

# Add Course Request

Submitted on: 2012-12-03 15:41:43

1. <b>COURSE SUBJECT</b>	DMD
2. <b>COURSE NUMBER</b> (OR PROPOSED NUMBER)	1070
3. <b>COURSE TITLE</b>	Web Design 1
4. <b>INITIATING DEPARTMENT or UNIT</b>	Digital Media & Design
5. <b>NAME OF SUBMITTER</b>	Eva Gorbants
6. <b>PHONE of SUBMITTER</b>	Phone: +1 860 486 3016
7. <b>EMAIL of SUBMITTER</b>	Email: eva.gorbants@uconn.edu
8. <b>CONTACT PERSON</b>	Tim Hunter
9. <b>UNIT NUMBER of CONTACT PERSON (U-BOX)</b>	1041
10. <b>PHONE of contact person</b>	Phone: 6-6765/6-2281
11. <b>EMAIL of of contact person</b>	Email: tim.hunter@uconn.edu
12. Departmental Approval Date	11/05/2012
13. School/College Approval Date	12/03/2012
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Fall, Year: 2013
16. Offered before next printed catalog is distributed?	Yes
17. <b>General Education Content Area</b>	
18. <b>General Education Skill Code (W/Q).</b> Any non-W section?	None
19. Terms Offered	Semester: Fall Spring Summer Intersession Year: Every_Year
20. Sections	Sections Taught: 1-2 per se
21. Student Number	Students/Sections: 16/section
22. Clarification:	
23. <b>Number of Credits</b>	03 if VAR Min: Max:

	credits each term
<b>24. INSTRUCTIONAL PATTERN</b>	
Two 3 hour studio periods per week	
25. Will this course be taught in a language other than English?	No If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: Prerequisite: DMD 1000	
27. Is Instructor, Dept. Head or Unit <b>Consent Required</b> ?	No
28. Permissions and Exclusions:  Open only to Majors	
29. Is this course <b>repeatable for credit</b> ?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. <b>Grading Basis</b>	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide <b>rationale</b> :	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:  Other (specify): offered at Storrs and online	
34. Special Attributes:	
<b>35. REGIONAL CAMPUS AVAILABILITY:</b> The Storrs campus has digital media faculty and studio/lab facilities available to offer this course.	
<b>36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:</b>  1070. Web design I. Three credit. Two 3-hour studio sessions. Prerequisite: DMD 1000 Introduction to the concepts, technologies and strategies for building contemporary websites.	
<b>37. RATIONALE FOR ACTION REQUESTED</b>  The digital media & design program requires students to have an understanding of web design as part of their basic requirements. The program does not presently have a course in web design and needs one. This course is also central to the curriculum of the new department of digital media and design and essential to creating the major and minor in this field.  why the course is appropriate for the 1000 or 2000 level  This is an introductory course which will give students the ability to build and modify web sites as an essential competency area for digital media & design. A fundamental understanding and the basic skillset of preparing messages for web consumption is central to everyone in the digital	

age.

justification for enrollment restrictions

The enrollment cap of 16 is based on available studio/lab space.

effect on other departments

This course is open to digital media majors and minors. Should space be available, non-digital media students will have the ability to enroll in the course with instructor consent. Art 3130: Fundamentals of Web Design offers another option to students not enrolled in a digital media degree program.

amount of overlap with existing courses

This course overlaps with Art 3130: Fundamentals of Web Design.

effects on the regional campuses

Students at regional campuses may take the online version of this course.

reasons for cross-listing (if so desired)

This course will be cross-listed with art and art history to support the inclusion of web design as an elective offering for first and second year art & art history students, and to provide those students with a valuable and necessary skill set. The current Art 3130 course is an advanced communication design course that is not open to other art concentrations.

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**38. SYLLABUS:**

Online URL: ( [https://web2.uconn.edu/senateform/request/course\\_uploads/evg02003-1354310466-Syllabus DMD 1070 Web Design1.docx](https://web2.uconn.edu/senateform/request/course_uploads/evg02003-1354310466-Syllabus DMD 1070 Web Design1.docx) )

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**39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question**

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**40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question**

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**41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria**

- a. **Arts and Humanities:**
- b. **Social Sciences:**
- c. **Science and Technology:**
  - i. **Laboratory:**

**d. Diversity and Multiculturalism:**

**43. International:**

**e. Q course:**

**f. W course:**

**42. RESOURCES:**

Does the department/school/program currently have resources to offer the course as proposed  
YES

If NO, please explain why and what resources are required to offer the course.

**43. SUPPLEMENTARY INFORMATION:**

**ADMIN COMMENT:**

Senate approved new course 12/10/12

**DMD1070 WEB DESIGN 1**

**Randall E. Hoyt**

Associate Professor of Digital Media & Design

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**OVERVIEW**

Introduction to Web Design is a survey of the concepts and methodologies of Web design. The course will introduce the key concepts of Web design and development as well as the software that facilitates it. No prior experience in Web design is necessary, but students must be willing to embrace new perspectives on the design process. This is a demanding course – both technically and conceptually – and will require, in addition to design time, many hours of self-initiated software exploration. The course is comprised of a series of exercises and projects beginning with basic HTML and increasing in complexity to include multiple pages sites using CSS and simple scripting.

Learning to design for the Web is not so much about learning complex programming as it is about engaging the world of computers and the networks which link them together. As citizens of an increasingly networked world we need to understand the limitations and strengths of the Web and the ways in which information must be modified for screen viewing. The objective of this course is to introduce students to these systems and to provide a supportive but critical environment for engaging them.

**STRUCTURE**

This course is comprised of a series of projects ranging from the simple to the complex. Class time will be divided between software instruction, class discussions & critiques, quizzes and individual work time.

**TEXT**

Please purchase the following texts:

*Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics*, Jennifer Niederst Robbins, O'Reilly

*Bulletproof Web Design: Improving flexibility and protecting against worst-case scenarios with HTML5 and CSS3*, Dan Cederholm, New Riders

### **Online Resources**

<http://www.w3schools.com>

<http://html5dog.com>

<http://google.com>

<http://www.w3.org/TR/xhtml1>

<http://www.webmonkey.com/>

<http://www.w3.org/TR/CSS2>

### **READINGS**

There will be weekly readings from a variety of sources as well as the primary course text *Learning Web Design*. Book readings that will be followed by regular quizzes on key concepts discussed in the texts.

### **TOOLS**

Students will use computer labs and/or personal laptops to make work for this course. Many of the software applications for Web design and development are free with the exception of Adobe Dreamweaver and Photoshop. Students will need a portable hard USB drive with at least 8GB of storage.

### **WEB SITE**

Students will be expected to design and maintain a course web site that will frame the various assigned projects and provide a means for inter-class communication. This class web site is a significant portion of the final grade, so spend the time it takes to make a good site. Initially the site will be somewhat unsophisticated and that is fine as long as it is functional. Students typically revise their web sites a few times over the course of the semester: at the beginning, in the middle once they develop their abilities and again at the end for the final. As student facility with the concepts and tools of web design grows, this site will evolve from simply a place to store their work into a conceptually and aesthetically unified online portfolio for the course.

### **PARTICIPATION**

Class participation is mandatory. Given the amount of material covered in this course, failure to participate in class means you are not fulfilling your obligation to engage in discussions and in-class assignments. Missing two classes without written documentation of a genuine emergency will result in the lowering of your final course grade. Students must notify the professor before class if they anticipate missing a class or afterward if the circumstances dictate. The final grade will drop for failure to participate in class discussions and presentations.

## EVALUATION

Student grade will be based on:

- 10% Participation
- 20% Exercises & Small Projects
- 40% Large Projects
- 10% Class Website
- 20% Quizzes & Final Exam

## COURSE SCHEDULE

### **Week 1: What is HTML** - build preliminary web sites

Anatomy of a website. Using HTML to control screen layout.

Read Ch1 of *Learning Web Design* / Quiz

### **Week 2: Basic HTML** – markup, tags and FTP

Building basic pages with Hypertext Markup Language

Read Ch2-3 of *Learning Web Design* / Quiz

### **Week 3: Basic CSS**

Introduction to CSS

<http://www.w3schools.com/> Online sources of help and inspiration

Read Ch4-5 of *Learning Web Design* / Quiz

### **Week 4: Navigation - Slide Show assignment**

Linear and Non-linear navigation structures

Continued study of HTML, CSS

Read Ch7 of *Learning Web Design* / Quiz

### **Week 5: Tables** (when you should shouldn't use them)

Using HTML and CSS to breathing life into the venerable <table>

Read Ch8 of *Learning Web Design* / Quiz

### **Week 6: Interactivity: Gathering Data with Forms**

Simple contact forms and how to styling them with CSS

Read Ch9 of *Learning Web Design* / Quiz

### **Week 7: Cascading Style Sheets for Presentation**

Validating CSS using <http://jigsaw.w3.org/css-validator/>

Using style sheets to control layout

Read Ch11-12 of *Learning Web Design* / Quiz

**Week 8: Dreamweaver Expanded**

Dreamweaver development, workflows and more

Read Ch13 of *Learning Web Design* / Quiz

**Week 9: Floating Boxes and the flow of content**

Introduction to responsive layouts and Advanced Positioning

Read Ch14-15 of *Learning Web Design* / Quiz

**Week 10-11: What's inside HTML 5**

Meet the new standard for building the web

Media support, the <canvas>, and supported browsers

Read Ch10 of *Learning Web Design* / Quiz

**Week 12-13: Advanced Project: Web Exhibition**

Students develop and curate a complete web exhibition

Read Ch16-18 of *Learning Web Design* / Quiz

**Week 14-15: Final Project: Personal Portfolio**

Students create an online portfolio or other self-directed complex site.

**FINAL EXAM:** Exam covers all previous quiz materials