Overview
Web 1 is an introductory web design and development course. No prior knowledge of web programming is assumed. Our goal is to take a hands-on, experimental, and design-oriented approach to learning HTML, CSS, and (if possible) basic Javascript and PHP, while giving students the tools to advance their own methods and skills. Students are encouraged to incorporate principles and skills from other classes into their web projects. We will not be covering Flash.

Projects
Students must complete the three primary projects and submit files to the instructor on the due date.

Show & Tell
Students will do three short and informal presentations to the class, analyzing details or techniques used in a website of their choice. Early in the semester we will focus on design and visual elements, while later we will emphasize code and layout techniques. Presenters must also write up a summary (with screenshots) and post it to the class blog following their presentation.

Class Blog
In addition to hosting "Show and Tell" summaries, the class blog will serve as a repository for lecture materials, demo files, announcements, etc. Each student will be given an account and should post observations, resources, techniques, and/or questions they have throughout the semester. See http://web1.jamesmuspratt.com.

Requirements & Grading
Students are required to complete the three projects, participate in class discussions and critiques, and post to the class blog periodically. Weighting is as follows:

60%   Three web projects (20% each).
20%   Three "Show and tell" presentations
20%   In-class and website participation

All projects will be judged by the following criteria weighted equally: (a) strength of concept, (b) aesthetic execution, and (c) quality of code.

Work must be submitted on time so that all students can benefit from the group critiques. *Late work and absences will be subject to Watkins standard grading policy: see pages 44-50 of the student handbook.*

Students With Disabilities
As per the Watkins 2011 handbook/course schedule, students with needs for academic or other accommodations are encouraged to contact the Director of Student Life as soon as possible to receive assistance in arranging appropriate accommodations.

Further information may be obtained from the Director of Student Life at (615) 383-4848

Instructor
James Muspratt
james@jamesmuspratt.com, 615 829 6877

Required Texts
Cederholm, Dan. *Handcrafted CSS: More Bulletproof Web Design.* Berkeley: New Riders, 2009.

Zeldman, Jeffrey. *Designing With Web Standards,* 3rd Edition. Berkeley: New Riders, 2010. *NB: You must read the 3rd edition—previous editions lack important updates.*

Required Software
Textwrangler (Free, http://www.barebones.com/products/textwrangler/)

Optional Software
Textmate ($56, http://macromates.com)
Web Hosting ($20/month. Media Temple, Slicehost, Webfaction, and EngineHosting are recommended.).

WEEKS 1–5   FUNDAMENTALS

Lecture & Demo Topics
A short history of the web: academia, experimentation, standardization, web as platform, medium of cultural production, etc. Technical intro: separating content, style, and behavior. The purpose of semantic markup. Browser rendering variance. The web's inherent restrictions and the user-controlled experience. Basic accessibility.

Material
Fundamental HTML tags. Paired vs. self-closing tags. Tags vs. tag attributes. Typographic HTML entities. Basic CSS. IDS vs. classes. Block vs. inline. Validation. Doctypes. How CSS works: selectors, declarations, the cascade, inheritance. Pseudo-classes. The basic box model. Resetting browser defaults. Named anchors.

Reading
Zeldman   Ch. 2 (Designing & Building With Web Standards),
           Ch. 3 (Gentle Persuasion)
           Ch. 8 (Structure & Semantics)
           Ch. 9 (CSS Basics)

http://www.alistapart.com/articles/understandingwebdesign/
http://www.alistapart.com/articles/on-web-typography/
http://www.alistapart.com/articles/settingtypeontheweb
http://www.markboulton.co.uk/journal/comments/five-simple-steps-to-
    better-typography

Resources & References
http://lab.arc90.com/experiments/readability/
http://webtypography.net/

WEEKS 6–10   LAYOUT, BUG-HUNTING

Lecture & Demo Topics
CSS techniques. Accounting for text-resizing. Two- and three-column layouts. Optimizing images for the web. How to attack unexpected behavior/bugs. "Bulletproof" styles. Styling a navigation bar (while highlighting the current section). CSS sprites. Wrapping text around images. Drop-down menus. Annotating your code. Creating layouts that don't break when content lengths change. Using multiple stylesheets. Conditional comments. Examining code with various browser and online tools.

Material
More HTML tags (form, input, textarea). Image replacement. Em vs px. Floats and positioning (absolute, relative, fixed). Clearing floats. Background images. Z-index layering.

Reading
Zeldman   Ch. 10 (CSS Layout)
Cederholm   Ch. 1 (Always Ask, "What Happens If")

http://24ways.org/2006/compose-to-a-vertical-rhythm
http://www.alistapart.com/articles/fluidgrids/
http://www.cityofsound.com/blog/2008/04/monocle-design.html

Resources & References
http://www.positioniseverything.net/
http://www.mezzoblue.com/css/cribsheet/

WEEKS 11-15   ADVANCED TECHNIQUES, MOBILE, AND SCRIPTING

Lecture & Demo Topics
Using basic PHP templating and/or simple CMSs like Wordpress, Textpattern, and ExpressionEngine for dynamic sites (and dynamic CSS). Strategies and philosophies for mobile accessibility. The web in 2011: getting started with webfonts, CSS3, jQuery, and HTML5.

Material
Advanced CSS, CSS3, Javascript, basic PHP, MySQL. Common content management systems. Expanding/ collapsing elements. Media queries. Webfonts. jQuery. HTML5 video.

Reading
Cederholm   Ch. 4 (Do Websites Need to Look Exactly the Same…")
            Ch. 6 (Fluid Grid)
            Ch. 7 (Craftsmanship Details)

http://www.alistapart.com/articles/responsive-web-design/
http://www.alistapart.com/articles/prefix-or-posthack/

Resources & References
http://24ways.org/2009/css-animations
http://www.digital-web.com/articles/jquery_crash_course/
http://orderedlist.com/our-writing/resources/html-css/structural-tags-in-
    html5/

PRELIMINARY CALENDAR (SUBJECT TO CHANGE) ·

WEEKS 1–5	Class 1b	Jan 19	Introductions. Intro to class blog. Discuss Project 1. Lecture & Demo: Big Ideas. In-class Exercise: Tinkering with Code.
	Class 2a	Jan 24	Lecture & Demo: HTML Basics. In-class project work/consultation.
	Class 2b	Jan 26	Show & Tell. In-class project work/consultation.
	Class 3a	Jan 31	Lecture & Demo: Typography and CSS. In-class project work/consultation.
	Class 3b	Feb 2	Show & Tell. *Mid-Project critique.*
	Class 4a	Feb 7	Lecture & Demo: CSS Box Model. In-class project work/consultation.
	Class 4b	Feb 9	Show & Tell. In-class project work/consultation.
	Class 5a	Feb 14	*Project 1 Due.* Project Review and Critique for Group A.
	Class 5b	Feb 16	Project Review and Critique for Group B.
WEEKS 6–10	Class 6a	Feb 21	Discuss Project 2. Lecture & Demo: Common CSS Layouts. In-class project work/consultation.
	Class 6b	Feb 23	Show & Tell. In-class project work/consultation.
	Class 7a	Feb 28	Lecture & Demo: Bugs and Browsers. In-class project work/consultation.
	Class 7b	Mar 2	Show & Tell. In-class project work/consultation.
	Class 8a	Mar 7	Lecture & Demo: More HTML. In-class project work/consultation.
	Class 8b	Mar 9	Show & Tell. *Mid-Project critique.*
		Mar 14	No Class (Spring Break)
		Mar 16	No Class (Spring Break)
	Class 9a	Mar 21	Lecture & Demo: Intermediate CSS Layouts. In-class project work/consultation.
	Class 9b	Mar 23	Show & Tell. In-class project work/consultation.
	Class 10a	Mar 28	*Project 2 Due,* Project Review and Critique for Group B.
	Class 10b	Mar 30	Project Review and Critique for Group A.
WEEKS 11-15	Class 11a	Apr 4	Discuss Project 3. Lecture & Demo: Content Management. In-class project work/consultation.
	Class 11b	Apr 6	Show & Tell. In-class project work/consultation.
	Class 12a	Apr 11	Lecture & Demo: Javascript, JQuery. In-class project work/consultation.
	Class 12b	Apr 13	Show & Tell. In-class project work/consultation.
	Class 13a	Apr 18	Lecture & Demo: Advanced CSS Layouts. In-class project work/consultation.
	Class 13b	Apr 20	Show & Tell. *Mid-Project critique.*
	Class 14a	Apr 25	Lecture & Demo: What's Next? In-class project work/consultation.
	Class 14b	Apr 27	Show & Tell. In-class project work/consultation.
	Class 15a	May 2	*Project 3 Due,* Project Review and Critique for Group A.
	Class 15b	May 4	Project Review and Critique for Group B.

PROJECT 1: TYPOGRAPHIC INTERPRETATION
··· ·

Choose two texts from the printed world, preferably ones that you know well. Text A should have a relatively flat prose structure (e.g. essay, manifesto, book chapter), while Text B should be more complex (e.g. recipe, instructions, interview, screenplay excerpt). Your assignment is to mark up the raw texts as semantic HTML and then typeset them using CSS.

For both texts, you should design the text in a way that responds to its content. Consider the relationships of your page's elements in terms of classical typography: margins, measure, leading (line-height), and conventions like indents, drop-caps, and horizontal rules. Consider how your typography can be used to enhance, comment on, or perhaps undermine the text's meaning.

Due Date
February 16, in class.

PROJECT 2: INFORMATION DESIGN

(Option 1) Infographic
Using HTML, CSS, and images, create a single- or multi-page infographic on a topic that invites a systematic visual explanation. Prototype your idea with sketches, then move to code early. Use scale, white space, and a grid to describe and orient the user to the material. Don't rely entirely on images to carry the information. We will emphasize iterating your design based on class critiques.

(Option 2) CV
Create an online version of your résumé that is detailed but easy to scan and read. Pay attention to which typographic "moves" translate well from your print version and which need to be reconsidered for the web. Consider incorporating web-specific technologies: microformats (hcards), embedded Google maps, or other dynamic elements that give the reader a bigger picture of your work experience, education, skills, etc. Include intra-page navigation or use multiple-pages if necessary.

Whichever project you choose, be prepared to discuss your choice of layout techniques. We will view and critique the project on a variety of browsers, OSs, and mobile devices.

Due Date
March 28, in class.

PROJECT 3: EXHIBITION
....

Create a small web site (one to five pages) that showcases
the development of a recent art/design/film project,
preferably your own. Walk the visitor through sketches,
the process of creating the work, inspirational sources,
and commentary. *Prioritize creating interesting and relevant
site and page structures, rather than applying heavy styling.*
Balance the consistency and variety of the pages so that the
site has a distinct identity without feeling monotonous.

What can you do to create multiply pathways through
the material, instead of forcing your audience into a linear
slideshow? Take advantage of the medium and attempt to
tell your story in ways that would not be possible in print. If
you can, incorporate light programming to add modularity,
dynamic elements, or user contributions to your site.

Due Date
May 2, in class.