



SYLLABUS

Course: MGT 486 - Principles of Web Site Design & Development
Group: 147I

Instructor: Jack L. Espinal

Contact: My preferred means of contact is by e-mail. You may also contact me by telephone at home. However, please do not call after 10 PM.

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COURSE LEARNING OBJECTIVES

- 1. Students will learn fundamentals of creating a web page Using MS FrontPage. Students will be able to:**
 - A. Publish web sites
 - B. Demonstrate basic principles of Web documentation
 - C. Become acquainted with HTML language
 - D. Create web pages in FrontPage and view them in HTML
 - E. Develop a webpage without using a MS FrontPage template
 - F. Insert inline graphic image in a Web page
- 2. Students will be introduced to the World Wide Web presentations and thus be able to:**
 - A. Describe the overall processes by which and for whom web presentations are developed.
 - B. Explain the three essential design criteria in a successful Web presentation and the need for trade-offs between them
 - C. Define an understanding business and explain how mutual understanding is achieved by a web presentation
 - D. Explain the three potential purposes of a Web presentation – information, entertainment, or persuasion
- 3. Students will be able to add hypertext to a web page and thus be able to:**
 - A. Use basic web page structures
 - B. Create hypertext links to pages on the Internet
 - C. Use and understand the difference between absolute and relative parameters
 - D. Learn to create hypertext links to between elements, documents, and to various Internet resources, including FTP servers
- 4. Students will learn the roles of web creators and the reactions of users and thus be able to:**
 - A. Describe roles played by people developing a web presentation – presenter, information storer, designer, and user
 - B. Explain the importance of user-centered web design
 - C. Explain the importance of information steward's control and approval of the design and content of the web presentation
 - D. Describe the skills required of the web design – information elicitation, semantic understanding, information analysis, design, and technical skills
 - E. Describe the basic types of user reaction to web presentations and their significance to presentation design
- 5. Students will be able to work with colors and graphics and thus be able to:**
 - A. Create a color scheme for web page
 - B. Insert a background image into a web page
 - C. Understand different image formats and their specialized uses
 - D. Understand how to control the placement and appearance of images on a web page
- 6. Students will be able to use research and idea generation and thus be able to:**
 - A. Use two approaches for information domain definition: User centered and Information centered
 - B. Move back and forth between user and information centered analysis to better define the information domain
 - C. Apply several methods for data collection: brainstorming, interviewing, virtual value chain analysis, and web researching
- 7. Students will be able to design web pages with tables and thus be able to:**
 - A. Create a text table for a web page
 - B. Create table headers and captions
 - C. Control the appearance of a table and table text
 - D. Create table cells that span several rows or columns
 - E. Use nested tables to enhance page design
- 8. Students will be able to understand information decomposition and structuring and thus be able to:**
 - A. Decompose information into its component information objects, or chunks
 - B. Reduce information to its simplest form, or atomic information objects
 - C. Structure information objects based on their business needs and the user's information needs
 - D. Depict information objects in an information structure diagram
 - E. Described cardinality and volatility, two attributes of information objects
 - F. Describe three types of relationships shared by information objects
 - G. Test the information structure for its logic and ease of use

- 9. Students will be able to create web pages and forms and thus be able to:**
- Review various parts of an online form
 - Create forms in web pages
 - Work with form properties
 - Understand how the results placed in a form are handled
- 10. Students will be able to understand text analysis and composition and thus be able to:**
- Identify the goals of writing text for web presentations
 - Create text that contributes to effectiveness and navigational efficiency
 - Apply the four principles of information object arrangement
 - Apply five methods of grouping information
 - Apply the principles of color design
 - Make appropriate use of maps, tables, and menus in web page formatting
- 11. Students will be able to understand linkage analysis and composition and thus be able to:**
- Describes the three types of hyperlinks: intra-page intra-site, and inter-site
 - Explain the role hyperlinks play in organizing and presenting information
 - Determine the appropriate number of hyperlinks to incorporate into a site
 - Evaluate hyperlinks for changes they may bring about an information chunking
 - Finalize the phrasing to be used for hyperlinks
 - Explain the logic for applying color to hyperlinks
- 12. Students will be able to understand multimedia analysis and composition and thus be able to:**
- Identify the general types of multimedia now available
 - Explain the four purposes multimedia generally serve on a web site: description, decoration, exploration, and demonstration
 - Explain the best use of a specific multimedia format
 - Match purpose and format to achieve the optimum affect, effect, and navigational efficiency
 - Assess the impact of each multimedia selection on the way out of each page and make necessary adjustments
 - Evaluate the collected impact of the multimedia on the tone and content of the entire web presentation
- 13. Students will understand maintenance and continuous improvement of web sites and thus be able to:**
- Identify the reasons for maintenance and continuous improvement of a web site
 - Identify the key roles involved in supporting a site
 - List and explain the four basic activities involved in maintaining and improving a site
 - Describe the strategies used for technology surveillance

READING AND ASSIGNMENTS

Session	Date	Day	Assignments
1	30 July 2003	Wed	Read Conger Ch 1 Answer Questions 1, 4, & 8; Ch 2 Answer Questions 3, 4, & 6 Read Gestalt Lesson 1
2	06 Aug 2003	Wed	Read Conger Ch 3 Answer Questions 2, 3 & 7 Read Gestalt Lesson 2
3	13 Aug 2003	Wed	Read Conger Ch 4 Answer Questions 1, 3, 5, & 6 Read Gestalt Lesson 3
4	20 Aug 2003	Wed	Read Conger Ch 5 Answer Questions 1, 3, 8, & 10; Ch 6 Answer Questions 1, 3, & 9 Read Gestalt Lesson 4
5	27 Aug 2003	Wed	Read Conger Ch 7. Answer Questions 1, 2, & 4 Read Gestalt Lesson 5
6	03 Sep 2003	Wed	Read Conger Ch 8 Answer Questions 1, 3, & 6 Read Gestalt Lesson 6

GRADED ASSIGNMENTS AND DELIVERABLES

Area	Gradable / Deliverable	Due	Possible
1	Study Questions (10 points per session)	Beginning of Class	60 Points
2	About Five in class quizzes (no make-up for missed classes)*	In Class	50 Points
3	About Five in class exercises (no make-up for missed classes)*	In Class	50 Points
4	Web Site Critique (Hypertext Document and Paper)	NLT 15 Sep 03	50 Points
5	Web Page Project	NLT 15 Sep 03	100 Points
6	Presentation - Web Site Critique	Date assigned in class	50 Points
Total Possible Points			360 Points

In order to pass the course, you must earn at least 60 percent of the possible points in areas 1 through 5 above.

*Approximate. Each quiz and exercise will be worth ten points. The number of quizzes and exercises may be adjusted to meet the learning needs of the class.

GRADING SCALE

Percentage	Letter Grade
90 - 100 Percent	A
80 - 89 Percent	B
70 - 79 Percent	C
60 - 69 Percent	D
Below 60 Percent	F

ATTENDANCE

Attendance at all class sessions is mandatory for all students. Students will lose 10 points from their course total for each missed class. In addition, students will have to negotiate and complete a learning contract to make up the work for the missed class session. A typical makeup assignment will be to build an additional Web site that integrates the concepts presented in the reading for the missed class to solve an instructor provided business case. Students that do not complete a makeup assignment cannot pass the course. Students are responsible for meeting homework and other deliverable deadlines for any missed class session. Past students have found it difficult for you to complete learning contracts in addition to regular assigned coursework. Missing over two sessions requires repeating the course.

Please notify me ahead of time if you know that you will have to miss a session so that we can both plan accordingly.

ACADEMIC HONESTY

It is expected that all material submitted as part of any class exercise and/or course requirement, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. In addition, no assistance is to be obtained from commercial organizations which sell or lease research help or written papers.

NLU'S AMERICANS WITH DISABILITIES ACT (ADA) POLICY

NLU seeks to ensure that its programs are accessible to all persons. Students in need of special assistance or an accommodation regarding any of the course requirements as outlined in this syllabus, the course objectives and/or course evaluation and assessment criteria, are advised to notify me within the first two weeks of class. We will meet privately to discuss a resolution of your issue, which may or may not include an appropriate referral (e.g., a Writing Specialist, the academic Accommodations Coordinator, the Director of Diversity, or the Office of Student affairs). Confidentiality will be maintained regarding your special needs.