



MASTER OF ARTS  
IN MASS COMMUNICATION  
College of Journalism and Communications  
UNIVERSITY of FLORIDA

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## VIC 5325: Digital Imagery in Web Design

SPRING 2019

4 CREDIT HOURS

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### INSTRUCTOR

**Megan Cary**  
**mcaryhonea@ufl.edu**  
**251-454-7510**  
**www.megancary.com**

#### Contact Me

Email is the best way to reach me. I try to respond to students within 24 hours, or 48 hours at the latest. If you would like to speak to me on the phone or on Zoom, email me and we can set up an appointment. In case of an emergency, you can text me at 251-454-7510.

#### Office Hours

I am generally available by appointment on Tuesdays from 6-8pm EST. If that time range does not work for you, please email me to coordinate a time.

#### Instructor Bio

I am a designer and design educator with a wealth of practical and pedagogical experience. I hold a BFA in Graphic Design from the University of South Alabama and an MFA in Graphic Design from Savannah College of Art & Design. I have been teaching for more than seven years at institutions of higher learning and have taught a wide variety of design courses, with a specialization in UI/UX design and front-end web development.

In addition to my role as educator, I have more than ten years' experience as a professional designer. During my career, I have served in senior-level corporate design positions and as a design consultant for nationally recognized brands. Additionally, I am also a founding member and current President of AIGA Mobile, the local chapter of the national professional organization for design.

### COURSE WEBSITE & LOGIN

Your course is in Canvas (UF e-Learning). Go to <http://elearning.ufl.edu/>. Click the orange "Log in to e-Learning" button. Login with your GatorLink account. Your course may appear on your Dashboard. If it is not on the dashboard, the course will be in the Courses menu on the left navigation. Click on "All Courses" on this menu. After clicking "All Courses", you have the option to put the course on your dashboard by clicking on the star to the left of the course's name.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> (352) 392-HELP (4357) if you have any trouble with accessing your course.

## Zoom

We will be using Zoom for live class meetings. Instructions on how to download and operate Zoom can be found in the course website.

# THIS COURSE

## Course Layout

Each week, you will be assigned lectures to watch, readings, discussions and exercises. Additionally, there will be four in-depth projects that will require you to combine your knowledge of visual design and technical skill. These tasks can be found on each weekly module. Make sure to read the announcements section thoroughly at the beginning of each week. This is where you will find a summary of each week's tasks, any supplemental reading or videos I suggest, and any additional information directed to the class.

## Description

Digital Imagery in Web Design introduces students to the role of digital imaging in interactive media and the principals of effective visual design. Students will learn through lectures, exercises, class discussions, and reading assignments to create compelling, professional visual designs using Adobe Photoshop.

Throughout the course, they will put their skills into practice by completing a variety of design projects that are relevant to integrated marketing communications (IMC) field including social media graphics, email marketing campaigns, and website designs. By the end of the course, students will be able to utilize digital imaging software to create skilled visual designs and campaigns in their future careers.

## Objectives

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

- To understand and articulate the principles of effective visual design and the role of digital imaging in interactive media
- To provide constructive critical feedback to their classmates and professional colleagues
- To utilize Adobe Photoshop to create compelling, professional visual designs relevant to both the web design and integrated marketing communications professions
- To create visual designs and campaigns that clearly communicate messages across a variety of online media

Students will be able to answer the following 10 questions by the end of this course:

- What is the role of design in communication and interactive media?
- How can digital imagery be used to create visually cohesive designs?

- What is the best way to provide art direction and constructive critique to yourself and others?
- What are the critical elements you must address when setting up a file in Adobe Photoshop?
- How can you optimize images for fast, efficient viewing on the web and mobile devices?
- How can you animate digital images in Adobe Photoshop to create interesting and compelling graphics?
- How do you create digital imagery that remains visually consistent across a variety of platforms?
- How do you edit images in a non-destructive way using Adobe Photoshop?
- What are the best practices for creating Photoshop files that will be used in a collaborative workspace environment?

### Course Deliverables

In this course, there will be weekly discussions, weekly exercises, and four projects to complete.

## COURSE EXPECTATIONS

In general, we will have a live class meeting via Zoom once per week. Some weeks we will not meet live and there will be a recorded lecture, or there will be a night off to provide additional time to work on major projects. Nights without a live lecture will be noted in the lecture recording schedule and there will be no listing on that week's calendar. Each week you will have tasks to complete including weekly discussions, exercises and project milestones/tasks. This course is 16 weeks long.

### Attendance

You are expected to attend class each week. However, attendance will not be part of your grade with the exception of critiques. If you cannot attend class, a lecture recording will be made available. In order to be successful, you must attend and/or watch the lectures. If you don't maintain attendance, you will find it difficult to follow along with the class and may fall behind. If you can't make a live critique you are expected to send me a video presentation of your project no later than three days after the live critique.

**Live Class Meeting:** We will meet on Zoom every Tuesday of the semester at 7pm EST. Some weeks we will not meet live and there will be a recorded lecture, or there will be a night off to provide additional time to work on major projects. Nights without a live lecture will be noted in the lecture recording schedule and there will be no listing on that week's calendar.

### Interactions

Zoom allows all of us to have a voice in an online environment. Students are encouraged to speak up, utilize the chat feature, and be actively engaged in class. I encourage all of you to interact – the more interaction, the richer the learning experience! Please adhere to the netiquette communications guidelines posted on Canvas.

## Announcements

Make sure to read the announcements section thoroughly at the beginning of each week. This is where you will find a summary of each week's tasks, changes to the schedule, any supplemental reading or videos I suggest and any additional information directed to the class.

## Discussion Participation

Active participation in the discussion boards is essential in order to build a successful and supportive community among your peers. This community will provide constructive criticism, feedback and encouragement throughout the term. Weekly discussion posts are due by Thursday at 11:59pm Eastern Time. You must respond to at least two of your classmates' posts each week by Sunday at 11:59pm Eastern (I highly encourage you to comment on more.) Make sure to offer well considered, in-depth feedback and go beyond the normal "good job" or "nice work" as they are relying on you for honest and insightful critique.

## Accountability

You are expected to log into your Canvas course multiple times each week. By registering for this course, you have made a commitment to participate in all related lectures, activities and projects. It is expected that you spend adequate time each week reading the assigned materials, attending lectures, watching the assigned videos, participating in discussions, offering constructive criticism to your peers and practicing your software tutorials and preparing project content. This is a fast-paced course and time is of the essence. It is easy to fall behind if you don't stay on top of things. It is important that you contact me immediately if you have questions or are struggling with the material.

## Ownership Education

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

## REQUIRED TEXT

There is no required text for this course. Various online readings and Lynda.com or YouTube videos will be linked in each module instead.

## REQUIRED SOFTWARE

For this course, we will be using Adobe Photoshop CC. Older versions of the software are not acceptable as the exercises and topics covered in the course relate to new and current software capabilities. You can subscribe to Adobe Creative Cloud for students (\$19.99 per month) here: <https://www.adobe.com/creativecloud/buy/students.html>

## COURSE POLICIES

### Attendance Policy

You are expected to log onto the course and check your email at least once per day to check for important announcements.

You are expected to attend class each week. However, attendance will not be part of your grade with the exception of critiques. If you cannot attend class, a lecture recording will be made available. In order to be successful, you must attend and/or watch the lectures. If you don't maintain attendance, you will find it difficult to follow along with the class and may fall behind. If you can't make a live critique you are expected to send me a video presentation of your project no later than three days after the live critique.

The attendance policy is consistent with UF's policy, found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### Late Work & Makeup Policy

Deadlines are critical to this class. You will have a long lead time in which to prepare, ask questions, and seek help. Because each week of this class depends on the knowledge and skills gained in the previous week, late work is not accepted unless of major accident, illness or other significant circumstance. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. Late discussion comments will not be accepted due to the timely nature of each week's topic. With this in mind there will be penalties for late exercises or projects:

- 24-48 hours late 10% deduction
- More than 48 hours late 15% deduction
- A week or more late Not accepted at all

**Issues with uploading work for a grade is not an excuse.** If a student is having technical difficulties with Canvas, there are other means to submit completed work. The student may email me the assignment via DropBox or Google Drive link. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

**Emergency and extenuating circumstances policy:** Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: <https://www.dso.ufl.edu/care/medical-withdrawal-process/> .

**Students MUST inform their academic advisor before dropping a course**, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over

options for how to proceed with their classes. Email your academic advisor and put “dropping a course” in the subject line. Your academic advisor will reply with the necessary procedures.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## Coursework Submissions

All exercises, projects, etc. will be submitted electronically through Assignments in Canvas.

## Deadlines

This class, like others, involves many deadlines. Here is a reminder. Each week begins on a Monday, and ends on a Sunday.

- Discussion Posts Initial Post 11:59pm Thursdays,  
Peer Feedback 11:59pm Sundays
- Exercises 11:59pm Sundays
- Projects Projects will be due by 11:59pm Sundays  
See assignments list below for specific dates.

## Grading

**All assignment grading will be on 100 point scale.**

Your work will be evaluated according to the following distribution:

- Discussions 15%
- Exercises 35%
- Projects 50%

Your final grade will be rewarded as follows.

A	100%	to	93.5%
A-	< 93.5%	to	89.5%
B+	< 89.5%	to	86.5%
B	< 86.5%	to	83.5%
B-	< 83.5%	to	79.5%
C+	< 79.5%	to	76.5%
C	< 76.5%	to	73.5%
C-	< 73.5%	to	69.5%
D+	< 69.5%	to	66.5%
D	< 66.5%	to	63.5%
D-	< 63.5%	to	59.5%
F	< 59.5%	to	0%

## UNIVERSITY POLICIES

### University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

### Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### Class Demeanor

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, projects, and activities is expected.

My role as instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times, it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

### Other Resources

Other are available at <http://www.distance.ufl.edu/> getting-help for:

#### **Counseling and Wellness resources:**

U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)  
Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies).  
<http://www.police.ufl.edu/>

### **Academic Resources:**

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.  
<http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

## **Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester. Students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

## **University Policy on Academic Misconduct**

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate



personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

### Academic Honesty

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

**Plagiarism:** Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

**Cheating:** Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

**Misrepresenting Research Data:** The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

**Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.**

Students are expected to adhere to the University of Florida Code of Conduct <https://www.dso.ufl.edu/%20sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

## COURSE & ASSIGNMENT DETAILS

### Weekly Lectures

Most lectures will be live and will be conducted via Zoom. Live lectures will be recorded, in case you have a valid reason for being absent. Occasionally there will be a pre-recorded lecture instead of a live lecture and it will be noted on the lecture recording schedule. Presentation of projects will be part of the lectures. If you are absent on a presentation day, you will need to record a presentation of your project and email it to me or provide a link to it on YouTube, Zoom or other means within three days after the live critique.

## Assignment Details

### Discussions

*Students are required to participate in weekly written discussions on Canvas related to relevant topics and course projects. Students must thoughtfully respond to the instructor's prompt during each Module by 11:59 pm EST on Thursdays and offer relevant feedback to at least two of their peers' posts by 11:59 pm on Sunday evenings in order to receive full credit.*

Wk 1: Introduce yourself to the class – tell us a little about yourself, your background, prior experience with digital imagery and/or Adobe Photoshop. Then share three things you hope to get out of this course. Comment on at least two of your classmates' posts.

Wk 2: Discuss the difference between Raster and Vector imaging. Give specific examples of raster graphics and vector graphics. Comment on at least two of your classmates' posts.

Wk 3: Review the role of design in communication. How important do you think design is to communication? What are some design elements that you should consider when creating an ad, campaign, or website? Offer thoughtful feedback to at least two of your classmates.

Wk 4: Post your one-page proposal and scans or photos of your sketches for Project 1. Provide constructive feedback to at least two of your peers.

Wk 5: Discuss the elements of effective email design. Find an example of an email blast that you think is successful and post it to the discussion board. What do you think makes it effective? Is there anything you would change about it? Offer thoughtful feedback to at least two of your classmates.

Wk 6: Post your one-page proposal and scans or photos of your sketches for Project 2. Provide constructive feedback to at least two of your peers.

Wk 7: Think about ads that you have seen on social media. Have any caught your attention? Which ones and was it for a good reason or a bad reason? What do you think makes a social media campaign effective? What should you avoid when designing a social media campaign? Offer thoughtful feedback to at least two of your classmates.

Wk 8: How important is peer feedback when designing? Have you ever had to offer design feedback to a work colleague or employee? Was it a good experience or a bad experience? Think about your future career – if you were the senior web designer at a company, how would you handle providing feedback to a junior designer that was resistant to constructive criticism? Offer thoughtful feedback to at least two of your classmates.

Wk 9: Post your one-page proposal and scans or photos of your sketches for Project 3. Provide constructive feedback to at least two of your peers.

Wk 10: Explain copyright and fair use laws as it applies to digital imagery. Provide three resources for stock imagery (paid or free) that is acceptable to use. Offer thoughtful feedback to at least two of your classmates.

Wk 11: What do you find most difficult about typography? What did you learn in this week's readings and videos that you feel will improve your future work. Offer thoughtful feedback to at least two of your classmates.

Wk 12: What type of custom Photoshop brush did you make for this week's exercise? Share a screenshot and the brush file with your classmates along with a short description of what you made and why you made it. Try out your classmates' brushes and offer feedback to at least two of your classmates.

Wk 13: Post your one-page proposal and scans or photos of your sketches for Project 4. Provide constructive feedback to at least two of your peers.

Wk 14: Provide an overview of this article: <https://www.smashingmagazine.com/2018/04/designing-accessibility-inclusion/>. How do you plan to incorporate accessibility and inclusion into your future design processes? How can you incorporate it into your website redesign? Offer thoughtful feedback to at least two of your classmates.

Wk 15: In your career, you will most likely, at some point or another, work as part of a design team. Photoshop etiquette and best practices make working on collaborative design teams easier.

Consider this situation: You have been tasked with creating an Instagram ad for a local clothing boutique. Your colleague must then take your Instagram ad and resize it for Facebook and an e-blast. How can you ensure that your Photoshop file is easy to navigate and understand when your colleague goes to use it? Offer thoughtful feedback to at least two of your classmates.

Wk 16: Collect images from all four projects that you completed and post them to the discussion board. Discuss what you learned and share what your biggest takeaway is from the course. Comment on at least two of your classmates

## Exercises

*Students will complete a variety of Adobe Photoshop exercises based on live, written and/or video tutorials that will familiarize them with the tools and capabilities of image manipulation software. Exercises are designed to be quick introductions to the tools that ensure technical proficiency. Graded via Rubric.*

Exercise 1: Layer organization – You will be given a Photoshop File that is disorganized and chaotic. Your task will be to clean up the layers, delete unused layers, rename them with relevant titles and combine various elements into easily understood folders and groups.

Exercise 2: Cropping and resizing – Crop and resize the various photos provided to the specifications provided. Make sure to check that the size and resolution is correct before submitting.

Exercise 3: Exporting for print, web and devices – Export the provided Photoshop files to the specifications provided using the Save As, Export As, and Quick Export menus depending on file type and media (print/web/etc.)

Exercise 4: Selections and masks – You will be given several images and tasked with creating selections and masking various elements. Additionally, you will practice creating clipping masks and type masks.

Exercise 5: Mastering the pen tool – Following along with a provided video tutorial, you will learn to use the pen tool in Photoshop to select a complex area of a photograph and then create a clipping path from that selection.

Exercise 6: Color and image correction – You will follow along with a provided tutorial that shows you how to color correct and optimize provided images using adjustment layers.

Exercise 7: Retouching images – You will be given several images that need retouching. Follow the instructions provided and utilize the skills learned during this week's lecture to retouch the images successfully.

Exercise 8: Blending and special effects – Using several provided images you will follow along with a tutorial to use various masking and special effect techniques to create more complex and seamless photo compositions.

Exercise 9: Create an animated Gif – Following along with a video tutorial, you will learn how to create a short-animated Gif within Photoshop.

Exercise 10: Smart objects and mockups – Following along with a tutorial, you will learn how to create and edit smart objects. Then you will download the provided Photoshop mockup file and insert one of your own graphics into the smart object layer to create a visual example for your future portfolio.

Exercise 11: Smart filters – Follow along with the tutorial provided and use smart filters to apply non-destructive filter effects to various images.

Exercise 12: Colorize a black and white photo – Following along with a provided video tutorial, you will colorize a black and white photo using selections and the Brush Tool.

Exercise 13: Create a custom Photoshop brush – Following along with a provided tutorial, you will learn how to create a custom Photoshop brush that you can use in your designs.

Exercise 14: Process optimization with actions and batches – Using the provided tutorial you will learn how to create a simple Photoshop Action and then use the batch function to apply that action to multiple images at one time.

## Projects

*Students will be assigned four in-depth projects that will require them to combine their knowledge of effective visual design and technical skill. Each project will be introduced via lecture and students will develop proposals and ideate/brainstorm using sketching techniques prior to beginning the design. Students will have 2-3 weeks to complete the project and have multiple opportunities to post in-progress work for feedback. Live critiques will follow. Graded via Rubric.*

Project 1: E-Book Cover - Students will design a new e-book cover for an existing book of their choice. This will be their original design and they will use the skills they have learned thus far including layer organization, masking, and blending to create a successful visual design optimized for the Kindle platform.

Project 2: Email Blast Design - Students will design an email blast for a non-profit animal rescue group advertising their next adoption event. Students will be given some assets and parameters that they must include (branding, size and copy) and will use the skills they have added to their repertoire thus far to create a unique, visually appealing e-mail blast for the event.

Project 3: Social Media Campaign - Students will concept and create a social media campaign for an online travel booking service. They will use the technical and compositional skills they have learned thus far to create an overall look and feel for the campaign and then apply it to multiple ads for several social media platforms including Facebook and Instagram.

Project 4: Website Redesign: Wireframes & Mockups - Using the skills they have gained throughout the course, students will redesign the homepage of an existing website of their choice. Students will learn to create a structural wireframe for the website that showcases multiple screen sizes using Adobe Photoshop and how to apply imagery, color and typography to that wireframe in order to create a successful, visual mockup of the redesigned responsive website.

Projects

Research

Writing

Critical Analysis

Quality

Creativity

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# COURSE SCHEDULE

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## WEEKLY MODULE DATES

**Week 1:** Monday, 1/7/19-1/13/19

**Week 2:** Monday, 1/14/19-1/20/19

**Week 3:** Monday, 1/21/19-1/27/19

**Week 4:** Monday, 1/28/19-2/3/19

**Week 5:** Monday, 2/4/19-2/10/19

**Week 6:** Monday, 2/11/19-2/17/19

**Week 7:** Monday, 2/18/19-2/24/19

**Week 8:** Monday, 2/25/19-3/3/19

**SPRING BREAK:** 3/4/19-3/10/19

**Week 9:** Monday, 3/11/19-3/17/19

**Week 10:** Monday, 3/18/19-3/24/19

**Week 11:** Monday, 3/25/19-3/31/19

**Week 12:** Monday, 4/1/19-4/7/19

**Week 13:** Monday, 4/8/19-4/14/19

**Week 14:** Monday, 4/15/19-4/21/19

**Week 15:** Monday, 4/22/19-4/28/19

**Week 16:** Monday, 4/29/19-5/3/19

## Course Introduction & Syllabus

- Welcome to the course! (Video link for course intro)
- Syllabus introduction (Video link)

## COURSE SCHEDULE

## Week 1 – Introductions (1/7-1/13)

### Learning Objectives

- Gain knowledge of Adobe Photoshop, its purpose, and the basics of raster imaging.
- Understand how to open and create files, navigate the Photoshop interface, customize your workspace.

### Watch

- Lynda.com, Photoshop CC 2018 Essential Training: The Basics; Chapters 1-3; <https://www.lynda.com/Photoshop-tutorials/Photoshop-CC-2018-Essential-Training-Basics/625922-2.html>

### Required Readings

- Adobe Photoshop User Guide: Saving and Exporting - <https://helpx.adobe.com/photoshop/using/saving-images.html>
- 30+ Amazing Photoshop Resources: <https://medium.com/level-up-web/30-amazing-photoshop-resources-61b37e3e5cd9>

### Assignments

- Discussion due 11:59pm Thursday

## Week 2 – Photoshop Essentials (1/14-1/20)

### Learning Objectives

- Continue to gain knowledge of Adobe Photoshop, its purpose, and the basics of raster imaging.
- Understand how create and organize layers, crop/resize images, and save Photoshop documents.

### Watch

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture
- Lynda.com, Photoshop CC 2018 Essential Training: The Basics; Chapters 3-6; <https://www.lynda.com/Photoshop-tutorials/Photoshop-CC-2018-Essential-Training-Basics/625922-2.html>

### Required Readings

- How to Crop Images in Photoshop CC: The Complete Guide <https://www.photoshopessentials.com/photo-editing/how-to-crop-images-photoshop-cc/>
- 30+ Amazing Photoshop Resources: <https://medium.com/level-up-web/30-amazing-photoshop-resources-61b37e3e5cd9>

### Assignments

- Discussion due 11:59pm Thursday
- Exercise 1 due 11:59pm Sunday



- Exercise 2 due 11:59pm Sunday
- Exercise 3 due 11:59pm Sunday

## Week 3 – Effective visual design and its role in communication (1/21-1/27)

### Learning Objectives

- Demonstrate the ability to create selections with various Photoshop tools and to mask parts of an image using layer and clipping masks.
- understand and articulate the principles of effective visual design and the role of digital imaging in communication

### Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture
- Lynda.com, Photoshop CC 2018 Essential Training: The Basics; Chapters 7-9 and 13; <https://www.lynda.com/Photoshop-tutorials/Photoshop-CC-2018-Essential-Training-Basics/625922-2.html>

### Required Readings:

- McCoy, Erin – *Visual Communication is Transforming Marketing – Are you up to speed?:* <https://www.forbes.com/sites/forbescommunicationscouncil/2017/05/12/visual-communication-is-transforming-marketing-are-you-up-to-speed/#799e4cc86f7c>
- Kitschke, Zach – *Why Visual Communication is the most important skill for Journalists in 2015:* [https://www.huffingtonpost.com/zach-kitschke/post\\_9445\\_b\\_7456664.html](https://www.huffingtonpost.com/zach-kitschke/post_9445_b_7456664.html)
- Boatman, Allison – *4 Reasons why visual communication has a big impact:* <https://www.techsmith.com/blog/why-visual-communication-matters/>

### Assignments

- Discussion due 11:59pm Thursday
- Exercise 4 due 11:59pm Sunday

## Week 4 – Project 1 E-Book cover design and proposal (1/28-2/3)

### Learning Objectives

- Learn to write a successful written design proposal
- Create sketches relevant to the design problem given
- Demonstrate the ability to create selections of complex objects in Photoshop using the pen tool

### Watch:

- Course classroom (Zoom link)

- Recording of the lecture will be found here, if you miss live lecture
- Lynda.com, Photoshop CC 2018 Essential Training: Design; Chapter 5 (Pen Tool); <https://www.lynda.com/Photoshop-tutorials/Photoshop-CC-2018-Essential-Training-Design/625912-2.html>
- YouTube.com, Why Sketching First Matters in Design; <https://www.youtube.com/watch?v=Tfn2ETGeJm8>
- The Futur, Pitch This! How to present design work to clients like a pro!; [https://www.youtube.com/watch?v=rOGAJwm3n\\_M](https://www.youtube.com/watch?v=rOGAJwm3n_M)

#### Required Readings:

- Chan, Jonathan – *How to Design a Great Ebook Cover* - <https://creativemarket.com/blog/how-to-design-a-great-ebook-cover>

#### Assignments

- Discussion due 11:59pm Thursday
- Exercise 5 due 11:59pm Sunday
- Project 1, Part 1 due 11:59pm Sunday

## Week 5 – Email design, adjustment layers and finalizing your first project (2/4-2/10)

#### Learning Objectives

- Learn to the elements of effective email design
- Create an original e-book cover design for an existing novel or story
- Demonstrate the ability to color correct and optimize images using adjustment layers.

#### Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture
- Lynda.com, Photoshop CC 2018 Essential Training: The Basics; Chapter 14 (Adjustment Layer Essentials); <https://www.lynda.com/Photoshop-tutorials/Photoshop-CC-2018-Essential-Training-Basics/625922-2.html>

#### Required Readings:

- Mail Chimp – *Email Design Guide* - <https://mailchimp.com/email-design-guide/>
- Canva – 50 of the Best Email Marketing Designs We've Ever Seen (And how you can create one just as good); <https://www.canva.com/learn/best-email-designs/>

#### Assignments

- Discussion due 11:59pm Thursday
- Exercise 6 due 11:59pm Sunday
- Project 1, Part 2 due 11:59pm Sunday

## Week 6 – Photo retouching, ethics and Project 2, Part 1 (2/11-2/17)

### Learning Objectives

- Learn about the ethical issues surrounding excessive retouching
- Demonstrate the ability to retouch photos using the clone stamp, healing brush and patch tools
- Demonstrate the ability to use various masking and special effect techniques to create more complex and seamless photo compositions.

### Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture
- Lynda.com, Photoshop CC 2018 Essential Training: The Basics; Chapters 11 & 12; <https://www.lynda.com/Photoshop-tutorials/Photoshop-CC-2018-Essential-Training-Basics/625922-2.html>
- Lynda.com, Photoshop: Working Faster; Rapid Retouching; <https://www.lynda.com/Photoshop-tutorials/Rapid-retouching/681103/725718-4.html>

### Required Readings:

- Schwab, Katharine – *Rethinking the Ethics of Photoshop* - <https://www.fastcodesign.com/3067981/rethinking-the-ethics-of-photoshop>
- Adobe Photoshop User Guide – Image repair and restoration; <https://helpx.adobe.com/photoshop/user-guide.html>

### Assignments

- Discussion due 11:59pm Thursday
- Exercise 7 due 11:59pm Sunday
- Exercise 8 due 11:59pm Sunday
- Project 2, Part 1 due 11:59pm Sunday

## Week 7 – Time & motion, animated GIFs and finalizing Project 2 (2/18-2/24)

### Learning Objectives

- Learn about the why animated GIFs are used in digital communication and their pros and cons
- Create an email blast for a non-profit animal rescue group advertising their next adoption event.
- Demonstrate the ability to design time-based media animations within Photoshop

### Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture
- Lynda.com, Design the Web: Animated Loading Gifs; <https://www.lynda.com/Photoshop-tutorials/Design-Web-Animated-Loading-GIFs/124090-2.html>

#### Required Readings:

- Litsa, Tereza – *12 Reasons for brands to use Gifs in content marketing* - <https://www.clickz.com/12-reasons-for-brands-to-use-gifs-in-content-marketing/99932/>
- Durdevic, Aleksej – *GIF – the biggest digital marketing trend for 2017*; <https://www.digitaldoughnut.com/articles/2017/january/gif-the-biggest-digital-marketing-trend-for-2017>
- Walgrove, Amanda – *3 Impressive Social Media Campaigns That Kicked Off 2018*; <https://blog.sprinklr.com/social-media-campaigns-kicked-off-2018/>

#### Assignments

- Discussion due 11:59pm Thursday
- Exercise 9 due 11:59pm Sunday
- Project 2, Part 2 due 11:59pm Sunday

### Week 8 – Constructive criticism, smart objects and mockups (2/25-3/3)

#### Learning Objectives

- Understand the best way to provide art direction and constructive critique to yourself and others.
- Demonstrate the ability to create and edit smart objects and utilize mockups for portfolio projects.

#### Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture
- Lynda.com, Photoshop CC 2018 Essential Training: The Basics; Chapter 12 (Smart Object Essentials); <https://www.lynda.com/Photoshop-tutorials/Photoshop-CC-2018-Essential-Training-Basics/625922-2.html>
- Lynda.com, Photoshop CC 2018 Essential Training: Design; Chapter 1 (Working with Smart Objects); <https://www.lynda.com/Photoshop-tutorials/Photoshop-CC-2018-Essential-Training-Design/625912-2.html>
- YouTube, The Futur; Teamwork, Collaboration & Feedback; <https://www.youtube.com/watch?v=3jD8i1No1L0>

#### Required Readings:

- AIGA Baltimore – *How to give and receive a good design critique* - <https://www.aiga.org/how-to-give-receive-design-critique>
- AIGA Boston – *3 tips for becoming a better design communicator*; <https://www.aiga.org/better-design-communicator>

#### Assignments

- Discussion due 11:59pm Thursday
- Exercise 10 due 11:59pm Sunday

## SPRING BREAK (3/4-3/10)

### Week 9 – Smart filters, non-destructive editing and Project 3, Part 1 (3/11/-3/17)

#### Learning Objectives

- Understand the purpose and strengths of non-destructive editing in Photoshop
- Demonstrate the ability to use smart filters to apply non-destructive filter effects to various images.

#### Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture
- YouTube, TutVid, Photoshop CC: Smart Filters are Simple!;  
<https://www.youtube.com/watch?v=tPx5-PYFYe4>

#### Required Readings:

- Adobe Photoshop User Guide, *Techniques for nondestructive editing*;  
<https://helpx.adobe.com/photoshop/using/nondestructive-editing.html>
- Adobe Photoshop User Guide, *Apply Smart Filters*;  
<https://helpx.adobe.com/photoshop/using/applying-smart-filters.html>

#### Assignments

- Discussion due 11:59pm Thursday
- Exercise 11 due 11:59pm Sunday
- Project 3, Part 1 due 11:59pm Sunday

### Week 10 – Colorizing Images, Photo Licensing and Project 3, Part 2 (3/18-3/24)

#### Learning Objectives

- Create and apply visual graphics for a social media campaign that spans a variety of platforms
- Demonstrate the ability to you will colorize a black and white photo using selections and the Brush Tool.
- Understand Image licensing and copyright law

#### Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture
- YouTube, Photoshop Video Academy, How to Colorize a Black and White Photo in Photoshop: <https://www.youtube.com/watch?v=C2Srw245R7U>

#### Required Readings:

- A field guide to stock image licenses: <https://99designs.com/blog/tips/stock-image-licenses-vocabulary/>
- A guide to online images copyright and fair use laws: <https://www.rivaliq.com/blog/guide-copyright-fair-use-laws-online-images/>

## Assignments

- Discussion due 11:59pm Thursday
- Exercise 12 due 11:59pm Sunday
- Project 3, Part 2 due 11:59pm Thursday

## Week 11 – Typography Best Practices and Project 3, Part 3 (3/25-3/31)

### Learning Objectives

- Create and apply visual graphics for a social media campaign that spans a variety of platforms
- Learn typography best practices and how to incorporate them into a digital imaging workflow

### Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture
- Lynda.com, Typography: Choosing and Combining Type:  
<https://www.lynda.com/Design-Typography-tutorials/Foundations-Typography-Choosing-Combining-Typefaces/162445-2.html>

### Required Readings:

- Design with great-looking typography; <https://helpx.adobe.com/ca/photoshop/how-to/get-great-fonts-design.html>

## Assignments

- Discussion due 11:59pm Thursday
- Project 3, Part 3 due 11:59pm Sunday

## Week 12 – Creating custom brushes (4/1-4/7)

### Learning Objectives

- Learn how add-ons like custom brushes, layer styles, and pattern swatches can be used to create special effects and increase visual interest in design projects
- Demonstrate the ability to create custom brushes in Photoshop CC

### Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture
- Youtube.com, HowCast, How to Make Brushes;  
<https://www.youtube.com/watch?v=iGSK3Q0ly3c>

- Youtube.com, Phlearn, How to install Photoshop Brushes;  
<https://www.youtube.com/watch?v=fP8tRWYs9wo>

#### Required Readings:

- Adobe – *Photoshop CC add-ons (plug-ins and extensions)* -  
<https://helpx.adobe.com/photoshop/kb/plug-ins-extensions-photoshop-cc.html>
- DoubleMesh – *20 Best Free Photoshop Plugins*; <https://www.doublemesh.com/best-free-photoshop-plugins/>

#### Assignments

- Discussion due 11:59pm Thursday
- Exercise 13 due 11:59pm Sunday

## Week 13 UI/UX Principles and Project 4, Part 1 (4/8-4/14)

#### Learning Objectives

- Demonstrate an understand of the tenants of usability in UI/UX design
- Understand how usability can be integrated in wireframes and Photoshop comps from the start

#### Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture
- YouTube, Showalter, Jesse; UI vs. UX design;  
<https://www.youtube.com/watch?v=RtPnVtXw6HU>
- YouTube, MAK, Website Wireframe Tutorial Photoshop CC;  
<https://www.youtube.com/watch?v=nlQoATBf4dl>
- YouTube, TutVid, Generate Image Assets as you Work! – Photoshop CC;  
<https://www.youtube.com/watch?v=2H1vQ5k6uww>
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#### Required Readings:

- Komninos, Andreas – *An Introduction to Usability* - <https://www.interaction-design.org/literature/article/an-introduction-to-usability>
- Usability.gov – *User interface design basics*; <https://www.usability.gov/what-and-why/user-interface-design.html>

#### Assignments

- Discussion due 11:59pm Thursday
- Project 4, Part 1 due 11:59pm Sunday

## Week 14 – Designing for accessibility and inclusion, and Project 4, Part 2 (4/15-4/21)

#### Learning Objectives

- Learn about accessibility and inclusion in design

- Understand and implement accessibility and inclusion best practices within digital imaging software
- Demonstrate the ability to create a digital wireframe

Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture

Required Readings:

- Lambert, Steven – *Designing for accessibility and inclusion* - <https://www.smashingmagazine.com/2018/04/designing-accessibility-inclusion/>
- Rogers, Charlotte – *Just 19% of people in ads are from minority groups, new research finds*; <https://www.marketingweek.com/2016/12/06/lloyds-diversity-report/>
- Hausler, Jesse – *7 things every designer needs to know about accessibility*; <https://medium.com/salesforce-ux/7-things-every-designer-needs-to-know-about-accessibility-64f105f0881b>

Assignments

- Discussion due 11:59pm Thursday
- Project 4, Part 2 due 11:59pm Thursday

## Week 15 – Etiquette, automation, and finalizing Project 4 (4/22-4/28)

Learning Objectives

- Understand what Photoshop etiquette is and digital imaging best practices that make working on collaborative design teams easier.
- Create a structural wireframe and visual mockup of a redesigned website in Photoshop using the tools and skills learned throughout the course
- Demonstrate the ability to create Photoshop actions and preform batch automation functions to optimize efficiency

Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture
- Lynda.com, Learning Photoshop Automation; <https://www.lynda.com/Photoshop-tutorials/Learning-Photoshop-Automation/601818-2.html>

Required Readings:

- Ruprai, Kultar Singh – *The 10 commandments of Photoshop etiquette* - <https://www.creativeblog.com/photoshop/etiquette-2131974>
- Photoshop Etiquette – *A guide to discernable web design*; <http://photoshopetiquette.com/>

Assignments

- Discussion due 11:59pm Thursday
- Exercise 14 due 11:59pm Sunday



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# ASSIGNMENTS

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- Project 4, Part 3 due 11:59pm Sunday

## Week 16 – Course Wrap Up (4/29-5/3)

### Learning Objectives

- Learn how to present digital images professionally in an online portfolio
- Demonstrate the ability to articulate what has been learned in the course and reflect on the learning process

### Watch:

- Course classroom (Zoom link)
- Recording of the lecture will be found here, if you miss live lecture
- Youtube, Flux, How to Present Portfolio Projects;  
[https://www.youtube.com/watch?v=p4P\\_HlGKy0](https://www.youtube.com/watch?v=p4P_HlGKy0)

### Required Readings:

- Baker, Emelyn – *Building your design portfolio? Here are 8 things I wish I'd known* -  
<https://medium.com/doing-the-work/it-s-portfolio-season-here-s-8-things-i-wish-i-d-known-while-designing-mine-4869308540e7>

### Assignments

- Discussion due 11:59pm Wednesday (\*module ends Friday)

Assignment	Due Date	% of Grade
Discussion 1	1/10/19	.8333%
Discussion 2	1/17/19	.8333%
Exercise 1	1/20/19	2.5%
Exercise 2	1/20/19	2.5%
Exercise 3	1/20/19	2.5%
Discussion 3	1/24/19	.8333%
Exercise 4	1/27/19	2.5%
Discussion 4	1/31/19	.8333%
Exercise 5	2/3/19	2.5%
Project 1, Part 1	2/3/19	3.75%
Discussion 5	2/7/19	.8333%
Exercise 6	2/10/19	2.5%
Project 1, Part 2	2/10/19	8.75%

Discussion 6	2/14/19	.8333%
Exercise 7	2/17/19	2.5%
Exercise 8	2/17/19	2.5%
Project 2, Part 1	2/17/19	3.75%
Discussion 7	2/21/19	.8333%
Exercise 9	2/24/19	2.5%
Project 2, Part 2	2/24/19	8.75%
Discussion 8	2/28/19	.8333%
Exercise 10	3/3/19	2.5%
Discussion 9	3/14/19	.8333%
Exercise 11	3/17/19	2.5%
Project 3, Part 1	3/17/19	3.75%
Discussion 10.1	3/21/19	.8333%
Exercise 12	3/24/19	2.5%
Discussion 10.2 (Project 3, Part 2)	3/21/19	.8333%
Discussion 11	3/28/19	.8333%
Project 3, Part 3 Due	3/31/19	8.75%
Discussion 12	4/4/19	.8333%
Exercise 13	4/7/19	2.5%
Discussion 13	4/11/19	.8333%
Project 4, Part 1	4/13/19	3.75%
Discussion 14.1	4/18/19	.8333%
Discussion 14.2 (Project 4, Part 2)	4/18/19	.8333%
Discussion 15	4/25/19	.8333%
Exercise 14	4/28/19	2.5%
Project 4, Part 3 Due	4/28/19	8.75%
Discussion 16	5/1/19	.8333%
	<b>Total</b>	<b>100%</b>

Discussions	15%
Exercises	35%
Projects	50%

Syllabus Page in Canvas: (include link here)