



GD 110: WEB DESIGN SYLLABUS



Instructor Info

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Cell: 312.307.1447

Office Hours: Fridays, 3:30 - 5:00 pm or by appt
Location: Online (Zoom 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. A quick heads up via email or text is always appreciated if you're planning to stop by during office hours.



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 developing these skills, please talk with your advisor to see what courses might be a good fit.



Objectives

By the end of this course, you will be able to:

- Create wireframes for websites
- Develop high-fidelity prototypes for websites
- Define essential usability and visual design terms and concepts
- Apply essential usability and visual design principles in the creation of websites
- Create responsive websites that are optimized for multiple screen sizes/devices



Textbook, Software, & Supplies

- **Textbook:** None
- **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](#).
- **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:** Figma is cloud-based and should save your work automatically. However, I recommend downloading a backup copy of your Figma files from time to time to be safe.



Schedule

The schedule below provides an “at-a-glance” view of the assignments due at the end of each week. A few things to note:

- Every week, there is *at least* one quiz, project, and/or discussion activity due.
- Each new week of the course begins on a Monday and ends on a Sunday.
- Weekly assignments are due on Sundays at 11:59 pm Central (Chicago) Time.
- All projects and peer feedback will be submitted via the discussion board.
- We'll have a Zoom meeting every Monday from 1:30 to 4:45 pm. Attendance is encouraged but not required.
- If you don't attend Zoom meetings, you'll need to watch the recordings.
- See D2L for detailed weekly checklists and Zoom meeting recordings.

Week	Topic(s)	Quizzes	Projects/Feedback Due
1	Responsive Design Intro	Yes	Introduce Yourself (on Discussion Board)
2	Layout and UI	Yes	Responsive Layout Project
3	Intro to Wireframes	Yes	Feedback on Responsive Layout
4	Prototyping Part 1	Yes	None
5	Prototyping Part 2	No	Final Project Wireframe
6	Typography	Yes	Feedback on Wireframe
7	Color and Style Tiles	Yes	Final Project Style Tiles
8	Inspiration & Animation	No	Feedback on Style Tiles
9	Work on Final Project	No	Final Project Draft
10	Work on Final Project	No	Feedback on Final Project Draft
11	Complete and Submit Final Project	No	Final Project



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



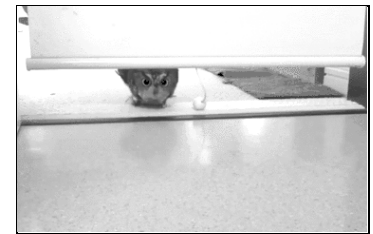
Grading Breakdown

1. **Peer Feedback Participation** (20%) - Throughout the quarter, you'll earn points for giving your classmates feedback on their work.
2. **Quizzes** (15%) - You'll take quizzes periodically to test your knowledge of important web-design concepts and vocabulary. You can retake each quiz once if you want to try to improve your score.
3. **Responsive Layout Project** (15%) - Early in the course, you'll identify an example of good responsive website design and recreate the site's layout using Figma.
4. **Final Project Style Tiles** (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 Prototype** (20%) - For your final project prototype, you'll redesign both the mobile and desktop versions of an existing website. The final deliverable will be a working prototype that users can navigate, providing a clear picture of your vision for the site you've chosen to redesign.



Late Work, Make-Ups, and Extra Credit

The following assignments cannot be accepted late and will receive a grade of zero if they are not completed on time. See D2L for exact deadlines.



- **Peer Feedback** - Feedback for your classmates must be submitted within seven days after each project is due. Your feedback helps the recipient improve their design skills and do better work on their next project, so it's important that it's provided on time.
- **Quizzes** - Quizzes must be completed by the end of the week in which they're assigned. They will lock automatically after the deadline.
- **Final Project** - The final project deadline is strict because I have a limited amount of time to grade your work before final grades are due.

Late Work Policy for Our First Three Projects

- For all projects *except* the final, I will accept late work up to 7 days after the deadline. There is a late penalty of half a point for each day a project is overdue. Each project is worth 15 points, so the daily deduction is equal to roughly 3.3 points out of 100.

Extra Credit: I typically do *not* provide extra credit opportunities, so please don't count on them as a last-minute way to avoid a bad grade. Check the Grades section of the course in D2L frequently to see the latest running total of your overall grade and contact me 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.



Zoom Meeting Participation

Zoom meeting attendance is encouraged but not required. Some students may not be able to attend and others may attend but not be able to use their cameras and microphones at times, which is understandable. Here are a few tips to help you get the most out of the Zoom meetings.

1. **Watch the recording if you can't attend live.** We'll go over a variety of things during our Zoom meetings that will directly impact your grade and help you do your best possible work. Recordings will be posted in D2L within 24 hours after each meeting ends.
2. **Add an image to your Zoom profile.** By [adding a photo to your Zoom profile](#), your classmates and I will be able to put a face with your name even if your camera is off.
3. **Include your pronouns in your Zoom name.** You can do this by renaming yourself during each meeting. If you add your pronouns to your name in your Zoom account profile, they'll show up automatically every time you join a meeting.
4. **Reach out if you have concerns.** This course should be a source of joy and inspiration, not a source of stress and anxiety. If there's some way I can make you feel more comfortable and engaged, let me know.



Tutoring

For the latest information on online tutoring services, visit the [CDM tutoring site](#).



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.

Changes to Syllabus

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 seems "off" somehow, please let me know so I can fix it. I always appreciate students helping me find and fix mistakes or confusing wording in my materials.

COVID-19 Health and Safety Precautions

Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty and staff are expected to (1) wear a mask as required at all times while indoors on campus; (2)

refrain from eating and drinking in classrooms; (3) keep current with their COVID-19 vaccinations or exemptions; (4) stay home if sick; (5) participate in any required COVID-19 testing; (6) complete the online Health and Safety Guidelines for Returning to Campus training; and (7) abide by the City of Chicago Emergency Travel Advisory. By doing these things, we are Taking Care of DePaul, Together. The recommendations may change as local, state, and federal guidelines evolve. Students who do not abide by the mask requirement may be subject to the student conduct process and will be referred to the Dean of Students Office. Students who have a medical reason for not complying with any requirements should register with DePaul's Center for Student with Disabilities (CSD).

Respect for Diversity and Inclusion at DePaul as Aligned with Our Vincentian Values

At DePaul, our mission calls us to explore "what must be done" in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time, the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

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.

Academic Integrity and 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.

Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

Gender Pronouns & Preferred Name

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 a specific pronoun or an alternate name. 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](#).

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](#).

Incomplete Grades

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 exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found on the [CDM Grading policies page](#).

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
- Email: csd@depaul.edu

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.

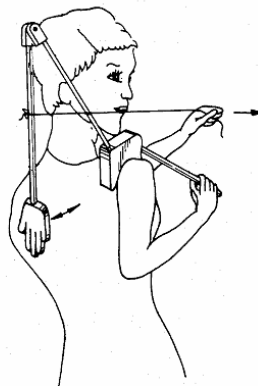
Please see the [CSD webpage](#) for additional information.

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](#). 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).

Congratulations!

FIG. 1



You've reached the end of the syllabus.