

General Education Course Approval Form

Date of Submission: 8-30-10

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input checked="" type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: Art Department

Course Prefix and Number: A-S 245 Credit hours: 3

Course Title: Web Design

Expected Number of Students per Section: 20 Course Required for Majors in your Program? No

Prerequisite(s) for Course? None

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Doreen Maloney Email: Doreenmaloney@gmail.com

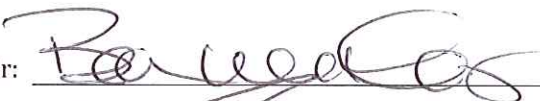
859 269-4621 (no campus

Office Address: 207 Fine Arts Phone: phone)

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair:  Date: 9/21/2010

Dean:  Date: 10/1/10

Submit all proposals electronically to:

Sharon Gill

Office of Undergraduate Education

Sharon.Gill@uky.edu

Gen-Ed Learning Outcomes for Proposed Class A-S 245: Introduction to Web Design

As stated in Provost's document on learning outcomes, this course should allow students to explore the "human need to experience, comprehend, and utilize processes that transcend the conventions of utility."

This course could be taught as a skill based, non-art class. That format would decidedly not satisfy the Gen-Ed requirements and would be very unsatisfactory to both teacher and student alike. Instead what I have proposed is a course that immerses a student in an artistic, critical new interpretation of the Internet and the familiar realm of social media in a new way. Students will learn how to deconstruct the visuals of the Web and popular culture and reach out to people around the world using social media all in the context of building and designing web pages.

This is a studio-based course, but it will be offered without the prerequisite of image creation for the first time in this format. The assignments will deal more with ideas and language than image. Where it might take a lot of practice to draw or paint, the digital art world is really about creative problem solving, looking for similes and outright stealing of code and ideas. In the arena of the Web, you are only truly good if your peers copy you. Both Assignment 1 and Assignment 2 (included in the packet) are exercises in deconstruction, research, critical insight and design. These are projects that need to be carefully mapped and built. We talk of the architecture of a web site, that is how it is built in reference to problems of navigation, user appeal, mood and color and file management. These are basic foundational problem solving skills and they underlie each assignment.

In order to successfully complete the "Pop Culture Critique," students will have to analyze a show they watch on television. This assignment asks them to evaluate the show's color scheme, audience, fashion, and character development. For example if they chose American Idol, they would have to show how the roles of the judges are proscribed acts governed by certain visual rules, such as grooming and dress, but also of rules of language. They would have to deconstruct just what role each judge was playing and construct their own theory of how the themes of the show work together. Once they have done this research, students apply the information to a web site architecture built by them that works with the design of the show: color, mood and font. You do not have to be an artist to be successful in this project but you have to be able to think.

The second assignment "Country Pages," presents students with a social media challenge, and a chance to virtually travel around the globe. As the instructor I pick obscure towns in obscure countries from around the world. As a world traveler there are many places I have been but I choose places that I have never heard of such as Mafia

Island, Tanzania. I ask the student to create pages based on history, politics, human/gay/women's rights, religious tolerance, nightclubs, best café, etc. I also ask them to go on facebook or flicker or shutterfly and secure images from the country and or information by contacting someone from that country and interviewing them via email. Again once the information is gathered, the students have to design a site that represents their country. So pages on Namibia should probably in color relate to the desert sands of that country. I have had amazing results with this type of assignment, and I and the class get to hear all these little tidbits from around the world during critique.

Critique! Critique of the "Country Pages" functions like a virtual journey whereby we get to experience all places such as Burma, Eritrea, Bulgaria, and Suriname. In the past students have spoken out after critique about how that was a truly "cool" experience.

Students want to be told they have an "A", or that their answer is "correct." But there is always a multiplicity of "correct" answers in the creative process. I will introduce students to the basics of design so that they can evaluate quantitative elements of design practice such as scale, symmetry, contrast, balance and rhythm. However the "A" is often determined by the reception of the work by one's peers. This is truly terrifying. The critique process is far worse than public speaking. Critique is the public disclosure of private thoughts refined through debate, judgment, unfortunately sometimes ridicule, and support. Critique is a group think exercise. It is extremely valuable to see how one's ideas, so clear to the self, can be misunderstood and incomprehensible to others. This process is extremely instructive. Students learn that communication is a difficult process and that visual communication is fraught with even more avenues for misunderstanding. However, they will also see some of their peers able to navigate this process handily and "feel" the result as a holistic, pleasing, understandable, yet mysterious image.

Assignment 3, the "Documenta/Social Media Interviews" is designed to help students view their peers critically and to collect research from a target group around a question of their choosing. This assignment could be done online or in the real world. Students could pick a topic such as "Mountaintop Removal," or "Retirement Savings" and ask their peers about their thoughts. . Once the research is collected, they again must design the information for a web site.

Conclusion

This course has been a re-imagining of my A-S 345 class to meet the requirements of the general student and the goals of the learning outcomes required for Gen-Ed courses. In creating the assignments and the structure of the course, an approach was chosen that:

- requires students personally perform, produce and fabricate an artifact
- requires students to define and distinguish different approaches to a problem and creativity, both individually and collaboratively via the Internet
- requires students to apply logic, laws and constraints to creating an artwork
- enables students to critically analyze work produced by other students
- requires students to evaluate and reassess the results of their own creative work
- requires students to build skills in analyzing, evaluating and formulating complex questions
- requires students to evaluate complex issues or problems that engender multiple answers

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: FINE ARTS Today's Date: 9-1-10
- b. Department/Division: ART
- c. Contact person name: Doreen Maloney Email: doreenmaloney@gmail.com Phone: 859 269-4621
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: A-S 245
- b. Full Title: Introduction to Web Design
- c. Transcript Title (if full title is more than 40 characters): Introduction to Web Design
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

_____ Lecture _____ Laboratory¹ _____ Recitation _____ Discussion _____ Indep. Study

_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency

_____ Seminar 6 Studio 2 Other – Please explain: NASAD requires open lab time outside of class time

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: 3
- If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. Course Description for Bulletin: An introductory level course designed to prepare students to create web pages. Emphasis is on creating functional and aesthetic web content within the current

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

NEW COURSE FORM

design parameters of the internet. Navigation strategies, directory structures and familiarity with networks is stressed. Nine studio hours per week.

- j. Prerequisites, if any: none
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both
3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: This course offering will require funding for TA's or lectureships. We are creating this course in anticipation of funding from the Provost office for the new General Education program. We will not offer the course until funding is forthcoming but we wish to be prepared for this development.
6. What enrollment (per section per semester) may reasonably be expected? 20
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: This would be the only general enrollment web design course offered on campus
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: _____
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in _____

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: A-S 245

Proposal Contact Person Name: Doreen Maloney Phone: 269-4621 Email: doreenmaloney@gmail.com

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dep't of Art Fine Arts Curriculum Committee	9/3/2010	Ben Withers 17-408 bwithers@uky.edu	<i>Ben Withers</i>
	10/1/10	Jane Johnson 7-1709 jhjohn@email.uky.edu	<i>Jane H. Johnson</i>
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	9/20/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Syllabus Proposed A-S 245 Introduction to Web Design
 Prof. Doreen LaMantia Maloney
 MW 10 – 12:50
 Web Page: <http://www.doreenmaloney.com/classes/>
 Email: doreen.maloney@uky.edu (no phone in office – 223 Reynolds)

Fall 2011

O F F I C E H O U R S

Mondays 2:00 – 2:45 Room 205 Fine Arts

C O U R S E D E S C R I P T I O N

An introductory level course designed to prepare students to create web pages. Emphasis is on creating functional and aesthetic web content within the current design parameters of the Internet. Navigation strategies, directory structures and familiarity with networks is stressed. Nine studio hours per week. 9 studio hours per week.

P L A C E

This class will be held in the Lucille Little Lab.

C L A S S M E C H A N I C S

This is a studio based course. Students will be required to complete the majority of the chapters listed on the syllabus by date either during class time or as homework. All projects will be created during the class time as well as at home. A significant portion of the actual class projects must be completed during class hours to ensure that the actual student did the work and to counter opportunities for digital plagiarism and cheating. Instructors will give both critique and suggestions during the studio sessions, but can only do so if you create the work in their presence.

L E A R N I N G O B J E C T I V E S

1. Apply basic design concepts in their artwork, and in written and oral communication.
2. Demonstrate an ability to use Html authoring tools.
3. Demonstrate proper understanding of file servers and file transport protocol.
3. Utilize internet resources for researching web site design and coding.
4. Identify patterns in contemporary web art practice of Intermedia
5. Translate ideas into visual representation through concept sketches and digital execution.
6. Analyze critically their own work and the work of others in critique.
7. Speak and write clearly about the visual arts.
8. To create three websites utilizing Photoshop, Html, and CSS codes
9. To create a digital portfolio of works and submit to Blackboard

G O A L S & E X P E C T A T I O N S

Student will be expected to take take and idea and present it both aesthetically and critically using Web Pages as their medium. The will create compositions using code and Photoshop graphics to create a series of pages around a central theme, narrative or idea. Students are expected to take an active role in the critique of their peers. Students will be document their work and learn how to create and flatten images and prepare them for the web and for a digital portfolio.

T O O L S and M A T E R I A L S

Software:

The software tools we will be learning in this course are: Adobe Photoshop, and Dreamweaver. All software will be available in the Fine Arts Tech Labs.

Hardware:

Students will have access to a Macintosh based computer lab, Scanner.

R E Q U I R E D B O O K S

Adobe Photoshop CS4, Digital Classroom; Jennifer Smith; Aquent Publishing

Head First: Html with CSS and XHTML and JavaScript published by O'Reilly; Elisabeth Freeman and Eric Freeman. ISBN 978-0-596-10197-8

New Media Art Wiki: <https://wiki.brown.edu/confluence/display/MarkTribe/New+Media+Art>

Wiki on New Media Art and Mark Tribe
Recommended:

ATTENDANCE, ABSENCE AND GRADES

Absence Policy

You are allowed 3 absences for this class. You will lose one letter grade for each unexcused absence after the **three maximum** allowed. Your grade will be affected in the following way by absences:

- 3 absences: overall grade not affected
- 4 absences: overall grade drop 1/2 letter grade
- 5 absences: overall grade drop 1 letter grade
- 6 absences: overall grade drop of 1 1/2 letter grades
- 7 automatic failure of course. You have missed 20% of the course.

Tardiness

Three tardies will count as one absence. The following counts as one tardy:

- Arriving late to class – class starts precisely when the schedule says it starts.
- Leaving early from class – I will dismiss class when it is time.
- Failing to arrive with the assigned materials needed for class. This becomes an absence of appropriate materials are not acquired.

Make-up opportunity

When there is an excused absence, you will be given the opportunity to make up missed work. It is your responsibility to inform the instructor of the absence preferably in advance, but no later than one week after the absence has occurred.

Verification of absences

If you are absent from class for a situation that is deemed excused by the UK Senate, you must present appropriate documentation to me within one week of your absence. S.R.5.2.4.2 defines the acceptable reasons for excused absences.

Course Requirements and Grading Policy

Grades will be determined through demonstrated mastery of the learning objectives established for this course.

Letter grades will be given in this class and will be assigned using the standard grading scale:

- 100-90%=A (Represents an exceptionally high achievement as a result of aptitude, effort and intellectual initiative. Work created well exceeded all of the requirements for the project/course.)
- 89-80%=B (Represents a high achievement as a result of ability and effort. Work created met all requirements for the project and exceeded some of them.)
- 79-70%=C (Represents average achievement. Work met all requirements for the project/course.)
- 69-60%=D (Represents the minimum passing grade. Work met some requirements for the project/course and failed to meet some.)
- 59% and below=E (Represents unsatisfactory performance and indicates failure in the project/course. Work did not significantly meet requirements for the project/course.)

Projects: Your work will be graded based on the project requirements and on your use and understanding of the elements and principles of web design, html and css as well as the overall aesthetics of your web pages.

Other considerations in the grading process are:

- effort to improve and grow in your understanding and production of work
- quality of your work
- amount of work you create (effective use of class time and working a minimum of 4-6 hours per week outside of class time)

Academic Integrity, Cheating and Plagiarism

Integrity: University of Kentucky students are responsible for adhering to the University's policies regarding academic discipline stated in the undergraduate catalog and the Student Handbook. Simply put if you use any unethical practice in your work, you are putting yourself and others at risk of failing this course and of being expelled from the University.

Cheating: Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade.

Students with Disabilities or Chronic Medical Illness

If you have a documented disability that requires accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course you must provide me with a letter of Accommodation from the Disability Resource

Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities. Please work on this matter quickly so that I can accommodate your needs before the first graded assignment is due.

Grades for this class will be on a 300 point system:

Pop Culture Critique: 100 points
expertise/form/file_structure: 25 points
architecture/content: 50 points
graphics/aesthetics: 25 points

CSS Assignment: Country Pages; Assignment 2: 100 points
expertise/form/file_structure: 25 points
architecture/content: 50 points
graphics/aesthetics: 25 points

Documenta: Real or Social Media Interviews; Assignment 3: 100 points
expertise/form/file_structure: 25 points
architecture/content: 50 points
graphics/aesthetics: 25 points

C A L E N D A R

August-September

	8-24 First day of class; go over syllabus. Go over email accounts and computer accounts.
8-29 Introduce Book. Read Chapter 1 in class.	8-31 Read Chapter 2 in class. Begin Assignment 1.
9-5 Academic Holiday – Labor Day	9-7 Read Chapter 3 in class.
9-12 Read Chapter 4 and 5 in class.	9-14 Read Chapter 6 and 7 in class. Website Presentation
9-19 Read Chapter 8 in class.	9-21 Read Chapter 9 in class. Website Presentation
9-26 Assignment 1 due/crit	9-28 Assignment 1 due/crit

October

10-3 Read Chapter 10 in class. Begin work on Assignment 2.	10-5 Read Chapter 10 again. Website Presentation
10-10 Read Chapter 11 in class.	10-12 Read Chapter 12. Website Presentation
10-17 Read Chapter 13 in class; book is finished. Semester's midterm!	10-19 Website Presentation
10-24	10-26 Website Presentation

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November - December

10-30 Assignment 2 due/crit	11-2 Assignment 2 due/crit
11-7 Begin work on Assignment 3.	11-9 Website Presentation
11-14	11-16 Website Presentation
11-21	11-23 Thanksgiving
11-28	11-30 Assignment 3 due/crit

December

12-5 Assignment upload to Otis/Blackboard	12-7 Assignment upload to Otis/Blackboard <i>Last day of Classes</i>