

ACTIVITIES SCHEDULE:

WEEK #1

INTRO: Intro to instructor, course, equipment and program policies
LECTURE: The Internet...A Brief History; Design vs. Authoring;
LAB: Servers; Basic HTML; server signup
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #2

INTRO: Questions over last week's lab material
LECTURE: Design Fundamentals; Interface design; Navigation elements, ad space, usability; Basic HTML;
LAB: Basic Photoshop layout techniques
Project 1 Assigned – Photoshop Layout #1
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #3

INTRO: **Project 1 Due**
LECTURE: HTML Basics
LAB: Basic HTML (skeleton, external links, line breaks, paragraphs)
Project 2 Assigned – Basic Barebones Text Editor Website
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #4

INTRO: Questions over last week's lab material
LECTURE: Site Preparation; File Management; Linking; Inserting images
LAB: Root folders; More HTML (links and images)
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #5

INTRO: **Project 2 Due**
LECTURE: Uploading to a web server; Intro to CSS;
LAB: FTP; CSS for tags
Project 3 Assigned – Photoshop Layout #2
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #6

INTRO:
LECTURE: More CSS; Paragraph vs Span; External CSS, Web 2.0 Design
LAB: CSS text formatting;
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #7

INTRO: **Project 3 Due**
LECTURE: Midterm Exam Review; Layout with DIV's
LAB: DIV's and CSS,
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #8

INTRO: Questions over last week's lab material
LECTURE: Midterm Exam
LAB: Midterm Exam
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #9

INTRO: Art Camp
LECTURE: Art Camp
LAB: Art Camp
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #10

INTRO: Project 4 Assigned
LECTURE: Central Layouts
LAB: Using CSS/DIV's to create a central design
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #11

INTRO: Questions over last week's lab material
LECTURE: Intro to Dreamweaver
LAB: Dreamweaver Basics
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #12

INTRO: Project 4 Due
LECTURE: Slicing and dicing in Photoshop
LAB: Converting Photoshop mockups into usable websites
ASSIGNMENT: Project 5 Assigned

WEEK #13

INTRO: Questions over last week's lab material
LECTURE: The box model, more CSS
LAB: Nested DIV's
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #14

INTRO: Questions over last week's lab material
LECTURE: Image techniques
LAB: Rollover images; Background images
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #15

INTRO: Questions over last week's lab material
LECTURE: Final Exam Review
LAB: Work on Final Projects
ASSIGNMENT: Go to <https://online.ivytech.edu> and in for this week's assignment.

WEEK #16

INTRO: Questions over last week's lab material
LECTURE: Project 5 Due
LAB: Final exam

THE FOLLOWING ARE THE INSTRUCTOR'S BASIC GIVEN ASSUMPTIONS:

- all students working at a college-level are thinking, cognitive beings
- all students working at a college-level can learn from experience
- all students working at a college-level can read and write the English language
- all students working at a college-level can use a dictionary and know where the library is located
- all students working at a college-level know how to clean up after themselves
- all students working at a college-level understand that not doing the work (not turning in the project) or not showing up for the critique will result in a failing grade

AND FURTHERMORE:

all students working at a college-level understand that not meeting the minimum of the assigned project requirements (in other words: project is not finished, or shows no responsiveness to design issues) will result in a grade of **D**

all students working at a college-level understand that meeting the minimum of the assigned project requirements (in other words: if the project is adequate but lacks energy or development) will result in a grade of **C**

all students working at a college-level understand that work that exceeds the assigned project requirements in a manner which shows a understanding of the concepts involved (in other words: strong work, but project could be developed further) will result in a grade of **B**

all students working at a college-level understand that exceeding the assigned project requirements in a manner which shows a focused understanding of the concepts (in other words: the work is exceptional, and the project shows energy, focus, and responsiveness to design issues introduced in class) will result in a grade of **A**

all students working at a college-level realize that grades are evaluations of work submitted for that class, and grades are earned by the student's solving of assigned problems — grades are not given out of sympathy, or because of likes or dislikes on the part of the instructor

all students working at a college-level realize that if the instructor allows eight class-hours to solve an assigned design problem that the instructor expects eight hours worth of work in that design problem (in other words: work nights are not time-off from class — the instructor is giving the student the benefit of working at their own convenience, or working in class where ideas or technical problems can be discussed with the instructor, *who does come to class on work nights*)

all students working at a college-level realize that if the instructor recommends a textbook, then perhaps the student might find it helpful to read the book

all students working at a college-level realize that solutions do not magically appear, but are the result of repeated trials and errors on the student's part (in other words: the first idea is rarely a workable solution, but by the tenth attempt all the major design flaws will probably be worked-out)

students working at a college-level realize that the projects the instructor assigns during the course of the semester will increase in complexity as the semester develops, and each succeeding project will build on the issues explored in previous assignments and critiques

all students working at a college-level realize that one only gets out of something what is put into it (in other words: inferior materials hastily thrown together usually results in inferior design solutions, while carefully chosen materials and conscientious, thoughtful, and honest work will usually result in good design solutions)

all students working at a college-level realize that it is their responsibility to think and to work for themselves, and that the instructor's job is not to show them how or what to think, but to honestly critique the strengths and weaknesses in the students' design solutions, and to foster the potential for growth in conceptual understanding in the classroom

Don Dougan, sculptor and professor, Georgia Perimeter College