

ITT Technical Institute
GC2630
Graphic Design for the Web
Onsite Course

SYLLABUS

Credit hours: 4.5

Contact/Instructional hours: 56 (34 Theory Hours, 22 Lab Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: GC1430 Video Production Techniques or equivalent, GC2520

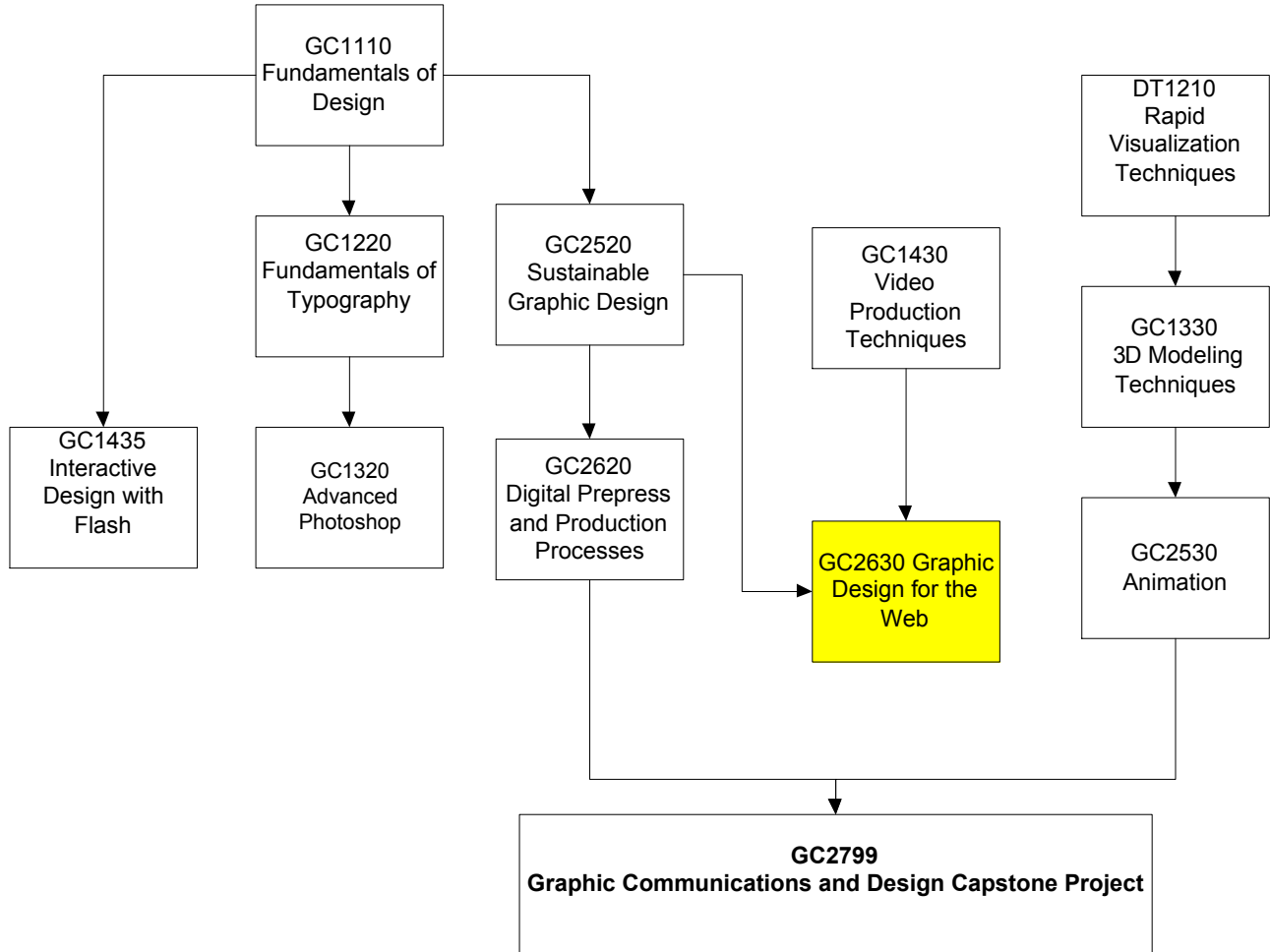
Sustainable Graphic Design or equivalent

Course Description:

This course focuses on methods and techniques of developing a simple to moderately complex Web site. Using standard Web page language, students will create and maintain a simple Web site.

Where Does This Course Belong?

The following diagram demonstrates how this course fits in the standard program:



NOTE: Refer to the catalog for the state-specific course and program information, if applicable.

This course is required for the Graphic Communication and Design program. Each core course is designed to provide ITT Tech students with a well-rounded education in the context of their technical programs. Each course emphasizes one or more of ITT Tech's Graphic Communication and Design Student Learning Outcomes.

1. Demonstrate skills necessary in the professional environment including effective communication skill and ability to work in teams.
2. Conduct basic research and apply the tools of critical reading, analytical thinking, reasoning, and mathematics to effectively solve practical problems.
3. Describe and apply hands-on skills in software applications to develop graphic communications for the print industry.
4. Design and develop interactive software applications utilizing motion graphics.
5. Develop hands-on skills in designing interactive web-based communication systems.

Course Summary

Major Instructional Areas

1. The History and Context of the World Wide Web
2. Human Factors
3. Basics of Hyper Text Markup Language (HTML)
4. Page Layout
5. Web Graphics
6. Navigation
7. An Overview of Web Site Publishing
8. Creation of a Web-Based Portfolio

Course Objectives

1. Explain the evolution of the World Wide Web.
2. Create a Web page using HTML.
3. Explain the Web site production process.
4. Develop a Web site plan.
5. Create a Web site by using a Web site building tool.
6. Apply the basic rules and techniques for typography design to create HTML and graphic text for the Web.
7. Prepare graphics that download quickly and display across platforms and browsers.
8. Publish a Web site on a server.

Learning Materials and References

Required Resources

Complete Textbook Package	New to this Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Lopuck, L. (2012). <i>Web design for dummies</i> ® (3rd ed.). Hoboken, NJ: John Wiley and Sons, Inc.	■		
Warner, J. (2010). <i>Teach yourself visually™ dreamweaver</i> ® CS5. Indianapolis, IN: John Wiley and Sons, Inc.	■		

Recommended Resources

Books

- Carter, R., Day, B., and Meggs, P. (2012). *Typographic design: form and communication*. 5th ed. Hoboken, NJ: John Wiley & Sons, Inc.
- Golombisky, K. and Hagen, R. (2010). *White space is not your enemy: A beginner's guide to communicating visually through graphic, web and multimedia design*. Waltham, MA: Focal Press.

Professional Journals

- *Smashing Magazine*
<http://www.smashingmagazine.com>
- *Typographica*
Typographica.org
- *Digitalmash Journal*
<http://digitalmash.com/journal/>

Professional Associations

- <http://webprofessionals.org>

Web Professionals: A professional association for web designers.

- <http://www.aiga.org>

AIGA: The professional association for design

- <http://iwanet.org>

IWA: International Webmasters Association.

- <http://www.graphicartistsguild.org>

The Graphic Artists Guild Web site is maintained by a national union of illustrators, designers, Web creators, production artists, surface designers, and other creative people. These people have come together to pursue common goals, share their experiences, raise industry standards, and improve the ability of visual creators to achieve satisfying and rewarding careers.

ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)

- Books> Books 24x7

Beaird, J. (2010). *The principles of beautiful web design*. (2nd ed.) SitePoint.

Buxton, B. (2007). *Sketching user experiences: getting the design right and the right design*. Morgan Kaufmann Publishers.

Chapman, C. (2011). *The smashing idea book: from inspiration to application*. Hoboken, NJ: John Wiley and Sons, Inc.

Cooper, A. and Goodman, K. (2009). *Designing for the digital age: how to create human-centered products and services*. Hoboken, NJ: John Wiley and Sons, Inc.

Cooper, A., Reimann, R. & Cronin, D. (2007). *About face 3: the essentials of interaction design*. Hoboken, NJ: John Wiley and Sons, Inc.

Franz, L. (2009). *Typographic Web design: how to think like a typographer in HTML and CSS*. Hoboken, NJ: John Wiley and Sons, Inc.

Johnson, J. (2008). *Gui bloopers 2.0: common user interface design don'ts and dos*. Morgan Kaufmann Publishers.

Sahlin, D. and Snell, C. (2009). *Building web sites all-in-one for dummies*. (2nd ed.) Hoboken, NJ: John Wiley and Sons, Inc.

- Books > Ebrary

Kramer, J. (2010). *Joomla! Start to finish: How to plan, execute, and maintain your web site*. Hoboken, NJ: Wrox Press.

NOTE: All links are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

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- Web Page Layout
- Web Graphics
- HTML

- Web Site Publishing
- Electronic Portfolios
- Web Site Plan
- Publishing a Web Site

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
<ul style="list-style-type: none">▪ Do take a proactive learning approach▪ Do share your thoughts on critical issues and potential problem solutions▪ Do plan your course work in advance▪ Do explore a variety of learning resources in addition to the textbook▪ Do offer relevant examples from your experience▪ Do make an effort to understand different points of view▪ Do connect concepts explored in this course to real-life professional situations and your own experiences	<ul style="list-style-type: none">▪ Don't assume there is only one correct answer to a question▪ Don't be afraid to share your perspective on the issues analyzed in the course▪ Don't be negative about the points of view that are different from yours▪ Don't underestimate the impact of collaboration on your learning▪ Don't limit your course experience to reading the textbook▪ Don't postpone your work on the course deliverables – work on small assignment components every day

Course Outline

Unit 1: HTML BASICS			
Upon completion of this unit, the students are expected to:			
<ul style="list-style-type: none"> Identify and employ the basic html tags in a web document. Build a basic web page with type and image. Link two web pages dynamically. 			Out-of-class work: 9 hours
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Lopuck, Chapter 13 Warner, Chapter 4 	Assignment	Unit 1 Assignment 1: Basic Web Page	3%
		Unit 1 Assignment 2: Server File Management	3%
	Exercise	Unit 1 Exercise 1: Linking Two Web Pages	4%
Unit 2: THE WEB SITE PRODUCTION PROCESS			
Upon completion of this unit, the students are expected to:			
<ul style="list-style-type: none"> Explain the importance of a web site map and how to make one. Articulate the business requirements of a web site. Explain the importance of research in web site design. 			Out-of-class work: 9 hours
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Lopuck, Chapters 1-2 	Assignment	Unit 2 Assignment 1: Site Map Reverse Engineering	3%
		Unit 2 Assignment 2: Reverse Engineering a Site's Business Requirements	3%
	Exercise	Unit 2 Exercise 1: Designer's Blog Site	4%
Unit 3: CREATING A SITE PLAN			
Upon completion of this unit, the students are expected to:			
<ul style="list-style-type: none"> Explain the importance of user research in web design. Explain the importance of effective graphic web navigation. 			Out-of-class work: 9 hours
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Lopuck, Chapters 3-4 	Assignment	Unit 3 Assignment 1: Creating Personas	3%
		Unit 3 Assignment 2: Icon Design	3%
	Exercise	Unit 3 Exercise 1: Building the Icon Set with Rollovers	4%

Unit 4: USING DREAMWEAVER

Upon completion of this unit, the students are expected to:

- Explain the basics of the Adobe Dreamweaver interface.
- Use Adobe Dreamweaver to aid in producing a commercial website.

Out-of-class work:
9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Lopuck, Chapter 7 • Warner, Chapters 1-3 	Project	Unit 4 Project Part 1: Site Plan	3%
		Unit 4 Project Part 2: Web Banner Teaser	3%

Unit 5: DESIGNING WITH TYPE FOR THE WORLD WIDE WEB

Upon completion of this unit, the students are expected to:

- Design a web page mock-up using Adobe Photoshop.
- Produce a web page mock-up into a web page using Adobe Dreamweaver.
- Test a web page for cross platform, cross browser compatibility, and resolve the resulting issues.

Out-of-class work:
9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Lopuck, Chapter 8 • Warner, Chapters 5, 8 	Quiz	Unit 5 Quiz 1	3.5%
	Exercise	Unit 5 Exercise 1: Enhanced Quotation Web Page	4%
	Assignment	Unit 5 Assignment 1: Cross Platform and Cross Browser Compatibility	3%

Unit 6: CREATING WEB GRAPHICS

Upon completion of this unit, the students are expected to:

- Explain color spaces in web images.
- Generate ICC profiles.
- Change an image file's color profile to sRGB.
- Optimize graphics for web presentation.

Out-of-class work:
9 hours

READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> • Lopuck, Chapters 9, 10, 12 	Assignment	Unit 6 Assignment 1: Converting an Image File to sRGB	3%
		Unit 6 Assignment 2: Optimizing An Image for Web Display	3%
	Exercise	Unit 6 Exercise 1: Photoshop Slices to a Dreamweaver Page	4%

<p>Unit 7: ADDING IMAGES AND INTERACTIVITY</p> <p>Upon completion of this unit, the students are expected to:</p> <ul style="list-style-type: none"> Apply paper prototyping to the web development process. Build an interactive Flash piece designed for inclusion in an HTML/CSS based web site. <p style="text-align: right;">Out-of-class work: 9 hours</p>			
GRADED ACTIVITIES / DELIVERABLES			
READING ASSIGNMENT	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Lopuck, Chapter 15 Warner, Chapter 6 	Quiz	Unit 7 Quiz 2	3.5%
	Project	Unit 7 Project Part 3: Paper Prototype	3%
		Unit 7 Project Part 4: Interactive Diagram	3%
<p>Unit 8: DESIGNING USER-FRIENDLY NAVIGATION</p> <p>Upon completion of this unit, the students are expected to:</p> <ul style="list-style-type: none"> Employ paper prototyping in the web design process. Build a user flow diagram to chart a user's path through a web site. Design a user-friendly web based menu for a web site. <p style="text-align: right;">Out-of-class work: 9 hours</p>			
GRADED ACTIVITIES / DELIVERABLES			
READING ASSIGNMENT	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Lopuck, Chapter 5 Warner, Chapter 7 	Assignment	Unit 8 Assignment 1: Paper Prototype Focus Group	3%
		Unit 8 Assignment 2: User Flow Diagram	3%
	Project	Unit 8 Project Part 5: Web Based Menu Design	3%
<p>Unit 9: DESIGNING WITH CSS</p> <p>Upon completion of this unit, the students are expected to:</p> <ul style="list-style-type: none"> Specify a web page with type and image with CSS. Specify and control lists with CSS. <p style="text-align: right;">Out-of-class work: 9 hours</p>			
GRADED ACTIVITIES / DELIVERABLES			
READING ASSIGNMENT	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Warner, Chapters 12, 13 	Exercise	Unit 9 Exercise 1: CSS Type and Image	4%
	Project	Unit 9 Project Part 6: CSS List Navigation	3%
		Unit 9 Project Part 7: Home Page with CSS	3%

Unit 10: PUBLISHING A WEB SITE			
Upon completion of this unit, the students are expected to:			Out-of-class work: 9 hours
<ul style="list-style-type: none"> Optimize CSS style sheets to separate color, text, and page specifications. Design a secondary page to a main web page. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
<ul style="list-style-type: none"> Lopuck, Chapters 11, 17 Warner, Chapters 14, 15 	Project	Unit 10 Project Part 8: Optimizing the CSS Stylesheet	3%
		Unit 10 Project Part 9: Building the Secondary Page	3%
		Unit 10 Project Part 10: Project Draft (First Half)	3%

Unit 11: PRESENTING YOUR WEBSITE			
Upon completion of this unit, the students are expected to:			Out-of-class work: 9 hours
<ul style="list-style-type: none"> Present a completed web site. Complete a course project for inclusion in a portfolio. 			
READING ASSIGNMENT	GRADED ACTIVITIES / DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
Review all course readings	Project	Unit 11 Project Part 11: Project Completion (PORTFOLIO)	3%
		Unit 11 Project Part 12: Project Presentation	3%

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change.

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Assignment	33%
Project	36%
Exercise	24%
Quiz	7%
TOTAL	100%

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage	Credit
A	90–100%	4.0
B+	85–89%	3.5
B	80–84%	3.0
C+	75–79%	2.5
C	70–74%	2.0
D+	65–69%	1.5
D	60–64%	1.0
F	<60%	0.0

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

(End of Syllabus)