

Parsons The New School for Design
Art, Media & Technology

[Web Design Basics](#)

<http://a.parsons.edu/~dejongo/>

Fall 2014

4828 – PSAM 1028 – C

Fall 2014

Aug 27, 2014 – Dec 10, 2014

Wednesday 12:10 pm – 2:50 pm

6 East 16th Street D 1109

Jan 31, 2014 - May 16, 2014

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Office Hours by email

Course Description

This course is an introduction to web design and development within an overview of current web environments. Projects will cover planning and implementation of websites that offer common functionality as well as adhere to good usability, accessibility, compatibility, and validation practices. HTML, XHTML, CSS, interactivity, information architecture and navigational structures will be explored, as well as usability and web design strategies.

Open to: All university undergraduate degree students; except Communication Design and Design & Technology majors.

Course Outline

WEEK 1	August 27	Introduction to Hyper Text Markup Language. Brief history and overview of the web. Activity: Analyze a professional website in your discipline that you can take it apart. Activity: Make a copydeck, style guide and wireframe for the site and compare and contrast the site to its competition. Why does it work for you, and why does the competition's websites not work as well for you?	Analyze the elements of a website. Create a content sheet for the main page of a site that epitomizes the design field you are in. Write down the goals of the site. Use images. Mark up the assignment. Watch introductory videos. Read chapters 1-3. Due: Next week means due at 9am the following Tuesday (that way I can look over the assignments and provide feedback on your markup).
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<p>WEEK 2 September 3</p>	<p>The semantic nature of HTML5 & developing the layout and User Experience. Writing semantic HTML5, preparing images, upload files using FTP client and organize server space. Introduce user experience in developing content and designing layout Activity: Recreate the HTML document for the site homepage you analyzed with an eye on making it your own portfolio. Brand yourself.Activity: Activate the account school provides and upload first assignment.</p>	<p>Create landing page with link to assignment and worksheet. Worksheet is to contain strategy and design considerations. Create wireframe and redesign website with eye to morphing the site into your own, using Photoshop or Illustrator. Make links to these assignments on the worksheet. Read chapters 4-6. Due: The following week.</p>
<p>WEEK 3 September 10</p>	<p>Introduction to cascading style sheets (CSS). CSS is the design language for the web. We go over the mechanics of how CSS integrates with HTML and cover the most-used properties. Activity: Highlight content using CSS. Activity: Following your Photoshop comp, style the markup.</p>	<p>Turn your Photoshop sketches into an HTML and CSS wireframe. Test your CSS selectors by targeting each element and change its background color. Insert your brand, written content and images to make your portfolio website. Read chapters 7-9. Due: The following week.</p>
<p>WEEK 4 September 17</p>	<p>CSS layout strategies. Various layout strategies including block vs inline, relative positioning, floats and floating layouts and the z-index property. Overview of layout strategies currently used to build pages in web design. Activity: Translate Photoshop Comp into HTML/CSS using different layout strategies.</p>	<p>Use these techniques to build your website. Read chapters 10-11. Due: The following week. First quarter Assessment: Have your landing page, first two assignments and a good stab at coding the last and this assignments up by Wednesday Night. So I can grade them by next Friday.</p>
<p>WEEK 5 September 24</p>	<p>Complete web site. Styling navigation, site architecture, optimizing the site for search engines and implement Google Analytics to track users. Activity: Style navigation links. Activity: Open up a Google Analytics account and apply it to your web pages</p>	<p>Develop your portfolio website. Read chapter 13. This Midterm Assignment is Due: Next week for review and grade. Have it ready for presentation two weeks from now.</p>

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WEEK 6	October 1	<p>Midterm Assessment and Peer Review I will make rounds and provide feedback in class or through email. Half of the class will be spent in peer review. Quiz on comprehension of CSS Layout Strategies Type has exploded on the web. Principles of typography, formatting text and using type for effective communication when designing for the web. Activity: Practice using Typefaces from different sources. Activity: Peer Review.</p>	<p>Send peer review comments to peer and to me. Due: ASAP so they can incorporate your critique into their midterm. Watch the videos on and by Carson. Create typography assignment. Read chapter 13. Due: In two weeks.</p>
WEEK 7	October 8	<p>Activity: Presentation and Critique of portfolio. Development of Final.</p>	<p>Final assignment: create a site that sells something. Read chapter 12. Final Assignment is Due: at the end of the course. Topic is Due: next week. Second quarter Assessment: Have your midterm up by Wednesday Night. So I can grade them by next Friday.</p>
WEEK 8	October 16	<p>Responsive Design. The web is on display on iPhone and iPad screens to desktop computers. CSS media queries allow you to target each of these devices in one style sheet. Activity: Use media queries to target different devices.</p>	<p>1) For the class: Redesign the midterm to be responsive to each of these devices. 2) For the final: Develop a proposal for your final project. Read chapter 14. Due: The following week.</p>
WEEK 9	October 22	<p>CSS3 part 1. An examination of new CSS3 properties: color, opacity, box shadow, border radius, multiple backgrounds, picture borders and gradients. Activity: Use these properties in class.</p>	<p>1) For the class: Use the CSS3 properties covered in a collateral piece for your project. It can be a sales poster, an online brochure, or an email advertisement. 2) For the final: Research, brand and position the final project in terms of its target audience, write the copy and develop a look that incorporates the CSS3 properties covered this week. Due: The following week.</p>

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<p>WEEK 10</p>	<p>October 29</p>	<p>CSS3 part 2. Detailed examination of more CSS3 properties: 2-D transforms, transitions, animations and multicolumn layout. Activity: Use these properties in class. Activity: In-class Workshop.</p>	<p>1) For the class: Using the new CSS3 properties to create a simple animatic for your final project. Animate elements created in the previous homework. 2) For the final: Finish wireframe and Photoshop Comp for final. Read chapter 17. Due: The following week.</p>
<p>WEEK 11</p>	<p>November 5</p>	<p>Programming on the web. Scripts on the server and the client create the modern web experience. 1. Introduction to PHP. Activity: Use PHP includes to make final website modular. 2. JQuery as a way to create dynamic web pages. Activity: Create a dynamic web page using JQuery.</p>	<p>1) For the class: Implement a PHP include for your navigation and a jQuery script into your final website. 2) For the final: finish the remaining page for your website for peer review. Read chapters 16 and 20. Due: The following week.</p>
<p>WEEK 12</p>	<p>November 12</p>	<p>Multimedia features of HTML5. HTML5 introduces a host of new features, the most visible are sound, video and the canvas element. Activity: We will incorporate these elements into a web page. Activity: In-class final Workshop #2</p>	<p>1) For the class: Use audio, video or canvas to sell your final Project. 2) For the final: Create home page for the final. Read chapter 19. Due: The following week. Third quarter Assessment: Have your Final Worksheet including all 7 steps, photoshop comp and first page ready and uploaded by Wednesday Night. So I can grade them by next Friday.</p>
<p>WEEK 13</p>	<p>November19</p>	<p>Forms and Peer Review.HTML forms are a standard way to collect information from the user. Activity: Create a simple form. Your final project should be a functional web site by this time. Activity: Peer Review: Students split up into pairs and review each other's web sites. I will also be reviewing everyone's website.</p>	<p>1) For the class: Create a form for collecting user information for your site. Write up the web site you reviewed and hand that in both to the person whose site you reviewed and to me. 2) For the final: Use the feedback from the peer review to finish your website. Finish reading the book. Due: The following week.</p>

<p>WEEK 14</p>	<p>December 3</p>	<p>Content Management Systems The basis of most professional websites is a CMS. We will take a look at how a WordPress template pulls together different PHP modules into a single HTML page, and how the CSS controls the look of the site. Activity: Modify a WordPress template, using it as the basis for our own design. Activity: 15 minutes will be taken to complete on-line student evaluations. Activity: In-class final Workshop #3.</p>	<p>You will be working on your final and other assignments. If you have extra time on your hands, you can build a WordPress template.</p>
<p>WEEK 15</p>	<p>December 10</p>	<p>Final exhibition of your work. Class discussion, critique and celebration of your new found powers to build anything you can dream, on the web. Have a great Summer</p>	<p>Final Assessment: You will have an extra 5 days to complete all of your assignments.</p>

Learning Outcomes

By the successful completion of this course, students will be able to:

1. The expectation is that the technical aspects of how the work is coded for the web be transparent and not stand in the way of the communicative efficacy.
2. Gain fluency in the design process
3. Design, build and maintain standards compliant web sites.
4. Handcode semantic HTML.
5. Use CSS to Implement Design, separating form from content.
6. Incorporate the various layout strategies to effectively realize their designs.
7. Create responsive web sites designed for multiple devices using media queries.
8. Incorporate the latest in CSS3 and HTML5.
9. Use PHP and/or Javascript/jQuery.
10. Create Forms and be familiar with how a CMS works (WordPress).

Assessable Tasks

Marking up the content	Week 2	Is the markup valid and semantically correct HTML5 ?
Design Process	Week 3	Utilized all 7 steps articulated in the design process for portfolio and final?
User Experience	Week 4	Are UX concerns driving the design process?
Styling the Content	Week 5	Is the CSS valid, clean, external and using structural selectors when possible? Are various layout strategies used to construct the pages?
Constructing the Portfolio Site	Week 6	Information Architecture: Is the site logically laid out? Is it SEO friendly? Is it tracked using Google Analytics ?
Is the site Future Proof?	Week 8	Is the website responsive to a change in viewport size, from an iPhone to the standard web browser?
Explore CSS3 and HTML5	Week 9	Are CSS3 & HTML5 being used to create the final website?
Modularity and Interactivity	Week 11	Are PHP and Javascript being used in the final website?
HTML5 Multimedia	Week 12	Does the web site use Audio, Video or Canvas ?
Forms	Week 14	Are forms used in the final website?

Final Grade Calculation

The final grade adds up to a possible 110%, allowing some leeway in the satisfactory completion of all assignments, as long as the student attends and participates in class. 3 Absences are ground for Failure.

9/3/14	Website Analysis*	5%
9/10/14	Landing Page	5%
9/10/14	HTML markup of Analysis	5%
9/10/14	7 Steps – Midterm Worksheet*	5%
9/17/14	CSS selections	5%
9/17/14	HTML Wire Frame from PhotoShop comp	5%
	First Quarter Assessment	
10/1/24	incorporate CSS Layout Strategies in web site	5%
10/1/14	Quiz:	
10/1/24	Peer Review	5%
	Official Midterm Review	
10/8/14	Typography Poster	5%
10/8/14	Portfolio: Midterm	10%
10/8/14	class Presentation	5%
	Second Quarter Assessment	
10/16/14	Final: Worksheet*	5%
10/22/14	Responsive Redesign of Portfolio	5%
10/29/14/14	CSS3 Collateral	5%
11/5/14	CSS3 Animatic	5%
11/12/14	Final: Modular Navigation	5%
	Third Quarter Assessment	
11/19/14	HTML5 Multimedia	5%
12/19/14	Final: Peer Review	5%
12/3/14	Forms	5%
12/10/14	WordPress CMS	5%
12/10/14	Final: Presentation	5%
	Final Quarter Assessment	

Evaluation and Grading

The Final Grade is cumulatively determined by the grades received for the individual assignments and by the student's participation in class.

Assignments will be assessed if they exceed, meet or fail to meet expectations, and whether or not they were handed in on time.

I will be answering any and all of your questions throughout the semester, but I will assess your Work and let you know where you stand four times during the semester as indicated. Completed assignments can be improved by updating them for the final assessment at the end of the course.

The workload gets easier as the second half of the course builds on everything learned in the first half. There is a lot of information to cover, but know that once you understand, which should happen by the midterm, the work is not nearly as hard as it first appears. Avoid procrastinating, as cramming everything in at the last moment is not how you learn to code. You have to do a little at a time and learn from your mistakes.

Missing a class does not alter the due date of the assignments, and is to be avoided, particularly in the first five classes, as each class builds on the information and skills covered in the previous class. Students are responsible for making up the information missed when unable to attend class.

You can track your own progress and more or less know where you stand. Adjustments will, of course, be made to accommodate everyone, and class participation and attendance will be considered in addition to the graded assignment. This accounts for the 110% total in the final grade calculation, which allows you to drop two minor assignments.

The two main projects are a portfolio site and a final site. The grade is broken into individual assignments, of which two can be dropped making for a total of 100%:

Required Reading and Resources

All reading is from:

HTML5 & CSS3 Visual QuickStart Guide (8th Edition) by [Elizabeth Castro](#) and Bruce Hyslop

Class portal lecture notes. <http://a.parsons.edu/~dejongo/>

Video: Lynda.com

Recommended Reading

The many links located in the Class portal.

Resources

The Web

Class Portal <http://a.parsons.edu/~dejongo/>

Lynda.com

Materials and Supplies:

Access to the internet.

Grading Standards

I value most when students express their strength in the creation of their assignments. This varies greatly from student to student, depending on the major and general level of expertise. I grade the work according to how well it is designed, with the expectation that the technical aspects of how it is coded for the web be transparent and not stand in the way of the communicative efficacy.

F

Failing grades are given for required work that is not submitted and for incomplete final projects. Make-up work may be permitted only with the approval of the instructor and the program director. The code does not work.

D

When the work barely adheres to the assignments, or if most of the aforementioned assessable tasks are incomplete or unsatisfactory, and the work demonstrates poor control over the use of HTML or CSS.

C/C+

This is for average work. The work will demonstrate completion in engaging the assessable tasks, but the quality is below what is expected or at the expectation level. If the quality of the work surpasses expectations, it was probably turned in late. The code may have problems, is too simple or the solutions are incomplete and do not reflect the breadth of the material covered in class. The document may or may not validate.

B/B+

Good work is when the majority of the assessable tasks are not just met, but are completed above expectations. The web site shows the student's strengths in a professional light, clearly demonstrating mastery of the many of the tasks involved in creating a web site as covered in the course. The code validates and is mostly error free.

A

Excellent work results in websites that are professional and excel in the presentation of the content. Assignments also exceed expectations. The code is clean, well organized, documented and error free, so that it validates.

I

A grade of I (Incomplete), signifying a temporary deferment of a regular grade, may be assigned when coursework has been delayed at the end of the semester for unavoidable and legitimate reasons. Incomplete grades are given only with the written approval of the instructor and the program director. The Request for an Incomplete Grade form must be filled out by the student and instructor prior to the end of the semester.

For undergraduate students, if a grade of incomplete is approved, outstanding work must be submitted by the seventh week of the following Fall semester (for Spring and Summer courses) or by the seventh week of the following Spring semester (for Fall courses). Otherwise, a grade of I will automatically convert to a permanent unofficial withdrawal (WF) after a period of four weeks.

Divisional, Program and Class Policies

- Responsibility

Students are responsible for all assignments, even if they are absent. Late papers, failure to complete the readings assigned for class discussion, and lack of preparedness for in-class discussions and presentations will jeopardize your successful completion of this course.

- Participation

Class participation is an essential part of class and includes: keeping up with reading, contributing meaningfully to class discussions, active participation in group work, and coming to class regularly and on time.

- Attendance

Faculty members may fail any student who is absent for a significant portion of class time. A significant portion of class time is defined as three absences for classes that meet once per week and four absences for classes that meet two or more times per week. During intensive summer sessions a significant portion of class time is defined as two absences. Lateness or early departure from class may also translate into one full absence.

- Blackboard

Use of Blackboard may be an important resource for this class. Students should check it for announcements before coming to class each week.

- Delays

In rare instances, I may be delayed arriving to class. If I have not arrived by the time class is scheduled to start, you must wait a minimum of thirty minutes for my arrival. In the event that I will miss class entirely, a sign will be posted at the classroom indicating your assignment for the next class meeting.

- Academic Integrity

This is the university's Statement on Academic Integrity: "Plagiarism and cheating of any kind in the course of academic work will not be tolerated. Academic honesty includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of instructors and other students). These standards of academic honesty and citation of sources apply to all forms of academic work (examinations, essays, theses, computer work, art and design work, oral presentations, and other projects)."

It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university.

Every student at Parsons signs an Academic Integrity Statement as a part of the registration process. Thus, you are held responsible for being familiar with,

understanding, adhering to and upholding the spirit and standards of academic integrity as set forth by the Parsons Student Handbook.

Guidelines for Written Assignments

Plagiarism is the use of another person's words or ideas in any academic work using books, journals, internet postings, or other student papers without proper acknowledgment. For further information on proper acknowledgment and plagiarism, including expectations for paraphrasing source material and proper forms of citation in research and writing, students should consult the Chicago Manual of Style (cf. Turabian, 6th edition). The University Writing Center also provides useful on-line resources to help students understand and avoid plagiarism. See <http://www.newschool.edu/admin/writingcenter/>.

Students must receive prior permission from instructors to submit the same or substantially overlapping material for two different assignments. Submission of the same work for two assignments without the prior permission of instructors is plagiarism.

Guidelines for Studio Assignments

Work from other visual sources may be imitated or incorporated into studio work if the fact of imitation or incorporation and the identity of the original source are properly acknowledged. There must be no intent to deceive; the work must make clear that it emulates or comments on the source as a source. Referencing a style or concept in otherwise original work does not constitute plagiarism. The originality of studio work that presents itself as "in the manner of" or as playing with "variations on" a particular source should be evaluated by the individual faculty member in the context of a critique.

Incorporating ready-made materials into studio work as in a collage, synthesized photograph or paste-up is not plagiarism in the educational context. In the commercial world, however, such appropriation is prohibited by copyright laws and may result in legal consequences.

● Student Disability Services

In keeping with the University's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately. All conversations will be kept confidential. Students requesting any accommodations will also need to meet with Jason Luchs in the office of Student Disability Services, who will conduct an intake, and if appropriate, provide an academic accommodation notification letter to you to bring to me. At that point I will review the letter with you and discuss these accommodations in relation to this course. Mr. Luchs' office is located in 79 Fifth Avenue, 5th floor. His direct line is (212) 229-5626 x3135. You may also access more information through the University's web site at <http://www.newschool.edu/studentservices/disability/>.