

Electronic Publication and Design

Engl 505-001, Spring 2007

- Room: Innovation Hall 336
- Day/Time: M 7:20-10:00
- Professor: Byron Hawk
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Course Information

Texts:

Required:

Bolter, Jay David. *Writing Space: Computers, Hypertext, and the Remediation of Print*. 2nd ed. Mahwah, NJ: Lawrence Erlbaum, 2001.

Lynch, Patrick J. and Sarah Horton. *Web Style Guide: Basic Design Principles for Creating Web Sites*. 2nd ed. New Haven, CT: Yale UP, 2001. (Also available online: <http://www.webstyleguide.com/>)

Betsy, Bruce. *Sams Teach Yourself Macromedia Dreamweaver MX 2004 in 24 hours*. Indianapolis, IN: Sams Publishing, 2004.

Suggested:

Gurak, Laura, and John Lannon. *A Concise Guide to Technical Communication*. 2nd ed. New York: Pearson/Longman, 2004.

Morville, Peter. *Ambient Findability*. Sebastopol, CA: O'Reilly, 2005.

Recommended:

Castro, Elizabeth. *HTML for the WWW*. 5th ed. Peachpit Press, 2003.

Towers, J. Tarin. *Macromedia Dreamweaver MX 2004 for Windows and Macintosh: Visual QuickStart Guide*. Peachpit Press, 2004.

Siegel, Kevin A., and Khaled A. *Essentials of Dreamweaver MX 2004* (Spiral-bound). Riva, MD: IconLogic Inc., 2004.

Weinmann, Elaine and Peter Lourekas. *Photoshop 7 for Windows and Macintosh: Visual QuickStart Guide*. Peachpit Press, 2002.

Course Description:

This course discusses the theory and practice of using computer programs to produce web-based publications. Theoretically, the course addresses the nature of the Internet and hypertext as the context for electronic publication, along with the basic principles of web page design, information architecture, and usability testing. In a workshop environment, students will be introduced to basic html, NVU, Dreamweaver, and Photoshop. Students will then be expected to work with these technologies outside of class, on their own and in workshops and labs provided by GMU. Course work includes reading, responding to reading in writing, doing rhetorical analyses of web sites, writing proposals and tutorials, producing a personal web portfolio, developing a creative or informational web site, and conducting a usability study.

Course Goals:

Students should expect to:

- Understand the issues, technologies, culture, and problems of writing in the digital age.
- Learn to evaluate and apply effective principles of document design to electronic texts.
- Learn technological skills for facilitating such designs/compositions.

The goal of the course is to provide a foundation for each student's future electronic publishing efforts, whatever they may be. This foundation will be different for each student, who will enter the course with widely divergent experiences with technology. Consequently, the workload in this class will vary with prior knowledge. In a workshop environment, students with more skills will be asked to help advance the foundation for students with less experience. No one will come out of the class an expert, but it is important that each person leaves with a higher level of knowledge and skill. Much of this will depend on individual student effort.

Technology Responsibilities:

Because the exchange of information and materials in this class will be almost entirely electronic, familiarity with certain technologies is crucial for participation and success in the course.

In order to participate fully in the course, you should already be able to use the technology platform/s and applications listed below:

- Windows and/or Mac OS System.
- Microsoft Office (Word).
- Netscape Communicator and/or Internet Explorer.
- Email programs (including attachments).

Within the first two weeks of the semester, you will be asked to demonstrate that you have met these responsibilities:

- Have access to your Mason Account.
- Set up your @gmu.edu email address.
- Sign up for the class blog.
- Activate your web space and set up a public_html file.
- Upload/Download files to the web.

In order to successfully complete the semester you will be responsible for learning and carrying out these basic skills, activities, and applications:

- Becoming proficient sending and receiving email attachments and resolving file compatibility issues.
- Posting messages to the class blog.
- Checking the course syllabus before each class meeting.
- Downloading and using Acrobat Reader.
- Learning some basic HTML.
- Becoming more proficient with html editors (Dreamweaver, NVU, etc.).
- Learning the very basics of graphics programs (Photoshop, Fireworks, etc.).
- Learning and using other media relevant for your particular projects (this could range from PowerPoint to Quicktime video software).
- Maintaining copies of all assignments in your web portfolio and some external back-up (flash drive, zip drive, or cd-rom).

Since so much of the coursework will depend upon your ability to use various software, we will spend some class time introducing HTML, NVU, Dreamweaver, and Photoshop through short assignments. None of these specific programs are required for class, but introductions to them will help you decide what technologies you want to pursue and to what levels of skill. The coursework can be completed using HTML only. Or, you can use NVU or any other free html editing program (see [resources](#) for links to other editors). Or you can buy Dreamweaver for use at home, which is available at the computer store in JC along with Photoshop Elements (a scaled-down, cheaper version of Photoshop). I encourage students to pursue the approach that best serves them and their projects.

If you do not have Dreamweaver or a graphics program at home and don't wish to purchase them, you can work on design, layout, structure, and rhetorical issues at home as well as do some straight html (or NVU) and use in-class lab time for programs such as Dreamweaver and Photoshop. (Planning your work at home also helps maximize in class lab time. You should come to class knowing what you need to work on that day.) You can also visit the lab in Innovation Hall 301, the Star Lab in JC 229, or the English Lab in Robinson A411. The English Lab is equipped with Dreamweaver, Fireworks, Photoshop, a scanner (with OCR software), and video programs. The technology needs will differ with each student's project and prior experience. Consequently, it will be your responsibility to decide what you need to learn to advance your knowledge and pursue technologies not covered in class.

Workshops:

Since this course is a 3 hour course, only a limited amount of time can be spent in class on technical skills. Depending on your level of technical knowledge entering the class, you may need to spend as much as 5-10 hours per week outside of class learning technologies in addition to reading and writing assignments. In order to develop new skills or enhance the ones you have, you should take advantage of the workshops and labs available on campus. You should attend at least two workshops and/or visit a lab for additional help in order to extend whatever knowledge level you already possess. Topics, dates, and times for these sessions can be found from the workshop schedules below. Some programs/skills have classes scheduled already, some do not. Check now because some are only offered early in the semester. Registration is required to attend most of these workshops. Most workshops are scheduled during daytime hours. If this is a problem due to work, just visit the labs for further assistance. The Star Labs have many of the software programs you'll want to work with but also have walk-in peer tutoring. Bring in your materials and they can help you with your projects, questions, or problems.

- [Star Workshop Schedule](#)
- [IT Training Workshops](#) (list of all IT workshops, including Star)
- [IRC Workshops](#)
- [Star Lab](#) JC 229 (student mentors help walk-in students)
- [Star*T Lab](#) JC 344 (open lab if no workshops are being held)
- [Web Star Lab](#) JC 311 (also has peer mentors who will help with web development)

Attendance:

Each week we will discuss the readings, give presentations, do short assignments, and have lab time to work on projects or technologies. Consequently, attendance is extremely important and will count towards participation grades. It is also vital that lab time in class be utilized. Others around you can help with your efforts. If you stop coming to class, it will be your responsibility to drop. Failure to do so will result in an 'F'.

Office Hours:

I will have office hours M from 4:30 to 7:10 in RobA 405D. If you need to speak to me and cannot make this time, then ask me to schedule a time that is convenient for both of us. I often spend time in the JC reading or grading. If desperate, check the bay windows on the second floor. I check my e-mail several times daily, so this will be the best way to contact me in a hurry if you have a question or problem, especially about what is due that week. The only other option is to call and leave a phone message, but I will not receive it immediately.

Grades:

Students in English 505 receive a final grade of A+ (4.0), A (4.0), A- (3.67), B+ (3.33), B (3.0), B- (2.67), C+ (2.33), C (2.0), C- (1.67), D (1.0), or F (0.0).

Late Policy:

Responses to readings and analyses of web sites will need to be posted to the class blog or your web portfolio before each class. I will read them the next day and mark them in my book. Each larger assignment or project will have a specific due date and should be posted to the web on that day. I will review the projects over the following two days. Anything that misses my attempt to view it will be considered late. If nothing is posted by the due date, then the grade will be zero. However, much of the web work will be in continual development. If you would like me to revisit a project after the due date, I will if a decent draft was posted by the due date. Such reconsideration may or may not result in a higher grade.

Assignments

Project 1: Web Portfolio

The course will revolve around a web portfolio that contains the majority of the work you do over the semester. For this project you will pick one of three areas to focus on: personal, academic, or professional. The move into electronic publication means that it is crucial to consider a primary audience and purpose for your site and create your web identity or ethos with that target in mind.

While the portfolio must contain the work that you do over the semester—responses to weekly reading, rhetorical analyses of other web sites, tutorials, proposals, and the final project—this work may be highlighted in your design and structure or placed in the background should you choose a more personal or professional focus. If you take a personal approach, you might highlight topics of interest, pop culture, or family. Such a site might have a brighter or quirkier color scheme or might opt for a more associative rather than literal architecture (link structure). A professional site, on the other hand, might contain a professional resume, information related to your professional field, and examples of your professional work. Such a site would call for more subdued colors and a more literal, user-friendly architecture. Should neither of these options appeal to your needs, you can simply focus on the site as an academic portfolio for the class. Such a site might also focus on your area of academic interest.

Here, a literal, user-friendly structure is appropriate (you don't want me to struggle to find your assignments) but there is more creative leeway than a site with a professional focus.

The first half of the course will be devoted to producing and maintaining the web portfolio. Page design and basic site construction will be emphasized. The web portfolio will begin as a simple web page and you will be expected to develop that over the first 8 weeks of the class. Once you have developed some web skills through working on the portfolio, you will turn those skills toward the second project.

Project 2: Creative or Informational Site

For the final project, you can select one of two primary approaches: creative or informational.

A creative media project is your opportunity to experiment with the wider expressive range made available through hypertext and multimedia. You can do a hypertext poem, a hypertext short story, a series of montage photos, a photographic essay, a video piece or digital film, or a Macromedia Flash piece. Even PowerPoint can be used creatively to produce a multimedia project, and blogs can be used as a medium to develop fictional characters and track their experiences. I assume creative writing or literature students will be more interested in this option, especially if it can support the academic, personal, or even professional interests established in the web portfolio—you will want to develop a creative project that can be showcased in your web portfolio. What you decide to do for this project will depend on your personal or professional interests and either your previous technical experience or desire to learn a particular new technology. While usability testing is generally seen as an informational process, user experience is still vital to a quality creative project. Creative media should produce a particular kind of mood or response from the audience. User testing, with a fair amount of tweaking to produce the right kinds of questions, can help determine a successful creative project. Instead of reading a poem in front of a crowd to gauge its effectiveness, you put the audience in front of the computer and monitor their experience.

An informational web site can be developed around any topic, but its main purpose will be to inform its users. The web site can be a personal site such as a fan site (based on a particular band, TV show, cultural practice, etc.) or a family genealogy site, an academic site (based on a particular topic, author, or issue), a non-profit site (for an organization or focused on an issue), or a business site (focused on a real or fictitious company). For example, you may have a friend with a small business who needs a web site, or you may have a project that needs to be done at your job and they may be willing to let you produce that site as part of the class, or you may work on campus for an organization that needs a web site or needs to revise an old site. If you are a teacher, you may want to build a site around one of your classes or that develops a topic related to your teaching. The possibilities are pretty endless. If you choose to work with a real client to develop multimedia documents for web-based, CD-Rom, or PowerPoint delivery, you will need to arrange an initial meeting, analyze their existing documents and needs, propose a plan for web or media delivery, and formally present the work to the client. Whatever you decide to do, you should choose something that can be applicable to your life—a site that you will continue to use after the course is over or that will enhance your professional work. Here the emphasis will be on usability and information architecture. For these types of projects, usability testing is a must. Any professional setting will benefit from your experience with user tests in this class.

Tutorials

At the end of each project, I will ask you to look back at the technologies you have learned and develop a tutorial for completing a particular task in a particular program. Imagine that you are writing this tutorial for other students in the class or for students in future 505 classes. The steps in the

process will need to be clear and detailed. Screen shots for major steps in the process will need to be included.

Proposals

For both major projects I will ask you to write a proposal. For Project 1, we will do a site specification document in class for a participation grade. I will comment on this and ask you to revise it into a more formal proposal. For Project 2, I will give you a more detailed proposal assignment that can be used as a basis for a client-side proposal should you need one.

Usability Test

Usability studies are tests of a site that assess a user's ease of navigation and information retrieval. These are often done on very large scales for corporate web sites. For Project 2 we will set up very small studies with just a few participants to give you a sense of how this process works and to help you think more specifically about web sites from a user's point of view. There are three basic approaches to assessing usability:

- Having a usability expert come in to analyze a site based on standard design and navigation criteria established in the published research.
- Bringing in a small number of actual users to perform a script of user tasks and assessing their physical and mental responses to the site's structure and content.
- Sending experts in to an actual workplace in order to analyze the user's interaction with the site in a real context.

In each case, information gathered about the site's design, navigation, architecture, and content are fed back into revisions of the site to make it more user-friendly. The goal is to create a site that can be inhabited and traversed seamlessly. For our purposes, option 2 is what we will strive for, but depending on your particular project, option 3 may be possible on a limited scale. The larger goal is to develop an understanding of usability so you can operate as an "expert" in future workplace situations.

Participation

Participation in this class is a calculated grade. In my experience, it is a grade that is easy to forget about. It is often the lowest grade across the board. Don't let this happen to you.

- Attendance: roll will be checked each day and numerically factored into the participation grade.
- Presentations: on days that I ask you to present an analysis of a web site, I will check off those who participate.
- Portfolio steps: each week I will give you a participation grade for completing the corresponding step in the current project (see assignments linked from the syllabus for weekly breakdowns).
- Weekly responses: each week I will visit your portfolios and give a participation grade for having the analysis done and uploaded. Responses should be 450-550 words and either summarize and respond to the readings or summarize the readings and apply the concepts to the analysis of a site.
- Blog discussions: often times blogs in the classroom devolve into just another way to post information to the web. It takes a lot of effort to keep conversations alive when everyone is so busy. So to encourage more class discussions on the reading and assignments, I will give a participation grade each time you post or comment. The more posts you have, the higher your participation grade will be. In addition to posting your short reading responses to the web, post them to the blog and comment on other

posts. But also post questions about the reading or a tech issue, a cool link, site, or online article you found. Try to keep it informal and conversational. Sometimes I'll have in class assignments for you to post to the blog. Sometimes you'll have lab time in class to post to the blog. Just try to get in the habit of making it a part of the class.

- Workshops/labs: if you attend a workshop bring me verification and I will give you credit toward participation; if you get help in a lab, ask for a signed note for verification (obviously this is open to fraud, but I trust you).
- Individual effort to learn the technologies: this is the only non-calculable participation grade; it will be the x-factor when it comes down to giving final grades. If you are on the borderline, my sense of your effort outside of class could mean the difference between an A and a B.

Percentages

The following is a breakdown of percentages.

Project 1	30 %
Project 2	40 %
Tutorials and Proposals	10 %
Usability Test	10 %
Participation	10 %

	100 %

Syllabus

This is a tentative schedule by week for readings, assignments, and activities. Tentative means I can vary it as much as seems appropriate. However, plan on sticking very close to this outline especially on major due dates. I will post all revisions of and additions to the syllabus on this web page. The updated web version will always override the printable PDF version. Reading and assignments are due that week. Activities for that day will be done in class.

Week 1 (M Jan 22): Project 1 Topic: Introductions

Reading:	Assignments:	Activities: 1. go over syllabus and <u>Project 1</u> 2. go over <u>first day</u> 3. <u>intro to HTML</u> (also see <u>TEC html tutorial</u>)
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Week 2 (M Jan 29): Topic: Intro to Digital Writing

Reading:	Assignments:	Activities:
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1. WS Ch1 Intro: Late Age of Print 2. WS Ch2 Writing as Technology 3. WS Ch3 Remediation of Print 4. <u>Internet Pioneers</u>	1. finish portfolio step 1, finish <u>first day</u> requirements 2. do the <u>student info sheet</u> 3. sign up for <u>class blog</u> and post response to WS 4. check out: sample <u>homepages</u> and <u>Identity Projects</u>	1. discuss digital writing 2. intro to NVU 3. also see: <u>NVU</u>
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Week 3 (M Feb 5): Topic: Publishing and Blogging

Reading: 1. WSG Ch1 Process 2. WS Ch 5 The Electronic Book 3. <u>Quality Control</u> 4. <u>National Academy Press: A Case Study</u> 5. <u>Blogging as a Form of Journalism</u> 6. <u>Blogging as Typing, Not Journalism</u> 7. <u>Blogging Builds Brands</u> 8. <u>The MySpace Generation</u> 9. <u>The Long Tail</u>	Assignments: 1. do portfolio step 2 2. post reading response to the class blog and your web site 3. download <u>nitghtkitchen</u> at home 4. download and look at ebooks: <u>digital</u> and <u>future</u> 5. check out: <u>blogs</u> , <u>wikis</u> , <u>digital libraries</u> , <u>Wikiversity</u> 6. find a corporate or newspaper blog and post it to the class blog	Activities: 1. discuss print vs. digital publishing 2. discuss web writing process 3. do <u>site specification document</u> (submit via email)
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Week 4 (M Feb 12): Topic: Web Site Architecture

Reading:	Assignments:	Activities:
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<ol style="list-style-type: none"> 1. WSG Ch3 Site Design 2. <u>User-Centered URL Design</u> 3. <u>Art of Information Architecture</u> 4. <u>Info Arch Heuristics</u> 5. <u>Architecture Deliverables</u> 6. <u>7 Deadly Sins</u> 7. wikipedia: <u>Info Arch</u> 	<ol style="list-style-type: none"> 1. do portfolio step 3 2. find a web site and post an analysis of its site design/structure 3. skim TYDW hours 1-6 (intro, basic html-- focus on hour 3, site defintion) 	<ol style="list-style-type: none"> 1. go over basic info arch issues and <u>site design</u> 2. <u>intro to Dreamweaver</u> 3. lab time to play with DW 4. have a sketched out site map, I will come around to check them (I'll also hand back feedback on site specs)
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Week 5 (M Feb 19): Topic: Page Design

<p>Reading:</p> <ol style="list-style-type: none"> 1. WSG Ch2 Interface Design 2. WSG Ch4 Page Design 3. <u>Psychology of Navigation</u> 4. <u>Make it Easy to Get Around</u> 5. wikipedia: <u>Graphic Design</u> 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. do portfolio step 4 2. find a web site and post an analysis of its interface/page design and navigation 3. checkout <u>Proposal 1</u> assignment and revise site spec into a formal proposal (also see <u>Info Arch tutorial</u>) 4. skim TYDW 11-12 (tables) 	<p>Activities:</p> <ol style="list-style-type: none"> 1. present and discuss sites you analyzed (discuss content, layout, and navigation) 2. hand in proposal (these should be posted to your web sites, but I also want a paper copy) 3. check out this <u>DW 4 tutorial</u> on drawing tables (this should also be covered in your DW book) and try to "draw" your new page layout 4. I'll come around and check your page layout and talk with people I didn't catch last week
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Week 6 (M Feb 26): Topic: Typography and Style

Reading:	Assignments:	Activities:
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<p>1. WSG Ch5 Typography</p> <p>2. WSG Ch6 Editorial Style</p> <p>3. <u>WebWriting Style Tips, TEC tips, and Graphic Design Rules</u></p> <p>4. <u>Web Typography</u></p> <p>5. wikipedia: <u>Typography</u></p>	<p>1. do portfolio step 5</p> <p>2. find a website with good or bad web writing style or typography and post an analysis, make sure to refer to WSG and other readings</p> <p>3. continue to work on web portfolio</p> <p>4. skim TYDW hour 15 (style sheets)</p>	<p>1. finish presenting sites you analyzed (discuss content, layout, navigation, and typography)</p> <p>2. check out <u>CSS tutorial</u></p> <p>3. work on web portfolio in class, lab time to play with DW</p>
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Week 7 (M Mar 5): Topic: Identity and Peer Review

<p>Reading:</p> <p>1. WS Ch. 9 Writing the Self</p>	<p>Assignments:</p> <p>1. get a solid draft of your site up (prep for portfolio step 6)</p> <p>2. skim TYDW hour 20- 21 (uploading and managing)</p>	<p>Activities:</p> <p>1. present portfolios, get student <u>feedback</u></p>
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Spring Break: March 11-18 Topic: Revisions

<p>Reading:</p>	<p>Assignments:</p> <p>1. do portfolio step 7 (finish revising Project 1)</p> <p>2. look ahead to assignments for next week</p>	<p>Activities:</p> <p>1. no class</p> <p>2. Project 1 due Friday 16th</p>
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Week 8 (M Mar 19): Project 2 Topic: Tutorial and Proposal

<p>Reading:</p>	<p>Assignments:</p> <p>1. read <u>tutorial</u>,</p>	<p>Activities:</p> <p>1. continue work on</p>
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	<p><u>Project 2</u>, and <u>proposal assignments</u></p> <p>2. work on tutorial and proposal</p>	<p>tutorials in class</p> <p>2. if time, we'll do informal user tests</p> <p>2. tutorial and proposal due Friday 23th</p>
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Week 9 (M Mar 26): Topic: Hypertext Fiction

<p>Reading:</p> <ol style="list-style-type: none"> 1. WSG Ch8 Multimedia 2. WS Ch7 Interactive Fiction 3. <u>Patterns of Hypertext</u> 4. <u>Beyond Usability and Design: The Narrative Web</u> 5. <u>Hypertext Narrative and Baseball</u> 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. find multimedia project on the web and write/post a short response 2. check out: <u>Silvae Rhetorica</u> (look at rhetorical figures) 3. check out: <u>hypertext memoir</u> 4. check out: <u>virtual cities project</u> 5. check out: <u>hypermedia poetry</u> 6. skim TYDW hour 9 (inserting flash) 	<p>Activities:</p> <ol style="list-style-type: none"> 1. map Hypertext Gardens (<u>1</u> and <u>2</u>) 2. check out patterns in <u>Chasing Tails</u> and <u>Cracked Mirror</u> 3. watch <i>Slacker</i> 4. take a look at <u>TEC</u> video, sound, and image tutorials
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Week 10 (M Apr 2): Topic: Visual Rhetoric

<p>Reading:</p> <ol style="list-style-type: none"> 1. WSG Ch7 Web Graphics 2. WS Ch4 Breakout of the Visual 3. <u>Dada Photomontage and net.art Sitemaps</u> 	<p>Assignments:</p> <ol style="list-style-type: none"> 1. write/post response to readings 2. check out <u>photo.net</u> 3. check out <u>Collage Mania</u> 4. check out <u>Montage-</u> 	<p>Activities:</p> <ol style="list-style-type: none"> 1. discuss project 2 2. discuss visual rhetoric: check out <u>Silvae Rhetorica</u>, <u>Filmtext</u>, and <u>Laudator</u> (also see, <u>Livesay</u>, <u>Beaver</u>, <u>Steinberg</u>, <u>Baker</u>) in groups
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<p>4. <u>Website Color Schemes</u></p> <p>5. wikipedia: <u>Color</u></p>	<p>a-<u>Google</u></p> <p>5. check out <u>Worth 1000</u></p> <p>6. skim TYDW hour 7-8 (fireworks and image maps)</p>	<p>3. intro to <u>Photoshop</u></p>
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Week 11 (M Apr 9): Topic: Networking, Community, Context

<p>Reading:</p> <p>1. WS Ch6 Refashioned Dialogues</p> <p>2. WS Ch10 Writing Culture</p> <p>3. <u>Information Ecologies</u></p> <p>4. <u>The Sociobiology of Info Arch</u></p> <p>5. <u>How Websites Learn</u></p> <p>6. <u>Social Network Analysis</u></p> <p>7. <u>Successful Differentiation</u></p> <p>8. <u>Primal Branding</u></p>	<p>Assignments:</p> <p>1. write/post an analysis of <u>journals in RC</u>: which journals stand out the most in its "display space," why?</p> <p>2. work on site development (you need to have a decent draft going before the user testing hits)</p> <p>3. if you are interested in branding check out: <u>7 Online Branding Tips</u>, <u>9 Online Branding Tips</u>, <u>Brand Aid Quiz</u>, <u>Brand Aid Newsletter</u>, <u>All About Branding</u>.</p> <p>4. skim TYDW hour 18-19 (forms)</p>	<p>Activities:</p> <p>1. discuss information ecology, community, activity</p> <p>2. discuss journals and display space in class</p> <p>3. examine 5 sites similar to yours and determine what will your design need to stand out in its display space--how will you "brand" your site?</p>
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Week 12 (M Apr 16): Topic: Usability I

<p>Reading:</p> <p>1. Johnson and Lunsford</p> <p>2. <u>Humans - A Designer's Guide</u></p> <p>3. <u>Conducting and</u></p>	<p>Assignments:</p> <p>1. work on draft of your web site</p> <p>2. start thinking about your second tutorial</p>	<p>Activities:</p> <p>1. go over <u>usability tests</u> and skim <u>usability notes</u></p> <p>2. discuss users/usability</p>
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<p><u>Using Usability Tests</u></p> <p>4. <u>A Usability Test Storyboard</u></p> <p>5. <u>User-Centered Information Design</u></p>		<p>3. work through <u>activity heuristic</u></p> <p>4. discuss progress on project 2</p>
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Week 13 (M Apr 23): Topic: Usability II

<p>Reading:</p> <p>1. Nielsen</p> <p>2. <u>User Testing</u></p> <p>3. <u>What Does Usability Mean? Looking Beyond Ease of Use</u></p> <p>4. <u>Evaluating the Usability of Web-based Learning Tools</u></p> <p>5. <u>Elements of User Experience</u> (diagram)</p> <p>6. <u>Elements of User Experience</u> (chapter)</p>	<p>Assignments:</p> <p>1. begin planning for usability study</p> <p>2. work on draft of your web site</p>	<p>Activities:</p> <p>1. examine sample <u>moderator guide</u> and <u>usability worksheet</u></p> <p>2. set up your moderator's guide</p> <p>3. work on draft of your web site</p>
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Week 14 (M Apr 30): Topic: Usability Tests

<p>Reading:</p>	<p>Assignments:</p> <p>1. work on draft of web site</p> <p>2. check out: <u>promote your site</u></p> <p>3. domain names: <u>ICANN</u> oversees companies that register domain names, and <u>Internic</u>, which is an offshoot of ICANN, has a links page for all companies that</p>	<p>Activities:</p> <p>1. carry out usability tests in class</p> <p>2. discuss web promo</p> <p>3. revise web sites</p> <p>4. do teacher evals</p>
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	register domain names. Shop around.	
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Week 15 (M 7 - F 11): Finals Week

<p>Reading:</p>	<p>Assignments:</p> <ol style="list-style-type: none"> 1. get at least two outside usability tests 2. revise Project 3 based on usability feedback 3. finish second tutorial 	<p>Activities:</p> <ol style="list-style-type: none"> 1. Project 2 and second tutorial due _____, with all material uploaded to your web space
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