Course Outline for VCOM 55

WEB DESIGN I

Effective: Fall 2009

I. CATALOG DESCRIPTION:
VCOM 55 — WEB DESIGN I — 3.00 units

This basic-level web design course takes a visual communications approach to the creation of web sites, and the fundamental techniques required to format text, illustrations, tables, and images for the web. Emphasis is placed on appropriate design for the web—beginning with a graphic user interface that is functional, logical, and attractive, and bringing the concept to life using the latest versions of Dreamweaver. Also included is a brief overview of html code, cascading style sheets, and detailed instruction of how to use Dreamweaver to create web content.

2.00 Units Lecture 1.00 Units Studio Lab

Strongly Recommended
GDDM 51 - Color Theory for Design
and

GDDM 53 - Photoshop I
or

VCOM 54 - Illustrator I for Design

Grading Methods:

Discipline:

	MIN
Lecture Hours:	36.00
Studio Lab Hours:	72.00
Total Hours:	36.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering this course, it is strongly recommended that the student should be able to:

A. GDDM51
B. GDDM53
C. VCOM54
  1. Work in the Illustrator interface at the most basic level with facility;
  2. Manage new and existing Illustrator documents: set-up/launch, retrieve, save for print and screen, cross-platform;

IV. MEASURABLE OBJECTIVES:
Upon completion of this course, the student should be able to:

A. Use Dreamweaver tools and interface at the basic level to generate simple websites of approximately 5-10 pages including launch Dreamweaver, navigate and customize interface, use tools available on toolbars and palettes, and apply commands by means of menus and keyboard shortcuts;
B. Organize multiple web pages according to a clear, hierarchical, easily navigable structure;
C. Use Creative Suite software to design site and page concepts with varied visual designs; using appropriate design principles in the creation of attractive and easily useable web pages;
D. Identify and understand source code at the most basic level;
E. Use Cascading Style Sheets to control text formatting;
F. Enhance web pages with features such as simple animations and rollovers;
G. Upload, manage, maintain and revise a basic web site;
H. Test pages across platforms and browsers, and revise them as necessary for increased compatibility.

V. CONTENT:
A. Planning for web site design
  1. Understanding the audience/user
B. Overview of current technologies, web browsers, and connection speeds

C. Creating a site map/ web site organization
D. Overview of html code
E. Overview of html editor
F. Designing a home page
G. Slicing and saving vector or bitmap design into web-ready bitmap images
H. Using Dreamweaver to accomplish a design/html template
 I. Meta tags
 J. Javascript
K. CSS as seen in an html editor
 L. Reviewing home page html
M. Testing and troubleshooting home page (cross platform and browser testing)
N. Designing a sub page (secondary design)
O. Creating sub page html (secondary html template)
P. Completing the html web site
Q. Planning for multi-media design
R. How to use multi-media to improve the content of your site
S. How to know where to start
 T. View local and remote sites
U. Uploading a site
V. Add, remove or launch site documents to server

VI. METHODS OF INSTRUCTION:
A. Peer-to-peer discussion of technology techniques
B. **Field Trips** - to industry seminars, conventions and conferences if available
C. Practical exercises on and off the computer
D. **Lecture** -
E. Student critique sessions
 F. **Demonstration** -
G. Tutorials and self-paced assignments in Help, textbook, and online
H. Viewing examples of student and professional work
 I. Computer lab time with direct instructor and cooperative peer support
 J. **Discussion** -

VII. TYPICAL ASSIGNMENTS:
A. Hands-on Exercise: Concept Design for Redesigned Web 1. Review the site picked by the class. Evaluate the site based on: a. User/ease of use (user-friendly) b. Navigation c. Color palette 2. Overall design look and feel 3. Describe 3 features that you feel work well. 4. Describe 3 features that you feel aren't working. 5. As a class develop a design concept for a complete redesign of the home page. Be prepared to talk about your design ideas, give feedback, and critique as the class guides the design of the new site. 6. Bring the final design into ImageReady and slice the appropriate images. 7. Create an HTML table structure and CSS stylesheet for text that reflects the planned design. 8. Test and troubleshoot your site in many browsers on the 2 platforms. B. Final: Hands-On Project: Define and redesign a site that needs attention 1. Evaluate the current site content. 2. Establish a hierarchy and organizational structure for this content both within the individual pages and extended throughout the site with a site map. 3. Sketch ideas for the visual representation and communication of this hierarchy. 4. Comp your best sketch idea in a design program like Photoshop or Illustrator. 5. Be prepared to show your concept design for feedback and critique in a presentation. 6. Rework your designs based on feedback. 7. Bring the final design into ImageReady and slice the appropriate images. 8. Create an HTML table structure and CSS stylesheet (for text) that reflects your planned design. 9. Upload site to course web host. 10. Test and troubleshoot your site in many browsers on the 2 platforms. 11. Solicit feedback prior to last edits.

VIII. EVALUATION:
A. **Methods**

1. Exams/Tests
2. Quizzes
3. Papers
4. Oral Presentation
5. Projects
6. Home Work
7. Class Performance
8. Other:
a. Methods:
1. Written assignments
2. Design exercises and projects including presentation, discussion and critique sessions
3. Critical analysis of assigned work
4. Problem-solving exercises, including performance and final exam
5. Quizzes
6. Observation of homework solutions based on readings, tutorials and exercises in required text.
7. Review and evaluate student's assigned projects, their comprehension and application of the terms and concepts listed above

B. **Frequency**

1. Frequency
a. Weekly and biweekly exercises
b. Bi-weekly projects and presentation, oral and visual
 c. Two performance exams and one final project including presentation and critique
2. Examples
a. Through observation in lab and hands-on exercises and projects demonstrate:
1. ability to use Dreamweaver tools and interface to generate simple websites of approximately 5-10 pages including launch Dreamweaver, navigate and customize interface, use tools available on toolbars and palettes, and apply commands by means of menus and keyboard shortcuts;
2. ability to organize multiple web pages according to a clear, hierarchical, easily navigable structure;
3. ability to use Adobe Creative Suite software applications to design site and page concepts with varied visual designs; using appropriate design principles in the creation of attractive and easily useable web pages;
4. ability to identify and understand source code at the most basic level;
5. ability to use "cascading style" Sheets to control text formatting;
6. ability to enhance web pages with features such as simple animations and rollovers;
7. ability to upload, manage, maintain and revise a basic web site;

8. ability to test pages across platforms and browsers, and revise them as necessary.

IX. TYPICAL TEXTS:
    1. Krug, Steve *Don't Make Me Think!: A Common Sense Approach to Web Usability.* 2nd Rev ed., New Riders, 2005.
    2. Bishop, Sherry and Piyush Pate *Dreamweaver Design Professional.*, Thomson Course Technology, 2004.
    3. Online tutorials such as: www.adobe.com, www.sitepoint.com/
    4. Online resources such as: www.lynda.com training series
    5. Design publications, e.g., How, Layers, Communication Arts

X. OTHER MATERIALS REQUIRED OF STUDENTS:
    A. Required list of supplies to complete all of the assigned studies.