Web Typography

FAB 368, Mo &We, 11am-1:50pm

INSTRUCTOR
Gregory Scott Cook

OFFICE	**HOURS**
FAB 283	MW 3-4pm

EMAIL
gregory.cook@uta.edu

//CATALOGUE DESCRIPTION

Instruction of typographic theories and practice for the web to facilitate connections with words, ideas, and information. Emphasis is placed on the structuring of information hierarchy, grid application, and typographic systems.

May be repeated once. This course was formerly titled Electronic Design.

Prerequisite: ART 2304: Digital Design

//COURSE OBJECTIVE

This course is an introduction to creating stimulating and enticing experiences for others through interactive design. The prime objectives of this course are to learn the current best practices for the web and delve into trends of web design and development. To acheive the primary goal, students will: research, study, and plan effective ideas of typography, structure information, hierarchy systems, and grid systems to implement them into solving visual problems in navigation, interface, and informational design. The secondary goal is for students to begin thinking beyond the artboard and to solve problems interactively and intuitively through independent research and study.

//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 (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, during class, 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 Class Blog (must be maintained for all projects and must involve initial analysis activities, project updates and observations).
2. HTML coded webpage.
3. Website Project: 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.

(* projects could be added/changed as the semester progresses.)

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.

MATERIALS

// TEXTBOOKS

1. REQUIRED: "Learning Web Design: A Beginner's Guide to HTML, CSS, Javascript, and Web Graphics"
    by Jennifer Niederst Robbins / ISBN: 978-1-449-31927-4

2. "Universal Principles of Design, Revised and Updated: 125 Ways to Enhance Usability, Influence
    Perception, Increase Appeal, Make Better Design Decisions, and Teach through Design"
    by William Lidwell, Kritina Holden, Jill Butler / ISBN-13: 978-1592535873

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

4. "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

5. "Don't Make Me Think: A Common Sense Approach to Web Usability, 2nd Edition (Voices That Matter)"
    by Steve Krug. / ISBN-13: 978-0321344755

6. "Head First Web Design"
    by Ethan Watrall, Jeff Siarto / ISBN-13: 978-0596520304

7. "Creating a Web Page with HTML: Visual QuickProject Guide"
    by Elizabeth Castro / ISBN-13: 978-0321278470

8. "Sexy Web Design: Creating Interfaces That Work"
    by Elliot Jay Stocks / ISBN-13: 978-0980455236

9. "The Principles of Beautiful Web Design"
    by Jason Beaird / ISBN-13: 978-0975841969

10. Current industry periodicals and websites.

// 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 (Flash drive; with student's name).
2. Web Hosting Service.
3. Adobe Photoshop / Illustrator.
4. FTP Program.
5. TextWrangler / Sublime Text 2 / Text Edit (Mac), NotePad (PC); not Microsoft Word.

// USEFUL WEBSITES

alistapart.com	fontsquirrel.com	w3schools.com
abookapart.com	google.com/fonts	css-tricks.com
smashingmagazine.com	typekit.com	stackoverflow.com
siteinspire.com	cssfontstack.com	codecademy.com
webbyawards.com	chengyinliu.com/whatfont.html	codeschool.com
awwwards.com		teamtreehouse.com

CLASS POLICIES

//ATTENDANCE POLICY

Attendance is required and will be recorded daily.

Roll call will be announced at the start of class. Students have to physically be in the room to verbally respond for attendance to count. If you are not present at the time of roll call, you will be counted as absent/tardy (simply having your belongings in the room does not count).

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 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.

Examples of unexcused occurrences may include but not limited to: car trouble, traffic, parking problems, job conflicts, baby and/or pet sitter scheduling, club activities, non-emergency weather, printing problems, project mounting problems, weddings, sickness without documentation, vacations, email problems, other class conflicts, etc.

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 3 will result in a reduction or 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. Where after 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.

Total amount of points allowed before affecting grade is 3.75 points.

//COMPUTER ROOM

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.

//EMAIL COMMUNICATION

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 three 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.

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://wweb.uta.edu/ses/fao).

//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.

//ACADEMIC INTEGRITY

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

//AMERICANS WITH DISABILITIES ACT

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112

The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability.

Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

//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.

UNIVERSITY POLICIES

//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 www.uta.edu/sfs.

//STUDENT GRIEVANCE PROCEDURES

1. Contact faculty member in writing (not email) to set up a meeting. The office staff can help accommodate that communication FAB 335.
2. 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.
3. If at that point the problem is not resolved it will reviewed by the Departments Grievance Committee.
4. All resolutions will adhere to university policies

//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 syllabi. 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.

//FINAL PROJECTS

There will be 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 to your left when exiting the room, down the hall before turning the corner. 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.

//TITLE IX

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

97 / 93 / 90 A+ / A / A-	excellent

The quality is performed to a very high standard of proficiency.

87 / 83 / 80 B+ / B / B-	good

Performed to a high standard and reaches a level which clearly exceeds "competency."

77 / 73 / 70 C+ / C / C-	average

The quality is clearly demonstrated without being exeptional in any way.

67 / 63 / 60 D+ / D / D-	weak

The quality is demonstrated to a minimal acceptable level.

59 - 0 F	unacceptable

The quality is absent or performed to a very low level.

PROJECT POLICIES

//PROJECT GRADES

Projects, exercises and assignments will be graded accordingly with points.

Performance percentages (%) will be calculated from the student's total earned points of the project to the project's total available points.

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

150 pts.	project total
118 pts.	student's earned points
78.333%	performance percentage
78.3%=C+	final grade rounded

//FINAL GRADES & ASSESSMENT

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.

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.

//GRADE GRIEVANCES

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. See the following link http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19

//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 (24 hours from due time) will receive an automatic -10% reduction on the project grade.

All other late work (over 24 hours) 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 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

//EFFORT POLICY

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

EVALUATION CRITERIA GUIDE

01 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.

02 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.

03 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 .

04 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.

EVALUATION CRITERIA GUIDE

05 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.

06 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.

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 Instructor Gregory Scott Cook 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.

NAME (PRINTED)	SIGNATURE	DATE

SCHEDULE

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.

MONDAY

08.31

Go over Syllabus.

ASSIGNMENT: order "Learning Web Design"

09.07 — LABOR DAY

Enjoy the holiday!

Don't forget to read.

09.14 — CENSUS DATE

QUIZ: Part 2: Chp. 4-5

LECTURE: LWD - Part 2: Chp. 6-7

READ: LWD - Part 2: Chp. 6-7

MODULES: 4-5 Assigned

PROJECT 1: Exhibit Page Assigned / Research

09.21

QUIZ: Part 2: Chp. 8 & 10

LECTURE: LWD - Part 3: "CSS for
        Presentation" - Chp. 11-12

READ: LWD - Part 3: Chp. 11-12

MODULES: 8 & 10 Assigned

PROJECT 1: Design

09.28

QUIZ: Part 3: Chp. 13

MODULES: 13 Assigned

PROJECT 1: Begin HTML Development

10.05

PROJECT 1: Refine Development

10.12

LECTURE: LWD - Part 3: Chp. 14 /
        FTP Upload - Upload Project 1

READ: LWD - Part 3: Chp. 14

PROJECT 2: Travel Project Assigned

WEDNESDAY

09.02

LECTURE: LWD - Part 1: "Getting Started"

READ: LWD - Part 1: Chp. 1-3

09.09

QUIZ: Part 1: Chp. 1-3

LECTURE: LWD - Part 2: "HTML Markup for
        Structure" - Chp. 4-5

READ: LWD - Part 2: Chp. 4-5

09.16

QUIZ: Part 2: Chp. 6-7

LECTURE: LWD - Part 2: Chp. 8 & 10

READ: LWD - Part 2: Chp. 8 & 10

MODULES: 6-7 Assigned

PROJECT 1: Begin Creating Comps

09.23

QUIZ: Part 3: Chp. 11-12

LECTURE: LWD - Part 3: Chp. 13

READ: LWD - Part 3: Chp. 13

MODULES: 8-10 DUE / 11-12 Assigned

PROJECT 1: Plan Page Code / Refine Design

09.30

QUIZ: Part 3: Chp. 13

PROJECT 1: Finish CSS Development

10.7

PROJECT 1: Critique

10.14

QUIZ: Part 3: Chp. 14

LECTURE: LWD - Part 3: Chp. 15-16

READ: LWD - Part 3: Chp. 15-16

MODULES: 14 Assigned

PROJECT 2: Research & Gather Content

SCHEDULE

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.

10.19

QUIZ: Part 3: Chp. 15-16

LECTURE: LWD - Part 3: Chp. 21-22

READ: LWD - Part 3: Chp. 21-22

MODULES: 15-16 Assigned

PROJECT 2: Organize Content

10.26

MODULES: 21-22 DUE / FTP Upload Modules

LECTURE: Web Typography

READ: "Size Matters: Balancing Line Length And Font Size..." article by Laura Franz

PROJECT 2: Content Outline and Site Plan Drafts Due / Gather Inspiration

11.02

PROJECT 2: Project Day
Instructor 1-on-1: Concepting

11.09

PROJECT 2: Project Day
Instructor 1-on-1: Design Progress

11.16

PROJECT 2: Project Day
Instructor 1-on-1: Design Progress

11.23

PROJECT 2: Project Day: 60%
Finish designs. Begin coding based off of wireframes and content outlines

11.30

PROJECT 2: Project Day: 80%
Have elements positioned and basic layout with some styles complete.
Instructor one-on-one progress check.

12.07

PROJECT 2: Debugging.
Bring up any design conflicts with code.
Troubleshoot code issues. Validate site.

10.21

QUIZ: LWD - Part 5: "Web Graphics Basics" - Chp. 21-22

LECTURE: Site Planning: Site Maps and Content Outlines

MODULES: 11-16 Due / 21-22 Assigned

PROJECT 2: Create Plan and Outline Content

10.28

LECTURE: Wireframes

PROJECT 2: Refine Content and Begin sketching wireframes

11.04

PROJECT 2: Project Day
Instructor 1-on-1: Begin Design Comps

11.11

PROJECT 2: Project Day
Instructor 1-on-1: Design Progress

11.18

PROJECT 2: Project Day
Instructor 1-on-1: Design Progress

11.25

No Class

12.02

PROJECT 2: Project Day: 90%
Have Hierarchy and other styles applied.
Refine design in code and be nearly complete.
Instructor one-on-one progress check.

12.09

PROJECT 2: Final Critique.
Have zipped folder of project ready to turn in.