Web Basics

019:130:002 Media Workshop

The official site of Patrick J. Riepe’s Web design course at the School of Journalism and Mass Communications at the University of Iowa.

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Syllabus

019:130:SCA Media Workshop - Web Basics
School of Journalism and Mass Communications
College of Liberal Arts and Sciences
University of Iowa
Fall 2011
http://webbasics.iowajmc.com
DEO: David Perlmutter (david-perlmutter@uiowa.edu)

Section SCA

4:30 p.m. - 6:20 p.m. MW, W340 AJB

Instructor
Patrick J. Riepe
Online News Editor
Iowa City Press-Citizen
patrick-riepe@uiowa.edu
Office hours: 6:20 to 8 p.m., MW, W340 AJB
Phone: 319-337-3181 x. 684

Teaching assistant
Lamia Zia
lamia-zia@uiowa.edu
Lab hours: TTTh 7 to 9:30 p.m. and Th from 3:30-4:30 p.m.

Textbook


Materials
A USB flash drive. If you already have one, that’s great, you can use it. If you don’t, they’re available online and at just about anywhere from Best Buy to Wal-Mart. Minimum 256MB, but I recommend 1 gigabyte or greater. This is something you will keep and use forever, so choose wisely.

**To do well in this class**

This class is designed to teach, not to test. Only 10 percent of your grade in this course is based on performance on tests. Those who do well in this class will be those who keep up with the regular assignments and build quality Web sites. This is a real-world, hands-on, workshop course that is more about training than testing.

This course will have relatively little time devoted to the instructor lecturing about building Web sites. We’ll start building right away, and you will learn as you go. When you get stuck, ask the instructor, the person next to you, the online help or the textbook. Figure it out, commit it to memory, and move on. It’s how I learned how to build Web sites, and it’s the best way I know. The more you do, the better you get.

We’ll have plenty of time in class to devote to working on your assignments so that you’ll always have help when you get stuck. So, if you read the book, do your homework, attend every class, pay attention, follow along, behave professionally, keep on task and ask questions when you’re lost, there’s no way you won’t do well. You can do this.

**Assignments**

Every student has a learning style she responds to best. Some like to learn from reading books. Others like to watch a demonstration. Some need things explained aurally. Others need a tutor right over their shoulders. Some just need to dive right in and do it, figuring it out themselves on the fly. Some like structure, some just want to go with the flow.

This course will teach you how to build a Web site using all of these approaches. You will learn HTML, CSS and WordPress via books, demonstrations, lectures and hands-on training. That way, we'll find something that sticks with you.

Rather than have a quiz every class (like I used to do), I'll have you complete “Study Guides” that are essentially take-home, open-book quizzes. You can fill them out as you read the textbook, take assigned tutorials, etc. You can even Google the answer if you want. The point is to get you used to finding answers on your own, to foster resourcefulness and independence, and to help drive the concepts home.

There will be a couple of tests, as well, and attendance is graded. 50 percent of your grade, however, is your final project.

Here’s how it breaks down:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project proposal</td>
<td>5 percent</td>
<td>Sept. 7</td>
</tr>
<tr>
<td>HTML test</td>
<td>5 percent</td>
<td>Sept. 12</td>
</tr>
<tr>
<td>Project Content</td>
<td>25 percent</td>
<td>Oct. 12</td>
</tr>
<tr>
<td>CSS test</td>
<td>5 percent</td>
<td>Nov. 7</td>
</tr>
<tr>
<td>Project Design</td>
<td>25 percent</td>
<td>Dec. 16</td>
</tr>
<tr>
<td>Homework</td>
<td>30 percent</td>
<td>Various</td>
</tr>
</tbody>
</table>
Attendance  5 percent  Various
* Dates subject to change.

Projects will be graded on a five-point scale:

A: Five points. Everything on the site “works,” there’s strong journalistic content with minimal spelling or style errors, and the site displays several different Web-building techniques that are employed effectively, appropriately and creatively. Navigation is easy to use and clear. Design is cohesive from page to page and is attractive.

B: Four points. The site is strong and effective in both content and construction, uses a variety of Web-building techniques appropriately, but not with any particular distinction or creativity. Navigation and design are clear on consistent from page to page.

C: Three points. Falls short in one or more areas. Bad design, links that don’t work, images that don’t show up, anything that a user would look at and say “Hey, that’s screwed up!”

D: Two points. Some work has been done, but the site is inadequate or incomplete. Clearly, you have not put forth effort.

F: One point. A brain-dead monkey gets at least one point.

Late assignments will be deducted a point a day and you will obviously receive no credit if something is never turned in. Plus/minus grading will be used for your final grade. Attendance will be graded on a 10-point scale. Each day you miss without an official university excuse form will result in a one-point deduction on that scale. Miss five classes or more and you will fail this course.

This is a four semester-hour course. For each semester hour credit in the course, students should expect to spend three hours per week preparing for class sessions. This preparation includes assigned readings and work on the assigned project.

The Iowa Dozen

We learn to...

1. Write correctly, clearly and well.
2. Conduct research and gather information responsibly.
3. Edit and evaluate carefully.
4. Use media technologies thoughtfully.
5. Apply statistical concepts accurately.

We value...

6. Free speech and First Amendment principles for all individuals and groups.
7. A diverse global community.
8. Creativity and independence.

We explore...
10. Theories and concepts.
11. The history, structure and economy of media institutions
12. The role of media in shaping cultures.

College of Liberal Arts Policy and Procedures

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Student Academic Handbook.

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences. (Operations Manual, III.15.2. Scroll down to k.11.)

Accommodations for Disabilities

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Fraud

Plagiarism and any other activities when students present work that is not their own are academic fraud. Academic fraud is a serious matter and is reported to the departmental DEO and to the Associate Dean for Undergraduate Programs and Curriculum. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. See the CLAS Academic Fraud section of the Student Academic Handbook. In this class, you will generate original content for your Web site. No instance of plagiarism will be tolerated, and plagiarism offenses will be reported to the department and the college. Content on your Web site should be treated the same as content would be for a newspaper or magazine article or for a broadcast script. No content shall be “made up” for the sake of having something to make into a Web page. This course is about journalism, as is every other course in the journalism school. It does not matter if you are not a journalism student. Remember: The consequences of plagiarism are far worse than the consequences of a mediocre grade. Plagiarism IS NOT worth it.

CLAS Final Examination Policies

Final exams may be offered only during finals week. No exams of any kind are allowed during the last week of classes. Students should not ask their instructor to reschedule a final exam since the College does not permit rescheduling of a final exam once the semester has begun. Questions should be addressed to the Associate Dean for Undergraduate Programs and Curriculum.
Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit the instructor, then the course supervisor, and then the departmental DEO. Complaints must be made within six months of the incident. See the CLAS Student Academic Handbook.

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Public Safety web site.

*These CLAS policy and procedural statements have been summarized from the web pages of the College of Liberal Arts and Sciences and The University of Iowa Operations Manual.

Attendance

Your responsibilities to this class — and to your education as a whole — include attendance and participation. Students not attending class at least 24 of the 29 sessions this class is scheduled to meet will not pass this course. You are also expected to be honest and honorable in your fulfillment of assignments and in test-taking situations (the College's policy on plagiarism and cheating is online in the College's Student Academic Handbook). You have a responsibility to the rest of the class — and to the instructor — to help create a classroom environment where all may learn. At the most basic level, this means that you will respect the other members of the class and the instructor, and treat them with the courtesy you hope to receive in turn.

Handy links:

- Web Developer Toolbar for Firefox
- A List Apart
- The W3C (X)HTML validator
- The W3C CSS validator

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University of Iowa School of Journalism and Mass Communications.