COURSE DESCRIPTION
This course is designed to introduce Journalism and Mass Communication students to the roles, methodologies, and best practices of designing and developing modern websites. Students will take part in the entire production cycle of websites from information architecture to design and layout to development utilizing HTML, CSS, and JavaScript, and, finally, to user testing your site.

OBJECTIVES AND GOALS OF THE COURSE

SJMC LEARNING OBJECTIVES
The School of Journalism and Mass Communication is committed to your academic and professional success. In line with this commitment, we have identified particular learning outcomes that every student should obtain by the time they earn a JMC degree. You can find more information about these learning outcomes here: (website link). We regularly assess the curriculum to determine whether students are achieving these outcomes.

This course contributes to these learning outcomes by helping you achieve proficiency in understanding and applying the principles and laws of freedom of speech and press in real space and cyberspace. The following outcomes are this course's learning objectives:

Media Literacy Learning Goal
Students will learn how to create and disseminate media messages in various forms.
Students in this class will learn web technology to create and disseminate media messages during this course.

Writing and Storytelling Learning Goal
Students will demonstrate the ability to gather factual story elements, and to evaluate and express them in logical, narrative forms for multiple media and audiences.
In redesigning a non-profit website, the above learning goal will be achieved.

Media History Learning Goal
Students will demonstrate knowledge of technological innovations in print and electronic communication and their impact on media publishing industries for mass audiences, showing an awareness of their distinct political, social, and economic contexts and uses.
Students will learn the history of web technologies during this course.

ADDITIONAL COURSE OBJECTIVES

• Understand the roles within designing and developing modern websites
• Developing basic web coding skills utilizing HTML, CSS, and JavaScript
• Understand visual principles and current web and interaction design patterns
A NOTE ON PLAGIARISM VS. INSPIRATION
Design is often inspired by other people’s works. However, outright copying a design is considered cheating and will be dealt with as such.

A NOTE ON COLLABORATION
Critique and help from your fellow students is encouraged, however, each student is expected to complete the assignments on his or her own.

COURSE ATTENDANCE
Students are expected to attend all classes. However, you are allowed two absences for any reason without repercussion.

PARTICIPATION
Students are expected to participate and attend all classes.

PHONES
DO NOT USE DURING CLASS. Leave them in your pockets/purses/bags.

ABOUT GRADING
C is an average grade.
Each assignment you start with a zero and earn points towards an A.

EXPECTATIONS
This is a workshop class where each piece of information will be presented and then applied. However, all information is cumulative and you will need to retain the information in one section to successfully do well on subsequent sessions. If you do not understand something, or miss a class, the onus is on you to found out further about the subject or ask for clarification or repetition.
According to the student handbook, students in a four-credit course should expect to spend 8 hours outside of class time on the course.

ASSIGNMENT TIMELINESS
Ours is a world of deadlines. All assignments should be completed by the due date. Assignments are due in the class as noted in the course schedule. Late projects will lose 5 points from the final grade for this first day, and 5 points each additional day (24 hours) late. The class start time is considered the start of a new day.

GRADING SYSTEM

GRADING WEIGHTS
- Reading Quizzes: 10@1% 10% (12 scheduled, can drop 2)
- Participation: 1@10% 10%
- Projects: 8@10% 80%

READING QUIZZES
There are 10 reading quizzes with 2–4 questions each.
PARTICIPATION GRADING
You will begin with 10 points for participation. For each absense above two, you will lose one point. You will also lose one point for using your phone during class or surfing unrelated websites. You will not be told about this point deduction, I will simply note it in my grading book.

PROJECTS
Each part of each project will have its own assignment sheet and rubric so you will know the expectations ahead of time.

PROJECT 1
Create a blog for yourself. You will include an article with at least 2 images, a way to collect emails, navigation, an css for all major elements

a) Write a blog post, HTML Markup
   Create a semantic HTML markup of your blog

b) CSS Layout
   Layout your blog with CSS.

PROJECT 2
Redesign a non-profit website from http://greatnonprofits.org/state/Iowa

a) UX Planning Artifacts
   Content audit, card sort, sitemap, business goal statement, persona.

b) Wireframe
   Wireframe your redesign.

c) Design Mockup
   Use photoshop to layout the homepage of your redesign.

d) Coding your Website
   Use HTML and CSS to layout your redesign.

PROJECT 3
Prototype a web app

a) Paper Prototype & User Testing Document
   Create a wireframe & lo-fi prototype for user testing of your app. Then, we will do a user testing in class and you will report your findings.

b) Web Prototype
   Prototype your app with HTML, CSS, and JavaScript.
# COURSE SCHEDULE

## Week 1 — Introduction to Web Design

| JAN 20 | Course Syllabus/Overview  
| Lecture: The 3 components of a web page (content, presentation, behavior), Client and Server, Types of websites, “web design” jobs  
| READING: Learning Web Design Ch. 1, 2, 4, 5, 6 |

## Week 2 — HTML, Semantics, and More

| JAN 25 | Reading quiz  
| Lecture: HTML Overview (Doctype, basic markup), Online reference (W3Schools, W3C Markup Validator)  
| Exercise: Markup an Olympics blog  
| Exercise 2: Setting up a Github account and repository for your work  
| READING: Learning Web Design Ch. 7, 8, 9, & p. 41–42 |

| JAN 27 | Reading Quiz  
| Lecture: More HTML (Forms, tables), Accessibility  
| Exercise: Markup a form  
| READING: Learning Web Design Ch. 11, p 265–275 |

## Week 3 — CSS Basics, Typography & CSS

| FEB 1 | **PROJECT 1a DUE** - HTML Markup of your blog  
| Reading quiz  
| Lecture: Adding CSS to your page, Selectors, Specificity, Reset, Units & Colors in CSS  
| Exercise: Selectors and specificity  
| READING: Learning Web Design Ch. 12, Principles of Beautiful Web Design Ch. 4 |

| FEB 3 | Reading quiz  
| Lecture: Typography and the web  
| Exercise: Styling type, @font-face and Google fonts  
| READING: Learning Web Design Ch. 14, 15, 16 |

## Week 4 — Layout with CSS

| FEB 8 | Reading quiz  
| Lecture: Box model, Positioning, Display  
| Exercise: Exploring box model, positioning, display |
Week 5 — Media (Images, Videos, Audio)

**FEB 15**
- Reading Quiz
- **Lecture: Images**
- Exercise: CSS background images and CSS sprites
- READING: Learning Web Design p. 192–198

**FEB 17**
- Reading Quiz
- **Lecture: Video, and Audio**
- Exercise: Video and Audio
- Remainder of class: Open lab

Week 6 — Web Planning

**FEB 22**
- **PROJECT 1b DUE** - CSS layout of your blog
- Lecture: Information architecture and techniques, navigation patterns
- Exercise: Using draw.io for making a sitemap
- READING: Handouts, Webpages (to be assigned)

**FEB 24**
- Reading Quiz
- **Lecture: Content strategy, Business goals, Personas**
- Exercise: Writing a business goal, creating a persona
- READING: Principles of Beautiful Web Design Ch. 1, 2, 3

Week 7 — Visual Design, Adobe Photoshop

**FEB 29**
- **PROJECT 2a DUE** - Planning artifacts
- Reading Quiz
- **Lecture: Design principles for the web, Design trends (skeuomorphism, flat), Depth, Design with Pre-attentive Attributes, A look at Material Design**
- OPTIONAL “READING”: Intro to photoshop videos if you've never used photoshop

**MAR 2**
- Exercise: Photoshop for web design bootcamp
- READING: Learning Web Design p. 34–40, 444–453
Week 8 — Responsive Design & CSS, Wireframing

**MAR 7**
- Reading Quiz
- Lecture: Responsive Design
- Exercise: CSS for responsive layout of Project 1b

**MAR 9**
- Lecture: Wireframing
- Exercise: Wireframing on paper

Week 9 — Design Studio

**MAR 21**
- **PROJECT 2b DUE** - Wireframe of your redesign
- Exercise: Responsive wireframe your site
- Open design studio

**MAR 23**
- Open design studio

Week 10 — Markup Studio

**MAR 28**
- **PROJECT 2c DUE** - Design mockup
- Lecture: Cutting up assets from photoshop
- Open markup studio

**MAR 30**
- Open markup studio

Week 11 — JavaScript Basics

**APR 4**
- **PROJECT 2d DUE** - website coded
- Lecture/Exercise: JavaScript Basics
  - READING: Learning Web Design Ch. 19

**APR 6**
- Reading Quiz
- Lecture/Exercise: JavaScript Basics continued
  - READING: Learning Web Design Ch. 20

Week 12 — JQuery, JavaScript, and the DOM

**APR 11**
- Lecture: Manipulating web pages with JQuery
- Exercise: Build an image carousel
**Week 13 — Animated Feedback, Usability**

**APR 13**
Lecture/Exercise: AJAX

READING: Learning Web Design Ch. 17

**APR 18**
Reading Quiz
Lecture/Exercise: CSS Animations, JavaScript Animation

READING: Handouts, Webpages

**APR 20**
READING QUIZ
Lecture: Usability
Exercise: Paper prototyping

**Week 14 — User Testing, Bootstrap for Quicker Prototyping, App Studio**

**APR 25**
PROJECT 3a DUE - Paper prototype of your app
Exercise: User testing

**APR 27**
Lecture/Exercise: Using bootstrap
Open app studio

**Week 15 — Intro to the Back-end, App Studio**

**MAY 2**
Lecture: Intro to Back-end/ Full-stack technologies, Under the Hood of a CMS (wordpress)
Open app studio

**MAY 4**
Open app studio

**PROJECT 3b DUE — MAY 8 by 11:59 PM**
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 Academic Policies 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 correspondence (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 with the course instructor privately in the instructor’s office to make particular arrangements. See http://sds.studentlife.uiowa.edu/ for more information.

Academic Honesty
All students taking CLAS courses have, in essence, agreed to the College’s Code of Academic Honesty: “I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty.” Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Examination Policies
The date and time of every final examination is announced by the Registrar generally by the fifth week of classes. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. It is the student’s responsibility to know the date, time, and place of the final exam.

Making a Suggestion or a Complaint
Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies 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 website.