

GD216: Web Design for Artists

DePaul University College of
Computing & Digital Media

Tuesdays 10:00am – 1:15pm
14EAS 00506 Loop Campus

4 Credit Hours

PREREQUISITES:

GD 110 or IT 130 or HCI 201 or ART 385

Winter 2022 Course Syllabus

Lesley Guthrie • lguthri1@depaul.edu • (773) 895-6227

OFFICE HOURS

Loop Campus, Tuesdays 9:00am - 10:00am • Remote office hours available upon request
Zoom Link : <https://depaul.zoom.us/my/lesleyguthrie>

COURSE DESCRIPTION

A design-focused class that concentrates on intermediate concepts and techniques for creating web and mobile experiences. Students will explore methods for user research, wireframing, visual design, and prototyping using industry standard design applications and techniques.

LEARNING OBJECTIVES

Rather than focus on the technical aspects of web coding, this class will be an exploration of various processes inherent to user experience design as it relates to websites and mobile applications. At the successful completion of this course, students will be able to:

- Develop strategies for determining user and audience needs.
- Wireframe, design and prototype a responsive website.
- Understand accessibility standards for web design.
- Analyze contemporary practices for developing digital products.

REQUIRED MATERIALS

- Notebook/Sketchbook
- Sharpies & Pencils
- Post-it Notes
- Access to Design Software: Sketch, or Figma, or Adobe XD or Illustrator, and Photoshop
- Access to the prototyping application Invision

COURSE MANAGEMENT IN D2L

In order to ensure consistency throughout the term, this course will be managed using D2L. All course work, assignments, announcements and details will be located there and all assignments require project files to be uploaded using D2L. D2L allows uploads up to a maximum of 2GB. Anything larger must be stored in the cloud somewhere (Drive, Dropbox, Box, etc) and a link must be provided in the comments for that particular assignment. Please be sure to check D2L for weekly updates or announcements.

CLASSROOM EXPECTATIONS

- Be on time and come prepared.
- Keep all other applications closed and phones silenced.
- Be respectful to each other and to me. We will be providing each other with professional constructive feedback and this needs to be a top priority.
- Use class time wisely.
- Raise your hand and ask questions!

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REMOTE CLASSROOM EXPECTATIONS VIA ZOOM

As per the University requirements, we will be meeting remotely via Zoom for the first 2 weeks of the term. Our Zoom meetings will meet at the time of our scheduled in person class using the link above. Remote classes can be difficult to teach, so in addition to the above, please do your best to meet the below expectations:

- Treat video conferences as you would a regular class session on campus. Be prepared to be attentive and engaged during meetings.
- Find a quiet place to work with no distractions so that you can participate freely by staying unmuted. If you are unable to do this, mute your microphone when you're not speaking to minimize background noise.
- Keep your camera on so that it is obvious you are participating in class.
- We will use the Zoom chat feature to log questions throughout the lecture and I will pause often to address them.

LATE WORK

Most of the assignments are due at the beginning of each class and contribute to your participation grade. You will almost always have class time to work on the course assignments and projects. Because final projects are due at Midterm and at the end of the quarter, **no late work will be accepted.**

GRADING

Each assignment is graded using a specific rubric. Students are provided with the rubrics ahead of time and therefore are expected to read them and understand the expectations prior to turning in the assignment. Should you desire further feedback from me, you must schedule a Zoom meeting or use my office hours to look over your project and discuss any changes that need to be made to resubmit for a better grade.

FINAL GRADE TRANSLATION SCALE

The grade scale used in this course is the D2L default scale and is as follows:

A 95 – 100	B+ 87 – 90	C+ 77 – 80	D+ 65 – 70
A- 90 – 95	B 83 – 87	C 73 – 77	D 60 – 65
	B- 80 – 83	C- 70 – 73	F less than 60

ATTENDANCE

Students are expected to attend scheduled class sessions and course-related activities. Two unexcused absences will reduce a student's semester grade by one letter grade, and a third unexcused absence will result in failure of the course. Grounds for excused absences are illness, family emergencies, jury or military service, and religious obligations. Excused absences must be discussed with the instructor prior to the absence so that arrangements can be made to make up the work. This includes absences for illness.

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COURSE WORK

This class is structured around two large projects: one that is due in Week 6 at Midterm and the other is due at the end of the course. Each week you will be given an assignment that is required to participate in the next class activity. We will begin each class with roughly 45 minutes of lecture, sometimes we will work as a group, and you will often be given class time to work on your assignments that are due the following week.

Just as with any web project, there is always a client/team aspect. Each of you will develop your own ideas for all of the project deliverables and are responsible to present them each week to the class. There will likely be some overlap in your research and ideation, so we will provide feedback to each other and determine some of the high level directions we take together as a group.

For example, you will all be responsible for presenting 2 personas for each project. As a group, we will decide who the primary user groups are and if there are potential secondary audiences. This will be done for both projects.

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Winter 2022 Course Project Schedule

Week 1 January 4 <i>Class Introduction/Overview</i>	Assignment: Part 1 Riot Fest Redesign Research
Week 2 January 11 <i>Setting Goals & Audience Definition</i> Students will present their findings and we will determine the goals and the primary audiences in class as a group for the Riot Fest Redesign.	Assignment: Riot Fest Persona design for two primary user groups. You will use this design template for this presentation as well as the final presentation.
Week 3 January 18 <i>User Flows, Sitemaps, Wireframes & the Importance of Content</i>	Due: Light Persona Design for two primary user groups Assignment: Part II Sketches for the ticket page (low fidelity wireframes) and user flow diagrams for “buy tickets.” Sketch out the wireframe of your final ticket landing page. Set up your final presentation
Week 4 January 25 <i>Style Tiles, Design Comps, Design Systems & How to Present Work</i> Present low-fidelity sketches of wires and user flows to each other for feedback.	Due: Present low-fi sketches of wires and user flows Assignment: Create a hi-fidelity wire of the ticket page and hi-fidelity user flow for buying tickets. Begin to work on design comp. Research Design systems.
Week 5 February 1 <i>Accessibility</i>	Assignment: Finish Riot Fest Redesign, work on presentations Guest Lecturer Arlo Guthrie
Week 6 February 8 <i>Midterm Presentations</i>	Each student will present their Riot Fest project to the class for feedback
Week 7 February 15 <i>Prototypes & Testing</i> Review Project Brief for BringIt	Assignment: Conduct a competitive review of at least 3 grocery delivery services. Determine which pain point(s) you want to focus on for your design solution. Research and develop 2 user groups to be presented in class in Week 8.
Week 8 February 22 <i>Design Workshops & Methods</i> Present user groups and finalize audience definition for BringIt, Top Task Analysis & User Story Mapping	DUE: BringIt Personas and user groups Assignment: Based on the story map we created as a group, determine which journey you are going to focus on for your design solution. Sketch out three (3) flows and diagrams of the journey. Create a lightweight persona design for two (2) user groups for the final presentation.
Week 9 March 1 <i>Group Sketching</i> Present diagrams and group sketch wires for the flow.	Due: BringIt User flows and diagrams Assignment: Take the low-fi sketches from class and create your final wires and flows. Build your prototype. Begin research for the visual design aspect of the project.
Week 10 March 8 <i>Work Day</i>	In-Class Work Day Assignment: Finish BringIt Project
Week 11 March 15 10:00am – 1:15pm <i>Final Project Presentations</i>	Each student will present their final book design Due: All final files

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University Information and Resources

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. Students will receive an email when evaluations are available.

ACADEMIC INTEGRITY

This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>.

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 DePaul University website.

PLAGIARISM

The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic 'F' in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor. Be aware that I am obligated as a professor in the university to report all academic integrity violations, no matter how minor they may seem.

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. An incomplete grade is given only for an exceptional reason such as a death in the family, a serious illness, etc. Any such reason must be documented.

Any incomplete request must be made at least two weeks before the final, and approved by the Dean of the College. Any consequences resulting from a poor grade for the course will not be considered as valid reasons for such a request.

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STUDENTS WITH DISABILITIES

Students who feel they may need accommodation based on the impact of a disability should contact the Center for Students with Disabilities (CSD) at: <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx>.

To ensure that students receive the most appropriate accommodation based on their needs, they should also contact the instructor as early as possible in the quarter (preferably within the first week of class), to discuss their specific needs. All discussions will remain confidential.

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 UNIVERSITY 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.

CODE OF STUDENT RESPONSIBILITY

The Dean of Students Office is committed to partnership in the educational mission of DePaul University. This mission is enhanced by a Code of Student Responsibility, which includes policies that outline expectations and standards of behavior for the student community. Students should report any incidents of behavioral misconduct (including harassment) in video conference meetings to their instructor. Any incident of harassment and/or behavioral misconduct that impedes the teaching & learning environment may be referred to the Dean of Students Office for referral to the student conduct process. This includes sharing meeting links, passwords, screenshots, recordings, or other meeting information in a way that could facilitate harassment or misconduct by others.

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