

YOUR DIGITAL LIFE



MMC 5015 / MMC 3260
An introduction to online journalism

with David Carlson,
Cox/Palm Beach Post Professor of New Media Journalism
University of Florida

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Course overview

This is a course about how to build and maintain your online presence, your digital identity. Your digital identity includes everything you read, write and do online -- Email, social media, blogging, personal websites, shopping, archiving your professional work, gaming. Your digital life is becoming more and more important as the Internet and the Web permeate every facet of our lives.

It also is a course about *mediamorphosis*, the ongoing transformation of the traditional mass media. Newspapers, magazines, television and radio are converging to form a new, interactive, electronic medium that incorporates the greatest strengths of each, minimizes the weaknesses, and uses pixels instead of pulp to display the result.

Imagine a cell phone displaying something that looks like today's sports page, but you can click on the photo to see the full-motion video of the event, play it backward and forward in fast motion or slow. Then you click on a box score to find you have access to every statistic about every game ever played.

You can't read right now because you're driving? No problem, just tell the story to read itself to you. It's the depth, breadth and portability of newspapers wrapped up with the "take-me-there" ability of television and the ambience of radio. Pretty compelling, eh?

Some very smart people say it is a key point in the history and development of mankind, that the events unfolding before us daily will be as important to future generations as the invention of movable type, maybe even papyrus, was to us. Some still think it's all a crock, that "new media" are just a flash in the pan.

Only time will tell who is correct, but regardless of the long-term implications of *mediamorphosis*, it is happening. We're some distance away from the pocket-sized interactive newspaper described above, but it's happening, and it's happening fast.

Course objectives:

This class will teach you how to build and maintain a professional and personal online presence that will help you in your career. It also will help you learn to make the best use of the tools the Internet gives us.

By the end of this semester you will:

- Establish your own *online brand*
- Register an Internet *domain name* (such as *yourname.com*) and begin populating it with your work
- Create a *blog* with at least a dozen posts
- Develop an *online resume*

- Build a professional presence on at least two *social networks*
- Begin an *online portfolio* you can use to get a job
- Learn how to maximize the value of your online presence through *search-engine optimization* and *mobile responsive design*
- Build a *personal website* showcasing the information about yourself you want to share with the world.

This course incorporates significant content about building Web sites, but it is *not* a course solely about the Web. You will learn introductory Web design using Cascading Stylesheets, basic Extensible Hypertext Markup Language (XHTML) and basic Photoshop. You will be able to create Web pages by hand as well as gather and edit sound. Since this is an introductory course, you will *not* be taught Flash, Javascript, CGI scripting or the like, although you are encouraged to experiment with them. See the [labs page](#) for more detail about specific skills.

This course is intended to be a lot of fun, but it is not an "easy" course. If you are looking for an easy "A," this probably is not the right place to find it. You will spend considerable time and effort on your Web projects and the course readings.

Do I have to be a computer nerd to pass?

This is a journalism course, not a computer-science class, and it is, therefore, not intended to be highly technical. You don't have to be able to spit out computer code at a moment's notice to do well in this class, but you do have to write some simple code. That is to say, the class is not highly technical, but it is not non technical either. If networks, Web sites, online services and the Internet are old hat to you, parts of the course may seem elementary. If you already are an accomplished, standards-compliant Web designer, you probably won't enjoy this class. But for those who are inexperienced but unafraid, it may be positively enlightening.

Prerequisites: (These will not be enforced until Fall 2012)

- JOU 1100, Intro to Journalism
- JOU 3109c, Multimedia Writing
- Junior standing or permission of the instructor.

Students with disabilities:

The instructors will be happy to accommodate students with disabilities. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must then provide this documentation to the instructors when requesting accommodation. Please expect to visit the instructor during office hours to discuss your needs.

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"The newspaper of the future won't be printed or delivered; it will be interactive and customizable." — David Carlson, 1990

So who is this guy?

I am not what most people would consider a typical UF professor. I came to the university in 1993 not from an academic background but from a professional one. I spent better than 20 years working at newspapers of all sizes in all manner of jobs, from reporter-photographer to city editor, design editor, executive editor and new media director.

I am the former new media columnist for *American Journalism Review* magazine. I'm also a past national president of the Society of Professional Journalists and a director of the Sigma Delta Chi Foundation.



Probably the only reason I was recruited to teach here is that I am what you might call a pioneer in the field of interactive newspapers. I got my first modem in 1981. I logged on to CompuServe and The Source back when they had 4,000 users apiece. The first time I saw the AP wire scroll across my eight-line by 40-character screen, I knew I had seen the future of newspapers.

My wife, my colleagues and my friends thought I was nuts. My colleagues even stopped inviting me out for beers because they didn't want to hear about it anymore. (Some people still think I'm nuts.)

Then came *The Albuquerque Tribune*. In 1989, an insightful managing editor named Jack McElroy decided The Trib should start an online newspaper. He posted a notice on the bulletin board that said: "Wanted: Trib Staffer to work 10 hours a week creating a computerized version of The Tribune." I was design editor at the time but immediately applied for the job. The rest is history. McElroy gave me 10 hours a week and a budget of \$5,000, and *The Electronic Trib* was born in 1990. It was one of two newspaper-operated electronic systems in the world when it was launched, and it is believed to have been the first interactive newspaper in the world housed on a personal computer (a 286-12!).

When I'm not designing new on-line services or being adviser to the college's chapter of the Society of Professional Journalists, I like to drive sports cars, play golf, travel the world,

drink good wines and work in my wood shop. I fancy myself a gourmet chef and an audiophile. I have about 4,000 record albums and 1,000 CDs ranging from bluegrass and classical to rock, jazz and reggae.

I live on a tree-covered acre in Gainesville with my wife, Jeanne, my best friend and most trusted colleague. She, too, is a journalist and recently retired from *The Gainesville Sun*. She has since embarked on a new career as a pharmacy tech at Shands. Our three children are grown.

[Carlson's Personal Web site](#)

Among some rather bizarre things I've done over the years:

- Got kicked out of altar boy classes at my Catholic grade school in Bedford, Ind.
- Became the youngest Eagle Scout in Indiana history and attended the World Jamboree in 1967.
- Got a license to fly an airplane solo before I could legally get a driver's license. My Mom had to drive me to the airport so I could go flying.
- Rode on the handlebars of a 1927 Indian motorcycle while a county-fair daredevil steered the thing around the inside of a huge cylinder called the "Wall of Death." I did it for a newspaper story. The lede was: "Daredevil John Roberts stood next to his motorcycle smoking 100-millimeter Salems one after the other. "I have no death wish," he said."
- Spent the 30th year of my life living in an Indian tipi (it's not spelled teepee) on a 10-acre lake in Northern Indiana. I did this while regional editor of the *Chronicle-Tribune* in Marion where I had about 15 people working for me. I had to have a snowmobile and a four-wheel-drive to get to work.
- Worked on a project that won a Pulitzer Prize for *The Albuquerque Tribune* and staffer Eileen Welsome.
- Lived for two years in a mountain cabin in Western New Mexico that was heated entirely with wood and coal -- including the water heater and kitchen stove.
- Got my pocket picked on a packed trolley car in Ekaterinburg, Russia, during one of the five trips I made to that country between 1994 and 1997.
- Created the first journalism site anywhere on the World Wide Web in October, 1993, with two UF grad students, Gary Ritzenthaler and Steve Brown. Yes, *that* Gary Ritzenthaler.

Contact information

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Academic honesty:

It is expected that you will exhibit ethical behavior in this class. Students are expected to do their own work, use their own words in papers, and to reference outside sources appropriately.

Students are further expected to observe intellectual property rights and to comply with copyright laws. That means you must obtain written permission to use copyrighted materials in any work you submit for this class. It also means you will not plagiarize the words, designs, concepts or ideas of others.

Students who plagiarize or otherwise cheat will be prosecuted to the fullest extent of university rules. You will automatically receive a failing grade in this class if you engage in any form of academic dishonesty.

Plagiarism, whether intentional or accidental, has become easier to commit since the advent of the Web. Plagiarism is defined as "...taking someone's words or ideas as if they were your own." Source: [Dictionary.com](http://www.dictionary.com).

That means you cannot take even a single sentence from another Web site without attribution. It means you cannot take someone else's design and replace the words and pictures with your own. It means that if you use even a few of someone else's words verbatim, you must put quotation marks around them and cite the source.

Georgetown University offers a useful [tutorial](#) on plagiarism. It says:

- "If you use someone else's ideas or words, cite the source.
- "If the way in which you are using the source is unclear, make it clear.
- "If you received specific help from someone, acknowledge it."

If you find yourself wondering whether you have crossed the line of plagiarism, you almost assuredly have.

It is true that students occasionally plagiarize unintentionally or by accident. That is neither a defense nor an excuse. To avoid accidental plagiarism, It is extremely important to keep careful notes about what came from where, especially when doing online research. If you are cutting and pasting paragraphs from Web sites to your notes, you are in very risky territory; carefully save the citations along with the material.

Your work will be checked for plagiarism, so just don't do it. Failure to uphold the standards of academic honesty will result in a failing grade for the course and, potentially, other serious disciplinary action up to and including expulsion.

Remember, when you completed the registration form at the University of Florida, you signed the following statement:

"I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

Furthermore, on work submitted for credit, the following pledge is either required or implied:

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

If you are aware of a climate that promotes academic dishonesty, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999).

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Class Schedule, Fall 2012

Note: The semester calendar always is subject to change. Sometimes we move faster or slower than I anticipate, so check back frequently, and don't rely on a copy that you print the first week of the semester. Also see the [course e-Learning site](#) to see if there are ongoing class discussions, lab notes, etc. There may be assignments specific to grad students or undergrads there so be sure to check on a regular basis!

Last updated: Oct. 29, 2012

WK No.	WEEK BEGINS MONDAY	LECTURE (Tuesday & Thursday) Room FLG 260	ASSIGNMENTS: Your "to-do list" for the current week
1	8.20	What to expect in this class Introduction to online journalism	-Review course website and e-Learning site -Download " Journalism 2.0: How to Survive and Thrive " and read Chapter 1 Lab: Orientation
2	8.27	Basic XHTML and CSS	-Read "The Seven Habits of Highly Effective Searchers" from Peachpit Press . -Visit the UC Berkeley Library and read its tutorial on how search engines work Monday lab will not meet, MLK Day)
3	9.3	Basic XHTML and CSS	- <i>Castro</i> , Ch. 1, 2 & 3 - <i>Briggs</i> , Foreword, Introduction and Ch. 1 -Set up your Plaza ftp space;
4	9.10	Basic CSS continued Exam 1: Thursday	- <i>Castro</i> , Ch. 4, 5 & 6 - <i>Briggs</i> , Ch. 2 and 4 -Start tweeting
5	9.17	Website design process	First pages due in lab. - <i>Briggs</i> , Ch. 6 - <i>Castro</i> , Ch. 7 & 8 -"Taking the Guesswork Out of Design," by Daniel Ritzenthaler, A List Apart Lab: Basic Photoshop
6	9.24	Website design process, cont. Web design dos and don'ts <i>(Hint: Don't miss these lectures. They will help a</i>	- <i>Castro</i> , Ch. 9 & 10 - <i>Briggs</i> , Ch. 5 - <i>Nielsen</i> , " How Little Do Users Read? " Lab: Homepage help

great deal with your sites.)

7	10.1	Web design dos and don'ts (cont) How to get an A on your site	-Briggs, Ch.3 -Castro, Ch. 11 & 12 -Read "Understanding Web Design," by Jeffrey Zeldman, A List Apart
8	10.8	Special guests Exam 2: Thursday	HOMEPAGE PROJECT due Tuesday in lecture. -Briggs, Ch. 9 -Castro, Ch. 13 -Read "Contrast is King," by Leslie Jensen-Inman, A List Apart
9	10.15	Search Engine Optimization	-Briggs, Ch. 7 -Castro, Ch. 14
10	10.22	Project discussion; site-mapping and wireframing Writing for the Web	- Briggs, Ch. 8 -Read "CSS Floats 101," by Noah Stokes, A List Apart
11	10.29	Intro to multimedia: Audio and video for the Web	FINAL PROJECT : project proposal due by 5 p.m. Wednesday in eLearning. Lab: Audacity and Soundslides Complete this Soundslides tutorial -Castro, Ch. 17 -Briggs, Ch. 11
12	11.5	Audio and video for the Web (cont.)	FINAL PROJECT : content outline due in lab Lab: Simple video editing -Castro, Ch. 20
13	11.12	Audio and video for the Web (cont.)	FINAL PROJECT: site map and wireframes due in lab -Spend an " Evening with Ceefax " at Teletext Then and Now on mb21.co.uk "Web Site Usability Checklist" (How does your web site do on this checklist?) -Briggs, Ch. 10
14	11.19	Of hits, clicks and page views: Web advertising History and development of online services	FINAL PROJECT : Templates due in lab Lab: Project work -Castro, Ch 21
15	11.26	The future of online journalism (and other things).	Lab: Project work Project due Thursday, Nov. 29, in lecture
16	12.3	Exam 3 Tuesday, Dec. 4	Please fill out the course evaluation, one for lecture and one for lab, https://evaluations.ufl.edu.

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Attendance:

Attendance is very important. It will show readily on the exams if you don't come to class, come to lab and participate in our online site. Much of what we will study this semester does not exist anywhere on paper so there is no substitute for being there.

We take attendance in lab and, occasionally, in lecture. We also will have occasional extra-credit pop quizzes in lecture. Each right answer will get you an extra-credit point. Wrong answers on pop quizzes cost you nothing.

Please be prompt for all classes and labs. Everyone is late occasionally, but it is impolite to your fellow students and the instructor if you regularly straggle in late. Also, **turn off your cellular phone** during class. If it rings, you will be asked to leave for the day.

How often do we meet?

This class involves two hours of lecture each week and two hours of lab. You also will have assignments to complete outside of class.

Class meeting times and classrooms for both lecture and lab are assigned each semester by the registrar's office. For exact locations, please see the registrar's course [schedule](#).

You will need a USB memory key on which to save your work during our labs. A 1GB one will be adequate and should cost less than \$15.

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Contact information:

Professor David Carlson

Executive Director, Center for Media Innovation + Research
Cox Foundation/The Palm Beach Post Professor of New Media Journalism
3200A Weimer Hall
352-846-0171 office; 352-377-8650 home (emergencies only, please)
dcarlson (at) jou.ufl.edu

Office Hours. I do my best to keep my office hours and be on time, but I do travel a great deal so *please call or email before you stop by*. I'm also happy to make appointments outside of my office hours when possible.

Email policy: I will do my best to answer your email queries as quickly as possible during business hours. I usually will answer them nights and weekends, too, but I can't promise to be quite as conscientious then. We all need a little time off, right?

Co-instructor:

Dr. Judy Robinson

Office: 2028 Weimer Hall
Office phone: 352-392-3951
judyrobinson (at) jou.ufl.edu

Office hours

Lab instructor:

Dennis Frohlich

dennis.frohlich (at) ufl.edu
Wednesdays: Periods 6, 9
Thursdays: Periods 7-8

Lab instructor:

Al Kirby

akirby@ufl.edu

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E-learning resources in this class:

To help you get the most from the class, and because different people learn in different ways, we have utilized a variety of resources to help you learn. Among these resources are the course eLearning site, course Facebook group, and email listserv.

The first resource we use in class is the [course eLearning site](#), where you can find tutorials, exercises, readings (required and optional extra readings), and your grades throughout the semester. You may have used similar course eLearning sites for other classes. If you have not used them before, you can access Elearning at lss.at.ufl.edu, and you will need your Gatorlink ID and password to log in.

You should check the course eLearning site frequently. For example, you might check it before you begin lab assignments to see if there are any relevant tutorials, or on the day of lecture to see if there are any last-minute announcements, or on the day you sit down to study for a test to see if a study guide is available. If you feel you're ahead of the others in the class, you can find lots of resources to challenge you. If you're a little behind, you can find different explanations of the same topic.

There is a group devoted to the class on Facebook. Membership in the [course Facebook group](#) is not required, but you might enjoy it. The Facebook group is more informal, devoted to discussion, collaboration and knowing your peers (who will someday be co-workers in your field). To find the group search for "Communication on the Internet" in Facebook or [follow this direct link](#).

Last, there is a class listserv. A listserv is an electronic mailing list. There are thousands of them on the Internet, each devoted to some specific topic. Some are public and anyone can join; others are private and can be joined only by invitation. Ours is a private listserv. The listserv will be used rarely but occasionally for the instructors to send important information to your email address. Your Gatorlink e-mail address will be subscribed automatically to this mailing list.

You are responsible for checking both the e-learning site and your Gatorlink email frequently.

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Grading:

You have control over the grade you receive in this class. Basically, the more work you do, the higher your grade will be. The grading criteria are detailed below. Below that are the general class [policies](#) and the grading [scale](#).

MMC 3260 grading criteria

To earn an A:

- Be an active Twitter user posting at least one update per day that demonstrates knowledge of online media
- Miss no more than one lecture and one lab without prior permission
- Complete four exams with an average score of 90 points
- Turn everything in on time
- Be able to code most HTML and CSS from memory
- Personal website project (in addition to the project requirements):
 - Content contains no spelling or punctuation errors
 - Pages look practically identical in all browsers
 - Site is entirely hand coded and does not utilize a design template obtained elsewhere
 - All HTML and CSS validates
 - Code is logically constructed
 - HTML and CSS include comments
 - First page of site is named "index.html"
 - All file names follow naming conventions taught in class
 - Images and all graphics include height, width, alt and title attributes
 - Images are well cropped and properly optimized for the Web
 - Graphical logo and page headers are included and were created by you
 - Design is attractive, follows conventions taught in class
 - Navigation is intuitive, follows conventions taught in class
 - Page titles are logical and unique to each page
- Final project (All of the above plus):
 - Demonstrate more sophisticated use of CSS than in the previous project
 - Include at least two multimedia components you for which you have created and edited all the content. At least one must include video.
 - Present the content in a non-linear fashion

For a B:

- Be an active Twitter user posting an average of five times a week. Most of the

updates relate to online media

- Miss no more than two lectures and labs without previous permission
- Complete all four exams with an average score of 83 points
- Turn everything in on time
- Be able to write basic HTML and CSS from memory
- Personal website project (in addition to the project requirements):
 - Content contains no more than two spelling or punctuation errors
 - Pages look mostly identical in all browsers
 - Site is hand coded. If a design template is used, substantial changes have been made to it
 - HTML and CSS validators show fewer than three errors
 - Code is logically constructed
 - HTML and CSS include comments
 - First page of site is named “index.html”
 - All file names follow naming conventions taught in class
 - Images include height, width, alt and title attributes
 - Images are well cropped and properly optimized for the Web
 - Design is attractive, follows conventions taught in class
 - Navigation is intuitive, follows conventions taught in class
 - Page titles are logical and unique to each page
- Final project (all of the above plus):
 - Demonstrate more sophisticated use of CSS than in the previous project
 - Include at least one multimedia component you for which you have created and edited all the content
 - Present the content in a somewhat non-linear fashion

For a C

- Be an active Twitter user posting an average of three updates per week. Some of the updates relate to online media
- Miss no more than three lectures and labs without previous permission
- Complete all four exams with an average score of 73 points
- Do not be more than one day late on one assignment. The rest of your work is turned in on time
- Be able to demonstrate knowledge of HTML and CSS syntax
- Personal website project (in addition to the project requirements):
 - Content contains no more than five spelling or punctuation errors
 - Pages look good in one or more browsers, at least load in others
 - Site is hand coded. If a design template is used, minor changes have been made to it
 - HTML and CSS validators show fewer than five errors
 - Code is logically constructed
 - HTML and CSS include comments
 - First page of site is named “index.html”
 - All file names follow naming conventions taught in class
 - Most images include height, width, alt and title attributes
 - Images are well cropped and properly optimized for the Web
 - Design is attractive, follows conventions taught in class
 - Navigation is intuitive, follows conventions taught in class

- All pages have titles
- Final project: (all of the above plus):
 - Show improvement from the previous project
 - Include at least one Soundslides

Policies

To ensure privacy for all students, grades on exams and assignments will be posted online at the university's password protected eLearning site, lss.at.ufl.edu. You will need a Gatorlink ID and password to log in. The instructors will not give grades via email or telephone except when grading your Web projects. If you are concerned about your email privacy or for any reason do not wish to receive grades via email, let us know in advance and your lab instructor will critique your work face-to-face.

The semester grade will be computed as follows:

- Semester Web project: 30 percent
- Personal Web site : 20 percent
- Exams: 40 percent
- Lab assignments: 10 percent
- Twitter: 1-5 bonus points

Grade scale

- 94-100 A
- 90-93 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- 77-79 C+
- 73-76 C
- 70-72 C-
- 67-69 D+
- 63-65 D
- 60-62 D-

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Labs

The course includes both a lecture component and a lab component. We have two, one-hour lectures and one, two-hour lab each week. Attendance at your lab is required unless special arrangements are made in advance.

Lectures will focus primarily on history, theory and discussion while labs will help you learn hands-on skills. Labs will include:

- Basic Web page markup (XHTML)
- Cascading Stylesheets (CSS), including the CSS box model for design
- Image optimization with Adobe Photoshop
- Basic Web site management and design tools
- Basic audio editing (Audacity) and Soundslides production
- Other Internet skills needed by Web professionals such as ftp

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Exams:

There will be three exams. The exams cover the readings (hard copy and online) as well as material presented in labs and lectures.

There also will be a few extra-credit pop quizzes in lecture. Each correct answer on a pop quiz will result in an extra point being added to one of your test scores. Wrong answers will cost you nothing. These pop quizzes are intended to encourage attendance at lectures. They will be given at the beginning of class so it's wise to be on time every day.

Makeup tests will be given only if arranged in advance or in cases of documented illness or documented family emergency. *There will be no makeup pop quizzes.* If you must miss class for a religious holiday or a university-sanctioned event, you must arrange it with your instructors *in advance*. That is UF policy.

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Readings:

I try hard to keep the cost of books for my courses as low as possible. Two books are required and two others are recommended. They should be available at the University Book Store and the Florida Book Store, but you may find them cheaper via Amazon.com or another online bookseller. (You should be able to buy both books online for less than \$50.) No reading assignments are made from these books until Week 3, giving you time to mail-order the books. For your convenience, there are links to Amazon.com for each book.

Required texts:



[Journalism Next: A Practical Guide to Digital Reporting and Publishing](#) by Mark Briggs, ISBN: 1604265604

[HTML5 & CSS3 Visual QuickStart Guide \(7th Edition\)](#) by Elizabeth Castro and Bruce Hyslop, ISBN: 0321719611.

Recommended texts:

You might want to buy a book about Adobe Photoshop CS5 and another about Dreamweaver CS5. I like the Visual Quickstart Guides, but feel free to choose any book you like. If you are a neophyte at design, you might consider a book such as "Beautiful Web Design" by Jason Beard.

More readings:

Things truly are changing by the day in the online world. Therefore, I also recommend you read various magazines and newspapers regularly throughout the term. Especially recommended are:

- [The New York Times](#), available Monday-Friday for about \$30 a semester or online. The Thursday editions are especially worthwhile for technology news. You can get the Times online for free via the link above. You'll have to register, but there is no charge for access.
- [Wired](#), a monthly magazine available online or on better newsstands. It sometimes contains more attitude than substance but is often thoughtful and thought provoking.

- Any computer magazine, such as [PC Magazine](#) will help you understand the lexicon and price structure of the computer marketplace.

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Semester projects:

The culmination of your semester's work will be a Web project, and that project is a major component of your final grade. This semester, the project will be a piece of explanatory journalism. That means you will create a Web site to show visitors how to do something. It can be anything, even preparing Ramen noodles, but there must be research involved as well as explanation. Where do Ramen noodles come from, for example, when were they invented, and how are they made? You also must interview at least one real, live human being as part of the process.

Graduate students will be held to a higher standard of research than undergrads, and doctoral students will be held to a higher standard than master's students. Think of these as sort of like magazine articles for the Web. They needn't be long, but they shouldn't be short either -- think the equivalent of about 2,000 words — but they do need to be journalistically sound. That is: well researched, well written, correctly spelled, properly punctuated and consistent in usage and style. The best projects will take advantage of the Web's capabilities and include multimedia.

It takes many hours for us to grade your work, so the deadline is firm. *Projects not submitted by the due date will be penalized at the rate of one letter grade per day.*

You must do your own original work for this project. *You may not "repurpose" a paper or research done for another class. Plagiarism will be prosecuted to the fullest extent of university rules.*

Do not forget the following:

- Late projects will be penalized a letter grade per day
- You may not "repurpose" a paper or research done for another class
- Plagiarism will not be tolerated. A failing grade is automatic
- If you use copyrighted material, you must get permission

[Project Guide](#)

Don't panic. It is time consuming, but it's not as hard as it sounds. Check out past [student projects](#) for ideas.

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Your personal Web site:

One of the things you will do early this semester is begin creating a personal Web site. This is your own little spot on the World Wide Web, and even though it's called a "home page," it actually consists of multiple pages. This project is intended to get you started working with Hypertext Markup Language (HTML) and Cascading Stylesheets before you must begin work on your semester project. You will turn in some of the pages of your site in incrementally as they are due over the first few weeks of the semester. See the calendar for dates.

Important Note: Your work will be put on the Web. That means your site will be accessible to the general public, found by Google, etc.. Therefore, you should not include personal information that you do not want strangers to know.

[Home page guidelines.](#)

[Personal Web sites from previous semesters](#)

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What's required of me in this class?

Let's make one thing clear from the outset: **This is not an "easy" course.** I expect a lot of my students; that's how you learn. It is likely this class will consume more of your time than you anticipate.

Specifically, here is what's expected of you this semester:

- First and foremost, come to class and to lab. Most of what you will learn in this class will occur there. We rarely cover the readings in lecture, so attendance is key.
- Study the assigned readings and "surfings," both hard copy and electronic.
- Complete a personal Web site and a semester project for the World Wide Web.
- Complete three exams.
- Create a blog and join Twitter. Post to both regularly.
- Catch some extra-credit points for short, surprise quizzes in lecture.