

FALL 2008

ART 45 : Web Design II

ART 35.14 / 13276

Instructor

Jill Carrico

Room

H214 M / W 7:00-9:40

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M,T, & R only

Office Hours

By Appointment

Handouts, grading, etc.

<http://portal.bristol.mass.edu>

■ Course Description

This course introduces the fundamentals of interactive design theories and their applications to web design. Students will integrate design principles, image creation, text, video, sound and simple animations to create dynamic web sites. The course will emphasize use of multimedia to achieve specific communication goals for a client. Scripting and storyboarding will be introduced as part of the design process. Students will produce an interactive multimedia web site that demonstrates their use of the basic concepts and principles of interactive design. Prerequisites: ART 35.

■ Hybrid Class/Distance Learning

As a Distance Learning hybrid course, 6 in-class hours and one hour via the Web per week.

■ Homework

Students should plan on 4-6 hours of homework outside of class each week.

■ Required Course Text

Foundation Flash CS3 for Designers (Foundation) (Paperback)

by Tom Green (Author), David Stiller (Author)

ISBN-10: 159059861X

ISBN-13: 978-1590598610

Foundation Actionscript 3.0 Animation: Making Things Move!

(Paperback)

by Keith Peters (Author)

ISBN-10: 1590597915

ISBN-13: 978-1590597910

■ Handouts

Handouts will be used to supplement the students text work.

■ Required Adobe Programs

Adobe Dreamweaver CS3 (or MX/MX 2004), Adobe Flash CS3 (or Flash 8), Fireworks (for Dreamweaver CS3), Adobe Illustrator (any edition), Adobe Photoshop (any edition), video editing software (such as iDVD, iMovie, Movie Maker).

NOTE: Adobe Illustrator & Photoshop CS3 work seamlessly with Flash CS3 only; students may find it time consuming and difficult to use older versions, but it is possible.

■ Required Course Materials & Technical Requirements

MAC or PC Desktop (or Laptop w/wireless), Domain or Web site space/provider, Scanner, Camera, internet connection / e-mail. Flash Drive and/or CDs/DVDs.

■ Notebook

Process notebook (3 ring-binder) ALL project work must be in here. This includes project proposals, research, brainstorming, thumbnails, roughs, visuals, and anything related to the project development, creation or completion.

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Social/Ethical

Copyright law
Connotation of imagery
Oral presentation skills

Course of Study

Creative process
Information Design
Marketing Research
Navigation Design
Page Layout
Typography on the Web
Graphics on the Web
Problem solving

Technical / Media

Flash CS3
Dreamweaver CS3
Imageready/Fireworks
HTML
Illustrator
Photoshop
File Management
Scanners
Digital camera
Resolution

■ Course Introduction

You will create an interactive project on a local children's program. Throughout the semester, class lectures and assignments will be in the following areas:

- **Content:** Using resources at the library, on the web, and from handouts, you will thoroughly research your topic, gather information, and develop your hierarchy using grammatically correct English.
- **Design:** Based on the content that you've assembled, you'll brainstorm a concept for your project, generate thumbnails, develop layouts and produce an interactive project that is engaging, easy to use and free of technical problems.
- **Technology:** You will learn how to use Flash, and several other programs to produce your project.

■ Procedure / Process

Students will be introduced to Flash programming and the communication design process. They will use this creative process as they work through the design and technical aspects of creating interactive media presentations.

■ Objectives

- Overview of interactive design and related career options.
- Review of technology.
- Problem-solving and visual communication/visual language.
- Discuss and apply the successful integration of various media in order to convey concepts and ideas in non-linear, multi-dimensional formats.
- Technical proficiency with a core set of software tools used to create interactive media; independent study of Flash, Photoshop, and accompanying software (sound, video, etc.).
- Review and use the design process.
- Basic concept development, including various brainstorming techniques.
- Overview of contemporary use of interactive elements in web environment.
- Basic typography and typesetting on the computer.
- Output terminology and preparation.
- Professional presentation of work.

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Homework

As a student, it's your responsibility to remember due dates, homework, and materials for critique and in-class work.

Work that is not submitted or presented at the beginning of class, or critiques, will be considered late and after 6 days automatically receives an F.

It is critical that students understand the importance of homework in Web Design; it not only assists students with the design process, but guides in the successful completion of a digital portfolio piece.

Excessive unexcused absences will lower the final semester grade as described in the Attendance Policy. If you are absent on the day an assignment is due, you are expected to turn in your assignment when you return to class.

■ Grading is based on

60% of final semester grade is based on the students weekly grades (posted on **eLearning** in the grading component).

40% Process/preparation for class (i.e. meeting weekly deadlines)

30% Homework (includes online work)

30% Professional attitude (i.e. treating the class, discussion, critique like a job)

40% of final semester grade is based on the students final project.

■ Final Grading

Because this is a process oriented course; hard work and application throughout the process of the assignment will be weighed more heavily in the assignment grade than the final output.

A excellent | Far exceeding assignment objectives.

B good | Exceeds assignment objectives, goes somewhat beyond.

C average | Completes most assignments, turns in average work.

D below average | Completes some assignments, less than average work.

F failing | Completes few assignments, fails to meet requirements given.

■ Bibliography

All source material used in this class requires a bibliography.

Students should use the MLA format for bibliographies which is submitted as part of the final project. If you need assistance with MLA style guides, please visit the Writing Lab at BCC located in building K, room 119 or the Purdue web site at, [<http://owl.english.purdue.edu/owl>].

■ Critique

Critiques are held with the entire class and individually. In class we will discuss the design process and possible solutions for each project. Students will be asked to articulate themselves using a vocabulary appropriate for the course, while developing presentation skills. Critiques are meant to be thoughtful, engaging, and objective, and should be presented in a professional manner.

■ Additional Books, Resources, Recommended Reading

Build Your Own Web Site the Right Way Using HTML & CSS

Ian Lloyd, Sitepoint 2006 / ISBN: 978-0-9752402-9-8

Adobe Dreamweaver CS3 On Demand (Paperback)

Authors: Andy Anderson (Author), Steve Johnson (Author),

Perspection Inc. (Author) , Publisher: Que; 1 edition (August 31, 2007) / ISBN-10: 0789736934

■ **TASC : Tutoring & Academic Support Center**

The Tutoring and Academic Support Center (**TASC**), x2295, B110, offers tutoring in most BCC courses with a special emphasis on “learning how to learn.” Peer tutors staff this comprehensive tutoring center. Tutoring is also offered at the New Bedford Campus and Attleboro Center. All services are free to BCC students.

■ **Disabilities Accommodations**

Bristol Community College complies with the regulations of the Disabilities Act of 1990 and offers accommodations to qualified students with disabilities. It is your responsibility to notify me of your need for classroom accommodations. Accommodations are arranged through the Office of Disability Services/ODS, which will issue a confidential Disability Services Accommodation Form. This should be accomplished during the first two weeks of class. If you have any questions about this process please speak with me or contact **ODS at x2955**.

■ **Plagiarism**

Plagiarism will not be tolerated. Plagiarism is the copying of existing artwork, design, or written material. Working from photographs is allowed and sometimes necessary for the production of illustrations and layouts, however an attempt should be made to adapt and alter the image so as not to merely duplicate someone else’s artwork in another medium or form. To deter students from plagiarism, documentation or bibliographies are required for all artistic material, images, and writing. Do not take the ideas someone else has worked hard to create or their composition, lighting, angle, technique, etc. If you are unsure of whether something is plagiarism, please check with the instructor in advance. Failure to abide by this rule will result in failing the course and could result in expulsion from the College.

■ **Attendance Policy (see attached document)**

■ **Design Lab Policies**

Please follow BCC’s Policy for the Responsible Use of Information Technology [http://www.bristol.mass.edu/Students/its/responsible_use.cfm]

■ **Classroom Policies**

If you are unable to follow these few requests, I will ask that you leave the class:

- no animals or dependants
- no cell phones, please mute & take calls outside classroom during breaks
- no txt mssgng, myspace, facebook during class, you'll be asked to leave

Course Timeline
(subject to change)

WK 01	WK 02	WK 03	WK 04	WK 05	WK 06	WK 07	WK 08	WK 09	WK 10	WK 11	WK 12	WK 13	WK 14	WK 15	F
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Content

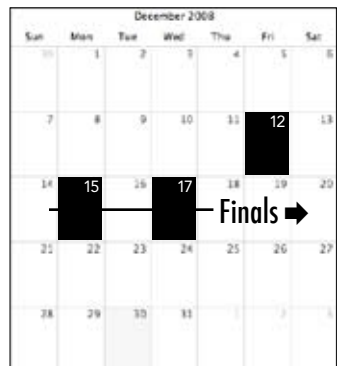
1. Rsrch mtrl & Des Doc	█														
2. Research competition		█													
3. PPT Presentation		█													
4. Prepare heirarchy	█	█	█												
5. Movie material			█												
6. Online Ad text				█	█										
7. Main page text/menu					█										
8. Sub page text/menu							█								
9. Flowchart							█								
10. Finalize ALL text								█							

Design

1. Research/crit sites	█														
2. Resrch/20 Online Ads		█													
3. Logo/ID Development			█												
4. Brainstorm			█												
5. Present Final Identity			█												
6. Flowcharts/Storyboard				█	█										
7. Main scr. thumbs					█										
8. Main screen rev.						█									
9. Main screen type						█									
10. 2 Online Ad Develop						█									
11. Sound FX						█									
12. F Main scrn comp							█	█							
13. F Sub scrn comp							█	█							
14. Opening comp							█	█							
15. Production									█	█	█	█	█	█	█
16. Audio										█					
17. Proof/Bugs											█	█			
18. Finalize													█		
19. Final presentation															█

Technical (Due Wednesday in class)

1. AS & FCS3 / 1	█														
2. AS & FCS3 / 2 & 4		█	█												
3. FCS3 / 3 (+Handout)				█											
4. FCS3 / 6 (+Handout)					█	█									
5. FCS3 / 8 (+Handout)							█	█							
6. FCS3 / 10 (+Handout)									█	█	█				
7. FCS3 / 14												█			





■ **Technology: Beast, Burden, or Blessing?**

by Jason Aristofanis Tselentis February 25, 2006

...what might help in dealing with the problem of using software (i.e. Photoshop, Flash)? Should we teach it "outside" the class, i.e., done as workshops by techs, or as a totally separate "nuts and bolts" unit?

No matter the course or its content, students must learn how to master software on their own. This does not imply that no instruction should be given, but instead calls for a method of teaching students how to progress from the basics and into a life-long path of teaching themselves about how technology can shape their solutions. Students find this challenging, and as an instructor I've found it equally difficult to instill self-reliance. From my experience, when it comes to learning software, there are two types of students: self-reliant and instructor-dependent. The self-reliant student will dabble, toy, and experiment until they reach some level of mastery with Photoshop, iMovie, or the like. Both within and outside the classroom, they will become nearly as valuable as the instructor. Peers will rely on them for help. Oftentimes the instructor even looks to these masters for technical assistance; the self-reliant student is the model for a teacher's assistant, helping other students troubleshoot during class.

On the other hand, instructor-dependent students feel the teacher must direct them in all methods and operations of software. And most instructors will take this responsibility seriously because they want to help the student solve the problem. However, this hurts the instructor-dependent student because they will constantly need the instructor for help, or look to their self-reliant peer(s) for solutions. Technology changes so frequently that they must learn to understand its nature and be able to cope as it evolves, or know where to look for answers. Unlike a pencil or brush, the Photoshop of today will not be the same years from now. At an early level of development, students must recognize this, and learn how to adapt to technology's dynamism. To facilitate this, I recommend teaching computer media at a 100-level foundation. The Computer as Creative Media would introduce students to the fundamentals, history, and usage of hardware and software. The course would have one lecture per week on historical and technical data, with breakout sessions for studio work or computer lab sessions. As an alternative, I would teach the course as a straight 100-level studio with exercises that move them through one piece of software to the next: Photoshop for bitmap and continuous-tone renderings, Freehand/Illustrator for adding bitmaps to vectors and objects, and Flash for combining the above with motion. Only after passing this class and a series of rigorous exams, would students then move into focused studies (such as a concentration in design). These Media courses would serve as prerequisites for any program that uses technology-based media in order to instill a solid foundation and demonstrate the value of self-reliance.

The ideal design education should instill idea generation and form creation—strong conceptualization and craft skills. Will the student take one of those paths, or can they master both? Before taking said Media class, students should have a strong foundation in visual literacy, communication studies, and visualization so they will use the computer as a production device rather than rely on it for answers. By showing them from the outset that the computer is nothing more than a tool—a vehicle that they must use in conjunction with strong ideas/concepts—students will have a better long-term relationship when it comes to weaving their ideas into tight formal solutions.

The AIGA, Education. 1 Sep. 2008. The AIGA Organization. 25 Feb. 2006 <<http://www.aiga.org/content.cfm/technology-beast-burden-or-blessing>>

■ **Project : Kids College**

BCC Center for Business and Industry (CBI)

Scope:

CBI would like to promote it's well known summer program, Kids College with an interactive website. CBI's concerns include the lack of a recognizable identity and/or branding program with the community, just as several local organizations and programs have done.

The web site must include :

a minimum of 6 pages

2 interactive ads (need to be under 50 k in file size and loop 3x)

compliant for those with disabilities (Section 508)

One page dedicated to a specific kids class, (must have resources, links)

Flash text

Flash video (under 1mb in file size)

Flash animation

Contact Page (UI Component)

Built in combination with Dreamweaver

File management must be inerrant for take over by IT

All files must fit on 1 CD and presented as noted below.

