



**ALMA HOFFMANN**

ahoffmann@southalabama.edu  
university of south alabama · visual arts building c, 348  
mobile, al 36688

**m-w: 10:00am-1:00pm**

251-461-1437 office · 630-835-5389 cell  
twitter: almahoffmann · pinterest: almahoffmann  
almahoffmann.com

**SPRING 2016**

ARS 473-701 ☀ Web Design  
Course Format: Web-Blended  
M-W-F 8:00-9:55am  
Visual Arts Building C, Room 106

**Course Description**

An introduction to interactive applications. This course provides instruction in innovative, artistic design and development of visual communication skills related to interactive applications.

**Course Pre-requisites/Co-requisites**

Must have a “C” or above in ARS 372, ARS 373, and ARS 374. Fee.

ARS 473  
WEB DESIGN

**Course Goals and Objectives**

- Develop a working knowledge of HTML & CSS
- Differentiate between front end and back end workflows
  - Gain knowledge in usability and search optimization
  - Develop the skills needed to design appropriate web sites for multiple clients and for clients with varied and mixed audiences
- Develop a working knowledge of the RGB color palette
- Discuss the pros and cons of different kinds of web pages including responsive and content management systems

**Required Textbooks**

HTML5 & CSS3 Visual QuickStart Guide  
by Elizabeth Castro  
Dreamweaver CC Visual Quickstart Guide  
by Tom Negrino and Dori Smith

**DISCLAIMERS**

Contrary to popular belief, Facebook will not make you a great designer or artist.

Not all classes progress at the same rate thus course requirements might have to be modified as circumstances dictate. You will be given written notice if the course requirements need to be changed.



## WEB DESIGN

In this class, as the name of the class implies, we will design websites. This may sound and feel intimidating to some of you or maybe to all of you. However, keep in mind that our goal is not to become a programmer, but to develop a working knowledge of HTML and CSS in order to successfully design websites and communicate with programmers for more complex operations. As a designer in this day and age, having a working knowledge of HTML and CSS is a must and a soon to be expected skill in any entry level design position. More importantly, however, is that you will be more marketable because you will be able to provide more services should you decide to become a freelancer or open your own design agency and/or studio.

**The class format** relies on a variety of activities including, but not limited to, doing tutorials on Khan Academy and Code Academy, small lectures, reading discussions, conversations, small and large group critiques, sketching, constant sketch revisions, content and visual research, visual explorations, one on one discussions, field trips if applicable, occasional social media and/or design related videos, online assignments, etc..

Because I strongly believe in collaboration, the class will rely heavily on constant moving around to talk and to give each other feedback both in large and small groups.

## SKETCHES

Sketches will take as long as they take. You are required to do a minimum of **35** sketches but sometimes that is not enough to solve a visual problem. Complaining about it will result in me assigning even more sketches. The sketches are assigned to hone your visual thinking skills. Doing them is your decision of course. Though you should know I do count them and grade them as part of the daily work ethics component and the process for every project.

## RESEARCH

**Unless otherwise stated**, you are expected to do research for every project: visual research to get ideas, subject or content research to understand your topic or its content. Other types of research may be needed from time to time. For example, if you are working on a quote, you may need to research the context of the quote. Or if you are creating a poster, you may need to research posters as a medium and their purpose. Or if your project uses a special technique, you will need to research that technique, study how others have done it and learn from them. Every visual decision needs to be documented and properly justified. It is important that you learn to offer a sound rationale for your design solutions. A designer must be a good thinker and a strategist, otherwise, we will end up making photocopies and doing second rate work at a copy store.

**Each project will require you to turn in a set of at least 50 images for inspiration and precedent), subject matter, and others as appropriate.**

## DEADLINES

Missing a deadline is **strongly discouraged as I am not able to accept late work**. Exceptions are only given in extenuating circumstances as long as these are properly documented and/or pre-arranged accommodations handled through the **STUDENT DISABILITY SERVICES** office. Examples of excused absences are emergency room visits, hospitalization, car accident, and a death in the family.

**A problem uploading to Sakai is not an excuse.** If you are having technical difficulties with Sakai, there are different means to submit work that all involve some sort of time stamping. You may email me links to your Dropbox folders or even attaching .zip files are viable alternatives.

## WORK ETHICS & PARTICIPATION

Each class meeting period counts for 5 points. Two points are dedicated to your coming to class on time and being here. The remainder are based the following:

- Being on time, having the textbooks and/or required materials needed to discuss your progress, all assigned sketches properly trimmed to size when instructed, basic tools to work, appropriate attitude in class, disposition to work, and active engagement and participation in class discussions and critiques.
- Professional demeanor and behavior in class.
- All written work must be typed and stapled. Hand written reports, papers and/or loose pages will not be accepted.
- Assignments are always due at the beginning of class.
- No work to show, no points.

**Silent attendance will not earn full credit.** Sleeping or texting in class lowers your points. Daily work cannot be made up, it depends on being in class.

## NOTE TAKING

I may be delayed in responding to emails, so it is essential that you take good notes during class time. Furthermore, email should only be used for informing me of any absences or emergencies. It is NOT available for critiques or any other matters that should be taken care of during class time.

## WEB BLENDED DAYS

Each of you is responsible to complete a tutorial that is pertinent to the class. This will be graded the same way **WORK ETHICS** is graded. You will get 2 points for posting a tutorial relevant to the class and 3 points for completing the tutorial and providing a good summary that specifically details what you have learned.

If a tutorial is not assigned to you, a list of recommended tutorials is available on Appendix 4, page 37 for you to choose one. After completing it, you will upload the project and a short reflection of what you learned on your folder in SAKAI's DROPBOX.

Tutorial's projects with the link and reflection will need to be uploaded by midnight unless otherwise stated. Be sure to correctly name all files before uploading (LASTNAME\_INITIAL\_TUTORIALSHORTNAME\_DATE. Please refer to Appendix 5 on page 37 for additional information.

## PROFESSIONAL EXPECTATIONS

Respect for your fellow students and the professor is demonstrated by: \_\_\_\_\_

1. Class preparedness, completing assignments on time, bringing materials (all required sketches, visual research, tool, and others, to class, checking class site for instructions).
2. Volunteering answers, asking questions, and helping other students.
3. Paying attention during class demonstrations
4. Following project's instructions on syllabus and taking notes.
5. Participating in critiques, presentations, and discussions. Not only are you showing respect, but you will also avoid quizzes.
6. Arriving on time and staying for the full time period..
7. Notify instructor before class starts if you need to leave early.  
**Make arrangements with two or three students to obtain any information you might miss and contact them; class material will not be repeated.**
8. Keeping cell phone off.
10. Turning projects, binders, and PDFs on time at the beginning of class.
11. Backing up all your files, taking care of your computer, and other materials.
12. All written work must be typed and stapled. Hand written reports, papers and/or loose pages will not be accepted. Use a 3-hole puncher or plastic sleeves for your binder.
13. Keeping PDA and grooming for your personal time.
14. Only engaging in social media when it is relevant to the class and/or project.
15. **All assignments are due at the beginning of class.**
16. Keeping excellent **CRAFT** because craft is as important as the project itself for both binder and final project.
17. Following instructions for each project: labeling, formatting, type of file, etc..

## ATTENDANCE

Because class attendance is crucial to the learning process it is expected that students will attend every meeting.

1. Three absences will be allowed.
2. Each absence thereafter will result in the lowering of the final grade by one full letter.
3. Three unexcused late arrivals or three unexcused early departures will equal one absence. You will not be allowed in class if arriving 40 minutes late. It will be considered an absence.
4. If more than 6 class days are missed, you will get an F in the class, unless there is a compelling, justified, and properly documented reason.
5. Missing a critique and/or a project's deadlines will not be excused and will lower your grade one letter grade unless you show proper documentation (refer to class expectations).
6. Please try to schedule doctor's appointments and any other appointments so that they do not fall during your class time.

The University's academic policy and procedures which can be found in the Undergraduate and Graduate Bulletin, page 33.

*"An individual student is responsible for attending the classes in which the student is officially enrolled. The quality of work will ordinarily suffer from excessive absences. At the beginning of classes, instructors must define their policy on absences, and all cases of illness and emergency shall be promptly reported and verified to the instructor.*

*For excessive absences (two or three consecutive class meetings) due to illness, death in family, or family emergency, the Dean of Students' office should be advised.*

*Absence notices will be sent to each instructor notifying him of the reason for and the approximate length of the absence. This notification does not constitute an excused absence.*

*Students receiving veterans' benefits are required to attend classes according to the regulations of the Veterans Administration.*

*All international students on F-1 visas must comply with attendance regulations as dictated by the Department of Justice, Immigration and Naturalization Services. They must remain students in good standing with at least twelve (12) hours per term.*

*Students attending authorized off-campus functions or required activities shall be excused by the responsible University official through the Office of Academic Affairs. In case of doubt, instructors may consult these lists in that office. Work missed as a result of these excused absences may be made up."*

## ACADEMIC DISRUPTION POLICY

The University of South Alabama's policy regarding Academic Disruption is found in The Lowdown, the student handbook. See: <http://www.southalabama.edu/lowdown/academicdisruption.shtml>:

*“Disruptive academic behavior is defined as individual or group conduct that interrupts or interferes with any educational activity or environment, infringes upon the rights and privileges of others, results in or threatens the destruction of property and/or is otherwise prejudicial to the maintenance of order in an academic environment.*

The University of South Alabama respects the right of instructors to teach and students to learn. Maintenance of these rights requires an academic environment that does not impede their exercise. To ensure these rights, faculty and staff members have the responsibility:

- To establish and implement academic standards.
- To establish and enforce reasonable behavior standards in each academic setting.
- To document and report incidents of academic disruption.
- To refer for disciplinary action those students whose behavior may be judged to be disruptive under the Code of Student Conduct (refer to USA Policies in the student handbook “The Lowdown” for specifics).

*Disruptive academic behavior is defined as individual or group conduct that interrupts or interferes with any educational activity or environment, infringes upon the rights and privileges of others, results in or threatens the destruction of property, and/or is otherwise prejudicial to the maintenance of order in an academic environment. An academic environment is defined as a classroom, laboratory, library, study hall, field trip or similar setting in which formal learning is taking place. Though dependent upon the size and nature of the academic setting, disruption refers to behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of an activity. Disruptive behavior may range from the mildly annoying (which should be tolerated as much as possible) to clearly disruptive, dangerous and/or violent behavior which should never be tolerated.”*

## STUDENT ACADEMIC CONDUCT POLICY

The University of South Alabama's policy regarding Student Academic Conduct Policy is found in The Lowdown <http://www.southalabama.edu/lowdown/academicconductpolicy.shtml>.

*“The University of South Alabama is a community of scholars in which the ideals of freedom of inquiry, freedom of thought, freedom of expression, and freedom of the individual are sustained.*

*The University is committed to supporting the exercise of any right guaranteed to individuals by the Constitution and the Code of Alabama and to educating students relative to their responsibilities.*

*Students enrolled in online courses are expected to adhere to the Academic Conduct Policy. In particular, students are expected to complete their own coursework and not provide unauthorized information or materials to another student.*

*As a community of students and scholars, the University strives to maintain the highest standards of academic integrity. All members of the community are expected to exhibit honesty and competence*

*in academic work. This responsibility can be met only through earnest and continuing effort on the part of all students and faculty. Any dishonesty related to academic work or records constitutes academic misconduct including, but not limited to, activities such as giving or receiving unauthorized aid in tests and examinations, improperly obtaining a copy of an examination, plagiarism, misrepresentation of information, or altering transcripts or university records. Academic misconduct is incompatible with the standards of the academic community. Such acts are viewed as moral and intellectual offenses and are subject to investigation and disciplinary action through appropriate university procedures. Penalties may range from the loss of credit for a particular assignment to dismissal from the University. Note that dismissal from any University of South Alabama college or school for reasons of academic misconduct will also result in permanent dismissal from the University. Faculty, students, and staff are responsible for acquainting themselves with, adhering to, and promoting policies governing academic conduct.”*

## POLICY ON PLAGIARISM SOFTWARE

Students may learn about the meaning of plagiarism and how to avoid it at the following link: <http://www.southalabama.edu/univlib/instruction/plagiarismforstudents.html>.

This is cited from [www.indiana.edu/~wts/wts/plagiarism.html](http://www.indiana.edu/~wts/wts/plagiarism.html).

### What is Plagiarism and Why is it Important?

*In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.*

### How Can Students Avoid Plagiarism?

*To avoid plagiarism, you must give credit whenever you use another person's idea, opinion, or theory; any facts, statistics, photos, graphs, drawings—any pieces of information—that are not common knowledge; quotations of another person's actual spoken or written words; or paraphrase of another person's spoken or written words.”*

## STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodations. The Student Disability Services will certify a disability and advise faculty members of reasonable accommodations. If you have a specific disability that qualifies you for academic accommodations, please notify the instructor/professor and provide certification from the Office of Special Student Services. The office of Student Disability Services is located at 320 Alumni Circle  
Faculty Court West  
Suite 19  
Or call 251-460-7212  
Email: [specialstudents@southalabama.edu](mailto:specialstudents@southalabama.edu).

## COURSE AND TEACHER EVALUATION

Make sure to fill out the evaluations when announced. Constructive feedback is appreciated and welcome. These are not for venting or lashing out. Even if you are mad at your instructor, keep it professional, keep it cool. You don't know if in the future, you will need the same consideration.

## ADDITIONAL REQUIREMENTS & RECOMMENDATIONS

### ONLINE WRITING SUPPORT

The University of South Alabama provides online writing tutoring services through SMARTHINKING, an online tutoring service. SMARTHINKING is available at <http://services.smarthinking.com>. Students may enter the site by logging on with their Jag number and using the last four digits of the social security number as the password. For log-on problems, technical questions and/or on-campus writing assistance, contact the USA Writing Center at 251-460-6480 or e-mail [csaint-paul@usouthal.edu](mailto:csaint-paul@usouthal.edu).

Information about the University Writing Center and Online Writing Lab can be found online at <http://www.southalabama.edu/univlib/instruction/antiplagiarism/writinghelp>.

### JAGALERTS

JagAlert is an academic program intended to help freshman and sophomore students be successful in their courses. Watch for the JagAlert email around week 6 of this semester and then check your alerts in PAWs.

### MIDTERM GRADES

Midterm grades will be available after Monday, March 14th. You will receive a notification letting you know of your grade up until that point.

## FACILITATE

In a manner of speaking I am your facilitator. That is, my job is to provoke your creativity and analytical skills with questions and feedback. I will always ask you why and what if... as a way to give you a bridge for your thoughts. I will push you to produce your best work possible and sometimes this will mean being tough and others it will mean holding your hand. In either case, my interest is for you to succeed. I expect a lot but I will be there for you at the same time.

## GRADING

Usually I will grade your work within a month after it is due. However, sometimes attendance to conferences to present a paper, working on a paper for a deadline, and others alike might keep me from grading the work within a month. In those cases, I will inform you and will ask you to be patient.

## EMAILS

Every effort will be made to answer your emails within a 24-36 hour period as long as they are properly written (address, grammar and tone). If you do not get a reply within that time frame, check your email again and make sure it is properly and politely formatted. Unless I am in the middle of a family situation (kids or other) you can expect an email within the 24-36 hour period. **NO EMAILS WILL BE ANSWERED ON SUNDAYS.**

In addition, since there are times that I will be delayed in responding to emails, it is essential that you take good notes during class time. Furthermore, email should only be used for informing me of any absences or emergencies. **Email is NOT available for critiques or any other matters that should be taken care of during class time.**

## OFFICE HOURS

My office hours are listed on the first page of your syllabus. Office hours are Mondays and Wednesdays from 10:00am-1:00pm. You can stop by and talk with me if you need to. There will be a sign up sheet on my door for you to pick a time that is convenient for you. Because sometimes I step out to the main office or to a meeting, it is advisable to let me know in advance if you signed up for a time slot. If those days do not work, contact me to make an appointment.

## HONESTY & RESPECT

I will be honest with you regarding your work, performance, and my life in general. I expect the same from you.

## GRADING CRITERIA & SUPPLIES

At a job interview, no one will ask you what grade you got in Graphic Design classes or this class. However, your portfolio will reflect how well you learned, explored, and expanded upon the concepts covered in this course.

### THE STANDARD RULE

Meet the standard requirements (follow the instructions and complete the assignment) and earn a C. That is the default grade. To get an A, you must MAKE an A, which means making work above and beyond the standard requirements.

A	100-90	excellent performance, well above expected achievement, you covered all the bases, you went above and beyond and gave it all
B	89-80	good, very good performance, above expected achievement, covered most bases, but there may be areas that still need improvement here and there
C	79-70	so and so performance, you kept things safe, did not go beyond the expected, attention to detail needs improvement, craft and project are so and so, not really all that great
D	69-60	poor or below expected achievement, project is poorly executed, in other words, you could have done better, much better
F	59- 0	hmmm... we need to talk

Please note that every project and/or assignment given will have its own rubric attached to it, based on the assignment's specific objectives and parameters.

1.0	<b>Work Ethics/Meeting Preparation:</b>	5 points per class Being prepared for each class and staying on top of assignments and deadlines, punctuality, respect; refer to policies for more information. Since we meet 3x per week, there will be approximately 200 points (maybe less) in this category.
2.0	<b>Web Blended Day Submissions:</b>	5 points (it will vary)
3.0	<b>Presentation: Talk About Sites</b>	50 points
4.0	<b>One page Site</b>	50 points
5.0	<b>Mini Site</b>	100 points
6.0	<b>Mini Site on Asteroids</b>	50 points
7.0	<b>Portfolio Site</b>	100 points

## SUPPLIES

**Please bring the following to class:**

- Willingness to work and re-work your sketches. Repeat.
- Tracing paper pad and sketch book to sketch
- Grid paper (useful for layout and proportions)
- Earplugs
- Make an account at Khan Academy and Code Academy
- **Purchase of domain name**
- **Purchase of basic plan on a hosting service provider (GoDaddy, Blue Host, iPages, etc.)**
- **Text Editor: TextWrangler, Dreamweaver, BBEdit, Komodo Edit, Edge Code, etc..**
- **Latest version of Firefox, Safari, and Chrome on laptops**
- Flash drive of at least 8GB to back up work
- Create an account on Dropbox, SugarSync, or Copy to back up your work to the cloud.
- Binders to collect and organize all the process for each project

**Usually required in all design classes and they should be part of your toolbox:**

- Sketch pad or notebook to take notes (these notes can be doodled or you can doodle your way to take lectures' notes)
- Black markers (fine point and medium). You will need them to sketch.
- Colored pencils or markers (you may want to use them to sketch)
- Pencils to sketch
- Erasers
- Scissors
- Exacto knives #11, blades, and dispenser
- White out (useful when revising sketches)
- Good quality masking tape or artist's tape
- Glue stick or Rubber Cement
- Spray adhesive
- Matting boards\* to mount your finished work for projects.  
*\*These can be cut professionally at the art or hobby store*
- Healix mat or any other cutting surface
- A digital camera, or an slr camera.
- A favorite one hour photo developing establishment
- Epson photo quality matte paper in different sizes. It is suggested you get a pack of 11 x 17 or the super A/B size which is 13 x 19.
- Mac Laptop Computer as specified in the department's computer policy
- Mouse and/or WACOM tablet to work on the computer

## CLASS SCHEDULE {SUBJECT TO CHANGES}

WEEK 1	M	Jan 11	Classes begin. Welcome, introductions, syllabus, class policies, grading, projects & others. Set up accounts on Khan Academy and Code Academy. Pick domain names. Download Fetch (free version). Read chapter 21 from HTML and CSS textbook and Chapters 1-2 from Dreamweaver CC textbook.
	W	Jan 13	Discussion about websites; their use, function, purpose, audience, design principles, unique features of the web, monitor sizes, usability, and accessibility. Assign Project 3: <b>Presentation: Talk About Sites.</b>
	F	<b>JAN 15</b>	<b>WEB BLENDED DAY.</b> Work on researching websites for Presentation about Sites. <b>Upload a report that includes all sites visited, a short description about each, the two choices you picked for the presentation and why.</b>
WEEK 2	M	<b>JAN 18</b>	<b>HOLIDAY.</b> Upload report to your folder on SAKAI by midnight.
	W	<b>JAN 20</b>	<b>FIRST SET OF PRESENTATIONS DUE.</b>
	F	<b>JAN 22</b>	<b>SECOND SET OF PRESENTATIONS DUE.</b> Read Chapters 1-3 from HTML and CSS textbook.
WEEK 3	M	Jan 25	Reading discussion. Introduction to HTML and CSS. What it is and how to do it. Let's Practice some coding: Khan Academy One Hour of Coding. Discussion. Read Chapters 4-7 from HTML and CSS textbook.
	W	Jan 27	Finish One Hour of Coding if needed. Reading discussion. Start Code Academy tutorial: Make a Website.
	F	Jan 29	Continue working on Make a Website Tutorial in class. Discussion.
WEEK 4	M	Feb 1	Continue working on Make a Website Tutorial in class. Discussion. Short Lecture about SEO.
	W	Feb 3	Finish Make a Website Tutorial in class. Let's test what we know. Assign Project 4: Let's Test What We Know: One Page Site. Must have acquired domain name by now, FETCH, and basic hosting plan.
	F	<b>FEB 5</b>	<b>WEB BLENDED DAY. WORK ON PROJECT 4. DEADLINE IS SUNDAY BEFORE MIDNIGHT.</b>
WEEK 5	M	Feb 8	Let's take a look at Project 4 online. Discussion. Start Khan Academy tutorial: <b>Intro to HTML/CSS: Making webpages</b>
	W	Feb 10	Continue working on Khan Academy tutorial.
	F	<b>FEB 12</b>	<b>WEB BLENDED DAY:</b> Continue working in class on Khan Academy tutorial. Submit progress report before midnight to your folder on SAKAI.
WEEK 6	M	Feb 15	Finish tutorial if needed. Assign Project 5: Mini Site. Read chapters 8-12 from HTML and CSS textbook.
	W	Feb 17	Reading discussion. Content discussion. Visual research due. Image research for images on the site due.
	F	<b>FEB 19</b>	<b>SKETCHES DUE.</b> Pick the best ones and start coding. Remember we have a guest speaker today: Dana Gay
WEEK 7	M	<b>FEB 22</b>	<b>IN PROGRESS CRITIQUE OF SITES.</b> You should have at least two pages coded by now.
	W	Feb 24	Continue work on project.
	F	<b>FEB 26</b>	<b>FINAL CRITIQUE.</b> Class discussion. Continue to work on project.

- WEEK 8 **M FEB 29 PROJECT 5 DUE.** We will look at the sites online and make comments. Discussion of site maps and planning sites. Khan Academy's HTML/JS: Making webpages interactive. We will also start exploring Dreamweaver. Read chapters 1-7. Much of this will be familiar to you because of the coding you have done so far.
- W Mar 2 Continue working on tutorial. Assign Project 6: Mini Site on Asteroids. You can do the interactive part of the site in Dreamweaver. Read chapters 10-15 from Dreamweaver CC textbook.
- F Mar 4 Dreamweaver practice: Forms, tables, drop down menus, Continue working on tutorial. Start working on Dreamweaver. A tutorial will be provided to you to work in class of for homework.
- 

- WEEK 9 **M Mar 7** Work in class on Khan Academy tutorial if needed. Introduction to services like Weebly, Wordpress, and others.
- W MAR 9 WEB BLENDED DAY:** Find a tutorial about an interactive behavior you'd like to learn. Upload results and reflection to SAKAI before midnight. This tutorial can be about Dreamweaver.
- F Mar 11 Sketches for project due. Pick the best ones. Class discussion.
- 

WEEK 10 **M MAR 14**  
**MAR 16 SPRING BREAK**  
**MAR 18**

---

- WEEK 11 **M MAR 21 IN PROGRESS CRITIQUE.** This means we need to see how the site is working. Have it ready on your laptops.
- W Mar 23 Continue working on project. Project needs to be almost ready.
- F MAR 25 FINAL CRITIQUE.**
- 

- WEEK 12 **M MAR 28 PROJECT 6 DUE.** Site should be ready to be seen on the site or through folders when you come to class.  
Assign Project 7: Portfolio Site. Start planning site pages, About Me content, and gathering images of work. Start working on visual research.
- W Mar 30 Visual Research should be completed. Short Lecture about Responsive Sites.
- F Apr 1 Sketches due. Pick the best ones. Continue discussion about Responsive Sites. Discussion about CMS.
- 

- WEEK 13 **M APR 4 IN PROGRESS CRITIQUE.** Dreamweaver version of best sketches. Class feedback.
- W Apr 6 In class work day.
- F APR 8 CRITIQUE.**
- 

- WEEK 14 **M Apr 11** In class work time. Small critique time.
- W APR 13 FINAL CRITIQUE**
- F APR 15 PROJECT 7 DUE.**
- 

- WEEK 15 **M Apr 18** TBA
- W Apr 20** TBA
- F Apr 22** TBA
-



WEEK 16 M Apr 25 TBA

W Apr 27 TBA

**F APR 29 EXAM PREPARATION DAY NO CLASS**

---

WEEK 17 **M MAY 2 FINAL MEETING TIME 8:00AM-10:00AM**

---

## PROJECT 3: PRESENTATION

# TALK ABOUT SITES

### OBJECTIVES

- To identify and analyze the application of principles of good design and usability on functioning sites.

### PROCEDURE

Each of you will pick two sites to analyze, study, and test. Write down all of your observations and impressions. You will pick two sites on the same industry to compare. For instance: two coffee shop sites, two library sites, two commercial sites. You can pick the USA Bookstore's site and compare it to another campus bookstore. It can also be an educational portal, for instance SAKAI vs Blackboard. Or it can be two blogs that you frequent or that you are not familiar with. Try to pick sites that have a similar number of demographics. That is, do not compare Amazon to a local bookstore. You can also compare two college sites if you like. Ideally, you would pick one site that is poorly designed and one that is in the same industry but it is well designed. The key is to back up your claims with objective observations about specific design elements and principles.

All of your impressions count. You are a detective here. Write down all the impressions you get as the page is loading to the last thing you do in the site.

Make sure to include the following:

- screenshots of the site you are reviewing
- a link from the screenshot to the URL of the live page
- a text link to the page
- a color scheme that coordinates with the reviewed page
- a brief introduction that describes the overall impression made by the page design
- several short sections with subheads that explain how different design elements (e.g., line, shape, color, typography, or texture) **are guided or not guided by design principles such as contrast, repetition, alignment and proximity to create an effective Web page design.**

### FINAL FORM

This will be an oral presentation for which you will need to show both sites. So, you need to take screenshots and use graphic elements to point to those parts of the page you are telling us about.

Presentations work best when you talk to us. So, please do not read. Think of the design elements and principles you know so far and use the presentation itself as a guide to help you address them.

The presentations should not take more than 10 minutes and I will time it. We do the presentations in two days' time.

For more information and help creating visual presentations, please see Appendix \_\_\_\_.

### HERE ARE SOME THINGS TO CONSIDER:

#### SPEED

- The homepage downloads efficiently.

#### HOME PAGE

- The homepage is attractive, has strong eye appeal.
- You can tell where you are immediately (clear title, description, image captions, etc.)
- There is an index, table of contents, or some other clear indicator of the contents of the site.
- Site sponsor/provider is clearly identified.
- Information/method for contacting sponsor/provider is readily available.
- Copyright date or date site was established is easy to determine.

#### EASE OF NAVIGATION

- User is able to move around within the site with ease.
- Directions for using the site are provided if necessary.
- Directions are clear and easy to follow.
- The links to other pages within the site are helpful and appropriate.
- Internal and external links are working properly (no dead ends, no incorrect links, etc.)

#### USE OF MEDIA

- Each graphic, audio file, video file, etc., serves a clear purpose.
- The graphics, animations, sounds clips, etc., make a significant contribution to the site.

#### BROWSER COMPATIBILITY

- Site is equally effective with a variety of browsers such as Netscape and Internet Explorer.

#### CONTENT PRESENTATION

- There is sufficient information to make the site worth visiting.
- The information is clearly labeled and organized.
- The same basic format is used consistently throughout site.
- Information is easy to find (no more than three clicks, for example).
- Lists of links are well organized and easy to use.

#### CURRENCY

- The date of last revision is clearly labeled. Date last revised \_
- Outdated material has been removed.

#### AVAILABILITY OF FURTHER INFORMATION

- A working link is provided to a contact person or address for further information.
- Links to other useful Web sites are provided.

#### RESOURCES

- Dieter Ram's 10 Principles of Good Web Design: <http://www.creativebloq.com/netmag/dieter-rams-10-principles-good-web-design-3143872>
- First Principles of Interaction Design (Revised & Expanded): <http://asktog.com/atc/principles-of-interaction-design/>
- Web Pages That Suck: <http://www.webpagesthatsuck.com/>
- For the best web pages on the Internet, visit The Webby Awards: <http://webbyawards.com/>
- Site Inspire: <http://www.siteinspire.com/>
- Folio Focus: <http://foliofocus.com/>
- Style Boost: <http://styleboost.com/>
- Web Creme: <http://www.webcreme.com/>
- Design By Grid: <http://www.designbygrid.com/>
- Best Web Gallery: <http://bestwebgallery.com/>

# ARS 473

Date \_\_\_\_\_  
 Turned in on time \_\_\_\_\_ yes \_\_\_\_\_ no \_\_\_\_\_

Designer: \_\_\_\_\_

Project 3: Talk About Sites

TOTAL POSSIBLE POINTS

TOTAL POINTS RECEIVED

COMMENTS

	EXCELLENT 100%	GOOD 80%	AVERAGE 50%	POOR 30%
<b>IMAGES: 10 POINTS</b> Images are well presented, clear, have good quality, and are good examples of points made				
<b>CONTENT: 20 POINTS</b> The content met the assignment's requirements. There was a good discussion comparing sites and the points were backed up by using design principles as a guide.				
<b>PRESENTATION: 10 POINTS</b> Was the presentation designed to clearly present the information? Was the presentation orderly and concise? Was the presentation free from typos and inconsistencies?				
<b>PRESENTER: 10 POINTS</b> Did the presenter present their information clearly? Was the presenters' pace consistent? Did the presenter speak clearly and project his voice? Was it obvious the presenter knew their topic? Did the presenter come across in a professional manner? Was the presenter able to answer any questions posed to them?				

## PROJECT 4: LET'S TEST WHAT WE KNOW:

# ONE PAGE SITE

### OBJECTIVES

- To design a one page site
- To utilize code to create a HTML page
- To apply tags such as body, paragraph, header, image, and also add color.

### PROCEDURE

Now that you have done some tutorials, it is time to start with some basic coding. The good news? You can cheat! Yes, you read right. You are not required to code the page from memory. You can use the textbook and the tutorials we did or others you find to code a one page that displays a header, color, and some images.

The content can be anything you want: your dog, your cat, yourself, your car, your favorite movie, song, etc..

**Do some visual research before getting started.** Look at some sites like SIIIMPLE: <http://www.siiimple.com/> for some ideas. Document this visual research. **For this project collect about 20 images for ideas.** While we need some ideas, the focus of this project is on the coding.

Before you go ahead to code the page, start your sketches. **For this project, we will only need 10-15 sketches.** The project is intended to help you get familiar with HTML and CSS. However, do not go to the extreme of making the page unworthy of a designer.

### SUPPORTING MATERIAL

Supporting material for this project should consist of:

- The minimum required amount of sketches
- The minimum required visual research for inspiration, ideas, and thoughts
- Research on the poet or if using quotes, research on the quotes. This research informs your design decisions.
- Notes on the process of coding the site: what was working, what was not, etc..
- Clean and organized binder with all the above properly labeled and organized chronologically
- A correctly typed reflection statement of what you learned during the completion of this project

### FINAL FORM

At this point, you need to have acquired a hosting plan and a domain name. so you can upload the page to your site. We will discuss how to upload your files to your site before the project is due. However, if you have not yet acquired a hosting service, just upload the HTML document to your folder on SAKAI.

For those who have the site: email me the link to the site on the assigned date to time stamp your submission.

Have fun. Remember, this is just one page. And as reminder:

**YOU WILL NOT BREAK THE INTERNET.**

### RESOURCES

- The Webby Awards: <http://webbyawards.com/>
- Site Inspire: <http://www.siteinspire.com/>
- Folio Focus: <http://foliofocus.com/>
- Style Boost: <http://styleboost.com/>
- Web Creme: <http://www.webcreme.com/>
- Design By Grid: <http://www.designbygrid.com/>
- Best Web Gallery: <http://bestwebgallery.com/>

### GRADING CRITERIA:

**Supporting Material:** 20 points

**Design Elements, Concept, and Execution:** 25 points  
(graphics, images, layout, color, hierarchy, and type)

**Writing and Editing:** 5 points

---

**ARS 473 WEB DESIGN****NAME:****DATE:****PROJECT: ONE PAGE SITE****ON TIME:****TOTAL POINTS****/50**

---

	FAILURE	NOT COMPETENT	BELOW AVERAGE	ABOVE AVERAGE	HIGHLY COMPETENT	FLAWLESS
<b>SUPPORTING MATERIAL (20 POINTS)</b>						
Visual Research (min. 20 images)	0	1	2	3	4	5
Sketches (min. 10)	0	1	2	3	4	5
Binder organization and presentation	0	1	2	3	4	5
Reflection demonstrates learning by providing details about the process and the learning	0	1	2	3	4	5
<hr/>						
<b>DESIGN ELEMENTS, CONCEPT &amp; EXECUTION (25 POINTS)</b>						
Design and content have a congruent relationship	0	1	2	3	4	5
Site is creative, polished, and professional	0	1	2	3	4	5
Layout is balanced and demonstrates understanding of CSS and HTML	0	1	2	3	4	5
Graphics and images are of high quality and are well integrated	0	1	2	3	4	5
<hr/>						
<b>WRITING &amp; EDITING (5 POINTS)</b>						
Clear, concise, free of typos and grammar errors, and formatted to enhance reading on the web	0	1	2	3	4	5
<hr/>						
<b>COMMENTS</b>						

## PROJECT 5:

# MINI-SITE

---

### OBJECTIVES

- To apply basic HTML tags and CSS styling to content based on hierarchy and meaning
- To design a small site consisting of three pages using simple navigation, links, and others as appropriate
- To integrate images in web pages and properly format them

### PROCEDURE

In this project you will design a small-scale site consisting of three pages:

- Home page containing the text of a good poem of your choice or a selection of quotes from a single source (the text should be at least 12-16 lines)
- A page about the poet or the source of the quotes. Images of the poet or sources should be included.
- A page with a 200-300 word designer's statement about how your mini-site design reflects and complements the tone, mood, and imagery of your selected text(s).

Your principal objective in the project is to develop a unified design that reflects and complements the tone, mood, and imagery of your poem or quotes. A successful mini-site will achieve this objective through the thoughtful use of color, typography, images and graphics, navigation, and layout.

The project should be uploaded to your server and linked from your home page by the assigned deadline. Although time may not allow everyone to present their mini-site to the class, you should be prepared to summarize your design objectives to the class and to offer self-critique of the success of your design.

### SUPPORTING MATERIAL

Supporting material for this project should consist of:

- The minimum required amount of sketches
- The minimum required visual research for inspiration, ideas, and thoughts
- Research on the poet or if using quotes, research on the quotes. This research informs your design decisions.
- Notes on the process of coding the site: what was working, what was not, etc..
- Clean and organized binder with all the above properly labeled and organized chronologically
- A correctly typed reflection statement of what you learned during the completion of this project

### RESOURCES

- The Webby Awards: <http://webbyawards.com/>
- Site Inspire: <http://www.siteinspire.com/>
- Folio Focus: <http://foliofocus.com/>
- Style Boost: <http://styleboost.com/>
- Web Creme: <http://www.webcreme.com/>
- Design By Grid: <http://www.designbygrid.com/>
- Best Web Gallery: <http://bestwebgallery.com/>

### FINAL FORM

Upload it to your site or upload a zipped folder to your personal dropbox on SAKAI. This folder will contain the HTML files and a folder with the images or graphics you are using.

Each page file must be saved as .html to be viewed on any browser. Images will be saved on its own folder. All folders must be labeled in lowercase. All files must follow proper HTML semantic.

### GRADING CRITERIA

**Supporting Material:** 25 points

**Design Elements, Concept, and Execution:** 35 points  
(graphics, images, layout, color, hierarchy, and type)

**Writing and Editing:** 10 points

**Links, Navigation, and Proper practices for optimal web experience and page display:** 30 points

---

**ARS 473 WEB DESIGN****NAME:****DATE:****PROJECT:****ON TIME:****TOTAL POINTS****/100**

---

	FAILURE	NOT COMPETENT	BELOW AVERAGE	ABOVE AVERAGE	HIGHLY COMPETENT	FLAWLESS
<b>SUPPORTING MATERIAL (25 POINTS)</b>						
Research about poem or quotes' sources	0	1	2	3	4	5
Visual Research (min. 50 images)	0	1	2	3	4	5
Sketches (min. 35)	0	1	2	3	4	5
Binder organization and presentation	0	1	2	3	4	5
Reflection demonstrates learning by providing details about the process and the learning	0	1	2	3	4	5

---

**DESIGN ELEMENTS, CONCEPT & EXECUTION (35 POINTS)**

Design and content have a congruent relationship	0	1	2	3	4	5
Site is creative, polished, and professional	0	1	2	3	4	5
Graphics and images are of high quality and are well integrated	0	1	2	3	4	5
Layout is balanced and demonstrates command of CSS and HTML	0	1	2	3	4	5
Color palette reflects the tone of the poem or quotes	0	1	2	3	4	5
Hierarchy is clear and aesthetically interesting and stimulating	0	1	2	3	4	5
Typographic treatments (texts, links, headers, paragraphs, rollovers) are stylized to complement the tone of the content	0	1	2	3	4	5

---

**WRITING & EDITING (10 POINTS)**

Clear, concise, free of typos and grammar errors,	0	1	2	3	4	5
Formatted to enhance reading on the web	0	1	2	3	4	5

---

**LINKS, NAVIGATION, AND PROPER PRACTICES FOR OPTIMAL WEB EXPERIENCE (30 POINTS)**

Navigation leads to intended targets and it is clearly integrated into the site's design demonstrating command of CSS styling	0	1	2	3	4	5
All links work appropriately	0	1	2	3	4	5
Pages are titled appropriately and load quickly	0	1	2	3	4	5
All images have alternative text	0	1	2	3	4	5
HTML and CSS are lean and well organized	0	1	2	3	4	5
Images are optimized and load quickly	0	1	2	3	4	5

---

**COMMENTS**

## PROJECT 6:

# MINI-SITE ON ASTEROIDS\*

### OBJECTIVES

- To apply basic HTML tags and CSS styling to content based on hierarchy and meaning
- To design a small site consisting of five pages using proper navigation, links, rollovers, drop down menu, and others as appropriate
- To integrate images in web pages and properly format them

### PROCEDURE

In this project you will use the site you previously designed to add interactivity to it as well as two other pages. You will already have these pages in place:

- Home page containing the text of a good poem of your choice or a selection of quotes from a single source (the text should be at least 12-16 lines)
- A page about the poet or the source of the quotes. Images of the poet or sources should be included.
- A page with a 200-300 word designer's statement about how your mini-site design reflects and complements the tone, mood, and imagery of your selected text(s).

Now you will add two more pages with content, drop down menu, rollovers, a contact form page, a gallery if appropriate, and other behaviors as you think the content calls for.

Your principal objective in the project is to integrate interactivity in a way that is unified with the design and content, the tone, mood, and imagery of your poem or quotes. A successful mini-site will achieve this objective through the thoughtful use of color, typography, images and graphics, navigation, and layout.

As with the previous project, this project should be uploaded to your server and linked from your home page by the assigned deadline. Once the site is finished, you will send out a link to the class to test the class.

For this project, you will complete **20 sketches** that have to do with integration of interactive behaviors to the site. You will also gather at least **25 images** of visual inspiration that inform you about ideas of interactive behavior.

### SUPPORTING MATERIAL

Supporting material for this project should consist of:

- The minimum required amount of sketches
- The minimum required visual research for inspiration, ideas, and thoughts
- Research on the poet or if using quotes, research on the quotes. This research informs your design decisions.
- Notes on the process of coding the site: what was working, what was not, etc..
- Clean and organized binder with all the above properly labeled and organized chronologically
- A correctly typed reflection statement of what you learned during the completion of this project

### FINAL FORM

Upload it to your site or upload a zipped folder to your personal dropbox on SAKAI. This folder will contain the HTML files and a folder with the images or graphics you are using.

Each page file must be saved as .html to be viewed on any browser. Images will be saved on its own folder. All folders must be labeled in lowercase. All files must follow proper HTML semantic.

### RESOURCES

- The Webby Awards: <http://webbyawards.com/>
- Site Inspire: <http://www.siteinspire.com/>
- Folio Focus: <http://foliofocus.com/>
- Style Boost: <http://styleboost.com/>
- Web Creme: <http://www.webcreme.com/>
- Design By Grid: <http://www.designbygrid.com/>
- Best Web Gallery: <http://bestwebgallery.com/>

### GRADING CRITERIA

**Supporting Material:** 20 points

**Design Elements, Concept, and Execution:** 25 points  
(graphics, images, layout, color, hierarchy, type, and interactivity)

**Writing and Editing:** 5 points



---

**ARS 473 WEB DESIGN****NAME:****DATE:****PROJECT: MIN SITE ON ASTEROIDS****ON TIME:****TOTAL POINTS****/50**

---

	FAILURE	NOT COMPETENT	BELOW AVERAGE	ABOVE AVERAGE	HIGHLY COMPETENT	FLAWLESS
<b>SUPPORTING MATERIAL (20 POINTS)</b>						
Visual Research (min. 25 images)	0	1	2	3	4	5
Sketches (min. 20)	0	1	2	3	4	5
Binder organization and presentation	0	1	2	3	4	5
Reflection demonstrates learning by providing details about the process and the learning	0	1	2	3	4	5
<hr/>						
<b>DESIGN ELEMENTS, CONCEPT &amp; EXECUTION (25 POINTS)</b>						
Design and content have a congruent relationship	0	1	2	3	4	5
Site is creative, polished, and professional	0	1	2	3	4	5
Layout is balanced and demonstrates understanding of CSS and HTML	0	1	2	3	4	5
Graphics and images are of high quality and are well integrated	0	1	2	3	4	5
Appropriate to the content and successful and integration of interactive behaviors	0	1	2	3	4	5
<hr/>						
<b>WRITING &amp; EDITING (5 POINTS)</b>						
Clear, concise, free of typos and grammar errors, and formatted to enhance reading on the web	0	1	2	3	4	5

---

**COMMENTS**

## PROJECT 7:

# YOUR PORTFOLIO & PROFESSIONAL SITE

### OBJECTIVES

- to develop a professional portfolio site
- to provide prospective employers and clients with an appropriate introduction to you and your professional skills
- to demonstrate your ability to design for the Web

**CONTENT PAGES** The site must include, but is not limited to, the following:

- a home page
- an “About Me” or bio page (this is the most important and most visited page on sites)
- both an HTML resumé and a resumé in a PDF document (or, alternatively, a CSS stylesheet for print)
- a Contact Me form
- a gallery that showcases different aspects of your professional skills and talents
- a thoughtful and smart navigation from every page
- links to Behance, Instagram, YouTube, Facebook, Vimeo, Pinterest, Etsy, Twitter, Ello, etc..

The successful site design will do more than exhibit your work attractively and effectively—it will reflect your personality and character and project a clear image of who you are as a person and a professional.

You should be prepared to give the class a tour of your site the day of the deadline. You should point out those aspects of the site design that you are satisfied with, those that are less than you would like them to be, and what you still like to add to your site.

### SUPPORTING MATERIAL

Supporting material for this project should consist of:

- The minimum required amount of sketches
- The minimum required visual research for inspiration, ideas, and thoughts
- Research on the poet or if using quotes, research on the quotes. This research informs your design decisions.
- Notes on the process of coding the site: what was working, what was not, etc..
- Clean and organized binder with all the above properly labeled and organized chronologically
- A correctly typed reflection statement of what you learned during the completion of this project

### FINAL FORM

Upload it to your site to your hosting provider or upload a zipped folder to your personal dropbox on SAKAI. This folder will contain the HTML files and a folder with the images or graphics you are using.

Each page file must be saved as .html to be viewed on any browser. Images will be saved on its own folder. All folders must be labeled in lowercase. All files must follow proper HTML semantic.

### RESOURCES

- The Webby Awards: <http://webbyawards.com/>
- Site Inspire: <http://www.siteinspire.com/>
- Folio Focus: <http://foliofocus.com/>
- Style Boost: <http://styleboost.com/>
- Web Creme: <http://www.webcreme.com/>
- Design By Grid: <http://www.designbygrid.com/>
- Best Web Gallery: <http://bestwebgallery.com/>

### GRADING CRITERIA

**Supporting Material:** 25 points

**Design Elements, Concept, and Execution:** 35 points  
(graphics, images, layout, color, hierarchy, and type)

**Writing and Editing:** 10 points

**Links, Navigation, and Proper practices for optimal web experience and page display:** 30 points

---

---

**ARS 473 WEB DESIGN****NAME:****DATE:****PROJECT:****ON TIME:****TOTAL POINTS****/100**

---

	FAILURE	NOT COMPETENT	BELOW AVERAGE	ABOVE AVERAGE	HIGHLY COMPETENT	FLAWLESS
<b>SUPPORTING MATERIAL (25 POINTS)</b>						
Research about effective websites (and others as appropriate)	0	1	2	3	4	5
Visual Research (min. 50 images)	0	1	2	3	4	5
Sketches (min. 35)	0	1	2	3	4	5
Binder organization and presentation	0	1	2	3	4	5
Reflection demonstrates learning by providing details about the process and the learning	0	1	2	3	4	5
<b>DESIGN ELEMENTS, CONCEPT &amp; EXECUTION (35 POINTS)</b>						
Design and content have a congruent relationship	0	1	2	3	4	5
Site is creative, polished, and professional	0	1	2	3	4	5
Graphics and images are of high quality and are well integrated	0	1	2	3	4	5
Layout is balanced and demonstrates command of CSS and HTML	0	1	2	3	4	5
Color palette reflects the tone of the poem or quotes	0	1	2	3	4	5
Hierarchy is clear and aesthetically interesting and stimulating	0	1	2	3	4	5
Typographic treatments (texts, links, headers, paragraphs, rollovers) are stylized to complement the tone of the content	0	1	2	3	4	5
<b>WRITING &amp; EDITING (10 POINTS)</b>						
Clear, concise, free of typos and grammar errors,	0	1	2	3	4	5
Formatted to enhance reading on the web	0	1	2	3	4	5
<b>LINKS, NAVIGATION, AND PROPER PRACTICES FOR OPTIMAL WEB EXPERIENCE (30 POINTS)</b>						
Navigation leads to intended targets and it is clearly integrated into the site's design demonstrating command of CSS styling	0	1	2	3	4	5
All links work appropriately	0	1	2	3	4	5
Pages are titled appropriately and load quickly	0	1	2	3	4	5
All images have alternative text	0	1	2	3	4	5
HTML and CSS are lean and well organized	0	1	2	3	4	5
Images are optimized and load quickly	0	1	2	3	4	5

## APPENDIX 1:

# DOCUMENTATION OR PROCESS BINDER

Visual artists, designers, film set designers, and even hair stylists keep a journal, binder, folder of things that are of interest to them, a specific topic they need to research, and others containing all things that inspire them, their brainstorming ideas, process, sketches, print roughs, and final prints to document their particular project from beginning to end.

In the art world, provenance— the history of ownership of a valued object or work of art or literature— documents authenticate the legitimacy and originality of a work of art. In the design world, partly due to the commercial nature of it and partly because of how technology has transformed this industry, documentation is often overlooked. Yet, it is having proper documentation of the research and the design process that legitimizes the work, helps counter any claims of copyright infringement, and gives a designer credibility in the eyes of clients.

For these reasons, you will keep and maintain a binder for each and every project in class. In the event that you are working in teams, you are still responsible for your own binder and its content.

Example of how to organize the contents in the binder:

### **Project Title and Name**

### **Project Description**

### **Research**

**Topic/Subject/Content Research:** As if you were going to write a paper, what do you know and need to learn about the subject matter your project is about? If a logo for a company, what do you know about the company? Its audience, its philosophy, etc.?

**Visual Research:** a minimum of 50 images

Ideas, how designers use type, how do they work with lots of text, how do they use color, if you are doing a logo abstraction of a tiger, this will include images of the tiger as well as examples of well designed logos, if trying a different technique, this will include examples of that technique used successfully, etc.

### **Process**

Sketches: minimum of 50 sketches unless otherwise stated in class. Your sketches should be small.

Selection of the best sketches: usually two or three depending on the project.

**Computer iterations:** once you take the sketches to the computer, all of those versions need to be documented.

### **Final versions**

### **Final PDF**

### **Reflection**

## APPENDIX 2:

# ORAL PRESENTATIONS

Presentations have become a vital part of a designer's work life. Whether they are sent by email as a PDF for the client to approve or are given to a board of directors, presentations reflect on the designer's skill to succinctly present the research, client brainstorming sessions, process, and rationale of the final direction. Presentations also sharpen your verbal and written skills as well as your design skills. Because you are a designer, you will be graded both on content and the design of every presentation you give in class. Following are some guidelines to follow.

- Every presentation must have an introductory slide with your name, class name, and project title, a thank you slide and a final slide with all sources listed.
- Every source you use to gather content must be cited properly: MLA, APA or Chicago style both on the slide and at the end.
- Presentations are visual, visual, visual, visual mediums. Did I say visual? Show, show, show, show. Let the slide be the visual to your voice.
- There are never enough images in a presentation. Unless otherwise stated, think of 25+ slides.
- The adage of 1 or 2 minutes per slide, is not appropriate in the post carousel age. You need to have as many as your story line needs. Every word that evokes an image, take advantage of it and show it, show it, show it, show it.
- Image choice needs to be intelligent and relevant but you can show humor.
- Use a grid for consistent organization of the content.
- Do not underestimate negative space.
- Typography
- Use typefaces consistently: headers, subheaders, callouts, body copy, etc..
- No typographic errors such as widows, hyphens, and orphans.
  - Use smart quotes, not inch marks.
  - Hang the punctuation.
  - Use punctuation consistently.
  - Because the slides will be shown on a screen, do not write paragraphs on your slides. Use short lines of text. If needing to keep several lines of text together, build them up by copying and pasting as you move on in the narrative. Do not show a slide with more than one point at a time.
  - Body copy should be over 18 points. Depending on the typeface, this may be too small still.

Remember a presentation is not reading a paper or the newspaper. Do not overwhelm the slides with text. There should be no paragraphs and type size should be a minimum 16 point size. Spread the information.

# MOUNTING WORK





















