

# WEBGRAPHICS

Delaware County Community College

**ART 227 Web Graphics**

3 Credits/4 weekly lecture hrs

Prerequisite: ART213, ART215

Co-Requisite: ART211

Tuesday, 2:30PM – 6:30PM,

Room 3296

**FALL 2015**

**PROF. ROBERT JONES**

Class Instructor

**Contact information:**

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www.design-note.org

**Office Hours:** \_\_\_\_\_

**Create an Adobe ID:** <http://www.adobe.com/account/sign-in.adobedotcom.html>

Naturally, you can stop by my office anytime to see if I'm in and I will do my best to accommodate you. Please refer to my class schedule, posted outside my office to see when I'm not in class.

**WELCOME:**

I'm hopeful that this introductory course in web design will be a challenging and rewarding experience for you. You should have already taken the prerequisite courses that allow you to work with type and images, manipulate digital assets and employ basic design principles, now you'll discover how to arrange these elements like a professional and use HTML, CSS and Adobe Dreamweaver to craft your web pages. As a designer, most of your career will be spent working with type and images, either in print design or interactive design or both. This course will give you the tools and knowledge to be successful in your creation of interactive web design.

We'll begin the semester with several very basic exercises, learning how to write HTML, manipulate images for fast download and organize content through CSS. We'll delve into Dreamweaver as far as we can in fifteen weeks. To get off to a good start we'll explore what it is that you think is important to learn in this course by assessing your prior knowledge of design basics, digital tools and what you hope to learn by the end of the term.

Prior knowledge:

- ⇒ A strong working knowledge of Adobe Illustrator and Photoshop
- ⇒ Basic design and layout skills
- ⇒ Understanding the basic principles and elements of design
- ⇒ Keyboarding skills, file management skills

Together we'll explore:

- ⇒ How to write HTML code
- ⇒ How to code CSS for layout and placement
- ⇒ Work within the digital restrictions of on-screen design
- ⇒ How to best design interactive media for user-friendly navigation.

**LEARNING OPPORTUNITIES:**

**Mood Boards**

To track your aesthetic sensibilities with existing web design layout and usability, you'll submit a Mood Board prior to working on your project's prototype.

**Class dialogue**

Class discussion/participation will occupy some of our time in class as we attempt to become more familiar with terminology, concepts, technology and personalities needed to understand web design.

I've discovered that we learn as much from each other as we do from listening to one individual. Class participation includes both the putting forth of your own ideas and questions and listening attentively to each other. A person who seldom speaks but listens intently and takes notes is participating as fully as one who speaks frequently and thoughtfully.

Each class member is expected to contribute to the dialogue/discussion.

You may participate by:

1. Asking a question
2. Responding to a question asked by the moderator, faculty, guest presenter, or other class member
3. Making a comment or observation

It is important that you read the assigned pages as background information on the chapter topics before the class begins. I will do my best to take note of those students who contribute to class and your participation will influence your grade.

### **Class critique**

Your work in this class will be critiqued via in-class discussion and online surveys. This may well be the most rich learning experience in design/art courses and your contributions to the dialogue are expected.

### **In-class exercises/Tutorials**

Hopefully the majority of the rich learning experiences will be through the application of hands-on exercises. I will provide step-by-step instructions either in real time or via handouts to help you learn the content of the course. Sharing your critical thinking processes with your classmates and enabling each other to grow through the collaborative learning process should be a rewarding experience. Several of the tutorials will count towards your overall grade.

### **Projects**

One result of the learning that will take place in this course will be the fulfillment of 1 mini web site and 1 extended web site project, that demonstrate mastery of various aspects of HTML, CSS and other web design standards.

### **Reading**

The acquisition of factual knowledge will be required of you through the reading of your textbook. The text is a fairly easy read with many wonderful examples of illustrations and easy to understand code examples.

### **Videos**

Online video tutorials will provide you with step-by-step instruction and exercise files for you to work on in class or at home. These are a highly recommended element of the course.

### **Tests**

I plan to give tests in this course as part of your grade. These will be 3–4 weeks apart and I will drop the lowest test score at semester's end. If you miss a class, the test can be taken in the Testing Center. Some of the tests may be open-computer tests. Quizzes may also be given on a weekly basis.

## **COURSE DESCRIPTION:**

This course introduces students to design for the World Wide Web (WWW). The focus of this course will be aesthetic design that is functional and that encourages, enhances, and simplifies the web browsing experience. Students learn to design effective interactive web sites using industry standard software, Hypertext Markup Language (HTML) editors and other web development software. Students will explore interface theory, design principles and develop visually rich web pages through hands-on experience. Demonstration, discussion and formal critiques will augment studio work.

## **LEARNING OUTCOMES/ COMPETENCIES:**

Upon successful completion of this course, the student should be able to:

- ⇒ Employ the theory and principles of effective user interface design.
- ⇒ Apply basic design principles to the structure of HTML formatted web documents with emphasis on the visual aesthetic.
- ⇒ Organize effective navigation between various interface designs'

- ⇒ Apply basic HTML code to web documents using visual editing software.
- ⇒ Use image-editing software to produce optimized web graphics.
- ⇒ Use a professional quality visual editor to develop and maintain web sites
- ⇒ Transfer files to a server using File Transfer Protocol (FTP).
- ⇒ Solve projects in a unique and creative manner.
- ⇒ Produce content as an effective form of visual communication.
- ⇒ Communicate issues of critical thinking skills through the creation of artworks and participation in the formal critique process.

- LEARNING GOALS:**
- ▶ That you learn to research web site design layouts that might serve as inspiration for your own work.
  - ▶ That you are able to recognize and deconstruct well-organized and aesthetically pleasing web design and apply those principles to your own work.
  - ▶ That you begin to understand and use HTML and CSS coding so you are not entirely dependent on WYSIWYG software.
  - ▶ That you learn to work through the design process of sketching first, roughing the layout in imaging software and then turning to the WYSIWYG software.

**METHODS:** This course will imitate the form of a typical graphic design/ web design job situation. Students will design a web site project from concept through completion. Lab time following the class will be used to work on tutorials and small projects. Critiques and class discussions will follow. Lectures and studio demonstrations will be given as they pertain to specific projects. A handout may be given for each project outlining deadlines, materials, parameters, readings, examples, and suggestions.

Most projects will require computer work outside the classroom (MAC lab 3296 or Open Graphics Lab 4274 or Room 4281) in order to produce the finished products.

**TEXT:** Required: **HTML and CSS, design and build websites**, John Duckett, John Wiley and Sons, 2011. (about \$25).

- MATERIALS:**
- ▶ Portable digital media to save digital work
  - ▶ Notebook with pocket folder used to record/hold notes and sketches
  - ▶ Computer access outside the classroom
  - ▶ Highly recommended: Adobe Dreamweaver application

**GRADING:** Your grade is based on a number of factors that include project execution and improvement, in-class exercises, class participation, tests, attendance, attitude and effort. Excellence in all of these areas is required to earn an "A" in this course.

2 – 3 web design projects, in-class assignments and tests will be the primary source of your grade and you will be expected to work outside of class on your projects. Projects will be considered in terms of execution, content, composition, interactivity, user friendliness, inventiveness and risk-taking.

Criteria: **A projects** will have consistent excellence in all criteria and will reflect the students understanding of concepts, expected learning outcomes, course content, is presente

with professionalism and functions with error. "A" work is of a level and quality that significantly exceeds the expectations for the student's current level of study. An "A" typically does more than required!

**B projects** are above average, show evidence of growth, are effective in their content, well composed and presented in a professional manner. "B" level work is acceptable and appropriate to the student's current level of study.

**C projects** are satisfactorily completed and may lack individual visual interest, lack of content or lacks evidence of growth.

**D projects** are insufficient and/or show inadequate technical execution and reflect a lack of participation, weak presentation and little or no meaningful content.

**F projects** are unsatisfactory, incomplete and/or reflects student's unwillingness to work.

Rubrics & Evaluation: To monitor their success in this course, students will be given an evaluation report or rubric for each project. I plan to make these available as the assignment is given. This evaluation report/ rubric will match the assignment grading criteria that will accompany each project. Please hold onto these evaluation reports/rubrics to the conclusion of the semester. Teamwork projects, if applicable, will involve filling out self, peer and group evaluation papers.

Progress Reports: To monitor their success in this course, students will be given progress reports that summarize the quality of the work they are doing in the class.

Percentages:	Final Project	40%
	Web Site Project, Tests	30%
	Mini Project, In-class exercises, Quizzes	20%
	Professionalism, Research & Participation	10%

Grading Scale:	Letter grade:	Number grade:	
	A	100 - 90	Exemplary
B	89 - 80	Very Good	
C	79 - 70	Average	
D	69 - 60	Below Average	
F	59 - 0	Failing	

I tend to grade your work showing plus (+) or minus (-) grades. I believe it gives you a more accurate picture of success. Please note that the college does not use a +/- system for final grades.

**POLICIES & EXPECTATIONS:**

Attendance: Students are expected to attend all class sessions for courses in which they are enrolled. Please refer to the new withdrawal guidelines.


Being here contributes to your success! Attendance will be taken at the beginning of each class session. You are allowed 2 absences without penalty. Three or more absences will result in a lower grade for the semester.

Preparation: Students who are unprepared for class (bring all of your materials!) will be marked late. Students who leave early without reason or notice to instructor will be marked late. Accumulation of four late marks will be equal to an absence.

Missed class: Missing a class is your responsibility. If you miss a class, you will still be held responsible for concepts studied and assignments given in the classes you miss. Exchange phone numbers and e-mail addresses with your classmates so that you can get all assignments and notes. I will not respond to student e-mail or voice mail requests for class information if I was not contacted

regarding your absence in advance of the class session.

Students who decide to withdraw from the course should do so officially and inform the instructor. Check the student handbook for more information on withdrawals.

Withdrawal initiated by the college:	Please be aware of recent changes to the College Attendance & Withdrawal Policy. Attendance is expected at all class meetings. Students who do not attend and/or log in to class during the first three weeks of class or who only attend the first day of class and/or log in once WILL BE ASSIGNED THE REGISTRATION CODE OF 'NS' (NO SHOW) as of the 4th week of classes. Instructors will NOT withdraw students for non-attendance. Students will be responsible for withdrawing themselves from their courses and may do so until the semester Student Withdrawal date (see your student handbook for information). Students who wish to be withdrawn from a class after the Student Withdrawal date will need to meet with the appropriate administrator. Please refer to the Student Handbook for more details on this policy.
Deadlines:	Meeting deadlines is an important part of the graphic design field. Projects and assignments will only be accepted for the full grade possible on the day they are due! All assignments are due for critique at the start of class on their assigned due date unless otherwise instructed by professor. Only projects that make it to the display wall for critique may be resubmitted for a grade improvement. Late assignments can still be turned in but will suffer a significant grade reduction.
Critiques:	Final project critiques are an important aspect of the learning process. The majority of feedback on the quality of your work and suggestions for improvement will occur via class feedback, instructor evaluations and/or peer and group evaluations. Failure to appear at the final critique/exam (end of semester) will result in a grade of F for this course. NO EXCEPTIONS.
Project submission:	Please don't miss these important points concerning project submission: <ol style="list-style-type: none"><li>1. Preliminary critiques will be held the week prior to the final critique. These will be used to make corrections to your projects.</li><li>2. All aspects of a project, thumbnails, sketches, wireframes, prototypes and digital files will be monitored for grading. You will also be graded on the quality and quantity of thumbnails and roughs.</li></ol>
Presentations:	Presentations will be given by individual students and/or student teams. These presentations will generally take the form of displaying your working web sites to the class and/or other invited guests.
Email account:	Communication between you and your instructor will occur using your school e-mail address through delaGate. YOUR NAME@mail.dccc.edu. I cannot send e-mail to your personal account. HOWEVER... You can have your @mail.dccc.edu account forwarded to your main email address. <ol style="list-style-type: none"><li>1. In your @mail.dccc.edu account, click on the Settings Icon  .-</li><li>2. Click on "Forwarding and POP/IMAP" tab.</li><li>3. Click on "Add a forwarding address".</li><li>4. Add a forwarding address.</li><li>5. Select the Radio Button next to "Forward a copy of incoming mail to" and select your forwarding e-mail address from the drop down menu.</li><li>6. Click on "Save Changes" at the bottom. That should do it!</li></ol> <p>I'll do my best to respond within 24 hours.</p>
Pre-requisites:	It is expected that students have met the prerequisite for this course and have a basic understanding of using art materials. Use of a computer and postscript printer are essential for this course.
Outside activities:	Since classroom time is limited, students will be spending several hours between classes reading, looking at examples, doing research, procuring supplies and executing the work. This cannot be accomplished the evening prior to class. Students should try to pace their activities over the course of the week.

Computer Labs: The use of the computer is required for this course. Students in this class may use the Mac Lab 3296 during Open and Tutorial Lab.

E-mail & other devices: There will be no e-mail activity when in class. If I hear excessive keyboard activity at an inappropriate time during class, I will assume you are attempting to send e-mail or other social media and I will mark you absent for that class. I refuse to put up with this behavior any longer and I will be all too happy to lower your grade.

All portable telecommunication devices must be turned off during class. If you need special consideration, just ask! Cell phones must be tuned off while in the classroom. Answering cell phones in the classroom will require you be marked absent. Exceptions to this policy must be requested of the instructor at the start of a class.

**Professional Behavior:**

1. Prepare thoroughly for each class session in accordance with the course calendar found on [www.designote.org](http://www.designote.org).
2. Adhere to deadlines and timetables, also found on [www.designote.org](http://www.designote.org).
3. Participate fully and actively in all classroom discussions and activities.
4. Display appropriate courtesy to all involved in classroom sessions.
5. It is inappropriate and unacceptable to study for other classes or to work on assignments for other courses during this class unless permission is granted by instructor.
6. It is inappropriate to leave class in the middle of a lecture/presentation.
7. All work must be your own. Cheating and plagiarism will not be tolerated. The penalty is an "F" in the course and a hearing before the Provost.
8. An "F" will be assigned in cases where the same assignment is submitted to fulfill the requirements of different professors teaching different courses.
9. When your instructor is presenting a formal lecture or presentation, no keyboard sounds should be heard.
10. Final critiques are your final exam. Failure to appear at a final critique or final exam will result in a grade of "F" for this course. There are no exceptions to this college policy.
11. Other inappropriate behaviors include; sleeping or daydreaming in class, eating or drinking in class, chronic tardiness, chatting with classmates during a lecture or presentation, playing in Facebook, Twitter or any other social media.
12. Ask for clarification when you don't understand a point someone has made by raising your hand.

**Artwork Retention:**

Your instructor retains the right to withhold the return of art work for submission to the annual student exhibitions. Your work may also be used on the instructors web site and to photograph the work for purposes of marketing the program.

**Special Events Requirement:**

All students earning the A.F.A. Degree in either - Graphic Design, Studio Art or Photography are required to attend 4 "special events" including gallery lectures, artist visits, museum visits, art material seminars and other specified enrichment programs that are planned in conjunction with program objectives. Advisors will keep track of attendance records. Information regarding event offerings on campus for each semester will be posted on the gallery web-site and on signs posted throughout the Art Department. It is highly advisable that students begin to fulfill these program requirements early on and continue each semester in a time worthy fashion.

**Photo Documentation Requirement:**

All students earning the A.F.A. Degree in either-Graphic Design, Studio Art or Photography are required to attend, within their first year of declaring the major, a Photography workshop in order to become certified in digital documentation.

**SAVING ASSIGNMENTS:** **Save every project you work on:**

**1. In your folder on the server.**

Place your file in a folder with the course name on the folder. Use this procedure throughout the work session on a particular assignment. When you have completed the assignment, place a copy on your portable media.

**2. Instructor's ART 227 Web Graphics folder.**

At the conclusion of each class assignment or lab, put your files in your Instructor's **ART 227 Web Graphics** folder "Students place your files here!" located on the server. Title your folder in this manner: "**Your Last Name, First Name\_ Project Name**", in my case: "**Jones, Robert\_Project 1**" would be the proper labeling.

**STUDENTS WITH DISABILITIES:**

In accordance with Section 504 of the U.S. Rehabilitation Act of 1973 and the Americans with Disabilities Act, the College ensures equal access to educational opportunities for students with disabilities.

Students with learning, physical or psychological disabilities who require accommodations for this course must contact Ann Binder, Director of Special Needs Services, in room 1320 in the Career and Counseling Center or call 610-325-2748. Please meet with me to discuss your accommodation letter.

**WRITING CENTER:**

Students who need help planning, editing or documenting written assignments can schedule a tutoring session in the Writing Center. Appointments are strongly recommended, but walk-ins are welcome. Call for an appointment at 610-359-5018

**ART STORE LIST:**

[http://www.design-note.org/resources.html#art\\_local](http://www.design-note.org/resources.html#art_local)

**ACTIVITIES CALENDAR:**

[http://www.design-note.org/web\\_graphics/webgraphics\\_fall.html](http://www.design-note.org/web_graphics/webgraphics_fall.html).

**BEING SUCCESSFUL:**

You are the owner of your education!

Understanding and applying design and typography in a deliberate and sensitive manner is the primary responsibility of the graphic designer. To do this well you must:

- ▶ **Practice** writing code and working through tutorials on your own time. Acquiring web skills can be accomplished through repetition and practice. The web is loaded with helpful information on HTML and CSS.
- ▶ **Put time/effort** into READING the assigned chapters in your textbook. It's really the best way to keep up with this content and have the best opportunity for the highest grade possible. Not only your textbook, but read other books/magazines devoted to this discipline. The successful student will develop a habit of reading about the career path they intend to follow. Reading is an often neglected discipline today, but the "A" level student will make it a habit to accelerate them beyond their peers.
- ▶ **LOOK, LOOK, LOOK...** for examples of great design, web design, user interface design and typography. Design that YOU find visually exciting and provocative. Use all your resources, the web, Communication Arts, Print, How, Graphis and other graphic design magazines as sources of inspiration. Resources can be found in the DCCC Library.
- ▶ **Take notes.** Only the "A" students seem to do this!
- ▶ **Hand in all your work;** final projects and homework... on time!
- ▶ **Share ideas** with your classmates and other instructors. Don't be afraid to get critical feedback. Ask individuals not directly involved with the project for their thoughts as well.

- ▶ **Don't put off** working on your web design projects. Good work is NOT accomplished the night before!
- ▶ **Develop an attitude** that group work can be fun and stimulating. It reflects working in the real world!
- ▶ **Be concerned** about your grades all throughout the semester. Don't wait to the last week to inquire how you're doing.
- ▶ **Try having FUN** with this course!

**HOW TO BECOME A  
SELF-DIRECTED LEARNER:**

- ▶ Read additional books on the subject.
- ▶ Remain current by reviewing work in contemporary graphic design magazines; How, Communication Arts, Print, CMYK, Graphis, etc.
- ▶ Remain current by reviewing work on design and typography web sites. Try a few of the sites posted on my links page; <http://www.designote.org/resouces.html>
- ▶ Become a member of local design clubs such as AIGA and get involved with their events.



## COURSE SCHEDULE

### SESSION 1

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
Introduction Syllabus <b>Lessons:</b> Internet & WWW, Getting Started & Prototypes	Intro to Mini web site	<b>READ:</b> CHAPTER 18, Pages 453–472 CHAPTER 2 “Text”, Pp 41–60  Videos as posted on Designnote.org

### SESSION 2

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Lessons:</b> Create a Simple Page, Basics of HTML, File Management & Intro to Dreamweaver	Intro to Mini web site <b>Quiz</b>	<b>READ:</b> CHAPTER 1 “Structure”, Pp 13–38 Videos as posted on Designnote.org

### SESSION 3

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Lessons:</b> Structure, Basics of CSS, CSS Layout	Intro to Mini web site <b>Quiz</b>	<b>READ:</b> CHAPTER 3 “Lists”, Pages 62–72

### SESSION 4

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Lesson:</b> Working with Lists	<b>Test #1</b>	<b>READ:</b> CHAPTER 4 “Links”, Pages 75–92

### SESSION 5

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Lessons:</b> Working with Links	<b>Quiz</b>	CHAPTER 10 “Intro to CSS”, Pp 226–244 Videos as posted on Designnote.org

### SESSION 6

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Lessons:</b> More CSS	<b>Quiz</b>	<b>READ:</b> Pages 471–472

### SESSION 7

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Lessons:</b> Working with Navigation, Menus	Intro to Project #1 <b>Quiz</b>	<b>READ:</b> CHAPTERS 5 & 16 “Images”

### SESSION 8

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Lessons:</b> Working with Images	<b>Test #2</b>	<b>READ:</b> CHAPTER 10 “Intro to CSS”, CHAPTER 13 “Boxes”, CHAPTER. 15 “Layout”, & CHAPTER 17 “HTML5 Layout”

### SESSION 9

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Lessons:</b> Simple Animations, Working with CSS	<b>Quiz</b>	<b>READ:</b> CHAPTER 10 “Intro to CSS”, CHAPTER 13 “Boxes”, CHAPTER. 15 “Layout”, & CHAPTER 17 “HTML5 Layout”

## SESSION 10

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Lessons:</b> Working with CSS	<b>Quiz</b>	<b>READ:</b> CHAPTER 6 "Tables" CHAPTER 14 "Lists, Tables & Forms"

## SESSION 11

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Lessons:</b> Working with Tables	<b>Quiz</b>	<b>READ:</b> CHAPTER 7 "Forms" CHAPTER 14 "Lists, Tables & Forms"

## SESSION 12

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Lessons:</b> Working with Forms	<b>Quiz</b>	<b>Project #1</b>

## SESSION 13

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Lessons:</b> Adding Interactivity, CSS Transitions	<b>Quiz</b>	<b>Project #1</b>

## SESSION 14

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Lessons:</b> Checking your web sites for errors, A few final things		<b>Project #1</b>

## SESSION 15

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Project Workday</b>	<b>Test #3</b>	<b>Project #1</b>

## SESSION 16

<i>In Class:</i>	<i>Projects &amp; Tests:</i>	<i>Homework:</i>
<b>Project Presentations</b>	<b>Project Presentations</b>	