

Pandemic 2

Return of the face mask

Up next... Comm 481 the Syllabus!
But first, this public service message...

No one is sadder than I that we all must wear face masks until at least September 30. But, alas, we do. Below is a copy of the CSU mandate which I copied from the CSUF Covid-19 informational website – <http://coronavirus.fullerton.edu/>

Face Coverings All members of the University community, including contractor's agents and employees, must comply with the California Department of Public Health's "Guidance for the Use of Face Coverings" dated July 28, 2021, including the recommendation that all individuals regardless of vaccination status must wear a face covering indoors, at least until September 30, 2021. Individuals do not have to wear face coverings indoors when (a) alone in a private space such as an office with the door closed, a living unit or vehicle; (b) eating and drinking; (c) showering, washing their face, or brushing their teeth in a residence hall or other University facility with common bathroom facilities; (d) directed by a health care provider to remove their face covering for care or treatment; (e) an accommodation is required; and/or (f) job duties make a face covering infeasible or create a hazard. Face coverings are recommended for unvaccinated individuals outdoors where six feet of physical distancing cannot be maintained.

Here's a link with more information about face coverings and where you can get face masks on campus: <http://coronavirus.fullerton.edu/face-coverings-on-campus/>

This is something that we must do. Not because we are being told to, but because it's the right thing to do. **In our classroom, we most likely have people who will be going home to small children, to someone with immune system deficiencies, or who has not been vaccinated.** We all need to work together to keep everybody safe.

Here are the classroom rules:

- 1 | You must wear a face covering from the minute you enter the classroom until you leave and are outside of the building. You may lift/lower your face covering very briefly to take a drink of water or, in my case, coffee. Please do not eat in class.
- 2 | If you aren't wearing a face covering in class, I will offer you one to wear and request that you wear it. If you won't wear a face covering, then I will ask you to leave class.
- 3 | Please follow these rules and be kind and understanding of differing points of view.

COURSE OUTLINE

(SUBJECT TO REVISION)

WEEK 1 AUGUST 24

Lecture Overview of class, syllabus and materials

Lab In-class exercise: Dreamweaver skills test

LinkedIn Learning * CSS: ANIMATION Val Head
for week 2 Chapter 1 (vids 1, 3) – viewing time 8:30

WEEK 2 AUGUST 31

Lecture | External Style Sheets
Demo Reset.css
Clearing Floats
CSS Transitions & Transformations

Lab In-class assignment

Assigned **Project 1** CSS Dropdown Menus & Sprites

LinkedIn Learning CSS: STYLING NAVIGATION James Williamson
for week 3 Chapter 1 (vids 1,4); Chapter 2 (vids 2-3); Chapter 3 (vids 1-7);
Chapter 4 (vids 1-7) – viewing time 1:41:08

WEEK 3 SEPTEMBER 7

Lecture | CSS Horizontal Menu & Sprites
Demo

Lab In-class assignment

Due **Domain & Web Hosting**

LinkedIn Learning CSS: STYLING NAVIGATION James Williamson
for week 4 Chapter 5 (vids 1-8) – viewing time 39:55

WEEK 4 SEPTEMBER 14

Lecture | Building CSS Dropdown Menu
Demo

Lab Work session | Project 1

* *LinkedInLearning.com* (formerly known as *lynda.com*) is available through your student portal.

WEEK 5 SEPTEMBER 21
Due **Project 1**
Lecture | Flexible + Responsive design
Demo @media queries
Lab In-class assignment
Assigned **Project 2** Responsive Website

LinkedIn Learning CREATING A RESPONSIVE WEB DESIGN Chris Converse
for week 6 Chapter 1 (vid 2); Chapter 2 (vids 1, 3-4, 6-8); Chapter 3 (vid 1) –
viewing time 36:39

WEEK 6 SEPTEMBER 28
Due Project 2 Roughs (*crit*)
Lecture | Creating wireframes for responsive web pages
Demo Making a web page responsive
Lab In-class assignment

LinkedIn Learning CREATING A RESPONSIVE WEB DESIGN Chris Converse
for week 7 Chapter 4 (vids 1-3); Chapter 5 (vids 1-3) – viewing time 28:21

WEEK 7 OCTOBER 5
Due Project 2 Wireframes & Comps
Lab Work session | Project 2

WEEK 8 OCTOBER 12
Lab Work session | Project 2

LinkedIn Learning DESIGN THE WEB: HTML BACKGROUND VIDEO Chris Converse
for week 9 Entire course – viewing time 28:35

WEEK 9 OCTOBER 19
Due **Project 2**
Lecture | Responsive Video
Demo
Lab In-class assignment
Assigned **Project 3** Responsive Museum Homepage

WEEK 10 OCTOBER 26

Due Project 3 Roughs (*crit*)

Lab Work session | Project 3

WEEK 11 NOVEMBER 2

Due Project 3 Comps + Wireframes (*crit*)

Lab Work session | Project 3

WEEK 12 NOVEMBER 9

Due Project 3 (*crit*)

Lecture | Portfolio Websites
Demo

Lab In-class assignment

Assigned **Project 4** Portfolio Site

WEEK 13 NOVEMBER 16

Due Project 4 Roughs (*crit*)

Lecture | Parallax jQuery
Demo

Lab Work session | Project 4

WEEK 14 NOVEMBER 30

Due Project 4 Comp + Wireframe (*crit*)

Lab In-class assignment

WEEK 15 DECEMBER 7

Lab Work session | Project 4

WEEK 16 DECEMBER 14

Due **Project 4** (*crit*)

FINAL 1:00 – 2:50 pm

COURSE INFORMATION

WHO IS RON ROMAIN? WHAT DOES HE WANT FROM ME? HOW THE HELL CAN I FIND HIM?

I have been teaching visual communication and digital media for more than 35 years – for the past 20 right here in CSUF Comm. Outside of academia, I've been a graphic designer for 40+ years. Which is all pretty amazing for a guy in his mid-thirties.

e-mail ronromain@fullerton.edu (*preferred*) | cell 714.673.9365

Office Hours | CP460-22 | 657-278-3587 (*call this number only during below-listed office hours*)

Tuesday 1 – 2:15 pm | Wednesday 9 – 11 am | Thursday 1 – 2:15 pm

PREREQUISITE Comm 380 Interactive Media Design

COURSE DESCRIPTION & OBJECTIVE

The objective of this course is to build upon the skills you developed in Comm 380. We will create websites with greater user interactivity, that are responsive to the user's viewport (screen size), and that utilize the latest tools available through Adobe Dreamweaver. But let me be clear: *This is a visual communication class*. While we will be utilizing the latest in industry-standard web development tools, our primary goal will be to effectively solve communication problems in a unique and impactful a manner.

COURSE LEARNING OUTCOMES

- 1 Create interactive media projects using advanced programming languages and/or software (as technology changes rapidly, a few examples of what this could imply include: HTML, XML, CSS, javaScript, jQuery, etc.)
- 2 Create and distribute graphic media that takes into account the limitations of electronic viewing devices
- 3 Demonstrate an awareness of the cultural and technical implications of new technologies in the realm of interactive media design
- 4 Articulate the psychological, cultural, social, economic, and political relationships that have brought about the development of "cyber-society."

(For Graduate Students) Describe the field of visual communications as it relates to interactive media design.

DEPARTMENT OF COMMUNICATIONS LEARNING OUTCOMES

Each of the five subject concentrations offers students a different type of preparation for a communications career. All concentrations are similar in that their ultimate goal is to allow the development of graduates who are articulate, intelligent citizens who can think critically and communicate effectively. Learning Outcomes have been established to verify that our graduates are prepared for the realities they will face as communicators in the 21st Century. To view those Learning Outcomes, click [HERE](#)

EXACTLY WHAT WILL YOU DO IN THIS CLASS?

- Become a more powerful user of Adobe Dreamweaver.
 - Create dynamic transitions and transformations using CSS.
 - Implement the latest features and standards of HTML and CSS.
 - Create a dropdown menu using CSS and Sprite images.
 - Create responsive web pages through use of @media queries.
 - Learn how to implement more dynamic user interface techniques.
 - Create a Web Portfolio just in time for graduation.
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WHAT I EXPECT FROM YOU IN THIS CLASS

Most importantly, I expect you to care. To treat this class as what it is: A valuable resource that will serve you well in your future career. I also expect you to be professional. We will certainly have a lot of fun in this class, but what I bring into the classroom - as someone who uses these applications and technologies in my business - is a touch of real life. Treat this class as you would your job. Good communication is key. Finally, I expect what all teachers expect of their students: To want to learn. And to work hard in the process.

MATERIALS

- *Not required, but strongly Recommended:* CSUF student license for Adobe Creative Cloud (CC)
Visit www.fullerton.edu/it/students/software/adobe/ It's FREE!
 - Text: *None (but you will have to watch some videos)*
 - Digital storage device (usb thumb drive or external hard drive)
 - Second digital storage device or cloud-based storage (STRONGLY recommended)
 - Purchase of Domain name and Web Hosting
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DOES THIS CLASS USE CANVAS OR A WEBSITE? YES.

The course website – comm380.com/comm481/ – is the hub of our class. This is where you will receive all of the materials that you will use in the course. You will access and use it several times every week in class and out. But you will also use Canvas to turn in assignments and projects, plus to review your assignment, project and class grades.

COURSE REQUIREMENTS + ATTENDANCE

ATTENDANCE: This course consists of both lecture and lab periods. Students are expected to attend both the lecture and lab portions of the class. I will pass around a sign-in sheet at the beginning of each lecture period.

TARDIES: I also keep track of tardies. Occasionally being late can happen to any of us (myself included), but chronic tardiness is not acceptable and will affect your grade.

COURSE REQUIREMENTS: In addition to the lectures, labs and reading assignments, considerable outside work (on average three to four, or more, hours per class meeting) is necessary to complete the class assignments. Also note that all images and designs must be your own original work unless stipulated otherwise. All work must be executed during the current semester.

LATE ASSIGNMENTS

Are *not accepted* without prior permission. You must receive permission prior to the class in which the assignment is due. Much as you would need to explain to the client why you would be missing a meeting or a deadline prior to that meeting or deadline. Your client would expect a good, verifiable reason. As will I.

EXTRA CREDIT There is no extra credit.

GRADING

- Each project, project step and in-class assignment will have a point value. You will be notified of the point value when assigned.
 - I do not utilize plus/minus grading. At semester's end, I will determine your grade based on the percentage of points you've earned relative to the total points possible. Grades to be determined as follows: **A= 90%+ B= 80%+ C= 70%+ D= 60%+ F= less than 60%**
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SOME CLASSROOM RULES

- Computers must be turned off or in 'sleep' mode during critiques and lectures; students caught messaging, browsing, typing, or otherwise being distracted by the computer during critiques and lectures will be given one warning and then asked to leave.
 - Critiques include yielding constructive feedback to your peers based on aesthetic, conceptual and technical aspects of their work. Students are required to participate in this process, but should be sensitive to the ego and understanding of their peers.
 - Students will turn off their cell phones before entering the classroom.
 - There is no food allowed in the lab. Drinks: Only bottled water (with cap) set on the floor.
 - During demos and labs, remember that students learn at varying rates. Please be patient.
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IMPORTANT UNIVERSITY INFORMATION AND STUDENT POLICIES

[Click here to read about the following policies](#) | Students with Special Needs; Academic Dishonesty Policy; Emergency Preparedness; Library Support; Final Exams Schedule; University Learning Goals (Undergraduate, Graduate, and General Education); Degree Program Learning Outcomes.