

# Introduction to Web Writing & Design

Comm 326 | Fall 2013

Instructor: [REDACTED]

Office: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Classroom: [REDACTED]

Meeting Times: T/TH 12:00 - 1:50

Office Hours: Mon. – Thurs.,  
2 - 3 or by appointment

## Course

This course is designed as an introduction to the mechanics of website development. As such, in this class you can expect to learn rudimentary concepts related to building, designing, and publishing a website. By the end of the course, you can expect to know how to do the following:

- +Write and edit basic HTML and CSS code
- +Apply usability principles, including website inspection terminology and testing
- +Construct a website from scratch using Adobe Dreamweaver and Photoshop
- +Develop appropriate content for a specific audience
- +Use a local server to launch a website on the World Wide Web

## Textbooks

*Adobe Dreamweaver CS5 Digital Classroom*, by Jeremy Osborn and the AGI Creative Team

ISBN #978-1-118-12409-3

*Don't Make Me Think: A Common Sense Approach to Web Usability, Second Edition*, by Steve Krug.

ISBN# 0-321-34475-8

## Materials

While this is a computer-based course, we will be doing in-class assignments and quizzes. As such, you are always expected to have a notebook and paper for taking notes and turning in quizzes.

## Costs

Other than your textbooks, the only expenses you should have to incur include a CD and case (typically less than \$4) and a folder. When you turn in your final website, it will need to be turned in as a physical disc; when you turn in a final usability test, it will need to be turned in as a folder.

# Assignments

## *Reading Quizzes – 150 points*

Because a review of material you read is good for memory, we will have a short (5-question) quiz each class period after a reading assignment is given. The quizzes are designed to refresh your memory of the reading material and encourage you to keep up with the reading.

## *Reading Tasks – 150 points*

With every reading assignment, there is a task associated with it in order to help you improve your understanding of the reading. Once we get into building a website, many of these tasks will be done in class. You will be graded on completing the task in full and on time.

## *Website Inspection Report – 100 points*

After learning some of the ins and outs of web usability, you will search for a website that you would like to test. You will produce three documents: a preliminary inspection (where you record a website's goals, audience(s), and possible strengths/weaknesses); a written usability test (where you test reactions to the site as well as users' ability to perform tasks); and a postscript (a written document that highlights some of your impressions/findings after the test).

## *Usability Test Questions and Responses – 50 points*

After conducting a website inspection report on three different websites, you will choose the website that you feel needs the most improvement. You will then, based on Krug's principles, design a usability test appropriate for that website. In class, you will work with other students to conduct the tests.

## *Group Usability Report – 100 points*

In groups of two or three, you will collaborate on what you learned from your website inspection reports and usability tests. Together, you will create a website inspection report and usability test (Deseret Labs). It will be your task to find at least 5 participants outside of class that can participate in a usability test of the website. After doing the report and test, you will act as consultants and write up a full recommendation report for improvements to the website, including a wire-frame and thumbnails of appropriate changes.

## *HTML Test – 100 points*

After learning some of the basic functions of HTML, you will be tested, in class, on your ability to write the code for a functional web page that includes items such as images, tables, written content, and a couple links.

### ***Personal Website (Portfolio) – 200 points***

As a culminating project for the course, you will be expected to create a full website, complete with multiple pages, images you create, scroll bars, a video, internal and external links, and appropriate content.

### ***Final Exam – 100 points***

Throughout the semester you will become familiar with many terms, concepts, and practices related to website development. The final exam is designed to help you recall critical information related to website development and production, including terminology, code, and processes.

### ***Attendance & Participation – 50 points***

Because this is a very hands-on course where we will workshop and discuss web writing and design, attendance is required for the course. (Please see attendance and participation policies on the following page).

## **Grading**

Your grade for the semester is calculated strictly on a point-based, percentage system. There are 1000 points total for the course. It is my policy that every student starts at a '0' and then earns his/her grade by accumulating points during the semester.

A 93% 1000 – 925	B+ 87% 894 – 865	C+ 77% 794 – 765	D+ 67% 694 – 665
A- 90% 924 – 895	B 83% 864 – 825	C 73% 764 – 725	D 63% 664 – 625
	B- 80% 824 – 795	C- 70% 724 – 695	D- 60% 624 – 595
			F <60% 594 – 0

## **Policies**

### ***Late Work***

All assignments are due on the due date; late assignments will be docked 10% per day, not including weekends. For example, if an assignment is due on Wednesday and you turn it in on Monday, it is 3 days late and will only receive 70% of its value after being graded. Extensions (in rare, serious circumstances and for school-excused absences) must be approved PRIOR to the due date.

### ***Attendance and Participation***

Attendance will be taken at the beginning of every class period. If you arrive late to class, it is your responsibility to come talk to me after class to be sure that you were not marked absent. You are allowed to miss 2 days, for any reason, without penalty during the semester. Other than for school-excused absences, each day missed beyond the two days will result in a deduction of 10 points per day up to 50 points. If you miss more than 7 days during the semester, you will fail the course.

Participation will be measured by your attentiveness and participation during discussions and workshops. Reading, sleeping, listening to music, or playing video games during class will result in a reduction of your participation grade.

### ***Questions Concerning a Grade***

If you have any questions concerning a grade on any assignment, I will be happy to talk with you about it. Typically, it is best to wait 24 hours after receiving the grade so that you can mull it over; however, you must wait no longer than 7 days after receiving the grade to talk with me. After 7 days, the grade will be considered final.

### ***Academic Integrity***

Cheating will not be tolerated. As a college student, you are expected to know and understand plagiarism and ethics guidelines concerning copyrights and the borrowing and citing of information. If you have questions about whether or not you are plagiarizing, please come talk with me before you turn in an assignment. Depending on the seriousness of an incident, cheating will result in a reduction of a grade, failure of an assignment, failure of the course, or even expulsion from [REDACTED]

The [REDACTED] of Undergraduate Academic Catalog (2012) states:

[REDACTED] operates on the assumption that all academic work is the honest product of each student's own endeavors. The faculty and staff at [REDACTED] expect such integrity from the students, and violations are cause for disciplinary action, including suspension, probation, loss of credit, or expulsion from the college.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, and furnishing false or misleading information to any faculty or staff member.

Cheating on written assignments includes plagiarism, unauthorized collaboration with others or submitting the same material for more than one class without authorization of the instructor.

Plagiarism includes borrowing information or ideas, whether directly quoted or paraphrased, from any source beyond one's first-hand experience and not acknowledging the source. The student must give credit for the material by identifying the source, using one of the generally accepted citation methods.

### ***Students with Disabilities***

██████████ complies with Section 504 of the Rehabilitation Act of 1972 and the Disabilities Act and Amendments of 2009 (ADA AA) and does not discriminate against persons with disabilities. The college provides equal access in higher education to academically qualified students with physical, learning, and psychiatric disabilities. The Disability Services Program works with departments throughout the college to ensure that programs and facilities are accessible to all members of the college community. The college must provide reasonable accommodations to students who, by nature of the disability, are limited in accessing academic opportunities. In order to be eligible to receive services through the program, students need to complete the following steps:

- Disclose the nature of the disability to the program coordinator in the START Center.
- Provide current documentation from a qualified source verifying the impact of the disability. Appropriate documentation is necessary to verify eligibility and support requires for accommodations, academic modifications and/or other aids. Information is kept confidential according to federal guidelines.
- Once eligibility is established, students meet with the program coordinator to determine individualized accommodations. Students must provide reasonable notice to allow time for arrangement of accommodations.

## **Resources**

### ***Images and Clip Art***

Stock.xchng: <http://www.sxc.hu/>

iStockphoto: <http://www.istockphoto.com/index.php>

Veer: <http://www.veer.com/>

Artbitz: <http://artbitz.com/>

FotoSearch: <http://www.fotosearch.com/>

Jupiterimages.com: <http://www.jupiterimages.com/>

Getty Images: <http://www.gettyimages.com/>

Clipart: <http://www.clipart.com/en/index>

Web Clip Art (About.com): <http://webclipart.about.com/>

Sprix: <http://www.sprix.com/>

### ***Graphic Design***

Adobe Photoshop Support: <http://helpx.adobe.com/photoshop.html>

Layers Magazine (Photoshop Tutorials): <http://layersmagazine.com/category/photoshop>

Layers Magazine (InDesign Tutorials): <http://layersmagazine.com/category/indesign>

Absolute Cross (Photoshop Tutorials): <http://www.absolutecross.com/tutorials/photoshop>

Photoshop UserTV: <http://kelbytv.com/photoshopusertv/>

# Course Calendar

## August

*August 22*

### **In class**

- Welcome to class
- Syllabus and introduction to assignments
- How the internet works

### **Homework**

- Purchase textbooks
- Read Krug, pages vi – 29
- Do Reading Task #1: Things That Make Us Think

*August 27*

### **In class**

- Reading Quiz #1
- Reading Task #1
- Scanning, Satisficing, Muddling through

### **Homework**

- Read Krug, pages 30 - 49
- Do Reading Task #2: Billboard Design

*August 29*

### **In class**

- Reading Quiz #2
- Reading Task #2
- Billboard Design

### **Homework**

- Read Krug, pages 50 - 93
- Do Reading Task #3: Street Signs & Breadcrumbs

# Course Calendar

## September

<i>September 3</i>	<b>In class</b> <ul style="list-style-type: none"><li>-Reading Quiz #3</li><li>-Reading Task #3</li><li>-Street Signs &amp; Breadcrumbs</li><li>-Introduction to Website Inspection Report assignment</li></ul> <b>Homework</b> <ul style="list-style-type: none"><li>-Read Krug, pages 94 - 121</li><li>-Do Reading Task #4: Homepages</li><li>-Begin working on Website Inspection Report</li></ul>
<i>September 5</i>	<b>In class</b> <ul style="list-style-type: none"><li>-Reading Quiz #4</li><li>-Reading Task #4</li><li>-Homepages</li></ul> <b>Homework</b> <ul style="list-style-type: none"><li>-Read Krug, pages 122 - 159</li><li>-Do Reading Task #5: Usability Testing</li><li>-Complete Website Inspection Report</li></ul>
<i>September 10</i>	<b>In class</b> <ul style="list-style-type: none"><li>-Website Inspection Report Due at beginning of class</li><li>-Reading Quiz #5</li><li>-Reading Task #5</li><li>-Usability Testing</li><li>-Introduction to Usability Test Questions &amp; Responses assignment</li></ul> <b>Homework</b> <ul style="list-style-type: none"><li>-Read Krug, pages 160 - 185</li><li>-Do Reading Task #6: Larger Concerns &amp; Outside Influences</li><li>-Complete Usability Test Questions assignment</li></ul>

# Course Calendar

<p><i>September 12</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Reading Quiz #6</li> <li>-Reading Task #6</li> <li>-Other Issues in Web Design</li> <li>-In-class usability test</li> <li>-Usability Test Questions &amp; Responses due at end of class</li> <li>-Introduction to Group Usability Report</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Read “HTML Basics,” chapter PDF on Canvas</li> <li>-Complete Reading Task #7</li> <li>-Begin working on Group Usability Report</li> </ul>
<p><i>September 17</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Reading Quiz #7</li> <li>-Reading Task #7</li> <li>-Learning HTML</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Continue working on Group Usability Report</li> <li>-Practice writing HTML code</li> </ul>
<p><i>September 19</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Learning HTML, part II</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Continue working on Group Usability Report</li> <li>-Practice writing HTML code</li> </ul>
<p><i>September 24</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-HTML Test, administered in class</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Continue working on Group Usability Report</li> <li>-Read DC, Chapter 1 (pages 1 – 38)</li> <li>-Complete Reading Task #8</li> </ul>

# Course Calendar

<i>September 26</i>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Reading Quiz #8</li> <li>-Reading Task #8</li> <li>-Introduction to Dreamweaver</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Finish working on Group Usability Report; due Tuesday, October 1</li> <li>-Read DC, Chapter 2 (pages 39 – 61)—Reading Task #9 done in class on Tuesday</li> </ul>
<h2>October</h2>	
<i>October 1</i>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Turn in Group Usability Report</li> <li>-Reading Quiz #9</li> <li>-Reading Task # 9 done in class (setting up a new site)</li> <li>-Setting up a new site</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Read DC, Chapter 3 (pages 63 - 92)—Reading Task #10 done in class on Thursday</li> </ul>
<i>October 3</i>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Reading Quiz #10</li> <li>-Reading Task #10 done in class</li> <li>-Adding text and images</li> <li>-Using Photoshop and Sprixi</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Read DC, Chapter 4 (pages 93 – 126)—Reading Task #11 done in class on Tuesday</li> </ul>
<i>October 8</i>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Reading Quiz #11</li> <li>-Reading Task #11 done in class</li> <li>-Styling pages with CSS</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Read DC, Chapter 5 (pages 127 – 156)—Reading Task #12 done in class next Tuesday</li> </ul>
<i>October 10</i>	<p>Fall Break. No class.</p>

# Course Calendar

<p><i>October 15</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Reading Quiz #12</li> <li>-Reading Task #12 done in class</li> <li>-Page layouts with CSS</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Read DC, Chapter 6 (pages 157 – 182)—Reading Task #13 done in class on Thursday</li> </ul>
<p><i>October 17</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Reading Quiz #13</li> <li>-Reading Task #13 done in class</li> <li>-Advanced Page Layout</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Read DC, Chapter 7 (pages 183 – 208)—Reading Task #14 done in class on Tuesday</li> </ul>
<p><i>October 22</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Reading Quiz #14</li> <li>-Reading Task #14 done in class</li> <li>-CSS3 Transitions and Web Fonts</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Read DC, Chapter 8 (pages 209 – 240)—Reading Task #15 done in class on Thursday</li> </ul>
<p><i>October 24</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Reading Quiz #15</li> <li>-Reading Task #15 done in class</li> <li>-Working with Tables</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Read DC, Chapters 9 and 10 (pages 241 – 272)—Bonus Reading Task #16 done in class on Tuesday.</li> </ul>
<p><i>October 29</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Bonus Reading Quiz #16</li> <li>-Bonus Reading Task #16 done in class</li> <li>-Fine-tuning workflow and adding media content</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Read DC, Chapter 11 (pages 273 – 294)—Bonus Reading Task #17 done in class on Tuesday.</li> </ul>

# Course Calendar

<p><i>October 31</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Bonus Reading Quiz #17</li> <li>-Bonus Reading Task #17 done in class</li> <li>-Snippets, library items, and templates</li> <li>-Introduction to Personal Website assignment</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Take a break! It's Halloween!</li> </ul>
<h2>November</h2>	
<p><i>November 5</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Workshop Personal Websites</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Work on website</li> </ul>
<p><i>November 7</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Workshop Personal Websites</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Work on website</li> </ul>
<p><i>November 12</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Workshop Personal Websites</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Work on website</li> </ul>
<p><i>November 14</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Workshop Personal Websites</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Work on website</li> </ul>
<p><i>November 19</i></p>	<p><b>In class</b></p> <ul style="list-style-type: none"> <li>-Writing content for the web</li> <li>-Work on personal websites</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>-Have website in working order for in-class website inspection and peer review</li> </ul>

# Course Calendar

<i>November 21</i>	<p><b>In class</b>          -Website inspection reports and peer review session in class</p> <p><b>Homework</b>          -Work on website</p>
<i>November 26</i>	<p><b>In class</b>          -Schedule personal meeting time w/ me sometime Monday or Tuesday to work out final bugs in website</p> <p><b>Homework</b>          -Work on website.          -Eat turkey. Unless you're vegetarian, in which case yams are delightful as well.</p>
<i>November 28</i>	Thanksgiving break. No class.

## December

<i>December 3</i>	<p><b>In class</b>          -Finalize written content and any other issues with websites.</p> <p><b>Homework</b>          -Complete Personal Website assignment. Burn to disc and bring to class on Thursday.</p>
<i>December 5</i>	<p><b>In class</b>          -Final exam study session.</p> <p><b>Homework</b>          -Study for final exam.</p>
<i>December 10</i>	Final Exam, 12:00 - 1:50.