CSci 12 Final Project Requirements:

This course is a project-based course that teaches students how to create professional web sites and provides a strong foundation in web languages and web authoring tools. The purpose of this project is to support the goals of the course. Upon completion of this project students will develop four key skill areas:

- Web Project management
- Web Design
- Web languages
- Web architectures

This term project addresses each of these areas, using a project-based approach. The project has two phases. The first is a web design and prototyping phase. Students created a static website and get feedback from the instructor. The second part is a development phase which requires students to create dynamic Web Pages and results in implementation of forms and server side scripts that connect with a database.

You must develop a complete web site using all the technologies we have discussed in class.

Everyone must submit a proposal on BB including the details of the project you plan to work on, and if you are in a team include all team members' names. For groups only one proposal is needed, but each member must submit their name and the project they are working on for grading purposes. I will demonstrate what to do in class.

1) You may work on an individual project by yourself or be part of a group with a larger project.
2) The project must have the following components:
    a. Browser Side
        i. Several HTML pages (Minimum 5 for individual pages (some dynamic)and more for group)
        ii. Must use CSS
        iii. Must have JavaScript components
    b. Server Side
        i. PHP scripts (verification and validation of data, and accessing DB, …)
        ii. DB connectivity and interaction (create DB, add, delete, modify records)

Deliverable

Your website will include images, and links to other Web Pages with content. You are required to create dynamic web pages as well. E.g., a form requesting feedback about your project which gets stored in the database.

A possible project could be

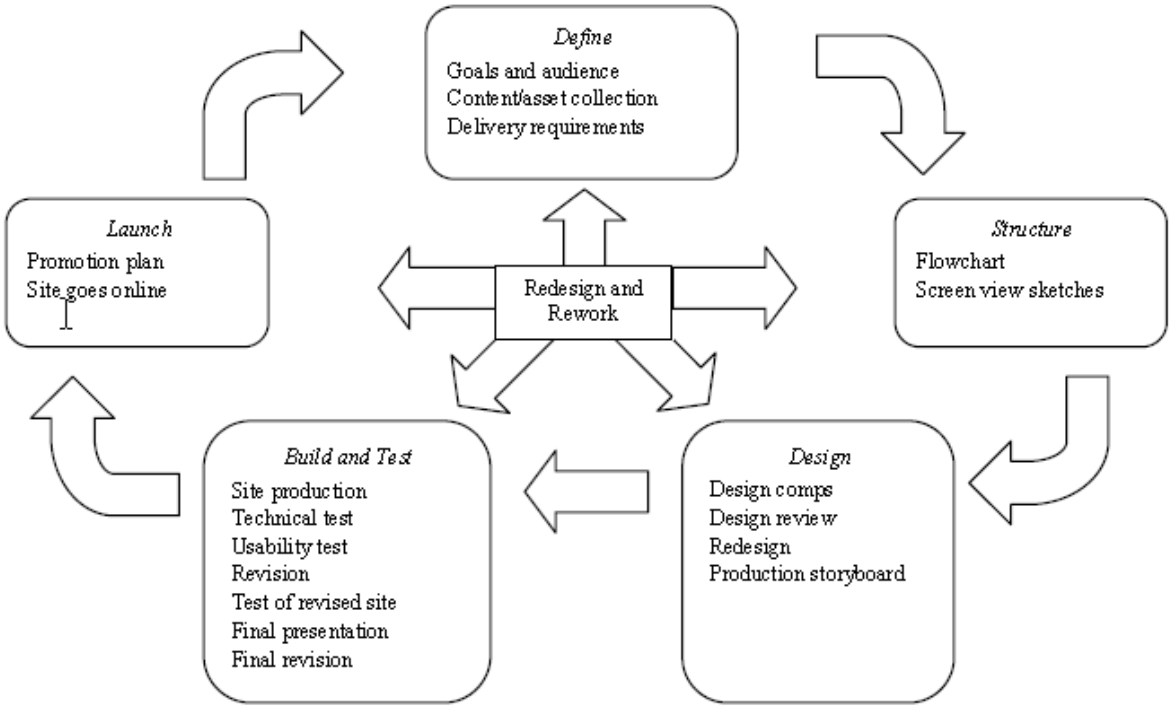
- Project about yourself—your family, hobby, digital pictures you have taken on a vacation.
- A web site for commercial use or fun or ….

If you are going to be in the job market in the near future—the project about your education makes a lot of sense and is strongly recommended.

Milestones

Students develop key skills in two stages—each stage adds more challenging skills onto the foundation proficiencies.

- Complete a client website (static Web pages) by end of March. See the figure below—you will be completing Define, Structure and Design phases. You will display your design in static Web pages.
- Complete the server website (dynamic web pages) Mid April. See the figure below—you will be completing Build and Test and launching the website.



Resources

Web Site Authoring Tools

You may use Dreamweaver, Visual Web Developer, and Ruby on Rails or other tools that you are comfortable with. You are strongly encouraged not to use these tools unless you are very familiar with them, there won't be enough time to learn the tool and use it efficiently.

Development Resources

- Lynda.Com video tutorials. You have access to the site as a USC student to learn the above tools and technology.
- Adobe video Tutorials: http://www.adobe.com/designcenter/video_workshop/
- www.W3schools.com has many tutorials to help you

Grading

- Midterm Review of project by professor (see process below).
- Final Review of project by professor and a 10 minutes demonstration in the lab.

Expectations

- Creating a root folder and server site folders
- Creating basic pages
- Using tables/divs to lay out content
- Including images and text
- Using relative and absolute links
- Using alternative text (Alt text)
- Creating Forms and linking with database.
- Creating external style sheets and or using templates
- Creating rollover images

Your website will be dull if you don't have images. Use a digital camera/cell phone camera to capture images. You can also scanning photographs, objects, and downloading images (ensure legal use)

Also the softer skills you will be expected to develop (and be evaluated on):

- Presenting a website to your instructors and a group of students.
- Receiving meaningful but yet critical feedback.
- Taking notes on critique and communicating it back to your Professor.
- Demonstrating the realization of project goals

File Management

- Student folders: All students should have a folder for all of their work. Folder names might include student's last name, first initial, and CS351 label
- Backups: Students should keep complete backups of all work on the client workstation. You will not receive any grade for the project if you claim that the folder on the server "vanished".
- Privacy issues: You may not want to put complete names and confidential data like phone number on the web. It might be inappropriate for you to include full names or e-mail addresses.

Optional Mid-term Review

The goal of the review is to provide constructive feedback on a project's design and content. Evaluation guidelines consist of defining components or elements of both design and content to help in critiquing the work. Also the instructor will comment on the scope of the project. In most cases students will be told to cut the scope down or add more components. Set up a time to go over the site in the lab.

Final Project Review **(30%)**

Similar process to above; the student will present all the cool and working features of the website. Student will demonstrate dynamic web pages as well and will explain the tools and technology used.

Final Grade:

0 - Does not meet expectations
3 - Meets expectations
5 - Exceeds expectations

Sample criteria we may use would include:

Technical skills

Category	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Accessibility	Very few graphical site elements, such as images and buttons, have alternative text tags.	Some graphical site elements, such as images and buttons, have alternative text tags.	All graphical site elements, such as images and buttons, have alternative text tags.
Drawing	Illustrations and buttons are poorly drawn, not always using appropriate drawing and effects tools.	Illustrations and buttons are drawn in a sufficient manner, using a range of drawing and effects tools.	Illustrations and buttons are cleanly and clearly drawn, effectively using the full range of drawing and effects tools.
Color panels	Color is not consistently applied and panels are usually not configured for the web.	Color is consistently applied most of the time, and panels are usually configured for the web.	Color is consistently applied, and panels are configured for the web.
Optimization	The quality of images is not sufficient, or the file size is too large.	Images have a satisfactory balance of quality and file size.	Images have an excellent balance of quality and file size.
Tool use	Student frequently has to ask what tool to use to create desired elements and effects. Does not independently use available information about the tools. Does not use tools efficiently.	Student usually knows what tool to use to create desired elements and effects but sometimes needs to be reminded to use available information about the tools. Uses most tools efficiently.	Student knows what tool to use to create desired elements and effects or uses resources effectively and independently to find out. Uses tools efficiently.

Design skills

Category	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Composition	There is no use of white space, symmetry, and focal point. Site pages (and elements within pages) are cut off inappropriately at their borders or are surrounded by excessive white space.	There is some use of white space, symmetry, and focal point. Site pages (and elements within pages) usually fit appropriately within their borders.	White space, symmetry, and focal point are used effectively. Site pages (and elements within pages) fit within their borders in a pleasing manner.
Color	Colors clash and do little for the theme of the design. Background color interferes with text and images. Colors make text less readable.	Colors are somewhat complementary. Background color coordinates with images and text design. Colors do not interfere with readability.	Colors work together, reinforcing the theme of the design. Background color enhances images and text design. Colors strongly support readability.
Typography	Text is not easily readable. White space is not used effectively. Fonts and text effects interfere with the design and readability.	Text is readable. Type sizes communicate information and are compatible with overall site design. White space around text supports readability and design. Fonts and text effects are compatible with the design and readability.	Text is readable, and selected fonts support design goals. Type sizes reflect desired emphasis. White space around text strongly supports readability and design. Fonts and text effects add to mood and tone. Fonts enhance readability through color, size, and contrast.
Usability	Site navigation appears on some pages, and not all links function properly. Navigation does not allow users access to all main pages in the site and is not intuitive to use. Some site pages take a noticeable time to load, and the delays are caused by irrelevant elements.	Site navigation appears on all pages, and all links function properly. Navigation gives users access to most main pages in the site and is intuitive to use. Some site pages take a noticeable time to load, but most delays are worth the wait.	Consistent site navigation appears on all pages, and all links function properly. Navigation gives users access to all main pages in the site and is intuitive to use. Site pages load in a reasonable time, and any noticeable delays are worth the wait.
Use of technical elements (Dreamweaver, Fireworks, or Flash)	Use of technical elements and effects does not enhance the user's experience or consistently support the overall goals and message of the site.	Use of technical elements and effects consistently supports the overall goals and message of the site but does not enhance the user's experience. Use of such elements or effects is not excessive or distracting.	Use of technical elements and effects adds to the overall design of the site by enhancing the user's experience and supporting the goals and message of the site. Use of such elements or effects is not excessive or distracting.

Project management skills

Category	0 - Does not meet expectations	3 - Meets expectations	5 - Exceeds expectations
Progressive design	Student does not use a storyboard or peer feedback.	Student uses a storyboard to guide the design process. Inconsistently uses peer feedback to guide the redesign process.	Student consistently uses a storyboard to guide the design and development process. Thoughtfully uses peer feedback to guide the redesign process.
File management	Student files and folders are inconsistently named and not logically organized. File organization is not seen as an important task.	Most student files and folders are named and organized logically on both local and remote drives. File organization evolves as project work progresses.	Student files and folders are consistently named and logically organized on both local and remote drives. File organization is created at the start of a project.
Task review	Student does not respond to feedback, or student redesigns without deciding whether the feedback improves the content and design of the project.	Student responds to feedback, deciding which feedback improves the content and design of the project. Incorporates some of this feedback into redesign.	Student responds thoughtfully and completely to feedback, deciding which feedback most effectively improves the content and design of the project. Incorporates this feedback into redesign of a project.

Most important grading criteria are timely completion of the project. There will be no extensions unless it is due to medical reasons and this must be supported by documentation:

Time management	Student does not effectively allot time for the phases of the design and development process. Completes few phases on schedule.	Student allots time for each phase of the design and development process. Completes most phases on schedule.	Student thoughtfully and effectively allots time for each phase of the design and development process. Completes all phases on schedule.