EN305 Web Publishing
August 28, September 4, 11, 18, 25

Dr. Randy Brooks, Professor of English
Dean of the College of Arts & Sciences

Course Title: Web Publishing
Class: EN305
Time: 6:00-10:00 p.m.
Location: Mac Lab, Staley Library O14 (downstairs)
Credit Hours: 3
Professor: Dr. Randy M. Brooks
Office: Shilling 209
Phone: (217) 424-6264 office
Email: rbrooks@millikin.edu
Office Hours: before class and after class as needed
Web Site: http://performance.millikin.edu/mac/EN305PACE-Sept2013

Who’s Who in the PACE Department

PACE Administrative Assistant/PACE Student Services Associate:
Brynn Kickle
217.420.6778
Course Texts/Material:
The class web site is located at:
<http://performance.millikin.edu/mac/EN305PACE-Sept2013>

Required Book from the bookstore:
Adobe Dreamweaver CS6 Classroom in a Book

Course Organization

Keep in mind that the PACE program and this course are designed in an accelerated format. The content and amount of material required in this course cannot be reduced because of its accelerated format. Students must be prepared to commit to the accelerated format to be successful in the course as well as the PACE program.

Course Description

**Web Publishing** is a workshop on writing and publishing World Wide Web pages. Are you ready to expand your mind into cyberspace? Will computer screens shape your thoughts? Or will you shape computer screens to create and project your cyber-self into the virtual world of the web? This workshop examines web publishing and takes you from reflective interaction to critical creation of new hypertexts. You will learn how to critique web site designs and how to create web pages for clients. This course includes individual projects ranging from personal to client-based web design.

Course Objectives & Outcomes:

The primary goal of this course is to learn how to write, develop and organize interactive web site hypermedia publications to be used on the computer screen.

**Hypermedia Design Experiential Learning Activities**

You will create a variety of online documents, building from simple collections to more complex presentations and interactive hypermedia that include basic levels of interface design. You will gain competence with current computer technology related to web publishing including: HTML, web site design, manipulation of images, and user testing. You will reflect on your learning experiences and present your design strategies and development processes as a demonstration of professional oral communication.

**Web Site Design & Development**

This course focuses on a deliberate integration of hands on and minds on learning in four kinds of knowledge: (1) use technology to access, create and present information, (2) design effective information system web site design, (3) develop strategies for team management to coordinate the development of sites with ongoing interaction with the clients, and (4) be prepared to teach others to understand and value web site design and maintenance through presentation and explanations of design choices.

1. **User Goals of Hypermedia**
   - Orientation—startup screens and the first time user tutorials
   - Navigation—prompting use, mapping, and user anticipation
   - Interactivity—ranges from passive to co-creation
   - Persuasive Intent—ranges from informative to entertaining

2. **Screen Design Principles**

Simplicity—integration of visual, textual, aural, information
   - overview, context, modularity, information clustering
Appropriateness—image of sponsor and expectation of users
• trends versus classic design
• amateur versus professional design

Function—how the hypermedia works (range of interactivity)
• immediate reading or processing functions
• long-term organizational functions
• page design versus publication style for the entire site

Economy—of production, maintenance and use

3. From StoryBoard to User Testing: Development of Interactive Web Sites

The process of developing online documents:
(1) Collecting information and resources
(2) Creating a storyboard and mapping task flow chart plans
(3) Walking through the storyboard with development group
(4) Build your design in html (web editors are nice!)
(5) Online screen design principles and user access requirements
(6) User testing & revising of task flow, information density, or interactive capabilities

Resources:
Safe Ride
424-3826

Safety and Security
464-8888

Staley Library
424-6214
The Library can be accessed from the Millikin Home page at www.millikin.edu.
Please see Website for hours of operation, noting that hours may change during the semester.

Millikin University Writing Center
Location: Staley Library room 203, 424-6353 (if WC workers are working with students, you may not get an answer – leave a message).
Please call the Writing Center for hours of operation, noting that hours will change during the semester.

It is highly suggested that you call or e-mail wcenter@mail.millikin.edu for an appointment any time you want to use the Writing Center. Walk-ins will be welcome BUT only if there are no scheduled appointments. It is suggested that adult students who need an appointment with the Writing Center ask to meet with one of the professors.

Library and Writing Center hours will change during the semester during breaks and holidays. Please call the library or writing center for specific details regarding hours.

INFORMATION TECHNOLOGY
The Information Technologies Department, located on the first floor of Shilling Hall, provides services and support to Millikin University administration, faculty, and students. The Helpdesk can be found in SH114, at 362-6488, or through email at infotech.millikin.edu. There are helpful “Help & How To” instructions to many common processes through http://it.millikin.edu/. Their hours may be found at this website as well. Please note that IT and the Helpdesk hours change throughout the semester.

Academic Honesty Policy
All students are expected to uphold professional standards for academic honesty and integrity in their research, writing, and related performances. Academic honesty is the standard we expect from all
students. Read the Student Handbook for further details about offenses involving academic integrity at: [http://www.millikin.edu/handbook/](http://www.millikin.edu/handbook/). Staley Library also hosts a web site on Preventing Plagiarism, which includes the complete university policy. It is located at: [http://www.millikin.edu/staley/services/instruction/Pages/plagiarism-faculty.aspx](http://www.millikin.edu/staley/services/instruction/Pages/plagiarism-faculty.aspx). Visit and carefully read the Preventing Plagiarism web site.

The Faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the university. Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses. They will make the determination as to whether the student violated the Academic Integrity Policy. Should the faculty member determine that the violation was intentional and egregious, he or she will decide the consequences, taking into account the severity and circumstances surrounding the violation, and will inform the student in writing, forwarding a copy of the letter to the Registrar and to the Dean of Student Development.

This letter will be destroyed when the student graduates from the University unless a second breach of integrity occurs, or unless the first instance is of sufficient magnitude to result in failure of the course, with an attendant XF grade recorded in the transcript. If an XF is assigned for the course, the faculty letter of explanation becomes a permanent part of the student’s record. If a second violation occurs subsequent to the first breach of integrity, the Dean of Student Development will begin disciplinary and judicial processes of the University, as outlined in the Student Handbook.

If a student receives an XF for a course due to academic dishonesty, this remains as a permanent grade and cannot be removed from the transcript. However, students may repeat the course for credit toward graduation. Some programs and majors have more explicit ethical standards, which supersede this Policy, and violation of which may result in dismissal from some programs or majors within the University. If you have difficulty with any assignment in this course, please see me rather than consider academic dishonesty.

**Moodle**

Moodle is the web based course management software that will be used to coordinate the efforts and centralize the communication process for this class. Students will be instructed to go to [http://moodle.millikin.edu](http://moodle.millikin.edu) and register using name and student ID number.

This course will also use a web site as the primary online course management area located at: [http://performance.millikin.edu/haiku/courses/globalPACEnov2012](http://performance.millikin.edu/haiku/courses/globalPACEnov2012)

**E-MAIL**

Students are responsible for routinely checking their Millikin University e-mail for schedule changes, assignments, and/or other messages from the professor(s) or university representatives. Email addresses other than students’ Millikin email addresses will NOT be used for communication purposes. Failure to follow instructions left via email will result in unexcused actions. The email system on campus is a vital communications tool and may be used by the student, professor and other school officials in the delivery of information and instructions.

Almost all writing assignments are due by attachment (or embedded) in email sent to:

rbrooks@millikin.edu

**WRITING PAPERS**

Written assignments are very important. In this course, college-level writing and critical thinking is expected. Good writing skills can be learned, despite your previous writing experiences. By using Millikin’s approved APA guidelines, along with the Writing Center, you should have the tools you need to succeed. PACE students are required to use APA style when writing and formatting formal papers. Students MUST ALWAYS reference all sources regardless of what writing style is used or whether or not a writing style is required. The Writing Center has links to sources that will help with the use of citations. However, the best site to frequent is [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
**Attendance & Participation**
Students who miss more than 25% of scheduled classroom time should withdraw from the course. Students who exceed the attendance policy and fail to officially withdraw from the course will receive a grade of F. Any portion of a missed class (coming in late, leaving early, or taking excessive breaks) may be counted toward total absences.

- 25% of a 10 week course 40 scheduled contact hours is 10 hours.
- 25% of an 8 week course with 32 scheduled contact hours is 8 hours.
- 25% of a 7 week course with 28 scheduled contact hours is 7 hours.
- 25% of a 5-week course with 20 scheduled contact hours is 5 hours.

It is the student’s responsibility to contact their academic advisor to drop a course. Faculty members should alert the advisor and the PACE office of absences by using the Academic Alert System.

**Reading**
All required reading must be done by the student by the assigned due date. The bulk of the reading material for this class will be from the course texts, assigned research readings and/or required readings from the course web site. See the course assignments at: http://performance.millikin.edu/haiku/courses/globalPACEjuly2013/assignments.html

**Academic Alert System**
The Academic Alert System is a systematic way of notifying all stakeholders (student, instructor and advisor) when a student is experiencing academic difficulties. Instructors concerned about a student’s performance may submit an academic alert via the MyMillikin web portal. Both the student and his or her advisor receive an email notification that an alert has been submitted, and details of the alert can be viewed by accessing the MUOnline function of the MyMillikin web portal. Through the Academic Alert System, instructors and advisors prompt students to take corrective action to improve their academic performance. The PACE office will also be notified of any students receiving an alert, and we will follow-up with the student to offer them support.

**Assignments, Late Assignments and MAKE-up Work**
Students are expected and required to submit all assignments by email midnight two days before the class discussion. If your assignment is late, it is an F for formal assignments or a minus for informal assignments. Note that F’s and minuses are averaged as 0% grades.

**Evaluation and Grading**
Students will be able to monitor their grade progress in the class through direct feedback with the professor. Please email the professor for a report on your semester progress grade at any time.

**Respect**
Please be respectful to faculty and fellow students by not carrying on conversations that are not a part of class discussion. Be prepared for class and group meetings. Please, no children or disruptive interruptions. Please turn cell phones to silent or vibrate mode and properly dispose of your trash by the end of class.

**DISABILITY ACCOMMODATION POLICY**
Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. If you are seeking classroom accommodations under the Americans with Disabilities Act, you should submit your documentation to the Office of Student Success at Millikin University, currently located in Staley Library 014.

**RESPECT FOR DIVERSITY**
The color of one’s skin, birth place, religion, size, sexual orientation or gender have no bearing on the ability to research and form intelligent opinions on current issues in the American criminal justice system, nor do they relate to that person’s right to express those opinions and have them recognized and respected, regardless of what those opinions are. Lady Justice wears a blindfold for a purpose. Consider that She sets the standards for respect for diversity in our classroom. In a class where everyone is entitled to their opinion on every issue, this should never be forgotten.
Assignments & Semester Grading Weight

Web Publishing Project Assignments:

tutorial & informal assignments* ..................................... (40%)
bookmarks case ............................................................. (10%)
poetry magazine case .................................................. (10%)
professional web resume .............................................. (10%)
client web site project ................................................ (20%)
home page portfolio & learning review ......................... (10%)

*all assignments are to be turned in as digital copies by RTF or DOC format email attachment to rbrooks@millikin.edu

(Use your SAVE AS function and choose “Rich Text Format” or “RTF” for digital files or copy and paste your work into the body of the email.) Word Perfect (WPS) and Microsoft Publisher (PUB) file formats will not be acceptable. Please use RTF or DOC or PDF formats. Ask for help on formats if needed.

Assignment Grades:
Course grades and percentage of points received will be correlated as follows:

Informal Quick-Writes, Quizzes, Email Responses, Exercises & Planning Work informal assignments will be graded with a simple check-system (+) (√) or (–) indicating completion of the assignment. These grades indicate that

100% (+) you have done an excellent, thoughtful writing,
50% (√) you have completed the assignment adequately, or
0% (–) you have not fulfilled the assignment and cannot make it up.

Formal Documents
The other assignments are considered formal which means that they should be printed, carefully edited, revised and designed for maximum effectiveness with the intended audience. Proper citation of sources and a works cited section is expected.

A = “exceptional” or “outstanding” work
B = “above average” Effort was put into the work above and beyond what was required.
C = “average” Note that “average” does not mean good or bad, just average as in like everyone else’s work. The students completed the basic requirements as laid out in the directions. Students did the minimum effort required.
D = “below average” This effort did not even meet the minimum requirements or was sub-par.
F = “below college standards” Very little effort went into the assignment.

Grading Distribution:

Grading System:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% and above</td>
</tr>
<tr>
<td>A-</td>
<td>90%-94.9%</td>
</tr>
<tr>
<td>B+</td>
<td>88%-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>84%-87.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80%-83.9%</td>
</tr>
<tr>
<td>C+</td>
<td>78%-79.9%</td>
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<td>C</td>
<td>74%-77.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70%-73.9%</td>
</tr>
<tr>
<td>D+</td>
<td>68%-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>60%-67.9%</td>
</tr>
<tr>
<td>F</td>
<td>less than 60%</td>
</tr>
</tbody>
</table>
**Bookmarks Web Design – Case 1**

This case requires application of four user skills:

1. learning to search and bookmark sites of interest to a potential web case project
2. learning to organize and edit links into added-value categories
3. saving the bookmark as a separate html file
4. adding titles, introductory remarks and annotations to links on a web page

This case requires technical skill in searching and organizing bookmarks, and it introduces basic information design principles such as providing textual introductions and navigational annotations to information. Required elements of this case include a html file name, title, introduction, annotation to organized links and a color background or graphic background.

This case allows you to develop a web site based on an interest or personal purpose. It should be a larger web site project, connecting multiple pages of related information. This is considered to be a short project featuring your own writing, artwork or area of research.

**Professional Web Resume – Case 2**

The web resume page should be chunked for viewing on the computer screen, with clearly labeled sections and easy navigation cues. You may want to create links to some of your portfolio pages or other work for clients. However, I do not recommend linking to your personal web page unless you think potential employers might want to get to know you more personally. Consider how potential employers will search a web resume. They will need key words popping up immediately at the beginning of the resume.

**Poetry Magazine Web Site – Case 3**

In this first web page design case, you will be provided text and graphic files for an organization and use these "canned" materials to create a web page. The technical objective of this case is to learn how to create an html file with graphics, text, and hypertext links within the page or pages. The information design challenge is to take given information and restructure it for a web page. How will you cluster information into more appropriate chunks for the web? How will you signal key concepts or emphasize the most important information? Who is the intended audience of the web site (as indicated through language cues)? How have you organized the information to fit their expectations or needs?

The resulting pages will be evaluated on three main design goals:
- overall attractiveness
- orientation of users to main purpose of the web site
- navigation cues and resulting simplicity of navigation within the web site

Required elements of this case include an introduction, at least one graphic, labeled text chunking, anchors or page links, and acknowledgement of the web designer.

**Client Web Site Design – Case 4**

Develop a web site for a client. Each design team works on the goals and needs of the client, develops and gathers content for the web site, prepares that content for the site and designs an integrated site. The final web site is user tested and presented to representatives of the organization for their approval and review.

Our client for the September 2013 class is the PACE program director, Gail Crookshank and the PACE staff. The goal is to develop prototypes for a web site featuring profiles of PACE alumni.
Design your personal home page and use it to experiment with various web design techniques over the semester. You set the tone, the welcome, an overview of your own identity as a student at Millikin. This case provides you with a great deal of freedom as you create your personal space on the web, and distinguish (or integrate) your professional presence in the form of a web resume. Your personal web page is an appropriate space for experimenting with special effects such as animated gifs, frames, music wav. files, counters and other web fun. Gather and organize your favorite sites on the web, or create a more focused personal page on a topic dear to you. If you already have a personal web page somewhere, then redesign it according to the principles of this course (but keep your personality).

On the final evening, your home page becomes your web portfolio. The web portfolio is graded by two considerations: (1) overall portfolio as an example of web design, and (2) annotations explaining the design emphasis and purpose of each project.

**Learning Review in Your Web Portfolio**

The learning review includes an end of the semester review of what you have learned about (1) the technology of web publishing, (2) information design principles, and (3) managing a web site development process from conception to implementation. This learning review is organized as a discussion of the development process of web sites based on examples from your web portfolio. This is the final exam for the course. Extra credit: discuss tutoring knowledge you have acquired this semester.

**COURSE SCHEDULE:**

The course schedule is merely a guideline. The professor reserves the right to alter course content, class assignments/activities, and/or dates, as deemed necessary. The professor will announce assignments and due dates in class, via email, or course web site. The student is responsible for attending class to know what assignments will be required and when. Announcements in class or via email will take precedence over the written schedule.

Tutorial assignments are to be completed in the Mac lab during and outside of class time. When you complete a tutorial send a learning review reflection to me by email. Also, we will have “task quizzes” immediately following the due date for tutorials.

READING chapters xx, and DOING chapters xx

When referring to a web site for discussion, please put the web URL in carrots and note the date viewed:

<http://www.millikin.edu> viewed 7/23/13

**Before Class**

Read “Starting Up” pages 1-7 in *Adobe Dreamweaver CS6 Classroom in a Book*. Write a short paragraph about your learning goals for this course. Write a list of 3-5 questions you have about web design or Dreamweaver. Email your paragraph and questions by midnight, Sunday August 25.
Week One (in class only)

1 - Welcome to the MAC lab & Millikin servers
   • location of applications, saving your work, location of tutorial folders

2 - Introduction to Web Design Basics
   • user control of device & monitor & browser choices & platform
   • web standards for universal file sharing—html, jpg, gif & javascripts, etc.
   • URLs, servers, browsers (and plug ins or extensions), cache

3 - Principles of web design—orientation, navigation, modularization and interactivity
   • consistency of design elements
   • clearly labeled pages, sections
   • meaningful preview names for navigation links

4 - Managing the elements—browsers, html, pages, graphics, file extensions, type, links
   • demonstration of an active web site in Dreamweaver

5 - Read Lesson 1 (pages 9 -38)
   The Dreamweaver Interface—overview of tools and settings
   Site management through Dreamweaver
   • demo of pulling a web site to the local hard drive for updates (synchronize)
   • emphasis on file naming basics and site management strategies
   • (especially the key ideas of index.html page, all in one directory, etc.)

6 - Demo of how to define your sites for local and remote in the Mac Lab for this workshop
   (using a dummy remote "done" folder on the hard drive)

7 – DO tutorials Lesson 2 and Lesson 3 (pages 39-92)

   Lesson 1 – Dreamweaver Jumpstart
   Lesson 2 – Setting Up a New Site
   Lesson 3 – Adding Text and Images

8 – Web Design CASE 1—fan site or bookmarks guide to a subject on the web

9 - Brooks demonstration—preparing graphics for the web (Photoshop)
   • formats and checking characteristics of graphics before doing anything else
   • how and when to save a graphic as a GIF versus a JPEG
   • compression for quality and speed
   • transparency
   • preview of use of layer tool for effects and treatments

   TASK 1—analyzing Graphic formats and modes in Photoshop—scanning, drawing, digital photographs, text graphics

   TASK 2—Graphic compression in Photoshop
   • text graphic as a GIF
   • photograph as a JPEG
   • text graphic with transparency controlled

   TASK 3—Graphic border treatments—layer tool & feathering or other filters
   • layer tool for border treatments

10 - Brooks Demonstration—titles, file names & meta tags for search engines
• finding meta tags (key word and descriptions) for your competitors
• steering users to your home page (meta tags there)
• Questions about the head or page properties?

assignments for week two:

Find two web sites on a related topic and write a 1-page comparison & contrast review of the design of these two sites. What do like best and least about the way these web sites are designed? Send me your review by email and be sure to include the URL links for these sites.

EMAIL web sites review by midnight Sunday to me at: rbrooks@millikin.edu

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**Week Two**

1 – Discuss web site designs from student sites reviewed.

2 – Do Lesson 4 & Lesson 5 (pages 93-156)

   Lesson 4 – Styling Pages with CSS

   Lesson 5 – Page Layouts with CSS

3 – Brooks Demonstration—design goals for controlling the design space

   • clustering related information (separating different types of information)
   • integrating the screen with continuity of placement
   • comforting the user with consistent behavior of elements (navigation)
   • problems with function of web sites with too restricted control of page space
   • ADA compliant issues with tables

4 - *Web Design CASE 2*— personal page and professional resume pages

5 - Brooks demonstration—publication style and cascading style sheets

   • simple process of templating off existing pages through the SAVE AS command
   • simple process of writing down certain choices and sticking with them
   • site-wide management tools (Cascading style sheets) (customizing your html)
   • the trade-offs? (old browsers . . . and users want to control their type!)

EMAIL assignments by midnight Sunday to me at: rbrooks@millikin.edu

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**Class Three**

1 - *Web Design CASE 3*— poetry magazine case

2 – Do Lesson 6, Lesson 7 & Lesson 8 (pages 157-240)

   Lesson 6 – Advanced Page Layout

   Lesson 7 – CSS3 Transitions & Web Fonts

   Lesson 8 – Working with Tables

3 - Brooks demonstration—levels of interactivity and WHY?

   • the range of interactivity from (passive reception) to (active control)
   • the totally linear experience—animation, refresh screens, no links
• the totally random experience—chaos, never knowing what’s next (play)
• information versus entertainment values
• interactivity purposes? (attention getting, user feedback, suggested prompts?)

EMAIL assignments by midnight Sunday to me at: rbrooks@millikin.edu

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**Week Four**

1 - *Web Design CASE 4*— PACE alumni client case

2 – Do Lesson 10 (pages 259-272)

   Lesson 10 – Adding Flash, Video & Sound Content

EMAIL by midnight Sunday to me at: rbrooks@millikin.edu

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**Week Five**

1 - *Web Design CASE 4*— PACE alumni client case presentations at 7pm

2 - *Web Design CASE 5*— home page web portfolio & learning review at 9pm

EMAIL by midnight Sunday to me at: rbrooks@millikin.edu

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