I. CATALOG INFORMATION

A.   Discipline: MULTIMEDIA

B.   Subject Code and Number: MM M20

C.   Course Title: Web Design

D.   Credit Course units:

>   Units: 3

>   Lecture Hours per week: 2

>   Lab Hours per week : 3

>   Variable Units : No

E.   Student Learning Hours:

Lecture Hours:

>   Classroom hours: 35 - 35

Laboratory/Activity Hours:

>   Laboratory/Activity Hours 52.5 - 52.5

Total Combined Hours in a 17.5 week term: 87.5 - 87.5

F.   Non-Credit Course hours per week _____

G.   May be taken a total of: [X] 1 [ ] 2 [ ] 3 [ ] 4 time(s) for credit

H.   Is the course co-designated (same as) another course: No [X] Yes [ ]
     If YES, designate course Subject Code & Number: _____

I.   Course Description:

Introduces web design fundamentals, including information architecture, interface design, usability, color theory, web graphics, file formats, and hosting. Uses still images, simple animation, type, video and sound, and basic interactivity in the design process.

J.   Entrance Skills

*Prerequisite: No [X] Yes [ ] Course(s)
_____

*Corequisite: No [X] Yes [ ] Course(s)
_____

Limitation on Enrollment: No [X] Yes [ ]
_____

Recommended Preparation: No [ ] Yes [X] Course(s)
  MM M10

Other: No [X] Yes [ ]
_____

K.   Other Catalog Information:

II.   COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	define web design and related Internet terminology.	essays, quizzes and critique using project specific rubric
2	differentiate various web design concepts and processes such as universal usability and accessibility, interface design, page structure and design, information architecture, and site structure.	critique using project specific rubric
3	critically evaluate contemporary web design while considering the practical, technical, production, and budget-oriented constraints.	essays, quizzes and critique using project specific rubric
4	identify technologies used for the acquisition of various media such as scanners and digital cameras.	quizzes and critique using project specific rubric
5	apply stylistic consistency using semantic web design techniques and external style sheets.	critique using project specific rubric
6	discuss various platforms and their unique requirements.	quizzes and critique using project specific rubric
7	compare and contrast various web-based media including file formats, typography, graphics, and multimedia.	essays, quizzes and critique using project specific rubric
8	plan, design, develop, and present an original web site.	critique using project specific rubric

III.   COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
	Process: -website development teams	

5.00%	-project planning -types of websites and documents -the website development process	1
2.50%	Universal Usability: -basis for usability -guidelines -the usability design process	2, 6, 7, 8
5.00%	Interface Design: -navigating and wayfinding -interface design -information design -the enterprise interface	1, 2, 3, 5, 6, 7, 8
10.00%	Site Structure: -semantic content markup -file structure -search engine optimization	1, 6, 7, 8
30.00%	Page Design: -document design -visual design -cascading style sheets -frameworks -grids	1, 2, 3, 4, 5, 6, 7, 8
10.00%	Typography: -web-based type -legibility -typefaces -type and graphics	3, 5, 6, 7, 8
2.50%	Editorial Style: -content structure -presentation style -content formatting	5, 6, 7, 8
2.50%	Forms and Applications: -interaction design -web apps -design process	1, 2, 3
20.00%	Graphics: -graphics as content -characteristics of web graphics -file formats -imaging strategies -graphics markup	1, 2, 3, 4, 5
5.00%	Multimedia: -considerations -strategies -preparation -design	1, 2, 3, 4, 5, 6, 7, 8
5.00%	Information Architecture: -organizing information -site structure -presenting information architecture	1, 2, 3, 4, 5, 6, 7, 8
2.50%	Page Structure: -context -structure -templates	2, 3, 5, 6, 7, 8

Lab (must total 100%)		
30.00%	Hands-on experience in web design, web design standards, and production methodologies	1, 2, 3, 4, 5, 6, 7, 8
30.00%	Hands-on tutorials, one-on-one instruction, and independent work-time	1, 2, 3, 4, 5, 6, 7, 8
20.00%	Exercises	1, 2, 3, 4, 5, 6, 7, 8
20.00%	Critiques	1, 2, 3, 4, 5, 6, 7, 8

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	essay assignments about web design techniques and current Internet and web design trends for technical and aesthetic value for in-class discussion.
2	documentation of subject matter for course assignments.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	produce one new design project toward a portfolio every month for critique.
2	produce a minimum of nine thumbnail sketches per graphic users interface design per website.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	discuss, analyze, and implement: web design processes, universal usability, information architecture, interface design, site structure, page structure, page design, typography, editorial style, forms and applications, graphics, and multimedia.
2	compare and contrast students' work and analyze students' work in the context of societal and cultural concerns.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

[X] Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

[X] Lecture/Discussion

☒ Laboratory/Activity

☒ Other (Specify)
  One-on-one instruction, demonstrations, handouts and written tutorials, step-by-step project guidelines.

☒ Optional Field Trips

☐ Required Field Trips

VI. METHODS OF EVALUATION
Methods of evaluation may include, but are not limited to:

☐ Essay Exam	☒ Classroom Discussion	☒ Skill Demonstration
☐ Problem Solving Exam	☒ Reports/Papers/ Journals	☒ Participation
☒ Objective Exams	☒ Projects	☒ Other (specify)

  Student evaluation will be based on active participation in class, skills demonstration,and project specific rubrics

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Miller, Brian. Above the Fold: Understanding the Principles of Successful Web Site Design. F + W Media, 2011.

Garrett, Jesse James. The Elements of User Experience: User-Centered Design for the Web and Beyond . 2nd ed. New Riders, 2010.

Lynch, Patrick J., and Sarah Horton. Web Style Guide; Basic Design Principles for Creating Web Sites. 3rd ed. Yale University, 2009.

Cloninger, Curt. Fresher Styles for Web Designers: More Eye Candy from the Underground. New Riders, 2008.

Morris, Terry. Basics of Web Design: HTML5 and CSS3. 2nd ed. Addison-Wesley, 2013.

Pipes, Alan. How to Design Websites. Laurence King, 2011.

Krug, Steve. Don't Make Me Think, Revisited: A Common Sense Approach to Web and Mobile Usability. 3rd ed. New Riders, 2014.

Boulton, Mark. "Designing for the Web." 2014 http://designingfortheweb.co.uk

Chimero, Frank. "What Screens Want." 2015 http://www.frankchimero.com/writing/what-screens-want/

Lynda.com

VIII. STUDENT MATERIALS FEES

☐   ☐

$\boxed{\text{X}}$ No $\boxed{}$ Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
Santa Monica City College	GR DES 65	Web Design 1	2
Santa Barbara City College	MAT 153	Web Design I	3
Palomar College	GCMW 102	Web Page Layout I	4
College of the Canyons	GMD 177	Web Page Design I	3
CSU, San Bernardino	IST 150	Web Publishing	4
CSU Monterey Bay	CST 251	Web Tools	4

X. MINIMUM QUALIFICATIONS

Courses in Disciplines in which Masters Degrees are not expected:
Any bachelor's degree and two years of experience, or any associate degree and six years of experience.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

$\boxed{}$ Pass/No Pass only (no letter grade possible); or

$\boxed{\text{X}}$ Letter grade (P/NP possible at student option)

2. Degree status:
Either $\boxed{\text{X}}$ Associate Degree Applicable; or $\boxed{}$ Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?
Yes: $\boxed{}$ No: $\boxed{\text{X}}$ If YES, what section(s)?

$\boxed{}$ A1 - Natural Sciences - Biological Science

$\boxed{}$ A2 - Natural Sciences - Physical Science

$\boxed{}$ B1 - Social and Behavioral Sciences - American History/Institutions

$\boxed{}$ B2 - Social and Behavioral Sciences - Other Social Behavioral Science

$\boxed{}$ C1 - Humanities - Fine or Performing Arts

$\boxed{}$ C2 - Humanities - Other Humanities

$\boxed{}$ D1 - Language and Rationality - English Composition

$\boxed{}$ D2 - Language and Rationality - Communication and Analytical Thinking

$\boxed{}$ E1 - Health/Physical Education

$\boxed{}$ E2 - PE or Dance

$\boxed{}$ F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: $\boxed{\text{X}}$ No:

☐

2. If YES do you recommend this course for inclusion on the CSU General Education list?
Yes: ☐ No: ☒ If YES, which area(s)?

A1 ☐ A2 ☐ A3 ☐ B1 ☐ B2 ☐ B3 ☐ B4 ☐

C1 ☐ C2 ☐ D1 ☐ D2 ☐ D3 ☐ D4 ☐ D5
☐
D6 ☐ D7 ☐ D8 ☐ D9 ☐ D10 ☐ E ☐

D.   University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: ☐ No: ☒

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: ☐ No: ☒

IGETC Area 1: English Communication

    ☐ English Composition
    ☐ Critical Thinking-English Composition
    ☐ Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

    ☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

    ☐ Arts
    ☐ Humanities

IGETC Area 4: Social and Behavioral Sciences

    ☐ Anthropology and Archaeology
    ☐ Economics
    ☐ Ethnic Studies
    ☐ Gender Studies
    ☐ Geography
    ☐ History
    ☐ Interdisciplinary, Social & Behavioral Sciences
    ☐ Political Science, Government & Legal Institutions
    ☐ Psychology
    ☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

    ☐ Physical Science Lab or Physical Science Lab only (none-sequence)
    ☐ Physical Science Lecture only (non-sequence)

☐ Biological Science

☐ Physical Science Courses

☐ Physical Science Lab or Biological Science Lab Only (non-sequence)

☐ Biological Science Courses

☐ Biological Science Lab course

☐ First Science course in a Special sequence

☐ Second Science course in a Special Sequence

☐ Laboratory Activity

☐ Physical Sciences

IGETC Area 6: Language other than English

☐ Languages other than English (UC Requirement Only)

☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:
Research on web design using the Library's print and online resources.

B. Are the currently held library resources sufficient to support the course assignment?

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to: http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm)

The course will address the SCANS competency areas:

1. Resources: the students will learn to set goals and time manage those goals to completion and learn what is required in web design so that they can plan to allocate resources.

2. Interpersonal: the students will instruct each other about those areas in which they are proficient and assess each other's skills in order to collaborate.

3. Information: the students will organize, interpret and communicate information acquired about web design technologies.

4. Systems: the students will understand the systems and monitor and correct performance.

5. Technology: the students will choose visual technologies and perform proper procedures in the web design process.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will read and write documents, read textbooks, and listen and speak clearly.

2. Thinking Skills: the students will generate creative ideas, make decisions, and reason through and solve problems.

3. Personal Qualities: the students will be responsible, sociable, self-disciplined, honest, and will maintain integrity.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

[X] Online (course will be delivered 100% online)

[X] Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)

[X] Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
[ ] Lab activities will be conducted onsite

[ ] Televideo (Examinations and an orientation will be held onsite)

[ ] Teleconference

[ ] Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

The instructor will communicate with students through the course management system, using both synchronous tools (such as chat) and asynchronous tools (such as email and discussions).

Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. The Calendar and Announcement tools will be used to keep students informed of important events, deadlines, etc. Additional collaborative learning involves using software that allows students and the instructor to collaborate in

real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

4.   Describe how instructors teaching this course will involve students in active learning.

All course materials will be available online. Students will be able to download files and view them offline. Instructor may also provide course content within the course management system as well as provide links to supplemental publications, articles, and websites.

Quizzes may be issued (using a course-specific timeline) in which students will be tested on their knowledge of the material. Assignments may include exercises through which students explore course concepts using a textbook and/or additional research. Students can submit their assignments online and get feedback from the instructor and/or other students as determined per assignment. This can be an iterative process in that students can receive feedback and then be able to improve their submittal if necessary. Email is a tool primarily used for course-wide updates and individual student contact. Students and the instructor can privately contact each other with questions, concerns, etc. Discussion Forums will be used to disseminate course-wide information and facilitate ongoing collaborative course work. Students may also use the Discussion Forums to solicit help from the instructor and other students. Discussions may also be graded encouraging students to participate in the class. Additional collaborative learning involves using software that allows students and the instructor to collaborate in real-time. These sessions may also be recorded and archived so that students who were not able to participate can also benefit from them. The instructor may talk with individual students or with student groups. Students may also collaborate with each other without the instructor.

5.   Explain how instructors teaching this course will provide multiple methods of content representation.

The instructor can provide text, presentation slides, audio/visual material, assignment examples, tutorials (which may be live or recorded), and links to supplemental publications, articles, and websites.

6.   Describe how instructors teaching this course will evaluate student performance.

Student evaluation will occur via standard techniques such as exercises, projects, quizzes, and a program rubric. The online environment will allow the exercises and projects to be iterative so that students may submit their work online and receive feedback from the instructor. The instructor can then communicate critique and/or solutions to students by posting them online. Additionally, graded discussions can be used to provide additional means of assessment.

XVI.   GENERAL EDUCATION COURSE OUTLINE ADDENDUM

MM M20: Not Applicable

XVII.   STUDENT MATERIALS FEE ADDENDUM

MM M20: Not Applicable

XVIII. **REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041**

MM M20: Not Applicable

XIX. **CURRICULUM APPROVAL**

Course Information:
    Discipline: MULTIMEDIA

    Discipline Code and Number: MM M20

    Course Revision Category: Outline Update

Course Proposed By:
    Originating Faculty Svetlana Kasalovic 08/12/2015

    Faculty Peer: Tim Samoff 08/12/2015

    Curriculum Rep: Tim Samoff 08/12/2015

    Department Chair: Lydia Etman 08/13/2015

    Division Dean: Lisa Putnam 08/27/2015

Approved By:
    Curriculum Chair: Jerry Mansfield 09/14/2015

    Executive Vice President: Lori Bennett 10/21/2015

    Articulation Officer: Letrisha Mai 09/02/2015

    Librarian: Mary LaBarge 09/02/2015

Implementation Term and Year: Fall 2016

Approval Dates:
    Approved by Moorpark College Curriculum Committee: 09/08/2015

    Approved by Board of Trustees (if applicable): _____

    Approved by State (if applicable): 01/19/2016