

School of Communication University of Miami

CVJ 341: Web Design Section: 39

Meeting Time: Monday & Wednesday, 5 p.m. - 6:15 p.m.

Room: Wolfson Building 3033

Term: Spring 2014

Instructor

Erin Brown

Office:

Phone:

Email:

Office Hours: Monday & Wednesday, 3 p.m. - 4:45 p.m.

“Digital” office hours (i.e. Google Hangout, Codassium) *by appointment only*

SYLLABUS

Course Description and Purpose

This course covers the basic aspects of interaction design and web development, focusing on production processes. It provides an overview of web design concepts including usability, accessibility, information architecture, basic animation, and graphic design; all discussed in the context of the web environment. This course further offers an introduction to fundamental and emerging web trends.

Course objectives

- Understand the principles of interaction design
- Achieve goal-directed design
- Acquire HTML/CSS web site development skills
- Learn web typography
- Learn to design websites for multiple devices

Course Prerequisites

CVJ 106, CAD 102, CPR 202, or permission of instructor

Texts and Resources Required

Required Texts

- *HTML & CSS: Visual Quickstart Guide, 8th Edition*, by Elizabeth Castro. ISBN-13: 978-0-321-92883-2 (Some versions include a DVD or online video access. This is not required, but certainly a bonus if you can find it.)
- *Designing with Web Standards*, 3rd Edition by Jeffrey Zeldman. ISBN-13: 978-0-321-61695-1
- *Responsive Web Design*, by Ethan Marcotte. ISBN-13: 978-0-9844425-7-7.

Software & Web Resources

Software and web-related requirements will be discussed in class.

- Google Chrome
- Adobe Photoshop and Adobe Illustrator (on UM lab computers or for purchase at UM Bookstore at a discounted price)
- a text editor
- a FTP client
- a GitHub account (<https://github.com/edu>)
- a domain name (about \$10-\$15 per year)
- a web host (free to \$20 per month)

Other Required Materials

- a thumb drive (prices vary) and/or a Dropbox account (free; dropbox.com)
- a notebook (whatever you feel comfortable taking notes in)

Assignments/Coursework

Each student will finish this course having created a professional portfolio which reflects one's skill set and thinking process in regard to web design and development. It should be suitable for presentation to potential employers for internships, freelance opportunities, careers or other pursuits.

Class Participation (20 points)

In-class activities may include discussion about readings, social or theoretical impact of web trends, peer evaluations and pair programming exercises among others.

Structure + Presentation (10 points each)

A two-part project. This will be incorporated in a student's final portfolio, but will be graded separately.

Part I: Students will construct a detailed CV/resume using only HTML to demonstrate their grasp of well-structured, valid web documents.

Part II: Using the document created previously, students will then be required to exhibit their understanding of CSS by creating a web, print, accessible and platform-agnostic version of their CV/resume.

Final Portfolio + Assignments (40 points + 20 points)

Each student will be required to develop a personal web site which reflects their professional pursuits.

The final portfolio may include works from other classes related to their field of study, such as images from a photojournalism class, writing samples from a reporting class or audio/video samples from a broadcast journalism class. For students outside the college of journalism, an alternative topic may be presented. Please consult with the instructor on this matter.

The portfolio will also include a section dedicated to each of the assignments completed in this course representing acquired web skills. Descriptions should accommodate each piece, stating the objective and any details the student cares to share about his/her learning experience.

Grading/Evaluation

Grading will be based on class participation, individual exercises two small projects and a final project. All assignments and projects should conform to web standards and best practices presented in class. Be sure your web pages validate!

For each day any project (structure, presentation, final portfolio) is turned in late, points equivalent to a full letter grade will be deducted.

The grading scale for this course is as follows:

Min. Points	Grade
96	A +
90	A
88	A -
85	B +
82	B
78	B -
76	C +
74	C
71	C
68	D +
63	D
60	D -
59 or less	F

Attendance Policy

Web design is *very* hands-on, therefore attendance is *required*. And because the course is project-driven, your presence (or lack thereof, if you so choose) will be reflected in your final portfolio.

Assignments or homework provided in class will *only* be accepted if the student is in attendance on the day in which the task is given. Simply put: if you miss class, you will be missing a portion of your final portfolio. You are welcome to request information you missed from a classmate — it will not be provided by the instructor — to further your knowledge, but the assignment will still be graded a zero.

It is the student's responsibility to inform the instructor before any functions or religious holiday that may interfere with class or the submission of assignments. These assignments should be turned in *before* the anticipated event.

Job-related activities, interviews, study sessions, meetings or other events during class time are not valid excuses for absences. Doctor's appointments may be excused with prior notification *and* a valid doctor's note.

Flexibility may be considered for exigent circumstances; in these situations, please contact me directly by phone.

Classroom Etiquette

Students are expected to show respect for their peers and instructor. This includes arriving to class on time or excusing one's self for personal reasons in a quiet manner. Always give your full, undivided attention to anyone who is speaking in class, including your peers.

All mobile and tablet devices are to be turned OFF and stowed prior to class. Web surfing, unless otherwise noted, is not permitted. Social media is expressly forbidden.

Students are responsible for their own note taking. Audio and video recording of lectures is prohibited, although, material may be provided to students in attendance upon request.

Religious Holy Day Policy

It is the student's obligation to provide faculty members with notice of the dates they will be absent for religious holy days, preferably before the beginning of classes but no later than the end of the first three (3) class days. Absences due to observance of religious holy days not pre-arranged within the first three class days may be considered unexcused and there is no obligation to allow any make up work, including examinations. Missing a class due to travel plans associated with a particular religious holy day does not constitute an excused absence. The University's complete Religious Holy Day Policy can be found in the 2013-2014 *Bulletin*.

Honor Code and Plagiarism Statements

Students enrolled in this course are expected to abide by the University of Miami Honor Code. The purpose of the Honor Code is to protect the academic integrity of the University by encouraging consistent ethical behavior in assigned coursework. Academic dishonesty of any kind, for whatever reason, will not be tolerated.

No honest student wants to be guilty of the intellectual crime of plagiarism, even unintentionally. Therefore, we provide you with these guidelines so that you don't accidentally fall into the plagiarism trap.

Plagiarism is the taking of someone else's words, work, or ideas, and passing them off as a product of your own efforts. Plagiarism may occur when a person fails to place quotation marks around someone else's exact words, directly rephrasing or paraphrasing someone else's words while still following the general form of the original, and/or failing to issue the proper citation to one's source material.

In student papers, plagiarism is often due to...

- turning in someone else's paper as one's own
- using another person's data or ideas without acknowledgment
- failing to cite a written source (printed or internet) of information that you used to collect data or ideas
- copying an author's exact words and putting them in the paper without quotation marks
- rephrasing an author's words and failing to cite the source
- copying, rephrasing, or quoting an author's exact words and citing a source other than where the material was obtained. (For example, using a secondary source which cites the original material, but citing only the primary material. This misrepresents the nature of the scholarship involved in creating the paper. If you have not read an original publication, do not cite it in your references as if you have!)
- using wording that is very similar to that of the original source, but passing it off as one's own

The last item is probably the most common problem in student writing. It is still plagiarism if the student uses an author's key phrases or sentences in a way that implies they are his/her own, even if s/he cites the source.

Instructor's Note Regarding Academic Dishonesty

If there is any uncertainty, confusion or misunderstanding, regarding the University of Miami Honor Code, it is the student's responsibility to seek clarification in the Student's

Rights and Responsibilities Handbook (http://www.miami.edu/sa/index.php/policies_and_procedures/student_rights_responsibilities/)

Due to the subject matter of this course, improper copying or reproduction of web site design and/or source code will also be considered an act of plagiarism.

Because of the open-source nature of the web, however, there may be instances where code snippets, libraries, frameworks or examples are shared by the instructor. We will provide guidance as to whether these items are permissible in student assignments and projects. *When in doubt*, take the time to ask your instructor whether use of source code which is not your own is permissible.

Finally, let's not forget you are part of a college of journalism and communication, training to be media professionals. In addition to the university honor code, I ask that you follow of the standards of practice, integrity and ethical guidelines as set by our peers in the industry. (SPJ Code of Ethics: <http://www.spj.org/pdf/ethicscode.pdf>)

Course Topics Outline

The following is an outline of topics we will cover this semester in class.

Following along with Zeldman's "*Designing with Web Standards*" and "*Responsive Web Design*" is strongly encouraged as the readings will provide further examples and the *why* of our practice. Dates noted within parentheses are guidelines as to when you should have *finished* the assigned readings. Castro's "*HTML5 and CSS3*" should be regarded as your reference text as it provides in-depth step-by-step instructions for everything we cover (and perhaps a little more). Because of the fluid nature of web standards, additional online readings may be assigned.

Toward the end of the course, you will have ample time to work on your final portfolio. During those weeks, we will also have "mini seminars" which will introduce you to topics beyond the scope of this course. You are *not* expected to introduce these ideas into your work. These discussions will be designed to give you a foundation and resources to expand your own knowledge.

Week of Jan. 13-15

- Introduction to the Internet & Web
- Tools of the Trade
- Web Hosting Basics

Reading: (Jan. 15) "*Designing with Web Standards*," pp. 3-60 (Before You Begin, 99.9% of Websites Are Obsolete, Designing and Building with Web Standards)

Week of Jan. 20-22

- **NO CLASS Jan. 20** (Martin Luther King Day)

- Web Graphic Basics (Raster & Vector Images, File Formats, Image Compression)
- Intro to Hypertext Markup Language (HTML)

Reading: (Jan. 22) “*Designing with Web Standards*,” pp. 61-92 (Gentle Persuasion, The Future of Web Standards); “*Responsive Web Design*,” pp. 1-12 (Our Responsive Web)

Week of Jan. 27-29

- HTML: Document Structure (DOM, Block & Inline Elements, HTML5 Structure)
- HTML: Text & Tables (Semantic Tags, Presentation of Data)

Reading: (Jan. 27) “*Designing with Web Standards*,” pp. 111-148 (XHTML and Semantic Markup [please skip pages 113-119!], HTML5: The New Hope)

Week of Feb. 3-5

- HTML: Multimedia (Images, Audio, Video)
- Debugging HTML

Reading: (Feb. 5): “*Designing with Web Standards*,” pp. 149-163 (Tighter, Firmer Pages Guaranteed: Structure and Semantics)

Week of Feb. 10-12

- Intro to Cascading Style Sheets (CSS)

Reading: (Feb. 10): “*Designing with Web Standards*,” pp. 165-183 (CSS Basics)

Week of Feb. 17-19

- CSS: The box model

Reading: (Feb. 17) “*Designing with Web Standards*,” pp. 185-190 (CSS Layout: Markup, Boxes and Floats — Oh My!)

PROJECT DUE: Structure (Feb. 19)

Week of Feb. 24-26

- CSS: Page layout

Reading: (Feb. 24): “*Designing with Web Standards*,” pp. 191-215 (CSS Layout: Markup, Boxes and Floats — Oh My!)

Week of March 3-5

- CSS: Web fonts
- CSS: Progressive enhancement with CSS3

Reading: (March 3) “*Designing with Web Standards*,” pp. 265-293 (Working with Browsers Part III: Typography)

Week of March 10-12

- NO CLASS (Spring Break)

Reading: (March 17) “*Responsive Web Design*,” pp. 13-63 (The Flexible Grid, Flexible Images)

Week of March 17-19

- Responsive Design (Accessibility, Print)

Reading: (March 17) “Designing with Web Standards,” (Accessibility: The Soul of Web Standards); “CSS Design: Going to Print” by Eric Meyer (<http://alistapart.com/article/goingtoprint/>)

Week of March 24-26

- Responsive Design (Mobile)

Reading: (March 24) “Responsive Web Design,” pp. 64-106 (Media Queries)

Week of March 31-April 2

- Web Interactivity (JavaScript & jQuery)
- **PROJECT DUE: Presentation (April 2)**

Week of April 7-9

- **Work on Web Portfolio**
- Seminar 1: TBA

Week of April 14-16

- **Work on Web Portfolio**
- Seminar 2: TBA

Week of April 21-23

- **Work on Web Portfolio**
- Seminar 3: TBA

FINAL PORTFOLIO PRESENTATION: Wednesday, April 30, 5-7:15 p.m. Students will be required to present their portfolio to the class. Attendance is mandatory.

Tips for success in CVJ 341

1. Attend class. Simple enough, right? Forty of your 100 points, through participation and assignments, are tied to attending class. Beyond that, though, the classroom is a fantastic learning environment because we all learn from each other.

2. Ask questions. No question is a bad question. No one learned how to create a web site by themselves (except maybe Sir Tim Berners-Lee). Whether you do not understand a topic or are looking for a better way to do something, do not hesitate to ask. There is *always* at least one other person wondering about the same thing you are. And you would also be surprised how many people who *think* they grasp a concept really do not until it is presented it in a different light.

3. Keep up with assignments. Everything you learn in one class session is a building block for the next. If you fall behind in your assignments, everything taught moving forward will become harder. Considering class meets on Monday and Wednesday, a good rule of thumb is to have your weekly assignments *completed* by Sunday. If you get stuck, I fully expect to see you at office hours the Monday before class.

4. Experiment! Did you find an assignment was too easy? Why not spend time applying your new skills to something you're passionate about? You don't have to create massive web sites — creating single pages are a good way to learn, too. Mark up and style a set list for your favorite band, an episode guide for your favorite television show or a results page for your favorite sports team. Even if you spend 10-20 minutes a day crafting something small, that's more practice to help you level up your skill set. Your passion project might actually turn into something bigger than you expected! And you'll learn while doing it.

5. Don't panic. As you learn to code, you will make mistakes. Your pages will break. This is guaranteed, 100 percent. And that's okay; it is part of the learning process. We'll spend time in class talking about different methods for debugging and problem solving. You will acquire the skills to work through issues, but ultimately remember, do not panic.

6. Master Google. You would be surprised how many resources are available to learn web design online. (Actually, you should not be.) If you have a question that cannot be answered by a book, fellow student or (::gasp::) the instructor, don't hesitate to search the web. There are sites dedicated just to web design tutorials and forums for users to ask/answer questions. Get to know A List Apart, NetTuts, Smashing Magazine and Stack Overflow and WebPlatform.org. Those are always good starting points, but when they fail to deliver an answer... Google, Google, Google.

7. Attend office hours. Attending office hours is not required. But it is extra time to ask questions, get feedback, maybe even learn something from other students who have dropped by. Perhaps you want to share a personal web project you've tinkered with or have a discussion about a reading that sparked thoughts? Come by, let's talk. Even if you just care to ask about what it is like working on the web or in the media industry (especially sports!) I'm there for that, too.

Bonus Tip: Get involved with the community. Did you know there are a bunch of meetups in Miami where people geek out over computer stuff? These offer great opportunities to learn more about developing your craft and gain assistance from people who work on the web for a living. Perhaps the biggest benefit is networking with others who may guide you to internship and/or employment opportunities.

Tear off and return with information required below:

Student Acknowledgement:

I have received and read the syllabus for **CVJ 341 “Web Design,” Section 39**. I have completed the prerequisite courses listed in the syllabus or have had the professor sign below to certify a waiver of the prerequisites.

Signed: _____

Print Name: _____

Date: _____

Professor Prerequisite Waiver (If Needed): _____