

Digital Design 112 - Introduction to Web Design
Professor TBA

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Course description:

This course introduces Web design principles and basic programming techniques for developing effective and functional Web sites. The course provides students with a foundation in the fundamentals of Internet technology and Web authoring using current Web authoring software. Course work will emphasize information design, hierarchical and navigational models, usability considerations, and performance issues. The course will familiarize students with hypertext markup language (HTML), cascading style sheets (CSS), dynamic HTML (DHTML) and scripting, as well as Adobe's Dreamweaver & Flash.

Course objectives:

Students who successfully complete this course will be able to:

- Evaluate existing websites for usability issues and identify a goal-directed design approach for their correction.
- Design structural diagrams for web sites illustrating navigation and information design.
- Conduct usability tests in order to evaluate user experience and the effectiveness of web site design
- Create advanced web pages that contain text, hypertext, images, frames, lists, and tables using HTML to develop the source file and upload the pages to the web server given several page topics.
- Create website with CSS, & XHTML
- Create dynamic web content using Dreamweaver and Flash
- Evaluate the manner in which a web page meets the rules for proper page design.

Credit Hours:

3 hours

Pre-requisites:

- DD101: Introduction to the Digital Toolbox

Required Readings:

The Elements of User Experience by Jesse James Garrett
HTML for the World Wide Web (5th Ed.) by Elizabeth Castro
Don't Make Me Think by Steven Krug
Paper Prototyping by Carolyn Snyder
Usability Engineering by Jacob Nielsen
Flash Bible by Robert Reinhardt & Snow Dowd
Dreamweaver 8 for Windows & Macintosh by Tom Negrino

Suggested Readings:

Things That Make Us Smart by Donald Norman
The Art of Human Computer Interface Design by Brenda Laurel

Strongly suggested:

This class has been designated as web-enhanced. Many of the required tasks will be performed on-line. In addition, many of the research assignments will require the use of library databases. It would be an advantage if students had:

- Familiarity with the Internet;
- Access to the Internet from home or elsewhere
- An active email account.
- An active web server account.

Due dates:

Late assignments will not be accepted without a physician's or counselor's note.

Grading:

Projects	80
Mid Term Presentation	5
Final Presentation	5
Participation	10
Total	100

Grades:

90-100	A
80-89	B
70-79	C
60-69	D
0-50	F

There is no R grade in this course.

Fundamentals of Web Design (WB1) assignments:

This course will be an organic mix of lecture and practice with the professor working to explain the concepts, give examples, and also oversee how well students grasp the concepts discussed as they work on assigned projects. There will be 8 projects and two major presentations spread over the course of 15 weeks.

Assignment	Type	Date	Graded Points
Evaluating Web Design	Take-home	P1	10
Designing a Personal Site	Studio/ Take-home	P2	10
Evaluating the Personal Site	Take-home	P3	10
Building the 1 st Iteration Mid-Term Presentation	Studio/ Take-home	P4	15
Splash Page	Take-home	P5	10
Building the 2 nd Iteration	Take-home	P6	10
Evaluating the Personal Site	Studio/ Take-home	P7	10
Final Presentation	Studio/ Take-home	P8	15
Total			90

Notes on the grading criteria:

Work will be evaluated according to the following criteria:

- Mastery of the concepts
- Understanding of issues introduced
- Originality of approach
- Presentation
- Participation

The WB1 assignments:

What follows are brief descriptions of the WB1 projects students will undertake over the course of the term. Detailed instructions will be provided in-class by the instructor. Without a physician or counselor's note, late assignments will not be accepted and so will receive a grade of 0.

Project 1: Evaluating Web Design – Group project (due week 3)

This assignment requires students to form into groups of two or three in order to evaluate an existing site of their own choosing. Evaluations will be in accordance with concepts of site design and usability issues discussed in class. The project will be presented to the class with overview of usability analysis and structural diagrams of the chosen site.

Project 2: Designing a Personal Site – individual project (due week 4)

This assignment requires students to create an information map with hierarchical diagrams and navigational design for a site intended to promote that individual's portfolio and abilities.

Project 3: Evaluating Personal Site – Group project (due week 5)

This assignment requires students to form into groups of two or three in order to engage in paper prototyping and testing of each student's personal sites according to the methodology outlined in Carolyn Snyder's *Paper Prototyping*.

Project 4: Building the First Iteration – Individual project (due week 8)

In this assignment students will build the initial iteration of their personal web site using HTML and CSS. Each student will present his or her site for mid-term critique.

Project 5: Splash Page – Individual project (due week 10)

In this assignment students will build the initial splash page for their personal web site using Flash.

Project 6: Building the Second Iteration – Individual project (due week 12)

In this assignment students will build the second iteration of their personal web site using Dreamweaver. Consideration of aesthetic elements and navigation system will be highly valued.

Project 7: Evaluating Personal Site 2 – Group project (due week 13)

This assignment requires students to form into groups of two or three in order to engage in user testing each student's personal site according to the methodologies outlined by Krug and Nielsen

Project 8: Final Presentation – Individual project (due week 15)

Having developed a final iteration of their personal web site, each student will now present their terms' work - explaining their process, justifying their design decisions according to usability testing results and critical feedback, and showing the variety of techniques used to create their final deliverable

Participation:

A student's participation grade is based primarily on their attendance and participation in class. Every student begins the term with 10 participation points. Attendance is mandatory for every single scheduled class. For each class missed, 3 participation points will be deducted. Tardy students will have 2 participation points deducted. More than three absences amounts to a failure, as a student may not earn less than 0 participation points.

Academic policies (from Catalogue):

Hostos Community College believes that developing a student's abilities to think through issues and problems by themselves is central to the educational process. Since the Hostos College degree signifies that the student knows the material s/he has studied, and the practice of academic dishonesty results in grades or scores that do not reflect how much or how well the student has learned, understood, or mastered the material, the College will investigate any form of academic dishonesty brought to its attention. If the charge of academic dishonesty is proved, the College will impose sanctions. The three most common forms of academic dishonesty are cheating, plagiarism, and bribery.

Ethical Use of Content

Students are advised to exercise caution in using digital material downloaded from the Internet in producing their own educational multimedia projects, because there is a mix of works protected by copyright and works in the public domain on the network. Access to works on the Internet does not automatically mean that these can be reproduced and reused without permission or royalty payment and, furthermore, some copyrighted works may have been posted to the Internet without authorization of the copyright holder.

Fair use guidelines for educational multimedia

Students may incorporate portions of lawfully acquired copyrighted works when producing their own educational multimedia projects for a specific course.

General guidelines include:

- Up to 10% or 3 minutes, whichever is less, in the aggregate of a copyrighted motion media work may be reproduced or otherwise incorporated as part of a multimedia project.
- Up to 10% or 1000 words, whichever is less, in the aggregate of a copyrighted work consisting of text material may be reproduced or otherwise incorporated as part of a multimedia project created under Section 2 of these guidelines. An entire poem of less than 250 words may be used, but no more than three poems by one poet, or five poems by different poets from any anthology may be used. For poems of greater length, 250 words may be used but no more than three excerpts by a poet, or five excerpts by different poets from a single anthology may be used.
- Up to 10%, but in no event more than 30 seconds, of the music and lyrics from an individual musical work (or in the aggregate of extracts from an individual work), whether the musical work is embodied in copies, or audio or audiovisual works, may be reproduced or otherwise incorporated as a part of a multimedia project. Any alterations to a musical work shall not change the basic melody or the fundamental character of the work.
- The reproduction or incorporation of photographs and illustrations is more difficult to define with regard to fair use because fair use usually precludes the use of an entire work. Under these guidelines a photograph or illustration may be used in its entirety but no more than 5 images by an artist or photographer may be reproduced or otherwise incorporated as part of an educational multimedia project. When using photographs and illustrations from a published collective work, not more than 10% or 15 images, whichever is less, may be reproduced or otherwise incorporated as part of an educational multimedia project.
- Up to 10% or 2500 fields or cell entries, whichever is less, from a copyrighted database or data table may be reproduced or otherwise incorporated as part of an educational multimedia project created under Section 2 of these guidelines. A field entry is defined as a specific item of information, such as a name or Social Security number, in a record of a database file. A cell entry is defined as the intersection where a row and a column meet on a spreadsheet.

Students are reminded to credit the sources and display the copyright notice © and copyright ownership information if this is shown in the original source, for all works incorporated as part of

the educational multimedia projects. Crediting the source must adequately identify the source of the work, giving a full bibliographic description where available (including author, title, publisher, and place and date of publication). The copyright ownership information includes the copyright notice (©, year of first publication and name of the copyright holder).

Cheating (from Catalogue):

In the collegiate setting, cheating is defined as the purposeful misrepresentation of another's work as one's own. Faculty and students alike are responsible for upholding the integrity of this institution by not participating either directly or indirectly in act of cheating and by discouraging others from doing so.

Plagiarism (from Catalogue):

Plagiarism is a form of cheating which occurs when persons, even if unintentionally, fail to acknowledge appropriately the sources for the ideas, language, concepts, inventions, etc. referred to in their own work. Thus, any attempt to claim another's intellectual or artistic work as one's own constitutes an act of plagiarism.

Bribery (from Catalogue):

In the collegiate setting, bribery involves the offering, promising, or giving of items of value, such as money or gifts, to a person in a position of authority, such as a teacher, administrator, or staff member, so as to influence his/her judgment or conduct in favor of the student. The offering of sexual favors in exchange for a grade, test score, or other academic favor, shall be considered attempted bribery. The matter of sexual favors, either requested or offered, in exchange for a grade, test score or other academic favor, shall also be handled as per the Sexual Harassment procedures of the College.

College attendance policy (from Catalogue):

Students are expected to attend all class meetings in the courses for which they are registered. Classes begin at the times indicated in the official schedule of classes. Arrival in class after the scheduled starting time constitutes lateness.

The maximum number of absences is limited to 15% of the number of scheduled class hours per semester and a student absent more than the indicated 15% is deemed excessively absent. Attendance is monitored from the first official day of classes. In the case of excessive absences or lateness, the instructor has the right to lower the grade, assign a failing grade, or assign additional written work or readings.

Absences due to late registration, change of program, or extenuating circumstances will be considered on an individual basis by the instructor. Each department and program may specify in writing a different attendance policy. Instructors are required to keep an official record of student attendance and inform each class of the College's or department attendance policy.

NOTE:

- Any work missed during any period of absence must be made up by the student.
- To meet financial aid criteria, a student must attend class at least once in the first three weeks and once in either the fourth or fifth week of class.

Course schedule:

Readings must be completed for each class. Not all assigned texts will be discussed in class or covered in the class lectures.

CLASS	WHAT IS DUE	ROOM	TOPIC	READ FOR TODAY
1		TBA	Discussion: <ul style="list-style-type: none"> • Course intro • What makes a good web site good? 	No reading
2		TBA	Discussion: <ul style="list-style-type: none"> • Information mapping • Hierarchical mapping • Project 1 ideas 	Garrett's <i>The Elements of User Experience</i> Chapter 2, 3 & 4
3	P1	TBA	Project 1 Critique Discussion: <ul style="list-style-type: none"> • Garrett readings 	Garrett's <i>The Elements of User Experience</i> Chapter 5 & 6
4	P2	TBA	Project 2 Critique Discussion: <ul style="list-style-type: none"> • Paper prototyping 	Snyder's <i>Paper Prototyping</i> Chapters 1 & 2
5	P3	TBA	Project 3 Critique Discussion: <ul style="list-style-type: none"> • Paper prototyping evaluation • HTML (Files, structure, formatting, images) Studio	Castro's <i>HTML for the World Wide Web</i> Chapters 2-6
6		TBA	Discussion: <ul style="list-style-type: none"> • HTML (Links & Styles) Studio	Castro's <i>HTML for the World Wide Web</i> Chapters 7 - 11
7		TBA	Discussion: <ul style="list-style-type: none"> • HTML (Lists, Tables, Frames) Studio	Castro's <i>HTML for the World Wide Web</i> Chapters 13-15
8	P4	TBA	Project 4 Critique Discussion: <ul style="list-style-type: none"> • Flash UI Studio	Reinhardt's <i>Flash Bible</i> Chapters 4, 5 & 6
9		TBA	Discussion: <ul style="list-style-type: none"> • Flash Studio	Reinhardt's <i>Flash Bible</i> Chapters 7, 8 & 9
10	P5	TBA	Project 5 Critique Discussion: <ul style="list-style-type: none"> • Dreamweaver Studio	Garrett's <i>The Elements of User Experience</i> Chapter 7 Negrino's <i>Dreamweaver 8</i> Chapter 1 & 2
11		TBA	Discussion: <ul style="list-style-type: none"> • Dreamweaver Studio	Negrino's <i>Dreamweaver 8</i> Chapter 3 & 4

12	P6	TBA	Project 6 Critique Discussion: Usability testing	Krug's <i>Don't Make Me Think</i>
13	P7	TBA	Project 7 Critique Studio	Krug's <i>Don't Make Me Think</i> Nielsen's <i>Usability Engineering</i>
14		TBA	Studio	No reading
15	P8	TBA	Project 8 Presentation & Critique	No reading

COURSE ID PASSWORD	- -
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