GD 110: WEB DESIGN SYLLABUS

Instructor Info

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Office Hours: Fridays, 3:30 - 5:00 pm or by appt
Location: video conference (Link available in D2L.)

I respond to emails within 24 hours. If you'd like to talk by phone or video conference on short notice, text my cell to make sure I'm available.

Course Description

An introduction to design process and strategy for the web. Students will be introduced to layout and composition, typography, color, and navigation concerns specific to web design. Issues related to designing for multiple devices will be addressed as will fundamentals of effective user interfaces. Projects will be created using industry standard visual design applications. PREREQUISITE(S): UXD 210 OR GD 200

Please note that this course no longer requires students to write code using HTML/CSS. If you are interested in coding, you're welcome to work with the instructor to incorporate this into your final project. However, HTML and CSS will not be covered in this course.

Objectives

By the end of this course, you will be able to:
- Create wireframes for websites and applications
- Develop high-fidelity prototypes for websites and applications
- Define essential usability and visual design terms and concepts
- Apply essential usability and visual design principles in the creation of websites and applications
- Create responsive websites that are optimized for multiple screen sizes/devices

📕 Textbook, Software, & Supplies

- **Textbook: None.** While there is no required textbook for this course, you'll be required to access and use multiple free online resources.
- **Video Tutorials**: You'll need to access tutorials on YouTube and LinkedIn Learning, which is free for DePaul students, along with other online resources listed in D2L. (Log in at d2l.depaul.edu.)
- **Software**: In this course, we'll be using a free prototyping tool called Figma. Figma runs in your web browser, so you should be able to use it on almost any computer.
- **File Backups**: Always save backup copies of your work to a flash drive or an online file storage service such as Microsoft OneDrive, Dropbox or Google Drive.

📅 Schedule

Detailed weekly activity and assignment info will be posted in D2L. The schedule below provides an "at-a-glance" view for each week. Keep in mind that you'll have to complete readings, videos, and occasional quizzes that aren't listed here. This schedule might change slightly as the course progresses, so don't rely on a downloaded or printed copy. Always check D2L for the most accurate deadlines and assignment descriptions.

Week	Topic(s)	Projects/Feedback Due
1	Responsive Design Intro	
2	Layout and UI	Responsive Layout
3	Intro to Wireframes	Feedback on Responsive Layout
4	Prototyping Part 1	
5	Prototyping Part 2	Wireframe
6	Typography	Feedback on Wireframe
7	Color and Style Tiles	Style Tiles
8	Animation & Inspiration	Feedback on Style Tiles
9	Work on Final Project	Final Project Draft
10	Work on Final Project	Feedback on Final Project Draft
11	Finish and Submit Final Project	Final Project

👥 Tutoring

For the latest information on online tutoring services, visit the CDM tutoring site.

Grading Breakdown

1. **Peer Feedback Participation** (20%) - Throughout the quarter, you'll earn points for giving your classmates feedback on their work.
2. **Quizzes** (15%) - As you progress through the course, you'll take quizzes periodically to test your knowledge of important web-design vocabulary terms.
3. **Responsive Layout Project** (15%) - Early in the course, you'll identify, analyze, and recreate an example of good responsive design.
4. **Style Tiles Project** (15%) - Style tiles are like a mood board on steroids. You'll create them to get feedback on the potential look and feel of your final project.
5. **Final Project Wireframe** (15%) - Before you invest time building a high-fidelity, polished version of your final project, you'll create a wireframe to show how your screens will be laid out and how users will navigate through your website. This will give you a chance to get feedback on usability issues while there's still time to fix them.
6. **Final Project** (20%) - Your final project will be a highly interactive redesign of an existing website that includes both mobile and desktop versions. The final deliverable will be a working prototype that users can navigate through, providing a clear picture of your vision for the site you chose to redesign.
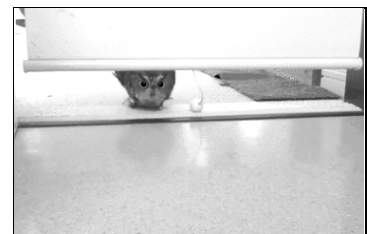
Grading Scale

A	93 - 100	B+	87 - 89.9	C+	77 - 79.9	D+	67 - 69.9
A-	90 - 92.9	B	83 - 86.9	C	73 - 76.9	D	60 - 66.9
		B-	80 - 82.9	C-	70 - 72.9	F	0 - 59.9

Late Work, Make-Ups, and Extra Credit

If you're concerned about your grade or you're feeling overwhelmed, talk to me right away and I'll do everything I can to help. Anyone should be able to do well in this course if they do the work on time and ask for help proactively. Don't wait until it's too late to ask for help!

Late Work Penalty: Projects will not be accepted more than seven (7) days after their official due date. Grades will be reduced by one-third of a letter grade (e.g., 3.3 points out of 100) for each day an assignment is overdue. Please note that, in the case of the final project, I may not be able to accept late submissions if final course grades are due soon after the

project deadline. Please talk to me ASAP if you have concerns about the final project deadline.

Hardships: If you experience a medical issue, death in the family, or other hardship that may cause you to fall behind, please talk to me as soon as you can. I can usually provide one deadline extension per student per quarter if you reach out proactively before the deadline to ask for extra time.

Extra Credit: I typically do *not* provide extra credit opportunities in my courses, so please don't count on them as a last-minute way to avoid a bad grade. Please check the Grades section of the course in D2L frequently to see the latest running total of your overall grade and contact me right away if you're concerned about your grade. You should always be able to see your overall grade in the course at any time based on the grades you've earned so far.

◼️ Camera Use During Zoom Meetings

It's easier for us to feel connected and build a sense of community if we can see and hear each other. While I don't require students to have their cameras on at all times, having your camera on during class meetings is strongly encouraged. During our meetings, I'll do my best to indicate if there are times when you don't need to have your camera on (during presentations or software demos, for instance).

Camera-Related Concerns

For some students, having their cameras on may be a source of stress for them or for others they share their space with. Bandwidth limitations can also make it difficult for some students to fully participate in meetings at times. If you have experienced these issues, please review the tips below. If you're still concerned about camera use or participation expectations in general after reviewing these guidelines, please contact me so we can identify potential solutions.

Camera Workarounds and Accomodations

1. **Be proactive.** If you won't be able to use your camera or microphone during an upcoming meeting, please email me beforehand so I'm aware. This helps me know if participation levels might be lower than usual so I can plan accordingly.
2. **Consider using a virtual background.** If you have concerns about sharing your space, feel free to use a [virtual background](#) if your device supports this feature. When choosing a virtual background, please avoid images or videos that are overly distracting or inappropriate for a class setting.
3. **Add an image to your Zoom profile.** For moments when you aren't able to use your camera, it's helpful if your classmates and I can see a visual representation of you instead of just your name. By [adding a photo to your Zoom profile](#), we'll be able to put a face with your name even if you need to turn your camera off temporarily. Ideally, your Zoom profile photo should be relatively professional (selfies are fine)

and show your face clearly. If you have reservations about adding a photo to Zoom, let me know so that we can discuss your concerns and find a possible alternative.

General DePaul and CDM Policies

If you've already taken a course in CDM, you may have seen some of these policies before. Please make sure to review them if you're not already familiar with them.

DROPPING A COURSE
Please view [DePaul's academic calendar](#) for key deadlines to drop a course.

GRADING
Students in all undergraduate classes, with the exception of those in CEO cohort programs, may opt to change the grading basis for any or all of their courses to Pass/D/Fail. A grade of Pass (P) will indicate that the student's work met expectations for a grade of at least C-. Work that would merit a grade of D+ or D in the traditional grading basis would still earn a D+ or D. Work that does not merit a passing grade will earn a Fail (F). The Pass/D/Fail grading option may apply to any graduation requirement, including courses in the major, minor, Liberal Studies Program or open electives.

Additional info can be found under [Fall 2020 FAQs](#) > [Classes and Academics for Students](#).

PREFERRED NAME & GENDER PRONOUNS
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the [Student Preferred Name and Gender Policy](#).

RESOURCES FOR STUDENTS WITH DISABILITIES
Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success. There are two office locations:
- Loop Campus – Lewis Center #1420 – (312) 362-8002
- Lincoln Park Campus – Student Center #370 – (773) 325-1677

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gergory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible.

Please see the CSD webpage for Services and Contact Information.

ONLINE COURSE EVALUATIONS

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Please see the Online Teaching Evaluations webpage for additional information.

ACADEMIC INTEGRITY & PLAGIARISM

This course will be subject to the university's academic integrity policy. More information can be found on DePaul's academic integrity website. Please note that plagiarism is more than just copying someone else's writing. Plagiarism includes copying someone else's work that is not explicitly licensed for reuse, having someone else complete some or all of an assignment for you, or using a classmate's files to take a shortcut around a task you were supposed to complete on your own. If you have any questions about what might constitute plagiarism in this course, be sure to consult with your professor.

ENROLLMENT/WITHDRAWAL AND OTHER ACADEMIC POLICIES

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found on the CDM Academic Policies page.

Please note that ceasing to attend class, notifying the instructor that you intend to drop the course, and/or nonpayment of tuition do not constitute an official withdrawal from class and will result in academic as well as financial penalties.

INCOMPLETE

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress

in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptional cases will receive such approval. View the full Incomplete Grades policy for additional information.
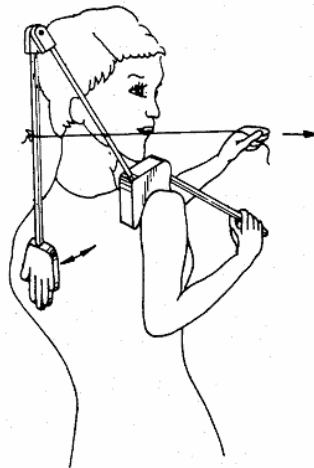
EMERGENCY PLAN
An emergency can occur at any time, suddenly and without warning. Proper planning is essential to minimize the impact of any emergency on the university community, operations and facilities. If you are taking any courses on campus, please review DePaul's information on Emergency Evacuation and Fire Alarm safety. The University will use the DPU Alert system to announce a school closing or other emergencies. In the event of an emergency evacuation, the primary outdoor assembly area for CDM will be Grant Park (Southeast corner of Jackson and Michigan Ave).

SYLLABUS CHANGES AND ERRORS
I may make changes and updates to the course syllabus and schedule as needed. If I do, you will be notified of any changes. If you find any broken links, outdated information, or other content that just seems "off" somehow, please let me know so I can fix it. I really do appreciate students helping me find and fix mistakes or confusing wording in my materials.

Congratulations!

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You've reached the end of the syllabus.