

PDARCH3: ELECTRONIC COMMUNICATION AND WEB DESIGN

COURSE INFORMATION

INSTRUCTOR: Michael Fohring
michael.fohring@uwaterloo.ca
TERM YEAR: Winter 2023
LECTURE DAYS: Mondays

01: TERRITORIAL ACKNOWLEDGEMENT

We acknowledge that the School of Architecture is located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

See references here: <https://uwaterloo.ca/engineering/about/territorial-acknowledgement>.

02: COURSE DESCRIPTION

PDArch3 builds upon the skills and principles developed in PDArch2. Students will be introduced to the core elements of a successful website from an identity and storytelling standpoint, as well as the corresponding skillset to bring this to life. This will provide a foundation for both the critical evaluation and design of a custom online portfolio. By the end of the course, each student will have created a fully-functioning website to serve as a counterpart to their print portfolio.

03: COURSE APPROACH

Just like any successful print publication, or any design project, a successful website must be approached with a holistic vision which runs through every aspect of its design. Given that this is the presentation of a personal portfolio, this requires the establishment of a clear notion of your identity, a primary focus of the course. What do you stand for? What sets you apart as a designer and thinker? Such questions should form the basis for establishing a core concept which guides the design of the site. Taking this further, how can you put the elements of graphic design to use to communicate these ideas? The website is a design item, the purpose of which is to augment and strengthen the reading of your work and give an overall sense of who you are. A premium will be placed on individual creativity and excellence of craft.

04: LEARNING OBJECTIVES

By the end of this course, students will:

1. Be able to relate abstract notions of identity to the tangible communicative methods of graphic design, specifically related to web design
2. Have the skillset necessary to create a fully-functioning website, and to make modifications to style and content as needed
3. Understand the steps towards creating a functioning website, from research to mockups to iteration to completed website
4. Understand the foundational structure and logic of web design compared to print design
5. Understand the basic elements of graphic and web design, including but not limited to: layout, typography, colour, image, and symbols, and how they relate through hierarchy, structure, navigation, etc.
6. Understand the different website and page types and their appropriate applications
7. Advance their visual design skill and creativity

05: COURSE STRUCTURE

This course assumes no prior knowledge of, or experience with, web development or coding. Rather, it is designed first and foremost to teach the critical concepts of web design from a design standpoint, and supplement this with the basic skills required to get a website up and running. Because the course is designed for architects and not web designers, it has been formulated around the Squarespace webhost service. This was chosen in large part due to its user-friendliness, its vast capabilities in terms of design potential, and the robust support infrastructure. Importantly, it's also not as vast as Wordpress, which for beginners can be overwhelming and difficult to maximize without high-level skill, and it's also not reliant upon templates, like many other webhost services such as Wix, which drastically limit creativity. Squarespace has come an exceptionally long way in terms of its flexibility on the more basic side of things, but it also has advanced customization through allowing for the implementation of coding. By building on Squarespace, ongoing site maintenance and minor modifications are also made easy.

The course is comprised of a series of weekly Lectures and/or Tutorials. While Lectures introduce and explain key concepts and theory of graphic and website design and illustrate these through critical examples, Tutorials introduce the corresponding tools offered in Squarespace and elaborate on their uses. These Lectures and Tutorials will then coincide with minor Assignments intended to facilitate the meeting of targeted milestones along the way. Together, the intention is to progressively walk you through the entire process, step-by-step, towards a fully-functioning website.

06: COURSE WEBSITE

Given the importance that will be placed on creativity, and that for many of you this will be your first time building a website, your exposure to and unpacking of examples of excellent work will be crucial throughout the course. To facilitate this, a Course Website with an abundance of resources has been set up for you, and can be accessed at www.uwpdarch3.ca. While LEARN will act in a very practical way, as the place to find course materials (Syllabus, Lectures, Tutorials, etc.) and submit work, this website is intended to foster community and creativity, by offering the following components:

PRECEDENT DATABASE

One of the most important aspects of the Course Website is its archive of precedent websites. As many of you have already learned in your design studios, any design activity benefits massively from precedent studies. To do work of quality, you must acquire not just the skills necessary to produce, but you must also be learning the language and conventions of the discipline. This can only come through an acute awareness of the work being done in the field, by expanding and developing your design sensitivity by immersing yourself in the work of others who have mastered their craft.

FAQ AND ADDITIONAL TUTORIALS

This section includes a collection of several useful tips, expanded explanations, and answers to frequently asked questions, including external tutorials.

ADDITIONAL RESOURCES

This is essentially a bibliography to the course, offering a number of online resources explaining in further depth many of the concepts, elements, and tools explored in the Lectures and Tutorials.

DISCUSSION BOARD

To generate discussion and community, an online forum will be set up on the website as a place to seek help from classmates and share useful resources you've come across over the course of the term. Apart from the Squarespace Help page, this should act as a primary resource when coming across questions or road blocks.

07: COURSE REQUIREMENTS AND ASSESSMENT

Despite the course being pass/fail, students will nonetheless be graded on their work throughout the course so as to provide a clear indication of the quality of their work. Grading will be broken down into Participation, three Assignments, and two Projects. The final Project will be the website itself.

GRADING SCHEME:

Participation	10%
Assignment 01: Precedent Analysis and Bio	10%
Assignment 02: Domain and Lock Screen	5%
Assignment 03: Page Creation and Typeface Hierarchy	10%
Project 01: The Mockup	20%
Project 02: The Website	45%

PROJECTS

There are two major Projects over the course of the term, each of which have a much longer time frame for completion. These are based more on the completion of broader milestones, culminating in the final website.

ASSIGNMENTS

The three Assignments are much more minor in nature, and correspond directly with the progression of the Lectures and Tutorials. These ensure that you're following the Tutorials and developing your website steadily, step-by-step, over the course of the semester, making it much more manageable and successful.

PARTICIPATION

In order to encourage your engagement with websites you find inspiring on your own, as a supplement to each Assignment and Project 01, you will be asked to include a precedent website that you've found through your own browsing, along with a very brief 1-2 sentence explanation for why you chose it. You will be reminded on each Assignment and Project handout to do this, and this will contribute towards your Participation grade (2% each). Note that you are NOT allowed to include one of the websites already listed on the Precedent Database included on the Course Website. The final 2% of this Participation grade will be based on participation in the Discussion Board on the Course Website.

08: SCHEDULE

Please refer to the following calendar which shows the distribution of all Lectures, Tutorials, Assignments, Projects, and deadlines throughout the course. As a general rule, all Lectures and Tutorials will be pre-recorded and uploaded to LEARN on Mondays, and all deadlines will be on Fridays (the only exception to this will be Project 02). All assignments will be due at 11:59pm Eastern Time (Toronto/Cambridge time zone) of the given day. **Students are responsible for keeping up to the course schedule.** Any changes made to the provided calendar will be indicated on LEARN.

LIST OF LECTURES AND TUTORIALS:

Week 1: Lecture 01:	<u>Introduction:</u> Course Introduction/Syllabus Review
Week 2: Lecture 02:	<u>Design Principles:</u> What Makes a Website Good?
Week 3: Lecture 03:	<u>Design Principles:</u> Introduction to Website Design and Web Design Mockups
Week 4: Tutorial 01:	<u>Basic Setup:</u> Domains, Account Setup, Lock Page
Week 5: Tutorial 02:	<u>Basic Setup:</u> Introduction to Squarespace Structure
Week 6: Tutorial 03:	<u>Aesthetics and Organization:</u> Pages: Content Organization
Week 7: Lecture 04:	<u>Aesthetics and Organization:</u> Layout and Colour
Week 7: Tutorial 04:	<u>Aesthetics and Organization:</u> Style Editor 1: Layout and Colour
Week 8: Lecture 05:	<u>Aesthetics and Organization:</u> Typeface
Week 8: Tutorial 05:	<u>Aesthetics and Organization:</u> Style Editor 2: Typeface and Text
Week 9: Tutorial 06:	<u>Advanced:</u> Synchronization with Mobile Devices and Social Media Platforms
Week 10: Tutorial 07:	<u>Advanced:</u> CSS, PHP, HTML, Plug-Ins
Week 11: Tutorial 08:	<u>Advanced:</u> Website Case Study
Week 12: Tutorial 09:	<u>Review:</u> Q&A

COMPLETE CALENDAR:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
JAN 1	JAN 2	JAN 3	JAN 4	JAN 5	JAN 6	JAN 7
JAN 8	JAN 9 Lecture 01	JAN 10	JAN 11	JAN 12	JAN 13	JAN 14
JAN 14	JAN 16 Lecture 02 Assignment 01 released	JAN 17	JAN 18	JAN 19	JAN 20	JAN 21
JAN 22	JAN 23 Lecture 03 Project 01 released	JAN 24	JAN 25	JAN 26	JAN 27	JAN 28
JAN 29	JAN 30 Tutorial 01 Assignment 02 released	JAN 31	FEB 1	FEB 2	FEB 3 Assignment 01 due	FEB 4
FEB 5	FEB 6 Tutorial 02	FEB 7	FEB 8	FEB 9	FEB 10 Assignment 02 due	FEB 11
FEB 12	FEB 13 Tutorial 03	FEB 14	FEB 15	FEB 16	FEB 17	FEB 18
FEB 19	FEB 20 Reading Week	FEB 21 Reading Week	FEB 22 Reading Week	FEB 23 Reading Week	FEB 24 Reading Week	FEB 25 Reading Week
FEB 26	FEB 27 Tutorial 04 Lecture 04	FEB 28	MAR 1	MAR 2	MAR 3 Project 01 due	MAR 4
MAR 5	MAR 6 Tutorial 05 Lecture 05 Assignment 03 released	MAR 7	MAR 8	MAR 9	MAR 10	MAR 11
MAR 12	MAR 13 Tutorial 06 Project 02 released	MAR 14	MAR 15	MAR 16	MAR 17 Assignment 03 due	MAR 18
MAR 19	MAR 20 Tutorial 07	MAR 21	MAR 22	MAR 23	MAR 24	MAR 25
MAR 26	MAR 27 Tutorial 08	MAR 28	MAR 29	MAR 30	MAR 31	APR 1
APR 2	APR 3 Tutorial 09	APR 4	APR 5	APR 6	APR 7 Good Friday	APR 8
APR 9	APR 10 Easter Monday	APR 11 Pre-Exam Days	APR 12 Pre-Exam Days	APR 13 Project 02 due	APR 14	APR 15

09: OFFICE HOURS

Given the complexity of scheduling between time zone variance and co-op requirements, formal Office Hours will not be offered. For questions, you're encouraged to email me directly and/or upload questions to the Discussion Board on the Course Website.

10: REMOTE COURSE DELIVERY PLATFORMS & COMMUNICATION

During remote learning, we will be using additional platforms to deliver, organize and share course content, learning and work. Here is a breakdown of tools we will use in this course:

LEARN:	Access to Lectures (pre-recorded video), Tutorials (pre-recorded video), Assignments and Projects; submission of all Assignments and Projects
UWPDARCH3.CA	Precedent Database, FAQ and Additional Tutorials, Additional Resources, Discussion Board

11: COURSE TIME ZONE

All dates and times communicated in the document are expressed in Eastern Time (Local time in Waterloo, Ontario, Canada).

12: COVID-19 SPECIAL STATEMENT

Given the on-going situation around COVID-19, students are to refer to the University of Waterloo's developing information resource page (<https://uwaterloo.ca/coronavirus/>) for up-to-date information on academic updates, health services, important dates, co-op, accommodation rules and other university level responses to COVID-19.

13: STUDENT NOTICE OF RECORDING

There will be no live sessions, and therefore no recordings of live interactions or lectures. Any questions addressed directly to me in writing will be kept private. If questions are considered to be useful to be shared with the entire class, the student will be asked for permission prior to posting on the Course Website. All such questions will be posted anonymously.

14: FAIR CONTINGENCIES FOR EMERGENCY REMOTE TEACHING

To provide contingency for unforeseen circumstances, the instructor reserves the right to modify course topics and/or assessments and/or weight and/or deadlines with due and fair notice to students. In the event of such challenges, the instructor will work with the Department/Faculty to find reasonable and fair solutions that respect rights and workloads of students, staff, and faculty.

15: LATE WORK

Assignments that are handed in late will receive an initial penalty of 20% on the first calendar day late and a 5% penalty per calendar day thereafter. After 5 calendar days, the assignment will receive a 0%.

Only in the case of a justified medical or personal reason will these penalties be waived, and only if these have been officially submitted to the Undergraduate Student Services Co-Ordinator and accepted by the Undergraduate Office **prior to the deadline**. Extensions requested after the deadline **will not be granted under any circumstances**. It is your responsibility to follow the outlined protocol to request an extension and inform me via email of the process **within a reasonable period before the deadline**.

Students seeking accommodations due to COVID-19 are to follow Covid-19-related accommodations as outlined by the university here: <https://uwaterloo.ca/coronavirus/academic-information#accommodations>.

16: PASSING GRADES

The standard minimum passing grade in each ARCH course is 50% with the following exceptions: the minimum passing grade is 60% for all studio courses (ARCH 192, ARCH 193, ARCH 292, ARCH 293, ARCH 392, ARCH 393, ARCH 492, and ARCH 493). Grades below the specified passing grade result in a course failure.

17: COMMUNICATION WITH INSTRUCTOR

During the course of the term, faculty may need to send communications to students. It is required that each student confirm their current active e-mail address with the Undergraduate Student Service Coordinator during the first week of class. Any correspondence regarding course matters can be addressed to michael.fohring@uwaterloo.ca. Emails will be answered within 48hrs on weekdays.

18: CACB STUDENT PERFORMANCE CRITERIA

The BAS/MArch program enables students to achieve the accreditation standards set by the Canadian Architectural Certification Board as described [here](#). This course addresses the CACB criteria and standards that are noted on the Accreditation page of the School of Architecture [website](#).

19: MENTAL HEALTH SUPPORT

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to Campus Wellness (<https://uwaterloo.ca/campus-wellness/>) and Counselling Services (<https://uwaterloo.ca/campus-wellness/counselling-services>).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. Good2Talk (<https://good2talk.ca/>) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

20: EQUITY, DIVERSITY, AND INCLUSION COMMITMENT

The School of Architecture is committed to foster and support equity, diversity and inclusion. If you experience discrimination, micro-aggression, or other forms of racism, sexism, discrimination against 2SLGBTQ+, or disability, there are several pathways available for addressing this:

1. If you feel comfortable bringing this up directly with the faculty, staff or student who has said or done something offensive, we invite you, or a friend, to speak directly with this person. People make mistakes and dealing them directly in the present may be the most effective means of addressing the issue.
2. You can reach out to either the Undergraduate office, Graduate office, or Director (Maya Przybylski). If you contact any of these people in confidence, they are bound to preserve your anonymity and follow up on your report.
3. You can choose to report centrally to the Equity Office. The Equity Office can be reached by emailing equity@uwaterloo.ca. More information on the functions and services of the equity office can be found here: <https://uwaterloo.ca/human-rights-equity-inclusion/about/equity-office>.
4. Racial Advocacy for Inclusion, Solidarity and Equity (RAISE) is a student-led Waterloo Undergraduate Student Association (WUSA) service launching in the Winter 2019 term. RAISE serves to address racism and xenophobia on the University of Waterloo campus with initiatives reflective of RAISE's three pillars of Education and Advocacy, Peer-to-Peer Support, and Community Building. The initiatives include but are not limited to: formal means to report and confront racism, accessible and considerate peer-support, and organization of social events to cultivate both an uplifting and united community. You can report an incident using their online form.

21: COURSE FEES

All students will be required to subscribe to a webhosting service. As mentioned earlier, based on quality and user-friendliness, the recommended service is the PERSONAL PLAN from squarespace.com (<https://www.squarespace.com/students>). At the time of writing, the price for the first year of web-hosting is US\$16 per month for a 12-month plan. The first year is discounted 50% for students, and therefore the price is US\$8 per month, or approximately CAD\$10.93 per month. This price is subject to change by the provider and by exchange rates, and the plan you select is entirely at your discretion. The course total is therefore approximately CAD\$131.16 plus any applicable taxes. This comes with a free custom domain for the first year.

22: ACADEMIC INTEGRITY, GRIEVANCE, DISCIPLINE, APPEALS, AND NOTE FOR STUDENTS WITH DISABILITIES

ACADEMIC INTEGRITY:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. Check the Office of Academic Integrity for more information.

GRIEVANCES:

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have

grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

DISCIPLINE:

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about rules for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

APPEALS:

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

NOTE FOR STUDENTS WITH DISABILITIES:

AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

TURNITIN.COM:

Text matching software (Turnitin) may be used to screen assignments in this course. Turnitin is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

23: BIBLIOGRAPHY AND RESOURCES

It is important to note that the Lectures and Tutorials will provide the basic requirements only. Students will be expected to take the initiative to go beyond these and explore available resources on their own as they build their sites. Beyond the following print publications, a vast number of tutorials and online articles will be provided on the Course Website.

PRINT AND E-BOOKS:

Boulton, Mark. *A Practical Guide to Designing for the Web*. Mark Boulton Design Ltd. 2009

(<http://www.designingfortheweb.co.uk>)

Bringhurst, Robert. *The Elements of Typographic Style*, 3rd Ed. Hartley & Marks. Vancouver, B.C. 2004

Garrett, Jesse James. *The Elements of User Experience: User-Centred Design for the Web*. 2nd Ed. New Riders Publishing. Berkeley, California. 2010

Krug, Steve. *Don't Make Me Think: A Common Sense Approach to Web Usability*. 2nd Ed. New Riders Publishing. Berkeley, California. 2006

Lupton, Ellen. *Thinking with Type: A Critical Guide for Designers, Writers, Editors, & Students*, 2nd Ed. Princeton Architectural Press: New York, New York. 2010.