



**BACHELOR OF APPLIED ARTS (MEDIA STUDIES)
DIPLOMA IN MEDIA COMMUNICATIONS**

WINTER 2014

Section(s): 5

AHSS 3080

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Course Title:	Web Design
Pre-requisite(s):	None
Co-requisite(s):	None
Restriction(s):	None
Credits:	0.5
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	3-2 (Lecture/Lab)

Calendar Description

This course examines the principles of successful website design and communication. Design issues and creative solutions to web page functionality, usability and content are explored. Lectures and supervised lab sessions enable students to create their own web site portfolio.

Course Learning Outcomes

On completion of this course the student will be able to:

1. Critique web sites for their content, function, usability and design.
2. Identify the major issues that shape Web usability
3. Describe the basic theories and trends in website navigation.

4. Plan the architecture of a web site.
5. Create a website using industry standard professional software.
6. Design personal icons, navigation bars, banners and digital images.
7. Design and control the layout of professional web pages.
8. Describe the main elements of web graphics and how to create them.
9. Create simple web animations.
10. Demonstrate how interactivity is programmed into web pages.
11. Work competently in digital image creation software.
12. Create a personal web site for their portfolio.
13. Choose or advise on an appropriate domain name.
14. Upload their web sites using File Transfer Protocols.

Learning Resources

Required Textbook(s):

Title: HTML and CSS: Design and Build Websites

Author: Jon Duckett

Edition: First

Publisher: Wiley

*ISBN: 978-1118008188

Official Link: htmlandcssbook.com

Supplementary Text/Other:

N/A

Course Schedule

Week(s)/ Lesson/ Date	Topic	Reading(s)/ Activities
1 Jan, 8	Intro to Web	Exercise 1
2 Jan, 15	Designing Web Layouts & HTML Basics	Exercise 2
3 Jan, 22	HTML Basics Continued	Exercise 3
4 Jan, 29	Building Common Layouts with HTML/CSS	Exercise 4
5 Feb, 5	Creating Prototypes for the Web	Web Design Theory Quiz
6 Feb, 12	Prototype to Website Part I	Exercise 5
7 Feb, 26	Prototype to Website Part II	Exercise 6
8 Mar, 5	Progressive Web Design Techniques	Exercise 7
9 Mar, 12	Social Media on the Web	Portfolio Design Prototype Assigned
10 Mar, 19	Embedding Media	Final Website Assigned
11 Mar, 26	Final Website Work Period - Teacher Assistance	Working on Final Assignment
12 Apr, 2	Advanced Topics	Working on Final Assignment
Final Exam Period – please check www.guelphhumber.ca for exam schedules		

Evaluation and Due Dates

Students will be evaluated in this course through:

Web Design Theory Quiz:	10%
Weekly Homework Exercises:	40%
Final Project Part 1: Design Prototype	15%
Final Project Part 2: Personal Website	35%
Total	<u>100%</u>

NOTE: All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

Instructor Notes

Homework exercises will be marked on a complete/incomplete basis.

Late assignments will be handled via the late policy described below. Inspiration from other websites is encouraged, however plagiarism will be dealt with in accordance to the department's policy. All open-source code used from the web must have sources thoroughly documented, and any applicable licenses included.

Academic Policies

Important University of Guelph-Humber Academic Regulations

It is the student's responsibility to be familiar with the University's Policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>

NOTE: The University of Guelph-Humber Undergraduate Calendar states "Students need to remain aware that instructors have access to and the right to use electronic and other means of detection."

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms with the university's Academic Misconduct policy. Students will be notified of such a requirement in advance by the instructor. More information on Academic Misconduct is included below in this outline.

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate

individuals,(instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Grades

The assignment of grades at the University of Guelph-Humber is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students. The definitions for each of the numerical grade range (letter grades) follow:

80 - 100 (A) Excellent. An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

70 - 79 (B) Good. A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.

60 - 69 (C) Acceptable. An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

50 - 59 (D) Minimally Acceptable. A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.

0 - 49 (F) Fail. An inadequate performance

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical, psychological or compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "***Memo to Faculty***".

When students require test accommodations, they will:

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the DS office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/disabilityservices/>

Late Assignment Policy

Assignments and essays **will only be accepted in class**. If you are submitting a late assignment, it must be date-stamped and placed in the drop-box. **Late essays and assignments will be penalized 2% in the first day and 4% daily afterwards, if handed in late without a valid reason. After the period of 7 days no assignments or papers will be accepted.**