

SYLLABUS: ART 4366-WEB DESIGN

INSTRUCTOR

Seiji Ikeda
Assistant Professor
Phone-Department: (817) 272-2891
Email Address: seiji@uta.edu
Faculty Profile: <https://www.uta.edu/profiles/zenas-ikeda>
Office: Fine Arts Building 369-C
Hours: Wednesdays 10-11am, or by appointment

CLASS INFORMATION



Art 4366 - Web Design, Section 1
Fine Arts Building 368, Monday/Wednesday, 11-1:50pm

CATALOGUE DESCRIPTION

Concentrated study in the use of design, creation, and strategic planning of websites. Emphasis is placed on creative concepts, information architecture, user experience, and site development. Course work will explore issues of differing perspectives of technology as a tool, a medium, and/or an environment. May be repeated for credit with grade of B or better.

May be repeated for up to six hours credit.

Prerequisite: ART 3356-Web Typography, or permission of the advisor.

COURSE OBJECTIVES

Interactive design is the art of creating intriguing, engaging and compelling experiences for others. It is where technology and psychology meet, and in the best circumstances, where great design can flourish. The primary aim of this course is to explore dynamic media and examine trends in web design and development. This first goal will be achieved by researching, studying, planning and implementing effective ideas to solve specific visual problems in navigation, interface design and informational design using typography, graphic elements, verbal content and motion sequences. The secondary goal is for each student to learn to "think" interactively, by individual study and research - ultimately leading to student success both on/offline and in/outside of the course.

DESCRIPTION OF INSTRUCTIONAL METHODS

The structure of the class includes lectures, demonstrations, group discussion, individual and group critiques and in/outside class studio activities.

Projects will be assigned and will be due on scheduled dates. Each project will include an introduction to the specifics of what is expected and what concepts we are covering. At the completion of assigned projects a critique/class review will take place. Grades will be presented after each project and at the conclusion of the semester (grades are usually complete within a week of each project completion, if you happen to be gone on the day that I hand back grades make sure that you request your project evaluation sheet). Please review the grading criteria and course requirements information.

During the semester if you have any questions please contact me by e-mail or during class or office hours or by appointment.

STUDENT LEARNING OUTCOMES

The student will:

1. Learn fundamental web concepts and how media is delivered over the web.

2. Engage in web production by constructing pages using HTML & CSS.
3. Synthesize complex interactive based projects that exhibit both complete construction, functionality and an understanding of user experiences.
4. Examine the potential of the "art & design process" in developing complex digital media experiences.
5. Evaluate the role of the visual communicator and other key roles in the design and development processes as it applies to the role of an interactive designer.
6. Demonstrate a deeper awareness of software/tools and design knowledge/thinking relevant to visual communication practice.

PROJECT ACTIVITY

1. Comprehensive Process Book/Class Blog (must be maintained for all projects and must involve initial analysis activities, project updates and observations).
2. HTML/CSS coded webpages/websites.
3. Website Projects: visualization + interaction + structure + construction of a website.
4. Tests & quizzes over comprehension of course software and design topics.
5. Research Blog Entries.
6. Weekly and Daily assignments.

Each project will be graded as a whole. Weekly assignments used to develop each project will also be graded and successful completion (or not completing) each assignment will have a large effect on the individual project the assignment is associated with, as well as the total class participation grade.

Refer to the class schedule for due dates.

As the instructor for this course, I reserve the right to adjust the projects and assignments in any way that serves the educational needs of the students enrolled in this course. – Seiji Ikeda

MATERIALS

SUPPLEMENTARY MATERIALS

1. Sketchbook/paper (for thumbnails and sketches).
2. Graph Paper and Tracing Paper.
3. Binder (for handouts and notes).
4. Drawing supplies (may include colored pencils, markers, crayons, etc.).
5. Black board for mounting (foam or mat).
6. Adhesive for mounting.
7. Color Printing source.

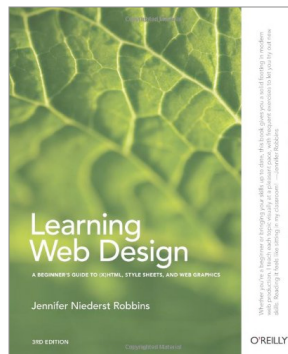
(* you may also need to purchase additional supplies as needed.)

COMPUTER RELATED MATERIALS

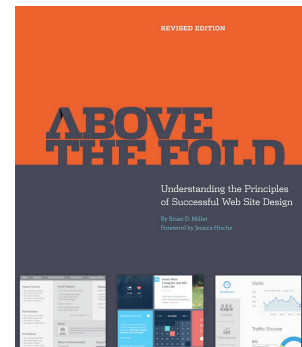
1. Digital file storage device (USB Flash Drive with student's name).
2. Software: HTML Editor (KomodoEdit, Sublime Text, Adobe Brackets, Coda, etc.)
3. Software: FTP Client (Transmit, Filezilla, Cyberduck, etc.)
4. Web Hosting Service (BlueHost, HostGator, HostMonster, etc.)
5. Software: Adobe Photoshop & Illustrator.

TEXTBOOKS

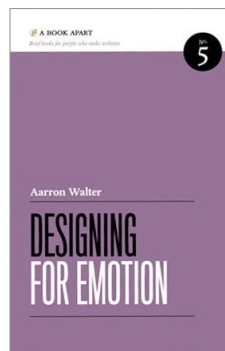
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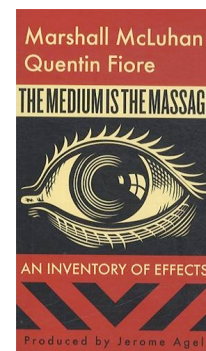
"Learning Web Design: A Beginner's Guide to (X)HTML, StyleSheets, and Web Graphics"
by Jennifer Niederst Robbins
ISBN-13: 978-0596527525



"Above the Fold: Understanding the Principles of Successful Web Site Design"
by Brian Miller
ISBN-13: 978-1440308420



"Designing for Emotion"
Author: Aaron Walter
ISBN: 978-1-937557-02-7



"The Medium is the Massage"
Author: Marshall McLuhan, Quentin Fiore
ISBN: 1584230703

Recommended

1. "The Web Designer's Idea Book, Volume 3: Inspiration from Today's Best Web Design Trends, Themes and Styles Paperback"
by Patrick McNeil / ISBN-13: 978-1440323966
2. "Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability, 3rd Edition (Voices That Matter)"
by Steve Krug / ISBN: 0321965515
3. "The Web Designer's Roadmap"
by Giovanni DiFeterici / ISBN: 0987247859
4. "Head First Web Design"
by Ethan Watrall, Jeff Siarto / ISBN-13: 978-0596520304
5. "Sexy Web Design: Creating Interfaces That Work"
by Elliot Jay Stocks / ISBN-13: 978-0980455236
6. "The Principles of Beautiful Web Design"
by Jason Beaird / ISBN-13: 978-0975841969
7. Current industry periodicals and websites—"Web Designer".
<http://www.webdesignermag.co.uk>



CLASS POLICIES

ATTENDANCE POLICY

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have established the following attendance policy:

Attendance is required and will be recorded daily.

Students are expected to attend all scheduled classes, labs, and events as instructed. You are encouraged to inform the instructor of the reason of your absence (if possible, to do so before the start of the class to be missed).

Students who miss class due to emergency, family issues, or sickness (doctor's appointment, injury, death, etc.) should provide correspondence from their health care providers, their doctor, or the Office of Student Affairs at UTA. It is the student's responsibility to keep all correspondence until the end of the term and to provide a copy to the instructor. Determination of excused or unexcused is at the discretion of the instructor.

Absence = 1 point

Tardy = .25 point

Free points before your grade goes down? = 2.75 points

It will be the student's responsibility to acquire missed assignments, information, etc. from the teacher or classmates upon any given day of absence.

Unexcused absences over 2 will result in a reduction of your final class grade by 10%. With each additional unexcused absence, the final class grade will drop an additional 10%.

A tardy is any unexcused class time between 1-15 minutes. Whereafter you will be counted as absent. This includes being **late to class, late from class breaks, or leaving early.**

One tardy is equal to a quarter day's unexcused absence (.25). Therefore, 4 tardies is equal to 1 unexcused absence.

OTHER REQUIREMENTS

COMPUTER LABS

All students are required to log-off the classroom computers at the end of class.

Internet and cellphone use not directly related to the progress of classroom objectives are to be reserved for outside of class time and/or during breaks. This includes, but not limited to, Instant Messaging, Facebook, Gaming, Email, and others.

Food and drinks are not permitted in the computer room.

Violation of these rules may result in grade reduction.

OUT-OF-CLASS MEETINGS

There will be at least one required out-of-class meeting and/or activity in the semester. You will be notified in advance of any out-of-class meetings that will occur.

GRADING POLICIES

PERFORMANCE LEVELS

<div> <div>not</div> <div>passing</div> <div>passing</div> <div>not</div> </div>	Excellent		
	A+ / A / A-	=	97 / 93 / 90%
	Entry or Junior-level Professional; went above and beyond required.		
	Great		
	B+ / B / B-	=	87 / 83 / 80%
	Above average student work; portfolio worthy; completed more than required.		
	Average ("Good")		
	C+ / C / C-	=	77 / 73 / 70%
	Majority is at this level; met minimum requirements and expectations.		
	Weak ("Pretty Good")		
	D+ / D / D-	=	67 / 63 / 60%
	The work is ok; met some requirements.		
	Unacceptable		
	F	=	59 - 50%
		=	49 - 40%
		=	39 - 30%
		=	29 - 20%
		=	19 - 10%
		=	9 - 0%
	Did not meet many of the requirements; no work turned in.		

ACTIVITY CATEGORIES

All activities will be broken down to one of three categories—Assignments, Quizzes, Project Progress, and Projects.

Assignments: Classwork, Homework, In-Class Activities, Exercises, Modules, etc.

Quizzes

Project Progress: Research, Sketches, Mounting, Presentations, and any related work that is part of the development of a project.

Projects: The completed artwork and/or deliverable.

GRADE CALCULATION

Activities will be graded accordingly with points using an evaluation sheet.

Each category's performance percentages (%) will be calculated from the student's total earned points divided by the total available points.

All performance percentages will be rounded to the nearest tenth (00.1%).

$$\begin{array}{r}
 895 \text{ pts. Student's Score} \\
 / 1000 \text{ pts. Project Category Total} \\
 \hline
 89.5\% \quad \text{Project Category Percentage (Grade: B+)}
 \end{array}$$

FINAL SEMESTER GRADE

Your final grade will be made up of total earned points divided by total available points.

If additional activities are added and become part of the final grade, the instructor will provide the value of the activity in relation to the final grade.

To receive a final grade, all projects, exercises and assignments should be completed & handed in on time within the semester.

MAKE-UP WORK

Only make-up work that was caused by an excused absence will be accepted at the instructor's discretion. Typically the work will be expected to be made-up by the student's next class attendance.

LATE WORK

All work is to be turned in before or on time. Consistent late work will only be accepted at the instructor's discretion.

Work turned in tardy (1-15 minutes from due time) will receive an automatic -10% reduction on the project grade.

All other late work (16 minutes or over) will not be accepted and will be recorded as a zero.

INCOMPLETE WORK

Any project or assignment not meeting minimum requirements will be considered incomplete and will not be accepted nor evaluated.

REWORKING OF PROJECTS

Students are encouraged to enhance their work even after it is completed and graded. The refined work on projects will improve their book (portfolio). Reworked projects will not be part (or have an affect) on the student's final grade.

EXPECTATIONS FOR OUT-OF-CLASS STUDY

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 15 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

EFFORT POLICY

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Unprepared, late to class, and/or non-participating students will receive a reduced project grade when applicable.

EVALUATION CRITERIA (EXAMPLE)

1. Design Composition

Understands and uses design, color and compositional strategies.

- A. Highly refined use of design theory and compositional strategies.
- B. Good use of design and compositional concepts.
- C. Acceptable use of design and compositional concepts.
- D. A number of problems in the design and composition of completed project.
- F. Numerous problems in the use of design and compositional strategies.

2. Idea Development

Level of cognition and risk-taking used to construct successful solutions that are both creative and original.

- A. Completed project reflects a high level of thinking and solution development. The idea captures the nature of problem assigned and powerfully communicates it visually. Memorable ideas. High level of creativity and originality are used as part of the solution. May have taken some risks that paid off.
- B. Effective solution to assigned problem. Ideas are engaging. Tried unusual combinations or changes on several ideas during development. Made connections to previous knowledge that demonstrated problem solving skills.
- C. The idea solves the assigned problem. May need development to be more effective.
- D. Attempts have been made to develop effective solutions but the ideas fall short to be engaging.
- F. Significant problems in development of ideas for the project have occurred.

3. Problem Completion

Completion of problem as outlined in instructor handout and presentations. Satisfied audience.

- A. The student has completed the assignment and has accomplished all aspects of the problem at a high level. The student expanded the solution(s) of assignment after satisfying the initial brief. Problem exceeds audience's needs/expectations.
- B. The problem has been completed and the student has presented solutions that satisfy a high percentage of the assigned problem. Problem satisfies audience's needs/expectations at a high level.
- C. The project has been completed but the student may have missed a number of details related to the successful completion of the project. Problem satisfies audience's needs/expectations.
- D. Numerous aspects of the completed project do not satisfy the objectives of the assigned problem. May have missed audience's concerns
- F. There was a major disregard for assigned project and/or little attention made to audience .

4. Craftsmanship & Skill

Implements technical skills in the completion of the assignment and its final presentation.

- A. Finished project is completed and presented with a high degree of technical skill. It is very neat, clean, and has a professional quality. Certain level of difficulty challenged.
- B. Good quality in technique. Has a level of applied technical skill.
- C. Average technical quality. Refinement would be required to advance the presentation level of the completed project.
- D. Numerous technical issues need to be improved.
- F. Very little evidence of technical care in the development of the project.

5. Effort / Difficulty

- A. Student exhibited effort beyond expectations. Challenged themselves with the highest degree of difficulty. Sought out complex techniques and artistic details.
- B. Student exhibited excellent effort and complexity in work.
- C. Met minimum expectations in effort/difficulty. Sought out simplistic and/or average solutions.
- D. Below expectations. Could have tried harder.
- F. Very little evidence of any effort/difficulty.

6. Work Method & Research

Daily preparation for studio class including: staying on task, bringing appropriate art materials to class, and participating in class discussion and project critiques. Preliminary research that leads to the development of an assigned problem as requested by the instructor.

- A. Student is always ready for studio with materials out and in use. A "sketchaholic". Is willing to discuss their work with fellow students in formal and informal settings. Very open to constructive criticism. All research requested was completed at a very thorough level. Shows time and effort and involved at a high level.
- B. Student is consistently prepared for studio and many times will contribute verbally in critiques. Good research quality, has a broad range of materials and resources.
- C. Student is inconsistent in preparation for studio and class participation. Needs to improve on class interaction. May be lacking in quality and quantity. More time required to examine project possibilities.
- D. Student is rarely prepared for studio. Excuses used frequently. Weak examples and lack of evidence of project research.
- F. Very little evidence of student interest in studio and/or quality work.

UNIVERSITY POLICIES

GRADE GRIEVANCES

In attempting to resolve any student grievances regarding grades, it is the student's obligation first to make a serious effort to resolve the matter with the individual with whom the grievance originated. Individual course instructors retain primary responsibility for assigning grades. The instructor's judgment is final unless compelling evidence shows discrimination, preferential treatment or procedural irregularities. If students wish to appeal, their request must be submitted in writing—on an appeal form available in departmental or program offices—to the department chair or program director. The student has one calendar year from the date the grade is assigned to initiate the grievance. The normal academic channels are department chair or program director and then academic dean. However, before considering a grievance, the department chair or program director will refer the issue to a departmental or program committee of faculty. If the student does not find the committee's decision acceptable, the student may appeal to the academic dean. The decision of the dean is final. Information specific to the procedures to be followed in each academic unit is available in the office of the academic dean.

The dean of the college or school in which a student is enrolled, or the Executive Director of University College if the student has not declared a major, has jurisdiction over the student's program of study, degree requirements and all other academic matters including grievances. However, students taking a course in a college or school other than the one in which they are primarily registered are subject to the dean of the college or school in which the course is offered concerning the course and academic grievances regarding the course.

Information regarding grievances for matters other than grades is available in the Student Rights section of the catalog.

Source: <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>

STUDENT GRIEVANCE PROCEDURES (DEPARTMENT POLICY)

Contact faculty member in writing (not email) to set up a meeting. The office staff can help accommodate that communication FAB 335.

If after the meeting the problem is not resolved, both faculty and student attend a meeting with the department chair together to resolve the issue.

If at that point the problem is not resolved it will be reviewed by the Departments Grievance Committee.

All resolutions will adhere to university policies.

DROP POLICY

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

AMERICANS WITH DISABILITIES ACT

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student

requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

TITLE IX

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

ACADEMIC INTEGRITY

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

ELECTRONIC COMMUNICATION

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

EMAIL COMMUNICATION (DEPARTMENT POLICY)

Due to the high volume of email our faculty and the art office receive, an important message may be missed or a response to your email may take time. If your email has not been responded to within two days, please contact the instructor or stop by the office in person. In addition, weekend email messages may not be received until the following week.

STUDENT FEEDBACK SURVEY

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

FINAL REVIEW WEEK

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

FINAL REVIEW WEEK (CLASS POLICY)

There will be exercises and research problems during Final Review Week.

EMERGENCY EXIT PROCEDURES

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, **which is located about 100 feet when exiting the classroom and to the left via access the stairwell**. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

STUDENT SUPPORT SERVICES AVAILABLE

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

WRITING CENTER

The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, Quick Hits (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at www.uta.edu/owl/.

RELEASE FORM

COURSE AWARENESS

I have read and understand this syllabus. Any questions I have regarding this syllabus have been presented to and answered by the professor teaching this course. I understand that the department of art and art history adheres to university policies and I have read and understand university policies. Please go to <http://www.uta.edu/catalog/general/academicreg> to read university policies if you have not yet done this. It is the responsibility of the student to obtain and read this information.

FERPA CONSENT FOR COURSE BLOG PARTICIPATION

Under the Federal Family Education Rights and Privacy Act of 1974 (FERPA), a student's education records are protected from disclosure to third parties. Because of the public nature of weblogs (blogs) and other social internet media, students must provide written consent for internet participation in a course setting.

I understand that participation in weblogs (blogs) and other social internet media is required and give permission to Professor Seiji Ikeda of the Art & Art History Department to include me in these online formats for this course. I understand that these online formats will be open and accessible to the public.

1. Name (Printed): _____ Signature: _____ Date: _____
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20. Name (Printed): _____ Signature: _____ Date: _____

SCHEDULE (DUE DATES)

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

✓ = Homework Duea

WK	DAY	DATE	P	ACTIVITY
1	1	1/20		<ul style="list-style-type: none"> Lecture: Introduction to Syllabus <ul style="list-style-type: none"> Show examples of Materials Class Activity: Name Everyone Class Activity: Make Study Groups Lecture: Web Hosts Lecture: "Learning Web Design (LWD)" Book: Chp. 1-5 Class Activity: Module 04-05
2	2	1/26	A	<ul style="list-style-type: none"> ✓ Assignment: Web Hosts ✓ Quiz: LWD Book: Chp. 1-5 ✓ Module 04: Creating a Simple Page ✓ Module 05: Marking Up Text Demo: FTP Modules to Web Host Class Activity: Student Site Lecture: LWD Book: Chp. 6-7 Lecture: Project A: Website
	3	1/28	A	<ul style="list-style-type: none"> ✓ Quiz: LWD Chp. 6-7 ✓ Module 06: Adding Links ✓ Module 07: Adding Images Lecture: LWD Book: Chp. 8 & 10 (skip 9) ✓ Project Progress: Design: Phase 1-Define Project
3	4	2/2	A	<ul style="list-style-type: none"> ✓ Quiz: LWD Book: Chp. 8 & 10 (skip 9) ✓ Module 08: Table Markup ✓ Module 10: What's Up, HTML5? (print out all the code) Lecture: LWD Book: Chp. 11-13 Lecture: Web Usability Lecture: Webpage Anatomy ✓ Project Progress: Design: Phase 2-Branding Research
	5	2/4	A	<ul style="list-style-type: none"> ✓ Quiz: LWD Chp. 11-13 ✓ Module 11: CSS ✓ Module 12: Formatting Text ✓ Module 13: Colors Lecture: LWD Book: Chp. 14-16 ✓ Project Progress: Design: Phase 3-Logo Design Sketches
4	6	2/9	A	<ul style="list-style-type: none"> ✓ Quiz: LWD Chp. 14-16 ✓ Module 14: Box ✓ Module 15: Floats & Positioning ✓ Module 16: CSS Techniques Lecture: LWD Book: Chp. 17-18 Class Activity: LWD Exercises (5): 17-1 to 17-2 / 18-1 to 18-3 Lecture: Sitemap ✓ Project Progress: Design: Phase 3-Logo Design Final
	7	2/11	A	<ul style="list-style-type: none"> ✓ Quiz: LWD Chp. 17-18 ✓ Module 17: Transitions, Transforms, and Animation ✓ Module 18: CSS Techniques Lecture: LWD Book: Chp. 21-22 Class Activity: LWD Exercises (2): 21-1 to 21-2 (skip 21-3) / 22-1 to 22-2 ✓ Project Progress: Design: Phase 4-Website Information Architecture

WK	DAY	DATE	P	ACTIVITY
5	8	2/16	A	<ul style="list-style-type: none"> ✓ Quiz: LWD Chp. 21–22 ✓ Module 21–22: Graphics (Upload to Instructor) ✓ Project Progress: Design: Phase 4-Website Design Sketches
	9	2/18	A	<ul style="list-style-type: none"> ✓ Project Progress: Design: Phase 4-Website Design Digital Roughs • Class Activity: Soft Critique
6	10	2/23	A	<ul style="list-style-type: none"> • Class Activity: Project A - Final Artwork Critique <ul style="list-style-type: none"> ✓ Presentation ✓ Mounted Artwork ✓ Process Book • Demo & Class Activity: Web Slicing & Coding
	11	2/25	A	<ul style="list-style-type: none"> ✓ <i>Project Progress: Development</i> • Reading: "Above the Fold"
7	12	3/2	A	<ul style="list-style-type: none"> ✓ <i>Project Progress: Development</i> • Reading: "Above the Fold"
	13	3/4	A	<ul style="list-style-type: none"> ✓ <i>Project Progress: Development</i> • Reading: "Above the Fold"
8		3/9–13		Spring Break
9	14	3/16	A	<ul style="list-style-type: none"> ✓ <i>Project Progress: Development</i>
	15	3/17	A/B	<ul style="list-style-type: none"> • Class Activity: Project A - Final Website Critique & Presentation <ul style="list-style-type: none"> ✓ Presentation ✓ Updated Artwork ✓ Files • Lecture: Project B: Website • Lecture: jQuery
10	16	3/23	B	<ul style="list-style-type: none"> ✓ Modules jQuery Codecademy ✓ Project Progress: Design • Reading: "Designing for Emotion"
	17	3/25	B	<ul style="list-style-type: none"> ✓ Project Progress: Design • Reading: "Designing for Emotion"
11	18	3/30	B	<ul style="list-style-type: none"> ✓ Project Progress: Design • Reading: "Designing for Emotion"
	19	4/1	B	<ul style="list-style-type: none"> ✓ Project Progress: Design • Reading: "The Medium is the Message"
12	20	4/6	B	<ul style="list-style-type: none"> ✓ Project Progress: Design • Reading: "The Medium is the Message"
	21	4/8	B	<ul style="list-style-type: none"> ✓ Project Progress: Design • Class Activity: Soft Critique
13	22	4/13	B/C	<ul style="list-style-type: none"> • Class Activity: Project B - Final Artwork Critique <ul style="list-style-type: none"> ✓ Presentation ✓ Mounted Artwork ✓ Process Book • (Alternative: Project C)
	23	4/15	B/C	<ul style="list-style-type: none"> ✓ <i>Project Progress: Development</i> • Reading: "The Medium is the Message" • (Alternative: Project C Progress)
14	24	4/20	B/C	<ul style="list-style-type: none"> ✓ <i>Project Progress: Development</i> • Reading: "The Medium is the Message" • (Alternative: Project C Progress)

WK	DAY	DATE	P	ACTIVITY
	25	4/22	B/C	<ul style="list-style-type: none"> ✓ <i>Project Progress: Development</i> • Reading: "The Medium is the Message" • (Alternative: Project C Progress)
15	26	4/27	B/C	<ul style="list-style-type: none"> ✓ <i>Project Progress: Development</i> • Reading: "The Medium is the Message" • (Alternative: Project C Progress)
	27	4/29	B/C	<ul style="list-style-type: none"> ✓ <i>Project Progress: Development</i> • Reading: "The Medium is the Message" • (Alternative: Project C Progress)
16	28	5/4	B/C	<ul style="list-style-type: none"> ✓ <i>Project Progress: Development</i> • (Alternative: Project C Progress)
	29	5/6	B/C	<ul style="list-style-type: none"> • Class Activity: Project B - Final Website Critique & Presentation <ul style="list-style-type: none"> ✓ Presentation ✓ Updated Artwork ✓ Files • (Alternative: Class Activity: Project C - Final Artwork Critique) <ul style="list-style-type: none"> ✓ Presentation ✓ Mounted Artwork ✓ Process Book
17	30	5/11		<ul style="list-style-type: none"> • Finals