# ENG 3353

Department of English and Modern Languages
Angelo State University

## CONNECT!

**Spring 2013**
T | H 12:30– 1:45
Room A033

**Dr. Joe Erickson**
Office: A 001B

Office Hours
MW: 1:30 – 3:00 pm
TH: 2:00 – 4:00 pm
F: 1:30 – 4:00 pm

Contact Information
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325-486-6143

## COURSE TEXTBOOKS

Building Your Own Website the Right Way Using HTML & CSS
- by **Ian Lloyd**

Letting Go of the Words: Writing Web Content that Works
- by **Ginny Redish**

The Principles of Beautiful Web Design
- by **Jason Beaird**

The Book of GIMP: A Complete Guide to Nearly Everything
- by **Olivier Lecarme and Karine Delvare**

## COURSE RESOURCES

A Free Wordpress Account
Email/Internet Access Outside of Class
A Dedicated Flash Drive
Patience, Persistence, and Curiosity

# Web Publishing
An ASU *CONNECT!* Community Engaged Class

**COURSE DESCRIPTION AND OBJECTIVES**

Over the next several weeks, we will consider how people typically experience content on the web and how such experiences inform the ways in which authors can write and design content for consumption on the web.  This course will also provide a hands-on introduction to the use of HTML(HyperText Markup Language), CSS (Cascading Style Sheets), and open source editing programs including GIMP (for editing images) and Bluefish (for editing HTML and CSS). Overall, you will learn to create websites that effectively respond to the needs of a variety of audiences. Upon your successful completion of this course, you will have learned to:

- Write clearly and revise concisely for a variety of readers in web-based environments
- Integrate textual and graphic elements to create website content that effectively communicates information to achieve specific purposes for particular audiences
- Analyze and implement appropriate elements of website usability
- Code, write, and design accessible and W3C compliant websites that are optimized for search engine visibility
- Synthesize effective web design strategies with client design specifications
- Locate web design resources and solve web design problems on your own so you can continue learning beyond the physical and temporal confines of this course

Additionally, I have designed this course to address four university objectives for student learning:

- Gain <u>factual knowledge</u> (terminology, classifications, methods, trends)
- Learn <u>fundamental principles</u>, generalizations, or theories
- Develop <u>skills in written expression</u>
- <u>Learn to find and use resources</u> to answer questions or solve problems

**CONNECT! Campus and Community Objectives and Outcomes**

The course requires you to complete a service-learning project, meaning that you will complete a project for a community member while also receiving course credit.  The broad student learning goal for the *CONNECT!* Program is social responsibility.  To this end, the client website and the reflective essay you write upon its completion are

projects designed to help you develop skills as a socially responsible citizen. Therefore, in addition to the above objectives, you will:

- Tailor communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action. (Civic Responsibility)
- Articulate an understanding of cultural differences in verbal and non-verbal communication and negotiate a shared understanding based upon those differences. (Intercultural Competence)
- Understand and articulate what you learn and its relevance to your life as a result of engaging with your community partner (client). (Community Engagement)

**COURSE WORK**

Please understand that this course will challenge you.  If you want to do well in this class, you should plan to devote a lot of time and energy to it.  Learning HTML, CSS, graphic editing, and web writing strategies may frustrate you at times.  The prospect of learning new technologies may even intimidate some of you. Please understand, though, that I have designed this course under the assumption that you have no experience with these technologies, and, as such, you can rest assured that lack of experience will not hinder your potential for success in this class. You will need to pool your various experiences and expertise and proactively work together to solve technical and logistical problems as you complete your course projects.  You will need to ask questions.  You may need to help others answer questions. You will not do well in this class if you plan to regularly miss class or remain passive and disengaged from class discussions and activities. If you would like to earn an "A" in this class, make habits of the following:

- Completely and carefully read all reading assignments according to the reading schedule
- Take careful notes during class lectures
- Focus solely on course material during class sessions
- Work hard on all assignments, attending to all details
- Work proactively through *challenging* tasks
- Study reading and lecture notes prior to quizzes
- Ask questions when you get confused

**GRADING**

I will determine your final grade in this course based upon your performance on major course projects, quizzes, and exams. To calculate your final grade, I will divide the total number of points you earn by 1000 and multiply the resulting number by 100.  I will use the following

**COURSE PROJECTS**

BubbleUnder Site/Reflection Essay:
100 Points (30/70)

Website Design Evaluation Essay:
100 Points

Personal Profile Site/Reflection Essay:
100 Points (30/70)

Term Definitions/Blog Postings:
 5 @ 10 Points Each – 50 Points

GIMP Exercises/Blog Postings:
5 @ 10 Points Each – 50 Points

Website Content Evaluation Essay:
100 Points

Midterm Exam:
100 Points

Group Client Project/Reflection Essay
250 Points

Final Exam:
150 Points

point-range guide to associate the resulting percentage with a letter grade:

A = 90% - 100%
B = 80% - 89%
C = 70% – 79%
D = 60% - 69%
F = 0% - 59%

## ATTENDANCE

I require students to attend class regularly, and I take attendance every day. I realize, however, that sickness or emergencies can occur. I hope that such absences will not occur for any student more than <u>three times this semester</u>.  **Students with absences beyond this will lose 3% of their total course grade per additional absence**. I treat all absences the same; there are no "excused" or "unexcused" absences.  You get three for free; that's it.  For any class that you miss, please also understand that the following consequences will apply:

- I will not allow you to make up any assignment or exercise given and completed within the class period you missed.
- You will need to determine what you missed during your absence by asking your classmates or by seeing me during my office hours.

## EMAIL

When questions about course content occur to you outside of our scheduled class sessions, I encourage you to email me for assistance. I am generally happy to answer reasonable questions.  However, please understand that I receive upwards of 50 emails per day, so it's important that your email attend to some basic conventions of electronic communication.  For example, all emails to me should contain a helpful subject line.  They should all begin with a salutation, such as "Dear Professor Erickson" or "Hi Professor Erickson."  They should also contain your full name along with the name and section number of our course.

Additionally, please understand that I am not likely to respond to frantically written emails sent to me the night before an assignment deadline asking questions that have already been answered in class, on the assignment sheet, on the syllabus, or in other contexts.  Finally, I request that you attempt to use properly punctuated and complete sentences in your emails to me.  I will not respond to messages littered with typographical errors or carelessly written sentences.

**Have you read this attendance policy carefully? If you don't like these rules, please feel free to enroll in a different class instead of this one.**

**Please feel free to email me whenever you like.  I only request that you take the time to attend to a few basic communication conventions and that you realize it might take me as long as 24 hours to get back to you.**

**Also, check your ASU email at least once per day. I'll occasionally send out important class updates via email in between class sessions.**

**LATE WORK**

To avoid late penalties, submit your work when I request it in class. I will consider any work that you do not have ready to submit at the time I request it in class as late. You can submit assignments up to three calendar days beyond their due date. However, I will deduct 5% of your assignment's total possible points for each day that it remains late. The missed due date will count as the first of these three days. After three calendar days, you will forfeit all possible points for the assignment

**LOST WORK**

Given the technological nature of our work in this class, you will need to devise a strategy for securely storing digital files. I highly recommend that you incorporate a backup file system into your storage strategy. We all know that hard drives can fail and flash drives can disappear. Backup all of your work in multiple locations. I will not accept technological breakdowns or lost files as valid excuses for missing assignment deadlines.

**ACADEMIC HONESTY**

"All ASU students are expected to understand and to comply with the University's policy on Academic Honesty as stated in the *ASU Bulletin* and in the *ASU Student Handbook*. Students who violate the Policy on Academic Honesty will be subject to disciplinary action including a failing grade in the course."

**SPECIAL ACCOMODATIONS**

"Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, located in room 112 of the University Center, in order to request such accommodations prior to any being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made."

**I mean what I say here. Back up your work and meet your deadlines. Don't be "that person" who inevitably makes these mistakes in every class I teach. I won't be sympathetic.**

**I quoted these two policies directly from university boilerplate text. They express important information that I take seriously. If you have questions or requests for special accommodations, please ask me. I'll be sympathetic.**

I reserve the right to alter the following class schedule as needed as we progress through the course.

| Date | What We'll Do in Class | What You'll Do Before Class |
|---|---|---|
| **Week 1:** Web *Development* | | |
| T 8/27 | • Course Overview<br>• Tech Setup – "diving in" | Purchase or Rent all class books |

| Date | What We'll Do in Class | What You'll Do Before Class |
|------|------------------------|------------------------------|
| H 8/29 | • Introduction to Website Markup<br>• Introduction to Term Definition Blog Entries<br>• In-Class Work | Read Lloyd: Chapter 2 (HTML)<br>**Definition Blog Entry #1 (Completed In Class)** |

**Week 2:** Web *Development*

| Date | What We'll Do in Class | What You'll Do Before Class |
|------|------------------------|------------------------------|
| T 9/3 | • Discussion of Cascading Style Sheets (Color, Size)<br>• In-Class Work | Read Lloyd: Chapter 3 (CSS)<br>**Definition Blog Entry #2** |
| H 9/5 | • In-Class Work | |

**Week 3:** Web *Development*

| Date | What We'll Do in Class | What You'll Do Before Class |
|------|------------------------|------------------------------|
| T 9/10 | • Discussion of Cascading Style Sheets (Layout, Positioning)<br>• In-Class Work | Read Lloyd: Chapter 4 (More CSS)<br>**Definition Blog Entry #3** |
| H 9/12 | • Discussion of Image File Types and their use in HTML<br>• In-Class Work | Read Lloyd: Chapter 5 (Images)<br>**Definition Blog Entry #4** |

**Week 4:** Web *Development*

| Date | What We'll Do in Class | What You'll Do Before Class |
|------|------------------------|------------------------------|
| T 9/17 | • Discussion of Using Tables for Tabular Data Presentation<br>• In-Class Work | Read Lloyd: Chapter 6 (Tables)<br>**Definition Blog Entry #5** |
| H 9/19 | • Review for Midterm Exam<br>• In-Class Work | |

**Week 5:** Transition Week

| Date | What We'll Do in Class | What You'll Do Before Class |
|------|------------------------|------------------------------|
| T 9/24 | • **Midterm Exam** | **Study for Exam** |
| H 9/26 | • Introduction to GIMP<br>• Introduction to Personal Profile Website | **Bubble Under Site/Reflection Essay** |

**Week 6:** Web *Design*

| Date | What We'll Do in Class | What You'll Do Before Class |
|------|------------------------|------------------------------|
| T 10/1 | • Discussion of Layout and Composition | Read Beaird: Chapter 1 |
| H 10/3 | • Discussion of Color | Read Beaird: Chapter 2<br>**GIMP Exercise Blog Entry #1** |

**Week 7:** Web *Design*

| Date | What We'll Do in Class | What You'll Do Before Class |
|------|------------------------|------------------------------|
| T 10/8 | • Discussion of Texture<br>• Introduction to Website Design Analysis Essay | Read Beaird: Chapter 3 |
| H 10/10 | • TBA | **GIMP Exercise Blog Entry #2** |

| Date | What We'll Do in Class | What You'll Do Before Class |
|---|---|---|
| **Week 8:** Conferences/Writing Web Content | | |
| T 10/15 | • Discussion of Images | Read Beaird: Chapter 5 |
| H 10/17 | • Design/Content Integration | **GIMP Exercise Blog Entry #3**<br>Read Reddish: Chapter 3 |
| **Week 9:** Conferences | | |
| T 10/22 | • Individual Conferences | |
| H 10/24 | • Individual Conferences | |
| **Week 10:** Writing Web Content | | |
| T 10/29 | • Discussion of Rhetoric: Audience and Purpose<br>• Introduction to Website Content Essay | **Website Design Analysis Essay**<br>Read Reddish: Chapters 1 and 2<br>Read "About Rhetoric" by Jim Nugent |
| H 10/31 | • Discussion of Homepages and Pathway Pages | **GIMP Exercise Blog Entry #4**<br>Read Reddish: Chapters 4 and 5<br>**Personal Profile Website** |
| **Week 11:** Writing Web Content | | |
| T 11/5 | • Introduction to Final Website Project: Teams and Clients<br>• Discussion of Content Organization and Conversational Style | Read Reddish: Chapter 6, Pages 101 – 118 and all of Chapter 7 |
| H 11/7 | • Discussion of Effective Sentences for the Web | **GIMP Exercise Blog Entry #5**<br>Read Reddish: Chapter 10 |
| **Week 12:** Usability Testing - Theory | | |
| T 11/12 | • Discussion of Usability Testing | Read Chapters 14 and 15<br>Read: Jakob Nielsen: "Usability 101"<br>http://www.useit.com/alertbox/20030825.html<br><br>Read: Jakob Nielsen: "Why you only need to test with 5 Users"<br>http://www.useit.com/alertbox/20000319.html |
| H 11/14 | • TBA | View: Steve Krug's Example Usability Test: (25 Minutes) (YouTube) |
| **Week 13:** Usability Testing: Application | | |
| T 11/19 | • In-Class work on Final Website Projects | **Website Content Analysis Essay** |

| Date | What We'll Do in Class | What You'll Do Before Class |
|------|------------------------|----------------------------|
| H 11/21 | • In-Class work on Final Website Projects | |

**Week 14:** Project Finalization

| Date | What We'll Do in Class | What You'll Do Before Class |
|------|------------------------|----------------------------|
| T 11/26 | • In-Class work on Final Website Projects | |
| H 11/28 | • Client Presentations | |

**Week 15:** Product Delivery – Looking Back as We Look Forward

| Date | What We'll Do in Class | What You'll Do Before Class |
|------|------------------------|----------------------------|
| T 12/3 | • Client Presentations | |
| H 12/5 | • Final Exam Overview<br>• Where you can go from here<br>• Course Evaluations | **Final Client Website to me with All Group and Individual Documentation** |

**Week 16:** <u>Final Exam: Thursday, December 12<sup>th</sup> from 10:30 -12:30 in A033.</u>