# CST 251 Web Tools
## Syllabus Fall 2025

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## Course Description

Introduces students to the tools and methods of web design and production. Students will learn basic HTML, web design tools, Cascading Style Sheets (CSS) and browser compatibility while applying the design principles of information architecture, color, layout, and type.

## Course Information

**Pre-req:** None
**Days:** Monday and Wednesday
**Time:** 10:00am–11:50am
**Location:** BIT 118

## Instructor

**Lindsey Brammell** | Assistant Professor of Communication Design
**Email** | lbrammell@csumb.edu (I only respond to emails that require a response)
**Office Hours** | Room 243 | T–H 11:30am–12:00pm, M–W 9:30am–10:00am (by appointment)
**Website** | www.thelabdesignstudio.com/student.html
**Instagram** | the.labdesignstudio

## Textbooks

**HTML&CSS Design and Build Websites** | Jon Duckett
**Learning Web Design 5th edition** | Jennifer Niederst Robbins | (optional)

## Services

**Disability Center:** 831-582-3672
**Counseling Center:** 831-582-3969

## Class Policy

Being on time and prepared to work is crucial at the professional and college levels as it demonstrates commitment, reliability, and respect for others' time. It maximizes productivity, enhances learning, and fosters effective teamwork by minimizing disruptions and ensuring

smooth coordination. **These habits build a strong work ethic, reduce stress, and boost confidence, contributing to personal and organizational success. Additionally, punctuality and preparedness reflect professional ethics, positively impacting your reputation and career advancement opportunities.** Overall, these qualities are essential for achieving personal and academic or professional goals.

College-level courses, such as this one, are designed to require 2–3 hours of outside work for every hour the class meets. This means, in addition to attending class meetings, each student should be working **4–6 hours after each class** (8–12 hours a week) to do well in this course.

Students are expected to attend each class meeting, on time, fully prepared, and ready to participate. Students who are not fully prepared, who have not shown project progression, or who have not produced enough work, **five (5) points** will be deducted from the project grade each class period the student is not prepared.

**Students arriving to class late or leaving early, without receiving authorization or making arrangements in advance with the instructor, will be marked absent.** To change an absence to a tardy/early departure, a student must meet with the instructor that day at the end of lecture for approval. Each tardy/early departure is counted as ¼ an absence. This means four **(4) recorded tardies or early departures will count as one (1) absence.**

Attendance is a required component of this course and students are expected to attend class for its entirety. Excessive absences, tardiness, and/or leaving class early will be reflected in the final grade. Each student is granted **four (4) absences for the semester.** Each additional absence will likely result in a **drop of one full letter grade or more** in the student's final grade.

*If you are feeling ill, exposed to someone who tested positive for COVID, or you have tested positive for COVID, do not come to class. I will work with you to make up the class so it doesn't count as an absence.*

You will not be penalized for an extreme emergency.
*Please note:*

1. *Vacations and work-related absences do not qualify as excused absences. If you miss class in order to participate in university-sponsored events, you must meet with me one week prior to the absence to make up the class. In the event of serious or extended illness, or family emergency, the Dean's office should be notified.*
2. *If you have a disability you need to speak to disability services ([sdac@csumb.edu](mailto:sdac@csumb.edu)). These services do not give you an excuse to miss class, but you may be allotted more leeway*

*with attendance.* ***Regardless of the result, exceeding 8 missed classes leads to a non-passing grade.***

## Participation Requirements

A design classroom simulates real-world experiences to prepare students for industry demands. By working on projects with clients, **students learn to adjust their designs for end-user needs**, navigate constraints, justify design decisions, and adapt to feedback. This approach fosters crucial skills like effective communication and problem-solving, making them more market-ready upon graduation.

**Critiques are often more effective than lectures for learning graphic design due to their personalized and interactive nature.** They provide specific, actionable feedback tailored to individual work, helping students identify strengths and areas for improvement.

This class will reflect the behavior of a design firm. There will be group critiques throughout the semester. Intermittently, you will be meeting one on one with the **client (your instructor)**. If "the client" rejects the direction you are headed, you must modify your design. This tactic is common practice in design, there are no personal projects in corporate design work. Do not show up late or unprepared, every class imitates a client meeting and visuals are mandatory.

## Critique Disclaimer

When receiving a critique in graphic design, it's crucial for students to understand that the **feedback is aimed at improving their work, not a personal attack.** By understanding the purpose of critiques, embracing diverse opinions, and cultivating a positive mindset, students can avoid taking feedback personally and use it to enhance their design skills.

Here are some key points for students to remember to avoid taking critiques personally:

1. **Focus on Growth:** Critiques are meant to help you grow as a designer. Feedback highlights areas for improvement and encourages you to think critically about your work. It's a learning opportunity, not a judgment of your abilities.
2. **Separate Yourself from Your Work:** Your design is not a reflection of your worth as a person or a designer. Feedback is about the work you produced, not about you. Keeping this separation in mind can help you stay objective.
3. **See Critique as a Tool:** View critique as a valuable tool that provides insights you might not see on your own. It's a chance to refine your skills and produce better work.

4. **Embrace Diverse Opinions:** Understand that design is subjective, and different people will have different opinions. Critique exposes you to diverse perspectives, which can broaden your understanding and approach to design. *Critiques are suggestions or sources of inspiration; it's not mandatory to follow them exactly.*

5. **Listen Actively:** Pay attention to the feedback without interrupting or becoming defensive. Take notes and reflect on the comments. This shows you're open to learning and improving.

6. **Ask Questions:** If a part of the critique is unclear, ask for clarification. This demonstrates your willingness to understand and engage with the feedback, and it can provide deeper insights into how you can improve.

7. **Reflect Before Reacting:** Take some time to process the feedback before responding. This can help you approach the critique more rationally and less emotionally.

8. **Build Resilience:** Developing a thick skin is essential in the design field. Understand that critiques are a normal part of the creative process. The more you experience and handle critiques, the more resilient and adaptable you become.

9. **Recognize Improvement:** Regularly review your progress and how past critiques have helped you improve. Seeing tangible evidence of your growth can make future critiques easier to handle.

10. **Stay Confident:** Remember your strengths and the positive feedback you've received. Balancing constructive criticism with an awareness of your achievements helps maintain your confidence.

# Grading System

Attendance for assignment critique is mandatory. **Students arriving to the final presentation late, without receiving authorization from the instructor prior to the class period, five (5) points will be taken from their project grade.**

Students are expected to complete all projects within the given time frame. **Projects are due at the time outlined in the assignment sheet and may not be submitted after the due date.** Projects will be evaluated as presented on the due date. The instructor reserves the right to change any and all due dates with prior notice to the students.

An A is outstanding and original work, strong weekly performance, professional attitude, excellent presentation skills, strong participation in all class critiques, and completing assignments on time. B is solid work in all of the above. C is average work in all of the above. D is passing but a low grade. F is failing.

## Grade Distribution

Your grade is organized in the following way:

**Medium** | web medium is used correctly
**Graphics** | simple and clear navigation and design
**Design Process** | methodical consideration of project
**Craftsmanship** | attention to detail
**Presentation/Critique** | spoken language and giving informative critiques

## Grade Breakdown

Mobile Landing Page        20pts
Mobile/Desktop Page        40pts
Mobile/Desktop App         40pts

## Grading Scale

If you show up and do all the work adequately, you will earn a B-minus-grade (satisfactory) in this class. A B-grade is reserved for above average/good work. To earn an A-grade, you must do consistently excellent work demonstrating hard work, creativity and expertise. This allows you to get an honest evaluation in this class, and rewards those who are willing to work harder and put more energy and creativity into their work.

| A+ | 100% | 97% | Extraordinarily high achievement. Unusually complete command of the course content; outstandingly high level of scholarship |
|----|------|-----|-----------------------------------------------------------------------------------------------------------------------------|
| A  | 96%  | 94% | Extremely High achievement. Complete command of the course content; outstanding level of scholarship |
| A- | 93%  | 90% | Excellent achievement. Very thorough command of the course content; very high level of scholarship |
| B+ | 89%  | 87% | Very good achievement. Significantly above average understanding of materials and thorough command of course material |
| B  | 86%  | 83% | Good achievement. Signifies mastery and fulfillment of all course requirements; Solid, acceptable performance |
| B- | 82%  | 80% | Fair achievement. Acceptable performance on most, but not all, aspects of the course |
| C+ | 79%  | 77% | Not wholly satisfactory achievement. Marginal performance on some aspects of the course |

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| C | 76% | 73% | Marginal achievement. Minimally acceptable performance on most aspects of the course |
| C- | 72% | 70% | Below achievement level. Not acceptable performance on most aspects of the course |
| D | 69% | 60% | Unacceptable work. Little or no command of most aspects of the course |
| F | 59% | 0% | Unacceptable work. Little or no command of the course objectives |

Please note that CSUMB undergraduate matriculation policy requires students to get C or above to demonstrate mastery of the course content.