

Santa Monica College

Course Outline For THEATRE ARTS 18C, Technical Theatre Production Workshop

Course Title: Technical Theatre Production Workshop Units: 3.00
Total Instructional Hours (usually 18 per unit): 162
Hours per week (full semester equivalent) in 0 In-Class Lab: 9.00 Arranged:
Lecture:

Date Submitted: May 2011
Date Updated: June 2016
C-ID: THTR 192
Transferability: Transfers to CSU
Transfers to UC

IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): None
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): None

I. Catalog Description

This course is intended for students interested in actual training and experience, either in the various backstage areas of technical support or by being involved as a member of a production crew for a Santa Monica College Theatre Arts Dept. production.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Production Management: Making Shows Happen: A Practical Guide, Dean, Peter , Crowood Press © 2002, ISBN: ISBN 1861264518
2. Technical Theater for Nontechnical People , 2nd ed., Campbell, Drew , Allworth Press © 2004, ISBN: ISBN 1581153449
3. 1. Production Scripts from current season productions.
2. Instructor handouts and support materials.

III. Course Objectives

Upon completion of this course, the student will be able to:

Explain the theory and employ the practice of many of the backstage areas of technical support.

Demonstrate the mechanical skills and technical knowledge required to achieve the goals required of the specific area the student is assigned to for the production they will be working on, including:

1. Costumes
2. Make-up
3. Set construction
4. Scene painting
5. Prop building
6. Lighting
7. Sound
8. Stage managing
9. Rigging
10. Front of house

IV. Methods of Presentation:

Critique , Projects , Other (Specify)

Other Methods: Demonstrations Illustration Presentation Handouts Individual projects

Practical applications

V. Course Content

<u>% of course</u>	<u>Topic</u>
20%	Familiarization with both of the stages and backstage support areas
20%	Training on theatrical safety, tools, and equipment
10%	Training on construction and painting techniques
10%	Training on lighting techniques
10%	Training on sound techniques
10%	Training on costume techniques
20%	Participation as a crew member for one of the Theatre Arts Dept. productions.
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
100%	All course content is lab content
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Class Participation - Quality and quantity of participation (accuracy, efficiency, and productivity)
80 %	Other - 40% Work habits; promptness, attention to detail, alertness, following safe theatrical practices 40% Quality of final product
100 %	Total

VII. Sample Assignments:

1. Complete the construction of a flat, reading and understanding the working drawings, cutting the raw materials to the appropriate size, assembling the pieces using the correct tools and following all of the safety rules.
2. Perform all of the duties required of the prop master; design, research, collect, and construct the properties for a specific production.

VIII. Student Learning Outcomes

1. Demonstrate proper shop and theatre safety rules as part of a production.
2. Identify theatre shop tools used in the construction of scenic elements
3. Demonstrate proper technical knowledge and back-stage conduct in the process of performing running crew duties for productions.

Santa Monica College

Course Outline For EARLY CHILDHOOD EDUCATION 21, Observation And Assessment

Course Title: Observation And Assessment Units: 4.00
Total Instructional Hours (usually 18 per unit): 108
Hours per week (full semester equivalent) in 3.00 In-Class Lab: 0 Arranged: 3.00
Lecture:

Date Submitted: May 2011
Date Updated: March 2016
C-ID: ECE 200
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): PSYCH 11
and ECE 2
and ECE 11
and at least ONE of the following
ECE 4
or ECE 5
or ECE 8
or ECE 17
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): None

I. Catalog Description

This course is a supervised field experience which focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored. Students will also be required to complete 17 days of supervised field experience in an early childhood setting (a minimum of 51 hours, 1 day equals 3 or more hours). Students are required to have a current TB test and Current Livescan completed at SMC OR a current California Commission on Teacher Credentialing Certificate of Clearance OR current CA Child Development Permit. Students must bring a copy of their TB test and Livescan to class by the second class meeting. NOTE: The hours of this course may be applied toward the Experience Requirement of the Child Development Teacher Permit.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Observing and Recording the Behavior of Young Children, 5th, Cohen, D.H. and Stern, V., NY: Teachers College Press © 2008

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of the legal and ethical responsibilities, including objectivity and confidentiality related to assessment in all interactions in early childhood settings.
2. Identify and evaluate logistical challenges, biases and preconceptions about assessing children.
3. Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation.
4. Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.
5. Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes.
6. Articulate the value of involving families and other professionals in the observation and assessment process for all children.
7. Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, ELLCO).
8. Demonstrate and apply knowledge of developmental domains to interpretations of observations.
9. Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.
10. Demonstrate knowledge of the role that observation and assessment play in intervention.

IIIb. Arranged Hours Objectives:

Upon completion of this course, the student will be able to:

1. A. Identify and apply basic quantitative and qualitative observation and recording techniques. B. Use observation tools to identify patterns, trends and anomalies in individuals and groups of children (e.g., DRDP-R, Ages and States). C. Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.

IV. Methods of Presentation:

Lecture and Discussion , Observation and Demonstration , Online instructor-provided resources , Field Experience , Group Work , Other (Specify)

Other Methods: Analysis, Videos, Case Studies

IVb. Arranged Hours Instructional Activities:

Other (Specify) , Field Experience , Observation and Demonstration , Online instructor-provided resources

Other Methods: Students will complete observations and assignments during their 3 hours a week at their field experience placement site.

V. Course Content

<u>% of course</u>	<u>Topic</u>
6%	Legal and ethical responsibilities including confidentiality
6%	National and State standards for learning and assessment
6%	Historic and current tools of observation and assessment
6%	How social context, health, well being, and the environment effect assessment
6%	Appropriate procedures of child observation
7%	Various methods of documentation and recordkeeping
6%	Observation as on-going process
6%	Observation and assessment as a tool to create appropriate environments
6%	Application of basic elements of child development theory to observation and assessment
6%	Identify differences in development and skills among children
6%	Portfolio collection (e.g., photos, art, writing), which makes visible children's development and learning
6%	Utilize observation and assessment strategies that support appropriate teaching strategies for dual-language learners
6%	The value of collaboration with families and other professionals
6%	Cooperative relationships with professionals and families and teachers in support of children with special needs
6%	The role of assessment in early intervention
6%	Importance of identifying personal biases
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to

instructor but approximate values are shown.)

VII. Sample Assignments:

Observation of a child: Students will be asked to use a standard assessment tool such as a section of Desired Results, Ages and Stages or the Brigance and observe a young child in their home and or school setting. They will be required to record their observations, analyze the data and report on the challenges experienced when doing a child observation.

Sample Assignment 2

Students will do an analysis of a school environment using the Early Childhood Environment Rating Scale (ECERS) and report their findings in written form.

VIII. Student Learning Outcomes

1. Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings. and exam questions
2. Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.
3. Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.
4. Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.
5. Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

Santa Monica College

Course Outline For EARLY CHILDHOOD EDUCATION 22, Practicum in Early Childhood Education

Course Title: Practicum in Early Childhood Education Units: 5.00
Total Instructional Hours (usually 18 per unit): 162
Hours per week (full semester equivalent) in 3.00 In-Class Lab: 0 Arranged: 6.00
Lecture:

Date Submitted: May 2011
Date Updated: February 2016
C-ID: ECE 210
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): ECE 21
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): None

I. Catalog Description

This course is a demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. A current TB test and live scan will be required. Students will also be required to complete 33 days in an early childhood setting. (1 day equals 3 or more hours.)

Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

II.

1. Developing and Presenting a Professional Portfolio in Early Childhood Education, Wiltz, Nancy, Pearson © 2008
2. Student Teaching, Early Childhood Practicum Guide, 7th, Machado J., Botnarescue, H.M, Cengage © 2011

3. Observing Development of the Young Child, 8, Beaty, Janice J., Pearson © 2014, ISBN: 0132867567

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Assume teaching and non teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom and develop persona of a professional educator.
2. Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
3. Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.
4. Analyze classroom space in terms of its effect on the behavior and interactions of children and teachers.
5. Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum.
6. Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies.
7. Critically assess personal experiences to inform and guide future teaching and collaborative practices.
8. Develop a recordkeeping system to document and track children's progress.
9. Demonstrate professional behavior and preparation for the field of early childhood education.
10. Demonstrate a professional level of competence in written and verbal expression
11. Apply principles of effective advocacy in assignments or projects

IIIb. Arranged Hours Objectives:

Upon completion of this course, the student will be able to:

1. Assume teaching and non teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom and develop persona of a professional educator.
2. Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
3. Analyze classroom space in terms of its effect on the behavior and interactions of children and teachers.
4. Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum.

IV. Methods of Presentation:

Field Experience , Lecture and Discussion , Observation and Demonstration , Online

instructor-provided resources , Other (Specify)

Other Methods: videos, observations of teachers and children in the field, guest speakers, large and small group discussions, PowerPoints

IVb. Arranged Hours Instructional Activities:

Other (Specify) , Lecture and Discussion , Observation and Demonstration

Other Methods: Students will complete observations and assignments during their 6 hours a week at their practicum- field experience placement site.

V. Course Content

<u>% of course</u>	<u>Topic</u>
5%	Application of developmentally, culturally, linguistically appropriate practices
5%	Organization of space, time, materials and children’s groupings
5%	Positive interactions with children and adults in primary language(s)
5%	Authentic assessment and documentation for all children
5%	Take into account adaptations for children with diverse abilities, learning styles and temperament
7%	Recording and analysis of professional teaching practices
5%	Professional and ethical conduct
5%	Typical teaching and non-teaching responsibilities in early childhood settings
8%	Self-Reflection and self-assessment through team collaboration and portfolio
40%	<ul style="list-style-type: none"> • Curriculum Development <ul style="list-style-type: none"> ○ Curriculum Cycle-Observation, Planning, Implementation, ○ Evaluation, Documentation

	<ul style="list-style-type: none"> ○ Individual, small group, & whole group applications ○ Content Areas may include:, Language, Literacy, Math, ○ Science, Social Studies, Visual and Performing Arts, Sensory Activities ○ Developmental Domains-Social, Emotional, Cognitive, Physical- ○ Integration across Curriculum and in collaboration ○ Use of Environment ○ Use of Interactions ○ Professional development skills
5%	State Qualifications
5%	Career Ladder
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Exams/Tests
10 %	Portfolios
25 %	Written assignments
55 %	Other - Video Analysis, Mentor / supervisor evaluation
100 %	Total

VII. Sample Assignments:

1. Using the Desired Results Developmental Profile, conduct an observation of an infant, toddler or preschooler at your fieldwork site. Based upon your assessment findings, plan and implement an appropriate activity for that child.
2. Video-tape your interactions with young children at your placement site. View the video taped interaction and complete a self assessment questionnaire. Review the tape and your self assessment with peers and your instructor.

VIII. Student Learning Outcomes

1. Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
2. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
3. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children
4. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.
5. Critically assess one's own teaching experiences to guide and inform practice.

Santa Monica College

Course Outline For GRAPHIC DESIGN 50, Graphic Design Portfolio and Professional Practices

Course Title: Graphic Design Portfolio and Professional Practices Units: 2.00
Total Instructional Hours (usually 18 per unit): 72
Hours per week (full semester equivalent) in 1.00 In-Class Lab: 3.00 Arranged:
Lecture:

Date Submitted: May 2011
Date Updated: March 2016
Transferability: Transfers to CSU
IGETC Area: Does NOT satisfy any area of IGETC:
CSU GE Area: Does NOT satisfy any area of CSU GE:
SMC GE Area: Does NOT satisfy any area of SMC GE:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): GR DES 33
GR DES 66
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): None

I. Catalog Description

This studio course focuses on the development of an effective communication design portfolio and addresses the process of building a portfolio that meets the current professional industry standards for presenting work to potential employers and clients. Emphasis is placed on developing a portfolio that displays a comprehensive understanding of what industry is looking for in a designer or what is needed to transfer. This course also covers professional practices for designers including information regarding freelancing and working with clients.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Burn Your Portfolio: Stuff they don't teach you in design school, but should, Janda, Michael, New Riders Press © 2013, ISBN: 978-0321918680
2. Graphic Artist's Guild Handbook of Pricing and Ethical Guidelines, 14th, Graphic Artist's Guild, Graphic Artists Guild © 2013, ISBN: 978-0932102164

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge of graphic design professional practices.
2. Create a design brief, estimate, and schedule for a project.
3. Understand the components of a successful graphic design portfolio.
4. Write a professional resume, and design and incorporate a personal identity or brand for portfolio of work.
5. Create a website portfolio.
6. Develop and present PDF (2 pages) visual presentation of sample of work.
7. Demonstrate knowledge of promotional practices within the graphic design field.

IV. Methods of Presentation:

Critique , Group Work , Lecture and Discussion , Observation and Demonstration , Projects

V. Course Content

<u>% of course</u>	<u>Topic</u>
45%	Professional Practices: freelancing, client relations, design brief, estimate and schedules, project management, interviews.
45%	Portfolio Development: resume, personal branding, website, promotion to graphic design job market.
10%	Presentation and critique of projects
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
50%	Critiques
50%	Team Exercises
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
60 %	Projects - Midterm Project 30% Final Project 30%

10 %	Class Participation
30 %	Class Work - Assignments
100 %	Total

VII. Sample Assignments:

Assignment 1: Create a design brief, estimate and schedule.

Students will create a design brief, estimate, and schedule for a proposed design project. The student will also role-play a client presentation and presenting the information to a small group.

Assignment 2: Create a 2-page PDF of work.

Student will create a 2-page document summarizing two projects from their portfolio. The focus of this assignment is to successfully communicate the process and outcome of these projects in a concise meaningful way.

VIII. Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate an understanding of business and professional practices. As assessed by assignments.
3. Build an online portfolio of work. As assessed by final project.

Santa Monica College

Course Outline For GRAPHIC DESIGN 62, User Experience Design 2

Course Title: User Experience Design 2 Units: 3.00
Total Instructional Hours (usually 18 per unit): 90
Hours per week (full semester equivalent) in 2.00 In-Class Lab: 1.00 Arranged: 2.00
Lecture:

Date Submitted: September 2015
Date Updated: September 2015
Transferability: Transfers to CSU
IGETC Area: Does NOT satisfy any area of IGETC:
CSU GE Area: Does NOT satisfy any area of CSU GE:
SMC GE Area: Does NOT satisfy any area of SMC GE:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): GR DES 61
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): None

I. Catalog Description

This course will use knowledge acquired in User Experience Design 1 to research, critique, and design a project using UX methodologies at an advanced level. This class will cover the process, techniques and artifacts used within the UX field. Topics include qualitative versus quantitative research, interface design, interaction design, prototyping, and usability testing. Following a design process, students will collaborate to research, critique, and design a project using techniques such as storyboards, personas, experience/journey maps, card sorting, mental models, and collaborative design to prototype and test with users.

Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

II.

1. UI is Communication: How to Design Intuitive, User Centered Interfaces by Focusing on Effective Communication, McKay, Everett N., Morgan Kaufmann © 2013, ISBN: 978-0123969804
2. The User Experience Team of One: A Research and Design Survival Guide, Buley, Leah, Rosenfeld Media © 2013, ISBN: 978-1933820187
3. A Project Guide to UX Design: For user experience designers in the field or in the making, Unger, Russ. Chandler, Carolyn, Voices That Matter. New Riders.

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Implement several UX methodologies at an intermediate/advanced level.
2. Create storyboards, personas, experience/journey maps, card sorting, mental models, and collaborative design exercises.
3. Describe qualitative insight and how it differs from quantitative information
4. Conduct successful user-testing sessions to develop an iteration of a project.
5. Synthesize information from testing session
6. Create effective prototype of project based on user research.
7. Manage and present a design process and solution as a group presentation.
8. Work successfully as part of a team

IIIb. Arranged Hours Objectives:

Upon completion of this course, the student will be able to:

1. Demonstrate how to conduct a user-testing session
2. Collaborate and coordinate individual and team efforts towards the final team presentation

IV. Methods of Presentation:

Critique , Group Work , Lecture and Discussion , Projects

IVb. Arranged Hours Instructional Activities:

Other , Other (Specify)

Other Methods: The student will participate in online video tutorials and recommended resources related to intermediate UX. The student will also conduct user-testing sessions and produce final team presentation.

V. Course Content

<u>% of course</u>	<u>Topic</u>
40%	UX techniques: storyboards, personas, experience/journey maps, card sorting, mental models, and collaborative design. Qualitative vs. Quantitative research.
20%	Interaction and interface design patterns
20%	Sketching, prototyping and collaborative design
10%	Usability and user-testing
10%	Presentation and critique of projects
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
50%	Critiques
50%	Team Exercises
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
60 %	Projects - Midterm Project; 30% Final Project 30%
10 %	Class Participation
30 %	Class Work - Assignments
100 %	Total

VII. Sample Assignments:

Assignment 1: Conduct a Storyboarding session.

Identify the core research goals for the project. Create a storyboarding exercise for your participants. Test your storyboarding exercise with other students in the class before administering it. Perform storyboarding sessions with at least 3 people who are a part of your target audience.

- What lessons did you learn from your storyboarding testing session that will help you administer more effective research?
- What did you learn about your project from the storyboarding session with your participants?

Assignment 2: Create an Experience Map.

Prepare a short presentation regarding the discovery and research for your project so far. In teams of 4-5 people, figure out the customer journey by arranging the key insights into a story. The team should group duplicate stickies and begin finding relationships among them.

What are your takeaways from this exercise? The takeaways summarize key findings from the experience mapping process. The takeaways signal which way you are recommending the organization head next. Your takeaways could include: strategic insights, recommendations, and design principles.

VIII. Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Demonstrate an understanding of UX techniques, such as storyboards, experience maps, card sorting, mental models, and collaborative design.

Santa Monica College

Course Outline For GRAPHIC DESIGN 76, Mobile Design 2

Course Title: Mobile Design 2 Units: 3.00
Total Instructional Hours (usually 18 per unit): 90
Hours per week (full semester equivalent) in 2.00 In-Class Lab: 1.00 Arranged: 2.00
Lecture:

Date Submitted: July 2014
Date Updated: May 2015
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): GR DES 61
 and GR DES 75
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): None

I. **Catalog Description**

This design course focuses on designing apps for mobile touchscreen devices including smartphones and tablets. This class will use knowledge acquired in Mobile Design 1 to conceptualize, design, and implement interactive design prototypes for mobile devices at an intermediate level. Projects will include designing, user testing, and creating mobile app design prototypes. NOTE: This course is not a mobile app development or programming course. For such courses, please see our Computer Science course offerings.

II. **Examples of Appropriate Text or Other Required Reading:** (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Mobile Design Pattern Gallery: UI Patterns for Smartphone Apps, 2nd Edition, Neil, Theresa, O'Reilly Media © 2014, ISBN: 978-1449363635
2. Mobile First, Wroblewski, Luke, A Book Apart © 2011, ISBN: 978-1-937557-02-7

III. **Course Objectives**

Upon completion of this course, the student will be able to:

1. Create a concept and strategy for a mobile app.
2. Complete process deliverables such as flow charts, wireframes and prototypes.
3. Design effective touch-based interactions.
4. Integrate design prototyping best practices.
5. Apply effective visual design to the mobile environment.
6. Demonstrate ability to create design prototypes using mobile app tools and/or technologies.
7. Conduct and effectively analyze a user-testing session.
8. Describe the basics of releasing a mobile app.

IIIb. Arranged Hours Objectives:

Upon completion of this course, the student will be able to:

1. Identify and apply an understanding of how to conduct a basic user-testing session.

IV. Methods of Presentation:

Critique , Group Work , Lecture and Discussion , Projects

IVb. Arranged Hours Instructional Activities:

Other (Specify)

Other Methods: The student will participate in online video tutorials and recommended resources related to user-testing.

V. Course Content

<u>% of course</u>	<u>Topic</u>
10%	Concept and strategy
10%	Information Architecture: flow charts and wireframes
20%	Mobile design prototyping best practices
20%	Mobile design prototyping tools and technologies
10%	Conducting a user-testing session
10%	Analyzing a user-testing session
10%	Creating design iterations
5%	Releasing an app: understanding the process
5%	Presentation and critique of projects
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
50%	Critiques
50%	Team exercises
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
60 %	Projects - Midterm 30% Final 30%
10 %	Class Participation
30 %	Class Work - Assignments
100 %	Total

VII. Sample Assignments:

Assignment 1: Conduct a user-testing session for a mobile app.

Based on best practices outlined in course, conduct and analyze a user-testing session.

Assignment 2: Create a design prototype.

Based on user-testing observations and prototyping tool and technologies, create a successful design prototype of a mobile app.

VIII. Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Conduct a user-testing session and utilize design iterations to create a successful design prototype for a mobile app.

Santa Monica College

Course Outline For GRAPHIC DESIGN 67, Web Design 3

Course Title: Web Design 3 Units: 3.00
Total Instructional Hours (usually 18 per unit): 90
Hours per week (full semester equivalent) in 2.00 In-Class Lab: 1.00 Arranged: 2.00
Lecture:

Date Submitted: May 2011
Date Updated: November 2014
Transferability: Transfers to CSU
IGETC Area:
CSU GE Area:
SMC GE Area:

Degree Applicability: Credit - Degree Applicable
Prerequisite(s): GR DES 66
 and GR DES 61
Pre/Corequisite(s): None
Corequisite(s): None
Skills Advisory(s): None

I. **Catalog Description**

This advanced project-based web design course builds on the design concepts and technical knowledge acquired in Graphic Design 66 and focuses on designing and building a commercial-quality website. Working in teams, students will participate in the design and production of a medium-sized website. Students will go through the design process from research to launch and discuss how to best work with a client. Technical issues addressed include HTML and CSS, content management systems, responsive design, and site maintenance. Students will conceptualize, design, and produce a complete commercial-quality website.

Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

II.

1. Responsible Responsive Design, 1st, Jehl, Scott, A Book Apart © 2014, ISBN: 978-1-937557-16-4

III. **Course Objectives**

Upon completion of this course, the student will be able to:

1. Analyze client and user needs and requirements and produce a website that?s

- compatible for different screen sizes.
- 2. Use effective research, user experience, and design to create a commercial-quality website.
- 3. Work successfully as a team member and as part of a team.
- 4. Demonstrate how to effectively communicate with a client.
- 5. Demonstrate ability to effectively critique and evaluate own design and other designers' work.
- 6. Develop an intermediate understanding of user experience design.
- 7. Implement audio/video and animation on a website.
- 8. Build a responsive website and successfully launch it live to a server.

IIIb. Arranged Hours Objectives:

Upon completion of this course, the student will be able to:

- 1. Identify and apply an understanding of advanced topics such as content management systems and frameworks.

IV. Methods of Presentation:

Lecture and Discussion , Observation and Demonstration , Projects , Critique , Group Work

IVb. Arranged Hours Instructional Activities:

Other (Specify)

Other Methods: The student will participate in online video tutorials and recommended resources related to advanced topics such as content management systems and frameworks.

V. Course Content

<u>% of course</u>	<u>Topic</u>
20%	Working with clients
10%	Frameworks
30%	HTML + CSS
20%	Content management systems
10%	Team work and project management
10%	Presentation and critique of projects
100%	Total

Vb. Lab Content:

<u>% of</u>	<u>Topic</u>
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<u>course</u>	
50%	Critiques
50%	Team exercises
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
55 %	Projects - Mid-term Project 25% Final Project 30%
20 %	Group Projects
5 %	Class Participation
20 %	Other - Assignments
100 %	Total

Additional Assessment Information:

1. 90-100% = A
2. 80-89% = B
3. 70-79% = C
4. 60-69% = D
5. Below 60% = F

VII. Sample Assignments:

Assignment 1: Create a working prototype of a 3-page responsive website using a framework like Bootstrap.

Assignment 2: As a team, design and build a 12-15 page commercial-quality website utilizing a content management system.

VIII. Student Learning Outcomes

1. Exhibit strong academic behaviors including regular attendance, timeliness, participation in class activities, and adherence to the College Honor Code.
2. Implement advanced conceptual and technical knowledge of the web design process by producing a commercial-quality website.
3. Plan, organize, and collaborate with a team to design and create a commercial-

quality website.