

## **Butte College: MSP5 Interactive Web Design**

*Course Syllabus: Spring 2009*

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**Course #:** MSP5 / ART5  
**Title:** Interactive Web Design  
**Class Time:** Tuesday & Thursday, 3:30pm-5:50pm  
**Room #:** FA 100B

### **Course Description**

MSP5 - Interactive Web Design (ART5)—3 units  
Recommended Prep: Reading Level IV; English Level III  
Transfer Status: CSU 2 hrs lecture/3 hrs lab/1 hr directed study

This course is an introduction to developing interactive content for publishing on the world wide web. Students will survey online content and gain an understanding of effective design principles for online publishing. Students will learn how to produce content using a variety of programs to create and process text and graphics. As a final project, students will produce a website authored with Adobe Dreamweaver. Since skills/proficiencies are enhanced by supervised repetition and practice, this course may be repeated three times. Materials fee required and subject to change.

### **Course Goals & Objectives**

By the end of the semester students should be able to:

1. Demonstrate research techniques using the web
2. Evaluate interactive websites
3. Describe principles of the xHTML language
4. Employ appropriate computer applications to process, edit and produce graphics and text for online use
5. Create a simple website utilizing Photoshop, Fireworks and Dreamweaver

### **Course Requirements**

#### **Assigned Reading**

To be announced

#### **Course Required Materials**

Flash Drive or another USB device to backup your files

#### **Papers/Reports/Activities**

There will be in-class instructor-led exercises and several outside class reading assignments or activities

#### **Assignments/Projects**

Students will have assignments and projects deliverables due throughout the semester. The assignments count for 20% of the grade. Projects account for 20% of the grade. Quizzes account for 5% of the grade. One final complex project will account for 25% of the final grade.

#### **Class Participation**

Students will be expected to be an active member of the class during critiques of various projects. 30% of the final grade will be based on class participation and class attendance.

#### **Homework**

Students should plan to devote at least 3 hours of lab work per week on the computers, both in and out of class. The lab facilities are available at other times during the week. Required reading from class handouts and internet tutorials need to be completed outside the class.

### **Grading Policy**

Projects: 20% of final grade

Assignments: 20% of final grade

Class Participation/Attendance: 30% of final grade

Quizzes: 5% of final grade

Final Project: 25% of final grade

**TOTAL POSSIBLE: 100%**

### **Approximate Time Schedule & Sequence of Events**

The class will be a mix of lectures/demonstrations and hands-on time using the computers

This class requires **3 hours of lab work outside of class time for every hour of lecture.**

From time to time the syllabus statement may need to be amended. The current syllabus is on file in the department office. Schedule and sequence of events, including any changes to this syllabus, will be announced on an ongoing basis. ***If you are absent*** for any reason, ***notify the instructor*** (preferably in advance) ***and ask for any materials that you did not receive.***

Please read the enclosed attachment on the attendance policy of the college.

### **Areas of Study**

#### **1. Introduction**

- Introduction to class
- Macintosh computer use
- explanation of projects and expectations

#### **2. Client Interaction:**

- Client meetings/surveys
- Best practices in working with clients & budgets

#### **3. Developing the site**

- Moodboards for client visualization
- Flowcharts and sitemaps
- UI and wireframes
- Designing the first comps
- Finalizing the site design

#### **4. Design Development and Production**

- File naming conventions
- HTML, XHTML and hand-coding
- CSS, XML, & Javascript

#### **5. Introduction to Adobe Dreamweaver**

- Introduction to the workspace & interface
- Defining a site
- File and folder management
- Understanding path structure

#### **6. Documents, Content and Linking**

- Creating sites and documents
- Inserting images and text
- Linking pages, external links, email links
- Named anchors, linking to files, image maps

#### **7. Cascading Style Sheets (CSS)**

- Intro to CSS and style sheets
- CSS selectors

- 8. Typography**
  - Formatting text (CSS or the Font tag)
  - Margins, padding & line height
- 9. Tables**
  - Intro to tables
  - Creating and adding content to tables
  - Formatting tables
- 10. Layout**
  - Dreamweaver's layout tools
  - Working with layout tables
  - Modifying layouts for other devices
- 11. Rollovers**
  - Simple & complex rollovers
  - Creating rollover navigation
- 12. Forms**
  - Text fields, checkboxes, radio buttons, & lists
  - Submitting form results
  - Using CSS to style forms
- 13. Fireworks & Photoshop Graphics**
  - Building graphics & pages
  - Slicing & generating HTML
- 14. Uploading and Managing the site**
  - Beta testing the site
  - Taking the site live
  - Updating & publishing pages
- 15. Final Critique**
  - Discussion and critique of final projects

## **Assignments/Projects**

Students will learn various design and production techniques and processes while creating the assignments and projects listed below. Students will also learn the process involved in planning, developing, and managing a project from start to finish.

### **#1: Moodboards**

Students will develop three moodboards for the design or redesign of a specific project. The moodboards will be based on themes: Modern/Cutting Edge, Corporate/Traditional, & Fun/Youthful. Use icons, photographs, navigational elements, typographical keywords and illustration to develop.

### **#2: Site Maps**

Students will develop a site map outlining the flow of a site design or redesign

### **#3: Wireframes**

Based on tutorials showcasing wireframes, students will develop wire frames for a website UI, including a homepage and secondary page.

### **#4: Design Comps—1**

Using Photoshop, students will design no less than three comps for the design of a homepage based on wireframes

### **#5: Design Comps—2**

Based on the final designed homepage comp, students will design comps for a secondary page based on wireframes

### **#6: Website Slicing**

Students will take a site design built in Photoshop and slice the project to create the homepage and secondary page

## **FINAL PROJECT: Website Development**

Utilizing all of the previous assignments (*moodboards, sitemaps, wireframes, & design comps*) students will build out a small website

## **FINAL CLASS SESSION** (*Thursday, May 28th: 3:30-5:30pm*)

Students will critique final website projects

**Instructor reserves the right to change syllabus based on student needs.**

A copy of this syllabus is on file and available to students in the department office.

## **Attendance Procedures:** *No Instructor Initiated Withdrawal*

### **Attendance is Expected**

In order for you to succeed in this class, it is crucial that you be here. You can't learn from me or your fellow students if you are in bed or hanging out in the quad. Therefore, I expect you to attend all classes.

### **Information on Withdrawing**

I hope that you are not planning to drop this course. However, if you need to drop, here is what you need to know.

***It is always YOUR responsibility to withdraw from this class.***

### **Weeks 1 - 8**

- I WILL NOT remove you from my roster.\*
- If you wish to withdraw you may do so on-line from a campus site, on the phone or by turning in a drop card.

### **Weeks 9 - 12**

- If you wish to withdraw after the 8th week you must have serious and compelling reasons as defined by the College Catalog. You also will need my signature on the drop card.

### **After Week 12**

- After the end of the 12th week, you must petition the Academic Council and it must be for a circumstance outside your control, such as an accident or serious illness.

### **At any time during the semester**

- If you stop attending class, I will note the date you last attended and inform Admissions & Records on my mid-term roster and on the final grade roster. This may make you ineligible for further financial or veterans' aid.

**\* The exception to this statement:** *If you do not attend either of the first 2 class sessions I will drop you from the class (as a No Show). However, if that is true, you won't be reading this.*

## **Butte College Attendance Policy/Academic Honesty/Accommodations**

### **A. Butte College Attendance Policy:**

Regular attendance in all Butte College courses is crucial to doing well. During the first two weeks of regular term courses, attendance will be taken and a student may be dropped for lack of attendance to accommodate others seeking to add.

Between the third and the eighth week of instruction, dropping the class is the student's responsibility. After the eighth week, a student will receive a letter grade for the class unless he or she can demonstrate a serious and compelling reason for withdrawing from class.

See your course syllabus for an individual instructor's specific policies and for the drop date in short-term or irregular courses. Roll will be taken for all positive attendance courses.

### **Attending the first class session**

Because of the many students trying to add classes after school starts, instructors may drop "no shows" to the first class session in order to make room for others. If you can't make the first class, call the department secretary or the Off-Campus Center or bring a note to be placed in the instructor's mailbox before school starts.

Explain your situation and request that the instructor not drop you from the class. Doing this will not guarantee that you won't be dropped, but your chances will be considerably improved.

### **B. Dropping Or Withdrawing From Courses**

Students dropping courses during the first four weeks of instruction of a semester or the first 25% of an irregular term course will result in the courses not appearing on their transcripts.

Students may withdraw from courses during the fifth through eighth weeks (or second 25% of an irregular term course) and "W" grades will appear for the courses on their transcripts.

During the eighth week through the twelfth week, (or third 25% of an irregular term course), students will need to identify "serious and compelling" reasons (see definition below) for withdrawing from classes. They will need to obtain the signature of the course instructor.

After the instructor's signature has been obtained, the completed withdrawal card will need to be submitted to the Admissions and Records Office for processing. Then the late withdrawal will be granted. The date the student submits the card to the Admissions & Records Office will be the official date of withdrawal.

#### **1. Withdrawal from all classes.**

Students needing to withdraw from all their classes after the withdrawal deadline, may choose to have an exit interview with a college counselor. Permission may be granted for students to withdraw late from all their classes with the counselor's signature.

Prior to granting late withdrawals for students enrolled in specialized vocational programs (e.g., Construction Inspection, Nursing, Police Academy, etc.) counselors will contact the respective departments regarding the students' status.

#### **The following situations may reasonably be defined as "serious and compelling" for justifying late withdrawal:**

- a. An extended absence due to a verifiable accident, illness, or personal problem; for example, a one or two week absence with a doctor's written excuse.
- b. An extended absence due to a death in the family. This applies to absences exceeding a week due to family affairs that must be attended to by the student.
- c. A necessary change in employment status which interferes with the student's ability to attend class. This change in status must be verified in writing by the student's employer.
- d. Other unusual or very special cases, to be considered on their own merit.

#### **The following situations would NOT fall under the intent of "serious and compelling":**

- a. Grade anticipated in class not sufficiently high or student is doing failing work.
- b. Failure to attend class, complete assignments or take a test.
- c. Dissatisfaction with course material, instructional method or instructor.
- d. Class is harder than expected.
- e. Pressure of other classes, participation in social activities or simple lack of motivation.
- f. Change of major.

## **2. Withdrawal from classes during the final four weeks:**

During the final four weeks of instruction a “W” can be assigned only in cases such as an accident or serious illness when the need for withdrawal is due to circumstances beyond the student’s control and an assignment of an incomplete (I) is not practical. The student will need to obtain the instructor’s signature(s) and submit the drop card with a completed Academic Council Petition to the Counseling Office. If the student is unable to complete the paperwork for her/himself, it can be done for them by the Student Services Office with documentation of the respective accident or serious illness.

## **3. Short-term classes drop/withdrawal timelines:**

“DR” Grade - first 25% of the course. “W” Grade – second 25% of the course. “Serious and Compelling” - third 25% of the course. Academic Council (end of term) – fourth and last 25% of the course.

## **C. Butte College Plagiarism/Cheating Policy: 3.21 Student Rights and Conduct**

The board recognizes that as citizens of the Butte-Glenn Community College District, students are free, individually and collectively, to express their interests. However, these privileges carry with them an obligation to respect the rights and privileges of others, as well as any obligation to abide by the rules and regulations set down by the College, its various agencies, and agents.

The Superintendent/President is authorized to suspend any student for good cause for an indefinite period of time as prescribed by code. The Board of Trustees will be annually apprised of any student suspensions.

In order to protect student rights and insure appropriate student conduct, the Superintendent is directed to develop appropriate procedures to implement this policy.

### **Administrative Procedure: 3.21 Students Rights and Conduct**

Disciplinary action involving students is primarily the responsibility of the Dean of Student Services. Disciplining students is a means of protecting the rights and privileges of each member of the campus community, as well as protecting College property.

The procedures described herein are designed to protect students from the imposition of unfair disciplinary action. It is the right of every student to request due process. In order to file an appeal against disciplinary action, the individual must be currently enrolled or must have been enrolled at the time of the alleged violation.

### **D. Grounds for Disciplinary Action:**

As legally required, students are advised that the following behavior will constitute good and sufficient cause for disciplinary action to be initiated.

**1. Dishonesty:** such as cheating, plagiarism, or knowingly furnishing false information to the College. (Butte College Student Handbook)

**Non-Discrimination Policy:** Butte College complies with all Federal and State rules and regulations and does not discriminate on the basis of race, color, national origin, gender, marital status, or disability. Harassment of any employee or student is strictly prohibited. Inquiries regarding compliance and/or grievance procedures may be directed to our Title IX Officer and Section 504/ADA Coordinator: Allen Renville, Vice President of Student Services, Butte Community College, 3536 Butte Campus Drive, Oroville, CA 95965.

**Academic Accommodations:** If you believe that you may need an accommodation in this course because of a disability, please notify your instructor immediately and make an appointment during office hours. Although not required, if you have a permanent or temporary disability you are encouraged to contact the Office of Disabled Student Programs and Services (DSPS) located in Quad 2 on the main campus. DSPS may be able to provide you with appropriate and reasonable accommodations, adjustments, or services to mitigate the effects of your disability in this course. An appointment with DSPS can be scheduled by calling 895-2455 [voice] or 895-2308 [TTY] or email at [dspd@butte.edu](mailto:dspd@butte.edu). The DSPS office is open M-F, 8am–4pm.

**Alternate Media:** This publication is available in alternate media. Students with a print disability — a visual limitation or reading difficulty that limits access to traditional print material — caused by a learning disability, blindness, disease, medication, or physical condition may request printed materials in an alternate media format, with appropriate documentation of disability. Examples of alternate media formats include: e-text (e.g., text on CD), audiotope, MP3 file, large print, tactile graphics, and Braille. Contact DSPS for alternate media requests by calling 895-2455 [voice] or 895-2308 [TTY] or email at [dspd@butte.edu](mailto:dspd@butte.edu). The DSPS office is open M-F, 8am–4pm.



# Disability

A memo from  
**Disabled Student Programs and Services**

Quad 2 on the Main Campus  
December 2002  
Number 2

## ***Informing Students About Academic Accommodations and Alternate Media for Print Material***

The 1996 Chafee Amendment (PL 104-97) allows “an authorized entity to reproduce or to distribute copies . . . of a previously published, nondramatic literary work . . . in specialized formats exclusively for use by blind or other persons with disabilities.” Butte College is an authorized entity. The Disabled Student Programs and Services office (DSPS) can produce course syllabi, handouts, textbooks, and black-line graphics in alternate media (Braille, e-text, large print, audiotape etc.) for any student with a documented print disability. It is the students responsibility to self-identify and produce documentation of their print disability.

**What constitutes a print disability?** According to the Chafee Amendment and clarifying trailer legislation, a print disability is any visual impairment, e.g., blindness or low vision, or processing impairment that interferes with an individual’s access to printed material (e.g., learning disability, brain injury).

**What instructional materials are covered?** Among other items, the list of covered instructional items includes:

- Course syllabus
- All course handouts
- Required **AND** recommended texts
- Current novels
- Reference materials

**What is the process for a student to request instructional materials in an alternate format?** The process involves four steps:

1. Faculty is responsible for submitting textbook requests for the next semester on time.
2. Using the course syllabus, an instructor notifies the class that accommodations and alternate media are available for qualifying students with a disability.
3. The student contacts the DSPS office and provides documentation of a disability.
4. If determined eligible for accommodations, the DSPS office will scan and format the instructional materials for the student.

### Contact Information

Disabled Student Programs and Services (DSPS)  
Quad 2  
Monday – Friday, 7:30 AM to 5:00 PM  
895.2455 [voice] 895.2308 [TDD] 895.2235 [FAX]

Do you have a sample statement for the course syllabus? Yes. The following statements are recommended for all inclusion in syllabi:

**Academic Accommodations Statement:**

- Students have the right to request reasonable modifications to college requirements, services, facilities or programs if their documented disability imposes an educational limitation or impedes access to such requirements, services, facilities or programs. A student with a disability who will be requesting a modification, accommodation, or access to an auxiliary aid is required and responsible for identifying himself/herself to the instructor and, if desired, to the Disabled Student Programs and Services (DSPS) office. Students who consult or request assistance from DSPS regarding specific modifications, accommodations or use of auxiliary aids will be required to meet timelines and procedural requirements established by the DSPS office.
- If a student believes that he or she may need an accommodation for a disability, please make an appointment to see me during my office hours or initiate contact with the Office of Disabled Student Programs and Services.

**Alternate Media Statement:**

- Students with a print disability-- a visual limitation or reading difficulty that limits access to traditional print materials-- may request printed materials in alternate media. Examples of alternate media formats include electronic format (e.g., text on CD), Braille, tactile graphics, audiotape, and large print. Students can make alternate media requests through the Office of Disabled Student Programs and Services.

• ***How does a student request disability-parking permit?***

Butte College has reserved parking for individuals with disabilities in each parking lot on campus. A detailed map showing the locations of these parking spaces is available, upon request, from Facilities Management and Planning (530) 895-2381 or DSPS (530) 895-2455.

The college does not issue parking permits for individuals with disabilities. All requests for parking permits are initiated by the student who then works with their private physician. Ultimately, the California Department of Motor Vehicles (DMV) issues the special parking permit. The DSPS office has copies of the DMV application.

• ***If a student registers with the DSPS office will it show up on a transcript or diploma?***

No. The fact that a student is registered with Disabled Student Programs and Services or receives accommodations or adjustments is NOT annotated on the student's transcript.

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<b>SHARED APPLICATIONS, FEATURES, AND SERVICES</b>						
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