GDes 2342, Sections 1, 2 and 3 <web design>

Spring Semester 2020
MW, 8:30 - 10:25 a.m. (155 Peters Hall) and 3:00-4:55 p.m. (144 McNeal Hall)
TTh, 8:30-10:25 a.m. (144 McNeal Hall)
3 credits

<course description>

The world's most celebrated personal computer, the Apple Macintosh, was introduced more than 30 years ago in January of 1984. Every decade since has witnessed revolutionary paradigm shifts in the hardware and software that enables graphic designers to create visual content. Today, the practice of graphic design is increasingly focused around web design, digital devices and the computers that make it possible. And web design is an integral part of graphic design student's education, even if the student considers him- or herself a "print designer". So, where do you fit in this digitally connected world as a 21st century graphic designer?

With that in mind, this course is intended as an introduction to the fundamentals of web design and prototyping for websites. Students gain experience using industry standard software and writing HTML5 and CSS3 to design web pages with a code editor, such as Webstorm. Additionally, students learn prototyping basics using Figma and Adobe XD, applications built specifically for quickly producing clickable prototypes. Further emphasis is placed on the introduction of the user-centered – or user experience (UX) – design process, such as developing mission statements, user and business/organization goals, and usability testing to name a few.

<course prerequisites>

The prerequisites for this course are GDes 1311, 1312, and 1315, design minor, or instructor permission. Also, students should be proficient in the Adobe CS, including InDesign, Illustrator and Photoshop. This course may be taken the same semester as the Graphic Design portfolio review.

<course objectives>

- Gain proficient knowledge in HTML5 and CSS3
- Learn the basic concepts of user experience (UX) or user-centered design, and user interface (UI) design
- Practice the design process specific to web design (research, wireframing, prototyping, presentation, etc.)
- Use critique as constructive conversation to help further refine formal solutions
- Apply knowledge and skills from prerequisite classes
- Build on critical visual thinking skills learned in print-based courses

<student learning outcomes>

1. Can identify, define, and solve problems

The main problems to be identified, defined, and solved when creating a website are as follows:

Visual

- Apply design elements and principles (e.g., line, color, form, texture, balance, rhythm, Gestalt, typography, and overall unity)
- Apply the principles of user interface (UI) and user experience (UX) design

Frances (Fancy) Trice
O 246b McNeal Hall
E tric0001@umn.edu
PH 612.301.1168
OH By appointment (I am almost always available after morning classes and before afternoon classes).

{personal electronic devices in the classroom}

Designated class hours are intended for studio work, discussion, and critique. Your ideas and designs will thrive in an atmosphere of open exchange, so have fun and share your ideas and opinions respectfully. In the computer lab, the distractions of the digital world are at your fingertips. Please exercise restraint. Internet or device use not directly related to this class is discouraged.
http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html

{use of class notes and materials}

Students may not distribute, via the internet or other means, instructor-provided lecture notes or other instructor-provided materials, except to other members of the same class or with the express consent of the instructor.
http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html

{scholastic dishonesty and student conduct code}

Any student found to have committed or to have attempted to commit misconduct as defined in this policy is subject to appropriate disciplinary action.
http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

{sexual harassment}

University policy prohibits sexual harassment as defined in the University Policy Statement of December 11, 1998; copies of this statement are available at:
http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html

- Communicate the identity and objectives of an organization
- Communicate the key tasks a user can accomplish

Technical

- Use related software, including programs from Adobe CC (including Adobe XD), Webstorm, and Figma.
- Plan and construct custom interactions with CSS3 (e.g. simple slideshows, transitions and animations, etc.).

Technical also for web

- Mark text for HTML5 and style text and objects with CSS3.
- Design the site for standards-compliant browsers, such as Chrome, Firefox and Safari.
- Construct informational architecture and wireframes to plan how the user will access the contents of a website.
- Apply usability testing to website and edit the feasibility and accessibility of a website before coding.
- Apply some fundamental accessibility principles.

2. Can communicate effectively

- Create designs that communicate the identity and goals of the selected businesses or organizations, as well as meet the needs of users.
- Participate in written and spoken critiques, as well as present the completed projects to the class and to your group.

<grading breakdown>

- 25% fixed website redesign designed for standard desktop monitor and laptop screen
- 20% HTML5 and CSS3 exercises
- 20% mobile/tablet clickable prototype
- 15% final project
- 10% website moodboard
- 5% tutorial demos (individual or in pairs)
- 5% short quizzes
- 10% attendance (see Attendance for details)

<grading late work>

The student is required to complete all course assignments on time; that is, each assignment is to be finished on the day it is due, unless specified otherwise. Some assignments will be due at the beginning of class and others at the end of class. Work turned in during the next class period will be marked down a full letter grade. If a student has a scheduling conflict with an assignment due date, please speak to the instructor before the due date about alternative ways to meet the course requirements.

<extra credit>

No extra credit will be given.

{climate of inclusivity}

You are expected to be attentive during class, ask questions if you do not understand something, and offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate forms of expression in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help.

{academic freedom and responsibility}

Academic freedom is the freedom, without institutional discipline or restraint, to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to speak or write on matters of public concern as well as on matters related to professional duties and the functioning of the University Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution. http://www1.umn.edu/regents/policies/academic/Academic_Freedom.pdf.

{availability of disability and mental health services}

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide

<required readings>

3wschools and other online readings as assigned.

<optional readings>

Robbins, J. (2011). Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics (5th edition). Sebastopol, CA: O'Reilly

<other required materials>

- Sketchbook or notebook (whatever you already have on hand)
- Adobe CC, including Adobe XD
- Free text editor, e.g., Webstorm (see link under Week 1)
- Free prototyping application, e.g., Figma (see link under Week 1)
- Three current browswers: Chrome, Firefox and Safari
- A place to remotely host your pages, e.g., GitHub. We will also use FileZilla for illustrative purposes. Both are open source applications (see link under Week 1)

<format for the course>

This is a 3-credit course that meets twice each week during the semester. Class time consists of lecture, demos, discussions, critiques, exercises, and studio work time. Work is completed in and out of class.

<classroom environment>

Classroom is a time for individual and collaborative productivity. You should be respectful of your peers and be attentive in all classroom activities and discussions. This means no phone use, texting, or headphones/earbuds during lectures, class discussions and critiques.

<required equipment/software>

Students are required to have an updated subscription to the Adobe Creative Cloud; specifically, access to Adobe InDesign, Illustrator Photoshop, and XD are crucial. In addition, a basic text editor for coding is necessary. There are many good options that are free to use (they usually require setting up a free account, and in some cases ask for student status verification). Consider using Webstorm by Jetstream.

You must also have up-to-date web browsers that can inspect HTML and CSS elements; these include Chrome and Firefox. Also, make certain you have the latest verison of Safari.

Please bring your own laptops to class. The projects in this class demand careful file management, and constant transfer between computers might risk file corruption. You must have a remote web host for the pages you produce in Webstorm. Please use the U of M's Github.

and/or arrange reasonable accommodations. Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612-626-1333 (V/TTY) or ds@umn.edu.
Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

Disability Services
80 McNamara
Minneapolis campus
612.26.1333
ds.umn.edu

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn. edu or contact Counseling/Consulting Services.

Counseling/Consulting Services
199 Coffey Hall
St. Paul campus
612.624.3323,
uccs.umn.edu

{academic services}

If you would like additional help, please contact one of the offices listed below.

Also make sure that you have FTP software such as Filezilla.

Lastly, sign up for a free online Figma account, a prototyping software.

<technology is unreliable>

We live in an electronic age. Take the following steps to prepare for equipment failure: 1.) Save your work often, such as every 15 minutes; 2.) Create a back-up disk of your work; 3.) Keep the back-up disk current; 4.) Do not misplace the back-up disk; and 5.) Do not wait until the last minute to post your work, upload your files, or print your work.

<note on critique>

Critique is a time during class where useful input to improve work is given. Be as objective and as specific as possible. Each student is highly encouraged to practice being as specific as possible and avoid vague and subjective statements such as: "I like…" or "I don't like…" or "…is good" or "could be better", etc.

<release of work>

Students understand that enrollment in this course grants consent for their work to be selected for inclusion or college or departmental publications (online and print). Your instructor may select to use your work to represent his/her skills via teaching portfolio (online and print).

<participation and attendance policy>

Participation and attendance are essential in a studio course and are worth 10% of your final grade. You are allowed one unexcused absence without penalty. Three unexcused absences results in a 10% reduction of your final grade. Five or more unexcused absences may result in a failing grade. Being on time and staying for the duration of the class counts toward participation. Also, consistently arriving late and leaving before class is dismissed will result in a reduction of your participation and attendance points. For instance, three tardies will result in one absence. Of course, issues beyond your control do occur. Excused absences include the following circumstances: illness, participation in intercollegiate athletic events (not intramural), subpoenas, jury duty, military service, bereavement, and religious observances. Any circumstance that you believe falls under the excused absence category must be verified by presenting the instructor with documentation (e.g., a note from your doctor) that gives the date(s) for which you should be excused (the details of the circumstance do not need to be explained). Students are responsible for information covered during any missed class session and are to acquire this information from a fellow classmate.

<late assignments>

Late work is better than no work; however, points will be deducted. There are two deadlines. Most work is due on Saturdays at 11:59 p.m. Late submissions are accepted through Mondays at 11:59. Due dates for final assignments follow official final examination schedules. For those requirement additional time due to disability services, please check with the instructor regarding your individual circumstances.

Center for Writing
10 Nicholson Hall
Minneapolis campus
612.626.7579
writing.umn.edu

Student Academic Success Service
340 Appleby Hall
Minneapolis campus
612.624.3323
sass.umn.edu

199 Coffey Hall
St. Paul campus
612.624.3323
sass.umn.edu

<notes to self>

<incompletes>

An incomplete will not be given for this course unless there is a medical emergency or other extraordinary circumstance that can be verified and deemed reasonable by the instructor. If such an emergency occurs, please notify the instructor as soon as possible. To receive an incomplete, both the student and the instructor must sign a formal contract outlining what needs to be done in order to remove the incomplete. The incomplete must be completed satisfactorily by the end of the following semester or the University automatically turns the incomplete into a failing grade. Lastly, approximately 75% of the course should be completed at the time the incomplete is requested.

<class cancellation>

If it is necessary to cancel class, I will notify you by text message (if you provide your number) or email; the college office will also post a notice on the classroom door. In the event of class cancellation, consult the Canvas for posted information. Often, due to winter weather conditions, morning classes may begin late or be canceled. Please make certain to check your email before departing for class; if a mobile number is provided, a text message will be sent as well.

<class schedule>

Please see the Canvas site for a class schedule. This will be posted by the second class session.

<notes to self>