DIGD 307 Advanced Web Design & Strategy Syllabus
Credits: 3 Course Type: Studio
Term: Fall 2016
Class Schedule: Mondays 6:30pm-10:00pm
Class Location: Hayward Hall 102

Instructor Information
Name: Wright B. Señeres
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Course Description

DIGD-307: This course exposes students to conceptual and technical aspects of Web design. Information architecture, semiotics, storyboarding and site management are taught; in addition to learning technical skills in Web production software and HTML. Additional areas of focus include typography, color theory, composition and motion graphics for the Web. The final project requires the publication of a Web site that pushes the boundaries of traditional interactive media.

Course Objectives

The objective of this course is to develop an advanced, comprehensive understanding of HTML and CSS, mobile-first/-friendly, responsive web design techniques, and user experience solutions for web design.

Prerequisites

DIGD-206 or GRAPH-310 or ANIM-202

Credit Hours

A credit hour is a measure of the amount of work represented in intended learning outcomes and verified by evidence of student achievement. A credit hour is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester hour of credit of the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work for other academic activities such as laboratory work, studio work, internships, or academic work leading to the award of credit hours. For studio and laboratory courses, the conventional suggestion is two hours of instruction and at least four hours of work outside of class each week for approximately 15 weeks represent one hour of credit.

Grades

Included in the evaluation process:

- The student's abilities to fulfill the course objectives and by the manner in which this was done.
- Class projects will be critiqued and graded in relation to concept, aesthetic and technical skills.

More information on grades and grade point average can be found in the University catalog (Academic Policies and Procedures). Grading rubrics and more information for all projects and class activities will be provided by the instructor during the semester. A grade breakdown for the main projects of the semester is provided below under **Projects**.

Grading Scale:

Superior	Above Average	Average	Below Average	Failing
A = 4.00	B = 3.00	C = 2.00	D = 1.00	F = 0.00
A- = 3.67	B- = 2.67	C- = 1.67		
B+ = 3.33	C+ = 2.33	D+ = 1.33		

The following definitions are applied to appropriate letter grades:

A = excellent performance, well above expected achievement
B = good performance above expected achievement
C = expected achievement
D = poor or below expected achievement
F = failure

Course Content & Schedule
Principles of user experience design for websites
Intermediate and advanced HTML and CSS
Mobile-first, responsive web design techniques and strategies
Industry standard web production methods and best workflow practices

Week	Topics	Key Deliverables
1	Course introduction, review web design workflow and foundations HTML and CSS	Identify user requirements and generate web design workflow deliverables. Review and write HTML markup for attributes and elements, page titles, paragraphs, headings, lists, images, tables, and forms. Review and write CSS selectors, properties, values, colors, text

		size and shape, margins and padding, and borders.
2	Responsive Web Design, part 1	Gain understanding of current practices in mobile-first design, retrofitting, and designing for multiple devices as a prelude to intermediate and advanced HTML and CSS concepts. (Part 2 of Responsive Web Design is later in the semester.)
3	LABOR DAY (NO CLASS)	
4	Intermediate HTML, parts 1 & 2	Write HTML markup for <div> and <span>, special text (abbreviation, quotations, code, addresses, definitions, bi-directional, editorial), <meta>, table rowspan and colspan, lists, semantic structuring.
5	Intermediate CSS, parts 1 & 2	Write CSS for class and ID selectors, grouping and nesting, pseudo classes, shorthand, background images, specificity, the display property, pseudo elements, page layout/positioning.
6	Intermediate CSS, part 3	
7	Advanced HTML, parts 1 & 2	Write HTML markup for special text (time, mark, presentation), conditional comments, tables (columns, headers, footers), links (accessibility), forms (accessibility, input types, attributes, data lists), embedded content (video and audio).
8	Advanced HTML, parts 3 & 4	
9	Advanced CSS, parts 1 & 2	Write CSS for rounded corners, shadows, universal/child/adjacent selectors, advanced colors, at-rules, icon fonts, sprites, transitions (motion graphics), backgrounds (multiple, size, origin), transforms, gradients, CSS Grid and Flexbox.
10	Advanced CSS, parts 3 & 4	
11	Principles of UX Presentation of In-Class Project (work in progress)/Slack critique	Apply user experience design principles (the fold, accessibility, minification/ loading speed, optimization, design for

		multiple devices, analytics, color theory and composition, typography) to website design.
12	Responsive Web Design, part 2	Write HTML and CSS for mobile-first, responsive designs (grids and media queries).
13	Semiotics, Introduction to JavaScript & jQuery, part 1	Apply introductory understanding of semiotics to website design. Recognize basic JavaScript functions and variables, utilize pre-written scripts in website designs.
14	Introduction to JavaScript & jQuery, part 2	Recognize basic JavaScript functions and variables, utilize pre-written scripts in website designs. Experiment with and utilize jQuery plugins in website designs.
15	Studio time/TBA	
16	Studio time/TBA	
17	Final presentations/critiques DATE TBA	

Course Content and deadlines subject to change based on student progress.

Learning Outcomes: upon completion of this course, students will be able to:

- Identify user requirements and generate web design workflow deliverables
- Apply user experience design principles to website design
- Create valid, well-structured, semantic, responsive HTML and CSS
- Apply introductory knowledge of JavaScript and jQuery to website design
- Produce preliminary working design prototype/solutions
- Incorporate design critiques into viable changes in design
- Construct fully coded, functional, usable websites

Relationship of Course to Program Curriculum: This course is a key component of several design programs at Philadelphia University, including the Interactive Design & Media and Graphic Design Communication programs. The DIGD-307 course builds upon skills and concepts introduced in DIGD-206/IDF-502 (or equivalents) and prepares students for more detailed programming and technical concepts in the DIGD-403 course, etc.

Supplies
A USB flash drive (a minimum of 2GB), external hard drive, and/or cloud storage resource (like Dropbox or Google Drive, etc.) is recommended. A daily backup of your work on an external hard drive, CD/DVD, and/or cloud service in case of natural disaster, theft or loss is also highly recommended. The session folders on each machine are erased frequently, this is not recommended as a backup option. A notebook or sketchbook is also recommended, especially during the initial wireframing process.

Text and Resources
There is one (1) required textbook for this course: *Rocket Surgery Made Easy* by Steve Krug (2010, ISBN-10: 0321657292, ISBN-13: 978-0321657299).

Strongly recommended is *HTML & CSS* by Jon Duckett (2011, ISBN-10: 1118008189, ISBN-13: 978-1118008188). A list of other recommended books and resources will be provided by the instructor.

Videos (instructor-produced and others) will be utilized for the course, as well as readings and other multimedia assigned from a variety of sources.

Online Resources: We will use the team communication platform Slack (slack.com) for discussions, weekly assignments, in-class activity file-sharing, announcements, and other relevant information, etc. An invitation to join the Slack channel (#fl-16-digd-307) for the course will be sent to you at or before the first class meeting. The Slack team for this course is at https://animationinteraction.slack.com/ (account sign-in required for entry). This syllabus will also be available on the official Blackboard site for this course. This course will also use EdPuzzle.com, Prezi.com, YouTube, GitHub, CodePen, and other resources as needed.

Class Procedure
Classes will meet once per week for 3.5 hour sessions. In an effort to provide you with more autonomy in your learning process, the class procedure will incorporate a flipped/hybrid/blended learning approach. You will be assigned a variety of materials to read and videos/podcasts to watch/listen to on your own every week before class, with quizzes assigned to evaluate your understanding of the material. Our class time will be devoted to completing your understanding of the concepts from the weekly assignments and advancing your project work during studio time. Class sessions will largely consist of:
- Active retrieval, application, and extension of concepts through in-class activities/lectures
- Studio work on final projects, with incorporation of new concepts
- Fun!

A guest speaker and/or class field trip is tentatively scheduled for later in the semester, more details will be provided when finalized. Please note that the course schedule (see above) is subject to change.

Projects

Project #1 - Local service or product website design

Create a design solution for a local service or product, including digital documentation of personas, user tasks and flow, wireframes, mood boards, visual comps or prototypes, UI elements, and mobile-first, responsive HTML/CSS code. Additional spec sheets and design parameter documents will be distributed by the instructor as needed. A final presentation/critique will be made by the students at the end of the semester.

Project #2 – Responsive redesign of existing website

Take existing code/website you have designed and update it as a mobile-friendly, responsive web design. (If you do not have your own existing website code to use, you will be provided with one by the instructor.) Additional spec sheets and design parameter documents will be distributed by the instructor as needed. A final presentation/critique will be made by the students at the end of the semester.

In-Class Project

In-class activities will be incorporated into a semester-long project and graded as described below. Additional spec sheets and design parameter documents will be distributed by the instructor as needed. Students will present their in-class projects twice: once during the semester, once at the end of the semester.

Grade Breakdown

Project #1 - Local product or service website	**1/4 of grade**
Project #2 - Responsive redesign of website	**1/4 of grade**
In-Class Activities (semester project) and Quizzes	**1/2 of grade**

Late Project/Assignment Submission Policy

All project/assignment deliverables are to be submitted in on the due date at the beginning of the specified class, unless the professor has given the student an extension. Permission for any extension must be requested by the student in person, by telephone, or by e-mail before the due date of the project/assignment, unless an extraordinary circumstance prevents the student from doing so. This extraordinary circumstance, which must be beyond the student's control, is to be explained to the professor by the student by telephone, by e-mail, or in person no later than two (2) business days from the due date of the assignment and must be considered justifiable by the professor. If the circumstance is not considered justifiable by the professor or if the student provides no reason after two (2) business days from the date of the assignment, the student will receive a failing grade for the assignment. If a project (or any required component of the project) is handed in one day late without justifiable reason, the project will receive an immediate failure and will not be permitted for resubmission.

Resubmission Policy

As the projects for this course (as described above) are due at the end of the semester, resubmittals cannot be accepted.

Academic Integrity

Academic Integrity and honesty is the foundation of the Philadelphia University teaching, learning, and

professional community. Anyone who is a part of this community who knowingly or unknowingly breaks the rules of academic integrity as defined by the Philadelphia University community commits an offense against all members of this group. In order for all to know and understand the standards that define academic integrity at Philadelphia University, the following policy has been developed and ratified by students, faculty, and staff. These policies pertain equally to all courses regardless of the method of delivery. Thus, they pertain to courses delivered fully or partially online as much as to courses delivered in-person.

Academic integrity is a policy about ethical behavior at Philadelphia University regarding one's intentions, decisions, and actions while conducting academic work. It includes values such as avoidance of the following: cheating; plagiarism; copying; the fabrication of information; and facilitating, or denying others access to information. It expects honesty and rigor in research, coursework, writing and publishing. Academic Integrity is taken seriously in this course. Any student violating the University's academic integrity policy will be subject to appropriate sanctions. The University's complete academic integrity policy is available in the 2016-17 Academic Catalog:

http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/UgradStudentAcademicPandP/index.html#AcadInt and http://www.philau.edu/catalog/UniversityAcadPolicyProcedures/GradStudentAcademicPandP/index.html#AcadInt.

Academic resources, including information on citation and documentation for all written work, projects, and presentations, are also available on the Academic Success Center's website: http://www.philau.edu/learning/writingguidelines.html.

Classroom Rules & Personal Conduct
The studio is our home. Just how pleasant an experience it is to be here depends on just how considerate we are to each other. Classroom spaces must be left in the condition in which you found them – or better. Remember that other students will follow you and they will inherit the space, equipment and furniture the way you leave it.
- No smoking
- No cutting directly on desk surfaces
- No eating or drinking by computers and equipment
- Throw away all trash
- If you play music while you work you should use headphones or play it very quietly. Music should certainly not be audible to individuals in the adjacent rooms.

It is the instructor's intent and policy to provide a safe and healthy environment for learning, personal growth, and fun (yes, fun!) in the classroom. The well being of the classroom depends greatly on the judgment and considerate behavior of everyone in it. Critiques must always be kept constructive. Mobile phones should be kept silent. The University's complete conduct policy is available in the 2016-17 Academic Catalog and University's Student Handbook.

Attendance/Lateness
In accordance with University policy, students are expected to attend class every day with all relevant

required course materials and work. If you are absent from class, contact your faculty as soon as possible, preferably before the next class meeting. Students remain responsible for any missed work, for work completed in class, and for work due and must arrange for that work to be delivered to the faculty on time.

Serious illness, family emergencies, or other crises mean that students should contact the Dean of Students Office as soon as possible at (215) 951-2740 and follow up with a direct explanation to the faculty. Students are responsible for all work related to this class; however, faculty may (but are not required to) make some accommodation in terms of time of delivery and/or make-up exams for major tests. Please consult with your faculty and your academic advisor to determine whether you should withdraw from the course or request an incomplete grade in the case of serious illness or crises.

The University respects students' rights to observe religious holidays. Students planning to be absent from a class due to religious observance shall notify the faculty during the first week of classes, if possible. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Professors shall work with students to ensure they have a reasonable opportunity to make up missed classes and assignments.

If you miss three classes, your grade will be dropped a full letter grade. More than four unexcused absences will result in a final grade of FAIL and a recommendation to drop the course.

Inclement Weather Policy

To ensure the continuation of student learning in time of emergencies, including severe weather, it is the policy of Philadelphia University not to cancel classes. However, if on campus sessions are not possible, students are responsible for checking their university email and/or Blackboard for information from their faculty advising them of any immediate impact on the students' preparation for the next class meeting.

In this event, faculty members have several options including:

1. Holding class through asynchronous electronic means such as emailing the students or posting to Blackboard class lessons, discussion forums and/or additional assignments related to class content;
2. Holding class through synchronous online means.
3. Holding class at a rescheduled time acceptable to all class members. If there are students who are unable to attend a rescheduled class, the faculty should make reasonable accommodations for the student(s) to make up the work.

Academic Support Services:
Gutman Library (www.philau.edu/library)
Gutman Library is a gateway to a variety of information resources. The homepage of the library provides 24/7 access to online databases of articles, e-journal collections, e-books, and specialized information to support your coursework. See a list of Research Guides for specific programs and courses at http://libguides.philau.edu/start. The library building is wireless, has 80 available work-stations (PCs and

Macs), printers, scanners, and copiers; as well as individual and group study spaces.

The Academic Success Center (http://www.philau.edu/SuccessCenter)
The Academic Success Center provides one-on-one tutoring assistance for writing, study strategies, test taking, and specific Philadelphia University courses. To make a tutoring appointment, students should stop by the Academic Success Center in Haggar Hall or call (215) 951-2799. Academic resources, including information on citation and documentation, note taking, and study strategies are available on the Center's website.

Technology Resources (http://www.philau.edu/OIT/)
The University provides wireless network access in all campus buildings. If you need a computer, Gutman Library and Search Hall have open access computers. For assistance with technology issues, students should contact the Technology Help Desk at (215) 951-4648 or send an email to helpdesk@philau.edu.

Disability Services (http://www.philau.edu/disabilityservices/index.html)
Philadelphia University does not discriminate on the basis of disability, in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The University makes accommodations for students with disabilities who seek accommodations in the classroom. All students interested in receiving accommodations must contact the Office of Disability Services by email at DisabilityServices@philau.edu, phone at (215) 951-6830) or office visit. The office is located in Kanbar 102D. Students requesting accommodations in the classroom must present a current accommodation letter from the Office of Disability Services to the instructor, before accommodations may be made. Philadelphia University works with students with disabilities regarding equal access to all services and programs. Requests for accommodations may be made at any time (although accommodations are not retroactive). The University encourages all students who have any inquiries to contact Disability Services.

Collection of Student Work
Philadelphia University is committed to providing excellent and innovative educational opportunities to its students. To help us maintain quality academic offerings and to conform to institutional and professional accreditation requirements where relevant, the University and its programs regularly examine the effectiveness of the curricula, teaching, services, and programs the University provides. As Philadelphia University sees appropriate, it may retain representative examples or copies of student work from all courses. This might include papers, exams, creative works, or portfolios developed and submitted in courses or to satisfy the requirements for degree programs as well as surveys, focus group information, and reflective exercises.

Program Director
If for any reason you need advisement from the program director, feel free to e-mail Neil Harner at harnern@philau.edu or call his office at (215) 951-2913.

Emergency
In the event of an emergency call PhilaU Security at 2999.