COURSE OUTLINE
(SUBJECT TO REVISION)

WEEK 1   JANUARY 26

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   FEBRUARY 2

Lecture | Demo   External Style Sheets
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   FEBRUARY 9

Due   Domain & Web Hosting

Skills Test   Controlling Floats + Transitions

Lecture | Demo   CSS Horizontal Menu & Sprites

Lab   In-class assignment

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

WEEK 4   FEBRUARY 16

Lecture | Demo   Building CSS Dropdown Menu

Lab   Work session | Project 1

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* LinkedInLearning.com is available through your student portal.

WEEK 5   FEBRUARY 23

Due   Project 1

Lecture | Flexible + Responsive design
Demo   @media queries

Lab   In-class assignment

Assigned   Project 2 Responsive Website

LinkedIn   CREATING A RESPONSIVE WEB DESIGN Chris Converse
Learning   *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   MARCH 2

Due   Project 2 Roughs *(crit)*

Lecture | Creating wireframes for responsive web pages
Demo   Making a web page responsive

Lab   In-class assignment

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

WEEK 7   MARCH 9

Due   Project 2 Wireframes & Comps

Skills Test   Media Queries + Responsive Images

Lab   Work session | Project 2

WEEK 8   MARCH 16

Lab   Work session | Project 2

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

WEEK 9   MARCH 23

Due   Project 2

Lecture | Responsive Video
Demo

Lab   In-class assignment

Assigned   Project 3 Responsive Museum Homepage

WEEK 10   APRIL 6

Due   Project 3 Roughs *(crit)*

Lab   Work session | Project 3

WEEK 11   APRIL 13

Due   Project 3 Comps + Wireframes *(crit)*

Demo   Review Transitions

Lab   Work session | Project 3

WEEK 12   APRIL 20

Due   Project 3 *(crit)*

Lecture | Portfolio Websites
Demo

Lab   In-class assignment

Assigned   Project 4 Portfolio Site

WEEK 13   APRIL 27

Due   Project 4 Roughs *(crit)*

Demos   jQuery Slideshow
jQuery Parallax

Lab   Work session | Project 4

WEEK 14   MAY 4

Due   Project 4 Comp + Wireframe *(crit)*

Lab   In-class assignment

WEEK 15   MAY 11

Lab   Work session | Project 4

WEEK 16   MAY 18

Due   Project 4 *(crit)*

FINAL   5 – 6:50 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 40 years – for the past 22 right here in CSUF Comm. Outside of academia, I've been a graphic designer for 45 years. All of which is pretty amazing for a guy in his mid-thirties.

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

Office Hours | *CP460-22* | in-person
Monday 1 – 2 pm | Tuesday + Thursday 2 – 3:30 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.

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.

SHARING YOUR WORK

I enjoy sharing the work you do in this class to inspire future students. Please let me know if you'd prefer that I not share your work.

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

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. Attendance will affect your grade.

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

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%

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.

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.