

COMM 3510-001  
Introduction to Web Design  
Summer 2024  
LNCO 2950  
Mondays - 1:00pm-2:30pm



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## Course Information

### Course Description

Together we will learn the basic tools, technologies, and practices of Web design with a focus on user interface (UI) and strategic communication (i.e., branding) principles.

We will learn both conceptual and pragmatic strategies for using websites as the centerpiece for a strategic communication media campaign.

By the end of the semester, you will have the skills to create basic websites and be prepared to take COMM 5510, Advanced Web Design.

### Course Learning Outcomes

The purpose of this course is to:

- Explore strategic communication and rhetorical principles related to digital communication
- Enhance problem-solving skills by analyzing complex problems
- Build a portfolio to showcase strategic communication work

### Prerequisites

- You do not need to have completed any other courses prior to taking this course.

### Course Format

- This course is a hybrid course. This means that half of the class instruction will take place online via Canvas and the other half will take place in-person.
- This class is “flipped” which means that I expect you to complete the hybrid instruction before coming to class. We will use in-person class time to answer questions, write and troubleshoot code, and work on assignments.

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## Course Information

### General Education Credit

This course does not fulfill any university general education requirements.

This course does qualify as an elective credit for Communication major students in all four emphases. Note that this course is primarily a strategic communication-focused course.

### Of Tools and Toys...

Our classroom is a computing lab. You may choose to bring your own laptop computer. Writing, proofreading, and debugging code requires using a computer.

Electronic devices make finding information much easier. Laptops, in particular, also contribute to improved note taking (although not to improved memory retention - taking notes by hand using a tactile (pen/pencil) tool continues to be more effective).

That said, be cautious about the distracting nature of electronic devices. **Use your tools as tools** to aid your learning. Off-topic device usage (i.e., texting friends, playing non-course-related games, scrolling social media, etc.) impedes learning, reduces memory retention, and leads to lower educational and grade outcomes.

See [Distraction, not the device.](#)

### Required Course Materials

You will not need to purchase any materials for this course.

Learning content, including lectures (written, video), coding demos, reading, and links to various websites, will be posted in modules on Canvas.

### Instructor Information

Instructor: Jeremy Freed  
Email: [jeremy.freed@utah.edu](mailto:jeremy.freed@utah.edu)  
Office: LNCO 2960  
Office Hours: By appointment (in-person or remote; email to discuss scheduling)

It is a FERPA violation for me to discuss your coursework or grades via outside electronic communication (e.g., Gmail). I will only respond to communication from your Umail or Canvas Inbox.

**Please do not call or text my cell phone.**



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## Expectations

### I expect you to...

Be self-motivated. You need to budget sufficient time to complete the hybrid content. You will need to budget nine (9) total hours per week for successful completion of this course. This includes 1.5 hours per week of in-class time, 1-3 hours of online instruction (including completing assigned readings), 1-2 hours per week working on assignments, and 2-3 hours per week writing code. Use your time effectively.

Be curious. Web coding and design requires a willingness to practice, play around, and often fail.

Look for answers. We will use w3schools' website for reference. Remembering every single element, property, declaration, and/or value along with their specific syntactic formatting is not easy. You should always check the reference entries to make sure your syntax is correct.

Ask questions. Don't be shy about bringing questions to class. The only dumb questions are questions that are not asked. Let's engage in dialogue.

Carefully read. Attention to detail is a highly sought after skill in most fields. Carefully read this syllabus. Fully read assignment descriptions. Read assignment rubrics. Read the assigned readings. And most importantly, read your code. Debugging code typos is a clear way to demonstrate attention to detail.

Understand your rights and responsibilities as a student: [Student Handbook](#) and [Code of Student Rights and Responsibilities](#)

### You should expect me to...

Curate course content. I curate and create content that is intended to help you understand concepts (i.e., audience-focused design), pragmatics (i.e., coding), etc., with the intent of helping you achieve the course learning objectives.

Respond to your emails. I will do my best to respond to electronic communication (email) within 48 hours. This does not count holidays or weekends. If you have not received a response after 48 hours, then contact again until I respond.

Promptly evaluate your work. I will do my best to grade all assignments within seven (7) days. If an assignment is ungraded after fourteen (14) days, please contact me and hold me accountable. Note that I do not prioritize late work. If you miss the due dates anticipate delays in receiving grades for the late work.

Foster a classroom experience that respects the dignity of each member.

Find the answer. I may not always remember every element, property, selector, or declaration but I will make sure I find the answers when you bring the questions. Sometimes this process may take a little time, so don't always expect an immediate answer. But do expect an answer.

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## Course Policies

<title>

### Attendance Policy

You control your learning. Note that all research into learning shows that time spent in class correlates with increased learning outcomes. **If you have three (3) or more unexcused absences, you will receive an E grade for this course for not meeting university requirements for regular attendance.**

**If you are ill and possibly contagious, please stay home.**

**If you miss class, email me to let me know the reason (i.e., illness, emergency, etc.). Absences for university-sanctioned activities, illness, and emergency will be excused.**

Hello, World!

</body>

Assignments will remain open after the assigned due dates. Late work will receive a 15% penalty from the maximum points possible. For example, if an assignment is worth 10 points, if submitted late the assignment would receive a maximum of 8.5 points. Note that this penalty is subtracted from the maximum possible and does not reflect the quality of your work.

**Assignments submitted more than two weeks (14 days) after the due date or after August 2nd will receive no points and not be evaluated.**

If you are undergoing a serious life event, contact the Office of the Dean of Students, the Counseling Center, and/or the Office of Disability and Access for assistance.

### Late Work



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Introduction to Web Design  
Summer 2024  
LNCO 2950  
Mondays - 1:00pm-2:30pm



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## Course Policies

<title>

Content Accommodations

I select course content as a vehicle for learning, to help illustrate core principles, and to promote critical thinking. You may be exposed to ideas or concepts you might find discomforting or offensive, including concepts grounded in critical and cultural studies and rhetoric. I will not make accommodations to course content, requirements, or expectations. I suggest you try and keep an open mind and be willing to face challenging intellectual arguments. I will not suggest that you change deeply held beliefs, but you may be exposed to arguments and viewpoints that differ from those beliefs. **If you believe that exposure to course content will place an undue burden on your sincerely-held core beliefs, drop the class.**

Hello, World!

</body>

Other Accommodations

Contact me at the beginning of the semester if you need accommodations for:

- Religious Practice
- Active Duty Military
- University-Sanctioned Events
- Disability/Access

Contact me as soon as possible if an extreme personal circumstance (e.g., hospitalization, death of a close loved one, etc.) is interfering with your ability to complete work.

COMM 3510-001  
Introduction to Web Design  
Summer 2024  
LNCO 2950  
Mondays - 1:00pm-2:30pm



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## Course Policies

<title>

Mutual Respect

Think of the classroom as a working environment. Respect both the facilities employees who have to clean the room and your peers by not making a mess. Be cautious with liquids since liquids are hazardous to electronics. If you need to leave the room, do so, but try to minimize disruption both when exiting and when returning. In general, be considerate of your peers and expect that they show consideration in return.

Always sign out of and shut down lab computers when you are finished using them.

Hello, World!

</body>

Generative AI (i.e., ChatGPT, Adobe Express/Firefly, etc.) is a new technology (LLM and machine learning) that has substantial potential for both benefit and harm. Using generative AI to complete work for you (i.e., writing your assignments) is a form of plagiarism and will be treated as such. Using generative AI as a study aid to help you improve your understanding of a topic, generate content for your site, or to troubleshoot your code is perfectly acceptable. Use generative AI responsibly.

**Note:** Generative AI is designed to provide human-like responses and has demonstrated a capacity for “hallucinating” or essentially making up information that sounds plausible but is factually incorrect.

Generative AI



COMM 3510-001  
Introduction to Web Design  
Summer 2024  
LNCO 2950  
Mondays - 1:00pm-2:30pm



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## Course Policies

<title>

Drop  
&  
Withdrawal

This course may not suit your needs or expectations. You might also find an unexpected life event interfering with your ability to succeed this semester.

If you elect to drop or withdraw from the course, you are solely responsible for doing so by the appropriate deadline. The last day to drop the course is May 22nd. The last day to withdraw from the course is June 21st.

[Registrar's Drop Policy](#); [Registrar's Withdraw Policy](#)

Hello, World!

</body>

You are responsible for providing content for your website (i.e., images, text, videos, etc.). You may not use pornographic or illegal content. You also are responsible for ensuring that any content you use (including embedded content) is under an appropriate license or that you personally created the content (i.e., you took the photograph for the image). Use of inappropriately licensed content is considered a form of plagiarism/academic misconduct. You may use AI-generated content (i.e., images from Adobe Express/Firefly, text from ChatGPT, etc.) that you personally generated writing prompts. Note that using generative AI to create content is a gray area, but for our purposes (content-ONLY for education) seems like a reasonable use case.

Creating  
Content

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Introduction to Web Design  
Summer 2024  
LNCO 2950  
Mondays - 1:00pm-2:30pm



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## Course Policies

<title>

Assignment Submission

You are responsible for submitting assignments with the required naming convention, correct file extension, and using the software type and version required for the assignment. All assignments are due at midnight (11:59pm Mountain Time) and will be submitted via Canvas. Note that several assignments require posting links to your server web space, so make sure you upload/update your server files.

Do not wait until the last second to submit your assignments.

Hello, World!

</body>

This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the course schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.

Not a Contract



COMM 3510-001  
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Summer 2024  
LNCO 2950  
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## Evaluating Learning - Learning Objectives

### Student Learning Objectives

Learning objectives are the goals for students to demonstrate that you have met the course learning outcomes. Each objective has associated assignments that serve as criteria showing that you met the objective.

1. **Develop** a media campaign for a brand that incorporates audience-centric principles that draw on visual rhetoric and UX design concepts.
2. **Design** a website layout as a centerpiece of the media campaign.
3. **Translate** your design into a functional website using basic html and css code.
4. **Organize** your content and code files.

### Demonstrating Meeting the Objectives

Completing these assignments will demonstrate progress towards meeting the student learning objectives.

Related Objective	Assignment	Value (%)
Develop	Written Campaign Plan	10
	Style Guide	15
Design	Storyboard + Sample Content	15
	Photorealistic Layout	10
Translate	Functional Coded Site	30
	Site Validation	10
Organize	Directories	10
<b>Total</b>		<b>100</b>

COMM 3510-001  
Introduction to Web Design  
Summer 2024  
LNCO 2950



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Mondays - 1:00pm-2:30pm

Evaluating Learning - Assignment Descriptions (Develop)

### Written Campaign Plan

You will decide on a brand (your own or fictional) to design a media campaign for. You will then survey the market for the brand by analyzing the prospective audience, analyzing the existing brand presence (if applicable), and analyzing competitors.

Building on your Market Survey, you will write SMART objectives for your brand campaign centered on a brand website, then write a plan for achieving those objectives.

### Style Guide

Style guides establish your brand's look and voice and help maintain brand consistency across different components of your design. You will document specific information for styling including a logo, color palette, typography rules, layout and spacing rules, iconography, and web-specific appearances (i.e., sizes, states of buttons, nav menus, etc.).



COMM 3510-001  
Introduction to Web Design  
Summer 2024  
LNCO 2950  
Mondays - 1:00pm-2:30pm



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## Evaluating Learning - Assignment Descriptions

### Storyboard & Sample Content

The first step of designing a brand website is to think through and document the story you are telling your audience. A good storyboard also captures the information architecture for your site. You will create a storyboard (minimal wireframe) that shows placement for navigation and content for every web page needed for your site.

You will also create (and/or curate) content for your website. This will include all copy (written content), images, videos, music, videos, pdfs, etc., that you plan to post on your website. You will also create sample content for at least three social media platforms to include in your site content.

### Photorealistic Layout

Using your storyboard as a basis, you will create photo-realistic mockups of each page for your site. Your layouts will include a primary site navigation menu, content (images, copy, videos, etc.), contact information, etc. Layouts should reflect the color palette, link treatments, typography, etc. specified in your style guide.

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Introduction to Web Design  
Summer 2024  
LNCO 2950  
Mondays - 1:00pm-2:30pm



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## Evaluating Learning - Assignment Descriptions

### Functional Coded Site

You will write html and css code to create a web site (including all web pages from your storyboard) for your brand. You can (and should) use your grid template to streamline the process. Your finished result should look very close to your photorealistic layout and all UI elements will be functional (i.e., navigation, hypertext links, pseudo-classes, images, videos, music, etc., as appropriate).

### Create Directories

An important component of web design (and front-end brand management) is organization and management of code files. You will create directories (folder structures) on your computer and then clone those directories on the department web server. As you update and modify your web code, you will need to also maintain (manage, update, overwrite) the server copies of your code.

### Site Validation Report

You will check your website using a code validator. You will save a copy of the initial validation report. You will then use the report to debug your code and correct errors identified by the report. After debugging, you will revalidate your code. If errors persist, repeat the process until you receive a clean validation report.



COMM 3510-001  
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 Summer 2024  
 LNCO 2950  
 Mondays - 1:00pm-2:30pm



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### Evaluating Learning Grading Scale

Minimum Points	Maximum Points	Letter Grade
94.0	100.0	A
90.0	93.9	A-
87.0	89.9	B+
84.0	86.9	B
80.0	83.9	B-
77.0	79.9	C+
74.0	76.9	C
70.0	73.9	C-
67.0	69.9	D+
64.0	66.9	D
60.0	63.9	D-
0	59.9	E

### University Achievement & GPA Equivalence

Letter Grade	GPA Equivalence	University Performance & Achievement
A	4.0	Excellent performance, superior achievement
A-	3.7	
B+	3.3	Good performance, substantial achievement
B	3.0	
B-	2.7	
C+	2.3	Standard performance and achievement
C	2.0	
C-	1.7	
D+	1.3	Substandard performance, marginal achievement
D	1.0	
D-	0.7	
E	0.0	Unsatisfactory performance and achievement

COMM 3510-001  
 Introduction to Web Design  
 Summer 2024  
 LNCO 2950



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Mondays - 1:00pm-2:30pm

### Semester Schedule

May 13

<b>Topic</b>	Course Introduction
<b>Location</b>	In-Person (LNCO 2950)
Complete the following as soon as possible:	
<ul style="list-style-type: none"> <li>• <b>Read</b> the course syllabus</li> <li>• <b>Read</b> all assignment instructions and grading rubrics on Canvas</li> </ul>	
<b>NOTE:</b> You are responsible for carefully reading and understanding all syllabus policies and assignment requirements. If something is unclear, ask for clarification.	

May 14-17

<b>Topic</b>	Tools of the Trade
<b>Location</b>	Hybrid (on Canvas)
Complete the following as soon as possible:	
<ul style="list-style-type: none"> <li>• <b>Complete</b> Module 1 on Canvas</li> </ul>	
Graded Assignments Due:	
<ul style="list-style-type: none"> <li>• No assignments this week</li> </ul>	

May 20

<b>Topic</b>	Directories and File Management
<b>Location</b>	In-Person (LNCO 2950)
We will work on the following:	
<ul style="list-style-type: none"> <li>• Setup VS Code</li> <li>• Setup FileZilla</li> </ul>	<ul style="list-style-type: none"> <li>• Connect to server</li> <li>• Create first html file</li> <li>• Create directories and clone to server</li> </ul>

May 21-24

<b>Topic</b>	Intro to HTML and Media Campaigns
<b>Location</b>	Hybrid (on Canvas)
Complete the following as soon as possible:	
<ul style="list-style-type: none"> <li>• <b>Complete</b> Module 2 on Canvas</li> <li>• Read Krug, Chapter 1 (Don't Make Me Think!)</li> <li>• Read w3schools: HTML Introduction, HTML Basic, HTML Elements, HTML Attributes, HTML Head, HTML &lt;head&gt; Tag, HTML &lt;body&gt; Tag, HTML Semantics</li> </ul>	
Graded Assignments Due:	
<ul style="list-style-type: none"> <li>• <b>Create Directories</b> due Friday before midnight (11:59pm Mountain Time)</li> </ul>	



COMM 3510-001  
 Introduction to Web Design  
 Summer 2024  
 LNCO 2950



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Mondays - 1:00pm-2:30pm

### Semester Schedule

May 27

<b>Topic</b>	Memorial Day Holiday
<b>Location</b>	N/A
<i>Enjoy the holiday</i>	

May 28-31

<b>Topic</b>	Information Architecture & Story Boards
<b>Location</b>	Hybrid (on Canvas)
Complete the following as soon as possible: <ul style="list-style-type: none"> <li>• <b>Complete</b> Module 3 on Canvas</li> <li>• <b>Read</b> Krug, Chapter 2 (How We Really Use the Web)</li> <li>• <b>Read</b> w3schools: HTML Charsets, HTML Title Page, HTML Headings, HTML Paragraphs, HTML Text Formatting, HTML Symbols, HTML Quotations, HTML Emojis</li> </ul>	
Graded Assignments Due: <ul style="list-style-type: none"> <li>• No assignments this week</li> </ul>	

June 03

<b>Topic</b>	Media Campaign and UX
<b>Location</b>	In-Person (LNCO 2950)
We will work on the following: <ul style="list-style-type: none"> <li>• Branding</li> <li>• Market Survey &amp; Needs Assessment</li> </ul>	

June 04-07

<b>Topic</b>	Aesthetics
<b>Location</b>	Hybrid (on Canvas)
Complete the following as soon as possible: <ul style="list-style-type: none"> <li>• <b>Complete</b> Module 4 on Canvas</li> <li>• <b>Read</b> Krug, Chapter 3 (Billboard Design 101)</li> <li>• <b>Read</b> w3schools: HTML Links, HTML Images, HTML Media, HTML Video, HTML Audio, HTML YouTube</li> </ul>	
Graded Assignments Due: <ul style="list-style-type: none"> <li>• <b>Markey Survey</b> due Friday before midnight (11:59pm Mountain Time)</li> </ul>	

COMM 3510-001  
 Introduction to Web Design  
 Summer 2024  
 LNCO 2950  
 Mondays - 1:00pm-2:30pm



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### Semester Schedule

June 10

<b>Topic</b>	Content Generation Crash Course
<b>Location</b>	In-Person (LNCO 2950)
We will work on the following:	
<ul style="list-style-type: none"> <li>• Photoshop, Generative AI</li> <li>• Writing a Campaign Plan</li> </ul>	

June 11-14

<b>Topic</b>	Wireframes and Layouts
<b>Location</b>	Hybrid (on Canvas)
Complete the following as soon as possible:	
<ul style="list-style-type: none"> <li>• <b>Complete</b> Module 5 on Canvas</li> <li>• <b>Read</b> Malamed, Chapter 15 (Telling Stories with Visuals, pp. 282-310)</li> </ul>	
Graded Assignments Due:	
<ul style="list-style-type: none"> <li>• <b>Storyboard</b> due Friday before midnight (11:59pm Mountain Time)</li> <li>• <b>Written Campaign Plan</b> due Friday before midnight (11:59pm Mountain Time)</li> </ul>	

June 17

<b>Topic</b>	Juneteenth Holiday
<b>Location</b>	N/A
<i>Enjoy the holiday</i>	

June 18-21

<b>Topic</b>	Box Model
<b>Location</b>	Hybrid (on Canvas)
Complete the following as soon as possible:	
<ul style="list-style-type: none"> <li>• <b>Complete</b> Module 6 on Canvas</li> <li>• <b>Read</b> Krug, Chapter 5 (Omit Needless Words)</li> <li>• <b>Read</b> w3schools: CSS Box Model, CSS Borders, CSS Margins, CSS Padding, CSS Box Sizing</li> </ul>	
Graded Assignments Due:	
<ul style="list-style-type: none"> <li>• No assignments due this week</li> </ul>	



COMM 3510-001  
 Introduction to Web Design  
 Summer 2024  
 LNCO 2950



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Mondays - 1:00pm-2:30pm

### Semester Schedule

June 24

<b>Topic</b>	CSS
<b>Location</b>	In-Person (LNCO 2950)
We will work on the following:	<ul style="list-style-type: none"> <li>Preparing to build grids</li> </ul>
<ul style="list-style-type: none"> <li>Introducing CSS</li> <li>Connecting HTML and CSS</li> </ul>	

June 25-28

<b>Topic</b>	Grid
<b>Location</b>	Hybrid (on Canvas)
Complete the following as soon as possible:	
<ul style="list-style-type: none"> <li><b>Complete</b> Module 7 on Canvas</li> <li><b>Read</b> w3schools: CSS Introduction, CSS How To, CSS Comments, CSS Display, CSS Specificity, CSS Syntax, CSS Selectors, CSS Grid Intro, CSS Grid Container, CSS Grid Item</li> </ul>	
Graded Assignments Due:	
<ul style="list-style-type: none"> <li><b>Sample Content</b> due Friday before midnight (11:59pm Mountain Time)</li> <li><b>Photorealistic Layout</b> due Friday before midnight (11:59pm Mountain Time)</li> </ul>	

July 01

<b>Topic</b>	Independence Day Holiday
<b>Location</b>	N/A
<i>Enjoy the holiday</i>	

July 02-05

<b>Topic</b>	Box Model
<b>Location</b>	Hybrid (on Canvas)
Work on:	
<ul style="list-style-type: none"> <li>Building your html parent/child containers for your grid template</li> <li>Building your css grid (display, columns, template-areas, areas)</li> <li>Connecting your containers to your grid</li> </ul>	
Graded Assignments Due:	
<ul style="list-style-type: none"> <li><b>No assignments due this week BUT START CODING YOUR SITE</b></li> </ul>	

COMM 3510-001  
 Introduction to Web Design  
 Summer 2024  
 LNCO 2950



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Mondays - 1:00pm-2:30pm

### Semester Schedule

80  
 July  
 08

<b>Topic</b>	Styling
<b>Location</b>	In-Person (LNCO 2950)
We will work on the following:	
<ul style="list-style-type: none"> <li>Using CSS for styling</li> </ul>	

21-60  
 July  
 09-12

<b>Topic</b>	More Styling
<b>Location</b>	Hybrid (on Canvas)
Complete the following as soon as possible:	
<ul style="list-style-type: none"> <li><b>Complete</b> Module 8 on Canvas</li> <li><b>Read</b> w3schools: CSS Colors, CSS Color Keywords, CSS Backgrounds, CSS Height/Width, CSS Max-Width, CSS Outline, CSS Text, CSS Text Effects, CSS Fonts, CSS Icons</li> </ul>	
Graded Assignments Due:	
<ul style="list-style-type: none"> <li><b>Style Guide</b> due Friday before midnight (11:59pm Mountain Time)</li> <li><b>Grid Template</b> due Friday before midnight (11:59pm Mountain Time)</li> </ul>	

21  
 July  
 15

<b>Topic</b>	Lab
<b>Location</b>	In-Person (LNCO 2950)
We will work on the following:	
<ul style="list-style-type: none"> <li>Coding, coding, coding</li> </ul>	

61-91  
 July  
 16-19

<b>Topic</b>	Advanced Styling
<b>Location</b>	Hybrid (on Canvas)
Complete the following as soon as possible:	
<ul style="list-style-type: none"> <li><b>Complete</b> Module 9 on Canvas</li> <li><b>Read</b> w3schools: CSS Overflow, CSS Align, CSS Pseudo-classes, CSS Opacity, CSS Image Gallery, CSS Rounded Corners, CSS Border Images, CSS Gradients, CSS Shadows, CSS Web Fonts, CSS Tooltips, CSS Style Images, CSS Image Reflection, CSS Masking</li> </ul>	
Graded Assignments Due:	
<ul style="list-style-type: none"> <li><b>No assignments due this week. But seriously, code, code, code.</b></li> </ul>	



COMM 3510-001  
 Introduction to Web Design  
 Summer 2024  
 LNCO 2950



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Mondays - 1:00pm-2:30pm

### Semester Schedule

July 22

<b>Topic</b>	Lab
<b>Location</b>	In-Person (LNCO 2950)
We will work on the following:	
<ul style="list-style-type: none"> <li>Putting it all together</li> </ul>	

July 23-26

<b>Topic</b>	Lab
<b>Location</b>	Hybrid (on Canvas)
Complete the following as soon as possible:	
<ul style="list-style-type: none"> <li>Focus on coding your site</li> <li>Note: July 24th is the Pioneer Day holiday</li> </ul>	
Graded Assignments Due:	
<ul style="list-style-type: none"> <li><b>Functional Coded Site</b> due Friday before midnight (11:59pm Mountain Time)</li> </ul>	

July 29

<b>Topic</b>	Debug
<b>Location</b>	In-Person (LNCO 2950)
We will work on the following:	
<ul style="list-style-type: none"> <li>Validation and troubleshooting</li> </ul>	

July 30-Aug 02

<b>Topic</b>	Validation
<b>Location</b>	Hybrid (on Canvas)
Complete the following as soon as possible:	
<ul style="list-style-type: none"> <li>Validate your site</li> </ul>	
Graded Assignments Due:	
<ul style="list-style-type: none"> <li><b>Site Validation Report</b> due Friday before midnight (11:59pm Mountain Time)</li> </ul>	

COMM 3510-001  
Introduction to Web Design  
Summer 2024  
LNCO 2950  
Mondays - 1:00pm-2:30pm



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## University Policies

<title>

### Academic Honesty

Plagiarism means passing off someone else's work as your own or not giving credit to someone when you use their ideas, including generative AI.

Academic misconduct includes submitting graded work for multiple classes, completing work for others, and making false claims.

You do not have any permission to use any graded assignments in this class for any other class (you also cannot use graded work from previous courses for this class).

Hello, World!

</body>

I receive class rosters with your name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center



### Names and Pronouns



COMM 3510-001  
Introduction to Web Design  
Summer 2024  
LNCO 2950  
Mondays - 1:00pm-2:30pm



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## University Policies

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Misconduct  
Sexual Harassment



Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Student Affairs, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police contact the Department of Public Safety, 801-585-2677 (COPS). **As an employee of the University of Utah, I am a mandatory reporter for all cases of sexual violence** (this includes reports of cases that happened out-of-state, occurred many years ago, or have already been prosecuted).

Hello, World!

</body>

Languages & Resources

There are several resources on campus that will support you with your language development, including:

- [English Language Institute](#)
- [International Student & Scholar Resources](#)
- [English for Academic Success \(EAS\) Program](#)
- [Writing Center](#)

Please let me know if there is any additional support you would like to discuss for this class.

COMM 3510-001  
Introduction to Web Design  
Summer 2024  
LNCO 2950  
Mondays - 1:00pm-2:30pm



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## University Policies

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Wellness & Success



Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. The University has many resources available to aid you in achieving success as a student. Resources can be accessed through the university's [Basic Needs Collective](#).

Hello, World!

</body>

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677) or Sandy Police (801-799-3000) if you are at the Sandy Center. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).



Campus Safety



COMM 3510-001  
Introduction to Web Design  
Summer 2024  
LNCO 2950  
Mondays - 1:00pm-2:30pm



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## University Policies

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Americans  
with Disabilities  
Act



The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services

Hello, World!

</body>

It is my intent that students from all diverse backgrounds and perspectives will be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally.



Individual  
Perspectives

COMM 3510-001  
Introduction to Web Design  
Summer 2024  
LNCO 2950  
Mondays - 1:00pm-2:30pm



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## University Policies

Technical Support



If you have technical issues with the course Canvas site, contact [Digital Learning Technologies](#).



For help with other university-related technology (e.g., UConnect, Two-Factor Authentication), you can find help through the [University IT help desk](#).

Hello, World!

</body>

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific course activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed status families. To learn more please contact the Dream Center at 801-213-3697.

Undocumented Students





COMM 3510-001  
Introduction to Web Design  
Summer 2024  
LNCO 2950  
Mondays - 1:00pm-2:30pm



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Veterans



If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm.

Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources.

Please also let me know if you need any additional support in this class for any reason.

Hello, World!

</body>

If you have any concerns about the course, please contact me via email or in person to discuss your concerns as soon as possible. If we are not able to resolve your concerns, contact [Sean Lawson](#), the course supervisor. If you are still not able to resolve the issue, contact [Travis Ciaramella](#), the Director of Undergraduate Studies

Grievances