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Course Outline for VCOM 62

WEB DESIGN II

Effective: Fall 2009

I. CATALOG DESCRIPTION:

VCOM 62 — WEB DESIGN II — 3.00 units

Technical and design skill intermediate- through advanced-level course in creation of web sites including user interface considerations, and Cascading Style Sheets techniques. Emphasis placed on functional, logical, attractive, accessible and appropriate web site design for the client and end-user. Including intermediate- through advanced-level techniques and tools required to format text, create animations and other content for the web. Programs covered are latest versions of Dreamweaver and Flash. Course includes minimum of one project contracted through the Design Shop—the Visual Communications Program business that mirrors an industry-standard creative design agency. Design Shop client attends class to participate in briefing, Q & A, presentation, feedback and critique sessions.

2.00 Units Lecture 1.00 Units Studio Lab

Prerequisite

GDDM 55 - Web Design I
with a minimum grade of C

Grading Methods:

Discipline:

	<u>MIN</u>
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 the course a student should be able to:

A. GDDM55

IV. MEASURABLE OBJECTIVES:

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

- A. Demonstrate increased originality and creative abilities in multimedia design;
- B. Demonstrate increased technical and design skill development when using Dreamweaver tools and interface to generate websites;
- C. Demonstrate advanced-level skill in preparation, management, storage and retrieval of data and associated files;
- D. Demonstrate increased ability in web page composition, story boarding, planning and design techniques, and usability issues;
- E. Demonstrate increased skill development to organize multiple web pages according to a clear, hierarchical, easily navigable structure;
- F. Demonstrate increased technical and design skill development using Creative Suite software to create site and page concepts with varied visual designs; using appropriate design principles in the creation of attractive and easily useable web pages;
- G. Demonstrate increased ability to arrive at solutions of practical problems in layout, design and prototype manipulation of web pages/sites;
- H. Demonstrate increased understanding of source code;
 - I. Demonstrate increased skill development using Cascading Style Sheets to control text and object formatting and placement;
 - J. Demonstrate an ability to enhance web pages with Flash animation or movies;
- K. Demonstrate increased skill development in managing, maintaining and revising web sites;
- L. Demonstrate increased technical skill development to test pages across platforms and browsers, and revise them as necessary for compatibility;
- M. Articulate a greater understanding of the position of designer/visual communicator, particularly as related to web design;
- N. Participate in client presentations at the professional-level including an ability to discuss objectives, research, conceptual process and strategies, and participate in critique and feedback sessions using industry-standard terminology;
- O. Complete a project from concept to conclusion, to deadline, and to client's stated criteria, with disciplined control and craftsmanship, individually and in a team.

V. CONTENT:

- A. Overview of workflow

- B. Know the client/determine target audience
- C. Navigational concepts
- D. Layout/draft template (vector or bitmap)
- E. File and folder hierarchy standards
- F. Naming conventions and consistency
- G. Review: Web design basics
- H. Creating animations in Flash
- I. Tips and Tricks
- J. Monitor Source code with HTML inspector
- K. More about CSS global style
- L. Java Script behaviors for mouseover effects
- M. Other applications
- N. Preview documents in multiple browsers without going live
- O. Advanced table techniques
- P. Create and assemble content
 - 1. Text
 - 2. Images
 - 3. Buttons
 - 4. Animations
 - 5. Film/video
 - 6. Sound
- Q. Author Pages
 - 1. Choose and specify type
 - 2. Using the Grid
 - 3. Create CSS
- R. Troubleshoot
- S. Site management
- T. Marketing a website
- U. Introduction to business communication through role play
 - 1. Appropriate behavior for telephone, email and one-on-one or team designer/client contact, meeting and presentation
 - a. Dressing the part
 - b. Meet and greet
 - c. Introduction(s) all around
 - d. Listening and taking notes
 - e. Participating in Q & A
 - f. Summarizing the contact or meeting
 - g. Agreeing to the next steps
 - h. Making the next appointment or commitment date
 - i. Saying thank you and good bye
 - j. Writing a follow up
 - 2. Writing the Contract
 - 3. Appropriate presentation, analytical and evaluation skills
- V. Overview to working in the Design Shop
 - 1. Understand and satisfy the client
 - 2. Work one-on-one and in teams with the client, peers and mentor (creative director)
 - 3. Interview for a Design Shop job and the related design and technical skills assessment process
 - 4. Track time spent at work on a project at school and at home
 - 5. Meet deadlines
 - 6. Use class role play experience working in the Design Shop and in the real world
- W. Review: A Guide to presentation, critique or feedback in design
 - 1. Strategy and concept development
 - a. What is the purpose of the design?
 - b. What information must be communicated?
 - c. Does the design meet the objectives?
 - d. What is the design concept?
 - e. Does the design concept fit the strategy?
 - 2. Design
 - a. Did the designer use principles of graphic space such as balance, emphasis, rhythm and unity?
 - b. Did the designer experiment? Did the designer take a creative leap or produce a competent piece?
 - c. What visuals were used and why?
 - d. What point of view was expressed, if any?
 - e. What creative approaches were employed?
 - f. Is the design solution (e.g., design, color, type, style, personality) appropriate for the client's product/service? Can you suggest improvement(s) to the next iteration?
 - 3. Craft
 - a. Did the techniques and materials used best represent the design concept?
 - b. Is it well-crafted?
 - c. It is presented professionally and appropriately?

VI. METHODS OF INSTRUCTION:

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

VII. TYPICAL ASSIGNMENTS:

VIII. EVALUATION:

- A. **Methods**
 - 1. Exams/Tests
 - 2. Quizzes
 - 3. Oral Presentation

4. Projects
5. Home Work
6. Class Performance
7. Other:
 - a. Methods
 1. Critical analysis of assigned work
 2. Problem-solving exercises, including performance exams
 3. Quizzes
 4. Observation of homework solutions based on readings, tutorials and exercises in required text.
 5. Review and evaluate student's assigned projects, their comprehension and application of the terms and concepts listed in course content above

B. Frequency

1. Frequency
 - a. Weekly and biweekly reading and exercises in the textbook or instructor created
 - b. Bi-weekly projects and presentation, oral and visual
 - c. One large midterm project and one final exam/project including Design Shop client presentation and critique.
2. Examples
 - a. Through lab observation and hands-on exercises and projects demonstrate:
 1. increased originality and creative abilities in multimedia design;
 2. increased technical and design skill development when using Dreamweaver tools and interface to generate websites;
 3. advanced-level ability in preparation, management, storage and retrieval of data and associated files;
 4. increased ability in web page composition, story boarding, planning and design techniques, and usability issues;
 5. increased skill development to organize multiple web pages according to a clear, hierarchical, easily navigable structure;
 6. increased technical and design skill development using Creative Suite software to create site and page concepts with varied visual designs; using appropriate design principles in the creation of attractive and easily useable web pages;
 7. increased ability to arrive at solutions of practical problems in layout, design and prototype manipulation of web pages/sites;
 8. increased understanding of source code;
 9. increased skill development using Cascading Style Sheets to control text and object formatting and placement;
 10. an ability to enhance web pages with Flash animation;
 11. increased skill development in managing, maintaining and revising web sites;
 12. increased technical skill development to test pages across platforms and browsers, and revise them as necessary for compatibility.
 - b. Through Design Shop client project(s) demonstrate:
 1. ability to articulate a greater understanding of the position of designer/visual communicator, particularly as related to web design;
 2. ability to participate in client presentations at the professional-level including an ability to discuss objectives, research, conceptual process and strategies, and participate in critique and feedback sessions using industry-standard terminology;
 3. ability to complete a project from concept to conclusion, to deadline, and to client's stated criteria, with disciplined control and craftsmanship, individually and in a team.

IX. TYPICAL TEXTS:

1. Bishop, Sherry, Shuman, James and Barbara Waxer *The Web Collection, Standard Edition Revealed: Adobe Dreamweaver CS3, Flash CS3 and Fireworks CS3*, Delmar Cengage Learning, 2007.
2. Zeldman, Jeffrey *Designing with Web Standards*. 2nd ed., New Riders, 2006.
3. Online tutorials such as: www.adobe.com/tutorials, www.sitepoint.com/
4. Online and traditional 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.