DTC 355: Introduction to Web Design and Development

Spring 2026 Section 01

Location	VMMC 111
Class time	Monday and Wednesday, 4:20-5:35pm
Instructor	Holly Slocum
Phone	(360) 487-9701
Email	holly.slocum@wsu.edu
Office hours	VMMC 211a (The Marjorie C. Luesebrink Reading Room) Monday 3-4pm, Tuesday 11am-12pm, and Thursday by appointment
Slack office	office-of-slocum
Prerequisites	none

Course Rationale

DTC 355 Introduction to Web Design and Development focuses on "writing for new computer-based media, multimedia authoring, and new rhetorics of information technology." Students will learn how to hand-code web pages by designing, building and publishing four websites using HTML5 and CSS3. Students will also develop basic skills in interface and narrative design: typography, layout, color, imagery and media integration. This course is integral to the overall vision for the DTC program and so is aligned with the 10 program goals.

Course Structure

- Focus on the manual creation of web pages and digital interfaces
- Lecture, discussion of concepts, and application of theory
- Multiple assignments and projects
- Conceptual and creative work with ideas explored in this course

Learning Goals

Required Course Activities	University Learning Goals	University Learning Objectives	CMDC Goals & Objectives
1. Format and Design a Page (HTML5 and CSS3)	Critical and Creative Thinking, Communication	Combine and synthesize existing ideas, images, or expertise in original ways. Express concepts propositions, and beliefs in coherent, concise, and technically correct form.	**Goal 1:** Demonstrate competency with computers for designing, distributing, retrieving, and preserving digital works in various mediums for humane and effective human-computer interactions
2. Design and Build a Responsive Website (flexible design typography, layout, hierarchy)	Critical and Creative Thinking, Information Literacy, Communication, Depth, Breadth, and Integration of Learning	Combine and synthesize existing ideas, images, or expertise in original ways. Determine the extent and type of information needed. Express concepts propositions, and beliefs in coherent, concise, and technically correct form. By applying the concepts of the general and specialized studies to personal, academic, service learning, professional, and/or community activities.	**Goal 5 :** Identify and explain key principles of information architecture, effectively manage knowledge for both information retrieval and archival purposes, and evaluate and choose appropriate information architecture and knowledge management strategies for a given situation **Goal 7:** Recognize various forms of language processing and their implications for media authoring.

3. Design and Build a Narrative Website (narrative design, information architecture, hypermedia, applying dynamic behavior)	Critical and Creative Thinking, Information Literacy, Communication, Depth, Breadth, and Integration of Learning	Combine and synthesize existing ideas, images, or expertise in original ways. Determine the extent and type of information needed. Express concepts propositions, and beliefs in coherent, concise, and technically correct form. By applying the concepts of the general and specialized studies to personal, academic, service learning, professional, and/or community activities.	**Goal 5:** Identify and explain key principles of information architecture, effectively manage knowledge for both information retrieval and archival purposes, and evaluate and choose appropriate information architecture and knowledge management strategies for a given situation **Goal 7:** Recognize various forms of language processing and their implications for media authoring.
4. Design and Build a Professional Business Website (web design principles: typography, color, layout, imagery, information design)	Critical and Creative Thinking, Communication	Combine and synthesize existing ideas, images, or expertise in original ways. Express concepts propositions, and beliefs in coherent, concise, and technically correct form.	**Goal 2:** Synthesize media forms for multimedia contexts **Goal 3:** Employ the principles of visual form for sophisticated image manipulation.

Online Tools and Software

- **Slack** – download and sign-up with your WSU account. Once you are invited to the class channel you will see it in the sidebar. *Turn on notifications.* **Slack is where turn-ins, material distribution and course communication outside of the classroom will happen, so it is critical it is checked regularly.**
- **Visual Studio Code** – download this free code editor. It will be used for all class projects.
- **GitHub** – sign up for a free account. This will be used for file sharing

and version control throughout the semester.

- **GitHub Desktop** – download the application and sign in with your GitHub account. This will be used throughout the semester to move files from your computer to GitHub and vice versa.
- **CyberDuck** – download the free application. This FTP client will be used throughout the semester to move files from your computer to the webserver and vice versa.
- **Class website** – visit our class website as the hub for class resources.
- **Codeacademy** – instead of a traditional textbook, we will use Codeacademy as a free learning tool.

Required Course Texts

There is no required textbook for this course. Concepts will be taught using free resources, class lectures, demonstrations, and hands-on activities.

Course Point-Earning Opportunities

- In-class mini projects (7 x 2% = 14%)
- Codeacademy lessons (7 x 1% = 7%)
- Mid-term one-on-one meeting (5%)
- Explainer website (5 x 4% = 20%)
- Recipe website (3 x 6% = 18%)
- Business website (3 x 6% = 18%)
- Narrative website (3 x 6% = 18%)

Submission of Late Work

All work must be submitted as and when required. Late work is not accepted. Email submissions of work or work submitted "under the door" or "in the mailbox" will not be accepted. No excuses, no exceptions. If your absence is excused in terms of the university absentee policy, you will be able to make up your work within three days of the deadline.

General Project Guidelines

- Work must be your own; no WYSIWYG editors or templates beyond what has been provided in class
- Websites should address usability, navigation, and design issues raised in this course
- Websites should utilize attractive and effective design and layout in HTML and CSS
- Content should be substantive and should be written by you
- All images not created by you must be clearly labeled with ownership and copyright information
- Websites should be checked thoroughly for errors. There is no excuse for sloppy writing and such mistakes will count against you

Use of AI in This Course

I do not prohibit the use of AI in this course since it is clear that it can assist with mundane tasks or expand your ability to do your digital work, especially with coding. AI tools are already becoming standard practice in web design and development jobs.

That said, in order to use the AI tools properly, you need to understand HTML and CSS. Therefore, I do not want you to use AI, such as ChatGPT or Claude, for the first two web projects. Understand the basics first and then you can use these tools for iteration of your ideas and workflow. You will, on the third and fourth projects, be able read and manipulate HTML and CSS and at that point I will discuss how to use certain AI tools.

You will need to document how and what you use for your projects from AI by detailing your prompts and workflow in the comments of your source code and submitting your chat logs. I expect your use of AI to be a starting point for your output and that you will layer your own insights and creativity over it so that you can uniquely express yourselves.

Course Schedule

Weekly Units	Assignments/Projects
WEEK 1 **Introduction to HTML** Jan 12 – Jan 16	• HTML introduction exercise (mini project #1) Due Jan 16 • *Codeacademy: HTML Foundations*
WEEK 2 **Figma and Designing for the Web** Jan 19 – Jan 23	• Figma exercise (mini project #2) Due Jan 23 • *Codeacademy: Learn HTML: Semantic HTML*
WEEK 3 **Accessibility and GitHub** Jan 26 – Jan 30	• Accessibility exercise (mini project #3) Due Jan 30 • Explainer website: Prototype Due Feb 2
WEEK 4 **HTML Flow and Accessibility** Feb 2 – Feb 6	• Explainer website: HTML Due Feb 9 • *Codeacademy: Learn CSS*
WEEK 5 **Cascading Stylesheets (CSS)** Feb 9 – Feb 13	• Positioning exercise (mini project #4) Due Feb 13 • Explainer website: CSS part 1 Due Feb 16 • *Codeacademy: Learn Intermediate CSS, Modules 1-3*
WEEK 6 **Layout, Positioning, and Visual Hierarchy** Feb 16 – Feb 20	• Flex and grid exercise (mini project #5) Due Feb 20 • Explainer website: CSS part 2 Due Feb 23 • *Codeacademy: Learn Intermediate CSS, Modules 4-7*

WEEK 7 **Responsive Design** Feb 23 – Feb 27	• Explainer website: Responsive CSS Due Mar 2 • Recipe website: Prototype Due Mar 2 • *Codeacademy: Learn CSS: Browser Compatibility*
WEEK 8 **Recipe Website Project** Mar 2 – Mar 6	• FTP access exercise (mini project #6) Due Mar 6 • Recipe website: Responsive structure Due Mar 9
WEEK 9 **Navigation and Interaction** Mar 9 – Mar 13	• Recipe website: Final Due Mar 16 • *Codeacademy: Learn Navigation Design*
WEEK 10 **Business Website Project** Mar 23 – Mar 27	• Mobile menu exercise (mini project #7) Due Mar 27 • Business website: Prototype Due Mar 30 • *Codeacademy: JavaScript Fundamentals*
WEEK 11 **Business Website Project** Mar 30 – Apr 3	• Business website: Responsive structure Due Apr 6
WEEK 12 **Business Website Project** Apr 6 – Apr 10	• Business website: Final Due Apr 13
WEEK 13 **Narrative Website Project** Apr 13 – Apr 17	• Narrative website: Prototype Due Apr 20

WEEK 14 **Narrative Website Project** Apr 20 – Apr 24	• Narrative website: Responsive Structure Due Apr 27
WEEK 15 **Narrative Website Project** Apr 27 – May 1	• Narrative website: Final Due May 8

Skills Test (Final Examination)

Students who receive below a 70% grade on any of the four major projects will be asked to take a final examination to demonstrate skills required to pass the course. A different exam will be administered depending on which project(s) were deemed inadequate. With a passing grade, the relevant project grades will be replaced with the test grade. A failure of this test will result in a failure (F grade) in the course.

Academic Integrity

You are responsible for reading WSU's **Academic Integrity Policy**, which is based on **Washington State law**. If you cheat in your work in this class you will:

- Not receive credit for the assignment or project.
- Be reported to the **Center for Community Standards**.
- Have the right to appeal my decision.
- Not be able to drop the course or withdraw from the course until the **appeals** process is finished.

If you have any questions about what you can and cannot do in this course, ask me.

If you want to ask for a change in my decision about academic integrity, use **the form** at the **Center for Community Standards** website. You must submit this request within 21 calendar days of the decision.

Grades and Attendance

Both attendance and participation will be monitored and deficiencies in either/both will result in lower final grades.

You are allowed 3 class absences. Each class absence after that will result in a 3-point deduction from the final cumulative points. It is your responsibility to make sure I check your attendance if you arrive after the start of class. Frequent late arrivals, leaving early, or other forms of lack of attendance will also deduct points from the cumulative total. Absent students remain responsible for all course matters during their absence(s). Opportunities to make up missed work may not be available.

Final grades are determined from the cumulative points earned, plus or minus any deductions or additions for attendance or participation. No curving, averaging, or other manipulations are utilized. No other assessment or extra credit opportunities are planned. Final grades are based on the following scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	0-69

Notice that the grade of “D” is not offered; reverts to “F.

The University Syllabus

Students are responsible for reading and understanding all university-wide policies and resources pertaining to all courses (for instance: accommodations, care resources, policies on discrimination or harassment), which can be found in the **university syllabus**.