DESCRIPTION

Students will use current industry standard design applications such as Photoshop and WebStorm, as well as hand-coding HTML and CSS for introductory web design. An introduction to visual design fundamentals will include composition, typography, web color, and digital imaging. Informational navigation, structure, front-end design, and implementation will be studied.

OBJECTIVE

This class is intended to acquaint the student with the basic languages and design processes necessary for working with the web. By the end of the term, students should be able to read and write HTML and CSS, and use them in the design of functional web pages. While the class focuses on basic coding ability, students will also gain skill in the visual design of material on the web. Students will become familair and work with basic design and planning techniques.

TEXTBOOK

None required. A list of suggested online & print material can be found below. Other readings will be supplied through COL or D2L as necessary.

MATERIALS

You'll want to get these materials as soon as possible. Paper and pens can be purchased nearby at Blick and/or Utrecht. While we will be using software throughout this class, please bring pen and paper each day.

- FLASH DRIVE/EXTERNAL HARD DRIVE. You may also use an online service such as iCloud, DropBox, S3, etc. You are responsible for backing up your own work. Failure to turn in a project will result in a zero grade for that project.
- PAPER. For note-taking and sketching.
- BLACK INK PEN, BLACK MARKER, PENCIL. If you don't already have a preferred writing implement, several companies make good writing tools: Staedtler, Copic, and Micron come to mind.

ATTENDANCE

You are expected to show up to class prepared and on time. There's no such thing as an 'excused absence'—there's being here and there's *not* being here—however exceptions are given for dire circumstances, such as severe illness, death of a family member, etc. Please contact me (in advance when possible) if you will need to miss a class.

LATE WORK

Punctuality is integral to a successful design career. So too is turning in your work on time. I do accept work up to 24 hours late—though at the expense of a reduced grade. I also accept revisions of work for a potentially improved grade! So please turn in your work *on time*, and revise it as necessary *after* it's due. The importance of these two skills cannot be over-stated.

CLASSROOM CONDUCT

Please excuse the obvious nature of the following. We're all adults here, and we're here to learn. So please don't waste your time on Facebook during class.

GD110

Web Design
Winter 2014
11 weeks
4 units
Monday/Wednesday
10.10–11.40

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Turn your phone ringer off, and remove your headphones. We have a finite amount of time, and need to use it wisely.

Given the nature of our work, we'll be having discussions and lectures during class. You are expected to participate in these exchanges in a professional manner. Participation in critiques and reviews is not optional. You are expected to both comment on your peers' work as well as offer your work for feedback.

This is *your* classroom—but bear in mind that it is also your peers' classroom. When you're discussing someone else's work, treat them with respect. When someone else is talking about your work, don't take it personally.

COURSE STRUCTURE

This course will revolve around two major projects designed to reinforce material covered in class lectures. Periodically we'll have a quiz, but these will not be a surprise. Class time will be divided amongst lecture, lab time, and critique.

GRADING POLICIES

Grades are perhaps the least interesting (and, from a professional standpoint, possibly least *important*) component of a design education. Generally, employers won't be asking you what your GPA is, or nit-picking over the fact that you graduated *magna cum laude* rather than *summa cum laude*. They are however an important part of teaching methodology, and they should at least mean something.

Final grades will be based on your projects and quizzes throughout the term, as well as a final during exam week. final grades are calculated based on standard deviation (ie, a so-called bell curve). This is meant to give you an reasonably accurate idea of where you stand amongst your peers.

The final curve is based on grades throughout the quarter. Each project grade is based on the following components of your work. Bear in mind that not every project will require the same amount of each component.

- THOUGHT. This is the intellectual or conceptual component of a project. You might equate it with 'art direction' or 'strategy'.
- STRUCTURE. Your use of the basic 'elements and principles of design' as we say. How well you've managed to communicate the previous component. Sometimes we call these two aspects of our work: form and content.
- CRAFT. Ability to follow project parameters and instructions. Attention to detail. Desire to have a clean X-acto cut rather than a raggedy one.
- PROCESS. This is where we collect some aspects of our work that are perhaps a bit more intangible. Both 'effort' and 'professionalism' fall into this category. Your ability to show up to class on time, participate meaningfully in critiques, attempt things that seem beyond your reach, etc.

INCOMPLETE

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 of Computing and Digital Media. Any con-

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sequences resulting from a poor grade for the course will not be considered as valid reasons for such a request.

OTHER RESOURCES

The 'state-of-the-art' tends to change quite rapidly on the web—hence the lack of a required textbook. Generally, you can find information of the same quality, and higher reliability, online for free. Below is a list of both printed and web-based resources that you'll find helpful throughout the term, and in the future.

It's worth noting again that material regarding web design and development becomes obsolete rather quickly. Be careful that the publication date of what you're reading is recent (generally within 12 months)—or the information may be out-of-date and essentially useless. Note that the two printed works below are a bit old now, but are still useful as basic, entry-level texts.

- Jon Duckett. HTML & CSS. Hoboken: John Wiley and Sons, 2011.
- Elizabeth Castro and Bruce Hyslop. HTML5 and CSS3 Visual Quickstart Guide. San Francisco: Peachpit Press, 2011
  One or the other of the above should be sufficient. If you're buying a book about the web/internet, please don't skimp—get the latest edition.
- w3schools.com is the hands-down best online reference and educational tool for any web-based programming language that you could ever need.
- htmlandcssbook.com contains several online resources related to the HTML & CSS book listed above.
- alistapart.com is a collection of articles about all aspects of web design, both very informative and well-written. We'll be referencing several article from alistapart in this class.
- css-tricks.com is a pretty good collection of tutorials with a lot of focus on the newer features available in CSS3. While I harbor enormous disdain for the idea of learning through 'tips and tricks', and I thikn this site deserves a better name, it's quite good and well-though-out.

Also, please sign up for the DePaul Graphic Design Mail List: mailman.depaul.edu/mailman/listinfo/design.

COURSE TOPICAL SCHEDULE

WEEK	DATE		TOPIC
One	Jan	6	Introduction to the course. Overview of software options.
		8	Basic HTML syntax: tags and attributes. Semantics, and the relationship of form to content. Begin coding project 1.
Two		13	Basic CSS syntax: selectors, properties and values.
		15	The id and class attributes. How, why, and when to use them. Links: anchor tags, paths, nav.

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Three		20	The box model. CSS positioning, margins, padding, borders. Background properties.
		22	Debugging in the browser.
Four		27	Typography for the web.
		29	Design reviews.
Five	Feb	3	Web page layout strategy. Grids and proportioning sytems.
		5	Wireframing and comps in Photoshop.
Six		10	Image, audio, and video tags. Image formats for the web.
		12	Converting a static comp into markup.
Seven		17	Header and nav markup. Building and coding image sprites.
		19	Active footer design.
Eight		24	Design reviews.
		26	Design reviews.
Nine	Mar	3	Home page design.
		5	Form building and implementation. Basic user experience.
Ten		10	TBD / Labtime
		12	TBD / Labtime
Eleven		17	Final presentations, 8:45–11:00

MY SCHEDULE

I'll be available on-campus outside of class during the week. My office hours are from 9–10 before class. Monday/Wednesday I'll be in DPC106-C (the concourse level of DePaul center), and Tuesday/Thursday in CDM429. These hours should be listed on the CDM website. Also, I have an office downtown, about 2 blocks from CDM—you're welcome to come by if you need anything outside of class. Please text or email to let me know, as sometimes I'm out for a meeting, etc. I'm in the Monadnock Building at 53 W Jackson, Suite 660.

COMPUTER LABS

Computer labs are available for your use outside of class. For schedule information, please check here: www.cdm.depaul.edu/cim/academics/Pages/CIM-LabResources.aspx. You'll need to swipe into the rooms with your DePaul ID, so please be sure it's activated.

CDM has recently expanded the 5th floor, and we'll be using the new critique space throughout this class. Some class sessions will meet there rather than the classroom. I'll be sure to let you know during class, and through email.

TEACHING EVALUATIONS

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results. As students, you are in the unique position to view the instructor

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over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue—the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

ACADEMIC INTEGRITY

This course will be subject to the academic integrity policy passed by faculty. More information can be found at academicintegrity.depaul.edu.

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.

A note from Nate: Plagiarism in web design can be a tricky thing. While it's common-place to copy and paste small bits of code that you find in tutorials and such, lifting large portions of code—or blatantly copying the design of another site—is a different matter. If you're concerned with whether or not you're on the right side of the law, please don't hesitate to ask me.

RESOURCES FOR STUDENTS WITH DISABILITIES

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: Student Center, LPC, Suite #370; phone number: (773) 325 1677; fax: (773) 325 3720; TTY: (773) 325 7296.

WITHDRAWAL

Students who withdraw from the course do so by using the Campus Connection system (campusconnect.depaul.edu). Withdrawals processed via this

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system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

RETROACTIVE WITHDRAWAL

This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.

College office appeals for CDM students must be submitted online via MyCDM. The deadlines for submitting appeals are as follows:

- AUTUMN. Last day of the last final exam of the subsequent winter quarter
- WINTER. Last day of the last final exam of the subsequent spring quarter
- SPRING. Last day of the last final exam of the subsequent autumn quarter
- SUMMER. Last day of the last final exam of the subsequent autumn quarter

EXCUSED ABSENCE

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at studentaffairs.depaul.edu/dos/forms.html. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

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. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.

- All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
- If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
- By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
- An incomplete grade does *not* grant the student permission to attend the same course in a future quarter.

This syllabus is subject to change at any time, with notice.