DES M150: WEB DESIGN

Originator
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College
Moorpark College

Attach Support Documentation (as needed)
Interaction Design-2 MC.docx
Web Development MC.docx

Discipline (CB01A)
DES - Design

Course Number (CB01B)
M150

Course Title (CB02)
Web Design

Banner/Short Title
Web Design

Credit Type
Credit

Start Term
Fall 2022

Formerly
MM M20 - Web Design

Catalog Course Description
Introduces web design fundamentals, including the design process, target audience, site maps, information architecture, interface design, and usability. Includes web hosting, file management, FTP, optimizing images, color theory, web typography, HTML, CSS, and the basics of responsive web design. Using current industry standard technology develops the necessary skills for design and development of websites.

Taxonomy of Programs (TOP) Code (CB03)
0614.30 - *Website Design and Development

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
B (Transferable to CSU only)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
D - Possibly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours

35

Maximum Contact/In-Class Lecture Hours

35

Activity

Laboratory
Minimum Contact/In-Class Laboratory Hours
52.5
Maximum Contact/In-Class Laboratory Hours
52.5

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
87.5
Total Maximum Contact/In-Class Hours
87.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
70
Maximum Outside-of-Class Hours
70

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Prerequisites
DES M121 (formerly MM M10)

Advisories on Recommended Preparation
DES M130 (formerly GR M30)

Entrance Skills
Entrance Skills
DES M121

Prerequisite Course Objectives
DES M121-discuss the artistic and technological aspects of digital media in both historical and contemporary contexts.
DES M121-demonstrate the ability to present and discuss work in a professional manner, using appropriate digital media vocabulary.
DES M121-apply pre-visualization techniques to communicate design concepts for print and screen.

DES M121-create and edit media using industry-standard software applications.
DES M121-identify and explore career and educational paths in digital media.
DES M121-apply professional workflows for designing and producing digital media from conception to completion.
DES M121-identify aesthetic, technological, and social criteria, as well as professional ethics, in evaluating digital media.

Requisite Justification

Requisite Type
Prerequisite

Requisite
DES M121 (formerly MM M10)

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Part of a sequence of courses in a certificate of completion or a certificate of competency (noncredit only)

Requisite Type
Recommended Preparation

Requisite
DES M130

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	conceptualize, design, and complete a professional-level website utilizing current web design workflows.
2	create the user interface and web architecture that reflects the site mission statement.
3	discuss and evaluate current tools in interactive and responsive web design.

Course Objectives	
	Upon satisfactory completion of the course, students will be able to:
1	define web design and related Internet terminology.
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.
3	evaluate critically contemporary web design while considering the practical, technical, production, and budget-oriented constraints.
4	identify and compare different web hosting options.
5	apply stylistic consistency using semantic web design techniques and external style sheets.
6	discuss various platforms and their unique requirements.
7	compare and contrast various web-based media including file formats, typography, graphics, and multimedia.
8	plan, design, develop, and present an original web site

Course Content

Lecture/Course Content
(20%) 1. Web Style Guide

- Strategy
- Research
- Process
- Information Architecture
- Site Structure
- Page Structure
- Interface Design
- Graphic Design
- Typography
- Editorial Style
- Images
- Video

(20%) 2. Introduction to Dreamweaver
- Navigating the interface and workspace
- Local Environment Folder
- Setting up a new site
- Laying out pages using text, media, and images
- Working with unordered lists and ordered lists
- Adding hyperlinks to your pages
- Previewing web pages in various web browsers and devices.

(20%) 3. HTML Basics
- HTML Elements
- HTML Structure
- HTML Document Standards
- HTML Tables
- HTML Forms

(20%) 4. CSS Basics
- CSS Setup and Selectors
- CSS Visual Rules
- The Box Model
- CSS Display and Positioning
- CSS Color
- CSS Typography
- CSS Grid Essentials

(10%) 5. Responsive Design
- Sizing Elements
- Media Queries

(10%) 6. Creating and publishing the website
- Web Hosting
- FTP

Laboratory or Activity Content

(50%) 1. Website development including creation of the mission statement, lo-fi wireframes, style tiles, grey box wireframes, hi-fidelity wireframes, HTML site structure and styling with CSS.

(35%) 2. Hands-on tutorials, one-on-one instruction, and independent work experience in web design, web design standards, and production techniques and methodologies.

(15%) 3. Project critiques based on the standard rubric.

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Graphic/architectural designs

Group projects
Individual projects
Objective exams
Portfolios
Skills demonstrations
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Case studies
Class activities
Class discussions
Computer-aided presentations
Demonstrations
Distance Education
Group discussions
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Lecture

Describe specific examples of the methods the instructor will use:
   • Computer-aided presentation and lecture about the purpose and use of different image file formats on the web.
   • Case study and the class discussion about the current trends in web design.
   • Demonstration and practice of creating static and responsive websites.

Representative Course Assignments

Writing Assignments

1. Write an original and precise mission statement for your website, including the name of the site, description of the product, service, the audience, and the competition. Explain how you plan to distinguish the site from its competition.

2. Write a short essay that reflects on the weekly topic from *The Web Style Guide* textbook.

3. Find examples of responsive and static websites. Describe what the sites are, who created them, and why you like them.

Critical Thinking Assignments

1. Analyze examples of contemporary web design work in the context of societal and cultural concerns.

2. Identify and discuss the effectiveness of the UI/UX design and navigation design developed by your peers.

3. Discuss the effectiveness of the final project mission statement created by your peers. Identify the points where the mission statement has been reflected on the published site.

Reading Assignments

1. Read Lynch, Patrick, and Horton, Sarah, (2016), Web Style Guide (Fourth Edition) in preparation for weekly class discussions about the elements and principles of web design.

2. Read selected magazine articles, such as Frank Chimero (2015) *The Web's Grain*. talk from Webstock, 2015, in preparation for class discussions about the nature and the future of the web.

Skills Demonstrations

1. Edit, resize, and format an image in Photoshop, and save it for the web as a JPG, and PNG in an accurate file size and image resolution

2. Build the site structure with HTML and style it with CSS.

3. Define a site and link it to a local environment folder.

4. Publish the site using FTP.

Outside Assignments

Representative Outside Assignments

1. Explore and analyze websites that have a similar mission statement as your site. As you are developing the UI/UX for your site, look at the effectiveness of specific UI/UX solutions by your competition.

2. Produce lo-fidelity wireframes and style tiles prior to creating the hi-fidelity wireframe.

3. Produce one new web design project toward a portfolio every month for critique.

Articulation

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Monica City College	GR DES 65	Web Design 1	2
College of the Canyons	GMD 177	Web and Interactive Design	3
Palomar College	GCMW 102	Web Page Layout I	3
Santa Barbara City College	MAT 153	Web Design I	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable
Yes

CSU Baccalaureate List effective term:
F1999

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Proposed

Date Proposed:
6/15/2022

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Classic Textbook
Yes

Description
Miller, Brian D. *Above the Fold: Understanding the Principles of Successful Web Site Design*. HOW Books, 2011.

Resource Type
Textbook

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

Resource Type
Textbook

Classic Textbook
Yes

Description
Pipes, Alan. *How to Design Websites*. Laurence King Publishing, 2011.

Resource Type
Textbook

Description
Felke-Morris, Terry. *Basics of Web Design: HTML5 and CSS3.* 5th ed., Pearson, 2019.

Resource Type
Textbook

Description
Cloninger, Curt. *Fresher Styles for Web Designers: More Eye Candy from the Underground*. New Riders, 2009.

Resource Type
Textbook

Description
Lynch, Patrick J., and Sarah Horton. *Web Style Guide: Foundations of User Experience Design.* 4th ed., Yale University Press, 2016.

Resource Type
Textbook

Classic Textbook
Yes

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

Resource Type
Textbook

Description
Boulton, Mark. *Designing for the Web*. E-book, 2014, https://designingfortheweb.co.uk/. Accessed 6 October 2021.

Resource Type
Websites

Description
Skillshare (https://www.skillshare.com/)
Coursera (https://www.coursera.org/)
Codeacademy (https://www.codecademy.com/)
and other training & tutorial video resources.

Resource Type
Websites

Description
Chimero, Frank. "What Screens Want. (http://www.frankchimero.com/writing/what-screens-want/)" 2015, https://frankchimero.com/blog/2013/what-screens-want/. Accessed on 6 October 2021.

Library Resources

Assignments requiring library resources
Research about web design using the Library's print and online resources.

Sufficient Library Resources exist
Yes

Example of Assignments Requiring Library Resources
Research and write a paper about the historical context and the core concepts behind multimedia analyzing the contributions and visions of scientists like Vannevar Bush, Douglas Englebart, and Norbert Wiener, and artists like John Cage, Nam June Paik, and William Gibson.

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	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.
E-mail	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.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	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.
E-mail	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.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	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.
E-mail	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.

Examinations

Hybrid (1%–50% online) Modality
Online

Hybrid (51%–99% online) Modality
Online

Primary Minimum Qualification
MULTIMEDIA

Additional Minimum Qualifications

Minimum Qualifications
Graphic Arts

Review and Approval Dates

Department Chair
05/05/2021

Dean
05/07/2021

Technical Review
10/07/2021

Curriculum Committee
10/19/2021

DTRW-I
10/28/2021

Curriculum Committee
MM/DD/YYYY

Board
12/14/2021

CCCCO
MM/DD/YYYY

DOE/accreditation approval date
MM/DD/YYYY