

Web.Design

associate professor

Cass Reese
creese@pennwest.edu
(please allow 24h response
time—before 5PM—during
week and 48h on weekends)

student

consultation

hours

REMOTE

W 11:00–1:00

DH213

TTR 10:30–11:15

BEEHIVE

TTR 4:45–5:30

calendly.com/cassreese

course location

ONLINE

M 12:00 (ZOOM)

course website

web.cassreese.com

PW: WebDesign26!

course description

This course is an introduction to the front-end design and development of websites. Students will design, develop, and launch web pages using the current web languages of HTML5 and CSS3, and industry-standard applications. The web design process will include information architecture and wireframes, prototyping, content gathering, user testing, visual design, and development. This course will introduce visual design considerations including user interface design (UI), user experience (UX), usability, layout/positioning methods, image optimization, web typography, and responsive design systems.

Prerequisites: ART101 2 Dimensional Design, ART102 3 Dimensional Design, ART103 4 Dimensional Design, ART105 Color, ART106 Drawing 1, ART 258 Graphic Design Software

course objectives

- to identify and analyze the design and usability of any website design and to use appropriate terminology
- to develop competency in the utilization of software applications and coding systems
- to acquire, design, implement, and maintain a website
- to understand the ideal practices of web design in the professional arena

course structure

I. Web Design Concepts

- A. Site Genres
- B. Basic Concepts in Web Design
- C. Browser Types
- D. Web File Management
- E. Front-End vs. Back-End Development
- F. Intro to UXD (User Experience Design)
- G. Intro to UID (User Interface Design)
- H. RWD (Responsive Web Design)
- I. Layout/Positioning Methods
- J. Site Optimization
- K. Web Typography
- L. Usability & Accessibility
- M. Tools & Resources

II. Intro to Coding/Markup Language

- A. W3C (World Wide Web Consortium)
- B. HTML5 (Hyper Text Markup Language)
- C. CSS3 (Cascading Style Sheets)

III. Web Development Process

- A. Research and Planning
 - 1. Project Goals
 - 2. User Needs
 - 3. Design Methodology
- B. Design Exploration and Refinement
 - 1. Sketching
 - 2. Wireframing
 - 3. Prototyping

- 4. Mockups
 - 5. Style Tiles
 - 6. User Testing
 - 7. Iteration
 - C. Production and Implementation
 - 1. Concept to Working Digital Prototype
 - 2. Brand Development
 - 3. Development using Industry-Standard Web Design Tools
 - D. Publishing and Managing Website
 - 1. Domain Name
 - 2. Hosting
- IV. Developing Effective Websites (Theory)
 - A. Successful Brand Design
 - B. Descriptive Content
 - C. Accessibility
 - 1. Color Contrast
 - 2. Text / Background Contrast
 - D. Usability
 - 1. Clear, Consistent Navigation
 - 2. File Optimization and Download Times
 - 3. Readability
 - 4. Responsiveness
 - E. Responsive Design Systems
 - 1. Mobile Considerations
 - 2. Responsive Typography
 - 3. Responsive Images
- V. Developing Sites: In Application & Practice: Phases of Design
 - A. The Exploration Phase: Design Methodology
 - B. The Refinement Phase: Sketches, Wireframes, Prototypes, User Testing
 - C. The Production Phase: Concept to Working Digital Prototype
 - D. The Implementation Phase: Development using Industry-Standard Web Design Tools
 - E. The Launch Phase
 - F. The Maintenance Phase
- V. Assignment Summaries
 - A. HTML/CSS Exercises + Thinking Checkpoints
 - B. Project 1: Typographic Storytelling Webpage
 - C. Project 2: Event Website

course structure / policies

This course is delivered online and does not meet in a physical classroom. Because of this, it's essential that we collectively establish a strong learning community and remain focused and engaged throughout the semester. Please do not assume that an online format requires less time or effort... your commitment and consistency are key to success.

All course deadlines and expectations are communicated through the course website and reviewed during our **Monday Zoom sessions**. Much of the work in this course is completed independently, so it is your responsibility to track deadlines and submit work on time. You will not receive individual reminders. Establishing a regular work schedule and staying organized will be critical.

Navigating a virtual learning environment requires **active participation**. You are expected to read the syllabus carefully, review weekly course updates, and engage with course materials **multiple times per**

week. If questions arise, please reach out via Calendly or email to schedule a Zoom meeting—asking for clarification is encouraged.

Our recorded Zoom sessions form the backbone of the course. These sessions may include lectures, demonstrations, critiques, discussions, collaborative work, and individual check-ins. While the course is asynchronous in delivery, attendance at scheduled meetings is expected whenever possible. If you are unable to attend live, you must **watch the recordings promptly** in order to stay aligned with the weekly agenda.

To meet project deadlines and maintain professional standards, plan to dedicate several hours each week outside of scheduled sessions for focused, independent work. Active engagement, even in a virtual setting, is essential to your learning and overall success in the course.

cultural and historical context statement

Cultural and historical context for course assignments will be provided through lectures, presentations, and group discussions.

attendance policy

This course is delivered online through **asynchronous weekly content** and **optional live Zoom sessions**. While live attendance is not required, consistent engagement with course materials is expected. Weekly modules follow a Monday–Sunday rhythm unless otherwise noted.

Content released: Mondays at 11:00 a.m. **Weekly cycle:** Monday > Sunday (ends at midnight).

Deadlines: Most assignments are due Monday at noon. Exact due dates and times are always listed on the course website and in D2L.

ZOOM: All Zoom sessions are recorded and posted to the course website following each session. Students who do not attend live are expected to watch recordings within the content week. All sessions will be recorded and **you are required to watch any missed Zooms at your earliest convenience within that content week.**

Critiques may take place either live via ZOOM or through discussion boards when provided from **Monday > Wednesday**. Zoom critiques will have the option for discussion board critiques for anyone unable to attend. (*Note: If we do not have class on Monday, critique will run Tuesday > Thursday*).

Participation is measured through engagement with weekly content, critiques, and assigned activities... not live attendance. Staying in communication with the instructor is essential if you anticipate missing content or falling behind. Repeated lack of engagement may affect participation or project grades.

The last day to withdraw is Friday, April 3, 2026. Students should consult the Registration Office in Hamilton Hall regarding potential impacts on financial aid.

deadline policy

All assignments, unless otherwise noted, are due by the date and time specified. Work submitted after the deadline will receive a **2% deduction for every 24-hour period it is late.**

Late penalties begin immediately after the deadline, and any portion of a day counts as a full 24-hour period. Late penalties **accumulate up to a maximum deduction of 20%. The maximum late window is 10 days.**

Maximum possible score: Once an assignment reaches the maximum late penalty (10 days late), **the highest possible score it can earn is 80%,** even if the work is otherwise excellent.

Important clarification on quality: Late penalties do **not** replace grading for quality.

A strong project earning a 90%, submitted at the maximum late penalty, becomes a 70%.

D-level work (60%) submitted at the maximum late penalty becomes a 40% (failing).

grading 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
D+	67–69
D	63–66
D–	60–62
F	<60

Final submission cutoff: No work will be accepted after **Friday, May 1st at 11:59 PM**. Any late assignment submitted on **May 2nd or later will receive a zero (0)**.

Students experiencing difficulties are encouraged to communicate before deadlines. Extensions or alternative arrangements cannot be granted retroactively.

Academic dishonesty includes plagiarism, submitting AI-generated content as original work, or having another individual complete your work. Any of these violations will result in a zero for the assignment, the possibility of course failure, and referral to the Office of Student Judicial Affairs.

required textbook*

HTML & CSS, Design and Build Websites | Jon Duckett | 2011 ISBN-10: 1118008189
ISBN-10: 1118008189 | ISBN-13: 978-1118008188

*Additional articles, handouts, online readings, etc. may be assigned throughout the course of the semester, if appropriate, for certain projects.

recommended books

Learning Web Design | Jennifer Robbins | 2025
CSS in Depth | Keith Grant | 2018
Responsive Web Design | Ethan Marcotte (A Book Apart) | 2014
CSS Secrets: Better Solutions to Everyday Web Design Problems | Lea Verou | 2015
Don't Make Me Think | Steve Krug | 2013
The Principles of Beautiful Web Design | Jason Beaird | 2014
Laws of UX | Jon Yablonski | 2020
Refactoring UI | Wathan & Schoger | 2018

materials

physical/digital sketchbook | external drive* | reliable internet access | Mac/PC access**

*remember to back up your files to multiple locations! For file backup (e.g., Google Drive, Dropbox).

Remember, lost or corrupted files are not an excuse for unfinished assignments.

**students using PC computers are responsible for learning any differences in software.

assignments

Thinking Checkpoints (Warmups): 6 warmups for learning HTML + CSS. 6 short assignments focused on practicing HTML and CSS fundamentals. These checkpoints support concept comprehension, experimentation, and preparation for larger projects.

1 Exercise: HTML > CSS > Webflow Translation. A one **three-part exercise** that bridges foundational code concepts and visual development tools. In this exercise, you will (1) build a simple layout using HTML, (2) style it using CSS, and (3) recreate the same structure in Webflow. This exercise is designed to help you understand how web design systems translate across environments and to support thoughtful use of template components later in the course.

Blogs: 4 Writing Entries (reflecting writing). 4 reflective blog posts completed throughout the semester. These reflections focus on design thinking, process, challenges, and growth rather than weekly summaries. Some blog posts include **peer commenting** to support studio dialogue.

Discord Prompts: 5 weekly informal prompts. You will participate in 5 informal Discord prompts during the semester. These prompts are designed to support connection, peer feedback, and shared problem-solving

in an asynchronous course. Discord participation is intentionally low-stakes and focused on meaningful moments such as critiques, project sharing, and design discussion rather than weekly posting.

Projects: Typographical Storytelling Webpage + Event Website. These projects allow you to apply design thinking, structure, typography, layout systems, responsiveness, and interaction. Templates may be used where appropriate, but all projects must demonstrate intentional design decisions and thoughtful customization.

(By participating in this class you grant permission to the instructor to publish your work online or in print; any published work will be credited to you.)

Final letter grades will be based on the following components:

4 Blogs	40 pts (10 each)	12.9%
6 Warmups	30 pts (5 each)	9.68%
1 (3-part) Exercise	30 pts	9.68%
5 Discord Prompts	10 pts (2 pt each)	3.23%
P1: Typographic Storytelling	100 pts	32.26%
P2: Event Website	100 pts	32.26%
Total*	310 pts	100%

*This is a tentative point scale and is subject to change. Any and all changes will be communicated.

course websites

Go to <http://web.cassreese.com> to access course materials, lectures, readings, handouts, and relevant resources. **Course password:** WebDesignS26!

Brightspace - D2L will be used for project submissions, discussion post critiques, and grades.

assessment and evaluation policy

The final grade is an evaluation of all work produced in this course. To be successful in this class you must display curiosity and openness to new concepts, willingness to share ideas, and ability to develop your work thoroughly in and outside of class.

Projects are evaluated on competencies in evaluation of competencies in **process, research, concept, design, originality, preparation, participation, critique, presentations** and **implementation** as demonstrated through sketches, preliminary and final designs.

Individual grades are based on a variety of criteria including:

- **critique and participation:** Effective communication, a vital skill in graphic design education, encompasses both speaking and listening, especially evident during critiques. These critiques are not just a platform for sharing and hearing opinions but a practice ground for articulating your ideas, defending design solutions, and employing project-relevant vocabulary. In critiques, you are expected to thoroughly describe your project, from its conception to its content, and explain the rationale behind your design choices, including those discarded. Come prepared with specific questions about your work to foster productive feedback. Active participation, including attentive listening and constructive commenting without interruption, is crucial and contributes to your overall grade. Participation in an enthusiastic, willing, and self-motivated manner will count for a substantial part of your evaluation.
- **preparation and quality of work:** Preparation and quality of work are equally essential. Weekly readiness with necessary process work is expected, as lack of preparation can adversely affect your grade. Projects must be completed fully as required; partially finished work will incur penalties. Procrastination or last-minute

efforts are discouraged and do not serve the quality of your work or meet client expectations. Similarly, your enthusiasm, willingness, and self-motivation play a significant role in your evaluation. Professional presentation of your work, consistent use of design vocabulary, and active engagement in critiques are expected. Each project's due date is an opportunity to showcase your work, explain your process, strategy, and the underlying concept. A professional demeanor during these presentations is expected.

- **deadlines:** Assignments are expected to be turned in on time. If you are having difficulty, it is your responsibility to reach out to me.
- **academic dishonesty:** All academic dishonesty, Plagiarism, or another student completing your work will result in a F for the project, and referral to the Office of Student Judicial Affairs and a hearing before the Committee of Fact for disciplinary action. (*see academic integrity*)
- **attendance and punctuality** (*see attendance policy*)
- **final grade:** The final grade is determined by the total number of points earned across all assignments, divided by the total possible points for the course.

course policy

To succeed in this course, the following is expected of you:

- Maintain consistent communication with me through office hours, email, or text.
 - Complete all assigned course content and participate in or watch any recorded group sessions.
 - Do your research for your projects and explore more than one design solution.
 - Successfully incorporate skills/disciplines acquired from earlier projects into future projects.
 - Back-up your files on the class computer, home computer and jump drive, and maintain professional file management.
 - Be prepared each week, participate in critiques, and volunteer constructive criticism to other student's work.
 - Meet all deadlines. Utilize a time management system. Start your homework as early as possible.
 - Remember, success in this course also means being patient, creative, and supportive of your peers.
- Have fun and embrace the creative process!

internet outages

Reliable internet access is essential for submitting coursework on time. However, I recognize that unexpected internet outages can occur. In such cases, it's important to have a contingency plan. This might include identifying alternative locations with Wi-Fi access, such as local libraries, community centers, or campus facilities. While I understand that connectivity issues can be disruptive, it remains the student's responsibility to find ways to submit assignments by the due dates. If you anticipate or encounter internet access challenges, please communicate with me at the earliest opportunity to discuss potential accommodations.

technology support

PW Edinboro Technology Help Center | 814.732.2111 | edinboro.edu/directory/offices-services/information-technology-services/technology-help-center/

title IX reporting requirements and the faculty member

Pennsylvania Western University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to comply with the requirements of Title IX of the Education Amendments of 1972 and the university's commitment to offering supportive measures in accordance with the new regulations issued under Title IX, PennWest requires faculty members to report incidents of sexual violence shared by students to the university's Title IX Coordinator, Amy Salsgiver [salsgiver@pennwest.edu]. The only exceptions to the faculty member's reporting obligation are when

incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a university-approved research project. **Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the university's Protection and Supervision of Minors on Campus Policy.**

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence are available on the Office of Social Equity website. Report may be made to the following individuals:

- PennWest Title IX Coordinator: Amy Salsgiver, asalsgiver@pennwest.edu
- Edinboro campus: Andrew Matt, amatt@pennwest.edu
- Clarion campus: Amy Salsgiver, salsgiver@pennwest.edu
- California campus: Sheleta Camarda-Webb, camardawebb@pennwest.edu
- Global Online: Andrew Matt, amatt@pennwest.edu

course-related policies

Pennsylvania Western University has multiple course-related policies addressing issues such as accommodations for students with disabilities, class attendance, and grade appeal, among others. The Student Code of Conduct also addresses issues of cheating and plagiarism, and the consequences of such behaviors. These policies may be found using search keyword **Policies** through the PennWest web page.

office for students with disabilities

Our course is designed to be accessible to all students, including those with disabilities. We encourage you to take full advantage of the support services provided by PennWest. Pennsylvania Western University of Pennsylvania offers services to meet the accommodation needs of students with many types of disabilities. The Office for Students with Disabilities provides services to students based upon documentation of a disability and a request for accommodations based on this disability. Please refer to PennWest's Reasonable Accommodations for Students with Disabilities Policy for additional information. This policy is in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

Students reserve the right to decide when to self-identify and when to request accommodations. Students requesting approval for reasonable accommodations should contact the Office for Students with Disabilities (OSD). Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

To receive accommodations, please contact the Office for Students with Disabilities at your campus as early as possible in the semester. They will guide you through the process of documenting your disability and identifying the accommodations that will best support your learning:

PennWest California- John Massella at Osd-cal@pennwest.edu

PennWest Clarion- Ron Radaker at Osd-clr@pennwest.edu

PennWest Edinboro- Sharon Conklin at Osd-edn@pennwest.edu

academic integrity

It is expected that all work submitted through this course is the student's original work, generated for the express purpose of completing the requirements of this course. All papers submitted in this course may be screened for originality using plagiarism detection software.

Students are to be aware that academic dishonesty is not tolerated in this course and should be familiar with the following definitions:

Cheating. The use of unauthorized materials, information, ideas, study aids, etc., in any academic exercise. May include, but is not limited to: copying answers from another student's exam; using notes, books, or other resources for an exam when not expressly permitted to do so; using electronic devices when not expressly permitted to do so; fraudulently obtaining or sharing an exam; submitting a term paper or other assignment written by someone else; plagiarizing the work of others; submitting the same term paper or other assignment to more than one instructor without obtaining prior permission to do so; or having someone else take an online course or online exam for you.

Plagiarism. The representation of the work of another as your own, without proper credit and/or citation. When an individual submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate and specific references, and if verbatim statements are included, through quotation marks or other accepted citation practices. Additional violations of academic integrity may be found in PennWest's Policy AC059: Academic Integrity, which also includes potential sanctions faced by the student for violations of the policy.

ai usage policy

In our design courses, while **AI tools offer significant advantages**, they should **serve as aids and never replace your fundamental creative process**. Students are encouraged to first engage in traditional brainstorming, sketching, and conceptualizing to develop their own creative voice. When using AI, whether for generating design ideas, writing assistance, or other creative endeavors, the emphasis should be on **enhancing personal creativity rather than substituting it**. AI should be used judiciously to ensure that the core of the work reflects your own innovative ideas and artistic integrity.

It is **mandatory that any AI-generated content be significantly altered** to embed your unique perspective and originality. This modification process is not only a creative challenge but also a necessary step to ensure that your work remains distinctly yours.

Proper attribution is equally critical. Just like citing sources in academic writing, it is essential to clearly and accurately cite any AI tools or content used in your creative and written work. This practice is fundamental to maintaining **academic honesty and integrity**.

support services

The following support services are available on campus to assist you towards success. Please take advantage of these services. If I can help you in any way please come talk to me, it is my desire to have you succeed. Please self-identify should you have special considerations.

Professor – Do not wait, contact your professor for help!

Academic Advisor – Contact your Advisor for help you may need while attending PW Edinboro University, (beyond scheduling)

The Center for Student Outreach and Success Coaching – 814-732-2218 | successcoaching@pennwest.edu
support services to help students reach academic goals and succeed in coursework - time management, study skills, attendance, stress reduction, etc.
Ross Hall, 1st Floor

Writing Center – 221 Alexander Hall, students from many majors gain invaluable assistance with writing from a variety of courses. Tutors are available via Zoom meetings as per Covid-19 regulations. Students can sign up for appointments through Starfish under their My Success Network.

Center for Career Development and Experiential Learning– 166 Ross Hall, links with Handshake
814-393-2323 | Help decide a major, job search, resume and cover letter writing, mock interviews, job placement, specialized interest tests, career coaching, graduate school advice, search for jobs and post your resume, internships, job fairs, events and workshops
career.pennwest.edu | career.pennwest.edu/handshake

Tutoring – SMARTHINKING provides web-based tutoring (24/7)

Campus Police – 911 Scotland Road, Crisis or Emergency available 24/7, call 732-2911 on campus or “911” otherwise, 814-732-2921 non-emergency, police-edn@pennwest.edu
24 hours a day; 7 days a week; police services, investigations, parking

Technology Help Desk – 814-732-2111 Ross Hall | itservices.pennwest.edu
877-325-7778 24/7 Desire2Learn Technical Support
Support for ZOOM can be attained via “live chat” within ZOOM client

Ghering Health and Wellness Center – 814-732-2743, McNearney Hall, 1st Floor
Monday–Friday 9 a.m.–10 p.m. & Saturday and Sunday 3 p.m.–10 p.m.
The Ghering Health and Wellness Center houses the University’s Student Health Services and Counseling and Psychological Services.

Medical Care and Health Education – 814-732-2743 for appointments,
healthcenter-edn@pennwest.edu, If closed, for immediate assistance, contact Campus Police,
or for medical attention visit the following walk-in medical provider locations: Millcreek
Community Hospital, Saint Vincent Hospital, UPMC Hamot, Meadville Medical Center

Counseling and Psychological Services CAPS – 814-732-2252, healthcenter-edn@pennwest.edu
Individual and group counseling; assessment; all services confidential
In case of a crisis or emergency, call 814-732-2911 on campus or 911 otherwise.

Parenting Resource Room – breastfeeding areas, lockers, refrigerator, sink, toys/book for
children, tv, diaper changing table, highchair, parenting program

Campus Ministry Cooperative – 814-732-2601

National Suicide Prevention Lifeline – NEED HELP NOW? call 1-800-273-TALK (8255)

suicidepreventionlifeline.org Free, 24-hour hotline available to anyone in suicidal crisis
emotional distress halfofus.com Get help and feel better (feelings, facts, help a
friend, help yourself, find help now) ulifeline.org

Crisis Intervention Assistance after hours – available 24/7

Erie County (including Edinboro) 814-456-2014 (Crisis Services/Safe Journeys
Behavioral Health) or or 800-300-9558
Crawford County 814-724-2732 (Crisis Hotline/Meadville Medical Center)
crisistextline.org/text-us (24/7) text HOME to 741741

Crime Victim or Rape Support – keyword search “sexual assault resources” on edinboro.edu

Counseling is available through CAPS, Ghering Health and Wellness Center, 814-732-2743
Community resource: 814-455-9414, www.cvcerie.org

Safe Journeys – 814-438-2675 (24/7), domestic and dating violence services

SafeNet – 814-454-8161 | safeneterie.org, provides free confidential services including
counseling, legal advocacy, education and shelter to victims of domestic violence

Gaudenzia – 814-459-4775 | gaudenzia.org Confidential counseling, substance abuse
treatment services, support, drug rehab, alcohol rehab and recovery center

Gaudenzia – 814-459-4775 <http://www.gaudenzia.org/> Confidential counseling, substance abuse
treatment services, support, drug rehab, alcohol rehab and recovery center

course schedule

This is a tentative schedule and is subject to change.

Any and all changes will be communicated.

week 1	1.20–1.25 Orientation + Foundations Introduction/Overview + Blog Setup Web design mindset: Structure before style HTML Basics + Warmup 1: First Website Blog 1: Seeing Structure (due wk3)	week 8	3.9–3.15 Spring Break
week 2	1.26–2.1 HTML as Meaning + Structure Intro to Dreamweaver + HTML Structure/Semantics Content hierarchy + readability Exercise (Part 1): HTML Structure Warmup 2: Content + Text structure	week 9	3.16–3.22 UX + Prototyping UX fundamentals & user goals Personas & interaction planning Webflow hovers & interactions P1 Prototyping/User Testing Studio
week 3	2.2–2.8 CSS as Behavior CSS fundamentals: type, color, spacing CSS box model & layout thinking DW Demo: CSS Designer Exercise (Part 2): CSS Styling Warmup 3: Typography + spacing decisions Blog 2: Content to Design Decisions (due wk5)	week 10	3.23–3.29 Responsive Systems Responsive layouts Design for flexibility across devices ASSIGN P2 Event Website (due wk16) Mockup Presentations
week 4	2.9–2.15 From Structure to Design Visual hierarchy + restraint CSS Box Model + CSS3 Background images: HTML vs. CSS use cases ASSIGN P1 Typographic Storytelling Webpage (due wk10) Warmup 4: Visual hierarchy checkpoint	week 11	3.30–4.5 Refinement + Interaction P1 Final Presentations CSS Transitions / Navigation Warmup 6
week 5	2.16–2.22 Designing for the Web Designing systems, not pages Content-first layout decisions P1 Critique	week 12	4.6–4.12 P2 Prototyping P2 Prototyping Studio Content hierarchy & layout refinement
week 6	2.23–3.1 Layouts + Translation Layout strategies: positioning, flow, responsiveness Translating structure into visual tools Introduction to Webflow Exercise (Part 3): HTML/CSS > Webflow Blog 3: Translating Design to the Web (due wk7)	week 13	4.13–4.19 Motion + Meaning Intro to web animation CSS Transforms + Animations P2 low-fidelity user testing Blog 4: Growth, Gaps, + Design Thinking (due wk15)
week 7	3.2–3.6 Responsive Thinking Links, states, and user feedback Responsive Web Design Critique / Warmup 5	week 14	4.20–4.26 Functionality Forms + Interactive Elements Domains + Hosting (conceptual overview) P2 Development Studio
		week 15	4.27–5.3 Iteration + Polish P2 Mini-Crit + Studio P2 continued development Favicons + Finishing details
		week 16	5.4–5.8 Finals Week SUBMIT P2 ; P2 Final Presentations

P1