

Web Design Principles

University of Florida, Online Masters in Web Design and Communication

Course syllabus

COURSE

Number: MMC 6936

Credits: 04

Meeting time: Tuesday and Thursday, 8-10pm Eastern Time

Office Hours: By appointment, please email instructor at least 24 hours ahead of time to set up meeting time.

INSTRUCTOR

Ricky Leung

ricky.leung@alumni.unc.edu

Skills instructor: Vonne Smith

vsmith@nhnorthflorida.com

WHAT YOU WILL LEARN

By the end of this course you will be comfortable creating, coding and posting basic HTML and CSS files to the Internet. Equipped with a historical understanding of the web's evolution and key design guidelines to ensure strong online presentation, you will have a foundational knowledge of website creation and be able apply it to the planning, design and development of your own portfolio website over the course of the semester.

EXPECTATIONS

Lectures: Watch and listen to class lectures, and participate in live sessions. Regular attendance is integral to a fulfilling class experience.

Blog postings: You are expected to write a blog post (100-word minimum, 500-word maximum) at least once a week and comment on a classmate's blog at least once a week. Blog post topics will be provided. Thanksgiving holiday week is exempted from this requirement.

Code Skills: Vonne Smith will be teaching the code skills portion of the course. You will be expected to attend the live sessions and follow along with the lessons in class.

Quizzes: You will be assigned 4 quizzes. These quizzes will test your knowledge of the code taught in the code skills portions of class. All quizzes will be posted in Sakai in the assessments section

Assignments: You will work through the process of wireframing, designing and developing a Web site. Late work will not be accepted.

REQUIREMENTS

You must be prepared to start a blog in Sakai to fulfill class assignments.

You must be prepared to purchase a domain name to develop a website for your final project. Domain names can cost around \$10-15 for a year of ownership and site hosting can cost \$8-15 a month. A useful site that walks you through the process can be found [here](http://webdesign.about.com/od/beforeyoustartawebsite/p/build_website.htm): http://webdesign.about.com/od/beforeyoustartawebsite/p/build_website.htm. We will review this process during the first week of class.

Recommended site hosts: [Bluehost](#) or [GoDaddy](#)

These sites both provide technical support and make it easy to publish your website files.

As this is an online course, you are required to have all the necessary equipment (compatible computer, webcam, mic) and acquaint yourself with the Adobe Connect technology so that you are able to participate in class as you attend live sessions. New Horizons can provide technical support if needed.

USB key (at least 1GB) is recommended.

** Work that is late or lost due to crashed hard drives will not be tolerated. Be sure to back up your files.

REQUIRED TEXTBOOKS

All required texts can be accessed using the links provided in this syllabus.

Not required, but may be helpful:

["Don't Make Me Think,"](#) by Steve Krug

"The Design of Everyday Things," by Donald Norman

STUDENTS WITH DISABILITIES

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

GRADING

Blog posts (weekly, 14 total required) are awarded points according to levels of completion:

3.5 points: Completed task fully and on time

2.5 points: Blog did not fulfill word requirements or fully achieve assignment tasks

1 point: Blog post was posted late (no more than two days)

0 points: No blog post created, or was posted more than two days late

Additional grading parameters for the class projects will be provided throughout the course of the class.

Your work will be evaluated according to this distribution:

Quiz 1	10 points	2%
Quiz 2	10 points	2%
Quiz 3	10 points	2%
Quiz 4	10 points	2%
Class participation	10 points	2%
Blog participation	50 points	10%
Project 1	75 points	15%
Project 2	100 points	20%
Project 3	75 points	15%
Final Project	150 points	30%
Total	500 points	100%

And grades will be determined as follows:

A	465 – 500 points	93 – 100%
A-	450 – 464 points	90 – 92%
B+	435 – 449 points	87 – 89%
B	415 – 434 points	83 – 86%
B-	400 – 414 points	80 – 82%
C+	385 – 399 points	77 – 79%
C:	365 – 384 points	73 – 76%
C-	350 – 364 points	70 – 72%
D+	335 – 349 points	67 – 69%
D:	300 – 334 points	60 – 66%
D-:	275 – 299 points	55 – 59%
E:	0 – 274 points	0 – 54%

GRADING POLICY

General University policies regarding grading are found here:

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

PROJECTS

What you learn in this class will be implemented in the brainstorming, wireframing, design and coding of a website. The site must be fully functional on multiple browsers (up to standards) and be focused on organizing and visually displaying a collection of items (articles, pictures, etc.) to create a portfolio-based website that can be shown to potential employers as a representation of your design skills. You are responsible for providing the content (text, images, etc.) that will be used on the site. All images and text must adhere to copyright law. Mere attribution to copyright owner is not enough.

To accomplish this, the following projects will be assigned throughout the duration of the course:

Project 1 – Due October 2

Wireframing

You will turn in two wireframes of the pages you intend to build, a main page and an interior one. There are no color or typography choices at this time, just boxes representing where content will go and brief text noting placement decisions. Use Adobe Illustrator or Photoshop to create your polished wireframes, but first you must start with pen or pencil and paper and submit your sketches when you turn in your project. JPG, PNG and PDF are acceptable file types, and files shouldn't be more than 10mb each. A detailed rubric will be uploaded on the class online site and will be reviewed in class before the project is due

Project 2 – Due October 23

Site designs / Mock ups

You will turn in the two screens you wireframed in fully fleshed-out design form. This is where color, alignment and typography are critical. Use Adobe Illustrator, Photoshop or a combination of tools to produce your designs. JPG, PNG and PDF are acceptable file types, and files shouldn't be more than 10mb each. A detailed rubric will be uploaded on the class online site and will be reviewed in class before the project is due.

Project 3 – Due November 13

Design pitches

Selling your ideas with enthusiasm is a large part of design. In class you will have an opportunity to talk briefly (about 5 minutes) regarding your design choices. Your webcam and mic must be on and functioning during class (as they generally should be in every class.) Although your final site needs only to reflect your designs from Project 2, you *must* take the feedback provided from the instructor and make edits to your non-digital designs before pitching them.

Peer review

The second portion of Project 3 requires you to thoughtfully critique another student's work. This will be done live in class and is not something that will be rehearsed. In the event of an uneven number of students or the inability of some students to be present in class, a standard website link will be provided for these students to critique.

A detailed rubric will be uploaded on the class online site and will be reviewed in class before the project is due.

Final Project – Due December 4

Coded site

Taking your final designs and using a coding program (Notepad ++, Adobe Dreamweaver, etc.) you will create a properly coded, live site that functions on multiple browsers. Your website should be able to stand on its own as a complete and finished project. The purpose is not necessarily quantity of content, but quality of layout and design and signs of usability tactics application. A detailed rubric will be uploaded on the class online site and will be reviewed in class before the project is due.

POLICY ON LATE WORK

Blogs posted more than two days after deadline will not count towards your participation grade. Projects turned in late will not be accepted except for extreme circumstances (i.e. family emergencies.) If you anticipate not making a project deadline, please speak with the instructor. Every day a project is late, you will lose 15 points from your project's total score. No make-up options will be provided.

All classes require participation by those present, but will be recorded for those unable to attend.

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>.

****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>

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

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

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

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

- Counseling and Wellness resources
- 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 visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

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

Readings before 1st class:

- "How to Build a Website," about.com
http://webdesign.about.com/od/beforeyoustartawebsite/p/build_website.htm
- "How to use RSS feeds"
<http://www.digitaltrends.com/how-to/how-to-use-rss/>
- "6 Phases of the Web Site Design and Development Process"
<http://www.idesignstudios.com/blog/web-design/phases-web-design-development-process/>

Schedule

WEEK ONE

Objectives:

- Get familiar with how the class will work.
- Set goals for what you will achieve this semester.

Class One – Thursday, August 23 - Lecture

Course introduction and design basics

- Go over syllabus, etc.; Goal-setting
- Setting up a blog
- Resources for design news and using RSS feeds
- Overview of what is web design / design
- the design process, the discovery phase
- aesthetics vs. function
- information, communication; audience and target

Assignments:

- Set up a blog
- Review syllabus
- Start thinking about your final project. Go through a discovery phase with yourself. Who is your target audience? What are the goals and objectives of your website?

Blog post:

- What are some goals you have coming out of this class? Why is it important for you to become good at Web design?
- What product, object or thing comes to mind when thinking of the words “good design?” How does that product, object, or thing embody the design ideal?
- What sites do you visit most frequently for design news and inspiration?

Readings for next week:

- “Understanding Web Design,” A List Apart.
<http://www.alistapart.com/articles/understandingwebdesign/>
- “The Truth about Web Design,” SpeckyBoy.
<http://speckyboy.com/2012/07/13/the-truth-about-web-design/>
- “Visual Decision Making,” A List Apart.
<http://www.alistapart.com/articles/visual-decision-making/>
- “The Role of Design in the Kingdom of Content,” Smashing Magazine.
<http://uxdesign.smashingmagazine.com/2011/10/24/role-design-kingdom-content/>
- “We Are All Connected: The Path from Architecture to Information Architecture,” boxesandarrows.
http://www.boxesandarrows.com/view/we_are_all_connected_the_path_from_architecture_to_information_architecture
- “Starting Out Organized: Web Content Planning the Right Way,” Smashing Magazine
<http://www.smashingmagazine.com/2010/03/17/starting-out-organized-website-content-planning-the-right-way/>
- “HTML and CSS Tutorials. And Stuff.” HTMLdog. (reference)
<http://htmldog.com/>

WEEK TWO

Objectives:

- Understand the purpose of making a website
- Learn how to begin editing/creating an HTML document
- Purchase a domain name and set up a personal webspace

Class One – Tuesday, August 28 - Lecture

Working with Information

- What to do before sketching
- information architecture
- concept behind HTML, XML, etc. as wrapper for content
- workflow
- from information to sketch

**Quiz 0, on syllabus (Part of Class Participation grade)*

Class Two – Thursday, August 30 - Code Skills

Code introduction

- Notepad ++, Mac friendly editors, PC code editors
- DOCTYPES, xhtml basics
- Functionality of HTML
- setting up/purchasing a domain/webspace

Assignments:

- Create a basic text-only HTML page with a short bio of yourself, throughout the lab this semester, your homework will be creating the about page of your portfolio website.
- Purchase a domain and set up your web hosting service.
- Begin putting together an information architecture of your website.

Blog post:

- What is one example of a well-designed website, in your opinion?
- What makes this site good? What are some aesthetic, organizational, or contextual factors that make this website better than others?
- Think about your own final project, what are some goals you are trying to meet?

Readings for next week:

- "Separating information and structure from presentation to enable different presentations," w3c.
<http://www.w3.org/TR/WCAG20-TECHS/G140>
- "Using semantic elements to mark up structure," w3c.
<http://www.w3.org/TR/2012/NOTE-WCAG20-TECHS-20120103/G115>
- "HTML5 and the Document Outlining Algorithm," Smashing Magazine
<http://coding.smashingmagazine.com/2011/08/16/html5-and-the-document-outlining-algorithm/>
- "Separation: The Web Designer's Dilemma," A List Apart.
<http://www.alistapart.com/articles/separationdilemma/>
- "Sketching: The Visual Thinking Power Tool," A List Apart.
<http://www.alistapart.com/articles/sketching-the-visual-thinking-power-tool/>
- "Shades of Grey: Thoughts on Sketching," UX Magazine.
<http://uxmag.com/articles/shades-of-grey-thoughts-on-sketching>
- "Shades of Grey: Wireframes as Thinking Device," UX Magazine.
<http://uxmag.com/articles/shades-of-grey-wireframes-as-thinking-device>
- "Wireframing, Prototyping, Mockuping – What's the Difference?" design modo.
<http://designmodo.com/wireframing-prototyping-mockuping/>

WEEK THREE

Objectives:

- Understand how structure and presentation work together to create a website
- Learn how to structure text in HTML
- Start wireframes

Class One – Tuesday, September 4 - Code Skills

HTML text tags and attributes

- Headings, paragraphs
- Font, strong, em tags (mention difference between b, i tags and strong, em tags)
- Lists and list structure
- html commenting

Class Two – Thursday, September 6 - Code Skills

Page and images links

- ADA attributes for images
- img tags
- Anchors
- Href linking
- building a menu navigation from a list
- some photoshop/illustrator/etc. as necessary for wireframes.

*Quiz 1, on HTML tags.

Assignments:

- Take the About page you began last week and put in proper headings and tags.
- Create html lists on your about page. E.g. lists of your experiences, skills, and/or awards.
- You should have begun sketching and wireframing.

Blog post:

- Should HTML structure affect the way you organize information for your website? Or should your information architecture affect how you structure your pages' HTML tags?

Readings for next week:

- "The Most Important Usability Activity?" Jacob Nielsen's Alertbox.
<http://www.useit.com/alertbox/field-study-vs-user-test.html>
- "Paper prototyping," A List Apart
<http://www.alistapart.com/articles/paperprototyping/>
- "What design researchers can learn from hostage negotiators," boxesandarrows
<http://www.bboxesandarrows.com/view/what-design>
- "Planning and Implementing Website Navigation," Smashing Magazine
<http://www.smashingmagazine.com/2011/06/06/planning-and-implementing-website-navigation/>
- "F-Shaped Pattern for Reading Web Content," Jakob Nielsen's Alertbox
http://www.useit.com/alertbox/reading_pattern.html
- "How Users Read on the Web," Jakob Nielsen's Alertbox
<http://www.useit.com/alertbox/9710a.html>
- "Eyetracking Research," Jakob Nielsen
<http://www.useit.com/eyetracking/> (reference)
- "Understanding Copyright and Licenses," Smashing Magazine
<http://www.smashingmagazine.com/2011/06/14/understanding-copyright-and-licenses/>
- Creative commons search (reference)
<http://search.creativecommons.org/>

WEEK FOUR

Objectives:

- Understand usability
- Be able to incorporate images in Web design

Class One – Tuesday, September 11 - Lecture

Content strategy and framework; Images for and from the Web

- sketching / wireframe
- how html / css / etc. affects the way we approach design or should it?
- content / presentation / structure/ function
- visual hierarchies
- copyrights and the creative commons (brief primer)
- image sizes

Class Two – Thursday, September 13 - Lecture

User experience and usability

- basic usability, user testing
- structuring navigation
- Iteration using feedback

Assignments:

- Add properly credited images with correct attributes on your about page.
- Add a menu with hyperlinks on your about page using anchors.

Blog post:

- Post a first draft of your wireframes, documenting some initial thoughts on your design decisions.
- Do a basic usability test on your wireframes. Document what works and what doesn't. Reference back to goals set in the first week as necessary.

Readings for next week:

- "This is Apple's New Favorite Typeface," Gizmodo
<http://gizmodo.com/5930274/this-is-apples-new-favorite-typeface/>
- "How many colours are there?" Speckyboy
<http://speckyboy.com/2011/12/22/how-many-colours-are-there/>
- "Color Theory for Designers" Part 1, 2, and 3. Start here with part 1 and click on the links at the bottom of the page for parts 2 and 3:
<http://www.smashingmagazine.com/2010/01/28/color-theory-for-designers-part-1-the-meaning-of-color/>
- "CSS Web Safe Fonts" – w3schools.com
http://www.w3schools.com/cssref/css_websafe_fonts.asp
- "Web Fonts at the Crossing," A List Apart
<http://www.alistapart.com/articles/fonts-at-the-crossing/>
- "On Web Typography," A List Apart
<http://www.alistapart.com/articles/on-web-typography/>
- "Preparing for Disaster," Speckyboy
<http://speckyboy.com/2012/04/05/preparing-for-disaster/>
- Wampserver
<http://www.wampserver.com/en/>
- MAMP
<http://www.mamp.info/en/index.html>

WEEK FIVE

Objectives:

- Understand the use of color and typography on the Web

Class One – Tuesday, September 18 - Lecture

Type and color

- Web typography (“Web-safe,” foundries, @font-face, serif vs. sans-serif)
- color palette
- setting up a local server and offline testing site.

Class Two – Thursday, September 20 - Code Skills

CSS (Cascading Style Sheets)

- Global vs. internal style sheets
- Format tags
- Application of classes
- working with fonts and colors in CSS
- Hex codes for colors
- height, width, max-width, overflow (how to make images scale and fit)
- CSS commenting

Assignments:

- Create a CSS stylesheet for your about page.
- Change the color and font of your content using CSS classes.
- Create a local server on your computer and backup your content there.

Blog post:

- Look at font choices and color for your portfolio site. Post your choices and document your thoughts, discussing your decisions. Remember to reference your goals as necessary.

Readings for next week:

- "Designing with Grid-Based Approach," Smashing Magazine
<http://www.smashingmagazine.com/2007/04/14/designing-with-grid-based-approach/>
- "Table Layouts vs. Div Layouts: From Hell to... Hell?" Smashing Magazine
<http://coding.smashingmagazine.com/2009/04/08/from-table-hell-to-div-hell/>
- 960 grid system
<http://960.gs/>
- "Thinking Outside the Grid," A List Apart
<http://www.alistapart.com/articles/outsidethegrid/>
- "What is User Experience Design? Overview, Tools And Resources," Smashing Magazine
<http://uxdesign.smashingmagazine.com/2010/10/05/what-is-user-experience-design-overview-tools-and-resources/>
- "Why User Experience Cannot be Designed," Smashing Magazine
<http://uxdesign.smashingmagazine.com/2011/03/15/why-user-experience-cannot-be-designed/>
- "Stop Designing Pages and Start Designing User Flows," Smashing Magazine
<http://uxdesign.smashingmagazine.com/2012/01/04/stop-designing-pages-start-designing-flows/>
- "Words that Zing," A List Apart
<http://www.alistapart.com/articles/words-that-zing/>
- "Calls to Action Buttons: Examples and Best Practices," Smashing Magazine
<http://www.smashingmagazine.com/2009/10/13/call-to-action-buttons-examples-and-best-practices/>
- "Good Call-to-Action Buttons," UX Booth
<http://www.uxbooth.com/blog/good-call-to-action-buttons/>

WEEK SIX

Objectives:

- Understand how layout affects communication of information on the Web.

Class One – Tuesday, September 25 - Lecture

Layout and User Experience

- different visual layout strategies
- design from the grid
- psychological user motivation
- clear labeling for action
- mapping user flows

Class Two – Thursday, September 27 - Code Skills

HTML/CSS layouts

- Table layouts vs. CSS layouts
- HTML id attribute
- CSS id selectors
- CSS background, sprites

Assignments:

- Taking into account user flows, complete wireframes.
- Using color choices you thought about last week, test out one color theme by adjusting the CSS background property of your about page.
- Add hyperlinked social media icons/buttons on your about page using CSS sprites.
- Add a button with a call to action. (e.g. “email me,” “ask for a quote,” etc.)

Blog post:

- As you are finishing your wireframes, how are you incorporating your knowledge of user flows and/or user experience? How might thinking about user experience at this point of the design process help/hurt/change your wireframe designs, or does it?

Readings for next week:

- None.

WEEK SEVEN

Class One – Tuesday, October 2 - Lecture

Presentation of site wireframes (**Project 1**)

Class Two – Thursday, October 4 - Lecture

Presentation of site wireframes (**Project 1**)

Assignments:

- Begin mockups.

Blog post:

- Having presented your wireframes and seen your classmates', what are some takeaways you can apply to your own designs? Were there any common themes that surfaced during the presentations regarding the wireframes?

Readings for next week:

- "Mastering CSS Principles: A Comprehensive Guide," Smashing Magazine (reference)
<http://www.smashingmagazine.com/mastering-css-principles-comprehensive-reference-guide/>

WEEK EIGHT

Objectives:

- Become comfortable with using CSS

Class One – Tuesday, October 9 - Code Skills

CSS box model

- CSS margin, padding, width properties
- Positioning elements with float, clear
- Grouping selectors
- building a horizontal menu from a list

Class Two – Thursday, October 11 - Code Skills

CSS position properties

- CSS relative, absolute, fixed properties
- CSS left and top properties
- CSS z index

*Quiz 2, on CSS.

Assignments:

- Apply CSS skills learned this week to make your about page look as close to your wireframes/mockups as possible.

Blog post:

- How does CSS add to or detract from user experience and usability? Is CSS necessary for the Web? Cite examples and/or research in your response.

Readings for next week:

- "Preparing Photoshop Files for Web Developers," Noupe
<http://www.noupe.com/photoshop/preparing-photoshop-files-for-web-developers.html>
- "Whitespace," A List Apart
<http://www.alistapart.com/articles/whitespace/>
- "Principles of Minimalist Web Design, with Examples," Smashing Magazine
<http://www.smashingmagazine.com/2010/05/13/principles-of-minimalist-web-design-with-examples/>
- "Simplicity isn't Simple," FINCH
<http://www.getfinch.com/2012/04/simplicity-isnt-simple/>
- Global Web Design, Smashing Magazine
<http://www.smashingmagazine.com/tag/global-web-design/>
- "UX Testing and Cultural Preferences: Are you designing webpages with culture in mind?" UX Magazine
<http://uxmag.com/articles/ux-testing-and-cultural-preferences>
- "Cultural Cognitive Style and Web Design: Beyond a Behavioral Inquiry into Computer-Mediated Communication," Journal of Computer-Mediated Communication
<http://jcmc.indiana.edu/vol11/issue1/faiola.html>
- "Barry Schwartz: The Paradox of Choice" Ted Talks (Video)
http://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice.html
- "Easier is Better than Better," Smashing Magazine
<http://www.smashingmagazine.com/2011/11/28/easier-is-better-than-better/>
- "5 Epic Design Lessons to Learn from Nature," Onextrapixel
<http://www.onextrapixel.com/2012/04/27/5-epic-design-lessons-to-learn-from-nature/>
- "Make Your Mockup in Markup," 24 Ways
<http://24ways.org/2009/make-your-mockup-in-markup>

WEEK NINE

Objectives:

- Come up with a personal design strategy for portfolio site.

Class One – Tuesday, October 16 - Lecture

Minimalism and other design strategies

- whitespace
- when minimalism goes too far
- the paradox of choice
- cultural context and usability
- preparing files for coding
- relationship b/t wireframe/prototype/mockup and code

Class Two – Thursday, October 18 – Code Skills

Preparing for mock ups and development

- Photoshop/illustrator as necessary for mock ups
- setting up a development space on a shared server

Assignments:

- Finish mockups.
- Begin building basic pages for your site.
- Get familiar with interacting with your hosting server.

Blog post:

- How might cultural context affect the design of your own website and the decisions of color, font, layout, etc., that you have made so far? In reviewing your own goals and target audience, have your decisions been aligned with the cultural context of your market?

Readings for next week:

- "How Content Creators Benefit from the New SEO," Smashing Magazine
www.smashingmagazine.com/2012/06/28/content-creators-benefit-from-new-seo/
- "How Metrics Can Make You a Better Designer," Smashing Magazine
<http://uxdesign.smashingmagazine.com/2011/09/20/how-metrics-can-make-you-a-better-designer/>
- "7 A/B Testing Resources for Startups and Solo Developers" Mashable
<http://mashable.com/2010/11/04/a-b-testing-resources/>
- "The Rise of Conversation Media" UX Booth
<http://www.uxbooth.com/blog/the-rise-of-conversation-media/>
- "How to Build the Perfect Web Community" WDL
<http://webdesignledger.com/tips/how-to-build-the-perfect-web-community>
- "8 Things Newbie Web Designers Should Know About SEO" Speckyboy
<http://speckyboy.com/2011/07/24/8-things-newbie-web-designers-should-know-about-seo/>
- "How to Use HTML Meta Tags" Search Engine Watch
<http://searchenginewatch.com/article/2067564/How-To-Use-HTML-Meta-Tags>
- "10 ways to Make Your XHTML Site Accessible Using Web Standards" Smashing Magazine
<http://coding.smashingmagazine.com/2009/06/18/10-ways-to-make-your-site-accessible-using-web-standards/>
- "High Accessibility is Effective Search Engine Optimization," A List Apart
<http://www.alistapart.com/articles/accessibilityseo/>

WEEK TEN - PROJECT 2 DUE

Objectives:

- Learn how to prepare a website for search engines.

Class One – Tuesday, October 23 - Lecture

Designing for participation and SEO (Search Engine Optimization)

- Social media integration
- How to generate active site visitors
- analytics
- Meta tags
- Use of headings
- White hat vs. black hat

Class Two – Thursday, October 25 - Lecture

Headers and footers

- What goes in a head tag
- embedding Javascript code
- google analytics

**Quiz 3, cumulative, on HTML and CSS*

Assignments:

- Add proper header meta information to your About page and to the rest of your website.
- Get familiar with how to embed google analytics code. Implement google analytics on your blog, if possible, if you haven't done so already. Your final coded site should have some sort of analytics installed.

Blog post:

- In our labs we've learn about HTML and CSS. We've also added now to our tool kit concepts behind embedding simple javascript code. In later classes we will also briefly look at (but not necessarily implement on our own) PHP, mySQL, AJAX, XML... (you don't need to know what these are yet if you don't already...) What is the benefit to knowing about all these different languages and tools? How important, if at all, is knowing "coding" and "programming" for a Web designer if s/he doesn't want to be a Web developer?

Readings for next week:

- "A Dao of Web Design," A List Apart
<http://www.alistapart.com/articles/dao/>
- "Techniques for Gracefully Degrading Media Queries," Smashing Magazine
<http://coding.smashingmagazine.com/2011/08/10/techniques-for-gracefully-degrading-media-queries/>
- "Introduction to media queries – Part 1: What are media queries?" Adobe Developer Connection (You don't have to do the tutorial, just read it)
<http://www.adobe.com/devnet/dreamweaver/articles/introducing-media-queries.html>
- "Introduction to media queries – Part 2: Building a responsive design." Adobe Developer Connection
<http://www.adobe.com/devnet/dreamweaver/articles/introducing-media-queries-pt2.html>
- "Understanding Progressive Enhancement," A List Apart
<http://www.alistapart.com/articles/understandingprogressiveenhancement/>
- "Progressive Enhancement with CSS," A List Apart
<http://www.alistapart.com/articles/progressiveenhancementwithcss/>
- "HTML5 – Responsive Web Design," MSDN Magazine
<http://msdn.microsoft.com/en-us/magazine/hh653584.aspx>
- "Responsive Web Design," A List Apart
<http://www.alistapart.com/articles/responsive-web-design/>
- "The elements of the mobile user experience," Smashing Magazine
<http://mobile.smashingmagazine.com/2012/07/12/elements-mobile-user-experience/>

WEEK ELEVEN

Objectives:

- Learn ways to deal with an era of multiple devices for the Web.

Class One – Tuesday, October 30 - Lecture

Design for all devices

- a brief history of responsive design
- progressive enhancement
- graceful degradation
- screen sizes, etc.

Class Two – Thursday, November 1 - Code Skills

Coding for all devices

- Common properties for smartphones
- Fluid vs. fixed layout
- Layout best practices
- CSS for media (i.e. aural); media queries
- Importing styles

Assignments:

- Add a print stylesheet as a media query for your about page. Test by printing it out.
- Continue coding your final website. While it's not necessary at this point that your entire site is completely adherent to responsive design, try to use appropriate fluid or fixed elements as you see fit.
- Make sure that your portfolio is viewable on the majority of screen sizes via graceful degradation.

Blog post:

- How should we be preparing for an increasingly mobile world? Many websites have a “mobile” version and a “desktop” version. (Many mainstream media sites also have “apps” for smartphones.) What are some pros and cons to having this framework in an effort to design for all devices? What are some pros and cons to responsive design as a solution to serving all devices?

Readings for next week:

- “Symptoms of an Epidemic: Web Design Trends,” A List Apart
<http://uxdesign.smashingmagazine.com/2012/03/15/symptoms-of-epidemic-web-design-trends/>
- “Design Trends: The Present, The Future, and You,” Speckyboy
<http://speckyboy.com/2012/03/27/design-trends-the-present-the-future-and-you/>
- “Designing for the Future Web,” Smashing Magazine
<http://mobile.smashingmagazine.com/2011/03/29/designing-for-the-future-web/>
- “Bringing Interactivity to Your Website with Web Standards,” Smashing Magazine
<http://coding.smashingmagazine.com/2011/02/03/bringing-interactivity-to-your-website-with-web-standards/>
- “Flash and Standards: The Cold War of the Web,” A List Apart
<http://www.alistapart.com/articles/flashstandards/>
- “What else does HTML5 need to defeat Flash? (Part 1)” Speckyboy
<http://speckyboy.com/2012/01/19/what-else-does-html5-need-to-defeat-flash-part-1/>
- “What else does HTML5 need to defeat Flash? (Part 2)” Speckyboy
<http://speckyboy.com/2012/01/20/what-else-does-html5-need-to-defeat-flash-part-2/>
- “Our Pointless Pursuit of Semantic Value,” Smashing Magazine
<http://coding.smashingmagazine.com/2011/11/11/our-pointless-pursuit-of-semantic-value/>
- “Pursuing Semantic Value,” Smashing Magazine
<http://coding.smashingmagazine.com/2011/11/12/pursuing-semantic-value/>
- AJAX Introduction, w3schools
http://www.w3schools.com/php/php_ajax_intro.asp

WEEK TWELVE

Objectives:

- Learn how to future proof a website.

Class One – Tuesday, November 6 - Lecture

Interactivity and the future of Web design

- keeping up with trends, or not?
- jQuery and Flash concepts; AJAX, XML
- interactivity

Class Two – Thursday, November 8 - Code Skills

HTML5 and CSS3

- Difference between XHTML/HTML5, CSS2/CSS3
- New tags and properties
- Browser support

**Quiz 4, on device and browser support.*

Assignments:

- Finish your coded site and gather your thoughts.
- Make sure you think about and document the conscious decisions you make throughout this design process.

Blog post:

- Read this first: "Dear Web User: Please Upgrade Your Browser," Smashing Magazine <http://www.smashingmagazine.com/2012/07/10/dear-web-user-please-upgrade-your-browser/>
- What is your browser of choice? Most Web designers have had similar thoughts as Lazaris. What are your thoughts? How do we balance not letting older browser hamper innovation in Web design but still deliver our messages in a meaningful and user friendly way to our audiences?

Readings for next week:

- "The Myth of the Sophisticated User" Smashing Magazine <http://uxdesign.smashingmagazine.com/2011/12/28/myth-of-sophisticated-user/>
- "10 things to learn from failure," Design Shack <http://designshack.net/articles/business-articles/10-things-to-learn-from-failure/>
- "Four Design Lessons From Shopping Carts," Speckyboy <http://speckyboy.com/2012/05/19/four-design-lessons-from-shopping-carts/>
- "The 10 Commandments of Web Design," Speckyboy <http://speckyboy.com/2012/07/19/the-10-commandments-of-web-design/>

WEEK THIRTEEN

PROJECT 3 DUE

Class One – Tuesday, November 13 - Lecture

Project 3 presentations

Class Two – Thursday, November 15 - Lecture

Project 3 presentations

Redesigns and user testing

Assignments:

- Take critiques from presentations and improve your site.

Blog post:

- User test your completed site. Use methods like A/B testing to determine best solutions to problems that make have arise from presentations. Write about your process and reflections.

Readings for next week:

- "Is Working Freelance Really Worth It? Pros and Cons" Speckyboy
<http://speckyboy.com/2010/12/02/is-working-freelance-really-worth-it-pros-and-cons/>
- "Thoughts and Considerations for Freelancing on a Part-Time Basis," Speckyboy
<http://speckyboy.com/2011/03/28/thoughts-and-considerations-for-freelancing-on-a-part-time-basis/>
- "How to Decide a Fair Hourly Rate for Web Design Work?" about.com
http://webdesign.about.com/od/pricing/a/hourly_rate_for.htm
- "5 Crucial Points Before Becoming a Freelance Web Designer." Speckyboy
<http://speckyboy.com/2012/01/15/5-crucial-points-before-becoming-a-freelance-web-designer/>
- "Common Questions About Design Professionalism," Smashing Magazine
<http://www.smashingmagazine.com/2010/03/08/common-questions-about-design-professionalism/>
- "How Developers can Take Advantage of Social Media," Speckyboy
<http://speckyboy.com/2012/05/24/how-developers-can-take-advantage-of-social-media/>
- "10 Essential Design Tools for Social Media Pros," Speckyboy
<http://mashable.com/2010/03/23/social-media-design-tools/>
- "Clients from Hell," <http://www.clientsfromhell.net>
- "Clients from Hell, Meet Designers from Hell," Revert to Saved
<http://reverttosaved.com/2009/11/24/clients-from-hell-meet-designers-from-hell/>
- "How a Web Design Goes Straight to Hell," The Oatmeal
http://theoatmeal.com/comics/design_hell

WEEK FOURTEEN

Class One – Tuesday, November 20 - Lecture

Freelancing and reviewing goals

- How to enter the market
- Determining rates
- Dealing with clients
- review goals

No Class – Thursday, November 22

Assignments:

- Eat.
- Show your family and/or friends your website. Use them as guinea pigs to test your website.

Blog post:

- None assigned. But for your amusement, read about one graphic designer's response to a less than exciting request: <http://www.27bslash6.com/missy.html>

Readings for next week:

- "Getting Started with Content Management Systems," Smashing Magazine
<http://www.smashingmagazine.com/2009/11/08/getting-started-with-content-management-systems/>
- PHP MySQL Introduction, w3schools
http://www.w3schools.com/php/php_mysql_intro.asp
- PHP Introduction, w3schools
http://www.w3schools.com/php/php_intro.asp
- "PHP: What you need to know to play with the Web," Smashing Magazine
<http://coding.smashingmagazine.com/2010/04/15/php-what-you-need-to-know-to-play-with-the-web/>
- PHP include files, w3schools
http://www.w3schools.com/php/php_includes.asp

WEEK FIFTEEN

Tuesday, November 27 - Lecture

CMS, PHP, Database basics

- what is a CMS
- what is a database
- what is PHP
- include directives

Thursday, November 29 - Code Skills

Forms

- Form tag, including actions methods
- Form element tags and attributes
- 3rd party form sites
- GET and POST, just what they are.

Assignments:

- Finish your website.
- (Optional) Add a contact form on your website either by coding yourself or using a third party site so potential clients can contact you.

Blog post:

- Having finished or nearly finished your project, which Web design principle do you believe to have had the strongest influence over your design?
- Reflect on your goals this semester. Do you feel like you have achieved them?

Readings:

- None.

WEEK SIXTEEN

Tuesday, December 4 - Lecture

Website presentations (**Final Project**)