

WESTERN SYDNEY
UNIVERSITY



School of Humanities and Communication Arts



Learning Guide

DESN1021 Web and Time-based Design
Spring 2023

Western Sydney University acknowledges the peoples of the Darug, Dharawal, Eora and Wiradjuri nations. We also acknowledge that the teaching and learning currently delivered across our campuses is a continuance of the teaching and learning that has occurred on these lands for tens of thousands of years.

Subject Details

Subject Code:	DESN1021
Subject Name:	Web and Time-based Design
Credit Points:	10
Subject Level:	1
Assumed Knowledge:	Introductory level understanding of and skills in design principles particularly basic layout, colour and typographic knowledge. Digital basics including working in a networked environment on a Macintosh computer. Ability to manage, transport and store digital information.

Note: Students with any problems, concerns or doubts should discuss those with the Subject Coordinator as early as they can.

Subject Coordinator

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Consultation Arrangement:
On Campus: Thursdays, 12-1 pm or 4-5 pm
Zoom: Tuesdays: 4-5 pm
All consultations must be arranged by email. Please email for an appointment.

Teaching Team

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Contents

1	About Web and Time-based Design	2
1.1	An Introduction to this Subject	2
1.2	What is Expected of You	2
1.3	Changes to Subject as a Result of Past Student Feedback	4
2	Assessment Information	5
2.1	Subject Learning Outcomes	5
2.2	Approach to Learning	5
2.3	Assessment Summary	7
2.4	Assessment Details	8
2.4.1	Quiz	8
2.4.2	Project 1	9
2.4.3	Project 2.1	13
2.4.4	Project 2.2	17
2.5	General Submission Requirements	20
3	Teaching and Learning Activities	22
4	Learning Resources	32
4.1	Recommended Readings	32

Note: The relevant Learning Guide Companion supplements this document

1 About Web and Time-based Design

1.1 An Introduction to this Subject

Students will develop fundamental computer software skills and design understandings appropriate to using major web and time based design technologies such as HTML and CSS. They will develop a working understanding of production literacies for online design and time-based design. Students will engage in practical studies of web authoring. Emphasis will be placed on understanding the roles, functions and features of key screen based technologies, design production context for online delivery, current industry best practices, and a working understanding of the responsibilities inherent in the digital design and production process.

1.2 What is Expected of You

Study Load

A student is expected to study an hour per credit point a week. For example a 10 credit point Subject would require 10 hours of study per week. This time includes the time spent within classes during lectures, tutorials or practicals.

Note for Summer Terms: As Summer subjects deliver the same content and classes over a shorter period of time, the subjects are run in a more intensive mode. Regardless of the delivery mode, the study hours for each subject in Summer will be around 30 hours.

Attendance

It is strongly recommended that students attend all scheduled learning activities to support their learning.

Online Learning Requirements

Subject materials will be made available on the Subject's vUWS (E-Learning) site (<https://vuws.westernsydney.edu.au/>). You are expected to consult vUWS at least twice a week, as all Subject announcements will be made via vUWS. Teaching and learning materials will be regularly updated and posted online by the teaching team.

Special Requirements

Essential Equipment:

Digital Storage (USB or external hard drive or DropBox)

Legislative Pre-Requisites:

Not Applicable

Policies Related to Teaching and Learning

The University has a number of policies that relate to teaching and learning. Important policies affecting students include:

- [Assessment Policy](#)
- [Bullying Prevention Policy](#) and
- [Guidelines](#)
- [Enrolment Policy](#)
- [Examinations Policy](#)
- [Review of Grade Policy](#)
- [Sexual Harassment Prevention Policy](#)

- [Disruption to Studies Policy](#)
- [Student Misconduct Rule](#)
- [Teaching and Learning - Fundamental Code](#)
- [Student Code of Conduct](#)

Academic Integrity and Student Misconduct Rule

Western cares about your success as a student and in your future career. Studying with academic integrity safeguards your professional reputation and your degree. All Western students must:

- be familiar with the policies listed above;
- apply principles of academic integrity;
- act honestly and ethically in producing all academic work and assessment tasks; and
- submit work that is their own and acknowledge any sources used in their work.

Each time you submit an assessment, you will declare that you have completed it individually, unless it is a group assignment. In the case of a group assignment, each group member should be ready to document their individual contribution if needed. You will also declare that no part of your submission has been:

- copied from any other student's work or from any other source except where appropriate acknowledgement is made in the assignment;
- submitted by you in another (previous or current) assessment, except where appropriately acknowledged, and with prior permission from the Subject Coordinator;
- made available to others in any form, where individual work is required;
- written/produced for you by any other person.

The [Student Misconduct Rule](#) applies to all students of Western Sydney University including Western Sydney University programs taught by other education providers. You must not engage in academic, research or general misconduct as defined in the Rule or you may be subject to sanctions. The University considers submitting falsified documentation in support of requests to redo, resit or extend submissions, including sitting of deferred examinations, as instances of general misconduct.

More information on studying with integrity is available on the [Study with Integrity](#) webpage. It is your responsibility to apply these principles to all work you submit to the University.

Avoid using external 'support' sites or other external help

To avoid the risk of your assignment being shared without your knowledge, do not upload your assignment to any external sites for spelling, grammar or plagiarism checks. Your safest option is to use the free services provided by [Library Study Smart](#) or [Studiosity](#).

Avoid using any websites that:

- allow sharing of assignments or other material
- reward sharing of material with credits, tokens; or access to additional materials/features/services;
- provide answers to textbook or assignment/exam questions;
- provide free sample assignments; and/or include order buttons and prices; and/or
- invite you to submit your assignment for plagiarism or grammar or other checks.

Engagement with academic cheating sites will be regarded as misconduct. Academic cheating services often market themselves as 'support'. Engagement with these sites includes:

- Sharing assignments or course material;
- Using online tools provided by these sites to check for plagiarism, grammar or spelling; and/or
- Purchasing writing services, or obtaining a copy of an assignment.

Uploading your work to these sites may lead to your work being shared with others with or without your knowledge and consent.

The Australian Government monitors current and past students' use of academic cheating services, and may report student material found on these sites or other forms of engagement to universities.

Current students with items found on academic cheating sites face sanctions under the [Student Misconduct Rule](#). Outcomes for graduates may include revocation of award. For more information see https://www.westernsydney.edu.au/currentstudents/current_students/student_misconduct_rule.

More advice can be found on the [Study with Integrity](#) webpage.

Need help?

If you are having difficulties with understanding or completing an assessment task, contact your Subject Coordinator as soon as possible. Western also has a range of academic support services, including:

- **Library Study Smart:** book a one-to-one [Zoom consultation](#) with a literacy expert. You can discuss how to develop your assignment writing and study skills or seek assistance to [understand referencing and citation requirements](#). Check the Library Study Smart website for how-to [study guides and tools](#).
- **Studiosity:** Upload your assignment draft to Studiosity within vUWS to receive writing feedback within 24 hours.
- **Online workshops, programs and resources:** From maths and stats help to academic literacy and peer support programs, the University has a range of resources to assist.

Please also remember that there is a range of [wellbeing support available](#) - from counselling and disability services to welfare.

1.3 Changes to Subject as a Result of Past Student Feedback

The University values student feedback in order to improve the quality of its educational programs. The feedback provided helps us improve teaching methods and Subjects of study. The survey results inform Subject content and design, learning guides, teaching methods, assessment processes and teaching materials.

You are welcome to provide feedback that is related to the teaching of this Subject. At the end of the semester you will be given the opportunity to complete a Student Feedback on Subject (SFU) questionnaire to assess the Subject. You may also have the opportunity to complete a Student Feedback on Teaching (SFT) questionnaire to provide feedback for individual teaching staff.

As a result of student feedback, the following changes and improvements to this subject have recently been made:

- Consolidation of HTML and CSS requirements
- Consolidation of video tutorial requirements
- Improved team/ group work learning activities with clarification of expectations
- Refinement of learning activity alignment to studio professional practice
- Improved website template resources and alignment to assessment criteria
- Clarification of module learning pathway expectations
- More time for Project 2.1

2 Assessment Information

2.1 Subject Learning Outcomes

At the successful completion of this subject, students will be able to:

	Outcome
1	Apply graphic design concepts appropriate to the specific concerns of a time-based and/or online environment.
2	Apply methods and processes for planning web sites and time-based outcomes.
3	Demonstrate an applied understanding of designing to a brief with regard to online contexts, audiences and genres.
4	Use terminology and apply industry practices appropriate to preparing, generating and deploying web sites and time-based outcomes.
5	Demonstrate an applied understanding of the major technologies such as HTML, CSS and JQUERY as the basis for authoring web sites..
6	Demonstrate an applied understanding of the standard software applications for producing, optimising and manipulating images or artwork for web and/or time-based outcomes.

2.2 Approach to Learning

To meet the learning outcomes of this subject the expected workload is: 10 hours per week (for all 10 credit point subjects), including 2 hours in class (on-campus or online as enrolled), and **8 hours 'per week'** in your own study time. **Learning activity scheduling and assessment standards are based on the expectation that students dedicate 8 hours a week to the subject outside of class.** Class time will include coding demonstrations, project planning presentations, project feedback activities, technical support consultations, and some time to work on assessments. However, time to work on assessments in class is not prioritised. It is your responsibility to complete assessments in your own study time. **Classes will not be recorded as attendance is an expectation.** However, critical demonstrations and project briefings have a supporting pod series. Your own study time must incorporate weekly completion of learning module activities, including pods, online video tutorial (LinkedIn Learning) engagement, accompanying pod and video tutorial exercises, finishing class activities as homework, engagement with provided vUWS content, and assessment work.

YOUR LEARNING MODULE PATHWAY: STEPS TO SUCCESS IN OUR WEB DESIGN STUDIO! As a student in this subject, you take on the role of a Web Design Intern and your tutor is your Studio Director. In each vUWS learning module, you will have access to activity instructions, demonstrations, templates/ starting files, instructional materials, and activities to test your skills and knowledge. A clear expected learning pathway through each module is outlined in Module 1. The pathway provides steps to ensure you get the full Web Design Intern experience from each module!

VIDEO TUTORIALS (LinkedIn Learning) Video tutorial content informs the subject's assessments and supports the attainment of learning outcomes. Video tutorial engagement and progress can be tracked and/ or you may be asked to show your tutor your video tutorial progress. You must be up to date with the video tutorial schedule to expect additional coding support from your tutor or technical support staff - this keeps the distribution of learning support access and time fair for all students.

IN-CLASS CODING SUPPORT In this subject, a technical support staff member is available to assist students during class time and via appointment. They will be there to help while tutors deliver coding demonstrations and if students are stuck with a coding problem for an exercise or assignment. It is best to come to class with project progress or coding tests to utilise their support. You are encouraged to ask for timely help - we are here to help you! Online classes have access to equivalent support via appointment outside of class time.

PEER ASSISTED STUDY SESSIONS (PASS) PASS is available for Web and Time-based Design. Sessions are free, weekly 'super-group' learning sessions. PASS is facilitated by senior students who have successfully completed the subject before. During the sessions, you will meet and work collaboratively with other students from Web and Time-based Design to understand the subject content and develop study strategies to help improve your academic performance. PASS has a strong record of helping students to excel in the subject. See vUWS for more information about PASS. To check the timetable visit westernsydney.edu.au/pass

CONTENT/ IMAGE/ MEDIA PRODUCTION: Students are required to develop or use original work for project content in this subject (including images, footage, text, and/or design work. For example, no stock, public domain, or AI-generated content) unless instructed otherwise by the Subject Coordinator, Tutor and/or specific details of an assessment brief.

AI GENERATIVE TOOLS: Assessment tasks in Web and Time-based Design allow specific use of AI tools. Consult with your tutor and refer to each assessment task brief for specifications and limits. The content generated by generative AI* tools must be acknowledged. See each brief for acknowledgment requirements and [advice on acknowledging the use of generative AI on the Library web page](#). Submitting work that is not your own may lead to sanctions under the [Student Misconduct Rule](#). The use of generative AI tools may be detected. Keep all drafts and versions of your work.

WARNING - The output from generative AI tools may be incomplete, biased or simply incorrect.

*Examples of AI generative tools (but not limited to): ChatGPT, Word Tune, Grammarly, Quillbot, translation devices, snapGPchat, Jasper, AI Art generator or any other software, apps or programs that use AI.

2.3 Assessment Summary

The assessment items in this Subject are designed to enable you to demonstrate that you have achieved the Subject learning outcomes. Completion and submission of all assessment items which have been designated as mandatory or compulsory is essential to receive a passing grade.

To pass this Subject you must:

- submit all mandatory assessment tasks, and
- attain an overall mark for the subject of at least 50%.

Item	Weight	Due Date	SLOs Assessed	Mandatory	Threshold
Quiz	10%	In-class Tuesday 8 August, Week 3	4, 5	No	No
Project 1	35%	4pm Friday 1 September, Week 6	1-6	No	No
Project 2.1	15%	4pm, Friday 6 October, Week 11	1-6	No	No
Project 2.2	40%	Feedback Session Weeks 13-14, and Final Submission - 4pm, Friday 27 October, Week 14	1-6	Yes	No

Feedback on Assessment

Feedback is an important part of the learning process that can improve your progress towards achieving the learning outcomes. Feedback is any written or spoken response made in relation to academic work such as an assessment task, a performance or product. It can be given to you by a teacher, an external assessor or student peer, and may be given individually or to a group of students. As a Western Sydney University student, it is your responsibility to seek out and act on feedback that is provided to you as a resource to further your learning.

In addition to consistent class attendance and being encouraged to seek feedback and support throughout the term, it is expected students will attend class and receive project feedback in dedicated support class sessions across Weeks 13 and 14 for their final assessment.

2.4 Assessment Details

2.4.1 Quiz

Weight:	10%
Type of Collaboration:	Individual
Due:	In-class Tuesday 8 August, Week 3
Submission:	Completed online via tutor and vUWS instructions
Format:	Multiple choice quiz - allocated time in-class to complete the quiz. Students will receive additional information within Week 2 and 3 workshops
Length:	20 minutes, in-class quiz
Curriculum Mode:	Quiz

HTML and Website Design Quiz

20 minutes are allocated to answer 20 questions

To determine the most appropriate answer to a conceptual, definition or practice-based question. For each question 0.5 of a mark will be given for the most appropriate answer, otherwise 0.

AI GENERATIVE TOOLS:

The use of AI that suggests or completes assessment responses is NOT permitted in this assessment. If AI* is detected in a student's assessment, you will be subject to sanctions under the Student Misconduct Rule. The use of generative AI tools may be detected. *Examples of AI generative tools (but not limited to): ChatGPT, Word Tune, Grammarly, Quilbot, translation devices, snapGPchat, Jasper, AI Art generator or any other software, apps or programs that use AI.

Marking Criteria:

Criteria	High Distinction	Distinction	Credit	Pass	Unsatisfactory
Multiple choice	Correctly answers 17 or more out of 20.	Correctly answers less than 17 out of 20.	Correctly answers less than 15 out of 20.	Correctly answers less than 13 out of 20.	Correctly answers less than 10 out of 20.

Resources:

See vUWS for further assessment instructions.

2.4.2 Project 1

Weight:	35%
Type of Collaboration:	Individual
Due:	4pm Friday 1 September, Week 6
Submission:	Submission server upload and vUWS
Format:	Fixed Layout, HTML and CSS Résumé Website
Length:	Multi or single page (long scroll) website
Curriculum Mode:	Applied Project

Websites are to be uploaded as per vUWS instructions to the Web & Time-based Design submission server and thoroughly tested to ensure they are functioning correctly. Marks will be deducted for a site that hasn't been thoroughly tested and is not fully functioning. Make sure you upload just the site files needed. Marks will also be deducted for files uploaded that have no bearing on the site's functionality.

Project 1: Industry Ready Résumé Website

Fixed Layout, HTML and CSS Résumé Website

Assessment Marks: 35 marks

Due Date: Friday of Week 6 by 4pm

Aims/Objectives

On successful completion of this assignment, students should be able to:

- Apply typographic and design concepts appropriate to the specific concerns of an online environment.
- Apply methods and processes for planning websites
- Develop an applied understanding of designing to a brief for online contexts, audiences, and genres
- Use terminology and apply industry practices appropriate to preparing, generating, and deploying websites.
- Develop an applied understanding of the major features and uses of HTML5 and CSS3 for authoring fixed-layout websites.

Project 1 is all about building a résumé website for your professional online presence. The end goal for this assessment is to develop a web-based résumé as both a website and a downloadable PDF.

A résumé is a summary of your suitability for a particular job. It can contain your details, education, professional memberships, skills and qualities, career objective, employment history, voluntary and community work, professional development and training, achievements, and referees. A résumé is usually specifically tailored to suit a particular job application. However, it is a good idea to have a more general one for promoting yourself professionally online. A résumé tailored for online display is a great self-marketing or personal branding tool if it can demonstrate your design skills while conveying key information.

Design work for your online résumé, therefore, will need to be refined, sophisticated and well-resolved in every respect. It will be mostly text-based and therefore you need to pay extremely close attention to content organisation, the layout, and typographic elements of your design. Potential employers are not going to give you a second glance if your layout, typography, writing style, grammar, and spelling are not up to scratch.

Initial Project 1 Considerations

- The target audience for your résumé is your preferred industry sector as informed by your dream job!
- This project can become a style guide and content for Project 2. In other words, if you do a good job now and focus on developing your design and understanding of HTML and CSS via your résumé website implementation, you will be in a good position to iteratively progress to Project 2.1 and 2.2.

Assessment Description

In this assessment, you are to design and develop a **résumé as both a website and a downloadable PDF**. You must start with a provided site template (this is compulsory). **Students MUST NOT use any other template** as a starting point for the assignment.

You need to write and compose a résumé that truthfully but creatively represents yourself. You will need to research aspects of **résumé content, format and design appropriate to your chosen industry and target audience**. You should also aim to innovate and be creative (yet honest) with your resume content and structure relative to your communication aims and target audience. From this research and development, you can then begin to make decisions about:

- How content is to be broken up into categories/ subheadings.
- How typography will be applied - HTML hierarchy, lists etc. for both readability and organisation.
- A strategy for interface and navigation (menu/ links between headings/pages and external sources).

You then need to design and develop a website using HTML and CSS based on a preliminary PDF résumé design. You will develop, upload, and test the site. Layout, colour, and typography treatments must be considered relative to your target audience and communication aims.

AI GENERATIVE TOOLS: This assessment task allows the use of AI. Consult with your tutor and refer to the **Assessment Specifications for expectations and limits**. The content generated by generative AI* tools must be acknowledged. See the **Assessment Specifications for acknowledgment requirements and advice on acknowledging the use of generative AI on the Library web page**. Submitting work that is not your own may lead to sanctions under the Student Misconduct Rule. The use of generative AI tools may be detected. Keep all drafts and versions of your work.

WARNING - The output from generative AI tools may be incomplete, biased or simply incorrect.

*Examples of AI generative tools (but not limited to): ChatGPT, Word Tune, Grammarly, Quilbot, translation devices, snapGPchat, Jasper, AI Art generator or any other software, apps or programs that use AI.

Assessment Specifications

Use these requirements as a checklist in planning and prior to submission:

- The site needs to be visually designed in terms of layout, type use, and image style via the development of a downloadable PDF - **design your PDF first to inform your website's style and branding. PDF and website do not need to match exactly but style and branding consistency should be evident across both.**
- Students will be given a website starting template (as a standalone file package or class demonstration files). Students **MUST NOT use any other templates** as a starting point for the assignment. Applied customisation, significant redesign and embellishment of the template are expectations of the brief.
- **Open-source resources, tools, code generators or AI generative tools CAN be used for code snippets (small portions of code) to embellish and customise a provided template but must be acknowledged in code comments, including links to the sources used. Open-source imagery or AI image generative tools can only be used for supplementary or supporting page graphics such as background patterns, textures or brand motifs and MUST NOT form part of a website's hero elements or main content.**

- The site needs to have a fixed layout, using HTML5 and CSS3.
- **You must include a pdf version of your résumé that a viewer can download** via a link or view in a web browser.
- Make sure your design is appropriate to the audience you are targeting.
- The design elements (layout, grid, colour, contrast, and text treatments) must adequately support the content and reflect the site's communication aims.
- The site is to be **uploaded as per the vUWS assessment instructions**. No files other than those that make up the site are to be uploaded.
- The site should be validated and tested, **once uploaded to the server**, to ensure it is working correctly in Firefox and Chrome.
- The opening web page file of your website **must be named *index.html* (all lowercase) and all file extensions must be turned on/ visible** to meet server requirements as informed by industry best practices.
- You are permitted to use images for this project but remember it is a résumé and not a portfolio website. Developing an image-heavy portfolio site is for Project 2.

Identity theft risk!!! As your site will be on a public server, **do not include your student ID and home address**. Although less of a risk, also think about the need to include your phone number and email. You could use fake details that can be swapped out later when promoting yourself in the future or consider contact via links to, or embeds, relative to social media - these can also be faked for the assessment if preferred. However, consider and implement how you would want to be contacted online for employment or collaboration in a real-world scenario.

Assessment Tips and Considerations

- The expected approach for Design students is to start the website by producing a PDF résumé 'first' via InDesign or Illustrator. This approach enables a PDF file to be exported and ready to be downloaded from your website after informing your design. The PDF should function as a style guide to inform website planning, prototyping and page coding - enabling consistent branding across pdf and website for your target audience.
- Students not directly linked to a Design degree pathway are still expected to produce a PDF before starting website implementation. However, if students are unfamiliar with or cannot access Adobe software then alternatives can be used. Consult with your tutor to confirm your approach is acceptable. Page layout, organisation of content, colour, font and visual impact considerations are still expectations.
- Images are permitted for this project. However, keep in mind this is a résumé, not a portfolio (Project 2 is a portfolio design).

Resources:

See vUWS for further assessment resources and submission instructions.

Marking Criteria:

Criteria	High Distinction	Distinction	Credit	Pass	Unsatisfactory
Plans and applies fundamental principles of layout and typography to web design outcomes (from PDF through to website) - 14%	Excellent understanding and ability to apply principles of grid layout and typography	Indication of thorough understanding and ability to apply principles of grid layout and typography	Indication of good understanding and ability to apply principles of grid layout and typography	Indication of basic understanding and ability to apply principles of grid layout and typography	Very little indication of understanding or ability to apply principles of layout and typography
Has carefully read and considered the posed problems/ task - 12%	Insightful interpretation of requirements	Very sound grasp of requirements	Good understanding of the requirements	Has understood the requirements to a satisfactory level	Has not adequately understood the requirements
Uses HTML to control the organisation and structure of content - including applied customisation of provided template - 16%	Outstanding understanding of how to use HTML effectively - Innovative template customization	Excellent understanding of how to use HTML effectively	Good understanding of how to use HTML effectively	Basic understanding of how to use HTML effectively	Shows little or no understanding of how to use HTML - poor customisation of provided template or template not used
Uses CSS to control the typographical elements, composition and visual organisation of a fixed layout website - including applied customisation of provided template - 16%	Outstanding use of CSS to compose and order layout and control typography - Innovative template customization	Excellent use of CSS to compose and order layout and control typography	Good use of CSS to compose and order layout and control typography	Uses CSS adequately to compose and order layout and control typography	Shows little or no understanding of how to use CSS to compose and order layout and control typography - poor customisation of provided template or template not used
Produced compelling graphic design solution to problems posed by the brief - 16%	Excellent solution	Very good solution	Good solution	Adequate solution	Weak solution
Checks work carefully to ensure there are no functional, typographical, grammatical or spelling errors - 12%	Has proofread and checked work well - there are no obvious errors and/or inconsistencies	Has proofread and checked work well. Errors and/or inconsistencies are negligible	Has proofread and checked work well but there are still some errors and/or inconsistencies	Has proofread and checked work but there are a number minor errors and/or inconsistencies	Hasn't proofread or checked work well enough. Many and/or major errors and inconsistencies
Demonstrates an ability to plan and organise information and navigation effectively - 14%	Outstanding level of planning and organisation of Information and navigation are evident	High level of planning and organisation of Information and navigation are evident	Good planning and organisation of Information and navigation are evident	Information and navigation are adequately planned and organised	Information and navigation are poorly planned and lacks organisation.

2.4.3 Project 2.1

Weight:	15%
Type of Collaboration:	Individual
Due:	4pm, Friday 6 October, Week 11
Submission:	Submission server upload and vUWS
Format:	Responsive Website with Portfolio Planning Content
Length:	Multi or single page (long scroll) website
Curriculum Mode:	Applied Project

Project 2: Industry-ready Online Portfolio Website and Video

Project 2 is broken into two submission components, including:

Assessment Marks: Project 2.1 - 15 marks & Project 2.2 - 35 marks.

Project 2.1: due by 4pm Friday of Week 11 uploaded as per vUWS instructions, and thoroughly tested to ensure it is functioning correctly. Marks will be deducted for a site that hasn't been thoroughly tested and is not fully functioning.

Project 2.2: due by 4pm Friday of Week 14 uploaded as per vUWS instructions, and thoroughly tested to ensure it is functioning correctly. Marks will be deducted for a site that hasn't been thoroughly tested and is not fully functioning. You are expected to **attend class and receive project feedback across Weeks 13 and 14.**

Note: *Project 2.1 will be marked at the same time and in conjunction with Project 2.2 as a portfolio of work. Feedback on Project 2.1 will be provided via in-class consultation sessions, peer review, and discussion during Weeks 13 and 14.*

Aims/Objectives

The aim of Project 2 is to bring together all the processes, software approaches and web design strategies learned in previous assessments to design and create a final 'responsive' website **that also includes a time-based video element.**

Assessment Description

Practical Assignment - You will respond to a specific design brief via two components, which ask you to develop a complex online website.

- Project 2.1 asks you to document your planning for the final Project 2.2 website and house it in a test responsive website - **a beta/ test website for 2.2, with 2.2 planning material as content.**
- Project 2.2 asks you to build, deploy and test the proposed website and video

The website: Your challenge is to design and develop a portfolio website to promote yourself as a 'creative professional' to prospective collaborators (your industry peers), potential employers or clients. You may not have a lot of work to feature at such an early stage of your education, however, use select existing work available to you (you don't need to produce new work as content for this assignment) and consider the extensibility of your site in terms of appropriate categories and easily adding additional work to your portfolio as it expands in the future.

Note: If you are not doing a design-related degree you can focus on an industry pathway appropriate to your study area. No matter your portfolio content, you need to plan and implement a presentation of previous work. If not image-based, for example, categories and snippets of other media, including written work, audio or coding could be featured.

The Time-based Component: Additionally, you need to produce a short, 20-30sec, video to be included as part of your site. The brief is flexible, but you must introduce yourself or your work in some way. Preferably this will not be a one-shot, sit-and-talk type video but rather a compelling assemblage of shots and/ or animation that could, for example, feature your work, your creative process, how you work, your creative inspiration, your creative personality or your study/ office/ studio space. The video can include live-action footage, animated stills (a compelling slide show) or animation/ motion graphics and type - as long as it tells your story or features your work in a way that's relevant to targeting your industry as a creative. Consult with your tutor to confirm your idea will fulfil the brief.

You can use any production methods and software you like as long as a relatively professional result is achieved. Your tutor will be able to suggest and help with production planning and techniques in class. However, your tutor is unlikely to be an expert in every production option available to you. This component of the brief will not be supported by extensive technical software demonstrations. It is your responsibility to expand video production knowledge via self-guided learning including LinkedIn.com or other online resources specific to your production choices. For example, you can use a tablet or phone camera and video-based iOS or Android apps and/or a Camera and Adobe Photoshop (Yes, Photoshop is good for making video), Premiere or After Effects. You may not need a camera at all if editing together visual works. Production and postproduction are up to you as long as the video is embedded in your website successfully via **Vimeo or YouTube**.

TIP: Audio is not compulsory for your time-based component but can make for a compelling result. Supporting audio can make or break your work; it has a strong affective relationship to movement, pace and rhythm on screen. Settle on your audio early and don't simply add it at the last minute. Do you know how to find copyright-free audio? **You cannot simply use your favourite artist or song to publish online, you may be in breach of copyright and trigger Vimeo or YouTube Content ID claims or strikes from audio owners** - simply referencing or crediting audio in your project does not avoid this real-world consideration. Consult with your tutor early if you need to discuss this.

AI GENERATIVE TOOLS: This assessment task allows the use of AI. Consult with your tutor and refer to the Assessment Specifications for expectations and limits. The content generated by generative AI* tools must be acknowledged. See the Assessment Specifications for acknowledgment requirements and advice on acknowledging the use of generative AI on the Library web page. Submitting work that is not your own may lead to sanctions under the Student Misconduct Rule. The use of generative AI tools may be detected. Keep all drafts and versions of your work.

WARNING - The output from generative AI tools may be incomplete, biased or simply incorrect.

*Examples of AI generative tools (but not limited to): ChatGPT, Word Tune, Grammarly, Quilbot, translation devices, snapGPchat, Jasper, AI Art generator or any other software, apps or programs that use AI.

Project 2.1:

Assessment Specifications - Your Responsive Website with Portfolio Planning Content, must include:

- **A responsive website or long scroll webpage using the Bootstrap framework** - Use provided templates only! You don't need to design a new site or extensively customise a provided template to house your planning content - this is a Bootstrap learning and testing project. However, it shouldn't just be a PDF or Word document

- you need continued practise with Bootstrap, website image implementation, and the server upload process for your final Project 2.2 submission. You must use the Bootstrap framework (<http://getbootstrap.com/>). **Only starting templates that are provided or approved by your tutor can be used. Free or purchased Bootstrap templates, themes or other such complete website services are not permitted.**
- **Open-source resources, tools, code generators or AI generative tools CAN be used for code snippets (small portions of code) to embellish and customise a provided template but must be acknowledged in code comments, including links to the sources used. Open-source imagery or AI image generative tools can only be used for supplementary or supporting page graphics such as background patterns, textures or brand motifs and MUST NOT form part of a website's hero elements or main content.**

Content:

- **Project Statement** about (1) intent, (2) audience, and (3) tone. Keep it short and sweet and get to the point - one or two sentences for each
- **Video Component Storyboard** - lo-fi storyboard frames and ***at least one image comp or storyboard frame that is more refined and features the proposed final look and feel for your video.*** Storyboard the key sections/ scenes of your time-based video element - a collection of screen grabs/ images as storyboard frames or larger storyboard pages can be used as long as all images are optimised/ compressed for web use.
- **Analysis** of a precedent portfolio or studio website studied (a quick case study including screen grabs and link/s) - short annotations or captions for screen grabs are acceptable formats for the written requirement. ***Identify the design features of the precedent/s that inspire or inform your portfolio design.***
- **Sitemap** - a tree diagram that identifies the sections and/or pages of your site. It is expected you will break up your portfolio into more than one overarching category for featured work and content.
- **Sketches** - ideas and low-fi interfaces for your website - compressed/ optimised photographs or scans of hand-rendered work are acceptable. Digitally rendered sketches are also acceptable.
- **Wireframes** - designing the foundations of your website layout informed by the Bootstrap grid system. Work digitally with tables, grids and/or guides or work with grid paper or printed grids to produce wireframe diagrams - compressed/ optimised graphics/images or photographs/scans of hand-rendered work is acceptable.
- **Screen Designs** - refined screens/ comps that demonstrate how the finished design and interface will look - for example; colour, type, image treatment and layout. 1-2 images/comps acceptable - images should be optimised/ compressed for use in your website.

Assessment Tips and Considerations

- Check the criteria, the storyboard is worth approximately half the marks for the assessment
- *Don't forget you can use your Project 1 résumé website as a basis for your portfolio website design's style - colour, type and style treatments 'and' as additional portfolio content. Your résumé should be integrated into your planning for Project 2.2 - to become responsive content. Your fixed layout version can be offered as a printable option for users, and/or your PDF offered as a download again.*
- The site will be image-heavy so make sure you optimise/ compress your images for Web use. Failure to optimise images may take your total site zip file size over the **submission server limit of 50mb** and cause upload errors.
- **Grids, Wireframes and Screen Designs:** Design students should use their preferred Adobe software with guides as a grid system and layer work up from grid to wireframes, and then screen designs. This can be done in one file with layers turned on and off as needed for the required screen exports. Non-design students are still expected to produce the required imagery. However, if students are unfamiliar with or can not access Adobe software then alternatives can be used, including leaning on the hand-rendered options in the brief. Consult with your tutor to confirm your approach is acceptable if unsure.
- **Your refined storyboard frame/ comp:** These do not need to be overly complicated image compositions. For example, if you plan to use video footage it can be a screen grab from footage or a photograph of a test scene - considering the style of the shot, like lighting and positioning of subject elements. Or, if you are featuring your portfolio work, images can be an example crop of your work or a test combination/ collage of works. Ultimately you want to capture and test your proposed look and feel as closely as possible.

Resources:

See vUWS for further assessment resources and submission instructions.

Marking Criteria:

Criteria	High Distinction	Distinction	Credit	Pass	Unsatisfactory
Create and present website planning material in response to a specific brief in website form - 50%	Indication of excellent understanding and ability to create and present (in functional responsive website form) planning in response to a specific brief	Indication of thorough understanding and ability to create and present (in functional responsive website form) planning in response to a specific brief	Indication of good understanding and ability to create and present (in functional responsive website form) planning in response to a specific brief	Indication of basic understanding and ability to create and present planning in response to a specific brief and/or website attempted but compromised	Limited submission. No or little indication of understanding or ability to create and/or present planning in response to a specific brief. And/or, presented poorly will many problems
Ability to use storyboarding techniques for planning time-based production - 50%	Outstanding storyboard - Outstanding planning of overall sequencing, including presentation of proposed final look and feel	Excellent storyboard - Excellent planning of overall sequencing, including presentation of proposed final look and feel	Good storyboard - Good planning of overall sequencing, including presentation of proposed final look and feel	Basic storyboard - Adequate planning of overall sequencing and/or proposed final look and feel missing or inadequate.	No storyboard or very poor storyboard - Inadequate planning of overall sequencing

2.4.4 Project 2.2

Weight:	40%
Type of Collaboration:	Individual
Due:	Feedback Session Weeks 13-14, and Final Submission - 4pm, Friday 27 October, Week 14
Submission:	Submission server upload and vUWS
Format:	Feedback Session Participation and Responsive Portfolio Website with Embedded Video Element
Length:	Multi or single page (long scroll) website with time-based element
Curriculum Mode:	Applied Project

Websites are to be uploaded as per vUWS instructions to the Web & Time-based Design submission server and thoroughly tested to ensure they are functioning correctly. Marks will be deducted for a site that hasn't been thoroughly tested and is not fully functioning. Make sure you upload just the site files needed. Marks will also be deducted for files uploaded that have no bearing on the site's functionality.

Project 2.2: Industry-Ready Online Portfolio Website and Video

Project 2.2: 35 marks - due by 4pm Friday of Week 14 uploaded as per vUWS instructions, and thoroughly tested to ensure it is functioning correctly. Marks will be deducted for a site that hasn't been thoroughly tested and is not fully functioning. **It is expected you will attend class and receive project feedback across Weeks 13 and 14.**

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WARNING - The output from generative AI tools may be incomplete, biased or simply incorrect.

*Examples of AI generative tools (but not limited to): ChatGPT, Word Tune, Grammarly, Quillbot, translation devices, snapGPchat, Jasper, AI Art generator or any other software, apps or programs that use AI.

Assessment Specifications - Your Portfolio Website, must include:

- The website will be a responsive website and be built using current best practice and approaches of HTML 5 and CSS 3. You must use the Bootstrap framework (<http://getbootstrap.com/>). **Only starting templates that are provided or approved by your tutor can be used. Free or purchased Bootstrap templates, themes or other such complete website services are not permitted.**
- **Open-source resources, tools, code generators or AI generative tools CAN be used for code snippets (small portions of code) to embellish and customise a provided template but must be acknowledged in code comments, including links to the sources used. Open-source imagery or AI image generative tools can only be used for supplementary or supporting page graphics such as background patterns, textures or brand motifs and MUST NOT form part of a website's hero elements or main content.**
- The website needs to include at least one time-based video element (20-30sec) integrated into your site via an external video hosting service - Vimeo or YouTube. It should support you or your content in some way and not just be superfluous site decoration. See the overarching Project 2 information above.
- *Your résumé should be integrated into your Project 2.2 portfolio site - to become responsive content. Your fixed layout version can be offered as a printable option for users, and/or your PDF offered as a download again.*

- The website must include imagery.
- The site needs to be fully functioning and must be thoroughly tested via the submission server before the deadline.
- Work will be uploaded as per vUWS instructions and to the submission server with all files and assets correctly named with correct file extensions included and organised into an appropriate directory structure.
- Only files directly needed should be uploaded and any other files removed before uploading. Marks will be deducted for files that have been uploaded that aren't directly part of the site's functional elements (eg. Photoshop or video files).

Additional Tips and Considerations

- Make sure your video is embedded responsively and viewable to others when testing. Setting your video to private on Vimeo or YouTube will mean it can't be viewed within your site by others or marked.
- Paying for Vimeo or YouTube services is not an expectation. Check the features of each in meeting your needs before deciding which service to use.
- **Audio is not compulsory for your time-based component but can make for a compelling result.** Supporting audio can make or break your work; it has a strong affective relationship to movement, pace and rhythm on screen. Settle on your audio early and don't simply add it at the last minute. Do you know how to find copyright-free audio? **You cannot simply use your favourite artist or song to publish online, you may be in breach of copyright and trigger Vimeo or YouTube Content ID claims or strikes from audio owners** - simply referencing or crediting audio in your project does not avoid this real-world consideration. Consult with your tutor early if you need to discuss this.

Resources:

See vUWS for further assessment resources and submission instructions.

Marking Criteria:

Criteria	High Distinction	Distinction	Credit	Pass	Unsatisfactory
Applies fundamental principles of layout and typography to web design outcomes - 25%	Excellent understanding and ability to apply principles of grid layout and typography	Thorough understanding and ability to apply principles of grid layout and typography	Indication of good understanding and ability to apply principles of grid layout and typography	Basic understanding and ability to apply principles of grid layout and typography	Very little indication of understanding or ability to apply principles of layout and typography
Uses web technologies appropriately in solving the technical issues posed by task - including applied customisation of provided template - 25%	Excellent understanding of the appropriate use of web technologies to solve technical issues posed by the brief - innovative customisation of provided template	Very sound understanding of the appropriate use of web technologies to solve technical issues posed by the brief - excellent customisation of provided template	Good understanding of the appropriate use of web technologies to solve technical issues posed by the brief - good customisation of provided template	Has a basic understanding of the appropriate use of web technologies to solve technical issues posed by the brief - satisfactory customisation of provided template	Has little or no understanding of the appropriate use of web technologies to solve technical issues posed by the brief - poor customisation of provided template, or provided template not used
Developed time-based element that supports the website content as required by the brief - 25%	Has developed functioning time-based element that supports the website content as required by the brief to an outstanding level	Has developed functioning time-based element that supports the website content as required by the brief to an excellent level	Has developed functioning time-based element that supports the website content as required by the brief to a high level	Has developed functioning time-based element that supports the website content as required by the brief to a satisfactory level	Has not or very poorly developed functioning time-based element that supports the website content as required by the brief
Produced compelling and convincing design solution to problems posed by the brief (including checking work carefully for mistakes or errors) - 25%	Outstanding solution and ready for deployment to meet industry.	Excellent solution and could move to deployment but refinement suggested.	Good solution and could move to deployment but refinement suggested.	Adequate solution. Could move to deployment but not recommended - needs work	Weak solution - not ready for public presentation and/or many errors or concerns

2.5 General Submission Requirements

Submission

- All assignments must be submitted by the specified due date and time.
- Complete your assignment and follow the individual assessment item instructions on how to submit. You must keep a copy of all assignments submitted for marking.

Turnitin

- The Turnitin plagiarism prevention system may be used within this Subject. Turnitin is accessed via logging into vUWS for the Subject. If Turnitin is being used with this Subject, this means that your assignments have to be submitted through the Turnitin system. Turnitin is a web-based text-matching software that identifies and reports on similarities between documents. It is also widely utilised as a tool to improve academic writing skills. Turnitin compares electronically submitted papers against the following:
 - Current and archived web: Turnitin currently contains over 24 billion web pages including archived pages
 - Student papers: including Western Sydney University student submissions since 2007
 - Scholarly literature: Turnitin has partnered with leading content publishers, including library databases, text-book publishers, digital reference collections and subscription-based publications (e.g. Gale, Proquest, Emerald and Sage)
- Turnitin is used by over 30 universities in Australia and is increasingly seen as an industry standard. It is an important tool to assist students with their academic writing by promoting awareness of plagiarism. By submitting your work using this link you are certifying that:
 - You hold a copy of this submission if the original is lost or damaged.
 - No part of this submission has been copied from any other student's work or from any other source except where due acknowledgement is made in the submission.
 - No part of this submission has been submitted by you in another (previous or current) assessment, except where appropriately referenced, and with prior permission from the teacher/tutor/supervisor/Subject Coordinator for this subject.
 - No part of this submission has been written/produced for you by any other person except where collaboration has been authorised by the teacher/tutor/supervisor/Subject Coordinator concerned.
 - You are aware that this submission will be reproduced and submitted to plagiarism detection software programs for the purpose of detecting possible plagiarism (which may retain a copy on its database for future plagiarism checking).
 - You are aware that this submission may be de-identified and reproduced in part or in full as an example for future students.
 - You will not make this submission available to any other person unless required by the University.

Self-Plagiarising

- You are to ensure that no part of any submitted assignment for this Subject or product has been submitted by yourself in another (previous or current) assessment from any Subject, except where appropriately referenced, and with prior permission from the Lecturer/Tutor/Subject Coordinator of this Subject.

Late Submission

- If you submit a late assessment, without receiving approval for an extension of time, (see next item), you will be penalised by 10% per day for up to 10 days. In other words, marks equal to 10% of the assignment's weight will be deducted from the mark awarded.
- For example, if the highest mark possible is 50, 5 marks will be deducted from your awarded mark for each late day.
- Saturday and Sunday are counted as one calendar day each.
- Assessments will not be accepted after the marked assessment task has been returned to students.
- This is consistent with Western Sydney University's Assessment Policy

Extension of Due Date for Submission

A student may apply for an extension of the due date for an assessment task if extenuating circumstances outside their control, and sufficiently grave in nature or duration, cause significant disruption to their capacity to study effectively.

To apply for an extension of assessment, please go to https://www.westernsydney.edu.au/currentstudents/current_students/forms for guidance on how to lodge a request for consideration by the Subject Coordinator/Convenor. Extension requests can be lodged before, on or no later than 5.00pm two working days after the due date of the assessment task.

Application forms must be submitted to the Subject Coordinator/Convenor. Requests for extension should be made as early as possible and submitted within policy deadlines. Appropriate, supporting documentation must be submitted with the application. An application for an extension does not automatically mean that an extension will be granted. Assessments will not be accepted after the marked assessment task has been returned to students.

Resubmission

Resubmission of assessment items will not normally be granted if requested.

Disruption to Studies

It is strongly recommended that you attend all scheduled learning activities to support your learning. The University will provide students who have experienced a serious and unavoidable disruption to their studies a Disruption to Studies provision, which is an opportunity to demonstrate that you have met the learning outcomes for the subject. To be eligible for a Disruption to Studies Provision, the disruption must impact your studies for at least three consecutive days. More information, including how to apply for a Disruption to Studies, can be found on the University website https://www.westernsydney.edu.au/currentstudents/current_students/services_and_facilities/special_consideration

Supplementary Assessments

A student may be eligible to apply for a supplementary assessment after the official notification of final Subject results. Please see the Procedures Section of the [WSU Assessment Policy](#) for details of eligibility and the application process.

3 Teaching and Learning Activities

Weeks	Topic	Activities	Preparation	Assessments Due
Week 1 24-07-2023	Introduction and Overview of The Subject <ul style="list-style-type: none"> - Intro to subject - What is web design? - How the web works - Sources and resources - Project 1 	Studio Workshop Exercises <p>(1) Overview of Subject</p> <ul style="list-style-type: none"> - vUWS - LinkedIn Learning - Outline of expectations - AI Discussion - Intro to Quiz and Project 1 <p>(2) Welcome to The Web</p> <ul style="list-style-type: none"> - Hello tech buddy, goodbye code rage! - Intro to code editing software - Your first web page - Intro to HTML 5 	Pre-tutorial Requirements for Week 2 <ul style="list-style-type: none"> - Check module pre-tutorial activities on vUWS when available, and: <p>(1) Review Learning Guide</p> <ul style="list-style-type: none"> - project briefs - project deadlines <p>(2) LinkedIn.com</p> <ul style="list-style-type: none"> - Review schedule/ requirements - Start video tutorials - Complete the exercises <p>Note: always check the pre and post-tutorial requirements on vUWS for each learning module and give yourself time to complete required activities before class.</p>	
Week 2 31-07-2023	HTML <ul style="list-style-type: none"> - developer and validation tools - Folder structures - Naming conventions - File extensions! - Title tags - Creating new pages - Relative and absolute links - Linking pages 	Studio Workshop Exercises <p>(1) HTML</p> <ul style="list-style-type: none"> - Working with a code editor - Folders, files, page and site structures - HTML 5 tags continued - Intro to lists and linking - Code commenting! <p>(2) Quiz Prep and Project 1</p> <ul style="list-style-type: none"> - Specifications and questions - Intro to Résumé content planning 	Pre-tutorial Requirements for Week 3 <ul style="list-style-type: none"> - Check module pre-tutorial activities on vUWS when available, and: <p>(1) Finish Week 2 classwork</p> <p>(2) LinkedIn.com</p> <ul style="list-style-type: none"> - Continue video tutorials - Complete chapter exercises <p>(3) Quiz prep/ study</p> <ul style="list-style-type: none"> - Your assessable quiz is next week. Prepare. <p><i>Note: LinkedIn.com program schedule and content inform quiz and Project 1</i></p>	

Weeks	Topic	Activities	Preparation	Assessments Due
Week 3 07-08-2023	Website Design and HTML Continued <ul style="list-style-type: none"> - Site architectures - HTML review - Linking to external resources - Linking to internal sections. 	Studio Workshop Exercises <p>(1) Identifying site structures</p> <ul style="list-style-type: none"> - One-page (long scroll) - Fixed - Flexible - Responsive <p>(2) HTML Continued</p> <ul style="list-style-type: none"> - Review Module 2 Progress - HTML 5 tags continued - Linking cont. internal sections and external resources - HTML review <p>(3) Quiz</p> <ul style="list-style-type: none"> - 20min allotted for in-class Quiz assessment 	Pre-tutorial Requirements for Week 4 <ul style="list-style-type: none"> - Check module pre-tutorial activities on vUWS when available, and: <p>(1) Finish Week 3 classwork</p> <p>(2) LinkedIn.com</p> <ul style="list-style-type: none"> - Continue video tutorials - Complete chapter exercises <p>(3) Project 1 progress for in-class review</p> <ul style="list-style-type: none"> - Week 4 is your first chance for project feedback and support - you should have your resume content written by next week. <p><i>Note: LinkedIn.com program schedule and content inform quiz and Project 1</i></p>	- Quiz

Weeks	Topic	Activities	Preparation	Assessments Due
Week 4 14-08-2023	Project 1 Review, Website Planning and Intro to CSS <ul style="list-style-type: none"> - Web Design Workflow - Code validation - Server uploading - Determining design goals - Understanding the audience - Content planning - User experience design - Interaction, interface and navigation - Intro to CSS 	Studio Workshop Exercises <p>(1) Project 1</p> <ul style="list-style-type: none"> - Quick rebrief - <i>Templates and resources</i> - Résumé: content planning cont. - Start with your PDF! - Progress review and questions - AI tools and discussion <p>(2) Design workflow</p> <ul style="list-style-type: none"> - Grid systems and page generators - Workflow: Grid, wireframe, mockup, code <p>(3) Intro to CSS</p> <ul style="list-style-type: none"> - Overview, terms and site folder structures - Inline, embedded, external - Basic type/ fonts and colour - Type for the Web (Web safe fonts) - Basic layout <p>(4) Server assessment submission</p> <ul style="list-style-type: none"> - demo and trial run 	Pre-tutorial Requirements for Week 5 <ul style="list-style-type: none"> - <i>Check module pre-tutorial activities on vUWS when available, and:</i> <p>(1) Finish week 4 classwork</p> <p>(2) LinkedIn.com</p> <ul style="list-style-type: none"> - Continue video tutorials - Complete chapter exercises <p>(3) Project 1 is due in two weeks. You should be:</p> <ul style="list-style-type: none"> - Completing your Résumé PDF design and continuing coding for Project 1 - the HTML for your project should be done by next week at the latest and CSS should be started. <p><i>Note: LinkedIn.com program schedule and content inform Project 1</i></p>	

Weeks	Topic	Activities	Preparation	Assessments Due
Week 5 21-08-2023	CSS Continued <ul style="list-style-type: none"> - Controlling your content - Fixed Layouts - The box model - Global Properties - The importance of commenting - Default browser resets - Fonts for the screen - Type properties - Web fonts - Defining colours in CSS - Tools to help with colour - Creating and applying colour schemes 	Studio Workshop Exercises <p>(1) CSS</p> <ul style="list-style-type: none"> - Page structure and layout continued - The Box Model - Colour continued - Tools and generators and referencing using code comments. - Google Fonts - Icons <p>(2) Server assessment submission</p> <ul style="list-style-type: none"> - demo and trial run 	Pre-tutorial Requirements for Week 6 <ul style="list-style-type: none"> - <i>Check module pre-tutorial activities on vUWS when available, and:</i> <p>(1) Finish week 5 classwork</p> <p>(2) LinkedIn.com</p> <ul style="list-style-type: none"> - Complete chapter exercises - Flip knowledge to Project 1 <p>(3) PROJECT 1 due next week You should:</p> <ul style="list-style-type: none"> - Have your PDF design completed - Have your HTML content and structure completed - Be applying CSS to your Project1 HTML - Nearing completion, having developed progress to show for improved access to support and feedback Week 6 - Testing/ debugging 	

Weeks	Topic	Activities	Preparation	Assessments Due
Week 6 28-08-2023	CSS Continued, Intro to Images and Project 1 Health Check <ul style="list-style-type: none"> - Using images in web pages - Optimising images - Saving for the web - JPG, GIF, PNG, SVG - Review and catchup - Project support, bug/ error fixes and feedback <p>!!!! - PROJECT 1 DUE - !!!!- 4pm Friday</p> <ul style="list-style-type: none"> - Submission instructions on vUWS 	Studio Workshop Exercises <p>(1) CSS</p> <ul style="list-style-type: none"> - Week 5 catch-up and review (if required) - Menus/ navigation review (if required) <p>(2) Intro to images</p> <ul style="list-style-type: none"> - Optimisation - Basic Implementation for Project 1 - HTML/ CSS - Patterns and textures <p>(3) Project 1 support</p> <ul style="list-style-type: none"> - Tech buddy/ peer bug fix and user testing - Last chance for code support - Last chance for content feedback <p>!!!! - PROJECT 1 DUE - !!!!- 4pm Friday</p> <ul style="list-style-type: none"> - Submission instructions on vUWS 	Pre-tutorial Requirements for Week 7 <ul style="list-style-type: none"> - <i>Check module pre-tutorial activities on vUWS when available, and:</i> <p>(1) Complete, upload and test (with time to fix any server-side errors and re-upload) your Project 1 website by 4pm Friday of Week 6, then:</p> <p>(2) LinkedIn.com</p> <ul style="list-style-type: none"> - Continue video tutorials - Complete chapter exercises 	- Project 1

Weeks	Topic	Activities	Preparation	Assessments Due
Week 7 04-09-2023	Project 2 Briefing, Images Continued and Intro to Bootstrap <ul style="list-style-type: none"> - Time: scenes, sequence and motion - Storytelling - Storyboarding - Video production options <p>Flexible and responsive layouts</p> <ul style="list-style-type: none"> - What are they? - Why use them? <p>Intro to the Bootstrap Framework</p> <ul style="list-style-type: none"> - Why use it? - Some statistics. 	Studio Workshop Exercises <p>(1) Project 2 briefing</p> <ul style="list-style-type: none"> - Adobe XD? - Screen design refresher: Grids, wireframes, finished screens - Storyboarding - Video production options - Portfolio website examples - Project 2 templates <p>(2) Images Continued</p> <ul style="list-style-type: none"> - Resizing and optimisation review - Implementation and positioning continued - AI imagery - ethical problems and options <p>(3) Intro to Bootstrap</p> <ul style="list-style-type: none"> - Best approaches, setup and workflow - Resources, classes and layout - Intro to the Bootstrap Grid System 	Pre-tutorial Requirements for Weeks 8 and 9 - Check module pre-tutorial activities on vUWS when available, and: <p>(1) Finish Week 7 classwork</p> <p>(2) LinkedIn.com</p> <ul style="list-style-type: none"> - Continue video tutorials - Complete chapter exercises <p>(3) Week 8 - No Classes</p> <ul style="list-style-type: none"> - Continue your Bootstrap journey! - Start video tutorials - Explore resources - Start your Project 2 planning <p><i>Note: LinkedIn.com schedule and content inform Project 2.1 and 2.2</i></p>	
Week 8 11-09-2023	No Class - Intra Term Break	No Class - Intra Term Break	Pre-tutorial Requirements for Week 9 <ul style="list-style-type: none"> - Check module pre-tutorial activities on vUWS when available, and: <p>(1) Review the Project 2 brief for questions in week 9</p> <p>(2) LinkedIn.com</p> <ul style="list-style-type: none"> - Continue video tutorials - Complete chapter exercises <p>(3) Bootstrap?</p> <ul style="list-style-type: none"> - Continue your Bootstrap journey! - Continue video tutorials and explore resources 	

Weeks	Topic	Activities	Preparation	Assessments Due
Week 9 18-09-2023	Project 2 Review and Responsive Layouts <ul style="list-style-type: none"> - The Bootstrap grid system - Controlling a responsive layout and making content responsive 	Studio Workshop Exercises <p>(1) Responsive layouts</p> <ul style="list-style-type: none"> - Bootstrap continued and additional resources - Project 2 template overview - Template implementation and customisation - Bootstrap grid system, display classes and working responsively <p>(2) Project 2.1 Planning Material Check</p>	Pre-tutorial Requirements for Week 10 - Check module pre-tutorial activities on vUWS when available, and: <p>(1) Work on Project 2.1 planning material</p> <p>(2) LinkedIn.com</p> <ul style="list-style-type: none"> - Continue video tutorials - Complete chapter exercises <p><i>Note: LinkedIn.com schedule and content inform Project 2.1 and 2.2</i></p>	
Week 10 25-09-2023	Responsive Layouts: Bootstrap Customisation <ul style="list-style-type: none"> - Can it be customised? It must be! - Further resources and support 	Studio Workshop Exercises <p>(1) Bootstrap Demo Continued</p> <ul style="list-style-type: none"> - Template implementation - Responsive Image implementation - Nav bar customisation - Other useful resources: Google Fonts, icons, Code snippet generators and more... <p>(2) Project 2.1 Questions and Support</p>	Requirements for Week 11 - Check module pre-tutorial activities on vUWS when available, and: <p>(1) Catch up!</p> <ul style="list-style-type: none"> - Complete missed in-class exercises or module activities - Anything missed to date - Practice using Bootstrap <p>(2) Project 2.1 is due next week You should have: <ul style="list-style-type: none"> - Any coding problems ready for support - All 2.2 planning images complete - including optimisation - Site coded and images in place including your storyboard requirements. </p>	

Weeks	Topic	Activities	Preparation	Assessments Due
Week 11 02-10-2023	Responsive Layouts Continued and Project 2.1 Health Check - Bootstrap customisation review <u>!!!! - PROJECT 2.1 DUE - !!!!</u> - 4pm Friday - Submission instructions on vUWS	Studio Workshop Exercises (1) Bootstrap demo and support - Customisation continued (2) Project 2.1 support - last chance for feedback - last chance for technical support - image optimisation reminder <u>!!!! - PROJECT 2.1 DUE - !!!!</u> - 4pm Friday - Submission instructions on vUWS	Pre-tutorial Requirements for Week 12 - Check module pre-tutorial activities on vUWS when available, and: (1) Complete, upload and test (with time to fix any server-side errors and re-upload) your Project 2.1 website by 4pm Friday of Week 11, then: (2) Begin production research and/ or LinkedIn.com program/s relevant to your chosen video production method. (3) Catch up! - Complete missed in-class exercises or module activities - Anything missed to date - Practice using Bootstrap/ start your Project 2.2 website	- Project 2.1
Week 12 09-10-2023	Website Components, Project 2.2 Rebreif, Video and Project Support	Studio Workshop Exercises (1) Project 2.2 Rebreif - Video production options/ demo - Template options/ discussion (2) Responsive video embedding - YouTube and Vimeo (3) Interactive website components (4) Project 2.2 questions and support	Pre-tutorial Requirements for Week 13 - Check module pre-tutorial activities on vUWS when available, and: (1) Prepare to show and receive feedback on Project 2.1 for improved progress toward 2.2 development (2) Continue Project 2.2 development and bring any Bootstrap problems to class for help.	

Weeks	Topic	Activities	Preparation	Assessments Due
Week 13 16-10-2023	Website Components, Video and Project Support Continued	Studio Workshop Exercises (1) Responsive video embedding continued (2) Interactive components continued (3) Video production demo/s (4) Project 2.2 Support - Project 2.1 consultations, peer review and 2.2 coding support (5) Feedback on subject surveys <i>Note: It is expected you will show progress and receive project support during class time across weeks 13 and 14.</i>	Pre-tutorial Requirements for Week 14 - Check module pre-tutorial activities on vUWS when available, and: (1) If you did not show Project 2.1 for feedback Week 13, prepare to show work Week 14. (2) Work on Project 2.2 - Bring progress to class - Week 14 will be your last chance for feedback and coding help before the deadline	
Week 14 23-10-2023	Project 2.2 Support and Health Check !!!! - PROJECT 2.2 DUE - !!!! - 4pm Friday - Submission instructions on vUWS	Studio Workshop Exercises (1) Project 2.2 support - Bring progress to class - Project 2.1 consultations and peer review continued - last chance for feedback - last chance for coding help (2) Student feedback on subject surveys <i>Note: You are expected to show progress and receive project support during class time Week 13 or 14.</i> !!!! - PROJECT 2.2 DUE - !!!!- 4pm Friday - Submission instructions on vUWS	Requirements for Final Submission (1) Complete, upload and test (with time to fix any server-side errors and re-upload) your Project 2.2 website by 4pm Friday of Week 14.	- Project 2.2
Week 15 30-10-2023	No Class - Stuvac	No Class - Stuvac	No Class - Stuvac	
Week 16 06-11-2023	No exams in/ for this subject	No exams in/ for this subject	No exams in/ for this subject	

Weeks	Topic	Activities	Preparation	Assessments Due
Week 17 13-11-2023	No exams in/ for this subject	No exams in/ for this subject	No exams in/ for this subject	

The above timetable should be used as a guide only, as it is subject to change. Students will be advised of any changes as they become known on the Subject's vUWS site.

4 Learning Resources

4.1 Recommended Readings

Essential Reading

Bootstrap.(2023). *Documentation*. <https://getbootstrap.com>

W3Schools.(2023). *Learn CSS*. <https://www.w3schools.com/css/default.asp>

W3Schools.(2023). *Learn HTML*. <https://www.w3schools.com/html/default.asp>

Online Resource

There are three key online resources for Web and Time-based Design:

(1) **LinkedIn Learning** - [linkedin.com](https://www.linkedin.com/learning) (sign in with your student account first)

Video tutorial collections, learning paths, a schedule and links have been mapped out for you in three categories:

COMPULSORY, RECOMMENDED and EXTENDED. **Compulsory** = you must complete to reach the minimum skill level expected to succeed in the subject. **Recommended** = not essential but highly suggested to complete, if prior or additional knowledge is needed, relative to the compulsory playlist. **Extended** = for students who want to gain an advanced level of web design and development knowledge. A LinkedIn Learning collection/ pathway is available for the compulsory training and links available for the others - SeevUWS for more information on the schedule.

(2) **W3Schools** - [w3schools.com](https://www.w3schools.com)

This resource can be used as a glossary of terms, to learn HTML, CSS, and Bootstrap, check code syntax and browser compatibility and allows you to try code yourself in a browser.

(3) **Bootstrap and Bootstrap Documentation** - getbootstrap.com

Bootstrap is a free and open-source CSS framework directed at 'responsive' website design and development. The documentation section is a great place to start and check what's possible with Bootstrap as well as referencing all the CSS code it provides to simplify making complex websites. Please note, that Bootstrap has recently transitioned from version 4 to 5. Please keep an eye on resources shared with you via vUWS. There will be minimal difference between the versions concerning its use in the subject - don't be concerned if some training resources refer to version 4 and version 5 is used in learning modules or workshops.

Literacy and/or Numeracy Resource

PASS Assisted Study Sessions (PASS)

Peer Assisted Study Sessions (PASS) are free, weekly group learning sessions for **DESN 1021 - Web and Time-based Design** facilitated by a senior student.

To check the timetable visit westernsydney.edu.au/pass