
MULTIMEDIA IN MASS COMMUNICATIONS I

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INTRODUCTION

The following is a syllabus for a Mass Communications course entitled "Multimedia in Mass Communications I." This is the first in a two-part course introducing students to the world of web design. This course straddles both art and computer science. Students receive a mix of theory on visual design, including discussions of appropriate layouts, typographies, colors, and other design features for websites. They also learn substantial technical skills, including HTML and CSS coding, how to design sites with WordPress, how to purchase domain names and hosting, and how to bring all of this together into real, live websites.

The syllabus I am sharing is for the online version of the class. Even if the reader isn't specifically interested in web design, I think this syllabus can offer some ideas about how to create effective and organized online courses, regardless of the subject matter.

SPECIAL FEATURES OF AN ONLINE COURSE

Developing this course for online instruction took a bit of work. I have taught this course for many years in a face-to-face setting, and I was worried about how students would take to online instruction of a technical subject such as this. Here are a few ways this course was adapted to the online environment:

- Video lectures covered theoretical and design topics. I aimed for 3-5 videos a week, totaling around 45-50 minutes.
- I used Lynda.com videos for instruction in HTML and CSS coding, as well as WordPress.
- Use of online readings in place of a textbook. The field of web design is constantly evolving, and web designers frequently share the latest insights with others. In lieu of a traditional textbook, I use online articles. This format saves the students money, plus keeps the course relevant. Every time the course is taught, I replace or update roughly 30% of the readings. The readings hyperlinked in this syllabus likely will not stay relevant forever, but hopefully the syllabus provides readers an idea of the types of topics the readings cover.
- To ensure that students have some connection with the instructor, and don't get lost in the course, I required students to meet with me face-to-face twice: once during Weeks 1-3, and once during Weeks 9-11. Establishing a face-to-face connection early gave the students confidence that they could stop in during office hours any time they had questions. For the rare student (at our university) who did not live near campus, these meetings could take place over phone or video

conferencing. Ample interaction with students is crucial to helping them feel included in online courses (Jacobs, 2013).

- In addition to the syllabus, I created weekly overviews in the online course management tool (called BOLT at my university). These weekly overviews (see Appendix 1 for a sample overview) not only included a listing of all videos, readings, and assignments required that week, but also included short introductions explaining the logic behind that week's content.
- I emailed the class every Monday, highlighting some of the main points for that week (similar to the Weekly Overviews). I also used these weekly emails to address specific questions students had about course content, provided grading updates, or told students about relevant campus opportunities, such as conferences or upcoming speakers.
- I separated the course policies from the syllabus, allowing the syllabus to be focused on the assignments and schedule, in line with the view of making the syllabus more learner-centered and less contractual (Ludy et al., 2016). I included the course policies under a "START HERE" module on BOLT. Liberal use of headings and bullet points makes this relatively dry material easier to read (see Appendices 2-5).

ORGANIZATION IS KEY

At my university, online courses are becoming more common, but students do not have a lot of experience with them. Unfortunately, their experiences are often bad, and they report dreading online classes because their professors are disorganized, unavailable during office hours, and provide little feedback on class work. This lack of interaction with professors in online courses is a common concern among students, along with perceptions that face-to-face courses facilitate a better learning environment (Tichavsky, Hunt, Driscoll, & Jicha, 2015).

I am a fierce proponent of organization and try to have as much of the class prepared before the semester begins. That includes recording videos, creating all assignment sheets, and writing as many of the weekly overviews as I can. Inevitably, this is not always possible to accomplish with new course preps, so at the very least all assignment sheets (and rubrics) are created ahead of time, the syllabus is complete with due dates and video titles, and several weeks of lectures have been recorded.

This material is available to students from day one. While one possible risk is that students might feel overwhelmed by the amount of content, all videos and assignments they need for each week are included in separate modules to keep the weeks focused. I encourage students to look ahead in the course, particularly at the major long-term assignments (the Personal Website and Client Website) so they know what to expect. However, rarely has a student expressed interest in actually working ahead. Almost all complete their work at the intended pace of the course.

Instead of only stating what the topic of discussion is for each week, like many syllabi do, I tell students exactly what the videos are called, how many there are, and how long each one is. I also have every single assignment figured out, with points, rubrics, and due dates, so that students can plan their semester from the very beginning. This is the same approach I take to face-to-face courses as well. However, because some of my students are nervous about online courses, I am explicit about as much of the course as I can, and they have responded well to having structure and organization.

USING LYNDA.COM VIDEOS

My university offers students a free subscription to Lynda.com, which has thousands of courses on many different software programs and applications. For the technical part of the course, coding with HTML and CSS, I found that utilizing Lynda.com, as opposed to creating my own tutorials, was valuable for two reasons.

First, Lynda.com's videos are highly organized. Videos are broken down into manageable chunks of 2-8 minutes long, with clear titles and even transcripts. Utilizing Lynda.com, though, involves more than simply telling students to watch a particular course. The instructor should still watch all videos in a course before assigning them to students, to discern which videos and topics are appropriate for their class.

Second, in my skills-based courses, one of my goals is that students learn how to teach themselves. I tell students that they will never learn everything they need to know about technology in school, and even if they could, their skills will get out of date soon after graduating. By showing them how to use resources like Lynda.com (and other resources specific to web design, such as the W3Schools), I model for them how to be lifelong learners. The last week of the course, I even have a video that gives the students practical suggestions about how to continue their study of web design.

CHALLENGES WITH THIS COURSE

Whether this course is taught online or face-to-face, students often struggle with it. The coding aspect is the most difficult, and students liken it to learning a new language. I forewarn the students (see Appendix 3) that this course may be their most time-consuming and challenging this semester.

Many students expressed to me that they would rather take this class in a face-to-face setting so that they could ask questions about coding. On the other hand, at a previous university, I taught an earlier version of this course online and there was no difference in the quality of student work compared to the face-to-face version. Students' ability to handle a technical subject like this in an online environment may vary from university to university.

One great advantage of the online format is that if students are sick or out of town, they do not as easily fall behind. While some students are bored by the Lynda.com lectures, they can pause, rewind, and rewatch them anytime they need a refresher. In a face-to-face course, where the lab instruction is ephemeral, there is no way to refresh themselves on confusing topics, unless they take good notes (which some students do not). Additionally, if a student misses a face-to-face lab, either due to sickness or just plain skipping, it can be difficult to catch up.

Overall, adapting this course to the online environment was challenging, but with a lot of preparation, the results were great. With forethought, structure, and organization, students can have an enjoyable and strong learning experience that is congruent with a face-to-face class.

REFERENCES

Jacobs, P. (2013). The challenges of online courses for the instructor. *Research in Higher Education Journal*,

21, 1-18.

Ludy, M., Brackenbury, T., Folkins, J., Peet, S.H., Langendorfer, S.J., & Beining, K. (2016) Student Impressions of Syllabus Design: Engaging Versus Contractual Syllabus. *International Journal for the Scholarship of Teaching and Learning*, 10(2).

Tichavsky, L. P., Hunt, A. N., Driscoll, A., & Jicha, K. (2015). "It's just nice having a real teacher": Student perceptions of online versus face-to-face instruction. *International Journal for the Scholarship of Teaching and Learning* 9(2).

SYLLABUS: MULTIMEDIA IN MASS COMMUNICATIONS I

COURSE DESCRIPTION:

Introduces students to the world of online multimedia design and development from the mass communication perspective. The primary emphasis of the course will be on the design, development and implementation of two websites utilizing industry standards and best practices. Students will learn how to communicate effectively in the online realm and will hone skills that are transferrable to a variety of personal and professional interests.

CLASS MEETINGS:

Because this class is online, there are no set meeting times. There are, however, assignments, readings, and lectures every week. This course requires a lot of work and it's easy to fall behind. I recommend that you set aside 2-3 blocks of time each week to devote to the course material. You will be most successful if you develop a routine.

COURSE OBJECTIVES:

After successful completion of this course, students will be able to:

- Demonstrate control of HTML, CSS, WordPress, and other web design tools
- Plan and design multimedia content
- Evaluate and critique the design of multimedia content using industry language
- Demonstrate responsible citizenship by completing a website SWOT analysis for a local business, non-profit, or organization.
- Utilize competencies within the discipline toward original expression through website design and development.

TABLE 2: ASSESSMENT BREAKDOWN FOR PPEPI

Component	Week Due	Percent of Grade	Key SLOs
A. Introductory Meeting with COMMUNITY PARTNER (G)	2	5%	2,4,6
B. Scope of Work (G)	3	6%	1,3,7
C. Logic Model (I)	4	6%	2,3,6
D. Evaluation Matrix (G)	5	6%	1,3,7
E. Quantitative Data Collection Instrument (I)	6	6%	3,4,5,7
F. Qualitative Data Collection Instrument (I)	7	6%	3,4,5,7
G. IRB Application Due (G)	8	6%	1,3,4,6,7
H. Annotated Bibliography (I)	9	10%	1,2,4
I. Report Draft (G)	12	10%	6,7
J. Final Presentation (G)	15	30%	6,7
K. Final Report (G)	16	10%	6,7
L. Peer Review and In-Class Activities	All	5%	3,6,7

REQUIRED MATERIALS:

This semester you will create a personal website. You will be required to purchase web hosting and a domain name. Details will be provided in class. Domain names typically cost \$10-12 per year, and hosting can range from \$5-\$10 per month. You only need hosting for the duration of the semester. Web-hosting companies often provide discounts if you purchase more months of hosting.

GRADING:

A	925-1,000
A-	900-924
B+	880-899
B	820-879
B-	800-819
C+	780-799
C	720-779
C-	700-719
D+	680-699
D	600-679
F	0-599

Full grading policies are available on BOLT under the START HERE module.

ASSIGNMENT DESCRIPTIONS:

The following are brief descriptions of your assignments this semester. More detailed directions are provided on BOLT, along with grading rubrics.

ONLINE IDENTITY AUDIT (20 POINTS):

Having a clean online identity will benefit you professionally. For this assignment, you will examine your public online identity to see what other employers might see and make changes to your online presence if needed. You will then write a short paper explaining what you found.

SYLLABUS QUIZ (10 POINTS):

Brief quiz on course policies and the course structure. This quiz is designed to help you get acquainted with how the course works.

MEETINGS (10 POINTS EACH; 20 POINTS TOTAL):

Twice during the semester, you will visit me during office hours for a brief meeting of 5-10 minutes. Because of the distance that can occur between instructor and student in an online class, these meetings will help us better connect. We can also discuss any concerns you have about the course or the assignments.

QUIZES (20 POINTS EACH; 60 TOTAL):

There will be three quizzes, one on HTML terminology, one on CSS terminology, and one on WordPress terminology. Web design is a technical field, and as such, knowing the correct terms will help you speak competently and professionally.

PRACTICE ASSIGNMENTS (50 POINTS EACH; 200 TOTAL):

You will have four practice assignments in which you will demonstrate your coding skills. For these practice assignments, you will be given HTML and CSS files, and each assignment will have a list of changes or additions to make to the files. These assignments will help you practice coding and prepare for the personal website project.

DISCUSSIONS (10 POINTS EACH; 30 POINTS TOTAL):

During discussions, you will discuss among a small subset of classmates issues related to Web Design, Website Layout, and Web Design Ethics. These discussions will give you an opportunity to think through big picture issues. Being able to critically discuss what works and what doesn't in a design will help you become a more thoughtful designer and is a skill that will come in use in professional settings.

PERSONAL WEBSITE WIREFRAMES/SITE MAP (40 POINTS):

Before you begin serious coding work on your website, you need a plan. You will construct wireframes and a site map for your personal website. These documents will assist you once you start developing your website. You will also comment on your classmates' designs in your discussion groups.

PERSONAL WEBSITE DRAFT (100 POINTS):

You will complete the first draft of your personal website and upload it to a web host. Your website will be publicly viewable. A detailed list of requirements will be provided to you well in advance.

PERSONAL WEBSITE EVALUATIONS (20 POINTS):

After the Personal Website Draft is submitted, you will evaluate your classmates' websites. You will offer detailed feedback on how they can improve their website for the final submission.

CLIENT MEETING REPORT (50 POINTS):

In addition to your personal website, you will develop a website for a local non-profit or business that does not have one. A client will be assigned to you, and you will meet with them during class time. You will be prepped on what you should talk to them about. After the meeting, you will upload a report of what you discussed and your plan for their website.

CLIENT WIREFRAMES AND SITE MAP (30 POINTS):

As with your personal website, you will design wireframes and a site map for your client's website. These documents will then be used once you start developing the client website.

CLIENT PROJECT PROGRESS REPORTS (10 POINTS EACH; 20 POINTS TOTAL):

In the middle of the Client Project, your group will provide me two short progress reports outlining the contact you've had with your client and between group members.

REVISED PERSONAL WEBSITE (250 POINTS):

Based on feedback from your instructor and classmates, you will revise your personal website, making it as polished and professional as you can. The only new requirement is that the site should now incorporate mobile design principles and techniques. You will submit to BOLT a brief report highlighting what you've changed for the revision.

CLIENT WEBSITE (100 POINTS):

This is the final version of the website for your client. You will meet with your client a second time to show them how the website works. You will instruct your client on how to update and maintain the website and will provide them with a guidebook covering basic tasks. You will also hand control of the website over to the client.

CLIENT GUIDEBOOK (50 POINTS):

The client guidebook is meant to help your clients update and maintain the website after your relationship with them ends. The guidebook will show clients how to do standard operations on their website and should be written for a lay audience. You will give this to your client during your second meeting.

**The Academic Honesty, Grading, and Special Needs Policies
are available on BOLT under the START HERE module.
You should review these policies frequently.**

SCHEDULE:

WEEK 1

VIDEOS (64:09 TOTAL)

- 1.1 Course Introduction (19:14)
- 1.2 Succeeding in This Online Course (10:42)
- 1.3 Evaluating Your Online Identity (18:34)
- 1.4 The Website Design Process (15:34)

READ

- Krotoski, A. (2012, April 19). Online identity: is authenticity or anonymity more important? Retrieved from <https://www.theguardian.com/technology/2012/apr/19/online-identity-authenticity-anonymity>

- Hanson, W. (2013, June 11). Managing your professional reputation on social media. Retrieved from <https://www.theguardian.com/media-network/media-network-blog/2013/jun/11/professional-reputation-social-media-tips>
- Reimer, L. (2011, June 22). Following a web design process. Retrieved from <https://www.smashingmagazine.com/2011/06/following-a-web-design-process/>
- Bowlby, S. M. (2014, March 11). 6 phases of the website design and development process. Retrieved from <https://www.idesignstudios.com/web-design/phases-web-design-development-process/>

ASSIGNMENTS

- Syllabus Quiz due to BOLT by **Sunday at 11:55 p.m.**
- Meeting 1: Meet with Instructor during office hours, sometime during **Weeks 1, 2 or 3.**

WEEK 2

VIDEOS (57:04 TOTAL)

- 2.1 Using Lynda.com (8:39)
- 2.2 Introduction to HTML (20:37)
- 2.3 Organizing Your Files (12:51)
- 2.4 Using the HTML Validator (14:57)

LYNDA.COM TUTORIALS (1:29:52 TOTAL)

- Begin HTML Essential Training with James Williamson. Check the Week 2 Overview on BOLT for specific videos to watch.

RESOURCES

- W3C Markup Validation Service. (2013). HTML Validator. Retrieved from <https://validator.w3.org/>
- MDN Web Docs. (2019, March 3). HTML Element Reference. Retrieved from <https://developer.mozilla.org/en-US/docs/Web/HTML/Element>
- MDN Web Docs. (2019, March 18). HTML Attribute Reference. Retrieved from <https://developer.mozilla.org/en-US/docs/Web/HTML/Attributes>

ASSIGNMENTS

- Online Identity Audit due to BOLT by **Thursday at 11:55 p.m.**
- HTML Quiz due by **Sunday at 11:55 p.m.**
- Meeting 1: Meet with Instructor during office hours, sometime during **Weeks 1, 2 or 3.**

WEEK 3

VIDEOS (68:15 TOTAL)

- 3.1 Effective Web Design (21:56)
- 3.2 Navigation: Getting to Where You Need to Go (16:57)
- 3.3 Design is CRAP: Contrast, Repetition, Alignment, and Proximity (20:44)
- 3.4 Completing the HTML Practice Assignment (8:38)

LYNDA.COM TUTORIALS (43:46 TOTAL)

- Continue HTML Essential Training with James Williamson. Check the Week 3 Overview on BOLT for specific videos to watch.

READ

- Lynch, P. (2009, June 23). Visual decision making. Retrieved from <https://alistapart.com/article/visual-decision-making>
- Boulton, M. (2007, January 9). Whitespace. Retrieved from <https://alistapart.com/article/whitespace>
- Jensen-Inman, L. (2010, March 30). Contrast is king. Retrieved from <https://alistapart.com/article/contrast-is-king>
- Góczy, Z., & Gazdik, R. (2011). Contrast rebellion. Retrieved from <https://contrastrebellion.com/>

ASSIGNMENTS

- Design Discussion Initial Post due to BOLT by **Thursday at 11:55 p.m.** Replies due by **Friday at 11:55 p.m.**
- HTML Practice Assignment due to BOLT by **Sunday at 11:55 p.m.**
- Meeting 1: Meet with Instructor during office hours, sometime during **Weeks 1, 2 or 3.**

WEEK 4

VIDEOS (56:48 TOTAL)

- 4.1 Introduction to CSS (12:52)
- 4.2 Writing CSS Rules (8:52)
- 4.3 Contextual Selectors (8:38)
- 4.4 Margins, Padding, and Borders (7:03)
- 4.5 Using the CSS Validator (8:30)
- 4.6 (Optional) HTML Practice Answers (10:53)

LYNDA.COM TUTORIALS (1:12:14 TOTAL)

- Begin CSS Essential Training 1 with Christina Truong. Check the Week 4 Overview on BOLT for specific videos to watch.

RESOURCES

- [CSS Validator](#)
- [CSS Reference](#)
- [HTML Color Codes](#)

ASSIGNMENT

- CSS Quiz due by **Sunday at 11:55 p.m.**

WEEK 5

VIDEOS (45:18 TOTAL)

- 5.1 Optimizing Images for the Web (18:50)
- 5.2 Website Layout (13:33)
- 5.3 Using the Semantic Tags (12:55)

LYNDA.COM TUTORIALS (1:15:07 TOTAL)

- Finish HTML Essential Training with James Williamson. Continue CSS Essential Training 1 with Christina Truong. Check the Week 5 Overview on BOLT for specific videos to watch.

READ

- Charlotte. (2009, July 3). 10 principles of navigation design and why quality navigation is so crucial. Retrieved from <https://onextrapixel.com/10-principles-of-navigation-design-and-why-quality-navigation-is-so-critical/>
- Mardiros Internet Marketing. (n.d.). Good web site navigation—reaching the information instantly. Retrieved from <https://www.my.biz/good-web-site-navigation-reaching-the-information-instantly/>

ASSIGNMENTS

- Layout Discussion Initial Post due to BOLT by **Thursday at 11:55 p.m.** Replies due by **Friday at 11:55 p.m.**
- CSS Practice Assignment due to BOLT by **Sunday at 11:55 p.m.**

WEEK 6

VIDEOS (24:03 TOTAL)

- 6.1 How to Create a Wireframe (12:32)
- 6.2 How to Create a Site Map (11:31)

LYNDA.COM TUTORIALS (59:06 TOTAL)

- Finish CSS Essential Training 1 with Christina Truong. Check the Week 6 Overview on BOLT for specific videos to watch.

READ

- Craig, W. (n.d.). Ultimate guide to website wireframing. Retrieved from <https://www.webfx.com/blog/web-design/website-wireframing/#header>
- Patel, N. (n.d.). Why you should build a sitemap before designing your site. Retrieved from <https://neilpatel.com/blog/build-a-sitemap/>

ASSIGNMENTS

- Personal Website Wireframes and Sitemap due to Discussions by **Friday at 11:55 p.m.**
- Wireframes and Sitemap Evaluations due to Discussions by **Sunday at 11:55 p.m.**

WEEK 7

VIDEOS (58:36 TOTAL)

- 7.1 Web Typography (16:03)
- 7.2 Google Fonts Tutorial (8:09)
- 7.3 Designing with Color (21:28)
- 7.4 Choosing a Web Host and Domain Name (12:56)

LYNDA.COM TUTORIALS (35:06 TOTAL)

- Begin CSS Essential Training 2 with Christina Truong. Check the Week 7 Overview on BOLT for specific videos to watch.

READ

- Santa Maria, J. (2014, August 5). How we read. Retrieved from <https://alistapart.com/article/how-we-read>
- Norton, S. (2015, February 16). Effective web typography: Rules, techniques and responsive design. Retrieved from <https://designmodo.com/web-typography/>
- One Way to Code Your Website [pdf reading]
- Albrighton, T. (2012, November 29). The nightmare of choosing a domain name. Retrieved from <https://econsultancy.com/the-nightmare-of-choosing-a-domain-name/>
- Fishkin, R. (2016, Junly 15). How to choose a domain name. Retrieved from <https://moz.com/blog/how-to-choose-a-domain-name-whiteboard-friday>
- Dirkin, B. (2018, August 29). 10 important factors to consider before choosing a web host. Retrieved from <https://www.hongkiat.com/blog/10-important-factors-to-consider-before-choosing-a-web-host/>

ASSIGNMENT

- Layout Practice Assignment due to BOLT by **Sunday at 11:55 p.m.**

WEEK 8

VIDEOS (38:11 TOTAL)

- 8.1 Search Engine Optimization (13:37)
- 8.2 Incorporating SEO Into Your Design (13:45)
- 8.3 Testing Your Website (10:49)

READ

- Colter, A. (2010, December 14). Testing content. Retrieved from <https://alistapart.com/article/testing-content>
- Chisnell, D. (2009, October 6). Usability testing demystified. Retrieved from <https://alistapart.com/article/usability-testing-demystified>
- Moz. (n.d.). The beginner's guide to search engine optimization. Retrieved from <https://moz.com/beginners-guide-to-seo>
- King, C. (2013, August 13). 16 social media marketing tips from the pros. Retrieved from <https://www.socialmediaexaminer.com/16-social-media-marketing-tips-from-the-pros/>

ASSIGNMENTS

- Personal Website Draft link due to BOLT by **Sunday at 11:55 p.m.** Your personal website itself will be uploaded to a web host.
- Meeting 2: Meet with Instructor during office hours, sometime during **Weeks 9, 10 or 11.**

WEEK 9

VIDEOS (38:27 TOTAL)

- 9.1 Preparing for Your Client Meeting (22:28)
- 9.2 Working with Clients (12:16)
- Bplans (2014, July 23) What is a SWOT analysis? [YouTube video] Retrieved from <https://www.youtube.com/watch?v=4aFB9xrkdIU> (3:43)

LYNDA.COM TUTORIALS (50:34 TOTAL)

- WordPress.com Essential Training with Carrie Dils. Check the Week 10 Overview on BOLT for specific videos to watch.

READ

- Vilhauer, C. (2012, February 28). Audiences, outcomes, and determining user needs. Retrieved from <https://alistapart.com/article/audiences-outcomes-and-determining-user-needs>

- Berry, T. (n.d.). What is a SWOT analysis? Retrieved from <https://articles.bplans.com/how-to-perform-swot-analysis/>
- Kucheriavy, A. (n.d.). How to perform a SWOT analysis for your website. Retrieved from <https://www.intechinc.com/blog/how-to-perform-a-swot-analysis-for-your-website/>

ACTIVITIES

- Conduct initial face-to-face meeting with client. This should be done with the entire group if possible.

ASSIGNMENTS

- Personal Website Evaluations due to BOLT by **Friday at 11:55 p.m.**
- Client Meeting Report due to BOLT by **Sunday at 11:55 p.m.**
- Meeting 2: Meet with Instructor during office hours, sometime during **Weeks 9, 10 or 11.**

WEEK 10

VIDEOS (53:00 TOTAL)

- 10.1 Web Design Ethics (17:05)
- 10.2 Designing with WordPress Tutorial (20:56)
- 10.3 Custom CSS Tutorial (14:59)

LYNDA.COM TUTORIALS (56:22 TOTAL)

- Finish WordPress.com Essential Training with Carrie Dils. Check the Week 11 Overview on BOLT for specific videos to watch.

READ

- Webdesigner Depot. (2011, February 17). Ethics in the design field. Retrieved from <https://www.webdesignerdepot.com/2011/02/ethics-in-the-design-field/>
- Cousins, C. (n.d.). Why every designer needs a code of ethics. Retrieved from <https://designshack.net/articles/business-articles/why-every-designer-needs-a-code-of-ethics/>
- Stim, R. (n.d.). Fair use information. Retrieved from <https://fairuse.stanford.edu/overview/fair-use/>
- Stim, R. (n.d.). Public domain information. Retrieved from <https://fairuse.stanford.edu/overview/public-domain/>

ASSIGNMENTS

- Web Design Ethics Discussion due to BOLT by **Thursday at 11:55 p.m.** Replies due by **Friday at 11:55 p.m.**
- WordPress Quiz due by **Sunday at 11:55 p.m.**
- Meeting 2: Meet with Instructor during office hours, sometime during **Weeks 9, 10 or 11.**

WEEK 11

VIDEOS (34:05 TOTAL)

- 11.1 Importance of Mobile Design (18:36)
- 11.2 Mobile Design Approaches (15:29)

LYNDA.COM TUTORIALS (50:57 TOTAL)

- Finish CSS Essential Training 2 with Christina Truong. Check the Week 12 Overview on BOLT for specific videos to watch.

READ

- Hood, C. (n.d.). Mobile first design: Why it's great and why it sucks. Retrieved from <https://mayvendev.com/blog/mobilefirst>
- Austin, C. (2018, September 10). 8 awesome examples of effective mobile website design. Retrieved from <https://www.impactbnd.com/examples-of-effective-mobile-website-design>

ASSIGNMENT

- Client Wireframes and Site Map due to BOLT by **Sunday at 11:55 p.m.**

WEEK 12

VIDEOS (41:33 TOTAL)

- 12.1 Making Your Personal Website Responsive (41:33)

READ

- Marcotte, E. (2010, May 25). Responsive web design. Retrieved from <https://alistapart.com/article/responsive-web-design>
- Why does my website look like everybody else's? [Page on BOLT]

ASSIGNMENTS

- Client Project Progress Report 1 due to BOLT by **Friday at 11:55 p.m.**
- Mobile Design Practice Assignment due to BOLT by **Sunday at 11:55 p.m.**

WEEK 13

VIDEOS

- No video lectures: work week.

READ

- No readings.

ASSIGNMENTS

- Client Project Progress Report 2 due to BOLT by **Friday at 11:55 p.m.**
- Revised Personal Website Report due to BOLT by **Sunday at 11:55 p.m.**

WEEK 14

VIDEOS (32:16 TOTAL)

- 14.1 Building Your Online Brand (15:54)
- 14.2 Expanding Your Skills After the Course Concludes (16:22)

READ

- Pan, J. (2012, August 28). Students, here's how to kick-start your personal brand online. Retrieved from <https://mashable.com/2012/08/28/personal-branding-for-students/#tX3YMRo56sgw>
- Hein, R. (2013, May 22). 9 steps to build your personal brand (and your career). Retrieved from <https://www.cio.com/article/2385635/9-steps-to-build-your-personal-brand--and-your-career-.html>
- Creative Bloq. (2014, January 6). Get started with logo design: 10-step guide. Retrieved from <https://www.creativebloq.com/logo-design/get-started-7112864>

ASSIGNMENTS

- Client Websites and Client Guidebook due to BOLT by **Sunday at 11:55 p.m.**
- Group Evaluation (optional) submitted to BOLT. **DUE Sunday at 11:55 p.m.**

APPENDIX 1: SAMPLE WEEKLY OVERVIEW

Each week I included a Weekly Overview, which not only lists the videos, readings, and assignments, but also includes a short explanation of the learning objectives for the week, and how the assignments build off the readings and videos. Whereas in the syllabus proper I simply list which Lynda.com tutorials students are working on that week, in order to keep the syllabus to a manageable length, in the Weekly Overviews I full identify which videos students should work on, and how long the videos are. Lynda.com courses are updated periodically, so the following listing will not be accurate forever, but will give readers a sense of how much material I ask students to complete each week.

WEEK 3 OVERVIEW

Last week we introduced HTML, and hopefully you had fun with it! It can be overwhelming at first, but remember that we are starting simple and building to greater complexity. This week the amount of Lynda.com tutorials assigned is shorter than last week. If you didn't quite get through all of last week's tutorials, I recommend you finish last week's tutorials before continuing with this week's.

There are two assignments. The first, the Design Discussion, will build off what is discussed in the video lectures. You have been put into Discussion groups, so you will complete this discussion board (and later ones) within this smaller group. That way, discussion will be more intimate, and hopefully you get to know at least a few classmates this semester!

Discussion boards are a common feature in online courses, and I know that some students don't like them. I've limited the amount of discussion boards in this course, so you don't become bored. The trade-off is I would like you to spend more than 5 minutes on each discussion board! Take your time to examine the Video Lectures and Readings this week before crafting your response. And do not forget: your initial post and 2 replies are due on different days!

Your bigger assignment will be the HTML Practice assignment. If you have any questions about this assignment, please let me know before Sunday, or even better, stop in during office hours!

VIDEOS (68:15 TOTAL)

- 3.1 Effective Web Design (21:56)
- 3.2 Navigation: Getting to Where You Need to Go (16:57)
- 3.3 Design is CRAP: Contrast, Repetition, Alignment, and Proximity (20:44)
- 3.4 Completing the HTML Practice Assignment (8:38)

LYNDA.COM TUTORIALS (43:46 TOTAL)

Continue **HTML Essential Training with James Williamson**. Complete the following chapters:

3. FORMATTING PAGE CONTENT

- Controlling whitespace (3:37)
- Displaying images (7:08)
- Challenge: Formatting page content (optional, in case you want more practice)
- Solution: Formatting page content (optional)

5. CREATING LINKS

- Exploring the anchor element (2:58)
- Linking to pages within your site (10:21)
- Linking to external pages (4:18)
- Linking to downloadable resources (5:19)
- Linking to page regions (optional)
- Challenge: Creating links (optional)
- Solution: Creating links (optional)

6. CREATING LISTS

- Unordered lists (6:05)
- Ordered lists (4:00)
- Definition lists (optional)
- Challenge: Creating lists (optional)
- Solution: Creating lists (optional)

READ

- (START HERE module) Discussion Group Guidelines
- Lynch, P. (2009, June 23). Visual decision making. Retrieved from <https://alistapart.com/article/visual-decision-making>
- Boulton, M. (2007, January 9). Whitespace. Retrieved from <https://alistapart.com/article/whitespace>
- Jensen-Inman, L. (2010, March 30). Contrast is king. Retrieved from <https://alistapart.com/article/contrast-is-king>
- Gócza, Z., & Gazdik, R. (2011). Contrast rebellion. Retrieved from <https://contrastrebellion.com/>

ASSIGNMENTS

- Design Discussion Initial Post due to BOLT by **Thursday at 11:55 p.m.** Replies due by **Friday at 11:55 p.m.**
- HTML Practice Assignment due to BOLT by **Sunday at 11:55 p.m.**
- **Meeting 1:** Meet with Instructor during office hours, sometime during **Weeks 1, 2 or 3**. This meeting is worth 10 points: 10 points if you visit me, 0 points if you do not. If my office hours do not work for you, email me 3 other times that work for you and we will work it out. There is nothing you need to submit for this.

APPENDIX 2: ACADEMIC HONESTY AND PLAGIARISM POLICIES

ACADEMIC HONESTY

All work completed for this course must respect the intellectual property of others. When using somebody else's copyrighted material, whether words, images, media, or ideas, proper credit must be given. If direct quotations are used, they must be enclosed in quotation marks and properly cited. If copyrighted material is used indirectly, it must still be properly cited.

If in doubt, include a citation. If you have any questions at all, ask your instructor before the assignment is submitted. Ignorance of what constitutes plagiarism is not an excuse.

The academic community is operated on the basis of honesty, integrity, and fair play. The university's integrity policy applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, either determined by the instructor or the Provost, depending on the seriousness of the offense.

SPECIAL NOTES CONCERNING PLAGIARISM ON THE WEB

Stealing another person's content is easy on the web. I'm positive that nearly all of us have at some point downloaded pirated music, watched movies or television shows uploaded illegally to foreign websites, or found other ways of getting free stuff online that normally should be paid for. Whatever you do outside of class is your own business, but when it comes to turning in work, I expect you to credit anything you get from somebody else.

If you get an image or clip art from another website, you must have permission and give credit. If you get audio or video from another website, you must give credit. Over the course of this semester, you'll likely find many websites that provide tutorials on how to design websites, or tutorials on how to do something cool on your website. Even if you borrow code from another website, you must still provide credit.

Just because it is easy to steal somebody's content doesn't mean it is ethical. Internet behavior is dictated more by developing cultural norms than by law. You can right click on any image or multimedia and click "Save Target As" to download that image. You can also right click on any webpage and click "View Source Code" to get the HTML code for that page. The web was built (and is still being built) through a culture of collaboration and open sourcing. Many people even want you to use their code and templates in your own websites. But most of them also expect credit to be given where credit is due.

We will be discussing ethical issues like this later in the semester, but if you have any doubt, ask your instructor.

HOW TO GIVE CREDIT TO OTHERS

Designing websites is not like writing an academic paper: there are far fewer rules, and you have much more freedom in how you present your content. Many students have asked over the years how to give credit on their websites. While there's no right or best answer, below are some of the ways students give credit to others whenever they borrow or reference their work:

- Provide a simple text link back to the website.
- Leave a comment in your HTML or CSS code acknowledging where the code came from (you will be shown how to do this).
- Include a reference page on your website that lists where everything came from.
- Include a reference section at the bottom of every single webpage, perhaps in smaller print, telling people where your information comes from.

There are likely many more ways to give credit to others. I take plagiarism very seriously, and students from previous semesters have been known to fail a project or the course for plagiarizing another's work.

APPENDIX 3: GRADING POLICIES

I am happy to discuss your grades at any time. However, before you contact me with grading questions, please read this document carefully. Your question may already be answered.

GRADING

Grades are calculated by totaling all points from graded work, based on the following scale:

A	925-1,000
A-	900-924
B+	880-899
B	820-879
B-	800-819
C+	780-799
C	720-779
C-	700-719
D+	680-699
D	600-679
F	0-599

The grading scale is non-negotiable. A final grade of 879, for instance, is a B. All grades are final unless questions about grades are addressed in writing within 2 weeks after the grade is posted. If you have concerns about your grades check with me sooner in the semester rather than later.

The reason I do not round up grades is to remain fair for all students. If I round up a grade for a student who is one point below the cut-off, what do I do for the student who is 2 points below the cut-off? Three points? Five? At some point, there has to be a cut-off to ensure fairness.

LATE WORK

Please read the syllabus carefully to know how to turn in assignments and when they are due. When submitting assignments electronically, you will have a 10-minute grace period to account for possible issues when uploading your assignment, after which time the assignment will be considered late. Please do not wait until the last minute to submit assignments.

Assignments turned in late will receive a 25% penalty. Late work will only be accepted for 24 hours after the due date. Work turned in later than 24 hours will not be accepted.

If you are going to miss class or a due date, please notify me BEFORE THE DUE DATE if at all possible. If you have an excused absence, I will still accept your assignment.

COURSE DIFFICULTY

For many of you, this will be your most difficult class this semester. You will learn how to code HTML and CSS; coding is like learning a new language. You will also learn principles of web design and online

communication. You will spend many hours on this course. This course will likely take more time than you anticipate.

This course may appear daunting, but I assume that you are entering this course with little to no web design experience. The most successful students are those that take initiative and responsibility for their learning and seek out knowledge and skills beyond what I cover in class. The world of web design is constantly evolving, and the skills you learn in class will become outdated. To be a successful mass communicator you must learn to teach yourself how to use technology.

CALCULATING YOUR CURRENT GRADE

If you want to know your current grade in the course, there's an easy way to calculate it. Because all the assignments are in the gradebook from the beginning of the semester, BOLT will not give you an accurate view of your grade, as many assignments will be "missing" until they are graded.

To calculate your grade, first tally all the points you've earned on graded assignments. Only factor in grades that have been released at this point.

Then, tally the total points these assignments are worth. This number will be bigger than the first.

Finally, follow this formula:

$$(\text{Points Earned} / \text{Total Points}) * 100 = \text{Current percentage}$$

For example, let's say the following represents your scores for the first 5 assignments:

Assignment 1:	25/30
Quiz 1:	9/10
Discussion 1:	10/10
Assignment 2:	37/50
Assignment 3:	28/40

The total points earned on these assignments is 109 (25 + 9 + 10 + 37 + 28). The total points these assignments are worth is 140 (30 + 10 + 10 + 50 + 40). Put these numbers into the above formula:

$$(109/140) * 100 = 77.85\%$$

This is a high C grade.

Grading Apps: If you struggle to keep track of your grades, you might want to consider downloading one of the many apps available for keeping track of grades, such as [Grade Tracker Pro](https://play.google.com/store/apps/details?id=com.NsouthProductions.gradetrackerpro&hl=en) (retrieved from <https://play.google.com/store/apps/details?id=com.NsouthProductions.gradetrackerpro&hl=en>)

APPENDIX 4: GROUP GRIEVANCE POLICY

This semester you will work in groups to design a website for a local business, non-profit, church, or other organization. You have several assignments related to this project, which total about a third of your overall course grade.

Students often get nervous about group work, largely for two reasons: they hate relying on other people for assignments, and they worry about a lazy group member dragging down the entire project. To the first concern: many people work as part of a team, and even self-employed individuals have to rely on other people for at least some of their work. While conflicts can arise, successful teams can accomplish feats much larger than any individual is capable of. When you get into the industry, you'll find that most web design work is conducted in a team setting.

To the second concern, I sympathize. Most everybody has had a bad experience working in a group before. For the most part, on each group assignment everybody will receive the same grade. At the end of the semester you will be asked to evaluate the contributions of your team on each assignment. If it is clear that one team member was not pulling their weight, or one team member went above and beyond the rest of the team, grades for those assignments may be adjusted to reflect each group member's contributions.

Finally, if there is a severe problem with your team that needs addressing immediately, please let me know or speak to me during office hours and we can try to find a solution to your conflict.

APPENDIX 5: ACCOMMODATIONS

Any students eligible for classroom accommodations are invited to meet with me to discuss their concerns and to present their disclosure forms from the Students with Disabilities Center.

Our university provides reasonable accommodations to students who have documented disabilities. If you have a documented disability that requires academic accommodations and are not registered with the Students with Disabilities Center, please contact this office as soon as possible to establish your eligibility.

If you become sick during the course of the semester, or have some major personal crisis going on, please let me know as soon as possible so I can help you work around it. When I was an undergraduate, I was very sick one semester and missed a lot of classes, but my professors were willing to work with me. I'm sensitive to these issues and want to work with you, but if you do not tell me there's a problem I cannot help you.

APPENDIX 6: REVISED PERSONAL WEBSITE DESCRIPTION

The following is the Assignment Description and Rubric that I use for the Personal Website project. As this is the biggest assignment of the semester, I have included it here for the reader's reference. Most of the smaller assignments lead directly to this project, and are focused on practicing coding skills, and designing and planning the website.

COMPLETE PERSONAL WEBSITE

Based on feedback from your instructor and classmates, you will revise your website project draft, making it as polished and professional as you can. You will then use your revised HTML and CSS files as the template for the rest of your website.

The requirements for the completed website are largely the same as the draft, except now the website includes more content and pages. There should also be significant improvements to your coding and design compared to your draft.

SUBJECT MATTER

Option 1: Online Portfolio/Resume: A personal website will help you in your career, and may even assist in getting your next internship or job! This class is about creating an online presence that will be useful to you and your career moving forward. Most students will design a website that contains: their resume, samples of their work (videos, articles written, podcasts, photographs), a description of themselves, information about internships they've been on, information about student organizations or non-profits they've been involved with, and anything else you deem **relevant to your career goals**.

Option 2: Your Choice of Subject Matter: Some students already have personal websites/online portfolios, perhaps created in another class on Wix, Squarespace, or a similar platform. If you already have such a website, and you are satisfied with it, create a new website with original content! There's no sense having multiple personal websites.

You could create a website about a hobby of yours, a place you've traveled, a cause you are passionate about, or anything else of interest. You can then show this website off to future employers. The actual subject matter of the website doesn't matter that much. What's important is that you can show employers that you know how to design your own website. And who knows? Maybe you will enjoy the website so much that you want to maintain it after the course is over!

If you go with Option 2, please discuss your ideas with me so that you can create a website that is meaningful and useful.

GRADING

This revision is worth **250 points**, more than the draft, which was worth 100 points. The expectations are higher for each category this time around, as you now have more experience with web design and you know what I am looking for.

If you barely revise your site, or don't fix major issues from your draft, your grade will probably be **lower** than the first time around. However, if you make a good faith effort to improve and expand your site, your grade should be comparable to your draft grade, and ideally higher.

The following are requirements for your personal website. These are the same as the draft.

CODING REQUIREMENTS

1. Website is coded entirely by hand, including all HTML and CSS files. You **may not** use services like Wix, Squarespace, Weebly, WordPress, etc. to design the website.
2. You **may** use design software such as Dreamweaver to create your website. However, do not rely on templates or code that other people have created, as it will likely not meet your needs.
3. If you borrow or modify code from other websites, you **must** give proper credit, otherwise it constitutes plagiarism. The Academic Honesty and Plagiarism Policy in the START HERE module provides guidance.
4. As much as possible, your HTML and CSS should validate (in some known circumstances, a piece of code will not validate and you won't be penalized for this. YouTube videos, for example, do not validate).
5. You will not learn JavaScript or other coding languages in this class, though you are free to experiment with them and include other code on your website besides HTML and CSS.
6. All file names (for HTML, CSS, images, and pdfs) should be in **lowercase** and include **no spaces or periods**. Your images should be in an "images" folder, and if you want to put your CSS and pdfs in separate folders, you may do that as well.
7. Your CSS should be included in an **external stylesheet**. This one external stylesheet will be linked to all of your HTML pages. DO NOT create unique CSS files for each page of your website, and do not put the CSS internally in the <head> of your HTML files.

CONTENT AND IMAGE REQUIREMENTS

1. Your homepage should be named "index.html"
2. You will have at least 4 HTML pages total, including the index.
3. Collectively across the site, you should have around 1,200 words of content.
4. You should have at least 1 image per page, optimized for the web (reference video 5.1).
5. You may also use images for layout and design, such as logos or background patterns.
6. Your image file sizes should be as small as possible, and the pixel dimensions should be reasonable.
7. You should have at least **four external links**. These links will likely be to articles, professional organizations, or other business websites related to your topic.

NAVIGATION REQUIREMENTS

1. All pages should be linked to each other using **internal links**. Every link should be functional.
2. Each page should include a proper <title> in the <head> that identifies both the website in general and the specific page people are on.

3. Each page should also include a proper <h1> and <header> section that corresponds with the <title>, identifying both the website as a whole and the specific page people are on.
4. Every external hyperlink should be functional.

HOSTING REQUIREMENTS

1. Your website should be uploaded to a web host, through which you've purchased hosting space. Web hosts will often give you deals if you buy 12 or 24 months of hosting at once, but if money is tight, you only need to purchase hosting until the conclusion of the course.
2. You should also have your own custom domain name. This domain name should be professional, easy to type, and memorable. We will discuss domain names in the course. If you already have a domain name, you can switch it from your old website to your new one, or you can purchase a new domain name (they usually cost around \$10 a year).
3. **Do not wait until the due date to do get web hosting and a domain name!** Sometimes it can take 24 hours or more to get a website set up after purchasing hosting, and if you have any technical issues with uploading your website, it might take another day or two to get them sorted out. Purchase your hosting well before the deadline. And, as soon as you get your hosting, **upload something to the host and make sure it is live.** This way you know how to do this. It will save you a lot of trouble when you are ready to submit the final project.

RUBRIC FOR REVISED PERSONAL WEBSITE

Criteria	Excellent Work 54-60 points	Standard Work 46-53 points	Needs Improvement 0-45 points
Coding	Website is coded by hand and conforms to the guidelines laid out in lectures. Website is flexible and responsive. Style rules have been created for all layout tags, text tags, link tags, and others as needed. Code is neatly organized. HTML and CSS collectively have less than 2 validation errors.	Website is coded by hand and conforms to the guidelines laid out in lectures. Website is mostly flexible and responsive. Style rules have been created for most tags used. Code is neatly organized, though at times contains redundancies or unnecessary code. HTML and CSS collectively contain less than 5 validation errors.	Website is coded by hand and conforms to the guidelines laid out in lectures. Website is mostly flexible and responsive. Style rules have been created for most tags used. Code is neatly organized, though at times contains redundancies or unnecessary code. HTML and CSS collectively contain less than 5 validation errors.
Criteria	Excellent Work 45-50 points	Standard Work 37-44 points	Needs Improvement 0-36 points
Design	Website incorporates design principles discussed in lectures and readings. Website looks professional; elements are properly spaced; colors work well with each other; and text is readable.	Website incorporates design principles discussed in lectures and readings. Website looks professional, though at times the design is slightly off: colors don't always work, elements aren't always placed properly, or text isn't always readable.	Website does not appear to incorporate many, if any, of the design principles discussed throughout the course. The website does not look professional. Text is hard to read, and elements are improperly placed. Student appears not to understand course concepts.
Content	Content is professional and well-written. Pages work together and are balanced in terms of the amount of content on each page. Content is	Content is professional, but the writing can occasionally be improved. Most pages have great content but, occasionally content	Content is of inconsistent quality. Pages are not balanced, and some of the content feels rushed. Copy does not read professionally and

	interesting, compelling and professionally written. Copy includes 3 or less writing errors.	feels out of place or isn't well executed. Content sometimes doesn't fit with the overall vision of the website. Copy includes some writing errors.	includes numerous writing errors.
Navigation	Every link works; navigation is efficient; and the order of page navigation makes sense. Each page has an accurate title and matching headings. It is always clear where the visitor is at and where they can go next.	Navigation is efficient and intuitive, but occasionally it is unclear where links are supposed to bring a person. Most pages have appropriate titles and headings, but occasionally there is a mismatch between the two.	Navigation is sloppy and confusing. Links do not always go where intended; page titles and headings rarely match; and some pages are difficult to access. Navigation is not consistent from page to page.
Criteria	Excellent Work 36-40 points	Standard Work 30-35 points	Needs Improvement 0-29 points
Images	Each page includes at least 1 image, edited for size and content. Images used for layout enhance the presentation of the website and do not detract.	Each page includes at least 1 image, though the image could be edited more effectively. Image placement doesn't always work with the design.	Not every page includes at least 1 image, or images do not work with the website's layout, or images are in need of serious editing and touch up.