

# COURSE SYLLABUS



<b>Course Title:</b>	Web Design 2	<b>Date submitted:</b>	10/18/2016 (AAC: 16-49)	
<b>Department:</b>	Arts & Media			
<b>Curriculum:</b>	Graphic Design			
<b>Course Descriptors:</b> Be certain that the course descriptors are consistent with college Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	GRA*262	<b>Prerequisites:</b>	
	<b>Course Type:</b>	Z		C- or better in Web Design (GRA*260), OR permission of program coordinator
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio	<b>Elective Type:</b>	FA/G/LAS	<b>Corequisites:</b>
	E: English FA: Fine Arts HI: History HU: Humanities LA: Liberal Arts FL: Foreign Language M: Math S: Science SS: Social Science G: General	<b>Credit Hours:</b>	3	
	<b>Developmental:</b> (yes/no)	No	None	
	Lecture:	2		
	Clinical:	0		
	Lab:	0		
	Studio:	2		
	Other:	0		
<b>Contact Hours:</b>	TOTAL:	4	<b>Other Requirements:</b>	
<b>Class Maximum:</b>	20	None		
<b>Semesters Offered:</b>	F			
<b>Ability-Based Statement (ABE):</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
<b>Prerequisite Course Description:</b>	Students will apply previously learned layout, typography, graphic software, and web design skills to the creation of websites using Adobe Dreamweaver. Students will generate design concepts, create storyboards, and build websites that structure and present information for clarity and impact by combining type, image, color, sound, and interactivity.			
<b>Course Outline:</b> course content in outline format.	<ol style="list-style-type: none"> <li>1. Further exploration of design issues in interactive and web page design             <ol style="list-style-type: none"> <li>A. Study of information design and communication                 <ol style="list-style-type: none"> <li>1. Function and purpose</li> <li>2. Content</li> <li>3. Visuals</li> </ol> </li> </ol> </li> </ol>			

4. Interface design
  5. Transitions
  6. Sound and motion
  7. Interactivity
2. Further investigation of web design process
    - A. Project planning and definition
    - B. Define content and market direction
    - C. Detailed script
    - D. Time line
    - E. Budget and resources
    - F. Interactive media team
    - G. Design identity
      1. Design of sample screens
      2. Visuals
        - a. format
        - b. type
        - c. image
        - d. color
        - e. background
        - f. transitions
    - H. Interface and interaction
      1. Design of main screen
      2. Design of navigation controls
      3. Flow chart of structure and links for continuity
      4. Storyboard
      5. Sound/interaction
      6. Prototype
    - I. Production
      1. Managing screen creation
      2. Managing images
      3. Managing interaction
      4. Managing changes
    - J. Distribution
      1. File formats
        - a. computer platform
        - b. browser
3. Website creation
    - A. Web page creation software
      1. HTML vs. WYSIWYG editors
    - B. Understanding and applying basics of HTML
    - C. Understanding and applying basics of CSS
    - D. File management and naming conventions
    - E. Cross-platform and browser compatibility issues
    - F. URLs
    - G. Download time/speed issues

4. Working with Dreamweaver
  - A. Dreamweaver intro and overview
  - B. Dreamweaver interface
  - C. Images and graphics
    1. File formats
    2. File size and resolution
    3. Aliased and Anti-Aliased images
    4. Color palettes
    5. Transparent GIF files
    6. GIF animation
    7. Image maps
    8. Rollovers and buttons
    9. Tables/borders/backgrounds/rules
    10. Text layout and formatting
    11. Images and graphics
  - D. Sound in web page design
  - E. Video in web page design
  - F. PDF files in web page design
  - G. Testing web design files
  - H. Uploading and hosting web sites
5. HTML Elements in the Dreamweaver Environment
  - A. Header, nav, footer
  - B. Section, article, aside
  - C. Rich media, video, canvas
6. CSS Elements in the Dreamweaver Environment
  - A. Style sheets for mobile desktop, media queries
  - B. Backgrounds, borders, gradients, text effects, modal boxes
  - C. Compound selectors
  - D. Multiple class/ id and class selectors
  - E. Pseudo classes
  - F. CSS3 and browser compatibility
7. Evaluating web pages
  - A. Technically
  - B. Visually
  - C. Effective communication
8. Updating and changing a web page – maintenance
  - A. Publishing and Testing Websites
  - B. Hosting services
  - C. Browser compatibility

9. Search Engine Optimization
  - A. What is SEO (search engine optimization)
  - B. Elements of SEO
    1. Page titles
    2. Meta tags
    3. Headers
    4. Description
    5. Site text
    6. Internal links
    7. img alt tags
      - a. Single page website SEO vs traditional web site SEO
      - b. What is robots.txt file
10. Graphics software for creating web page images and graphics
  - A. Photoshop functions and techniques specific to web page design
  - B. Illustrator functions and techniques specific to web page design
  - C. Image scanning
11. Copyright laws and how they apply to art and design
12. Portfolio presentation

NOTE: Projects listed to address particular topics are suggestions, not mandated.

**Upon successful completion of this course, the student will be able to do the following:**  
**COURSE:**

Through a series of lectures, demonstrations, and projects, students will learn and apply the concepts of design and creation for web design. Depending on level of successful completion of the course, students will be able to analyze a visual communication problem, develop a concept, and successfully design and produce a functional website project using web design software — specifically Adobe Dreamweaver, that incorporates:

1. Flow chart and storyboard
2. Screen visuals and interface design
3. Typography and image in screen layouts
4. Sound, animation, and interactivity
5. Technical skills necessary to produce in required format

In this effort, students will:

1. acquire knowledge of the creative uses of web site and interface design through analysis and critique of existing web-based design, and the creation of original web-based visual communication designs
2. acquire skills in the use of the tools and techniques available in a web design software program — Adobe Dreamweaver, so as to be able to and create original, visually engaging, and functional web site designs from concept, through storyboard, to design and production
3. communicate visual concepts through the appropriate choice and application of composition, type styles, images, interface design, and interactively
4. learn HTML and CSS for the creation of web page designs that incorporate text, images, and links
5. demonstrate an ability to understand and apply the technical requirements of web page design — file

**Outcomes:**  
 Describe measurable  
 or knowledge that  
 ts should be able  
 o demonstrate as  
 ce that they have  
 stered the course  
 content.

sizes/file formats/image resolution and optimization/color limitations/browser compatibility/etc.

6. learn the working relationship between members of a web design team through discussion and review of project examples and identifying the contributions made by the members of a web design and production team
7. demonstrate the development of visual and conceptual skills required to create a successful design solution through the process of idea development, refinement, and assessment in the creation of design projects
8. effectively communicate an understanding of design concepts, processes, and techniques, using the “language” of design
9. present a portfolio of work showing knowledge and application of concepts, processes, and techniques presented during the course

**PROGRAM:** *(Numbering reflects Program Outcomes as they appear in the college catalog)*

Depending upon level of successful completion of coursework within the program, students will - at the intermediate level:

#### VISUAL LITERACY AND CREATIVE EXPRESSION

2. Identify and apply the design principles to control aesthetic and compositional elements in the creation of visual solutions to art and design problems.
3. Demonstrate the development of visual and conceptual skills required to create a successful design solution through the process of idea development, refinement, and assessment in the creation of design projects.

#### VISUAL COMMUNICATION, CONCEPTUAL AND CRITICAL THINKING

4. Understand the function and impact of design, and the roll of the design profession in our society.
5. Be able to analyze a visual communication problem, develop visual concepts, and create design solutions that respond to client and audience needs through symbol and image creation, graphic illustration, paper selection, color, typography, page composition, interface design, sound, motion, and interactivity.
6. Effectively communicate an understanding of design concepts, processes, and techniques using the “language” of design.

#### MEDIA AND TECHNICAL SKILLS

8. Acquire skills in the use of image scanning, page layout, and vector and raster image software programs so as to be able to design and execute graphic symbols and illustrations, raster images, and page compositions incorporating typography and image.
9. Acquire skills in the use of interactive media, and 2d animation software programs so as to be able to design and execute motion graphics, animation, and interactive designs.

#### PROFESSIONAL PRACTICE

10. Understand project management, marketing, and business related responsibilities of a graphic designer (and interactive design in Interactive Media option) in the design and production of visual communication pieces, the necessity of participating in a collaborative work environment, and adhering to professional ethical standards.
11. Demonstrate knowledge of design project goals, be able to set priorities to meet milestones for project completion, and show the ability to revise and refine designs based on ongoing evaluation.
12. Present design solutions and portfolio, in a manner suited to professional presentation showing knowledge and application of the concepts, skills, and techniques presented in courses during the program.

	<p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>1. <b>Aesthetic Dimensions</b> - Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.</p> <p><b>Demonstrates:</b> Identifies and describes formal aspects, historical or cultural context, and aesthetic elements of the genre with clarity and appropriate vocabulary.</p> <p><b>Does Not Demonstrate:</b> Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre.</p>
<p><b>Evaluation:</b>                  How the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <p>A student’s creative ability, knowledge of design issues, technical skills, quality of execution, and presentation of work as determined through:</p> <ol style="list-style-type: none"> <li>1. Studio classwork</li> <li>2. Projects</li> <li>3. Individual and group critiques/discussions</li> <li>4. Portfolio review of work completed during the semester</li> <li>5. Option of quizzes/exams/papers/reports/presentations as determined by the instructor</li> </ol>
<p><b>Instructional Resources:</b>                  Library (e.g. books, journals, on-line resources), Technological (e.g. board, software), and other resources (e.g. equipment, supplies, facilities) needed and desired to teach this course.</p>	<p>Required:                  Graphic Design studio</p> <ol style="list-style-type: none"> <li>1. 20 student Macintosh computer workstations with color monitor/digitizing tablets/keyboard/mouse/color flatbed scanners, with current version of Macintosh OS and utility software.</li> <li>2. Instructor workstation with permanently attached color projection system</li> <li>3. Computer network (Ethernet 10BaseT min.) with file server setup for student and instructor storage, and print spooling</li> <li>4. Software used in the course – Adobe Illustrator, Adobe Photoshop, Adobe Dreamweaver (current versions)</li> <li>5. Letter and tabloid size black &amp; white, and color Postscript laser printers</li> <li>6. Large format color Postscript inkjet printers</li> <li>7. Paper cutters and light tables</li> </ol> <p>Desired:</p>
<p><b>Textbook(s)</b></p>	<p>Visual Quick Start Guide—Dreamweaver, PeachPit Press.</p>