This is your course Syllabus. Syllabi are subject to change, please refer to the Canvas course and Instructor and TA communications for the latest updates.

SYLLABUS

INTRODUCTION DESIGN: INTRODUCTION, Course #1219-030

Contact Information

All communications between student and Instructor are done through the Canvas Inbox. Your instructor will respond to inquiries within 24 to 48 hours.

If you are having any issues reaching your instructor through the Canvas Inbox, or you need additional support please contact the CE Student Experience Office Assistant Director, Kristina Byrne, at kbyrne@risd.edu or call 401-454-6473.

Course Description

This course introduces students to the possibilities for graphic design on the screen. Through lecture and exercises, the instructor explains the two primary Web authoring competencies, HTML and CSS, and gives you an opportunity to practice working with images, text, layouts, links and content management. You'll be introduced to the elements and principles of design, best practices for usability and accessibility, and gain an appreciation for the user experience. You'll finish with an understanding of both the art and science behind screen design, and a site demonstrating your new knowledge.

This course is completely online (asynchronous).

Learning Outcomes

By the end of this course, you will be able to:

1. generate web pages using standard HTML code.
2. design and format HTML content within a CSS framework.
3. integrate accessible features into image-based content.
4. identify various distinctions between responsive and non-responsive content.
5. contrast custom-built content with framework systems and templates.
6. explore skills and activities typical of an interaction design professional, in conjunction with a taxonomy for the role.

Requirements

Students are expected to engage in the course for a minimum of 3 hours per week, though students who wish to finish an interactive web application project may need to put more time into the course.

Engagement includes reviewing demos, attempting tutorials, participating in discussions, submitting work for shared review, and giving constructive feedback on peer work. Assignments are due on the Sunday night by 11:59pm for the period identified on each topic module.

Advice

As this is a foundational course in using design and interaction languages, extracting the most useful knowledge from the course, and spending time to anticipate how it can best be applied for the rest of your life, should be a very active process for you. Play with the course materials in redundant ways (reading, writing, listening, kinesthetic actions, etc.) so as to make the materials available to you well beyond the end of the course. Do not linger on any particular concept without considering the opportunity cost whereby the lingering can occur after the time the course is available for participation.

Course Materials

- A recent version of a Web Browser (**Chrome** or **Firefox** recommended)
- All other materials depend on how you want to communicate with your classmates textually, orally, visually, etc.

Assessment

Assessment will be determined by several factors:

20% Participation in Course Forums
40% Completion and Execution of Assignments
40% Final Presentation and Participation in Critique

Note: A significant goal of class is to help the student develop a portfolio piece demonstrating their aptitude in the course materials. A grade will also be provided (see below). Students evaluate their own progress according to their personal goals for the materials.

Some recommended considerations include:

Comprehension: Work exhibits a clear understanding of instructions and comprehension of concepts.
Conceptual Development: Evidence of research, exploration, iteration, and pushing past initial ideas.
Cooperation: Demonstrates a collaborative attitude with everyone in a constructive environment.
Creativity + Originality: Expresses ideas in an imaginative, inventive, and experimental manner.
Skill + Craftsmanship: Integrates materials in communicative ways with precision and care.
Effort: Works to the greatest extent to their abilities and endeavors to grow their skill sets/strengths.
Presentation: Demonstrates care and mindfulness in the presentation of work.

Letter	Percentage	Description
A	94-100%	Outstanding development, comprehension, and quality
A-	90-93.9%	Almost outstanding development, comprehension, and quality
B+	87-89.9%	Very good development, comprehension, and quality
B+	84-86.9%	Good development, comprehension, and quality
B-	80-83.9%	Average development, comprehension, and quality
C+	77-79.9%	Marginal development, comprehension, and quality
C	74-76.9%	Adequate development, comprehension, and quality
C-	70-73.9%	Minimum Standard in development, comprehension, and quality
D+	67-69.9%	Lacking in any significant development, comprehension, and quality
D	60-66.9%	Not acceptable/did not follow direction
F	0-59.9%	Not attempted and/or Missed Final Project/Critique

Course Schedule

Note: This schedule is tentative and subject to change.

This course runs with weekly topics that are available for use via Canvas on or before each Saturday morning and which should be completed by the following Sunday evening. The Canvas modular approach makes materials and assignments clear through the Modules link. The first video of the course walks participants through the modular process.

Course Organization

TOPIC	TOPIC CONTENT	MATERIALS NEEDED	HOMEWORK
1	During topic 1 students: • understand a document model and why HTML is the leading web content modeling language. • understand screen resolutions, image resolution, vector v. raster imagery, and HTML layout. • understand web-compatible image formats and why image manipulation tools are so useful when working with them.	Text Editor Web Browser	Complete the exercises started in class
2	During topic 2 students: • understand tags, attributes, elements, and how information is best shared through schemas and models • understand character encoding and entities and how they enable internationalization and mixed character sets. • are able to write HTML documents through elements made up of tags and attributes.	Text Editor Web Browser	Complete the exercises started in class
3	During topic 3 students: • understand selector syntax as used within a style sheet-driven design process. • understand cascades and nesting to build an intuitive expectation of presentation results. • are able to take advantage of the background layer and background images.	Text Editor Web Browser	Complete the exercises started in class

4	During topic 4 students: • gain an appreciation for working through templates and consider using a more sophisticated one for your final class project. • gain a basic understanding of dynamic styling through simple control statements. • learn many ways to override defaults provided by a template.	Text Editor Web Browser	Complete the exercises started in class
5	During topic 5 students: • understand the popularity of jQuery templates and the jQuery user community. • experience the use of a jQuery gallery approach to sharing artistic content. • experience the use of responsive design templates.	Text Editor Web Browser	Complete the exercises started in class
6	During topic 6 students: • externalize a web design and implementation process so as to be able to share it with others. • consider the web design and implementation processes of others so as to challenge their own approach. • participate in a design and interaction critique using a project of their own making.	Text Editor Web Browser	Complete the exercises started in class and turn in final project

Participation and Attendance

RISD requires students to actively participate in the course. Students should log into the Canvas class portal and be prepared to actively engage in the course content, critiques, and requirements.

About Late Work

As this course is taught with a community approach to identifying and reinforcing relevance of academic materials to professional and personal development, turning work in late degrades the overall quality of course experience. Late work becomes more problematic when a critical mass of participants has not contributed during the expected time period. Late work typically gets less consideration by all class participants, including the moderator.

Continuing Education Policies & Procedures

The following policies are outlined within the Syllabus page through the Canvas course portal:

- Students With Disabilities

- Title IX

- Academic Standards and Policies

- Presentation of Self and Your Work