

WEB DESIGN PRINCIPLES

SUMMER 2016

INSTRUCTOR INFORMATION

Instructor	Email	Phone
Jessica Pelasky	jessica.pelasky@jou.ufl.edu jessica.pelasky@gmail.com	419-961-0583

BIO

At age 13, Jessica designed her first website by teaching herself the "ins-and-outs" of the web design/online world, which in return has allowed her to successfully run her own web design business since age 15. After graduating high school, she enrolled in an e-learning environment to pursue a Bachelor of Science in Web Development and Design.

For the last 10 years she has helped various small businesses/individuals from across the country develop their online brand. She currently maintains/hosts about 20 client websites while also maintaining her rapidly-growing blog.

She has always loved sharing her web design knowledge, while also helping individuals better themselves concerning new technological skills; because of this, she also obtained a Masters of Arts in Adult Education and Training (also via an e-learning environment).

Since 2013, she has been an online adjunct instructor for various Certificate, Bachelors, and Masters programs.

TEACHING PHILOSOPHY

She plans on teaching this class assuming that you are a beginner with HTML and CSS and know nothing about the history or rules of web design. She believes a successful website designer should be able to develop a complete website from the ground up; meaning, coding HTML and CSS from scratch without the use of pretty web design software. :)

CONTACTING THE INSTRUCTOR

If you have questions on course content, please email instructor directly (jessica.pelasky@jou.ufl.edu).

If you think your question could be helpful for other students as well, please use the Discussion Board – "General Course Questions" so that everyone may see your question as well as my response.

You may contact me at any time with questions. Your success in this class will be determined by the amount of effort that you put into it. If you are unsure about something or would like to better understand a topic or assignment, reaching out is always the best idea.

COURSE INFORMATION

COURSE NUMBER

MMC 5277

CREDITS

4

PREREQUISITES, KNOWLEDGE, AND SKILLS

None

DESCRIPTION

By the end of this course students will have a foundational knowledge of website creation from start to finish concerning the following web design stages: planning, design, development, and publishing. Students will also gain confidence in creating, coding, and uploading websites. This course will also teach the historical understanding of the evolution in web design coding. Students will also gain knowledge of the industry-standard design guidelines to successfully hand code their own website properly using HTML5 and CSS3.

GOALS AND OBJECTIVES

By the end of this course, students will:

- Define and discuss web design history, terminology and trends
- Read, use, and write HTML and CSS
- Acquire domain and remote hosting account
- Ability to upload websites to remote servers via FTP

COURSE MATERIALS

REQUIRED MATERIALS

Webcam/mic (live lectures/in-class presentations)

RECOMMENDED MATERIALS

Two-Monitor setup (to code along with instructor during live lectures)

REQUIRED TEXTBOOK

HTML and CSS: Visual QuickStart Guide 8th Edition by Elizabeth Castro, Bruce Hyslop

REQUIRED SOFTWARE

MS Word, Adobe Professional, Text editor [Brackets, Sublime Text, Notepad++ (win), TextMate (mac), or TextWrangler (mac)], and CyberDuck

*** Details provided in Course Intro and Week 1.*

RECOMMENDED SOFTWARE

Photoshop: Creative Cloud version

SUGGESTED SOFTWARE

Adobe Illustrator or InDesign: Creative Cloud version

REQUIRED PURCHASE

Domain name and basic hosting

*** Details provided in Week 1.*

POSSIBLE LIVE LECTURE SCHEDULE

Day	Time	Event	Location
Tuesday	8-10 pm EST	Live Lecture	Adobe Connect
Thursday	8-10 pm EST	Live Lecture	Adobe Connect

IMPORTANT URLS

CANVAS CLASSROOM:

- <https://ufl.instructure.com/courses/327901>

ADOBE CONNECT LIVE LECTURE:

- https://uflcoj.adobeconnect.com/mmc5277_summer16

COURSE EXPECTATIONS

LECTURE SCHEDULE

Students will meet twice a week for Live Lectures, while supplemental recorded lectures will also be supplied via Canvas.

There may also be live Q&A lectures before each project is due in which students will be notified ahead of time.

ATTENDANCE POLICY

Students are expected to attend all live lectures in Adobe Connect, watch supplied recorded lectures, complete required readings, discussions, quizzes, assignments, group work, and projects accordingly.

Each live lecture is recorded and provided to all students; therefore, if emergency circumstances permit student from attending live lectures, he/she will be required to let their Instructor know ahead of time. Student will also be expected to watch the recording within one week (7 days) of missed lecture. *Missing lectures for anything other than emergencies are not excused.*

If a situation develops where student is unable to attend any live lectures throughout the semester, they will be required to contact Instructor the first week of class to discuss their options. Arrangements will be made on an individual basis.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

MISSED LIVE LECTURES

If absence is excused, student must watch the class recording and submit a Summary Submission to Instructor detailing the topics covered during the recorded lecture. Summaries should be submitted via Instructor's UF email no more than one week (7 days) after the recording date.

Summary Submissions must be submitted via Word Document with the proper format provided by Instructor during the first live lecture. Be sure to save Summary Submissions as:

[Week#]_[Day: Tuesday/Thursday]_SummarySubmission_[LastnameFirstname].doc

LIVE LECTURE PARTICIPATION

Students are also expected to actively participate during all live lectures during discussions. Participation is also kept track of during each live lecture.

When working on coding exercises, Instructor expects students to follow along and/or take notes.

To compensate for note taking and lack of participation during live lectures, student may email Instructor any notes or coding that were taken.

Class presentations will also be held throughout the semester. Instructor expects all students to give classmates constructive critiques during presentations nights.

RECORDED LECTURES

It will be the student's responsibility to watch each and every supplied recorded lecture to complete discussions, quizzes, assignments, and projects accordingly.

Students will not be required to submit a Summary Submission for each recorded lecture.

READINGS

A combination of textbook readings as well as Instructor provided links will be used throughout the semester.

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SELF-STUDY

Students are also expected to self-study various web design trends and coding methods not covered within course materials, but will not be quizzed on it. The subject of Web Design is such a large topic in which you can't possibly learn everything within this course; therefore, students are encouraged to try any advanced coding methods self-studied.

DISCUSSION BOARDS

Discussion Boards via Canvas will be utilized throughout the semester to conduct conversations of design, helpful coding tips and tricks, as well as sharing any links to inspirational sites and articles. Each week students are to post two (2) new discussion postings with a 200-300 word response. Students are also expected to respond to at least two (2) other discussion postings each week with a 100-200 word response. Each new discussion posting is worth 50 points; while each response discussion posting is also worth 50 points.

HOMEWORK/GROUP WORK

Students will complete six (6) to eight (8) homework and group work assignments throughout the semester to reinforce information taught during the recorded lectures. These assignments are less intense than projects and focus more on execution and research, as well as possibly working together, rather than creativity and design. Students will have at least one week (7 days) to complete each homework/group assignment, unless otherwise noted ahead of time. Each homework/group work assignment is worth 100 points.

QUIZZES

Three (3) to four (4) quizzes will be assigned throughout the semester which will cover lecture information and possible assigned readings. There will be no extensions for late quizzes, unless previous arrangements have been made. Students will have at least one week (7days) to complete each quiz, unless otherwise noted ahead of time. Each quiz is worth 15-50 points.

PROJECTS

There will be three (3) major projects throughout the semester that will all correlate to each other and by the end of the semester, you will have created a fully functioning website. Each project will have specific requirements catering to the information taught during recorded lectures. Students will have at least two (2) weeks to complete each project. Each project is worth 100 points.

- Project 1 – Wireframe
- Project 2 – Mock-up
- Project 3 – Fully Functioning, Coded Website

All projects will be presented during the live lectures. If student is not able to attend presentation nights, student will be required to record presentation ahead of time and upload the video via YouTube. Student will then provide URL to Instructor via UF email.

DEADLINES AND DUE DATES

All deadlines and due dates will be provided by Instructor. If adjustments are needed throughout the semester, student will be notified by Instructor ahead of time.

LATE WORK

All work is due on or before the scheduled due date. Extensions will only be given on a case-by-case basis by Instructor.

Inconveniences such as family vacation or minor illness are not valid reasons for any extension.

Unless excused, work submitted within 24 hours after the due date will automatically be deducted by 30%.

No work will be accepted past 24 hours after the due date. Late is late, whether it's 5 minutes or 5 hours.

Issues with uploading work for a grade is not an excuse. If student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

CHEATING AND PLAGIARIZING

Neither situation will be tolerated in this class; repercussions will be given resulting in a 0% for said graded submission. Students are expected to code all homework and projects from scratch by starting with a blank document each and every time. Instructor will provide various coding set-ups throughout the semester for certain graded submissions; however this will be the only situation where students may use Facilitator's code.

GRADING

Students are evaluated on the basis of their timely and effective completion of graded work.

Participation*	10%	Project1	10%
Quizzes	15%	Project2	20%
Homework/Group Work	20%	Project3	25%

**Participation includes: presence in class (chat, responses to questions, actively engaged, submitted notes, etc.) and Discussion Board activity (reading and postings).*

GRADING SCALE

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63- 66	D- = 60-63	E = 0-59

UNIVERSITY POLICIES

ACCOMMODATING STUDENTS WITH DISABILITIES

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

NETIQUETTE: COMMUNICATION COURTESY

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

CLASS Demeanor

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

Instructor will identify critical issues related to the course, teach relevant information, assign appropriate learning activities, create opportunities for assessing performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for student to have confidence that he/she has mastered the material, and for Instructor to determine that student is meeting all course requirements.

At all times it is expected that student will welcome and respond professionally to assessment feedback, student will treat fellow students and Instructor with respect, and student will contribute to the success of the class as best as he/she can.

GETTING HELP

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

***Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.*

Other resources:

- Counseling and Wellness resources
 - <http://www.counseling.ufl.edu>
 - 352-392-1575

COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

ACADEMIC HONESTY

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional misrepresentation of

data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

“TENTATIVE” COURSE SCHEDULE

INTRODUCTION

WATCH

- Course Introduction Video
 - Brief explanation of course, your instructor and what’s expected of you

WEEK 1

GOALS AND OBJECTIVES

- Learn about the Brief History of the Internet and Web Design
- Obtain Knowledge of Web Design Terminology
- Purchase Domain/Hosting Servers
- Learn about the different Parts/Pieces of a Webpage
- Discuss Clean Coding Rules
- Download and Utilize Text Editors

RECORDED LECTURE TOPICS

- Internet/Web Design History
 - *Readings*
 - None
 - *PDF Notes*
 - Available in Canvas Classroom
- Web Design Terminology
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 1-3, 20
 - *PDF Notes*
 - Available in Canvas Classroom

LIVE LECTURE TOPICS

- Domain/Hosting Servers
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 512-514
 - *PDF Notes*
 - None
- Parts/Pieces of a Webpage
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 7-10, 21, 40
 - *PDF Notes*
 - Available in Canvas Classroom
- Clean Coding Rules
 - *Readings*
 - None
 - *PDF Notes*
 - Available in Canvas Classroom
- Text Editors
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 36
 - *PDF Notes*
 - Available in Canvas Classroom

ADDITIONAL READINGS

- HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - Introduction
 - pages xv-xxvi

ADDITIONAL LINKS

- <http://www.w3.org>
- <https://www.icann.org>
- <http://www.godaddy.com>

SOFTWARE

- *Text editors*
 - Sublime
 - <http://www.sublimetext.com/>
 - Brackets
 - <http://brackets.io/>

COMPLETE

- Domain/Hosting Purchasing Assignment
- Quiz #1
- Discussion Question #1
 - Discuss your first experience with using the Internet. What do you remember? What type of set up did you have (dial-up, AOL, cable, DSL, wi-fi)? What was your main reasoning for using the Internet?
- Discussion Question #2
 - Explain the proper web design coding rules that every designer should remember when creating a website.

WEEK 2

GOALS AND OBJECTIVES

- Create Your First Website
- Begin Coding via HTML

RECORDED LECTURE TOPICS

- *HTML Coding*
 - Fav Icons and Image Maps
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 155-156
 - *PDF Notes*
 - Available in Canvas Classroom
 - Embed vs Iframe tags with YouTube and Google Maps
 - *Readings*
 - None
 - *PDF Notes*
 - Available in Canvas Classroom

LIVE LECTURE TOPICS

- Starting a Website
 - Readings
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 30-35, 38-39, 44-45, 48-49
 - PDF Notes
 - None
- HTML Coding
 - HTML Tags and Attributes
 - Readings
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 4-6, 26, 46-47
 - PDF Notes
 - Available in Canvas Classroom
 - Text Objects, Entities/Symbols, and Code Commenting
 - Readings
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 12, 50-52, 85-91, 94-97, 101-105, 108-111, 118-119, 122
 - PDF Notes
 - Available in Canvas Classroom
 - Images
 - Readings
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 13, 133-151
 - PDF Notes
 - Available in Canvas Classroom
 - Text/Image/Anchor Links
 - Readings
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 16-17, 157-168
 - PDF Notes
 - Available in Canvas Classroom
 - Lists and Block/Inline Elements
 - Readings
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 24-25, 390-391
 - PDF Notes
 - Available in Canvas Classroom

- Data Tables
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 477-483
 - *PDF Notes*
 - Available in Canvas Classroom

ADDITIONAL LINKS

- <http://www.w3schools.com>

COMPLETE

- Homework #1
- Discussion Question #3
 - Discuss each main tags (doctype, html, head, title, body) for all webpages and why you would use each of them.
- Discussion Question #4
 - Discuss the importance of Fav Icons.

WEEK 3

GOALS AND OBJECTIVES

- Draw Website Sketches
- Create Digital Wireframes
- Construct Website Sitemap
- Develop Website Goals
- Research Inspirations
- Upload Website with FTP Client
- Understand Root Directory File Structure

RECORDED LECTURE TOPICS

- Sketches/Wireframes
 - *Readings*
 - None
 - *PDF Notes*
 - Available in Canvas Classroom
- Sitemap
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 28
 - *PDF Notes*
 - Available in Canvas Classroom

- Website Goals and Inspirations
 - *Readings*
 - None
 - *PDF Notes*
 - Available in Canvas Classroom

LIVE LECTURE TOPICS

- Hosting/Servers, FTP, and File Structure
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 14-15, 18-19, 37, 511, 515-518
 - *PDF Notes*
 - Available in Canvas Classroom

SOFTWARE

- *FTP Client*
 - CyberDuck
 - <http://cyberduck.io/>

COMPLETE

- Homework #2
- Discussion Question #5
 - Explain why a Wireframe is important in Web Design.
- Discussion Question #6
 - Discuss file/folder naming rules as well as structuring your website's files within the root directory.

ASSIGNED

- Project #1

WEEK 4

GOALS AND OBJECTIVES

- Editing and Proofing Coding
- Discuss Cascading Style Sheets
- Obtain Knowledge of CSS Terminology
- Code CSS Inline, Internal, and External
- Format HTML Text Objects
- Use CSS Code Commenting
- Create Classes and IDs Selectors
- Format Element Background Color/Images

RECORDED LECTURE TOPICS

- Editing/Proofing Coding and Intro to CSS
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 495-510
 - *PDF Notes*
 - Available in Canvas Classroom

LIVE LECTURE TOPICS

- CSS Terminology
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 169-171, 204-206
 - *PDF Notes*
 - Available in Canvas Classroom
- Types of CSS (Inline, Internal, External) and Code Commenting
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 172-173, 189-197
 - *PDF Notes*
 - Available in Canvas Classroom
- *CSS Coding*
 - Formatting Text (Websafe Fonts, Google Fonts, @font-face)
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 232-247, 257-264, 335-359
 - *PDF Notes*
 - Available in Canvas Classroom

- Classes and IDs
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 82-83, 208-211
 - *PDF Notes*
 - Available in Canvas Classroom
- Background Color/Images
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 182-188, 248-256
 - *PDF Notes*
 - Available in Canvas Classroom

ADDITIONAL LINKS

- <https://validator.w3.org/>
- <http://www.google.com/fonts>
- <http://www.dafont.com>

COMPLETE

- Homework #3
- Discussion Question #7
 - Discuss CSS, what it means, and why you would use it in web design.
- Discussion Question #8
 - Explain what the following means when it comes to CSS: selector, property, value, declaration, and declaration box.

WEEK 5

GOALS AND OBJECTIVES

- Understand CSS Specificity and Inheritance Rules
- Format Tables and Borders with CSS
- Discuss CSS Shorthand and Combining Rules/Properties

RECORDED LECTURE TOPICS

- CSS Specificity and Inheritance Rules
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 174-176, 178-181, 212-213
 - *PDF Notes*
 - Available in Canvas Classroom

LIVE LECTURE TOPICS

- *CSS Coding*
 - Tables and Borders
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 288-291
 - *PDF Notes*
 - Available in Canvas Classroom
- CSS Shorthand and Combining Rules/Properties
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 177, 225-228
 - *PDF Notes*
 - Available in Canvas Classroom

COMPLETE

- Quiz #2
- Discussion Question #9
 - What is the CSS Specify rule and why is it important in Web Design?
- Discussion Question #10
 - Why would you use the shorthand method when coding CSS?

WEEK 6

GOALS AND OBJECTIVES

- Design Website Style Guide
- Create Design Mockup

RECORDED LECTURE TOPICS

- Style Guide
 - *Readings*
 - None
 - *PDF Notes*
 - Available in Canvas Classroom
- Design Mock-up
 - *Readings*
 - None
 - *PDF Notes*
 - Available in Canvas Classroom

COMPLETE

- Project #1
- Discussion Question #11
 - Discuss why a Design Mock-Up is important in Web Design.
- Discussion Question #12
 - Find two (2) Design Mock-Ups or Style Guides online that you find intriguing and explain why.

ASSIGNED

- Project #2

WEEK 7

GOALS AND OBJECTIVES

- Create Page Layouts with CSS
- Position Elements on a Webpage using CSS
- Format Navigational Elements with CSS

LIVE LECTURE TOPICS

- *CSS Coding*
 - Page Layouts (DIVs/Spans, Box Model, Margin Auto, Reset Rule)
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 73-77, 120-121, 207, 276-277
 - *PDF Notes*
 - Available in Canvas Classroom
 - Positioning of DIVs (Margin/Padding, Fixed/Static/Relative/Absolute, Z-Index, Float/Clear)
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 278-287, 292-307
 - *PDF Notes*
 - Available in Canvas Classroom
 - CSS-based Navigations and Link Formatting
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 220-221, 392-403
 - *PDF Notes*
 - Available in Canvas Classroom

- HTML Templates
 - *Readings*
 - None
 - *PDF Notes*
 - None

COMPLETE

- Homework #4
- Discussion Question #13
 - Discuss different ways (at least 3-4) one could position elements when it comes to web design.
- Discussion Question #14
 - Discuss HTML Templates and why they would be helpful when it comes to web design.

WEEK 8

GOALS AND OBJECTIVES

- Understand Parent/Child Relationships
- Discuss HTML5 Rules/Features/Terminology
- Structure HTML Documents with Semantic Structure Tags

LIVE LECTURE TOPICS

- *HTML5 Coding*
 - Semantic Structure Tags
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 53-72, 81, 92-93, 98-100, 106-107, 116-117
 - *PDF Notes*
 - Available in Canvas Classroom

RECORDED LECTURE TOPICS

- Parent/Child Relationships
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 11
 - *PDF Notes*
 - None

- What is HTML5?
 - Rules/Features
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 272-276
 - *PDF Notes*
 - Available in Canvas Classroom
 - Terminology
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 21-23
 - *PDF Notes*
 - Available in Canvas Classroom

COMPLETE

- Quiz #3
- Discussion Question #15
 - How does the term “Semantic” apply to HTML5?
- Discussion Question #16
 - Do you own research on structure tags and report your findings; find an online article dealing with the new HTML5 semantic structure tags and summarize its information.

WEEK 9

GOALS AND OBJECTIVES

- Discuss CSS3 Coding using Vendor Prefixes
- Format Elements with CSS3 Text Shadow, Box Shadow, Border Radius, Gradients
- Discover Hover Effects and Sprites
- Apply CSS3 Animation using Keyframes, Transition, Transform

LIVE LECTURE TOPICS

- *CSS3 Coding*
 - Vendor Prefixes
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 364
 - *PDF Notes*
 - Available in Canvas Classroom

- Text Shadow, Box Shadow, Border Radius, Gradients
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 361-363, 365-386
 - *PDF Notes*
 - Available in Canvas Classroom
- Hover Effects and Sprites
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 387-388
 - *PDF Notes*
 - Available in Canvas Classroom
- *CSS3 Animation*
 - Keyframes, Transition, Transform
 - *Readings*
 - None
 - *PDF Notes*
 - Available in Canvas Classroom

COMPLETE

- Project #2
- Discussion Question #17
 - Find an example of CSS Animation online and explain how you could apply it to a portfolio-based website.
- Discussion Question #18
 - Why is CSS Animation a better option than JavaScript?

ASSIGNED

- Project #3

WEEK 10

GOALS AND OBJECTIVES

- Apply Advanced CSS Coding Methods with Pseudo Classes and Elements
- Research and Code other Advanced CSS Coding Methods like Image Hover Effects, Sticky Header/Footer/Sidebar, and Smooth Scroll

RECORDED LECTURE TOPICS

- Advanced CSS Coding Methods
 - Image Hover Effects
 - *Readings*
 - None
 - *PDF Notes*
 - Available in Canvas Classroom
 - Sticky Header/Footer/Sidebar and Smooth Scroll
 - *Readings*
 - None
 - *PDF Notes*
 - Available in Canvas Classroom

LIVE LECTURE TOPICS

- Advanced CSS Coding Methods
 - Pseudo Classes and Elements
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 214-219, 222-225, 230-231
 - *PDF Notes*
 - Available in Canvas Classroom

COMPLETE

- Homework #5
- Discussion Question #19
 - Explain what a Sprite is and why you would use it.
- Discussion Question #20
 - What is “Smooth Scroll” and why would you use it in Web Design?

WEEK 11

GOALS AND OBJECTIVES

- Create Contact Forms
- Convert and Code HTML5 Videos
- Apply basic JQuery Interactive Objects to Websites

RECORDED LECTURE TOPICS

- HTML5 Videos
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 449-461, 468-474
 - *PDF Notes*
 - Available in Canvas Classroom
- JQuery Intro
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 487
 - *PDF Notes*
 - Available in Canvas Classroom
 - Lightbox/Fancybox
 - *Readings*
 - None
 - *PDF Notes*
 - Available in Canvas Classroom

LIVE LECTURE TOPICS

- Forms
 - *Readings*
 - HTML and CSS: Visual QuickStart Guide by Elizabeth Castro, Bruce Hyslop
 - pages 409-448
 - *PDF Notes*
 - Available in Canvas Classroom

SOFTWARE

- Forms to Go
 - <http://www.bebosoft.com/products/formstogo/overview>

COMPLETE

- Homework #6
- Discussion Question #21
 - Discuss how a form can be important for a Portfolio-based website.
- Discussion Question #22
 - What's the difference in using YouTube's provided iframe coding and HTML5's video element when displaying a video on your website?

WEEK 12

GOALS AND OBJECTIVES

- Apply SEO Tactics to Allow Websites to be Viewable by Google

RECORDED LECTURE TOPICS

- Intro to SEO
 - Quick Tips, What Not To Do, Meta Tags
 - *Readings*
 - None
 - *PDF Notes*
 - Available in Canvas Classroom
 - What Google Does, Google Adwords, Google Adsense, Google Analytics
 - *Readings*
 - None
 - *PDF Notes*
 - Available in Canvas Classroom

COMPLETE

- Quiz #4
- Discussion Question #23
 - What's the difference between Google Adwords and Google Adsense?
- Discussion Question #24
 - Discuss the meta tags that were discussed in class and why you would use them.

WEEK 13

COMPLETE

- Project #3
- Discussion Question #25
 - What is your opinion of Web Design coding with HTML5 and CSS3?
- Discussion Question #26
 - How can you use course learned Web Design tactics in your own professional life?

DISCLAIMER

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.