

### **Continuing Education**

Course Name: **HTML and CSS (2 credit hours)**

Quarter: **Fall 2010**

Date/Time: **Thursday, 7 – 10PM**

Course Location: **TBA**

Instructor: **Jesse Merlin**

Email: [jwmerlin@gmail.com](mailto:jwmerlin@gmail.com) (preferred form of communication)

Phone: **215-687-1664 (for emergencies only)**

### **COURSE CATALOGUE DESCRIPTION**

Hypertext Markup Language or HTML, is the code that underlies almost all web pages. Students will learn how HTML is written, starting with the basics and building toward interactive pages. web graphics, tables, frames, forms, style sheets as well as more complex topics such as CSS (cascading style sheets) and DHTML (dynamic hypertext markup language) animation. Instruction includes critical skill building for determining good page design pitfalls. With Dreamweaver, students will learn how to generate complex sites and pages quickly and professionally. Other features of Dreamweaver covered include libraries and templates.

### **COURSE OBJECTIVES**

At the completion of this course candidates will be able to:

- Exhibit a critical understanding of related technical concerns, representational issues, and aesthetic practices through original web designs.
- Be able to move from concept to project actualization.
- Have a strong understanding of the technical in order to properly troubleshoot and solve technical issues related to a project.
- Communicate conceptual and creative concepts clearly in written project proposal statements.
- Communicate ideas clearly in oral presentations.
- Actively participate in classroom discussions and group critique sessions.

### **COURSE DESCRIPTION**

The class will cover HTML and Adobe software packages that allow candidates to develop web sites. Even though this course will be highly technical, candidates will be asked to conceptualize, storyboard and create original content. Great web sites are both conceptually and technically strong. When one aspect is weak, the entirety of the project is compromised.

**Class-time** will be utilized for technical demonstrations, critique, design discussions, troubleshooting and the answering of candidates' questions. In-class exercises will be educational aids as candidates troubleshoot technical problems.

**Individual project grades** will be based on technical proficiency, depth of content, experimentation, innovation, ambition, effort and final project submission. Please see more information under GRADING.

## **LEARNING METHODS**

### **Technology:**

- Adobe Photoshop and Related Digital Imaging Programs
- Adobe Dreamweaver
- HTML
- Firefox & Firebug

### **In/Outside of Class:**

- Readings
- Assignments
- In-Class Exercises
- Individual and Peer Critiques
- Proposal Writing/Presentations
- Tutorial Exercises

## **COURSE REQUIREMENTS**

Practice! Practice! Practice! This course is highly technical and learning to be creative – technically – is stressed alongside other aspects of the course. Students should proactively engage themselves with each other, resources, assignments and readings so that they can fully grasp the extent of the technology and materials at hand. If the candidate pursues his/her studies in such a manner, the possibilities are endless.

Candidates must successfully complete the following projects/assignments:

1. Exercises
2. Midterm Project
3. Final Project
4. Proposal

## **TECHNICAL RESOURCES (Books)**

- Dreamweaver CS4 The Missing Manual
- Dreamweaver CS3 for Windows & Macintosh

- \* HTML for the World Wide Web
- \* DHTML and CSS for the World Wide Web: Visual Quick-Start Guide

### **DESIGN RESOURCES (Books)**

- Internet Art by Rachel Greene
- Grid Systems by Josef Muller-Brockman
- Envisioning Information by Edward R. Tufte
- Grid Systems by Kimberly Elam
- About Face: The Essentials of Interaction Design by Alan Cooper
- Making and Breaking the Grid by Timothy Samara
- Thinking with Type by Ellen Lupton

### **FOR SPECIFIC TUTORIALS ON PARTICULAR TECHNICAL PROBLEMS – USE GOOGLE AND THE INTERNET TO SEARCH FOR RESOURCES**

### **TECHNICAL RESOURCES**

- W3 Schools: <http://w3schools.com>
- Dev Shed: <http://devshed.com>
- Dreamweaver Documentation

### **DESIGN RESOURCES (Blogs, etc.)**

- Icon Sets: <http://www.noupe.com/icons/50-most-beautiful-icon-sets-created-in-2008.html>
- Graphic Exchange: <http://www.graphic-exchange.com>
- Pattern Tap: <http://www.patterntap.com>
- Photoshop Text Tutorials:  
<http://www.photoshoproadmap.com/Photoshop-blog/2008/11/20/30-awesome-photoshop-text-effects-tutorials/>
- Webdesigner's Toolkit: <http://www.webdesignerstoolkit.com/>
- Designer Daily: <http://www.designer-daily.com/>
- Type: <http://typographica.org/>
- Grid System: <http://www.thegridsystem.org>
- Grids: <http://960.gs>
- Delicious: <http://deliciou.us>
- Smashing Magazine: <http://smashingmagazine.com>

### **DESIGN MAGAZINES/ONLINE PORTFOLIOS**

- PRINT: <http://www.printmag.com/>
- HOW: <http://www.howdesign.com/GeneralMenu/>
- ID: <http://www.id-mag.com/GeneralMenu/>

- Communication Arts: <http://www.commarts.com/>
- AIGA: <http://www.aiga.org/>
- AIGA Philly: <http://www.philadelphia.aiga.org/>
- Design Philadelphia: <http://www.designphiladelphia.org/>
- Coroflot: <http://www.coroflot.com/>
- Design 21: <http://www.design21sdn.com/>
- Design for the Other 90%: <http://other90.cooperhewitt.org/>

### WEB/ART/CULTURAL JOURNALS

- Rhizome.org: <http://www.rhizome.org>
- Felix: Journal of Media Arts and Communication: <http://www.e-felix.org>
- Leonardo Electronic Almanac: <http://mitpress2.mit.edu/e-journals/LEA/>
- Horizon Zero: <http://www.horizonzero.ca/>
- Switch Journal: [http://switch.sjsu.edu/nextswitch/switch\\_engine/front/front.php?cat=21](http://switch.sjsu.edu/nextswitch/switch_engine/front/front.php?cat=21)
- Crossings - eJournal of Art & Design: <http://crossings.tcd.ie/>
- Ctheory: <http://www.ctheory.net/home.aspx>
- Resource Center for Cyberculture Studies: <http://www.com.washington.edu/rccs/>
- Cyberspace, Hypertext and Critical Theory:  
<http://www.cyberartsweb.org/cpace/cspaceov.html>
- Cyberculture Papers:  
[http://dir.yahoo.com/Society\\_and\\_Culture/Cultures\\_and\\_Groups/Cyberculture/Papers/](http://dir.yahoo.com/Society_and_Culture/Cultures_and_Groups/Cyberculture/Papers/)

### COURSE POLICIES

#### Attendance:

Candidates should strive to attend class when possible. Punctuality and attendance are crucial to the course because of the amount of technical material covered throughout the quarter. Each assignment builds on the previous one. Repeated absences will greatly influence the candidate's ability to complete exercises and projects effectively.

#### Grading:

A specific directive will be issued for each assignment with criteria and an evaluation rubric. All projects assigned for outside work will be graded on their innovation, ambition, concept, concept communication, design/aesthetic strategies and technical competency.

Project Proposal	50 pts
Midterm Project	125 pts
Final Project	200 pts

In-class/homework exercises	100 pts
Participation	25 pts
<b>Total</b>	<b>500 pts</b>

***Projects should be turned in on time.***

The candidate's grade will be docked 5 points every day the assignment is late. Zero points are given for missed assignments.

**A candidate will earn an A if he/she:**

- Turns in projects on-time
- Actively participates in critique sessions
- Presents his/her work in a professional manner
- Contributes to discussions with questions and responses
- Is a technical problem solver
- Attends class regularly
- Renders projects that are complete and are innovative in design and concept

**A C in this course =**

- Candidates meet the minimum requirements for each aspect of the course

**Grading Scale:**

500 – 470	A	= 100% - 94%
469 – 450	A-	= 93% - 90%
449 – 435	B+	= 89% - 87%
434 – 420	B	= 86% - 84%
419 – 400	B-	= 83% - 80%
399 - 385	C+	= 79% - 77%
384 - 370	C	= 76% - 74%
369 - 350	C -	= 73% - 70%
349 - 335	D+	= 69% - 67%
334 - 320	D	= 66% - 64%
319 - 300	D-	= 63% - 60%
299 - 0	F	= 59% - 0%

**Critiques/Submission of Work:**

Interpretation animates any work or project. The conversations that emerge between audience, maker and society at large are rewarding elements of creative design practice.

Learning to speak and write about one's project is a challenge – responding to another's is equally difficult – both fruitful aspects of understanding the impact of one's own practice.

The submission of projects and the critiques which surround them are important components to each project created in this course. Candidates will be asked to prepare his/her work for scheduled critique days. Candidates will have his/her web projects completed, tested and ready for viewing. One's professional presentation of work as well as one's participation within critique sessions will influence the candidate's grades.

### **SUPPLY LIST**

1. Notebook/Sketchpad (not required)
2. Flashdrive OR portable external hard drive (required)

### **BEHAVIOR**

*Candidates are expected to be respectful of each other and the instructor with regard to classroom discussions. Inappropriate behavior cannot be tolerated. Disruptive candidates in the academic setting hinder the educational process. «Disruption» as applied to the academic setting, means behavior that interferes with normal academic functions. Examples include, but are not limited to: persistently speaking without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction.*

### **CHEATING AND PLAGIARISM**

Candidates who are caught cheating/plagiarizing will receive a zero on the assignment. If the candidate is caught several times, he/she will receive a failing grade for the course.

**Utilizing others' image content and masking it as one's own work is considered plagiarism in this course.**

## HTML and CSS COURSE CALENDAR

(Specifics will be discussed in-class)

<b>Thursday Oct 7th</b>
PART 1 – Introduction to the course; Syllabus and project overview; Lab instructions; Class site intro PART 2 – Review of online resources PART 3 – Short History; Technical Demo (HTML Intro)
<b>Thursday Oct 14th</b>
PART 1 – Website analysis; Discuss online grid systems PART 2 – Technical Demonstration/HTML document structure; Basic formatting PART 3 – Firefox & Firebug Setup (Flashdrive or hard drive required). PART 4 – Assign midterm project proposals
<b>Thursday Oct 21st</b>
PART 1 – Discuss proposals PART 2 – Elements for layout PART 3 – Technical Demonstration/HTML – Grid Layout Demo
<b>Thursday Oct 28th</b>
PART 1 – Grid Challenge Review PART 2 – Introduction to styling documents
<b>Thursday Nov 4th</b>
<b>MIDTERM PROJECTS ARE DUE – In class critique</b>  (If time left over – Dreamweaver site setup, CSS Review)
<b>Thursday Nov 11th</b>
PART 1 – Technical Demo – Dreamweaver site overview & Creating a new Project PART 2 – CSS Review
<b>Thursday Nov 18th</b>
PART 1 – Box Model PART 2 – Technical Demo – Displaying and positioning elements with CSS

<b>Thursday Dec 2nd</b>
CSS for Text, Background, Pseudo Classes
<b>Monday Dec 9th</b>
PART 1 – Technical Demo – Advanced Dreamweaver topics, Javascript Frameworks PART 2 – In class tech help – studio time/individual help on final projects.
<b>Monday Dec 16th</b>
PART 1 – Finalize Projects PART 2 – Final Projects Due – In class critique.

*The instructor retains the right to amend the contents of this syllabus based on student progress.*