**Course Title:** Web Design II  
**Date submitted:** Fall 2014  
**AAC:** 14-124  
**Department:** Art  
**Curriculum:** Graphic Design

**Course Code:** GRA*262  
**Course Type:** Z  
**Prerequisites:** C- or better in Web Design (GRA*260), OR permission of program coordinator

**Credit Hours:** 3  
**Corequisites:** None  
**Other Requirements:** None

**Course Descriptors:**
Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.

**Elective Type:** FA/G/LAS

**Developmental:** No

- **Lecture:** 2
- **Clinical:** 0
- **Lab:** 0
- **Studio:** 2
- **Other:** 0
- **TOTAL:** 4

**Class Maximum:** 20  
**Semesters Offered:** S

**Ability Based Education (ABE) Statement:**
At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.

**Catalog Course Description:**
This course focuses on the further exploration of design for web media using Adobe Dreamweaver. Students will apply and expand their previously learned web design skills in concept, design, production, and interactivity to the creation on engaging and dynamic web site designs.

**Topical Outline:**
List course content in outline format.

1. Search Engine Optimization
   a. What is SEO (search engine optimization)
   b. Elements of SEO
      1. Page titles
      2. Meta tags
      3. Headers
      4. Description
      5. Site text
6. Internal links
7. img alt tags
c. Single page website SEO vs traditional web site SEO
d. What is robots.txt file

2. Planning Fluid Layout website/Information Architecture
   a. What is fluid layout, fluid vs fixed (responsive web design - RWD)
   b. Needs assessment
c. Design identity
d. Content creation
e. Site map (“manual” sketches)
f. Designing for different screens/media (image optimization, typography)

3. HTML5 Elements in the Dreamweaver Environment
   a. Header, nav, footer
   b. Section, article, aside
   c. Rich media, video, canvas

4. CSS3 Elements in the Dreamweaver Environment
   a. Style sheets for mobile desktop, media queries
   b. Backgrounds, borders, gradients, text effects, modal boxes
   c. Compound selectors
d. Multiple class/ id and class selectors
e. Pseudo classes
f. CSS3 and browser compatibility

5. Basic JavaScript and jQuery Using Code Snippets in Dreamweaver

6. jQuery Plugins in Dreamweaver
   a. Image slideshow
   b. Image gallery
c. Fades
d. Sliding panels
e. Tabbed navigation

7. Publishing and Testing Websites
   a. Hosting services
   b. browser compatibility

### Outcomes:

Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

Upon successful completion of this course, the student will be able to do the following:

**COURSE:**

Through a series of lectures, demonstrations, and projects, students will expand and apply previously learned web design skills in concept, design, production, and interactivity to the creation on engaging and dynamic web site designs. Depending on level of successful completion of the course, students will be able to analyze a visual communication problem, develop a concept, and successfully design and produce an advanced website design using web design software — specifically Adobe Dreamweaver, that incorporates:

1. flow chart and storyboard
2. screen visuals and interface design
3. typography and image in screen layouts
4. sound, animation, and interactivity
5. technical skills necessary to produce in required format – html, CSS, basic
In this effort, students will:

1. expand their knowledge of the creative uses of web site and interface design through analysis and critique of existing web-based design, and the creation of original web-based visual communication designs.

2. expand their skills in the use of the tools and techniques available in a web design software program — Adobe Dreamweaver, so as to be able to and create original, visually engaging, and functional web site designs from concept, through storyboard, to design and production.

3. communicate visual concepts through the appropriate choice and application of composition, type styles, images, interface design, and interactively.

4. expand their knowledge and application of HTML and CSS programming language for the creation of advanced web page designs that incorporate text, images, and links, as well as incorporate basic JavaScript and jQuery.

5. apply the technical requirements of web page design — file sizes/file formats/image resolution and optimization/color limitations/browser compatibility/etc.

6. learn the working relationship between members of a web design team through discussion and review of project examples and identifying the contributions made by the members of a web design and production team.

7. demonstrate the development of visual and conceptual skills required to create a successful design solution through the process of idea development, refinement, and assessment in the creation of design projects.

8. effectively communicate an understanding of design concepts, processes, and techniques using the “language” of design.

9. present a portfolio of work showing knowledge and application of concepts, processes, and techniques presented during the course.

**PROGRAM:** (Numbering reflects Program Outcomes as they appear in the college catalog)

Depending upon level of successful completion of coursework within the program, students will - at the intermediate level:

**VISUAL LITERACY AND CREATIVE EXPRESSION**

2. identify and apply the design principles to control aesthetic and compositional elements in the creation of visual solutions to art and design problems.

3. demonstrate the development of visual and conceptual skills required to create a successful design solution through the process of idea development, refinement, and assessment in the creation of design projects.

**VISUAL COMMUNICATION, CONCEPTUAL AND CRITICAL THINKING**

4. understand the function and impact of design, and the role of the design profession in our society.

5. be able to analyze a visual communication problem, develop visual concepts, and create design solutions that respond to client and audience needs through symbol and image creation, graphic illustration, paper selection, color, typography, page composition, interface design, sound, motion, and interactivity.

6. effectively communicate an understanding of design concepts, processes, and techniques using the “language” of design.

**MEDIA AND TECHNICAL SKILLS**

8. acquire skills in the use of image scanning, page layout, and vector and raster image software programs so as to be able to design and execute graphic symbols and illustrations, raster images, and page compositions incorporating typography and image.
9. acquire skills in the use of interactive media, and 2D animation software programs so as to be able to design and execute motion graphics, animation, and interactive designs

**PROFESSIONAL PRACTICE**

10. understand project management, marketing, and business related responsibilities of a graphic designer (and interactive design in Interactive Media option) in the design and production of visual communication pieces, the necessity of participating in a collaborative work environment, and adhering to professional ethical standards

11. demonstrate knowledge of design project goals, be able to set priorities to meet milestones for project completion, and show the ability to revise and refine designs based on ongoing evaluation

12. present design solutions and portfolio, in a manner suited to professional presentation showing knowledge and application of the concepts, skills, and techniques presented in courses during the program

**GENERAL EDUCATION:** *(Numbering reflects General Education Outcomes as they appear in the college catalog)*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1. **Aesthetic Dimensions** | Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.

  **Demonstrates:** Identifies and describes formal aspects, historical or cultural context, and aesthetic elements of the genre with clarity and appropriate vocabulary.

  **Does Not Demonstrate:** Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre. |

**Assessment will be based on the following criteria:**

A student’s creative ability, knowledge of design issues, technical skills, quality of execution, and presentation of work as determined through:

1. Studio classwork
2. Projects
3. Individual and group critiques/discussions
4. Portfolio review of work completed during the semester
5. Option of quizzes/exams/papers/reports/presentations as determined by the instructor

**Instructional Resources:**

**Required:**

1. 20 student Macintosh computer workstations with color monitor/digitizing tablets/keyboard/mouse/color flatbed scanners, with current version of Macintosh OS and utility software.
2. Instructor workstation with permanently attached color projection system
3. Computer network (Ethernet 10BaseT min.) with file server setup for student and instructor storage, and print spooling
5. Letter and tabloid size black & white, and color Postscript laser printers
<table>
<thead>
<tr>
<th>Textbook(s)</th>
<th>Visual Quick Start Guide—Dreamweaver, PeachPit Press.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired:</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Large format color Postscript inkjet printers</td>
</tr>
<tr>
<td>7.</td>
<td>Permanently mounted projector</td>
</tr>
<tr>
<td>8.</td>
<td>image scanner</td>
</tr>
<tr>
<td>9.</td>
<td>Paper cutters and light tables</td>
</tr>
</tbody>
</table>