

## Syllabus

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Office Hrs: **By appointment**

**Course Info**  
Designing for the Web and Devices 1  
7100 281-801  
Spring 2014  
T/H 5:10pm - 7:50pm  
Folk 124  
Final Exam time: **Thursday, May 8 6pm - 7:55pm**

### Catalog / Course Description

This course introduces the process of planning, designing and producing XHTML and CSS standard sites with an emphasis on the creative aspects of web development.

### Course Rationale

This course will introduce students to the process of designing and producing W3 web standard web sites, with an emphasis on the creative aspects of web development.

### Course Objectives

- Understanding the history of the www and Internet
- Working knowledge of HTML and XHTML
- Working knowledge of CSS
- Development of *valid* XHTML and CSS for page structure
- Working knowledge of Dreamweaver
- Understanding of working with active server files, primarily zipspace

### Full Description

Students will learn how to plan a site, assemble content, prepare images, convert design concepts to XHTML and CSS, and manage it for the future. The student will develop a basic understanding of XHTML and CSS. This knowledge will be sufficient for generation of simple web sites. Students will work with the zipspace server provided by The University of Akron and Dreamweaver to develop their own personal web site.

Students will work at applying design and type skills to the web and all of the design considerations that this entails. Throughout the process, students should be aware of all variables and tradeoffs that effect each decision made in the design process as it relates to the web. Students will also be made aware of future trends/directions in web design.

This is a 50% Lecture and 50% Lab Class. Students should expect equal time of lecture and open labs. During open labs (dates listed on the schedule) students are expected to come prepared with project materials to work on in class. Lectures could be comprised of lecture, presentations, discussions or critiques.

Students are required to spend an additional 5 hours per week on development of projects outside of class time.

### Prerequisites:

- 1) Have a thorough working knowledge of Adobe Photoshop/Fireworks/Illustrator

### **Required Supply List**

- removable flash, jump drive or USB transfer drive, 2GB minimally
- sketchbook, wirebound, 5x7 or 7x10
- lined notebook or graph paper
- pencils, variety of soft/hard lead
- white eraser
- black markers, variety of weights

### **Online Resources**

Resources will be available on [www.jamesdmosier.com/web1](http://www.jamesdmosier.com/web1)  
Springboard will also be used, please see the Technology Requirements and Course Web Site section below.

### **Required Reading**

- There are no required texts.

### **Suggested Reading**

Responsive Web Design  
by Ethan Marcotte  
A Book Apart  
ISBN: 978-0-9844425-7-7

Content Strategy for Mobile  
by Karen McGrane  
A Book Apart  
ISBN: 978-1-937557-0-89

Mobile First  
by Luke Wroblewski  
A Book Apart  
ISBN: 978-1-937557-02-7

HTML5 for Web Designers  
by Jeremy Keith  
A Book Apart  
ISBN: 978-0-9844425-0-8

CSS3 for Web Designers  
by Dan Cederholm  
A Book Apart  
ISBN: 978-0-9844425-2-2

Implementing Responsive Design: Building sites for an anywhere, everywhere web  
by Tim Kadlec ISBN-13: 9780321821683  
Publisher: New Riders  
Publication date: 8/14/2012

Building Findable Websites: Web Standards SEO and Beyond  
Aarron Walter  
New Riders Press, February 23, 2008  
ISBN-10: 0321526287

HTML and CSS Web Standards Solutions A Web Standardistas' Approach  
Christopher Murphy, Nicklas Persson  
Apress, December 24 2008  
ISBN: 978-1-43021-606-3

Designing With Web Standards, Second Edition  
Jeffrey Zeldman  
Peachpit Press, July 06, 2006  
ISBN-10: 0-321-38555-1

Transcending CSS: The Fine Art of Web Design  
Andy Clarke, Molly E. Holzschlag, Dave Shea  
New Riders, November 15, 2006  
ISBN-10: 0-321-41097-1

**Technology Requirements & Course Web Site - Springboard & Jamesmosier.com/web1**

We will be using the Springboard web site accessible through [zipline.uakron.edu](http://zipline.uakron.edu) and [www.jamesmosier.com/web1](http://www.jamesmosier.com/web1) for all course materials. Springboard will be used for grading, project submission and other course communication and activities. Some files may be too large to transfer via Springboard, in this case they will be copied directly from external drives or disc. Projects too large to submit may also be submitted on disc. Distribution of course and project materials as well as resource links will also be available on [www.jamesmosier.com/web1](http://www.jamesmosier.com/web1)

Students should be fluent in Photoshop, have a working knowledge of the Adobe Creative Suite and an active UANet ID and password.

*\*For technological support or to report instructional technology related problems, please call (330) 972-6888.*

**Class Projects, Student Assessment**

The class is comprised of a total of fourteen blog posts, ten homework assignments and two projects. All projects will be turned in through Springboard. There will be a midterm that evaluates your HTML/CSS abilities and knowledge. The final project is a personal portfolio site. All students final projects are automatically entered into the breaking.thru design competition.

**Copyright Infringement**

It is very important that you ensure that all resources used, such as fonts, images, plugins, etc. are all offered under a license appropriate for their use. Creative Commons licenses are often the best to use. Numerous resources will be offered during class to find such materials. Neither myself nor the University of Akron is responsible for any copyright infringement, even if accidental. When in doubt, ask me or find another resource that you can be sure is free to use under the right conditions. This is a good resource to learn about the different types of licensing and their uses: [www.choosealicense.com](http://www.choosealicense.com)

## Schedule

The 15 week semester.

<b>week 1</b>	introduction to the course web 1, web 2 what makes a good website (4 rules) research well designed sites history of www & Internet how do servers & websites work intro zipspace & working with server files. Introduction to XHTML + CSS
<b>week 2</b>	Wordpress & set up custom blogs XHTML + CSS The box model The four rules of IA
<b>week 3</b>	XHTML + CSS open lab
<b>week 4</b>	Photoshop for the web image compression web image formats slicing and exporting images screen resolutions XHTML + CSS open lab
<b>week 5</b>	Photoshop continued intro to dreamweaver XHTML + CSS open lab
<b>week 6</b>	Presidents Day - No classes XHTML + CSS open lab
<b>week 7</b>	XHTML + CSS open lab
<b>week 8</b>	open lab <b>PROJECT 1 DUE</b>

## Projects

PROJECT 1 Research
PROJECT 1 Concept
PROJECT 1 Design
PROJECT 1 Development

## Exercises

BLOG 1
HOMEWORK 1-2
BLOG 2
HOMEWORK 3-4
BLOG 3
HOMEWORK 5-6
BLOG 4
HOMEWORK 7-8
BLOG 5
HOMEWORK 9
BLOG 6
HOMEWORK 10
BLOG 7

## Schedule

## Projects

## Exercises

continued

<b>week 9</b> open lab	MIDTERM EXAM	BLOG 8
<b>week 10</b> Introduction to Javascript Dreamweaver SPRY assets Dreamweaver javascript behavior basics and javascript effects like lightbox	PROJECT 2 Portfolio	BLOG 9
<b>week 11</b> Javascript basics zipspace, publishing files to zipspace migrating to fatcow open lab		BLOG 10
<b>week 12</b> Javascript basics jQuery email cloaking and anti-harvesting scripts CAPTCHA open lab	PROJECT 2 Continued	BLOG 11
<b>week 13</b> open lab		BLOG 12
<b>week 14</b> open lab		BLOG 13
<b>week 15</b> open lab <b>LAST DAY FOR RESUBMISSIONS</b> <b>- MAY 2, 2014</b>		BLOG 14
<b>finals week</b> <b>PROJECT 2 DUE</b> Final Exam time: <b>Thursday, May 8 6pm - 7:55pm</b>	FINALS WEEK	

### Grading

The final grade is based on the following:

blogs =	75 pts
homeworks =	50 pts
project 1 =	125pts
project 2 =	200pts
midterm =	50pts
<b>TOTAL =</b>	<b>500pts</b>

### Resubmissions

Only Final Stage of Project 1 can be resubmitted for review. Unless otherwise noted, project resubmissions will be accepted through the final day of the semester, 11:59pm Friday May 2, 2014. No late submissions will be accepted after this date. Homework Assignments and Blog Posts can not be resubmitted.

### **Grading Criteria**

Grades are the result of three major areas of evaluation: process, realization, and professionalism. These categories are further broken down and defined for evaluation as follows:

#### ***Process:***

- Research, Are the research methods used by the students effectively chosen and implemented to arrive at successful solutions in design problems, and do they cover all aspects of the problem, including historical background and functional concerns?
- Exploration, Is the problem exploration both convergent and divergent, has the student exceeded personal taste barriers and expectations in their process?
- Concept, Are concepts inventive and appropriate, and do they satisfy the objectives of a stated visual problem?

#### ***Realization:***

- Visual organization, Are all syntactic concerns, such as form, composition, and visual hierarchy, clearly and effectively articulated?
- Communication, Does the solution to the problem present an appropriate message, and does the form of the message resonate with the intended audience?
- Color, Does the application of color support the message, satisfy aesthetic and emotive concerns? Does the use of color show evidence of an understanding of color theory?
- Craft, Does the project reflect the appropriate use of tools, techniques and knowledge of the tools used to create all parts of the project and is it presented in a professional and prepared manner?

#### ***Professionalism:***

- Attendance, Was the student in class and punctual?
- Attitude, Was the student's demeanor professional?
- Verbal articulation, Was the student able to critically address his or her work orally and respond to concepts discussed in class or in assigned readings?
- Written articulation, Was the student able to write critically about graphic design and write about concepts discussed in class.
- Participation, Did the student actively engage in a community of learning through contributions in critiques, discussions and projects?

## Grades

### *A*

The student's work reflects outstanding achievement both in quantity and quality. The work pursues concepts, techniques above and beyond the problem. The student displays exceptional attitude in critique participation, response to criticism, and professional conduct. The student's ability to communicate and execute ideas exhibits outstanding achievement. The student adheres to attendance policy.

### *B*

The student's work reflects above-average achievement both in quantity and quality. Student pursues ideas and suggestions presented in class and goes to extra effort to resolve required problems. The student displays a positive attitude in critique participation, response to criticism, and professional conduct. The student's ability to communicate and execute ideas exhibits above-average achievement. The student adheres to attendance policy.

### *C*

The student's work must reflect an acceptable achievement both in quantity and quality, and all work is completed as assigned. The student displays a positive attitude in critique participation, response to criticism and professional conduct. The student exhibits an acceptable level of ability in communication and execution of ideas and has an acceptable pattern of attendance.

### *D*

The student's achievement is below average in quality and/or quantity. The student's response to criticism, professional conduct, and participation in critique is below acceptable standards or reflects an indifferent attitude. The student's work reflects an inability to satisfactorily communicate and execute ideas. The student's pattern of attendance may be unsatisfactory.

### *F*

The student's work and attitude reflect an unsatisfactory level of achievement both in quantity and quality. The student exhibits an unsatisfactory ability to, communicate and execute ideas and a pattern of low productivity. The student's attendance record may be unacceptable. The student's lack of participation in critiques, poor response to criticism, and inappropriate professional conduct results in a failing grade.

Grading Scale		Excel
<b>A</b>	<b>94-100</b>	<b>Above Average</b>
<b>A-</b>	<b>90-93</b>	
<b>B+</b>	<b>87-89</b>	
<b>B</b>	<b>84-86</b>	
<b>B-</b>	<b>80-83</b>	<b>Average</b>
<b>C+</b>	<b>77-79</b>	
<b>C</b>	<b>74-76</b>	
<b>C-</b>	<b>70-73</b>	<b>Below Average</b>
<b>D+</b>	<b>67-69</b>	
<b>D</b>	<b>64-66</b>	
<b>D-</b>	<b>60-63</b>	
<b>F</b>	<b>00-59</b>	

