

# Web Interactivity and Engagement

Summer 2017

## Instructor

Amy Dutton

Email: [amydutton@jou.ufl.edu](mailto:amydutton@jou.ufl.edu)

Phone: (615) 807 - 0429 ( call / text)



Amy Dutton is a web designer and developer in Chicago, IL. Over the course of her career she has worked for a small company of ten, a medium sized company of seventy, and a large corporation of over a 1000. For the past four years, she's owned her own company, Ah Ha Creative, LLC, partnering with various agencies and clients across the country. The variety of experiences has given her a unique perspective.

## Communication

If you have questions on course content, please email me directly via my UF email address ([amydutton@jou.ufl.edu](mailto:amydutton@jou.ufl.edu)). I will do my best to respond during 24 hours during the weekdays. I will also try my best to check messages on the weekends, but please plan on any email sent after 6:00pm ET on Friday to be replied to on Monday.

In the case of an unlikely emergency, please contact me via phone (call / text).

## Office Hours

I am available to schedule one-on-one meetings outside of class, using the Connect platform, between 7:30pm CT and 9pm CT Tuesday - Friday. If you wish to schedule a meeting with me, please use the following scheduling link:

<https://calendly.com/ahhacreative/web-interactivity-and-engagement-office-hours>

## Course Website and Login

Your course is available in Canvas (UF e-learning): <http://elearning.ufl.edu>

Please contact the UF Helpdesk <http://helpdesk.ufl.edu> (352) 392 - HELP (4357) if you have any trouble accessing the course.

## Course Time

Monday 6:00pm ET - 9:00pm ET

The class meets via Adobe Connect. You will access the Connect classroom through a link found in Canvas, on the front [page](#).

**Commented [1]:** I'll be sending out the room links next week, so you can add it in here : )

## Course Description

This course will teach students interactivity and engagement, within web design and development, for both frontend and backend.

From a front-end perspective, this course will help students understand how users interact with a website. It will provide an introduction to accessibility, user interface (UI), and user experience (UX) design. These skills are essential because it is what makes a website intuitive and drives marketing conversions. As our society becomes more device agnostic, these skills will transcend web design and development and apply to all devices.

Regarding the backend, this course will teach students the basics of PHP and MySQL. It will also cover the importance of a content management system (CMS) and how to use it, specifically WordPress, to update a website. This portion of the course will focus on how site administrators interact with the backend of a site to maintain it.

## Course Objectives

- Have a basic understanding of user interface (UI) and user experience (UX) design
- Write Sass
- Use a preprocessor like gulp, grunt, and CodeKit.
- Identify basic naming patterns for CSS, common within the industry (SMACCS and BEM)
- Animate page elements using CSS and JS
- Know and use industry standard workflow for enhancing development
- Understand basic PHP and MySQL
- Develop a custom WordPress theme
- Customize the WordPress admin panel for optimum client management
- Ability to integrate a website with a content delivery network (CDN)
- Connect a website to MailChimp, setup a custom welcome email, build a unique opt-in with a custom email sequence
- Knowledge of various methods for deploying a WordPress site
- Implement basic accessibility principles

## Course Expectations

### Live Lectures and Supplemental Recordings

This is a hybrid course where students will either meet live for coding lectures, tutorials, critiques, and Q&A Live Lectures and they will be provided with supplemental recorded lectures via Canvas Classroom. The Live Lecture schedule is available via your Canvas Classroom as are the links to supplemental recordings via each week's Module section. Supplemental recordings will vary in length depending on the material. It is your responsibility to watch each and every video.

There will be four project critiques where students will present their work during the live lectures. I expect all students to give classmates constructive critiques during critiques. Attendance is mandatory. If there's an extenuating circumstance, the student must get their absence approved by me, the Instructor, *ahead of time*. The student will still be required to record a presentation and upload the video via YouTube or Vimeo, in time for class. The student will then provide URL to Instructor via UF email.

The Instructor will also send/post a weekly introduction video each Sunday that can be viewable via the Announcements section in your Canvas Classroom. This video will summarize what students should expect during the upcoming week.

### **Live Lecture Attendance and Participation**

Each student is required to attend all live lectures and actively participate.

Participation is kept track of during each live lecture. When working on coding exercises, I expect students to follow along and / or take notes.

### **Readings:**

A combination of textbook readings, as well as, Instructor provided links will be used throughout the semester. Under the “[Course Materials](#)” section in the syllabus, there’s a list of required textbooks. You can find all weekly reading assignments under the “[Schedule](#)” section in the syllabus. Additionally, they will be listed in Canvas.

### **Discussions**

Discussion boards via Canvas will be utilized throughout the semester to conduct conversations of design, helpful coding tips and tricks, and well as, sharing any links to inspirational sites and articles. Each week, students are to respond to the provided discussion question while also responding to at least one (1) of their classmates’ discussion posting per week.

### **Quizzes**

At least seven (7) quizzes will be assigned throughout the semester which will cover lecture information, supplemental recordings, and possible assigned readings. Students will have at least one week (7 days) to complete each quiz. Once you start the quiz, you will have one hour to complete it.

## Projects

There will be one (1) semester long project that corresponds with the lecture material. The project will have five (5) check points over the course of the semester. Each checkpoint will be graded. You can find checkpoint requirements and their corresponding rubrics under the “[Assignment Details > Semester-long Project](#)” section of the syllabus:

1. [Proposal / Contract](#)
2. [Sitemap / User Personas](#)
3. [Branding Package](#)
4. [Wireframes](#)
5. [Site Design](#)
6. [Frontend code complete](#)
7. [Backend code complete, site connected to WordPress. Site complete.](#)

## Self Study

Students are also expected to self-study various web design trends and coding methods, not covered within the course materials. You will not be quizzed on this material. The subject of web design and development is a large topic that is constantly changing. Therefore, students are encouraged to learn more than what’s simply taught in class.

## Ownership Education

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an “Open Q&A” thread where you should pose questions to your classmates when you have a question as it relates to an assignment or an issue that has come up at work. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge.

**Commented [2]:** Will each check point consist of a graded element? Basically, are these projects mini projects that receive a grade?

**Commented [3]:** Yes! I added additional information and links within the document.

## Course Materials

### Required Accessories:

Webcam / mic for live lectures and in-class presentations.

### Suggested Accessories:

Two-monitor setup (to code along the instructor during live lectures)

### Required Text

- ***Designing with the Mind in Mind, Second Edition: Simple Guide to Understanding User Interface Design Guidelines***, by Jeff Johnson (\$34.60, Kindle)  
<http://amzn.to/2lszTFa>
- ***PHP Pandas***, by Dayle Rees (\$19.99)  
<https://leanpub.com/php-pandas>
- ***Digging into WordPress***, by Chris Coyier and Jeff Starr (\$27)  
<https://digwp.com/>

### Required Software

- Text Editor (Recommended: Sublime Text or Atom)
- Word Processor (MS Word, Pages, Google Docs)
- FTP Software (CyberDuck, Fetch, or Transmit)
- Graphic Software (Photoshop, Illustrator, and / or Sketch)
- MAMP (free version) - <https://www.mamp.info/en/>
- Web Browser(s) - my personal preference is Chrome, because of the Developer Tools, but everything you build will need to be browser and device agnostic

### Required Accounts

- Invision (free) - <https://www.invisionapp.com/>
- GitHub (free) - <https://github.com/>
- Basecamp Account (free) - <http://basecamp.com> (I'll send you an invitation)

## Required Purchases

- Domain name and basic hosting (*details provided in week 7*)

## Prerequisite Knowledge and Skills

Students should be comfortable with the following:

- HTML and CSS
- git
- Image editing
- Managing files via FTP
- Basic marketing

Though not necessary, experience with JavaScript, Sass, PHP, MySQL, Linux, and / or WordPress will lessen the learning curve, but not necessary for success of this course.

## Teaching Philosophy and Instructional Methods

This class will be a culmination of everything a student has learned thus far. This course will revolve around a semester-long project, covering various topics and industry standards as it relates to the current project's state. Using a mock-client-freelancer relationship students will design and develop a brand and website. On the first day of class, they will be assigned a random business with an existing site. By the end of the semester, students will have managed the project through Basecamp, written a proposal (including the cost of the project and digital strategy recommendations), written a basic contract, developed a site map and user personas, created a branding package, designed wireframes and a unique site design, connected their website to WordPress by coding a custom theme and customizing the admin panel, specific for their client's use.

The purpose is twofold: (1) a successful web designer / developer should be able to design and develop a complete website from scratch. Regardless of your career focus, understanding the medium and the entire process, from start to finish, will make you a better web designer / developer. (2) Using the mock-client-freelancer relationship, students will learn industry standard workflow and understand how business, marketing, and digital strategy components contribute to a website build.

Commented [4]: LOVE this!

Instruction will be a blend of tutorials, lectures, discussions, reading, and critiques. Each class will strive to contain all of these elements. Material will be taught in the order that it relates to the semester-long project.

## Course Policies

### Live Lecture Attendance and Participation Policy

Each live lecture is recorded and provided to all students afterwards via Canvas Classroom. If emergency circumstances permit student from attending live lectures, he/she will be required to let me, the Instructor, know ahead of time. Students will also be expected to watch the recording within one week (7 days) of the missed lecture, and fill out the [summary submission form \(http://bit.ly/misssed-class\)](http://bit.ly/misssed-class) to compensate for the respected attendance grade. **Missing live lectures for anything other than emergencies are not excused.**

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

### Late Work and Make-Up Policy

I will provide all due dates and deadlines. If adjustments are needed throughout the semester, I will notify students ahead of time.

All work is due on or before the scheduled due date. I may give extensions only on a case-by-case basis, and in extreme circumstances.

Inconveniences, such as family vacations, are not valid reasons for any extension.

With this in mind, these are the penalties for late work:

Less than 1 hour late	5 point deduction
More than an hour late, but less than 6 hours late	10 point deduction



More than 6 hours late, but less than 12 hours late	15 point deduction
More than 12 hours late, but less than 24 hours late	30 point deduction
More than 24 hours late	Not accepted at all

Issues uploading work is not an excuse. If a student is having difficulties with Canvas, there are other means to submit completed work. Students may email me assignments or links to uploaded assignments via Dropbox / Google Docs. Students should compensate for technical difficulties and not wait until the last minute to submit work.

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. Please contact UF helpdesk at (352) 392-HELP regarding any technical issues.

Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify me immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process:

<https://www.dso.ufl.edu/care/medical-withdrawal-process>.

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes.

*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>*

# Grading

## Coursework Submissions

- **All discussion assignments** should be submitted through Canvas via the discussions section.
- **For the semester long project,**  
Students will be expected to maintain their project via Basecamp. During the first week of class, I will send each student an invitation (via email)
  - **Check point #1: Proposal / Contract**
    1. Student should attach their proposal / contract to a message within Basecamp, presenting it to the “client”
    2. Should be submitted through Canvas via the assignments section
  - **Check point #2: Sitemap / User Personas**
    1. Student should attach their sitemap / user personas to a message within Basecamp, presenting it to the “client”
    2. Should be submitted through Canvas via the assignments section
  - **Check point #3: Branding Package**
    1. Student should attach their branding package to a message within Basecamp, presenting it to the “client”
    2. Should be submitted through Canvas via the assignments section
  - **Check point #4: Wireframes**
    1. Student should attach their wireframes to a message within Basecamp, presenting it to the “client”
    2. Should be submitted through Canvas via the assignments section
  - **Check point #5: Site Design**
    1. Site designs should be loaded into each student’s Invision account.
    2. [Submit your link.](#)
    3. Student should send a message within Basecamp, including a link to their Invision account, and presenting it to the “client”
  - **Check point #6: Frontend code complete**
    1. All code should be uploaded to GitHub.
    2. [Submit a link to your repository.](#)
    3. Frontend code should be posted using the student’s purchased domain and hosting.

4. Student should send a message within Basecamp, including a link to their domain, presenting it to the client.
- **Check point #7: Site connected to WordPress**
    1. WordPress code should be posted on GitHub.
    2. [Submit a link to your repository.](#)
    3. Website should be finished and posted using the student's purchased domain and hosting.

*Additional details are provided below, in the Detailed Course Section.*

## Deadlines

This class, like others, involves many deadlines. Each week starts on Sunday and goes through the following Sunday. Here are your average assignment deadlines.

Discussion Questions	11:59pm ET Sunday
Discussion Responses	11:59pm ET Sunday
Quizzes	11:59pm ET Sunday
Project Check-Ins	5:59pm ET Monday

## Weights

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

Participation**	15%
Discussions (12 total)	15%
Quizzes (7 total)	15%
Semester Long Project <i>Further broken down below</i>	55%
>> Check In #1: Proposal / Contract	5%

>> Check In #2: Sitemap / User Personas	5%
>> Check In #3: Branding Package	10%
>> Check In #4: Wireframes	5%
>> Check In #5: Site Design	25%
>> Check In #6: Frontend code completion	25%
>> Check In #7: Site connected to WordPress.	25%

*\*\*Participation includes: attendance, live lecture engagement (chat, responses to questions, actively engaged, submitted notes, etc.), class critiques*

## Point Details

- Each discussion question is worth 100 points
- Each discussion response is worth 100 points
- Each quiz is worth 100 points
- Each project checkpoint is worth 100 points

## Grading Scale

<b>A</b>	100% to 92.5%
<b>A-</b>	< 92.5% to 89.5%
<b>B+</b>	< 89.5% to 86.5%
<b>B</b>	< 86.5% to 82.5%
<b>B-</b>	< 82.5% to 79.5%
<b>C</b>	< 76.5% to 72.5%
<b>C-</b>	< 72.5% to 69.5%
<b>D+</b>	< 69.5% to 66.5%
<b>D</b>	< 66.5% to 62.5%

D- < 62.5% to 0%

Current UF grading policies for assigning grade points:

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

## Assignment Details

### Summary Submissions

If a student misses a required live lecture (coding, tutorial, and / or presentation), the student must watch the class recording and submit [Summary Submission Form](#) (<http://bit.ly/misssed-class>), detailing the topics covered during the recorded lecture, and the student's opinion on the topic(s). The Summary submission is due one week from the live lecture.

**Commented [5]:** When is the response paper due? I typically give students a week, but that's up to you.

**Commented [6]:** Added.

### Domain / Hosting Purchasing Assignment

Students will go through the process of purchasing a domain name and remote hosting account as discussed via lectures. Students will then submit their chosen domain name as well as list the chosen domain registrar / hosting company. This assignment and grade is included within the Semester-long project, Checkpoint #6: Frontend Code Completion grade. Additional details and recommendations will be provided within the course lectures.

## Discussions

### Discussion Questions

Each week at two (2) Discussion Questions will be provided via Canvas in which students are required to answer. Answering questions should require the use of personal opinions, outside research, helpful tips, as well as sharing any links to inspirational sites and articles. Each post must be thorough and contain at least 100 words. All materials including class notes may be used.

One question will always be: “Share a new resource or something outside the curriculum that you learned.” This is to encourage self study. There should be **no duplicate posts**. Therefore, **it is in your best interest to answer this question as early in the week as possible**.

The second question will be related to course material.

### Discussion Question Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory	Incomplete
<b>Word Count</b>	>= 100 words	99 - 75 words	74 - 50 words	49 - 25 words	25 - 1 word(s)	Did not complete
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
<b>Topic</b>	Addresses topic with complete insight in demonstrating an overall understanding via a fresh and creative manner.	Addresses topic with partial insight in demonstrating partial understanding via a fresh and creative manner.	Addresses topic with partial insight in demonstrating partial understanding.	Addresses topic with minimal insight in demonstrating minimal understanding via a fresh and creative manner.	Addresses topic with minimal insight in demonstrating minimal understanding.	Did not discuss topic
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
<b>Sourcing</b>	Demonstrates sourcing of lectures and outside material that supports the assignment's main argument.	Demonstrates sourcing of lectures and outside material that partially supports the assignment's main argument.	Demonstrates sourcing of lectures that partially supports the assignment's main argument.	Demonstrates sourcing of outside material that partially supports the assignment's main argument.	Demonstrates sourcing of lectures and outside material that minimally supports the assignment's main argument.	Did not provide any form of sourcing.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
<b>Argument</b>	Compelling and persuasive argument was made by discussing the main points through conceptualization, topic understanding, and superior writing.	Compelling and persuasive argument was made by discussing the main points through topic understanding.	Persuasive argument was made by discussing the main points through conceptualization.	Argument was briefly made by discussing the main points.	Argument was briefly made by vaguely discussing the main points.	Did not provide a reasonable argument.

10 pts      8 pts      6 pts      4 pts      2 pts      0 pts

<b>Grammar / Spelling</b>	Grammar, punctuation, and spelling does not disrupt understanding of topic.	Grammar and spelling does not disrupt understanding of topic.	Grammar does not disrupt understanding of topic.	Various grammar, punctuation, and spelling disrupts understanding of topic.	Repetitive grammar, punctuation, and spelling disrupts understanding of topic.	Extremely poor grammar, punctuation, and spelling was used.
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10 pts      8 pts      6 pts      4 pts      2 pts      0 pts

**Total: 50 pts**

### Discussion Responses

Each week, students must respond, via Canvas, to two (2) classmate discussion postings, **one response to each question type**. Responses should require the use of personal opinions, outside research, helpful tips, as well as sharing any links to inspirational sites and articles. Each response must be thorough and contain at least 100 words. All materials including class notes may be used. All discussion responses are due by 11:59pm ET Sunday.

### Discussion Question Rubric

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory	Incomplete
<b>Word Count</b>	>= 100 words	99 - 75 words	74 - 50 words	49 - 25 words	25 - 1 word(s)	Did not complete
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts

<b>Topic</b>	Addresses topic with complete insight in demonstrating an overall understanding via a fresh and creative manner.	Addresses topic with partial insight in demonstrating partial understanding via a fresh and creative manner.	Addresses topic with partial insight in demonstrating partial understanding.	Addresses topic with minimal insight in demonstrating minimal understanding via a fresh and creative manner.	Addresses topic with minimal insight in demonstrating minimal understanding.	Did not discuss topic.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts

<b>Sourcing</b>	Demonstrates sourcing of lectures and outside material that supports	Demonstrates sourcing of lectures and outside material that partially	Demonstrates sourcing of lectures that partially supports the	Demonstrates sourcing of outside material that partially supports the	Demonstrates sourcing of lectures and outside material that minimally	Did not provide any form of sourcing
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	the assignment's main argument.	supports the assignment's main argument.	assignment's main argument.	assignment's main argument.	supports the assignment's main argument	
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts

Argument	Compelling and persuasive argument was made by discussing the main points through conceptualization, topic understanding, and superior writing.	Compelling and persuasive argument was made by discussing the main points through topic understanding.	Persuasive argument was made by discussing the main points through conceptualization.	Argument was briefly made by discussing the main points.	Argument was briefly made by vaguely discussing the main points.	Did not provide a reasonable argument.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts

Grammar / Spelling	Grammar, punctuation, and spelling does not disrupt understanding of topic.	Grammar and spelling does not disrupt understanding of topic.	Grammar does not disrupt understanding of topic.	Various grammar, punctuation, and spelling disrupts understanding of topic.	Repetitive grammar, punctuation, and spelling disrupts understanding of topic.	Extremely poor grammar, punctuation, and spelling was used.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts

## Semester-long Project

Over the course of the semester, students will be working on one, large final project. On the first day of class, students will randomly be assigned a business with an existing website.

### Check Point #1: Proposal / Contract

The first step involves writing a proposal for the “client.” This is a contract, or agreement, stating everything that you will do during the project. When you deliver your final project, part of your final grade will involve revisiting the initial proposal and making sure that you did everything that you set out to do. -- That's not to say that your project can't change over the course of the semester, you'll simply have to submit a “Change Request” document, documenting the change.

The proposal requirements (reflected in the rubric):

- No length requirement



- No design requirement
- Include project funding (cost) and Payment Terms
- Scope of Work
  - Sites must include at least 5 pages
    - Home
    - About
    - Products / Services / Offerings
    - Blog
    - Contact
- Outline a (brief) Digital Strategy, this can be a simple SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats assessment)
- What can the client expect?
  - Design / Development Process
  - Communication Guidelines
- General Project Terms
  - Browser Specifications
  - Expiration Date
  - Extra Fees (Change Requests, Stock Photography, Plugin Licenses, Fonts, etc.)
  - Maintenance and Support (short term and long term)
  - Project Cancellation
- The proposal must be submitted on Canvas *and* on Basecamp. Within Basecamp, you must post the proposal as a message, with a brief explanation to the “client.”

I will be reviewing the proposal for loop-holes, based on my personal experience.

There are sample proposals available on Canvas. These proposals are not necessarily “A” proposals, but will provide a reference for wording and what to include.

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory	Incomplete
Grammar / Spelling	Grammar, punctuation, and spelling does not disrupt understanding of topic.	Grammar and spelling does not disrupt understanding of topic.	Grammar does not disrupt understanding of topic.	Various grammar, punctuation, and spelling disrupts understanding of topic.	Repetitive grammar, punctuation, and spelling disrupts understanding of topic.	Extremely poor grammar, punctuation, and spelling was used.

10 pts      8 pts      6 pts      4 pts      2 pts      0 pts

Scope of Work	Explains the scope of work in great detail No room for questions or loopholes.	Explains the scope of work.	Explains the scope of work, but leaves room for questions or loopholes.	Includes the scope of work, but is inaccurate.	Includes the scope of work, but is lacking major details.	Does not include the scope of work
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10 pts      8 pts      6 pts      4 pts      2 pts      0 pts

Digital Strategy	Provides a SWOT analysis and Digital Strategy in great detail and demonstrates value and direction for project development.		Provides a SWOT analysis in detail.		Provides a SWOT analysis but might be considered inaccurate and creates more questions than answers.	Does not provide any digital strategy.
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10 pts      6 pts      2 pts      0 pts

Defining Client Expectations	Provides the Design / Development process in great detail. Does an exceptional job of describing the communication workflow between freelancer and client.		Explains the Design / Development process and the communication workflow between client and freelancer.		Provides a very limited understanding of the Design / Development process.	Does not define any client expectations.
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10 pts      6 pts      2 pts      0 pts

Project Funding	Provides the project funding and payment schedule in great detail.		Provides information regarding the project funding.		Provides information regarding the project funding, but lacks detail and leaves room for loop-holes and questions.	Does not provide any information regarding project funding or payment plans.
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10 pts      6 pts      2 pts      0 pts

General Project Terms	Provides the general project terms in great detail.	Provides the general terms, but lacks information for 1 of the required items.	Provides the general terms, but lacks information for 2 of the required items.	Provides the general terms, but lacks information for 3 of the required items.	Provides the general terms, but lacks information for 4 of the required items.	Does not provide any project terms.
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10 pts

8 pts

6 pts

4 pts

2 pts

0 pts

## Check Point #2: Sitemap / User Personas

The sitemap outlines the basic information architecture for your project. It lists all of your site's pages and any global elements.

I've included examples on Canvas for you to review.

The sitemap requirements (reflected in the rubric):

- Illustrates all the pages on your site and how they're linked together.
- Sites must include at least 5 pages
  - Home
  - About
  - Products / Services / Offerings
  - Blog
  - Contact
- Includes any global elements (i.e. social media links, search bar, contact link) within the header and / or footer of your site.

The user personas are fictitious characters that represent some of the users that visit your site. The point is to help you think through the types of people that visit your site, some of their problems, how tech savvy they are, and what their likes and dislikes are.

Here are a couple of resources for determining what information you might want to include:

- [Huffington Post: How to Create User Personas for Your Website - http://www.huffingtonpost.com/john-haydon/user-personas-websites\\_b\\_1793594.html](http://www.huffingtonpost.com/john-haydon/user-personas-websites_b_1793594.html)
- [Web Design Personas - Best Practices and Examples - http://www.smartinsights.com/marketplace-analysis/customer-analysis/web-design-personas/](http://www.smartinsights.com/marketplace-analysis/customer-analysis/web-design-personas/)

I've included a few examples of user personas on Canvas, as well as a template that you're more than welcome to use.

Commented [7]: Great resources!!

The user personas requirements (reflected in the rubric):

- Created three (3) unique user personas. Each persona includes the following information:
  - Customer Segment
  - Name
  - Profile picture
  - Basic information about who they are
  - Three reasons for them to use your business / product
  - Three reasons to buy your business / product
  - Interests
  - Personality
  - Skill
  - Dreams
  - Relationship with Technology
  - How do they think? Feel? See? Say and do?
  - What's their pain? Gain?

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory	Incomplete
Grammar / Spelling	Grammar, punctuation, and spelling does not disrupt understanding of topic.	Grammar and spelling does not disrupt understanding of topic.	Grammar does not disrupt understanding of topic.	Various grammar, punctuation, and spelling disrupts understanding of topic.	Repetitive grammar, punctuation, and spelling disrupts understanding of topic.	Extremely poor grammar, punctuation, and spelling was used.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
Site Map	Sitemap includes all information in great detail.		Sitemap includes all information.		Sitemap lacking pages and / or global elements.	Did not create a Site Map
	10 pts		6 pts		2 pts	0 pts
User Persona #1	Included all required information for persona in great detail.	Included an adequate amount of information for persona.	Included the bare minimum for persona.	Some information missing for persona	Half or more information missing for persona.	Did not create a User Persona

	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
User Persona #2	Included all required information for persona in great detail.	Included an adequate amount of information for persona.	Included the bare minimum for persona.	Some information missing for persona	Half or more information missing for persona.	Did not create a User Persona
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
User Persona #3	Included all required information for persona in great detail.	Included an adequate amount of information for persona.	Included the bare minimum for persona.	Some information missing for persona	Half or more information missing for persona.	Did not create a User Persona
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts

### Check Point #3: Branding Package

Students will create a branding package for their client. Students should keep their research, digital strategy, and user personas into consideration.

During class, students will present

- **Final logo design.** This should be presented in multiple formats (black and white, color, large, and small.) When designing the logo, take multiple mediums into consideration: print, storefront, apparel, web design, and collateral.
- **Color palette.** The color palette should complement the logo and brand. Taking user personas and competitors into consideration.
- **Brand Typography.** Typography should complement the logo and brand. Presentations should at least include the following:
  - Headings
  - Subheadings
  - Tertiary Headings
  - Body Copy
- **Style Tiles or Mood Board.** Students can format their visual research as either style tiles or a mood board. Examples of both are included on Canvas. In addition, here are a few references for style tiles:
  - [Style Tiles - http://styletil.es/](http://styletil.es/)

- [A List Apart: Style Tiles and How They Work - https://alistapart.com/article/style-tiles-and-how-they-work](https://alistapart.com/article/style-tiles-and-how-they-work)
- [Creative Blog: The Web Designer's Guide to Style Tiles - http://www.creativeblog.com/web-design/style-tiles-4132333](http://www.creativeblog.com/web-design/style-tiles-4132333)
- You will submit your design to the class class, providing an explanation and context for your design considerations.
- When your peer's are presenting, you will be expected to participate, providing constructive feedback.

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory	Incomplete
In Class Presentation	Student presented their work and did an exceptional job describing and defending their work. Explanation includes persona and other Digital Strategy considerations		Student presented their work, explaining basic digital strategy and user persona considerations.		Student presented their work.	Student did not present their work.
	10 pts		6 pts		2 pts	0 pts
Critique Participation	Student commented on 75% of their their peers' presentations..		Student commented on 50% of their peers' presentations.		Student commented on 25% of their peers' presentations.	Student did not comment on any of their peers' work.
	10 pts		6 pts		2 pts	0 pts
Application of Design Principles: Typography	Demonstrates great understanding of typographic principles. Fonts were well chosen and well executed.	Demonstrates good understanding of typographic principles. Fonts were well chosen, execution is good.	Demonstrates some understanding of typographic principles. Fonts were well chosen, execution is fair.	Needs improvement. Fonts choices are fair and execution is poor.	Fonts were poorly chosen and poorly executed.	Did not include any thought to typography considerations.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
Application of Design Principles: Color	Demonstrates exceptional understanding	Demonstrates some understanding	Demonstrates some understanding	Needs improvement. Primary color	Primary color choices are inappropriate	Does not show any thought to color principles.

	of color theory. Primary color choices are appropriate and accent colors are complementary.	of color theory. Primary and accent color choices are good..	of color theory. Primary and accent color choices are fair..	choices are inappropriate and accent color choices are fair.	and accent color choices are poor.	
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
Overall Visual Impact	Designs are powerful, compelling, impossible to ignore.	Design gets attention, has some degree of power.	Design gets attention, but needs more creative insight.	Design needs more creative insight. May or may not have any impact on the audience.	Design impact is weak. Impact on audience is minimal.	Design impact is weak and likely to even be off-putting to audience.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
Completeness	Work included all required pieces and submitted correctly.	Work included all required pieces.	Work is missing 1 piece.	Work is missing 2 pieces.	Work is missing 3 pieces.	Work is missing 4 pieces.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts

#### Check Point #4: Wireframes

Wireframes give the client a general outline for the site and how it's structured. Wireframes can be low fidelity (pen and paper sketches) or higher fidelity (close to the final design). With either method, the focus is in communicating the overall site layout and functionality. Each page needs to include all required page elements.

- [Examples of wireframes on Pinterest:](https://www.pinterest.com/robertleotta/wireframes/)

It is *not* necessary that you use any (and definitely not all) of these tools, these are just a few options.

- [Creative Market wireframe toolkits](https://creativemarket.com/tags/wireframe) - <https://creativemarket.com/tags/wireframe>
- Photoshop
- Illustrator
- Keynote
  - [Keynote Kung Fu](http://keynotekungfu.com/) - <http://keynotekungfu.com/>
- [Mockplus](https://www.mockplus.com/) - <https://www.mockplus.com/>

- [Just in Mind - https://www.justinmind.com/](https://www.justinmind.com/)
- [UX Pin - https://www.uxpin.com/](https://www.uxpin.com/)
- [Wireframe.cc - https://wireframe.cc/](https://wireframe.cc/)
- [Mockflow - https://www.mockflow.com/](https://www.mockflow.com/)
- [Balsamiq - https://balsamiq.com/](https://balsamiq.com/)
- [Moqups - https://moqups.com/](https://moqups.com/)

Wireframe requirements, reflected in the rubric below:

- There are no fidelity requirements. You can use pen and paper sketches or go ahead and design something close to the final project in Sketch / Illustrator / Photoshop. *NOTE: My recommendation would be to design higher fidelity wireframes. This will make your next design iteration easier.*
- There should be a wireframe for each page of the site. Sites must include at least 5 pages:
  - Home
  - About
  - Products / Services / Offerings
  - Blog
    - Should have a “widget sidebar.” -- This can be implemented as a traditional blog sidebar or a large footer on the site.
  - Contact
    - Contains a form that will email a specified address upon submission.
- All page elements should be included on the wireframe.
- Project submission
  - Wireframes should be posted and linked together within Invision for review.
  - Submit an Invision link to Canvas
  - Provide a link to Invision within a message inside Basecamp, as you would submit the deliverable to a client.
  - We are not doing an in class critique, but rather students will be required to comment on their peer’s work within Invision. I will provide links to everyone’s project.



Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory	Incomplete
Application of Design Principles: Layout	Work is exceptionally arranged. Everything is properly aligned, balanced and well designed	Work demonstrates some understanding of arrangement. Elements are properly aligned, but needs improvement in overall balance		Arrangement needs improvement. Some elements are appropriately aligned, overall design is poorly balanced.	Most elements are out of alignment and overall design is poorly balanced.	Does not show any thought to layout principles.
	10 pts	8 pts		4 pts	2 pts	0 pts
Overall Visual Impact	Designs are powerful, compelling, impossible to ignore.	Design gets attention, has some degree of power.	Design gets attention, but needs more creative insight.	Design needs more creative insight. May or may not have any impact on the audience.	Design impact is weak. Impact on audience is minimal.	Design impact is weak and likely to even be off-putting to audience.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
Completeness	Work included all required pieces and submitted correctly.	Work included all required pieces.	Work is missing page elements	Work is missing 1 wireframe	Work is missing 2 wireframes	Work is missing 3 or more wireframes.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
Critique Participation	Student commented on 75% of their peers' presentations..		Student commented on 50% of their peers' presentations.		Student commented on 25% of their peers' presentations.	Student did not comment on any of their peers' work.
	10 pts		6 pts		2 pts	0 pts

### Check Point #5: Site Design

This is your completed site design for “your client” that you will be coding and connecting to WordPress.

Site design requirements, reflected in the rubric below:

- All site pages should be designed.
- Design should implement the “client’s” branding.

- Site content can either be pulled from your “client’s” existing site or you can use Lorem Ipsum. *Do not use Lorem Ipsum for major headlines and button call to actions.*
- Designs should be posted on Invision. Add your final designs to your Invision project as revisions to your wireframes.
- Submissions
  - A link to your Invision project should be submitted to Canvas.
  - Create a message within Basecamp to your “client”. Include a link to your Invision project and provide some context for the design.
- You will submit your design to the class class, providing an explanation and context for your design considerations.
- When your peers are presenting, you will be expected to participate, providing constructive feedback.

Example client pitch: NationsU - <https://vimeo.com/198872763>

PW: n@t!0n\$un!v3r\$!ty

This is an actual pitch that I created for one of my clients. I presented the homepage design to the client over a video conference call. They needed to send the design to their board for approval. My concern was that the client’s board wouldn’t understand the context of the design and some of the discovery conversations we had had prior to the design presentation. I was not going to be present for the board presentation, but I still wanted to control the conversation, as best I could. Therefore, I created this video to be passed around in order to receive the necessary approval. *You are not required to create a video.* This simply serves as a great example of what I’m looking for within class presentations.

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory	Incomplete
Application of Design Principles: Layout	Work is exceptionally arranged. Everything is properly aligned, balanced and well designed	Work demonstrates some understanding of arrangement. Elements are properly aligned, but needs improvement in		Arrangement needs improvement. Some elements are appropriately aligned, overall design is poorly balanced.	Most elements are out of alignment and overall design is poorly balanced.	Does not show any thought to layout principles.

		overall balance				
	10 pts	8 pts		4 pts	2 pts	0 pts

Application of Design Principles: Typography	Demonstrates great understanding of typographic principles. Fonts were well chosen and well executed.	Demonstrates good understanding of typographic principles. Fonts were well chosen, execution is good.	Demonstrates some understanding of typographic principles. Fonts were well chosen, execution is fair.	Needs improvement. Fonts choices are fair and execution is poor.	Fonts were poorly chosen and poorly executed.	Did not include any thought to typography considerations.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts

Application of Design Principles: Color	Demonstrates exceptional understanding of color theory. Primary color choices are appropriate and accent colors are complementary.	Demonstrates some understanding of color theory. Primary and accent color choices are good..	Demonstrates some understanding of color theory. Primary and accent color choices are fair..	Needs improvement. Primary color choices are inappropriate and accent color choices are fair.	Primary color choices are inappropriate and accent color choices are poor.	Does not show any thought to color principles.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts

Overall Visual Impact	Designs are powerful, compelling, impossible to ignore.	Design gets attention, has some degree of power.	Design gets attention, but needs more creative insight.	Design needs more creative insight. May or may not have any impact on the audience.	Design impact is weak. Impact on audience is minimal.	Design impact is weak and likely to even be off-putting to audience.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts

In Class Presentation	Student presented their work and did an exceptional job describing and defending their work. Explanation includes persona and other Digital Strategy considerations		Student presented their work, explaining basic digital strategy and user persona considerations.		Student presented their work.	Student did not present their work.
	10 pts		6 pts		2 pts	0 pts

Critique Participation	Student commented on 75% of their peers' presentations..		Student commented on 50% of their peers' presentations.		Student commented on 25% of their peers' presentations.	Student did not comment on any of their peers' work.
	10 pts		6 pts		2 pts	0 pts
Overall Identity	Overall identity is impactful. Elements are cohesive. Utilizes pattern, imagery, and / or composition as an identity element.	Overall identity is strong. Elements are consistent, feel part of a whole.		Overall identity is average. Most elements are consistent, some are out of keeping in touch with the overall identity.	Overall identity has many inconsistent elements.	Does not demonstrate any thought to overall identity.
	10 pts	8 pts		4 pts	2 pts	0 pts
Implementation of Digital Strategy in Design	Design does an excellent job of considering multiple Digital Strategy concepts and implemented within the design.		Design shows some consideration to two Digital Strategy concepts and implemented within the design.	Design shows consideration to two Digital Strategy concepts, but poorly implemented.	Design shows consideration to one Digital Strategy concept, but poorly implemented.	Does not demonstrate any thought to digital strategy.
	10 pts		6 pts	4 pts	2 pts	0 pts

### Check Point #6: Frontend Code

The frontend of your custom site design is complete. This includes all HTML, Sass (CSS), and JavaScript. By separating these phase of the project out, it will allow you to focus on one element of the site at a time, without introducing too many variables at once.

Frontend requirements, reflected in the rubric below:

- The site should be responsive / device agnostic.
- **Use of Sass.**
- **Use of SVGs** - This can be as simple as implementing your social media icons with SVGs.
- **Use of Flexbox** - can be implemented on a component level. Don't feel like your entire site layout needs to be in flexbox. An easy win is your using flexbox for your primary site navigation.

- **Use of web animations** - This doesn't have to be anything fancy, but simply demonstrating your knowledge of `@keyframes` and `transitions`.
- The site should function and operate consistently in Chrome, Safari, Internet Explorer 10+, and Edge. There are several services that allow you to check browser compatibility:
  - [Browser Stack - browserstack.com](https://browserstack.com) (This is my personal favorite.)
  - [Cross Browser Testing - https://crossbrowsertesting.com/](https://crossbrowsertesting.com/)
- Submission
  - Code should be committed to GitHub.
  - Code should be hosted on your server with your custom domain name pointing to the server.
  - Links and repositories should be submitted to Canvas
  - A message should be posted on Basecamp, to your "client" offering information to the staging link and providing context.

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory	Incomplete
Site is Responsive	The site is mobile first, responsive, and device agnostic.	The site is responsive and device agnostic.	The site is responsive, with minor issues.	The site has minor responsive issues across multiple pages.	The site responsiveness has major issues across multiple sections.	The site is not responsive.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
Site reflects the final design	Site design is accurately implemented within the frontend, close to pixel perfect.	.	Site design is implemented within the frontend, but minor discrepancies		Site design is implemented within the frontend, but major discrepancies.	The site design is not taken into consideration.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
Clean Code	Indent, nest, close tags, lowercase, required attributes listed, etc.  Least amount of <div>s  Site README.md included on GitHub		Minor errors that include indenting, nesting, closing tags, lowercase, required attributes listed etc.		Many errors that include indenting, nesting, closing tags, lowercase, required attributes, etc.	Repetitive errors that include indenting, nesting, closing tags, lowercase, required attributes, etc.

	explaining the project's specs.					
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts

Organization	No spelling and grammar mistakes.  Properly named files / pages as well as properly organized files / folders.  Root directory with index page containing correct title.  HTML and CSS comment(s).		Few spelling and grammar mistakes.  Minor mistakes concerning properly organized files / pages as well as organized files / folders.		Many spelling and grammar mistakes.  Poorly named files / pages as well as organized files / folders.	No consideration to site organization or proper naming conventions.
	10 pts		6 pts		2 pts	0 pts

Site is consistent on Chrome, Safari, Firefox, Internet Explorer 10+, and Edge.	Site operates in all browsers.	Site has some inconsistencies in 1 browser.	Site has inconsistencies in 2 browsers	Site has inconsistencies in 3 browsers.	Site has inconsistencies in 4 browsers.	Site doesn't operate as it should, in multiple browsers.
10 pts	8 pts	6 pts	4 pts	2 pts	0 pts	

Use of Sass	The site uses Sass appropriately and effectively, making use of multiple files, variables, nesting, mixins, and functions.	The site uses Sass appropriately making use of multiple files, variables, and nesting.		The site uses Sass appropriately, making use of variables and nesting.		Site doesn't use Sass
	10 pts	8 pts		4 pts		0 pts

Use of Web Animation	The site uses web animations using keyframes and transitions.  Animations are tasteful and effective and add to the overall user experience.		The site uses web animations using keyframes and transitions, but timing and effectiveness could be improved.		The site uses web animations with transitions.	No web animations on the site.
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		10 pts		6 pts		2 pts		0 pts
Use of SVGs	SVGs are used properly implemented on the site.		SVGs are used on the site, but implementation needs improvement.					The site has no consideration for SVGs.
		10 pts		6 pts				0 pts
Use of Flexbox	Flexbox is used and implemented correctly on the site on two or more components.		Flexbox is used and implemented correctly on the site in one component.			Flex is used on the site, but implementation needs improvement.		Flexbox isn't implemented on the site.
		10 pts		6 pts		2 pts		0 pts
Implement a Grid System	Code correctly implements a grid system. Everything is aligned appropriately.		Code implements a grid system, but contains a few alignment issues.			Code implements a grid system, but has major alignment flaws.		Code shows no consideration for a grid system.
		10 pts		6 pts		2 pts		0 pts
Completeness	Work included all required pieces and submitted correctly.		Work included all required pieces.	Work is missing minor elements	Work is missing 1 site page	Work is missing 2 site pages		Work is missing 3 or more site pages.
		10 pts	8 pts	6 pts	4 pts	2 pts		0 pts
JavaScript	JavaScript files are minified, concatenated, and don't return any errors in the Console.		JavaScript files are concatenated and don't show any errors in the console.		There are no errors in the console panel.	JavaScript is returning errors within the console panel..		No consideration for JavaScript implementation on the site.
		10 pts	8 pts		4 pts	2 pts		0 pts

### Check Point #7: Site connected to WordPress

This is it! Your final project is completely finished, hotwired to WordPress for your “client” to update, and production ready. The final checkpoint, should demonstrate your

knowledge, not only of posting and publishing content to a Content Management System, but also a basic understanding of PHP and developing custom themes.

Checkpoint requirements, reflected in the rubric below:

- Demonstrate an understanding of the WordPress templating system, menu structure, custom post types, widgets, installing plugins, posts, and pages.
- Submission
  - Code will need to be committed and pushed to GitHub. There are two different options. (1) You can either submit your entire WordPress install or (2) just the theme directory. If you're using premium plugins, I would recommend the later, in order to comply with licensing agreements.
  - Final code should be posted on your unique server space, using your custom domain name.
  - Links to GitHub, your server, and login credentials to your WordPress admin panel should be submitted on Canvas.
  - A message should be posted within Basecamp, to your "client" with the appropriate links and basic details for concluding the project. *NOTE: Even though a message of this nature would typically include login credentials, for security purposes **do not** provide that here.*
- You will submit your design to the class class, providing an explanation and context for your implementation considerations.
- When your peers are presenting, you will be expected to participate, providing constructive feedback.

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory	Incomplete
In Class Presentation	Student presented their work and did an exceptional job describing and defending their work. Explanation includes persona and other Digital Strategy considerations		Student presented their work, explaining basic digital strategy and user persona considerations.		Student presented their work.	Student did not present their work.



10 pts

6 pts

2 pts

0 pts

Critique Participation	Student commented on 75% of their peers' presentations..		Student commented on 50% of their peers' presentations.		Student commented on 25% of their peers' presentations.	Student did not comment on any of their peers' work.
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10 pts

6 pts

2 pts

0 pts

Use of Plugins	Correctly implemented multiple plugins on the site.	Correctly implemented multiple plugins on the site.	Correctly implemented three plugins on the site.	Implemented two plugins on the site.	Implemented one plugin on the site.	Did not include any plugins on the site.
	Plugins are well supported plugins with social proof.  All active plugins on the site are in use.					

10 pts

8 pts

6 pts

4 pts

2 pts

0 pts

Pages implemented	Created pages within WordPress for each page of the site with the ability to update each..		Created pages within WordPress, missing 1 page.	Created pages within Wordpress, but missing 2 pages.	Created pages within WordPress, but missing 3 pages.	No consideration for WordPress pages.
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10 pts

6 pts

4 pts

2 pts

0 pts

Page Templates	Created a custom default page template.	Created a custom page template for 4 or more pages of your site.	Created a custom page template for 3 or more pages of your site.	Created a custom page template for 2 or more pages of your site.	Created a custom page template for 1page of your site.	Shows no consideration for unique page templates.
	Created a custom page template for 4 or more pages of your site.					

10 pts

8 pts

6 pts

4 pts

2 pts

0 pts

Posts Implemented	Created and published at least 3 blog posts within the WordPress Admin panel		Created and published at least 2 blog posts within WordPress.		Created and published 1 blog post within WordPress.	Did not create and publish any blog posts within WordPress.
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10 pts

6 pts

2 pts

0 pts

Widgets	WordPress's widget system is being used and properly implemented.  Widgets are styled to be consistent with the site.		WordPress's widget system is being used and properly implemented.	WordPress's widget system is being used, but minor issues with implementation.	WordPress's widget system is being used, but there are major issues with implementation.	Shows no consideration for WordPress's widget system.
	10 pts		6 pts	4 pts	2 pts	0 pts
Post Templates	Customized the Post Index page, Single Post page, Categories Post page, and Archives post page		Customized the Post Index page and Single Post page.		Customized the Index Post Page.	Showed no consideration for customizing the post section.
	10 pts		6 pts		2 pts	0 pts
Blog Post Comments	Comments use WordPress's system and are styled consistently with the site.  Comments allow for comment threads.	Comments use WordPress's system and are styled consistently with the site.		Comments use WordPress's system, but minor issues in styling and implementation	Comments use WordPress's system, but major errors in styling and implementation.	Showed no consideration for handling comments.
	10 pts	8 pts		4 pts	2 pts	0 pts
Custom Post Types	A custom post type is created and implemented for a section of the site.  Custom taxonomy for the custom post type is created.  At least three posts are made to the custom post type within the WordPress backend.	A custom post type is created and implemented for a section of the site.  At least three posts are made to the custom post type within the WordPress backend.	A custom post type is created and implemented for a section of the site.		A custom post type is created, but errors in implementation.	Showed no consideration for creating a custom post type with WordPress.
	10 pts	8 pts	6 pts		2 pts	0 pts

WordPress Menu Setup	Menus on the site are created and implemented using WordPress's built in menus.  Sub Navigation is styled and handled appropriately. Even if the site does not have subnavigation, it is taken into consideration.	Menus on the site are created and implemented using WordPress's built in menus.					Shown no consideration for using WordPress's menu structure.
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10 pts

8 pts

0 pts

Email Contact Form	Contact form is create and properly implemented and emails the specified address upon submission.  Validation works for required fields and error messages styled to match the site.		Contact form is created and properly implemented and emails the specified address upon submission.	Contact form appears on the site, but has problems processing the request.	Contact form appears on the site, but is not connected.	Shown on consideration for a contact form.
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10 pts

8 pts

6 pts

4 pts

2 pts

0 pts

Google Analytics Setup	Added Google Analytics to your website.					Did not add Google Analytics to the site.
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5 pts

0 pts

Email Opt In	Email Opt in form created, properly implemented, and a Welcome Sequence triggered.		Email Opt in form created and properly implemented.	Email Opt in form appears on the site, but has errors and trouble processing the request.	Email Opt in form appears on the site, but not connected.	Shown no consideration for an email opt in.
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10 pts

6 pts

4 pts

2 pts

0 pts

Site Backups Setup	Plugin for site backups is installed and configured.					Shown no consideration for site backups.
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5 pts

0 pts

WordPress Security Precautions Setup	Plugins for site security is installed and configured.					Shown no consideration for WordPress security
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5 pts

0 pts

Site Caching Setup	Plugin for caching is installed and configured					Shown no consideration for site caching
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5 pts

0 pts

Site Performance	When submitted to Pingdom, the site has a B (or better) grade and should load faster than 75% of sites.	When submitted to Pingdom, the site has a B (or better) grade.	When submitted to Pingdom, the site has a C or better grade and loads faster than 50% of sites.	When submitted to Pingdom, the site has a C or better grade.	When submitted to Pingdom, the site has a grade of F.	The site shows no consideration for performance.
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10 pts

8 pts

6 pts

4 pts

2 pts

0 pts

Clean Code	Indent, nest, close tags, lowercase, required attributes listed, etc.  Least amount of <div>s  Site README.md included on GitHub explaining the project's specs.		Minor errors that include indenting, nesting, closing tags, lowercase, required attributes listed etc.		Many errors that include indenting, nesting, closing tags, lowercase, required attributes, etc.	Repetitive errors that include indenting, nesting, closing tags, lowercase, required attributes, etc.
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10 pts

6 pts

2 pts

0 pts

Organization	No spelling and grammar mistakes.  Properly named files / pages as well as properly organized files / folders.  Root directory with index page containing correct title.		Few spelling and grammar mistakes.  Minor mistakes concerning properly organized files / pages as well as organized files / folders.		Many spelling and grammar mistakes.  Poorly named files / pages as well as organized files / folders.	No consideration to site organization or proper naming conventions.
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	HTML and CSS comment(s).					
	10 pts		6 pts		2 pts	0 pts

## University Policies

### University Policy on 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 me, 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, meet all deadlines, be organized. Work assigned in advance of class should be

completed as directed. Full participation in live lectures, discussions, and critiques is expected.

My role as the instructor is to identify critical issues related to the course, direct you and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of the assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements. Students should communicate with me if any problems or issues arise.

At all times, it is expected you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

## Other Resources

Other are available at <http://www.distance.ufl.edu/> getting-help for:

- Counseling and Wellness resources
  - <http://www.counseling.ufl.edu/cwc/>
  - 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please contact your program director and / or student support coordinator at [distancesupport@jou.ufl.edu](mailto:distancesupport@jou.ufl.edu) or visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

## 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. Students will be asked to complete evaluations during a specific Live Lecture. 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 <http://www.dso.ufl.edu/students.php>

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.

## Schedule

### Weekly Module Dates

Week 1	May 8 - 14, 2017	Week 8	June 26 - July 2, 2017
Week 2	May 15 - 21, 2017	Week 9	July 3 - 9, 2017
Week 3	May 22 - 28, 2017	Week 10	July 10 - 16, 2017
Week 4	May 29 - June 4, 2017	Week 11	July 17 - 23, 2017
Week 5	June 5 - 11, 2017	Week 12	July 24 - 31, 2017
Week 6	June 12 - 18, 2017	Week 13	August 1 - 7, 2017
Week 7	June 19 - 25, 2017		

## Detailed Course Instruction

**Note:** Class notes are available each week. **These are not a class outline.** Rather, the purpose of the class notes is to distribute links and resources discussed in class.

### Introduction

#### Watch

- Course Introduction Video.** This is a brief explanation of the course and what's expected of you.

#### Additional Links

Resources for collecting

- [Instapaper](#)
- [Evernote](#)
- [Pinterest](#)
- [Pinboard](#)

Good sources for inspiration and designer / developer news

- [Dribbble](#)
- [CSS-Tricks](#)
- [CSS Weekly](#)
- [Twitter](#)
- [Pinterest](#)
- [A List Apart](#)
- [Front End Front](#)
- [Frontend Dev Weekly](#)
- [Designer News](#)
- Various articles on [Medium](#)

### Complete

- Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.
- Discussion Response** to Discussion Question #1
- Discussion Question #2:** Introduce yourself.
- Discussion Response** to Discussion Question #2

## Week 1: UI / UX Part 1

### Objectives:

Discussion of UI / UX principles.

### Live Lecture

- Monday, May 8, 6pm - 9pm ET via Adobe Connect
- Topics:
  - Introduction to UI / UX
  - Discussion of UI / UX principles, reference *Designing with the Mind in Mind*, Chapters 1 - 6.
  - Semester long project check-in #1, proposal and contract due next week. Discuss expectations.
  - Demo Basecamp 3
- Class Notes / Slides available in Canvas

### Additional Links

- Semester-long project requirements, available in Canvas Classroom
- **Basecamp 3:** <https://3.basecamp.com/>
- Sample contracts and proposals available in Canvas Classroom
- Contract Killer: <https://stuffandnonsense.co.uk/projects/contract-killer/>
- Dan Mall's (Superfriendly's) Web Services Agreement:  
<http://agreement.superfriend.ly/>

### Complete

- Accept your invitation to Basecamp. I will send out invitations (via your UFL email address) to Basecamp.
- Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.
- Discussion Response** to Discussion Question #1
- Discussion Question #2:** Using the principles covered in the Live Lecture, find an example of an user interface implementing those concepts. Include a screenshot of the interface and explain how it relates to the principle(s).
- Discussion Response** to Discussion Question #2
- Quiz** on UI / UX principles -- *Complete after this week's reading.*
- Proposal / Contract** for the semester-long project:  
Due May 15 at 5:59pm ET.
  - Documents should be submitted via Canvas
  - Documents should also be uploaded to your Basecamp project, within a message, as you would send it to a client.

## Week 2: UI / UX Part 2

### Objectives

Discussion of UI / UX principles.

### Live Lecture

- Monday, May 15, 6pm - 9pm ET via Adobe Connect
- Topics:

- Discussion of UI / UX principles, reference *Designing with the Mind in Mind*, Chapters 7 - 12.
- Semester long project check-in #2, sitemap and user personas (due next week). Discuss Expectations.
- Class Notes / Slides available in Canvas Classroom

### Additional Links

- Sample user personas available in Canvas

### Complete

- **Accessibility:** [Watch all 16 a11ycasts episodes on YouTube.](#) (<http://bit.ly/a11ycasts>) This screencast is created by Google Chrome Developers, and discusses accessibility and using the developer tools within Chrome.
  - [Episode 1: Introduction to a11ycasts](#) (Duration 1:43)
  - [Episode 2: Inert Polyfill](#) (Duration 6:07)
  - [Episode 3: What is Focus?](#) (Duration 7:57)
  - [Episode 4: Controlling Focus with Tabindex](#) (Duration 5:13)
  - [Episode 5: Just use Button](#) (Duration 7:34)
  - [Episode 6: Roving Tabindex](#) (Duration 13:38)
  - [Episode 7: Screen Reader Basics: VoiceOver](#) (Duration 12:10)
  - [Episode 8: Why do Semantics Matter?](#) (Duration 10:11)
  - [Episode 9: Screen Reader Basics: NVDA](#) (Duration 9:00)
  - [Episode 10: Alerts](#) (Duration 10:07)
  - [Episode 11: How I do an Accessibility Audit](#) (Duration 12:16)
  - [Episode 12: The Art of Labeling](#) (Duration 14:06)
  - [Episode 13: Intro to ARIA](#) (Duration 9:15)
  - [Episode 14: States and Properties in ARIA](#) (Duration 9:26)
  - [Episode 15: Automated Testing with aXe](#) (Duration 12:29)
  - [Episode 16: Focus Ring](#) (Duration 8:19)
- **Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.
- **Discussion Response** to Discussion Question #1
- **Discussion Question #2:** Using the principles covered in the Live Lecture or reading, find an example of user interface *lacking* these

concepts. Include a screenshot of the interface and explain how it could be better if properly implementing the principle(s).

- Discussion Response** to Discussion Question #2
- Quiz** on UI / UX Principles and Accessibility
- Sitemap and User Personas for the semester-long project:  
Due May 22 at 5:59pm ET
  - Documents should be submitted via Canvas
  - Documents should also be uploaded to your Basecamp project, within a message, as you would send it to a client.

## Week 3: UI / UX Part 3

### Objectives

Discussion of animation on the web.

### Live Lecture

- Monday, May 22, 6pm - 9pm ET via Adobe Connect
- Topics
  - CSS / JavaScript Animations
  - Semester long project check-in #3: branding package due next week. Discuss expectations.
- Class Notes / Slides available on Canvas

### Additional Readings

- [NOT Required] *A pocket Guide to CSS Animations*, by Val Head
- [NOT Required] *Designing Interface Animation*, by Val Head
- UI Animation Newsletter: <http://valhead.com/newsletter/>  
Val Head is known for animation on the web. She has a (free) weekly email newsletter where she aggregates the latest and greatest articles / posts on animation, as well as, inspiration.

### Complete

- Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.
- Discussion Response** to Discussion Question #1

- ❑ **Discussion Question #2:** Find an example of animation used in web design, explain some of the principles being implemented.
  - The 12 Classic principles according to *The Illusion of Life*
    - Timing
    - Follow-through and overlapping action
    - Anticipation
    - Secondary action
    - Arcs
    - Squash and Stretch
    - Slow in and Slow out
    - Exaggeration
    - Straight Ahead and Pose to Pose
    - Solid Drawing
    - Appeal
    - Staging
  - Modern Principles of Interactive Animation
    - Purpose
    - Avoid animation that becomes obsolete
    - Keep Animations Flexible
    - Nonblocking Animation
    - Be Quick, Be Readable
    - Performance Matters
- ❑ **Discussion Response** to Discussion Question #2
- ❑ **Quiz** on UI / UX Principles and CSS / JS Animation
- ❑ Finish branding package for the semester-long project, due May 29 5:59pm ET. We will have critiques, May 29, in class. Deliverables include: logo, typography, color palette, and style tiles / mood board.
  - Deliverables should be submitted via Canvas
  - Deliverables should also be uploaded to your Basecamp project, within a message, as you would send it to a client.

## Week 4: Critique, Branding Package

### Objectives

Branding Package Critique

### Live Lecture

- Monday, May 29, 6pm - 9pm ET via Adobe Connect
- Topics
  - In class critique of the semester long project, branding package. Each student will get an opportunity to pitch their project, as you would a client.
  - Semester long project, discuss expectations for wireframes, due next week.
  - Grid based design in web design
- Class Notes / Slides available on Canvas

### Complete

- Watch Demo on [Invision](http://www.invisionapp.com) - <http://www.invisionapp.com>
- Create an account on Invision (free)
- Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.
- Discussion Response to Discussion Question #1**
- Discussion Question #2:** Provide a link to your Invision project and explain why you decided to use low / high fidelity wireframes.
- Discussion Response** to Discussion Question #2:
- Finish wireframes for the semester-long project, due June 5, 5:59pm ET.
  - Documents should be submitted via Canvas
  - Documents should also be uploaded to your Basecamp project, within a message, as you would send it to a client.

## Week 5: Sass

### Objectives

Discuss Sass

### Live Lecture

- Monday, June 5, 6pm - 9pm ET via Adobe Connect
- Topics
  - Naming and Building things in CSS (BEM, SMACSS, Atomic Design, CSS Guidelines)

- Compiling Sass with a preprocessor (CodeKit, gulp, grunt, npm)
- Learning Sass
- Class Notes / Slides available on Canvas

### Recorded Lectures

These are *not required*, but I would highly recommend watching the lecture specific for the preprocessor you decide to use.

- CodeKit
- Gulp
- Grunt
  
- Trouble with specificity in CSS?

### Additional Readings

- [NOT Required] Enduring CSS - <http://ecss.io/>

### Additional Links

- [Invision](http://www.invisionapp.com/) - <http://www.invisionapp.com/>

### Complete

- Quiz** on Sass
- Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.
- Discussion Response to Discussion Question #1**
- Discussion Question #2:** This discussion question has 3 options. Pick one option to discuss:
  - What's your favorite aspect of Sass? Where can you foresee it saving you the most time and why?
  - What's your favorite Sass "trick"? Write a CodePen, share it, and explain your code.
  - If you're using grunt or gulp, what's your favorite package? Explain its purpose and implementation.
- Discussion Response** to Discussion Question #2:
- Finish website design for semester-long project, due June 12, 5:59pm ET.
  - JPGs should be submitted via Canvas



- ❑ Comps should also be uploaded to your Invision project and posted within the Basecamp project, within a message, as you would send it to a client.

## Week 6: Critique, Website Design

### Objectives

Website Design Critique

### Live Lecture

- Monday, June 12, 6pm - 9pm ET via Adobe Connect
- Topics
  - In class critique of the semester long project, branding package. Each student will get an opportunity to pitch their project, as you would a client.
- PDF Notes / Slides available on Adobe Connect

### Additional Readings

- [NOT Required] *Practical SVG*, by Chris Coyier

### Additional Links

- [A Complete Guide to Flexbox - https://css-tricks.com/snippets/css/a-guide-to-flexbox/](https://css-tricks.com/snippets/css/a-guide-to-flexbox/)
- [A Complete Guide to Grid - https://css-tricks.com/snippets/css/complete-guide-grid/](https://css-tricks.com/snippets/css/complete-guide-grid/)

### Complete

- ❑ **Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.
- ❑ **Discussion Response** to Discussion Question #1
- ❑ **Discussion Question #2:** Using some of the concepts that you've learned in the lectures so far: UI / UX design, flexbox, SVG, CSS animations, etc. Code out the card wireframe (provided) and animate some aspect of the card. In the Discussion area, provide a link to their

CodePen. Comment and provide constructive feedback for your peers in how they've structured their code.

- Discussion Response** to Discussion Question #2:
- Watch** the Recording on Flexbox
- Watch** the Recording on Grid Layout
- Watch** the Recording on SVG

## Week 7: Introduction to WordPress

### Objectives

Introduction to WordPress

### Live Lecture

- Monday, June 19, 6pm - 9pm ET via Adobe Connect
- Topics
  - Difference between wordpress.org and wordpress.com
  - Installing WordPress
  - Developing locally using MAMP
  - Demo for using WordPress (posting, basic settings, and controls)
  - Intro to MySQL
    - *Basic Database Development*
    - *Basic MySQL Requests*
  - Discuss purchasing a domain and hosting
- Class Notes / Slides available on Canvas

### Additional Links

- [MAMP - https://www.mamp.info](https://www.mamp.info)

### Complete

- Download and install MAMP (free) on your computer.
- Download WordPress
- Read / Skim pages 1 - 200 in *PHP Pandas*

You should already be familiar with JavaScript. Most programming languages are similar, but the syntax and implementation varies. Even though, this week's quiz will cover the information within the reading, feel free to skim over some of the programming concepts that you are

already familiar with, just pay particular attention to the differences in syntax.

- ❑ **Watch** demo on posting to a MySQL database with PHP
- ❑ **Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.
- ❑ **Discussion Response** to Discussion Question #1
- ❑ **Discussion Question #2:** Give an example of something that you learned *or* something that you struggled to grasp within the *PHP Pandas* reading.
- ❑ **Discussion Response** to Discussion Question #2:
- ❑ **Quiz** on MySQL, WordPress Basics, and PHP (take the quiz after this week's reading assignment)

## Week 8: WordPress Theming

### Objectives

WordPress Theming

### Live Lecture

- Monday, June 26, 6pm - 9pm ET via Adobe Connect
- Topics
  - Review reading from *PHP Pandas*
  - Different ways to develop your own WordPress themes
    - Starter Themes
    - Using a child theme (I want you to be aware of this method, but this is *not* an option for the semester-long project.)
  - Template Basics
    - Template Hierarchy, refer to p52 of *Digging into WordPress*
    - What comprises a theme?
    - File / Folder Structure (Where do Sass files and your preprocessor files go?)
  - Getting your theme setup: demo taking the existing frontend code for a homepage design and converting it into a WordPress theme.

- Site includes for header.php and footer.php
  - Creating sidebars for widgets
  - Creating Menus / Navigation Structures
  - The WordPress Loop
    - How does it work?
    - Multiple loops on a single page
    - Merging with the existing loop
- WordPress Cheat Sheet available on Adobe Connect
- Class Notes / Slides available on Canvas

### Complete

- **Skim / Reading** in *Digging into WordPress*, chapters 1 - 5  
A lot of the concepts will be repeat material from what we covered in class, but it provides a good reference and review as you start to program your own theme.
- **Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.
- **Discussion Response** to Discussion Question #1
- **Discussion Question #2:** What are you most excited or intimidated about in building a unique WordPress theme?
- **Discussion Response** to Discussion Question #2:
- **Quiz** on WordPress Theming
- Frontend code for the semester-long project complete.
  - Code should be posted on GitHub, within a public repository
  - The site should be uploaded to your custom URL and hosting.
  - [Submit a link to your repository.](#)
  - Student should send a message within Basecamp, including a link to their domain, presenting it to the client.

## Week 9: Customizing WordPress

### Objectives

Customizing WordPress

### Live Lecture

- Monday, July 3, 6pm - 9pm ET via Adobe Connect
- Topics
  - WordPress Shortcodes
  - Permalinks
  - Controlling duplicate content
  - Using WordPress Plugins
    - Favorite WordPress Plugins
    - Measuring Performance
    - MinQueue
  - Custom Post Types
  - Advanced Custom Fields / Carbon Fields
- Class Notes / Slides available on Canvas

### Complete

- Watch** video on Password Protected pages
- Watch** video on developing a Membership site.
- Watch** demo on WordPress MultiSite
- Watch** demo on contact forms
  - [Featuring Contact 7 - https://contactform7.com/](https://contactform7.com/)
  - [Featuring Gravity Forms - http://www.gravityforms.com/](http://www.gravityforms.com/)
  - [Featuring Formidable Forms - https://formidableforms.com/](https://formidableforms.com/)
- Watch** demo on eCommerce (using WooCommerce) and setting up an SSL certificate
- Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.
- Discussion Response** to Discussion Question #1
- Discussion Question #2:** Share a *good* (social proof) WordPress plugin that you find helpful. This *must* be different than the plugins I've shared.
- Discussion Response** to Discussion Question #2:
- Quiz** on WordPress Theming.

## Week 10: In Depth look at Media in WordPress, Comments, Pagination, and User Administration

### Objectives

An in depth look

### Live Lecture

- Monday, July 10, 6pm - 9pm ET via Adobe Connect
- Topics
  - An indepth look at Images inside of WordPress
    - Using a content delivery network
    - Videos
    - Podcasting
    - Media Management
      - Resizing images
      - Insanity
      - Adding sizes
      - Responsive sizes within WordPress
  - Pagination
  - Setting up Users within WordPress and setting up the admin panel for clients
  - Comments
    - Styling WordPress comments
    - Comment Spam
    - No Follow Links
    - Threaded Comments
    - Disqus
- [Class Notes](#) / Slides available on Canvas

### Additional Readings

### Additional Links

### Complete

- Watch** MailChimp demo
- Set up a MailChimp account (free)
- Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.

- Discussion Response** to Discussion Question #1
- Discussion Question #2:** What's been your biggest struggle in working with WordPress and developing a custom theme? Is it what you expected?
- Discussion Response** to Discussion Question #2:

## Week 11: Deployment / Launch

### Objectives

Deploying a WordPress site

### Live Lecture

- Monday, July 17, 6pm - 9pm ET via Adobe Connect
- Topics
  - Site Performance and the cost of visiting a website
  - Backing up
  - Deploying a WordPress Site
    - Files
    - Database
    - "Gotchas"
  - Site Caching
  - QA week next week, discuss expectations.
- Class Notes / Slides available on Canvas
- Launch checklist available on Canvas

### Additional Readings

- [NOT Required] [Forge and GitHub Integration](https://selfteach.me/forged-and-github-integration/) - <https://selfteach.me/forged-wordpress-digital-ocean/>

### Complete

- Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.
- Discussion Response** to Discussion Question #1

- Discussion Question #2:** Find and share a website and offer site performance recommendations.
- Discussion Response** to Discussion Question #2:

## Week 12: QA Week

### Objectives

Quality Assurance

### Live Lecture

- Monday, July 24, 6pm - 9pm ET via Adobe Connect
- Topics
  -
- PDF Notes / Slides available on Adobe Connect

### Additional Links

- BrowserStack -
- Cross Browser Testing -

### Complete

- Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.
- Discussion Response** to Discussion Question #1
- Discussion Question #2:** What was your biggest surprise or frustration during the QA process?
- Discussion Response** to Discussion Question #2:

## Week 13: Critique, Site Connected to WordPress

### Objectives

### Live Lecture

- Monday, August 1, 6pm - 9pm ET via Adobe Connect
- Topics



- In class critique of the semester long project, branding package. Each student will get an opportunity to pitch their project, as you would a client.

### **Complete**

- **Discussion Question #1:** Share a new resource or something outside the curriculum that you learned.
- **Discussion Response** to Discussion Question #1
- **Discussion Question #2:** Reflect on final project. What were some of the surprises? Pains? Gains? What was your biggest takeaway?
- **Discussion Response** to Discussion Question #2: