

# syllabus

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## Web and User Experience Design II | art 478

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Assistant Professor | Lindsey Brammell

### Course Information | TuTh 9:50pm–12:10pm | Olin 205

**course description** | Prerequisites Art 378 Web and User Experience Design

I. Continuing studies in web and user experience design. This advanced course develops a deepened understanding of design principles and web development to assist students in producing accessible, interactive, dynamic, and visually imaginative web compositions. It integrates the use of web design, user experience design, grid layout, responsive design and development, web safe fonts, optimized imagery, media queries, HTML, and CSS.

#### Goals for Liberal Learning

1. Instill a love for learning
2. Develop foundational skills and transferable intellectual capacities
3. Develop an understanding of multiple perspectives and their interconnections
4. Cultivate an examined self-understanding
5. Encourage responsible participation in the world

#### Learning Outcomes Acquired

1. Acquire an understanding of User Experience Design
2. Learn composition through the use of the grid
3. Understanding HTML and CSS
4. Read Javascript
5. Design and develop responsive or mobile designs
6. Learn to use optimized imagery, media queries, and web safe fonts.

**office hours** | by appointment through zoom  
Lindsey Brammell | lbrammel@cord.edu

## Class Policy

College-level courses, such as this one, are designed to require 4 hours of outside work for every day the class meets. This means, in addition to attending class meetings, each student should be working 4 hours after each class (8 hours a week) to do well in this course.

Students are expected to attend each class meeting, on time, fully prepared, and ready to participate. Students who are not fully prepared, who have not shown project progression, or who have not produced enough work, **five (5) points** will be deducted from the project grade each class period the student is not prepared. **note: there are 100 points per project**

Students arriving to meetings late or leaving early, without receiving authorization or making arrangements in advance with the instructor, will be marked tardy. **Each tardy is counted as ¼ an absence.** This means **four (4) recorded tardies will count as one (1) absence.**

Attendance is a required component of this course and students are expected to attend class meetings for its entirety. Excessive absences, tardiness, and/or leaving class early will be reflected in the final grade. Each student is granted **two (2) absences** for the semester. **Each additional absence will result in the drop of one full letter grade** in the student's final grade.

You will not be penalized for extreme emergency. Please note: vacations and work-related absences do not qualify as excused absences. College-sponsored activities are excused absences; however, you should meet with the instructor prior to the absence. In the event of serious or extended illness, or family emergency, the Office of Student Development and Campus Life should be notified.

Furthermore, attending every class meeting is important, because our meetings have already been reduced due to covid. When you miss a meeting, you are responsible for obtaining the information that was presented as well as moving forward in your project.

## Participation Requirements

This class will reflect the behavior of a design firm. There will be group critiques throughout the semester. Intermittently, you will be meeting one on one with the client (your instructor). If "the client" rejects the direction you are headed, you must modify your design. Do not show up late or unprepared, every class imitates a client meeting and visuals are mandatory.

## Grading System

Attendance for assignment critique is mandatory. Students arriving to the final presentation late, without receiving authorization from the instructor prior to the class period, **ten (10) points will be taken from their project grade.**

Students are expected to complete all projects within the given time frame. Projects are due at the time outlined in the assignment sheet and may not be submitted after the due date. **Projects will be evaluated as presented on the due date.**

An A is outstanding and original work, strong weekly performance, professional attitude, excellent presentation skills, strong participation in all class critiques, and completing assignments on time. B is solid work in all of the above. C is average work in all of the above. D is passing but a low grade. F is failing.

|    |     |         |
|----|-----|---------|
| A  | 4.0 | 93–100% |
| A- | 3.7 | 90–92%  |
| B+ | 3.3 | 87–89%  |
| B  | 3.0 | 83–86%  |
| B- | 2.7 | 80–82%  |
| C+ | 2.3 | 77–79%  |
| C  | 2.0 | 73–76%  |
| C- | 1.7 | 70–72%  |
| D+ | 1.3 | 67–69%  |
| D  | 1.0 | 63–66%  |
| D- | 0.7 | 60–62%  |
| F  | 0   | 0–59%   |

## Required Book

Robbins, Jennifer Niederst.

**Learning Web Design 5th edition**

<https://ebookcentral.proquest.com/lib/cord-ebooks/detail.action?docID=5412749&query=learnin+g+web+design>

*It is recommended you purchase a copy of the book.*

## Optional Beginner Book

Duckett, Jon.

**HTML&CSS Design and Build Websites**

<https://ebookcentral.proquest.com/lib/cord-ebooks/detail.action?docID=817871&query=html+a+nd+css>

## Required Materials

Flash Drive

## Recommended Sources

<http://www.cgtextures.com/>

<http://www.w3schools.com/>

<http://www.alistapart.com/>

<http://www.adaptivepath.com/ideas>

<http://www.swiss-miss.com/>

### NAVIGATION

<http://css.maxdesign.com.au/listamatic/>

### CSS

<http://www.subcide.com/articles/creating-a-css-layout-from-scratch/>

<http://css-tricks.com/>

<http://daneden.me/animate/>

### RESPONSIVE WEB

<http://adapt.960.gs/>

<http://goldengridsystem.com/>

<http://www.smashingmagazine.com/responsive-web-design-guidelines-tutorials/>

### JQUERY

<http://eightmedia.github.io/hammer.js/>

## Recommended Websites

Milton Glaser

<http://www.miltonglaser.com/>

Seymour Chwast

<http://pushpininc.com/>

Paul Rand

<http://www.paul-rand.com/>

Saul Bass

<http://saulbass.tv/>

Martin Venezky

<http://appetiteengineers.com/>

Ed Fella

<http://edfella.com/>

Michael Vanderbyl

<http://vanderbyldesign.com/>

Michael Manwaring

<http://manwaring.com/>

Jennifer Morla

<http://morladesign.com/>

Steve Tolleson

<http://tolleson.com/>

Rudy VanderLans and Zuzana Licko

<http://emigre.com/>

David Carson

<http://davidcarsondesign.com/>

Paula Scher

<http://www.paulaschermaps.com/>

Stefan Sagmeister

<http://sagmeister.com/>

Jennifer Sterling

<http://jennifersterlingdesign.com/>

Adam Brodsley and Eric Heiman

<http://volumesf.com/>

Cinthia Wen

<http://designatnoon.com/>

Carin Goldberg

<http://caringoldberg.com/>

## Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act, Concordia College and your instructor are committed to making reasonable accommodations to assist individuals with documented disabilities to reach their academic potential. Such disabilities include, but are not limited to, learning or psychological disabilities, mental health issues, or impairments to health, hearing, sight, or mobility. If you believe you require accommodations for a disability that may impact your performance in this course, you must schedule an appointment with Disability Services to determine eligibility. Students are then responsible for giving instructors a letter from Disability Services indicating the type of accommodation to be provided; please note that accommodations will not be retroactive. The Disability Services office is in Old Main 109A, phone 218-299-3514; <https://cobbernet.cord.edu/directories/offices-services/counseling-center-and-disability-services/disability/>.

## Academic Honesty and Responsibility

Academic Honesty and Responsibility: All work must be the original creation of the student; for instance, designs need to be original and not copied from another source. If a student plagiarizes an assignment, the penalty for plagiarism is a failing grade for the assignment. Such work will be turned over to the Office of Academic Affairs for future action. Information about what constitutes plagiarism can be found in the Student handbook: <https://cobbernet.cord.edu/handbooks/student-handbook/academic-policies/> You are responsible for following the guidelines contained in the handbook even if not specifically discussed in class. If you have any questions as to what constitutes plagiarism, please ask.

## Grading Breakdown

|             |     |
|-------------|-----|
| Mobile Site | 30% |
| Website 1   | 30% |
| Website 2   | 40% |

## Grading Criteria and Course Learning Outcomes

File Preparation – file is organized correctly

Structure – code is written correctly

Medium – web medium is used correctly

Neatness – particularly neat in design and layout

Typography – sophisticated use of type hierarchy

Completion – project is engaging and captivating for the viewer

Critique – spoken language and giving informative critiques

Design Process – methodical consideration of project

Uniqueness – exceptionally clever and unique

Grammar – no grammatical mistakes

Understanding of Content – sophisticated understanding of design

*Advanced students will be graded at a higher learning curve than introductory students. Advanced students must show a deeper understanding of code, user experience design, and web design in their final projects.*

## Mentoring Program

Advanced students will be responsible for guiding introductory students through critiquing their designs and helping them code. These tasks can be achieved in class or outside of class. Most introductory students have not coded and some have not designed before. Most of these students will need some advise on best practices for designing and setting up their html page as well as starting their css. Guide these students to be better web designers. The teaching experience helps you understand design and code better.

# group 1

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Online Mentor Critiques: Monday at 7:00pm

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**Habedank, Austin**

**Permenter, Rio**

**Carlin, Ella J.**

Conlin, Christina

Reidle, Shanyn R.

Halgrimson, Ella C.

# group 2

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Online Mentor Critiques: Wednesday at 7:00pm

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**Hilgers, Dash B.**  
**Hagemeier, Emma**  
**Hart, Evan**  
Kirch, Isabella  
Wood, Emily E.  
Neumann, Naarah  
Garcia, Samantha

**Monday Individual Meetings with Instructor**

7:00–7:15 PM – Wood, Emily E.

7:15–7:30 PM – Neumann, Naarah

7:30–7:45 PM – Kirch, Isabella

7:45–8:00 PM – Garcia, Samantha

8:00–8:15 PM – Hilgers, Dash B.

8:15–8:30 PM – Hagemeyer, Emma

8:30–8:45 PM – Hart, Evan

**Wednesday Individual Meetings with Instructor**

7:00–7:15 PM – Carlin, Ella J.

7:15–7:30 PM – Conlin, Christina

7:30–7:45 PM – Reidle, Shany R.

7:45–8:00 PM – Halgrimson, Ella C.

8:00–8:15 PM – Habedank, Austin

8:15–8:30 PM – Permenter, Rio

| date | day | readings                           | assignment                                                       | date    | day | readings                            | assignment                                                       |
|------|-----|------------------------------------|------------------------------------------------------------------|---------|-----|-------------------------------------|------------------------------------------------------------------|
| 1/11 | M   | syllabus                           |                                                                  | 3/1     | M   | READ: ch 15<br><i>OPEN CRITIQUE</i> | test                                                             |
| 1/13 | W   | READ: ch 1<br><i>GROUP 1</i>       | 2 comp. audit<br>content audit<br>sitemap<br>moodboard<br>sketch | 3/3     | W   | <i>group critique</i>               | <b>website</b>                                                   |
| 1/18 | M   | <i>NO CLASS</i>                    |                                                                  | 3/8     | M   | READ: ch 16<br>EXE: 16              | 2 comp. audit<br>content audit<br>sitemap<br>moodboard<br>sketch |
| 1/20 | W   | READ: ch 2-3<br><i>GROUP 2</i>     | 2 comp. audit<br>content audit<br>sitemap<br>moodboard<br>sketch | 3/10    | W   | READ: ch 17                         |                                                                  |
| 1/25 | M   | READ: ch 4                         | sketch<br>produce                                                | 3/15    | M   | READ: ch 8                          | sketch                                                           |
| 1/27 | W   | READ: ch 5                         |                                                                  | 3/17    | W   | READ: ch 9                          |                                                                  |
| 2/1  | M   | READ: ch 6<br><i>OPEN CRITIQUE</i> | produce<br>test                                                  | 3/22    | M   | READ: ch 10                         | markup                                                           |
| 2/3  | W   | <i>group critique</i>              | <b>mobile site</b>                                               | 3/24    | W   | READ: ch 19                         |                                                                  |
| 2/8  | M   | READ: ch 7                         | 2 comp. audit<br>content audit<br>moodboard<br>sitemap<br>sketch | 4/7     | W   | READ: ch 18                         | produce                                                          |
| 2/10 | W   | READ: ch 23-24                     |                                                                  | 4/12    | M   |                                     |                                                                  |
| 2/15 | M   | READ: ch 11                        | sketch<br>markup                                                 | 4/14    | W   | <i>NO CLASS</i>                     |                                                                  |
| 2/17 | W   | READ: ch 12                        |                                                                  | 4/19    | M   |                                     | test                                                             |
| 2/22 | M   | READ: ch 13                        | markup<br>produce                                                | 4/21    | W   |                                     |                                                                  |
| 2/24 | W   | READ: ch 14                        |                                                                  | 4/26    | M   | <i>group critique</i>               | <b>website</b>                                                   |
|      |     |                                    |                                                                  | 4/28-30 |     | <i>submit via email</i>             | <b>files</b>                                                     |

# projects

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## Website Designs

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Project 1. Mobile Website: Design a two page mobile website using percentages for a liquid layout.

Project 2. Website Design: Design a two page desktop, tablet, and mobile website.

Project 3. Website Design: Design a three page desktop, tablet, and mobile website.

Choose from the following options:

### Option A

- Business Website

A website that's devoted to representing a specific business. It should be branded like the business.

### Option B

- Media Website

Media websites collect news stories or other reporting.

### Option C

- Personal Website

Not all websites exist to make money. Many people find value in creating personal websites to put their own thoughts and insights out into the world.

<https://www.are.na/ian-mcdonald/an-idea-for-a-website>

### Option D

- Portfolio Website

Sites devoted to showing examples of past work to show potential clients the quality of the work they provide.

Research, gather content, design, and develop a website. First, look at their existing website and determine what isn't working with the content and navigation. Second, organize the content so it's user friendly (User Experience Design). Third, Generate the content for the site by gathering images and content for the site.

Each page must have at least 250 words and you must use different content for each page.

Some page options include: home page, about page, contact page, and content pages.

Keywords: Come up with a couple different keywords for each page and use them in the body text.

You are required to use external style sheets.

Note: Normally you do not specify a height, but if your page is longer than 600 pixels, the page will need to scroll. You can also use a width of 900 to 980 pixels instead of the standard 960 pixels.

Keep with the medium of the web:

- Page size: 900–980px wide
- Standard san-serif typefaces:  
Arial, Verdana, Helvetica
- Standard serif typefaces:  
Georgia, Times New Roman.
- Standard type size: 16 pixels.
- Color and Resolution: RGB and 72dpi resolution.

Things to include:

1. Navigation bar and links on all pages.
2. Rollovers on all links.
3. Add the logo and copyright to all pages.
4. Include many style rules and external style sheets.
5. Include one ID and multiple Class selectors.
6. The home page must be labeled as index.html

#### **Pinterest Board:**

Create a board on Pinterest for either each project or the class.

#### **You can follow my board at:**

<https://www.pinterest.com/thelabds/>