

# Web Interactivity and Engagement

Fall 2017

## Instructor

Amy Dutton

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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 [Zoom.us](https://zoom.us) between 10:30am and 4:30pm ET Monday - 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:

[https://uflcoj.adobeconnect.com/mmc6145\\_Fall17/](https://uflcoj.adobeconnect.com/mmc6145_Fall17/)

There's also a link in Canvas, on the front page.

## 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](#), [CodeKit](#), or [Prepos](#).
- Developing locally, using [MAMP](#)
- 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 feedback 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.

## **Live Lecture Attendance and Participation**

Each student is required to attend all live lectures and actively participate. If an extenuating circumstance arises, students can watch the recorded lecture and submit a response paper: <http://bit.ly/misssed-class>

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 / Sitemap / User Personas](#)
2. [Site Design](#)
3. [Frontend code complete](#)
4. [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.

# 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

- *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)
- Prepros - <https://prepros.io/>
- 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/>

## Required Purchases

- Domain name and basic hosting

## 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.

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	½ letter deduction
More than an hour late, but less than 6 hours late	1 letter deduction
More than 6 hours late, but less than 12 hours late	2 letter deduction
More than 12 hours late, but less than 24 hours late	3 letter 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,**  
**Check point #1: Proposal / Contract / Sitemap / User Personas**

1. 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 through Canvas via the assignments section.
- **Check point #6: Frontend code complete**
  1. All code should be uploaded to GitHub.
  2. Frontend code should be posted using the student's purchased domain and hosting.
  3. Submit your links through Canvas via the assignments section.
- **Check point #7: Site connected to WordPress**
  1. WordPress code should be posted on GitHub.
  2. Website should be finished and posted using the student's purchased domain and hosting.
  3. Username and password created specifically for me, so I can access the WordPress admin panel.
  4. Submit your links, WordPress user account to Canvas via the assignments section.

*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	5:59pm ET Monday
Discussion Responses	5:59pm ET Monday
Quizzes	5:59pm ET Monday
Project Check-Ins	5:59pm ET Monday

## Weights

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

Participation**	10%
Discussions (12 total)	10%
Quizzes (7 total)	20%
Semester Long Project <i>Further broken down below</i>	60%
>> Check In #1: Project Discovery	10%
>> Check In #2: Site Design	20%
>> Check In #3: Frontend code completion	35%
>> Check In #4: Site connected to WordPress.	35%

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

## Point Details

- Each discussion question is worth 50 points
- Each discussion response is worth 50 points
- Each quiz is worth 100 points
- Each project checkpoint varies in the number of 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%
<b>D-</b>	< 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 \(http://bit.ly/missed-class\)](http://bit.ly/missed-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.

### **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 #3: 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.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 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
Topic	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
Sourcing	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
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.

The proposal requirements (reflected in the rubric):

- No length requirement
- No design requirement
- Include project funding (cost) and Payment Terms
- Scope of Work
  - How many designs are you presenting?
  - How many revisions / iterations? How do you define an iteration?
  - What elements are included on a page?
  - What type of programming functionality are you building out?
    - Search?
    - Email Opt Ins?
    - Contact Forms?
    - eCommerce?
  - 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
	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.
	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.
	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.
	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.
	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts

## 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](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.

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		Sitemap includes all information.		Sitemap lacking pages and / or global elements.	Did not create a Site Map

	great detail.					
	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 #2: 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.
- 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) - <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 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
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 #3: 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**
- **Use of Flexbox** - can be implemented on a component level. Don't feel like your entire site layout needs to be in flexbox.
- **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](http://browserstack.com) (This is my personal favorite.)
  - [Cross Browser Testing - https://crossbowseresting.com/](https://crossbowseresting.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

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	<p>Indent, nest, close tags, lowercase, required attributes listed, etc.</p> <p>Least amount of &lt;div&gt;s</p> <p>Site README.md included on GitHub explaining the project's specs.</p>		<p>Minor errors that include indenting, nesting, closing tags, lowercase, required attributes listed etc.</p>		<p>Many errors that include indenting, nesting, closing tags, lowercase, required attributes, etc.</p>	<p>Repetitive errors that include indenting, nesting, closing tags, lowercase, required attributes, etc.</p>

	10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
Organization	<p>No spelling and grammar mistakes.</p> <p>Properly named files / pages as well as properly organized files / folders.</p> <p>Root directory with index page containing correct title.</p> <p>HTML and CSS comment(s).</p>		<p>Few spelling and grammar mistakes.</p> <p>Minor mistakes concerning properly organized files / pages as well as organized files / folders.</p>		<p>Many spelling and grammar mistakes.</p> <p>Poorly named files / pages as well as organized files / folders.</p>	<p>No consideration to site organization or proper naming conventions.</p>

	10 pts	8 pts	6 pts	4 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	6 pts	4 pts	2 pts	0 pts
Use of Web Animation	The site uses web animations using keyframes and transitions.  Animations are		The site uses web animations using keyframes and transitions, but timing and effectiveness		The site uses web animations with transitions.	No web animations on the site.



	tasteful and effective and add to the overall user experience.		could be improved.			
	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 #4: 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.
  - 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
Completion	Project finished for presentation		Project missing minor elements for class presentation		Project missing major elements for class presentation	Site is not connected to WordPress for class presentation
	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
Use of Plugins	Correctly implemented multiple plugins on the site.  Plugins are well supported plugins with social proof.  All active plugins on the site are in use.	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.
	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.
	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 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 1 page of your site.	Shows no consideration for unique page templates.
	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.
	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		Customized the Post Index page and Single Post page.		Customized the Index Post Page.	Showed no consideration for customizing the post section.

	page, and Archives post page					
	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
Search Functionality Implemented	Search form and Search Results page are set up, styled, and working appropriately		Search form and Search Results page are set up and styled			No consideration for the SEArch form and Search Results page
	10 pts		5 pts			2 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.				Showed no consideration for using WordPress's menu structure.

		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.	Showed on consideration for a contact form.
		10 pts	8 pts	6 pts	4 pts	2 pts
Google Analytics Setup	Added Google Analytics to your website.					Did not add Google Analytics to the site.
		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.	Showed no consideration for an email opt in.
		10 pts	6 pts	4 pts	2 pts	0 pts
Site Backups Setup	Plugin for site backups is installed and configured.					Showed no consideration for site backups.
		5 pts				0 pts
WordPress Security Precautions Setup	Plugins for site security is installed and configured.					Showed no consideration for WordPress security
		5 pts				0 pts
Site Caching Setup	Plugin for caching is installed and configured					Showed no consideration for site caching
		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.

		10 pts	8 pts	6 pts	4 pts	2 pts	0 pts
Clean Code	<p>Indent, nest, close tags, lowercase, required attributes listed, etc.</p> <p>Least amount of &lt;div&gt;s</p> <p>Site README.md included on GitHub explaining the project's specs.</p>			<p>Minor errors that include indenting, nesting, closing tags, lowercase, required attributes listed etc.</p>		<p>Many errors that include indenting, nesting, closing tags, lowercase, required attributes, etc.</p>	<p>Repetitive errors that include indenting, nesting, closing tags, lowercase, required attributes, etc.</p>
		10 pts		6 pts		2 pts	0 pts
Organization	<p>No spelling and grammar mistakes.</p> <p>Properly named files / pages as well as properly organized files / folders.</p> <p>Root directory with index page containing correct title.</p> <p>HTML and CSS comment(s).</p>			<p>Few spelling and grammar mistakes.</p> <p>Minor mistakes concerning properly organized files / pages as well as organized files / folders.</p>		<p>Many spelling and grammar mistakes.</p> <p>Poorly named files / pages as well as organized files / folders.</p>	<p>No consideration to site organization or proper naming conventions.</p>
		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	Aug 21 - 27	Week 9	Oct 16 - 22
Week 2	Aug 28 - Sept 3	Week 10	Oct 23 - 29
Week 3	Sept 4 - 10	Week 11	Oct 30 - Nov 5
Week 4	Sept 11 - 17	Week 12	Nov 6 - 12
Week 5	Sept 18 - 24	Week 13	Nov 13 - 19
Week 6	Sept 25 - Oct 1	Week 14	Nov 20 - 26
Week 7	Oct 2 - 8	Week 15	Nov 27 - Dec 3
Week 8	Oct 9 - 15	Week 16	Dec 4 - 10

## 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

### Complete

- Discussion Question #1:** Introduce yourself.

## Week 1: Introduction and UI / UX Part 1

### Objectives:

Discussion of UI / UX principles.

### Live Lecture

- Monday, August 21, 6pm - 9pm ET via Adobe Connect
- Topics:

- Introduction and Discussion of UI / UX Principles
- Semester long project check-in #1, discovery documents due next week. Discuss expectations.
- Class Notes / Slides available in Canvas

### Complete

- ❑ **Discussion Questions within Canvas**
- ❑ **Quiz** in Canvas
- ❑ **Proposal / Contract** for the semester-long project:  
Due August 28 at 5:59pm ET.
  - ❑ Documents should be submitted via Canvas

## Week 2: Sass, SVGs, and Local Development

### Objectives

- Discuss Sass, SVGs, and Local Development

### Live Lecture

- Monday, August 28, 6pm - 9pm ET via Adobe Connect
- Topics:
  - Sass
  - Compilers (CodeKit, Gulp, Grunt, Prepos)
  - CSS Naming Conventions
  - SVGs
  - Local Development (Mamp)
  - Designing with a Grid
- Class Notes / Slides available in Canvas Classroom

### 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)
- Intentionally skipped Episode 15.
- [Episode 16: Focus Ring](#) (Duration 8:19)
- [Episode 17: How to Check for Accessible Colors](#) (Duration 10:34)
- [Episode 18: Why headings and landmarks are so important](#)  
(Duration 7:17)
- [Episode 19: Accessible Modal Dialogs](#) (Duration 12:45)
- Discussion Questions within Canvas**
- Quiz** in Canvas

## Week 3: No Class

Labor Day

## Week 4: CSS Animation

### Objectives

Discussion of animation on the web.

### Live Lecture

- Monday, September 11 - 17, 6pm - 9pm ET via Adobe Connect
- Topics
  - CSS / JavaScript Animations
  - Semester long project check-in #2: Site Design. Discuss expectations.
- Class Notes / Slides available on Canvas

## Complete

- ❑ **Discussion Questions within Canvas**
- ❑ **Quiz** in Canvas
- ❑ **Finish site design** for the semester-long project, due September 18 5:59pm ET. We will have critiques, September 18, in class.
  - Site design should be submitted via Canvas
  - Site design should be uploaded to Invision

## Week 5: Critique, Site Design

### Objectives

Site Design Critique

### Live Lecture

- Monday, September 18, 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 Questions within Canvas**

## Week 6: Frontend Demo (Part 1)

### Objectives

Putting all the pieces together: Local Development, Sass, Prepos, CSS Animation, Flexbox, CSS Grid Layout

### Live Lecture

- Monday, September 25, 6pm - 9pm ET via Adobe Connect
- Class Notes / Slides available on Canvas

## Complete

- Discussion Questions within Canvas**
- Quiz** in Canvas
- Read *PHP Pandas***
  - Chapter 1, 3-8

## Week 7: Frontend Demo (Part 2)

### Objectives

Putting all the pieces together

### Live Lecture

- Monday, October 2, 6pm - 9pm ET via Adobe Connect
- PDF Notes / Slides available on Adobe Connect

## Complete

- Discussion Questions within Canvas**
- Quiz** in Canvas
- Read *PHP Pandas***
  - Chapter 9 - 16, 19

## Week 8: Work Day and Live Q+A

### Objectives

Answer any questions.

### Live Lecture

- Monday, October 9, 6pm - 9pm ET via Adobe Connect
- Topics
  - Live Q & A
  - Talk through code logic

## Complete

- Discussion Questions within Canvas**
- Quiz** in Canvas
- Finish Frontend Web Development**

- ❑ Code should be posted on GitHub, within a public repository
- ❑ The site should be uploaded to your custom URL and hosting.

## **Week 9: Introduction to WordPress and MySQL**

### **Objectives**

Introduction to WordPress and MySQL

### **Live Lecture**

- Monday, October 16, 6pm - 9pm ET via Adobe Connect
- Topics
  - Introduction to MySQL
  - Setting up WordPress
  - WordPress Overview
  - Installing Plugins
  - Basic Theme Structure
  - Permalinks
- 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 Questions within Canvas**
- ❑ **Quiz** in Canvas

## **Week 10: Fall Break**

No Class

## **Week 11: WordPress Demo (Part 1)**

### **Objectives**

WordPress Demo



### **Live Lecture**

- Monday, October 30, 6pm - 9pm ET via Adobe Connect
- Topics
  - Advanced Custom Fields
  - Custom Post Types
  - Shortcodes
  - WordPress Loop
- Class Notes / Slides available on Canvas

### **Complete**

- ☐ **Discussion Questions within Canvas**
- ☐ **Quiz** in Canvas

## **Week 12: WordPress Demo (Part 2)**

### **Objectives**

WordPress Demo

### **Live Lecture**

- Monday, November 6, 6pm - 9pm ET via Adobe Connect
- Topics
  - Page Builders
  - Yoast
  - Contact Forms
  - Comments
  - Pagination
  - Search
  - Featured Images
- Class Notes / Slides available on Canvas

### **Complete**

- ☐ **Discussion Questions within Canvas**
- ☐ **Quiz** in Canvas

## Week 13: WordPress Demo (Part 3)

### Objectives

WordPress Demo

### Live Lecture

- Monday, November 13, 6pm - 9pm ET via Adobe Connect
- Topics
  - WooCommerce
  - SSL
  - Caching
  - Site Performance
  - Content Delivery Networks (CDN)
- Class Notes / Slides available on Canvas
- Launch checklist available on Canvas

### Complete

- Discussion Questions within Canvas
- Quiz in Canvas

## Week 14: WordPress Demo (Part 4)

### Objectives

WordPress Demo

### Live Lecture

- Monday, November 20, 6pm - 9pm ET via Adobe Connect
- Topics
  - Building a Membership Site
  - Deploying
  - Back Ups
  - Security
- PDF Notes / Slides available on Adobe Connect

### Complete

- Discussion Questions within Canvas

- ❑ **Quiz** in Canvas

## **Week 15: Quality Assurance**

### **Objectives**

Providing Quality Assurance

### **Live Lecture**

- Monday, November 27, 6pm - 9pm ET via Adobe Connect
- Topics
  - Quality Assurance
  - Google Analytics

### **Complete**

- ❑ **Discussion Questions within Canvas**
- ❑ **Quiz** in Canvas
- ❑ **Finish** Semester long project
  - Code should be uploaded to GitHub
  - Site should be published on student's hosting
  - User account created within the WordPress admin
  - All links and user credentials should be submitted to Canvas.

## **Week 16: Final Presentation**

### **Objectives**

Final Project Presentation

### **Live Lecture**

- Monday, November 27, 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.