Cerro Coso College

# Course Outline of Record Report

**10/14/2021**

# DMAC117 : Web Design

## General Information

| | |
|---|---|
| **Author:** | • Suzanne Ama<br>• Taton, Vickie<br>• Stallings, Michelle |
| **Course Code (CB01) :** | DMAC117 |
| **Course Title (CB02) :** | Web Design |
| **Department:** | Business Information Technolog |
| **Proposal Start:** | Spring 2022 |
| **TOP Code (CB03) :** | (0614.30) Website Design and Development |
| **SAM Code (CB09) :** | Clearly Occupational |
| **Distance Education Approved:** | Yes |
| **Course Control Number (CB00) :** | CCC000270861 |
| **Curriculum Committee Approval Date:** | 11/18/2016 |
| **Board of Trustees Approval Date:** | 03/09/2017 |
| **External Review Approval Date:** | 03/21/2008 |
| **Course Description:** | In this course, students develop an understanding of graphic design periods and styles, and they apply principles of design, color theory, and typography to web page designs. Students develop intermediate proficiency in Adobe Dreamweaver. Students also acquire skills in customizing WordPress themes. Students should be proficient in Hypertext Markup Language (HTML), Cascading Style Sheets (CSS), and digital imaging in order to be successful in this class. |
| **Submission Type:** | New Course Materials<br>Mandatory Revision<br><br>Update for Program Review. This course was last assessed in Spring 2020, and there are no impacts for this revision. |
| **Author:** | No value |

## Faculty Minimum Qualifications

| | |
|---|---|
| **Master Discipline Preferred:** | • Art |
| **Alternate Master Discipline Preferred:** | No value |
| **Bachelors or Associates Discipline Preferred:** | • Commercial Art (Sign making, lettering, packaging, rendering)<br>• Computer Information Systems (Computer network installation, microcomputer technology, computer applications)<br>• Graphic Arts (Desktop publishing)<br>• Multimedia |
| **Additional Bachelors or Associates Discipline Preferred:** | No value |

## Course Development Options

**Basic Skills Status (CB08)**

Course is not a basic skills course.

**Course Special Class Status (CB13)**

Course is not a special class.

**Grade Options**

- Letter Grade Methods
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

**Allowed Number of Retakes**

0

**Course Prior To College Level (CB21)**

Not applicable.

**Rationale For Credit By Exam/Challenge**

No value

**Retake Policy Description**

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

**Course Support Course Status (CB26)**

Course is not a support course

## Associated Programs

☑ Course is part of a program (CB24)

| Associated Program | Award Type | Active |
|---|---|---|
| CC Web Professional | Certificate of Achievement | Summer 2018 |
| CC Web Professional | A.S. Degree Major | Summer 2018 |
| Web Professional Associate of Science (In Development) | A.S. Degree Major | Fall 2022 |
| Web Professional Certificate of Achievement (In Development) | Certificate of Achievement | Fall 2022 |

## Transferability & Gen. Ed. Options

**Course General Education Status (CB25)**

Y

**Transferability**

Transferable to CSU only

**Transferability Status**

Approved

## Units and Hours

### Summary

| | |
|---|---|
| **Minimum Credit Units (CB07)** | 3 |
| **Maximum Credit Units (CB06)** | 3 |
| **Total Course In-Class (Contact) Hours** | 90 |
| **Total Course Out-of-Class Hours** | 72 |
| **Total Student Learning Hours** | 162 |
| **Faculty Load** | 0 |

### Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

☐ Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

### Weekly Student Hours

| | In Class | Out of Classs |
|---|---|---|
| Lecture Hours | 2 | 4 |
| Laboratory Hours | 3 | 0 |
| Activity Hours | 0 | 0 |

### Course Student Hours

| | |
|---|---|
| **Course Duration (Weeks)** | 18 |
| **Hours per unit divisor** | 54 |
| **Course In-Class (Contact) Hours** | |
| Lecture | 36 |
| Laboratory | 54 |
| Activity | 0 |
| **Total** | 90 |
| **Course Out-of-Class Hours** | |
| Lecture | 72 |
| Laboratory | 0 |
| Activity | 0 |
| **Total** | 72 |

### Time Commitment Notes for Students

No value

### Faculty Load

**Extra Duties:** 0

**Faculty Load:** 0

## Units and Hours - Weekly Specialty Hours

| Activity Name | Type | In Class | Out of Class |
|---|---|---|---|
| No Value | No Value | No Value | No Value |

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

### Advisory

DMAC102 - Digital Imaging (in-development)

In DMA C117, students are expected to design rich visual interfaces and themed graphics. DMA C102 provides this foundation, as students learn how to create, modify, and optimize raster images for the web.

**AND**

### Advisory

DMAC111 - Fundamentals of Web Development

In DMA C117, students are expected to build upon the fundamentals of HTML and CSS in order to design and develop web sites that are aesthetically attractive. They also must understand complex CSS selectors to edit content management themes. A breadth of HTML tags and CSS selector types and properties are taught in DMA C111 that provide such a foundation.

## Entrance Skills

| Entrance Skills | Description |
|---|---|
| No value | No value |

## Limitations on Enrollment

| Limitations on Enrollment | Description |
|---|---|
| No value | No value |

## Specifications

### Methods of Instruction

| | |
|---|---|
| **Methods of Instruction** | Audiovisual |
| **Rationale** | Example: Students watch a LinkedIn Learning video on local and remote site settings in Dreamweaver. |

| | |
|---|---|
| **Methods of Instruction** | Outside reading |
| **Rationale** | Example: Students read assigned textbook chapter on the Modernist period. |

| | |
|---|---|
| **Methods of Instruction** | Lecture |
| **Rationale** | Example: Students read written lecture on typeface classifications. |

| | |
|---|---|
| **Methods of Instruction** | Peer analysis, critique & feedback |
| **Rationale** | Example: Students critique each others' incremental enhancements to their web site. |

### Assignments

A. Textbook readings Example: Students read textbook to learn how to create a Dreamweaver template.
B. Web page and web site assignments Example: Students plan, design, and develop a web site.

| Methods of Evaluation | Rationale |
|---|---|
| Tests | Quizzes<br>Example: Students complete multiple choice quizzes to assess technical knowledge of software. |
| Project | Projects<br>Example: Students plan, design, and develop a web site. |
| Participation | Discussion<br>Example: Students provide feedback in an asynchronous forum on their peers' assignments and project. |
| Distance Education Description: how outcomes are evaluated | Students complete assignments and projects in Adobe Photoshop, Adobe Dreamweaver, and WordPress, and they submit assignments and projects as attachments in Canvas discussion forums where the instructor and peers provide feedback. The assignments are one week in duration, and the projects are two weeks in duration. Instructor formative feedback is provided in the discussions to allow for refinement of the final artifact. A component of evaluation is weekly participation in the discussions. Rubrics are provided for all assignments and projects. A separate rubric is also created for SLO assessment. The activities of grading and assessing are distinct. The evaluation criteria and rigor is identical, regardless of delivery mode. |

### Equipment

No Value

### Textbooks

| Author | Title | Publisher | Date | ISBN |
|---|---|---|---|---|
| Meggs, P. | History of Graphic Design, 6th edition | Wiley | 2016 | 978-1118772058 |

**Other Instructional Materials**

| | |
|---|---|
| **Description** | Software: Adobe. Dreamweaver, CC ed. |
| **Author** | |
| **Citation** | Web Design |

**Materials Fee**

No

## Learning Outcomes and Objectives

**Course Objectives**

No value

**CSLOs**

**Design and produce visually attractive, usable, accessible, and interactive web content that takes the intended audience needs and expectations into account.** Expected SLO Performance: 0.75

| | |
|---|---|
| *ISLOs*<br>Core ISLOs | Students who are completing a program will be able to think critically and creatively and apply reasoning. |
| *Business Information Technolog*<br>Web Professional Certificate of Achievement | 4. Apply design principles to solve visual communication problems. Assessment:This will be assessed with a project, scored by a rubric. |

**Use Dreamweaver's features to create web content that correctly separates semantic encoding from content.** Expected SLO Performance: 0.75

| | |
|---|---|
| *Business Information Technolog*<br>Web Professional Certificate of Achievement | 2. Demonstrate technical and creative mastery of the creation of Web media, such as graphics, motion graphics, and interactive media. Assessment:This will be assessed with a project, scored by a rubric |

**Apply characteristics of trends from design periods to a web design.** Expected SLO Performance: 0.75

| | |
|---|---|
| *Business Information Technolog*<br>Web Professional Certificate of Achievement | 4. Apply design principles to solve visual communication problems. Assessment:This will be assessed with a project, scored by a rubric. |

**Customize the theme of a content management system.** Expected SLO Performance: 0.75

| | |
|---|---|
| *Business Information Technolog*<br>Web Professional Certificate of Achievement | 2. Demonstrate technical and creative mastery of the creation of Web media, such as graphics, motion graphics, and interactive media. Assessment:This will be assessed with a project, scored by a rubric |

## Outline

### Course Outline

1. Page elements
    1. Banner
    2. Navigational interface
    3. Content
    4. Footer
    5. Advertisements
    6. Common configurations
2. Design Principles
    1. Gestalt principles
    2. Grids
    3. Color theory
3. Typography
    1. Legibility and readability
    2. Typeface classifications
    3. Guidelines for mixing typefaces
    4. Leading and line lengths
    5. Typographic effects
4. Style and genre
    1. By period
    2. By technology
    3. By culture
5. Software concepts, tools, and techniques
    1. Software interface
    2. Design view/code view
    3. Site definition
    4. File transfer protocol (FTP) publishing
    5. Semantic text formatting
    6. Images and image maps
    7. Links and anchors
    8. Tables
    9. Forms and form elements
    10. Cascading stylesheets
    11. Templates, library items, and snippets
    12. Javascript behaviors and asynchronous JavaScript and extensible markup language (AJAX) sprites
    13. Find and replace
    14. Working with databases
    15. Reports and testing

### Lab Outline

1. Page Elements
    1. Banner
    2. Navigational interface
    3. Content
    4. Footer
    5. Advertisements
    6. Common configurations
2. Design principles
    1. Gestalt principles
    2. Grids
    3. Color theory

3. Typography
    1. Legibility and readability
    2. Typeface classifications
    3. Guidelines for mixing typefaces
    4. Leading and line lengths
    5. Typographic effects
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    9. Forms and form elements
    10. Cascading stylesheets
    11. Templates, library items, and snippets
    12. Javascript behaviors and asynchronous JavaScript and extensible markup language (AJAX) sprites
    13. Find and replace
    14. Working with databases
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## Delivery Methods

**Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other**

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

**Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.**

All assignments in distance education course sections of DMA C117 are of the same rigor as those in the on-ground section, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education course sections is the same as in the on-ground course section, except that evaluation of student work in the online version is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos, and written lecture notes. Students will interact with the instructor and other students via discussion forums or similar methods.

**Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other**

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail

**Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?**

Technical support will be provided by the instructor.

**Windows**

| | Minimum requirement |
|---|---|
| Processor | Intel® Core 2 or AMD Athlon® 64 processor; 2 GHz or faster processor. |
| Operating system | Microsoft Windows 10 version 1903 (64-bit) or later. |
| RAM | 2 GB of RAM (4 GB recommended). |
| Hard disk space | 2 GB of available hard-disk space for installation; additional free space (approximately 2 GB) required during installation. Dreamweaver cannot be installed on removable flash storage devices. |
| Monitor resolution | 1280x1024 display with 16-bit video card. |
| Internet | Internet connection and registration are necessary for required software activation, validation of subscriptions, and access to online services. |

**macOS**

| | Minimum requirement |
|---|---|
| Processor | Multicore Intel processor with 64-bit support |
| Operating system | macOS v11.0 (Big Sur), macOS v10.15, macOS v10.14. |
| RAM | 2 GB of RAM (4 GB recommended) |
| Hard disk space | 2 GB of available hard-disk space for installation; additional free space (approximately 2 GB) required during installation. Dreamweaver cannot be installed on removable flash storage devices. |
| Monitor resolution | 1280x1024 display with 16-bit video card |
| Internet | Internet connection and registration are necessary for required software activation, validation of subscriptions, and access to online services. |

**Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.**

- Learning management system

**Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.**

Class size is not lower than on-ground sections.

**Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.**

- Online including all labs/activity hours