



**COURSE OUTLINE
REVISED SPRING 2008**

<u>DMA145</u>	<u>Web Design I</u>
Course Number	Course Title
<u>3</u>	<u>1 lecture/ 4 studio hours</u>
Credits	Hours: lecture/laboratory/other (specify)

Catalog description:

Introduction to Web design using a professional software application. Focuses on principles of design and interactivity. Students learn how to create images for the Web, manage files, organize imagery using tables, style text using cascading style sheets, create animated gifs, and add interactivity using basic Java behaviors. HTML knowledge is useful but not required.

Prerequisites: N/A

Corequisites: N/A

Is course New or Modified? Modified

Required texts/other materials:

Dreamweaver CS3 for Windows and Macintosh (Visual QuickStart Guide)

by Tom Negrino and Dori Smith

Publisher: Peachpit Press; 1 edition (May 30, 2007)

ISBN-13: 978-0321503022

The Principles of Beautiful Web Design

by Jason Beard

Publisher: SitePoint (January 31, 2007)

ISBN-13: 978-0975841969

Last revised: Fall 2007

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Information resources:

- Required textbook
- Digital files from instructor's website
- Online tutorials from instructor's website
- Design studio websites
- Computer hardware and software
- Lectures and demonstrations in class

Course goals:

The student will be able to:

1. Analyze research and develop a creative brief that includes profiles of the target audience, a selection of messages, a list of goals, and the technical requirements for the website.
2. Create a visual design that uses type, color, and imagery harmoniously and creatively to express the messages specified in the creative brief.
3. Create an information design that uses the placement, grouping and emphasis of information and navigation to meet the goals of the target audience specified in the creative brief.
4. Develop a website using professional image editing and web development software that demonstrates the web techniques demonstrated in class.
5. Design a website that meets the required deadlines and technical requirements specified in the creative brief.
6. Analyze the visual and information design of websites created by peers and by professional design studios.

Course-specific General Education Core Competencies and Goals.

- B.5. Students will solve problems by applying discipline-appropriate methods and standards.
- B.4. Students will ask informed questions and make informed judgments.
- D.2. Students will identify resources needed, develop, and modify appropriate search strategies to obtain the information required to answer a research question.
- D.4. Students will integrate the information located in a cohesive manner that addresses the research question and communicate the information to the appropriate audience.
- D.5. Students will respect the privacy, security, and ownership of the information they locate and use. Students will identify the ethical considerations relevant to the use of information, with a particular focus on how to prevent plagiarism.
- E.1. Students will demonstrate proficiency in using major categories of computer software such as word processing, spreadsheet and presentation software.
- E.2. Students will be proficient in using an interface and managing files.
- E.3. Students will use email and communication software effectively and appropriately.
- E.4. Students will use a web browser and search engines to seek information and will recognize types of information and sources.
- E.5. Students will understand the impact of computers on society.
- F.1 Students will demonstrate communication skills that promote effective function and interpersonal relations within group situations or settings.
- F.2. Students will recognize and employ strategies and role-playing which encourage a productive and supportive group climate.
- F.3. Students will employ aspects of reflective thinking to solve problems utilizing brainstorming and consensus within collaborative projects.

- F.4. Students will identify leadership, task/maintenance and self-serving roles and their effect on group function.
- 4.1. Students will demonstrate proficiency with electronic communications as appropriate to their program.
- 4.2. Students will demonstrate a working knowledge of a major domain of technological application.
- 4.3. Students will demonstrate the ability to use a particular technology or group of technologies to analyze or solve problems in general and within their academic discipline.
- 8.1. Students will recognize, analyze, and assess historical and contemporary works using accepted approaches and criteria.
- 8.2. Students will develop foundational skills using art media, music, dance, or dramatic material.
- 8.3. Students will apply skills and synthesize concepts to create and present individual performances and projects.
- 8.4. Students will assess and evaluate their work and that of their peers.

Units of study in detail.

Unit I Project Definition

Learning Objectives

The student will be able to...

- Locate and analyze research on both their client and the client's competitors.
- Use the research to formulate several visual messages that their client would like to project.
- Use the research to develop profiles of the target audiences for the website.
- Use the research to develop technical requirements for the website.
- Use the target audiences to formulate and prioritize a list of goals for the website.
- Create a creative brief that summarizes the messages, goals, and technical requirements for the website.

Unit II Visual Design

Learning Objectives

The student will be able to...

- Select a dominant color and a color scheme that expresses a specified message.
- Select photographic imagery that expresses a specified message.
- Create interface elements in which the shape and texture express a specified message.
- Select display, decorative and text typefaces that express a specified message.
- Use the principles of design to select color, type, and imagery that is harmonious.
- Create a styleguide in an image editing software that shows their choice of color, type and imagery.

Unit III Information Architecture

Learning Objectives

The student will be able to...

- Use placement to create a layout that meets the goals of the target audience.
- Use grouping to create a layout that is easy to understand.
- Use emphasis to create a layout that meets the goals of the target audience.
- Select navigational elements that meet the goals of the target audience.
- Select information that meets the goals of the target audience.
- Create a sitemap and wireframes that show the placement, grouping and emphasis of the navigational and informational elements.

Unit IV Technical Skills

Learning Objectives

The student will be able to...

- Create and manage files using web-naming conventions and specified directory structure.
- Create and manipulate type and imagery in a professional image editing software.
- Save and optimize images in a professional image editing software.
- Create an HTML page in professional web development software.
- Insert text and images into a web page.
- Create both absolute and relative links within a web page.
- Style live type using external cascading style sheets.
- Prepare and insert rollovers into a web page using behaviors.
- Create form elements and apply form actions.
- Create a page layout using tables, cellpadding, cellspacing, vertical and horizontal alignment.
- Create a page layout using absolutely positioned divs.
- Insert multimedia elements into web page.
- Create advanced interactivity using behaviors such as hide/show layers or play sound.
- Upload web assets to a remote server.

Unit V Requirements

Learning Objectives

The student will be able to...

- Deliver each element of the project on the specified deadline.
- Design a website that loads faster than the download time specified in the creative brief.
- Design a website that meets the accessibility guidelines specified in the creative brief.
- Design a website that meets the size guidelines specified in the creative brief.

Unit VI Critique

Learning Objectives

The student will be able to...

- Evaluate the messages that a website communicates based on its color, type and imagery.
- Analyze a website and discuss how well the visual design communicates the messages of the brand.
- Analyze a website and discuss how well the information design fulfills the user's goals.

Grade Breakdown

Participation	5%
Blog	5%
Project 1: Personal Website	20%
Project 2: Promotional Website	20%
Project 3: Retail Website	20%
Project 4: Educational Website	25%
Design Studio Presentation	5%

Evaluation of student learning:

Participation (Goals 2,3,4,6)

Blog (Goal 6)

Project 1 (Goals 1-5)

Project 2 (Goals 1-5)

Project 3 (Goals 1-5)

Project 4 (Goals 1-5)

Presentation (Goal 6)

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).