant
WEB DEVELOPMENT
Hire Web designer good at coding

$50,000 Grant
DEVELOP APP FOR iTUNES
Hire Web designer good at coding

Year 1

January February March April May June July August September October November December

$50,000 Grant
MARKETING DEVELOPMENT
Hire Marketing Director

Hire Marketing Director

$50,000 Grant
ITALIAN DEVELOPMENT
Hire Multimedia Designer for RIT CGD

$50,000 Grant
BRITISH FINGERSPELLLING DEVELOPMENT
Research and development in UK

Year 2

January February March April May June July August September October November December

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Figure I.121 Business Proposal

DSL**Finger**Challenge | Business Plan
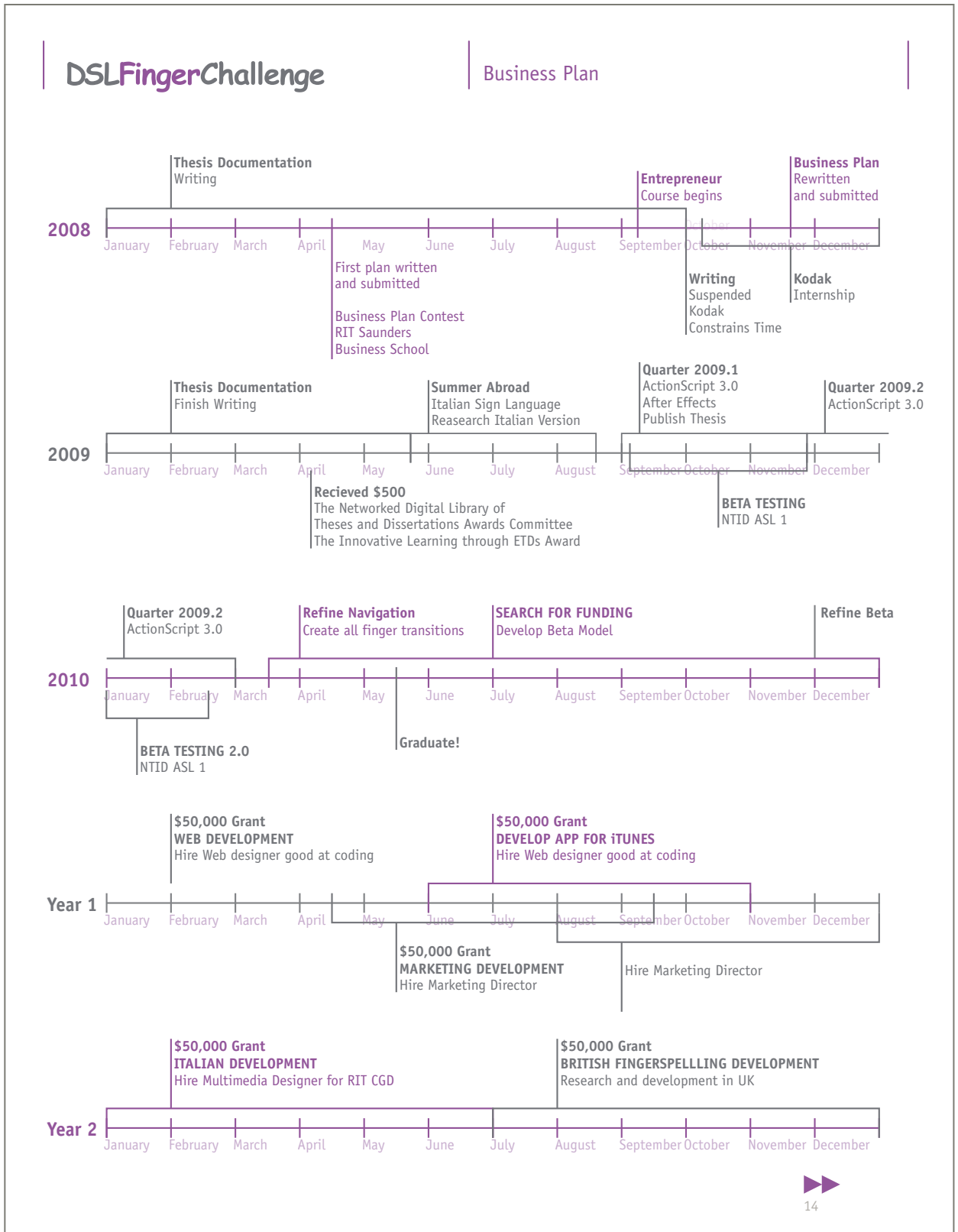
8.0 **FUNDS REQUIRED AND THEIR USES**

8.1 **Product Service Description**
- USA Department Of Education $50,000.00
- NYS Department of Education $50,000.00
- FIPSE (Funds for Improvement of Postsecondary Education) program,
- Carl and Lily Pforzheimer Foundation $25,000.00
- Gannett Foundation: $50,000.00

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Figure I.122 Business Proposal

DSLFingerChallenge — Financials

9.0 FINANCIAL PLAN AND PROJECTIONS

Initially the business will operate as a sole proprietorship. As revenue accrues, staff will be hired, which include incentives and benefits.

9.1 START-UP COSTS

DSL**FingerChallenge.com's** CEO currently owns all the hardware and software required. Start-up costs include securing office space, furnishings, hardware and software as required during the first year.

FingerChallenge.com as a company will register as an LLC prior to signing of leases, etc.

9.2 FINANCIAL STATEMENTS

Time	assumptions	1 year	2 years	3 years	4 years	5 years
Educational Market						
ASL Courses	2 per year	2	20	40	100	100	260
Students	in course	10					
Student total		20	400	800	2,000	2,000	5,200
One student licensed sales	$20.00	$20.00	$25.00	$30.00	$30.00	$30.00
Revenue		$8,000.00	$20,000.00	$60,000.00	$60,000.00	$156,000.00
Miscellaneous license		800.00	2,000.00	6,000.00	6,000.00	15,600.00
Total Revenue		8,800.00	22,000.00	66,000.00	66,000.00	171,600.00
						$-
Educational Earnings		$8,800.00	$22,000.00	$66,000.00	$66,000.00	$171,600.00
Domestic Consumer Market						
USA	population	301,139,947	304,151,346	307,192,860	310,264,789	313,367,436
How to reach them	website					
	Apple Stores					
	DHH					
	Universities					
	Primary School					
	Secondary schools					
	Businesses					
	Hospitals					
% of USA Population		0.001%	0.005%	0.015%	0.020%	0.020%
Number of people		3,011	15,207.57	46,078.93	62,052.96	62,673.49
One sale	$20	$20	$25	$30	$30	$30
Revenue	cost x buyer numbers	$60,228	$380,189	$1,382,368	$1,861,589	$1,880,205
Consumer Revenue		**$69,028**	**$402,189**	**$1,448,368**	**$1,927,589**	**$2,051,805**
Grants		100,000	100,000	100,000	100,000	100,000
Gross Earnings		169,028	502,189	1,548,368	2,027,589	2,151,805

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Figure I.123 Business Proposal

DSLFingerChallenge | Financials

Variable Cost							
Commission			$264	$660	$1,980	$1,980	$5,148
Accounting	per month	$250	$3,000	$3,750	$4,500	$5,250	$6,000
Insurance	per month	$250	$3,000	$3,750	$4,500	$5,250	$6,188
Telephone	per month	$600	$7,200	$9,000	$10,800	$12,600	$14,850
Travel	per month	$1,000	$12,000	$15,000	$18,000	$21,000	$24,750
Postage	per month	$200	$2,400	$3,000	$3,600	$4,200	$4,950
Employment Tax	per month		$48,417	$60,521	$75,651	$94,564	$118,205
Employee Costs			$41,500	$51,875	$64,844	$81,055	$101,318
	Health						
	Taxes						
	Social Security						
	Medicare						
	401K		$1,760	$4,400	$13,200	$13,200	$34,320
Theft, losses, unaccountable		$0	$88	$220	$660	$660	$1,716
Total Variable Cost			**$119,629**	**$152,176**	**$197,735**	**$239,758**	**$317,445**

Salaries				
6.1 CEO, Creative Director	$60,000	+ 5% equity		
6.2 CFO and Business Director	$60,000	+ 5% equity		
65.3 Marketing And Sales Director	$50,000		+ 5% equity	
6.4 Sales Representative	$25,000	+ commission		
6.5 Project Manager	$60,000	+profit sharing		
6.6 Designer	$50,000	+profit sharing		
6.7 Technical Designer	$50,000	+profit sharing		
6.8 Artist	$35,000	+profit sharing		
6.9 Office Administrator	$25,000	+profit sharing		
Total Annual Salaries	**$415,000**			
Average	**$46,111**	say $47,000		

Fixed Cost	Assumptions	1 year	2 years	3 years	4 years	5 years
Salaries	+ 3 person a year	$138,333	$276,667	$415,000	$553,333	$691,667
Office Space	1500 per month	$18,000	$18,000	$18,000	$18,000	$18,000
Furnishings		$10,000	$7,500	$9,375	$11,719	$14,648
IT infrastructure	1000	$24,000	$26,400	$29,040	$31,944	$35,138
Online Domain	200	$200	$220	$242	$266	$266
Marketing	5000	$5,000	$5,500	$6,050	$6,655	$7,321
Office Supplies	200	$2,400	$2,640	$2,904	$3,194	$3,514
Business and legal fees	1000	$12,000	$13,200	$14,520	$15,972	$17,569
Total Fixed Cost		**$209,933**	**$350,127**	**$495,131**	**$641,084**	**$788,123**
Total Fixed and Variable Cost		**$329,562**	**$502,303**	**$692,866**	**$880,842**	**$1,105,568**

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Figure I.124 Business Proposal

DSL**Finger**Challenge   Financials

Hardware & Software						
Adobe Master Collection 3	1799	$10,794	$3,238	$3,562	$3,918	$4,310
Adobe Director 11 upgrade	999	$5,994	$1,798	$1,978	$2,176	$2,393
Final Cut Pro	1299	$7,794	$2,338	$2,572	$2,829	$3,112
Microsoft Office	$499	$2,994	$898	$988	$1,087	$1,196
iLife	$99	$594	$178	$196	$216	$237
Quicken	$79	$831	$249	$274	$302	$332
Mac Book Pro 17"	$4,000	$4,000	$1,200	$1,320	$1,452	$1,597
Mac Pros	$3,000	$18,000	$5,400	$5,940	$6,534	$7,187
Monitors	$900	$5,400	$1,620	$1,782	$1,960	$2,156
iMac	$1,499	$8,994	$2,698	$2,968	$3,265	$3,591
Printers	$800	$1,600	$480	$528	$581	$639
Scanner	$250	$250	$75	$83	$91	$100
Totals		$67,245	$20,174	$22,191	$24,410	$26,851
Cost Totals		$396,807	$522,476	$715,057	$905,252	$1,132,419
Net Earnings		$(327,779)	$(120,287)	$733,311	$1,022,337	$919,386

9.2   BREAK-EVEN ANALYSIS

DSLFingerChallenge.com projected break even point will occur about one year after the product is available and on the market.
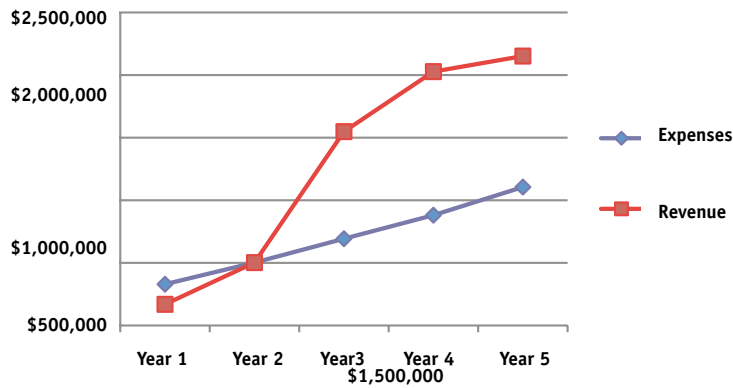

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Figure I.125 Business Proposal

DSLFingerChallenge

Business Plan

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