



**COURSE OUTLINE
REVISED SPRING 2008**

<u>DMA246</u>	<u>Web Design III: Advanced Project</u>
Course Number	Course Title
<u>3</u>	<u>1 lecture/ 4 studio hours</u>
Credits	Hours: lecture/laboratory/other (specify)

Catalog description:

Develops practical skills and knowledge of web design while executing a project for a community client in a professional atmosphere. Visual design, information architecture, and web production are all based on the client goals, messages and deadlines outlined during the project definition phase. Advanced web design techniques are implemented utilizing professional-level software and applications.

Prerequisites: DMA 245 and DMA110 with a minimum C grade or divisional permission

Corequisites: N/A

Is course New or Modified? New

Required texts/other materials:

Web ReDesign 2.0: Workflow that Works

by Kelly Goto, Emily Cotler

Publisher: Peachpit Press; 2 edition (December 10, 2004)

ISBN-13: 978-0735714335

Last revised: 2007

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Information resources:

- Required textbook
- Digital files from instructor's computer
- Online tutorials – [http:// www.web-redesign.com/](http://www.web-redesign.com/)
- Computer hardware and software
- Lectures and demonstrations in class

Course goals:

The student will be able to:

- Collect and analyze information about the client, their competition and their target audiences.
- Work with team members to develop a creative brief that includes the project goals, user profiles, visual message and tone, competitive summary and technical requirements for a web design project.
- Choose a color palette, a selection of typefaces and imagery that communicates the visual message and tone specified in the creative brief.
- Create a composite that communicates a design direction using professional-level software.
- Create a site structure that satisfies the user and client goals specified in the creative brief.
- Create a sitemap and wireframe that communicates the navigation and pieces of content of the website.
- Revise the visual design and information architecture to reflect feedback from the client.
- Develop and produce the final web site using professional-level software.
- Develop and conduct QA testing and address all mistakes discovered.
- Collect all design, architectural and production files and create a style guide to hand-off to the client.
- Communicate effectively and professionally in team and client meetings.

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 and 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 Define the Project

Learning Objectives

The student will be able to...

- Define the responsibilities of each position in the project team and assign roles accordingly.
- Gather and analyze information about the client, their target audiences and their competition.
- Develop user profiles based on target audience research.
- Develop functional requirements based on the client goals and target audience research.
- Prepare a communication brief that summarizes the visual and conceptual goals of the project.
- Create a schedule that includes visual design, information architecture and production milestones.
- Create a project staging and tracking area.
- Choose types of usability testing to employ and schedule each phase of testing.
- Listen and communicate ideas effectively in a discovery and kick-off meeting.

Unit II Develop Site Structure

Learning Objectives

The student will be able to...

- Evaluate existing client content and identify content that can be reused.
- Create a list of new content that fulfills both the client and audience goals.
- Develop a content delivery plan that includes new content development and revision of existing content.
- Work with members of the information architecture team to create a sitemap that communicates proposed pages and navigation effectively.
- Work with members of the information architecture team to create wireframes that communicate navigation and blocks of content effectively.
- Develop a protosite that illustrates the key paths through the site.
- Revise wireframes and sitemaps to incorporate client feedback.

Unit III Design Visual Interface

Learning Objectives

The student will be able to...

- Work with members of the visual design team to develop possible design concepts.
- Work with members of the visual design team to choose a color palette that communicates the tone and message specified in the creative brief.
- Work with members of the visual design team to choose typefaces that communicate the tone and message specified in the creative brief.
- Work with members of the visual design team to choose or create imagery that communicates the tone and message specified in the creative brief.
- Create composites using professional software that communicate a design direction for the visual design of the site.
- Create a professional presentation of the composites for the art director and to the client.
- Revise visual designs to incorporate client feedback.
- Develop a design style guide and additional composites that communicate how the final design will be applied to the rest of the site.

Unit IV Build and Integrate

Learning Objectives

The student will be able to...

- Develop naming conventions that can be used throughout the site to organize files.
- Assess the status of the project and suggest changes to the schedule to respond to changes in project scope.
- Establish technical guidelines and development specifications based on the technical requirements in the creative brief.
- Use professional imaging software to produce, prepare and optimize imagery.
- Use professional web development software to create a master template and set of sub-templates.
- Add interactivity and basic functionality using light scripting.
- Develop a QA plan that is based on the technical requirements in the creative brief.
- Successfully conduct both an alpha and beta test phase.
- Prioritize, document and fix mistakes found in QA testing.
- Transfer final site to client server.

Unit V Launch and beyond

Learning Objectives

The student will be able to...

- Organize and archive visual design, information architecture and production files.
- Create a production style guide that includes visual design specifications and sample code.
- Schedule and lead a training session with client's maintenance team.
- Submit site information to all applicable search engines.
- Communicate meaningful feedback at postlaunch meeting.

Evaluation of student learning:

Evaluation of progress and grades are determined by the instructor, based upon the following considerations: attendance, participation, and estimate of quality of class work and homework assignments (by instructor). Values of quality, aesthetics, etc., are based upon the instructor's judgment of the work produced, the effort employed, and the total result achieved. The specific weight of each project is shown in the grade breakdown chart in this section.

To receive full credit, all assignments are due on time. A late assignment will be accepted one class period after due date with a reduced letter grade. After one missed class period, late assignments will receive the grade of "F".

The grade of "A" will be earned by students who demonstrate mastery of the essential elements of the material presented, as well as demonstrating excellence in aesthetics and originality in completing course objectives with at least 90% achievement.

The grade of "B" will be earned by students who demonstrate more than adequate mastery of the essential elements of the material presented and acceptable knowledge of the course content. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 80% achievement.

The grade of "C" will be earned by students who demonstrate adequate mastery of the essential elements of the material presented. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 70% achievement.

The grade of "D" is undesirable, but indicates a minimum passing of the course requirements. All of the course objectives must be fulfilled with at least 60% achievement.

The grade of "F" will be earned by students who do not demonstrate achievement.

Grade Breakdown

Class Attendance and Participation	10%
Phase 1: Define the Project	20%
Phase 2: Develop Site Structure & Design Visual Interface	30%
Phase 3: Build and Integrate	30%
Phase 4: Launch & Beyond	10%

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).