ART 317: Web Media I

SP17 MWF 9:10am - 11:15AM in 35 Lanigan Hall
Final Critique is Wednesday, May 10 from 8-10am.

Instructor:	Rebecca Mushtare
Office:	32B Lanigan Hall
Office Hours:	Tuesdays 2:30PM - 4:30PM & by appointment.
Email:	rebecca.mushtare@oswego.edu
Class Website:	http://courses.cyberthread.net

Course Description:

Web Media I is a study and studio experience in planning and producing websites that are device independent. Emphasis is placed on the creative use of type, color, imagery and hierarchy and their impact on user experience.

Course Objectives:

- Identify appropriate file formats, languages, and technologies needed to implement design solutions.
- Create, design and produce projects from style tiles to mockups through final implementation in HTML and CSS.
- Implement a clear information hierarchy in a website.
- Design a user experience that is device independent.
- Communicate clearly and effectively using text, images, video, animations and strategies appropriate to the medium.
- Use screen typography to successfully convey messages.
- Evaluate contemporary web works using appropriate vocabulary and criteria.
- Contextualize design work within both historic and contemporary practice.
- Communicate design ideas to a layperson at all stages of the design process.

Concepts/Topics:

Designing for the screen, Storytelling, UX Design, UI Design, Responsive Design, Mobile First, Content First, Web Typography, Usability, Accessibility, Progressive Enhancement, Copyright/Intellectual Property, Information Architecture

Course Materials & Fees

REQUIRED MATERIALS:

- Code Editor (Brackets) FREE
- FTP Client (Fetch or Filezilla) FREE
- USB or External Drive
- Sketchbook (dot matrix recommended - at least 5” x 7”) & Notebook (or can use sketchbook for notes)
- Binder or folder for handouts
- Assorted Drawing Materials including a ruler, pencils, markers, etc.
- Red pen
- A Slack Account (invite will be sent to you)
- A free Toggl Account (or similar) to track your time: https://toggl.com/
- Headphones

COURSE TEXTS:

- REQUIRED: Krug, Steve. Don’t Make Me Think. 3rd Ed. New Riders, 2014. Print.

- RECOMMENDED: Hacker, Diana. Rules for Writers. 7th Ed. Bedford/St. Martin's, 2011. Print.

Lab & Print Fee:

Students are required to pay a lab fee of $65.00. This is paid as part of the tuition for the class. This is a studio fee covering the cost of using basic supplies, tools, small equipment and software to produce graphic, web, or multimedia design projects. Examples would include tape, 1st aid supplies, Kleenex, hand sanitizer, cameras, scanners, keyboards, mice, drawing tablets, light tables, matte cutters, paper cutters, dry mount press, scissors, knives, rulers and so on. Because your fees support the studio, only students in classes that pay this fee are allowed to use the space.

A base print fee of $5 is charged when you register for class and is part of the overall cost of the class. This also covers materials specific to this course such as printing research material and storyboards. It also covers the need to see work on alternative display systems such as smart phones and tablets. There will be cases where a student may elect to do a project that is more material intensive. In those cases, overage will be charged at the end of the semester. Students seeking an alternative path should speak with their instructor regarding options.

PRINT CHARGES FOR THOSE WHO OPT OUT OR ARE NOT IN A CLASS:

- $3.00 Letter
- $6.00 Tabloid and 12x18
- $8.00 13x19 and 17x22
- $8/ft 24" Epson on Matte
- $12/ft 24" Epson on Photo Luster, Canvas, Banner
- $12/ft 44" Epson on Matte
- $18/ft 44" Epson on Photo Luster, Canvas, Banner

Attendance

(college policy) Regular class attendance is obligatory. An instructor may recommend that a student be dropped from a course for poor achievement due to excessive absence. A student who is dropped after the deadline for dropping courses may be assigned a grade of E.

(Mushtare policy) Your regular participation in our community of designers is important and integral to the success of everyone in the course. Please make every effort to be in class and on time (just like you would for clients or in a professional position). Class starts on time. Repeated tardiness and early departures are disruptive to others -- please be courteous and respectful to others. Missed class time is a missed opportunity to ask questions and engage in learning activities that can help you to understand course material. Materials reviewed in class will be posted on the class website. Missed in-class assignments will not be graded and cannot be made up.

If you are truly sick (i.e. have symptoms of the flu, have a fever, are contagious, etc.) please protect your community by staying home. Check the class website to catch up on material we covered in class and reach out to a classmate for notes to prevent getting behind.

You are responsible and accountable for class notes, exercises, activities and information disseminated or collected in your absence. Projects and assignments are due whether or not you are physically in class (in these circumstances turn in your work via Google Drive on time AND turn your work in on the server as soon as you are well enough to).

Excessive absences will impact your success in this class. Students who miss more than 10% of the semester (or ~8 hours of class) will have a hard time keeping up with this course and will struggle to pass. Students who miss more than 15% of the semester (or ~12 hours of class) are at risk of failing the course and are encouraged to consult with me about withdrawing from the course.

Campus Closures and Class Cancellations

Check SUNY Oswego's homepage or call 312-3333 to verify if classes are canceled because of inclement weather. Classes will proceed as scheduled unless official announcements or cancellation are made. When classes are canceled commuting students are advised not to come to campus. If classes are canceled I will email the class with instructions on any changes in the course calendar, project deadlines, etc. and will update the class website to reflect those changes.

If classes are not canceled but travel advisories have been issued for part of your commuting root, err on the side of caution and stay safe by staying off the roads. Please follow the same procedures you would if you missed class for any other reason.

If I am unable to make it to class because of illness or weather I will email the class (usually by 7am) with further instructions. In general, if the college has not cancelled classes the lab will be unlocked so that you may work in the classroom.

Student Behavioral Code

(college policy) All forms of misconduct in the classroom as defined by the provisions in the Student Handbook may result in disciplinary action in the form of one or more sanctions listed in Section 44. When misconduct occurs, the student will meet with the instructor and receive a letter documenting the misconduct and actions agreed upon by both parties, including a warning that further misconduct may cause more severe disciplinary action from the Office of Judicial Affairs.

(department policy) In addition to guides set forth in the Student Handbook, do not operate equipment, use tools or materials you have not been instructed in.

Learning Community

(college policy) SUNY Oswego values the contributions to learning for its members that result from maintaining a diverse student body, faculty, and staff. The goal of SUNY Oswego is to nurture members' abilities and capacities for appreciation of living and working together in a diverse learning environment. SUNY Oswego policy prohibits discrimination on the basis of gender, race, nationality, creed, color, sexual orientation, marital status, age, or disability since such acts, either active or passive, create a hostile environment.

Members of the college community who experience or observe discrimination, an incident of sexual discrimination, sexual assault, harassment, violence, or exploitation, whether occurring on or off campus, should immediately report the incident.

For more information on discrimination issues and Title IX please see the college's Non-discrimination Policy. The following individuals have key responsibilities related to Title IX at SUNY Oswego:

Lisa Evaneski, Associate Dean of Students and Title IX Coordinator
501 Culkin Hall • 315-312-5604 (private voicemail) • lisa.evaneski@oswego.edu

Becky Nadzadi, Assistant Dean of Students and Title IX Investigator
501 Culkin Hall • 315-312-5486 (private voicemail) • becky.nadzadi@oswego.edu

Amy Plotner, Human Resources and Title IX Investigator
201A Culkin Hall • 315-312-3703 • amy.plotner@oswego.edu

Dr. Julie Pretzat, Dean of the School of Communication, Media and the Arts and Title IX Investigator
611A Culkin Hall • 315-312-6612 • julie.pretzat@oswego.edu

In addition to the people listed above, the following resources are also available to you:

SUNY Oswego Counseling Services Center
113 Walker Health Center • 315-312-4416

Campus Police
Pathfinder Hall • 315-312-5555 • police@oswego.edu

Service to Aid Families (Rape Crisis)
abuse and assault hotline: 315-343-1600 • campus phone: 315-312-7777

(Mushtare policy) We are all members of a learning community. Our learning community space extends beyond the classroom and includes departmental functions, open lab, displays of class work, the class website, social media, and our online Slack group. Community implies mutual trust, respect, commitment and accountability. In addition, our learning community provides a safe environment to grow and learn to become a professional. As members of this learning community we are each have the responsibility to:

- *Critique productively.* Critique is an important and constant role in the professional life of a designer, therefore it is an important skill to develop and exercise. Participation in both scheduled and impromptu critiques is required. Failure to participate in a critique will negatively impact your project grade.

  The purpose of critique is not to hand out high fives or cause distress. To make critique productive for all members of the community, please follow these principles:
  - Critique projects, processes and ideas not people. Remember that these conversations are about our design practice not us as designers.
  - Use evidence to support your criticisms and comments. Opinions based on taste are not relevant.
  - Allow peers to respond to your comments and criticisms.
  - Do not take criticism personally.
  - Be an active participant.
    - If you are receiving feedback come prepared with questions or specific issues you want to address in critique. Be prepared to contextualize your work. Document the feedback you receive and then plan to revise and iterate your work based on feedback.
    - If you are giving feedback remember to help the designer identify the root of the problem(s) in the work by articulating why it is a problem. Your role is not to solve the problem but rather to clarify what the problem is and what needs to be addressed and why.

  Critiques in this course will take place while projects are still in progress and not at the end. In-progress critiques maximize the opportunity to learn grow and refine your work. A designer's practice is generally full of reflection, revision and iteration. Critiques are a formal opportunity to engage in these practices.

- *Actively participate.* A learning community requires an exchange of ideas. Learning happens through asking questions, gaining clarity and experimentation. Learning requires the engagement and contributions of all members of the learning community. To make participation productive for all members of the community, please follow these principles:
  - Respect the diversity of ideas and people in the room and the potential audience of your work. We all have different backgrounds, experiences, world views and points of reference that can be valuable to one another.
  - Pay attention to what your colleagues say and do. Ask clarifying questions to better understand their position and point of view.
  - Do not interrupt others while they are speaking. Give one another a chance to fully express their ideas and points of view. Remember it is difficult to both ask and respond to questions -- so please always support and encourage one another.

    - Ask questions about the course content. If there is something you don't understand there are likely others who also do not understand.
    - Actively attempt assignments, exercises, and problems provided in class to make sure you understand the concepts and skills introduced.
    - Share your knowledge, understanding and expertise. Explaining what you know to others can help you solidify your own understanding while simultaneously helping your peer.

- *Use technology responsibly.* Use devices that you have to enhance learning and to develop your design skills. Follow these principles:
    - Use mobile devices (including cell phones and laptops) for class related purposes, but please refrain from making phone calls, texting, messaging, and/or using your devices for distracting, unproductive and/or non-class related purposes.
    - If you use your devices for note-taking please sit in the periphery of the room during lectures, presentations and discussions where your device will cause minimal impact on those around you. If others are distracted by your usage, you may be asked to refrain from using your device – please respect such requests in order to respect the rights of all members of the community to learn.

- *Share responsibility for the lab*. Shared spaces need to be maintained by those who use it so that it is always ready to use when you arrive. Please respect your colleagues by observing the following practices at the end of each studio session:
    - Properly dispose of any papers, etc. that may have accumulated in your work area.
    - Wipe down the keyboard and mouse and work surface if you have any signs of a cold or illness.
    - Clean the screen if you have left any fingerprints.
    - Close out of all software and shut down your workstation.

- *Be professional*. Professions have technical and ethical standards that the community of professionals in field are expected to abide by. Likewise, workplaces of professionals also have standards they expect employees to abide by. Learners are no different. Learning will be most productive if our community upholds the following professional standards:
    - Strive to meet professional standards of the Graphic Design industry and the web design and development industries. Specifically, be familiar with and strive to uphold AIGA's, the professional association for design, Standards of Professional Practice and the W3C's accessibility and technical standards
    - Come prepared. Coming prepared allows us, as a community, to continuously build our knowledge, provide new insight into potential design solutions and to flex our problem solving skills. Examples of preparedness include:
        - Attending class on time
        - Meeting deadlines
        - Annotating and/or taking notes on readings
        - Asking questions about assigned materials and course content
    - Be collaborative. Be willing to share, give credit where credit is due, pull your weight, and communicate clearly.

  Students are not necessarily perfect at all of these things because you are just learning the tricks of the trade – the goal is to work towards these standards and always act with integrity.

Students with Disabilities

(college policy) If you have a disabling condition which may interfere with your ability to successfully complete this course, please contact the Disability Support Services (DSS) located at 155 Marano Center, phone (315) 312-3358, dss@oswego.edu.

(mushtare policy) Please make an appointment with me to privately discuss your accommodations during the first weeks of the semester. Accommodations are not retroactive and cannot be applied to work already completed and/or for which the due date has passed.

Intellectual Integrity

(college policy)Intellectual integrity on the part of all students is basic to individual growth and development through college coursework. When academic dishonesty occurs, the teaching/learning climate is seriously undermined and student growth and development are impeded. For these reasons, any form of intellectual dishonesty is a serious concern and is therefore prohibited. Read the college's full intellectual integrity policy. Additional resources on plagiarism and academic dishonesty can be found on the college's Intellectual Integrity Resource page.

(department policy) Many ethical dilemmas arise in the digital design process, and many of them cross over into legal intellectual property issues. Digital media often exist in murky legal waters, as there is limited case history to draw from. Remember that intellectual integrity and copyright law apply to image and media making as much as they do to the written word. As a maker/designer it is your responsibility to uphold the law and to create with integrity; you will be held to these same standards in this course. See Penfield Library's Guide on citing images and the Library of Congress' circular titled Copyright Basics for brief primers on common issues. A submitted assignment that is in violation of copyright law and/or a related license (and/or you did not submit documentation of the source and the license) it will be treated as an intellectual dishonesty case and will be reported, as appropriate, to the Dean of the School of Communication, Media and the Arts. If you ever have any questions about intellectual property or intellectual integrity, please ask rather than make an uninformed and/or poor choice.

Use of Student Work

The department occasionally uses student work as samples for other classes and as part of program or department related showcases and exhibitions on and off campus. We will never use student work in a derogatory manner, but rather as an exemplar. Your work will never be sold. We will always credit you for your work and you will always retain the rights to your work. If you would prefer that we do not use your work, please let me know. If you have any additional questions or concerns about this policy please do not hesitate to ask.

Writing Across the Curriculum

This course is a writing intensive course and counts toward the writing plan in both the BA and BFA programs in Graphic Design. Writing accounts for 25% of your grade in writing intensive courses in our department. All writing assignments will be practical and will be tied to a project.

Graphic designers write every day as professionals. They send emails, memos, write proposals, write rationales, analyses, style/brand guides, etc. Some designers also write blog posts, books, web content and criticism.

The skills you have as a designer can be used to help you become a better writer. Good writing takes effort, practice and revision. Take advantage of your network of peers and consider seeking help from more experienced writers by making an appointment with a tutor at the Writing Center (http://www.oswego.edu/academics/support/OLS/wc). Keep in mind that an appointments are required to meet with a tutor, so make sure you plan ahead.

In addition to the Writing Center, the School of Communication, Media and the Arts also has a writing fellow, Prof. Stephanie Pritchard, who is available to help students improve their writing. Professor Pritchard's office is 183 Marano Campus Center. Her email address is stephanie.pritchard@oswego.edu.

Course Requirements

Students should expect to spend 9 hours of focused time on this course each week. Keep in mind that 6 of those hours will generally be in class. Grade allocations are made based on the proportion of time spent on each requirement. Rough time estimates are provided as a guide and include both time in and out of class dedicated specifically to working on that requirement. Successful completion of this course will require between 126-135 hours of dedicated and focused time (including time in class).

10% **Learning Community Contributions**

You will be on your active participations and contributions in class and to the learning community outside of class (including Slack). Full credit will be awarded to students who fulfill all of the responsibilities outlined in the Learning Community policies above including, but not limited to, active participation in class, completed homework, supporting one another outside of class using Slack, etc.

Routine absences, tardiness, incomplete homework, lack of professionalism, lack of participation, disrespectful and discourteous behaviour will all negatively impact your grade in this category.

10% **Review Questions**

Review questions are short in-class assignments at the start of each Wednesday class (unless otherwise announced). Review questions will cover material introduced in previous class(es), assigned readings and homework. Expect 1 set of review questions per week containing 3-4 short answer or code-based questions. One pre-written 3”x5” notecard can be used to answer all review questions. Review questions cannot be made up in the case of an absence or late arrival. To accommodate illness or the rare personal emergency, the lowest grade will be dropped.

Each set of review questions is meant to help you recall, practice and become fluent in important course concepts, vocabulary and techniques. Practicing these concepts outside of class will help you succeed on these assignments. Master is not expected therefore earning a 75% or higher on average will be recorded as a 100%.

25% **Object Blog (~35 hrs)**

This project will emphasize typography, white space and audience. This project will be guided. Each class period will introduce the next step. Students will have time to work on the step during class and will complete the step for homework. A portion of the project grade will be designated for meeting each of these milestones on time.

5% Post & Article List Mockups
2.5% *User Tests*
5% *Written Articles*
10% Final Site
2.5% *Written Evaluation of Solution*

45% **Simulated Client Project (~50hrs)**

This project provides the opportunity to develop practical professional skills including: research methods, designing presentations, client communication, user experience design, and designing within an existing brand. This project will follow a process similar to that of a design agency.

10% *Client Correspondence & Presentation Deck (with Speaker notes)*
5% Collaboration
15% Final Site
15% *Process*

10% **Final Project (~12hrs)**

This project is a small scale project that acts as a final exam. The assignment will ask you to demonstrate your design, technical and critical thinking skills. You will have 10 days to do this assignment (including 3 class periods).

Turning in Required Assignments

All assignments (homework, in-class assignments and projects) must be submitted via Google Drive AND a backup copy on Lisa French. There are no exceptions. Files are due on Google Drive prior to the start of class unless otherwise noted (please plan for internet connectivity issues and large files). Your Lisa French backup copy must be submitted no later than 24 hours after the due date.

- On Google Drive submit your work in the folder you shared with me the first day of class named SP17_YourClassNumber_YourLastName_YourFirstName

- On Lisa French submit your work in the following folder DOCUMENTS > YOUR CLASS NUMBER > MUSHTARE>YourLastName_FirstName

Work not submitted in the correct folder will not be found and therefore, will not be graded.

Each assignment should be either:

- A single self-contained PDF named YourLastName_AssignmentName.pdf when appropriate
- For assignments with multiple files submit a folder named YourLastName_AssignmentName containing all additional files. Note that this folder may contain additional folders as required like one housing the files needed to make a live website.

Service Charges

Designers generally work in collaborative environments and often share files with other service providers like marketers, printers and developers in addition to their clients. Maintaining good file structures, naming conventions and organizational practices is important to professional success. In addition, observing basic specs including file size, file type, etc. are important to the final publication of your designs. If you were to send something with the wrong specs you would often have a delay in the final output and would likely be charged for any changes or conversions that needed to be made given your error. To help you become used to this mindset, all projects will include a set of potential service charges for incorrectly named files, files not turned in correctly, incorrect file formats, missed deadlines, etc. *Failure to meet basic project specs will cost you up to 5 points per spec off of your project grade.*

Tentative Course Schedule/Outline*

*This schedule is subject to change at the instructor's discretion. Refer to the class website for the most up to date information.

WEEK 1

M Jan 23	Intro; What is a blog?
W Jan 25	Review Questions; Designing for Audiences: Empathy Maps
F Jan 27	Designing for Audiences: Personas

WEEK 2

M Jan 30	Content First: Writing for the Web
W Feb 1	Review Questions; Peer Review
F Feb 3	The Web is Mostly Type: Intro to Legibility

WEEK 3

M Feb 6	UX: Readability
W Feb 8	Review Questions; Critique
F Feb 10	Intro to HTML

WEEK 4

M Feb 13	Intro to CSS
W Feb 15	Review Questions; CSS: Images & Box Model
F Feb 17	UX: Modules, Patterns and Conventions; Using Grids

WEEK 5

M Feb 20	Critique; User Testing
W Feb 22	Review Questions; HTML: Grouping Elements
F Feb 24	CSS: Intro to Flex Box

WEEK 6

M Feb 27	Work Day
W Mar 1	Review Questions; Critique
F Mar 3	Revisions

WEEK 7

M Mar 6	Accessibility
W Mar 8	Review Questions; Start UI Design Challenge
F Mar 10	UI Design Challenge

WEEK 8

M Mar 13	**No classes: Spring Break**
W Mar 15	**No classes: Spring Break**
F Mar 17	**No classes: Spring Break**

WEEK 9

M Mar 20	Strategy: Client Goals and User Needs/Desires
W Mar 22	Client Correspondence
F Mar 24	Strategy: Competitive Analysis

WEEK 10

M Mar 27	**Advisement**
W Mar 29	Review Questions; Content, Information Architecture & Patterns.
F Mar 31	Content, Information Architecture & Patterns.

WEEK 11

M Apr 3	Critique
W Apr 5	**Quest**
F Apr 7	Visual Style

WEEK 12

M Apr 10	Visual Style
W Apr 12	Critique
F Apr 14	**No Classes: Good Friday**

WEEK 13

M Apr 17	Client Presentations
W Apr 19	Review Questions; Work Day
F Apr 21	Work Day

WEEK 14

M Apr 24	Work Day
W Apr 26	Critique
F Apr 28	Revisions

WEEK 15

M May 1	Final Project: Work Day
W May 3	Final Project: Work Day
F May 5	Final Project: Work Day

WEEK 16 Finals

W May 10	8am - 10am Final