

SCM 290 - Lecture A
Creating Online Media
Spring 2016 Course Information

Professor: John C. Dailey, Ph.D.
Walter 301 - jdailey@stephens.edu

Office Hours: MTWR 3:00 - 4:30 and by appointment.

Contact Phone: 479-274-8918 (Google Voice - forwards to my cell phone)

Classroom / Class Time: Stamper Mac Lab, MWF, 12:00 pm - 12:50 pm

Communication Design Resources: <https://pinboard.in/u:cybrdr>

*Course Description:*SCM 290: *Creating Online Media*

(3 hrs.) (Open to all students; Lab fee charged) Students will learn how to create basic web sites including HTML, CSS and exposure to current software available in designing, building and managing websites. Focus is on practical applications.

Required Texts:

Duckett, J. (2011). *HTML and CSS: Design and Build Websites*. ISBN-13: 978-1-1180-0818-8
Companion Code Site: <http://www.htmlandcssbook.com/code/>

Wood, B. (2014). *Adobe Muse CC Classroom in a Book (2014.2 release)*. ASIN: B00LPJOZM4
eBook: <http://www.amazon.com/Adobe-Muse-Classroom-Book-release-ebook/dp/B00LPJOZM4>

WELCOME TO CLASS !!!

HELLO! I'm Dr. John. I have a Ph.D. in Communication from the Univ. of Missouri - Columbia (1998). I'm interested in the design of emerging media environments which communicate in interesting yet comfortable ways. My creative interests include: media interaction design, digital storytelling, and natural light photography.

Student Learning Outcomes:

To be successful in this course, you must reach several goals:

- ... Principles underlying the production of web sites
 - Considering usability at every point in the design process
 - Separating presentation from content as appropriate
 - Defining a general-purpose statement for a web site
 - Assessing the target audience: understanding who they are and their needs
 - Primary steps in preplanning, authoring, and publishing web sites
 - Understand the advantages/limitations of various web technologies
 - Awareness of copyright issues
- ... Elements of appropriate web graphic and navigation design
 - Gain an appreciation for web design techniques & navigation
 - Obtain a working knowledge of HyperText Markup Language (HTML)
 - Creation of graphics for web use: including GIFs, JPEGs, & PNGs.
 - Understand the use of CSS
- ... Construction of an original web site
 - Site design
 - Become familiar with a visual web site design tool (i.e., Adobe Muse)
 - Asset creation (production of graphical & textual elements)
 - Image and text file importing
 - File management (size, color palettes, naming conventions, etc.)

Through the attainment of the course outcomes, you will have demonstrated growth toward achieving these School of Design Program Level Outcomes:

- #1 Students will think critically and actively engage in problem solving**
- #2 Students will gain an appreciation of historical and theoretical contexts of our subject**
- #3 Students will communicate more effectively**

Final Site Presentation

The final site presentation for this class is **Wednesday, May 4 from 10:00 am - 12:00 pm. No exceptions will be made to this schedule**, so make travel and other plans accordingly.

Behavior Guidelines, Communication and Expectations:

I want you to be successful in this class, in your other classes, and in your life. I want the theories and concepts discussed to have immediate value to you as you develop your own improved communication skills. To create a successful classroom experience and achieve the stated goals, we must all uphold certain principles and expectations:

- | | |
|-------------------|---|
| 1. Respect | For each of us to receive a valuable education in this class, we will all need to listen openly and discuss ideas respectfully. |
| 2. Attendance | You are expected to attend classes and arrive on time. |
| 3. Responsibility | Late work will only be accepted within one week of the original due date;
a 50% penalty will be assessed to late work over 1 day late. |
| 4. Commitment | Doing well in this class requires you to keep up with the readings, assignments, and class work. If you need to miss a class, contact a classmate for assignments and notes. You are responsible for the material you miss. |

Student Correspondence:

All email correspondence for this course should be sent from your Stephens College email account to my Stephens College email account. I will not be responsible for answering your questions if your email does not come from your Stephens College email account. Additionally, I will only email you at your Stephens email account.

CANVAS Course Site:

You are required to check our CANVAS Course Site each weeknight **AFTER 9:00 PM** for any class updates (e.g., quizzes, syllabus changes, etc.)

College Policies:

Code of Conduct:

The Stephens College learning community embraces the free exchange of ideas and opinions with civility and respect. Students and faculty have a shared responsibility to embrace the pursuit of learning and to foster a commitment to academic integrity. All members of the campus community also share an obligation to challenge obstacles to that pursuit and remedy violations of that commitment. For sanctions and process please consult the Stephens College Campus Life code of conduct located on the website at <http://www.stephens.edu>.

Half the Sky Days: You will be expected to participate in Half the Sky Days in lieu of having class. During the new academic year (2015-2016) Stephens College will recommit to its mission and identity as a women's college. As part of that process, the campus will hold four all-day community events — two in the fall and two in the spring — during which the campus will close to regular business and all members of our community will be expected to participate in a series of special events, seminars, discussions and conversations.

Please note the below dates for which participation will be required by Stephens College Administration:

Monday, January 18 - MLK Day Special Programming

Wednesday, March 9 - Half the Sky Day #3

Wednesday, April 6 - Advising Day

Tuesday, April 19 - Half the Sky Day #4

Academic Honesty:

Academic honesty must be paramount in a community devoted to learning and the exchange of educational information. Academic dishonesty refers to behaviors that violate the academic standards of the College. The Stephens Honor Code and full definition of academic honesty may be found on the Canvas site and on the Stephens website (http://www.stephens.edu/campuslife/handbook/lvy_AcademicLife.php).

Consequences:

The penalty for academic dishonesty is a zero on the relevant project or exam. A second incident of academic dishonesty will result in you failing the course. Each student will be expected to complete all portions of individual projects and quizzes on her own. Enlisting help from others will be considered academic dishonesty and may result in a failing grade on the project or quiz. It is fine to work together but do your own work unless a project is specifically group oriented.

ADA Accommodations: Stephens College has five specific policies that pertain to ADA Accommodations: Attendance, Service Animals, Flexible Deadlines, Extenuating Unforeseen Circumstances, and a Grievance Procedure. **Full copies of these policies are available on the course Canvas site** as well as Within the Ivy. Please read these in full at the beginning of the semester. Any student with a disability who needs academic adjustments or accommodations should alert the professor as well as the ADA/Section 504 Coordinator at the beginning of the semester. All discussions will remain confidential.

If you need help ...

Please contact the professor immediately in class, during office hours or via email with questions. Email is checked continuously. I will respond quickly to questions via email unless they are sent after 8 p.m. in which case I will respond the next morning.

Beyond that, the Student Success Center provides free support to Stephens College residential undergraduates who want to improve their academic skills. SSC tutors may see students individually or work with them in small groups. Hours and specific services are posted on the SSC's website (see Academics on Stephens Home Page). The SSC is an excellent resource that is willing to help students that need extra attention.

Stephens College Mission Statement

“Historically committed to meeting the changing needs of women, Stephens College prepares students to become leaders and innovators in a rapidly changing world. Stephens engages lifelong learners in an educational experience characterized by intellectual rigor, creative expression and professional practice, in an environment supported by accomplished faculty and dedicated alumnae. Graduates of Stephens are educated in the liberal arts, professionally prepared and inspired by our tradition of the Ten Ideals as core values that enrich women’s lives.”

Course Requirements:

Assignments

The course grade will be based on a 500-point **maximum**, made up of the following:

- **Dailey Quizzes (DQ's) - 10%** (50 points) There will be quizzes over the reading each week, which will be available via Canvas... Details in class.
- **My Favorites - HTML/CSS Project - 20%** (100 points) - DUE March 23rd
- **Showcase Site Proposal - 10%** (50 points) - DUE March 25th
- **Showcase Web Site - 40%** (200 points)
- **Participation - 20%** (100 points)

Regular class attendance and participation are expected. Students who are absent for any reason *other than official Stephens College activities* will not receive points for a missed class session.

Assignment and Grading Policy:

Interactive media projects are evaluated on the following dimensions of quality:

Content - refers to the intellectual or material substance of a interactive media project.

This item attempts to answer the question "What's the point?" Projects should be substantively meaningful to a definable audience. Content should be well researched, logically structured, and professionally presented. Narratives should be well written in a professional style with special attention given to grammatical excellence and industry standard scripting formats. This dimension examines questions such as: *Is the subject matter and/or topic interesting to a broad audience? Was the subject well researched? Is information clearly and accurately presented? Are subjects well-suited to the topic or were they chosen merely for convenience (roommate, friend, etc.).*

Design - refers to the degree to which a project adheres to professional principles of design.

This dimension examines questions like: *Were images or graphics properly composed? Were interactive elements easily discerned and usable as intended. Was layout haphazard or thoughtfully motivated by the content and interaction to achieve a meaningful experience?*

Complexity - refers to the project's overall level of challenge.

This dimension examines questions like: *Did you think outside of the box? Did you work within a simple form or content structure or did you try a more creative or inventive approach? Did you stay within your comfort zone or push yourself to grow and learn? Did you put sufficient thought, time, and effort into each phase of the project (i.e., information gathering, planning, design, development, testing and delivery)*

Grades will be assigned according to the following scale:

A = 100-92.5%	B+ = 89.49%-86.5%	C+ = 79.49%-76.5%	D+ = 69.49%-65.5%
A- = 92.49%-89.5%	B = 86.49%-82.5%	C = 76.49%-71.5%	D = 65.49%-61.5%
F = 59.99% and below	B- = 82.49%-79.5%	C- = 71.49%-69.5%	D- = 61.49%=60.0%

This grade scale shall be strictly observed. For example, an 89.5 is a A-, but an 89.45 is a B+. THANKS! - Dr. J

COURSE SCHEDULE (may be revised to meet the needs of the class...)

Date	Topic	JavaScript Book <i>Muse E-Book</i>	Activity / Discussion
Week 1			
January 11			Introduction to Class Web Design... The Big Picture http://css-snippets.com/brackets-course/
January 13			
January 15	Intro to Brackets		
Week 2			
January 18	MLK Special Programming		NO CLASS Structure - DQ (Dailey Quiz) 1 Introduction to Adobe Muse
January 20		Chapter 1	
January 22		Intro to Muse <i>Lesson 1</i>	
Week 3			
January 25	Brackets	Chapter 2	Text - DQ 2 Creating Your Site / Working with Master Pages Adding and Styling Text
January 27	Muse	<i>Lessons 2 / 3</i>	
January 29	Muse	<i>Lesson 4</i>	
Week 4			
February 01	Brackets	Chps. 3 & 4 <i>Lesson 6</i>	Lists & Links - DQ 3 Working with Links and Buttons PRACTICE LAB
February 03	Muse		
February 05			
Week 5			
February 08	Brackets	Chapter 5 <i>Lesson 5</i>	Images - DQ 4 Working with Shapes, Color, and Images PRACTICE LAB
February 10	Muse / Photoshop		
February 12			
Week 6			
February 15	Brackets	Chapter 8 <i>Lesson 9</i>	Extra Markup - DQ 5 Inserting HTML and The Library Panel NO CLASS
February 17	Muse		
February 19	Break Day		
Week 7			
February 22	Brackets	Chapter 9 <i>Lesson 7</i>	Flash, Video & Audio - DQ 6 Working with Widgets PRACTICE LAB
February 24	Muse		
February 26			
Week 8			
February 29	Brackets	Chps. 10-12 <i>Lesson 8</i>	Intro to CSS, Color, Text - DQ 7 (10 points) Applying Effects and Graphic Styles PRACTICE LAB
March 02	Muse		
March 04			
Week 9			
March 07	Brackets	Chps. 13 & 15	Boxes, Layout - DQ 8 (10 points) NO CLASS PRACTICE LAB
March 09	Half The Sky Day		
March 11			
Week 10			
March 14	Brackets	Chapter 16	Images & CSS PRACTICE LAB PRACTICE LAB
March 16			
March 18			
Week 11			
March 21			Wireframing Tips
March 23	My Favorites - Project DUE		
March 25	Proposal DUE		
Week 12			
March 26 - April 3	Spring Break		

Week 13

April 04 **Proposal RETURNED**
April 06 **Advising Day**
April 08 Work Day

Site Construction
NO CLASS
Site Construction

Week 14

April 11 Work Day
April 13 Work Day
April 15 **Alpha DUE**

Site Construction
Site Construction
Peer Critiques

Week 15

April 18 Work Day
April 20 Work Day
April 22 Work Day

Site Construction
Site Construction
Site Construction

Week 16

April 25 Work Day
April 27 Work Day
April 29 **Beta DUE**

Site Construction
Site Construction

Lesson 11

Publishing and Exporting Your Site

Finals Week 10:00 - Wednesday, May 4

FINAL Site Showcase...

Showcase Site Proposal
(10% of Total Grade)
DUE: Friday, March 25th via CANVAS

Required:

Write a 4 to 6 page (inc. wireframes), typed, double-spaced paper (e.g., a PDF file) describing the showcase web site that you plan to develop for this class. This project is to be your own design (**no templates allowed**) and may be dedicated to any *cause, person, place, or thing* (subject to instructor approval ;-). **Think of this site as a promotional tool to showcase your skills to a future employer.** Please start planning what you would like to develop *WELL BEFORE* the mid-semester deadline. Great designs take time.

The following items should be included and/or discussed in your paper:

1. A statement of purpose (i.e., What is the site all about?)
2. Identify your target audience (i.e., Who will be your users?)
3. List your main objectives (i.e., What do you hope to accomplish with the site?)
4. Make a concise outline of the items your site will contain.
 - This should include a description of each sub-area that you plan on building.
 - Describe how the navigation structure of your site will work.
5. Include a rough full-page **wireframe sketch** of the main page and one sub area of your site.

Suggestions:

- Remember to consider these design elements as you plan your site:

(Don't worry if you are not exactly sure how you might implement a certain feature at this time.)

- Interactivity (buttons, dynamic layers, galleries)
- Interface Style (page layout, icons, overall "look and feel")
- Images & Text (colors, image size, typography, backgrounds)
- Navigation (menus, navbars, "breadcrumb trails", dropdowns, home logo, tabs)
- Multimedia (animation, audio, video)
- Special Effects (rollovers, transitions)