Course Introduction

Welcome to Introductory Web Design.

This course will introduce you to the various aspects of web design, from the environment and tools used to create a web site, to promoting and maintaining your web site over time. You will learn how to develop a plan for the structure of your site, how to use color and composition effectively, and how to make information easy to find. We will discuss the uses of multimedia and interactive elements in a site. We also cover how to analyze the metrics your web site will generate as visitors are brought to it.

There are many different aspects to the life of a web site, and this course will touch on each one needed to create and maintain a successful presence on the World Wide Web. While knowing the underlying HTML code of a page can be very useful, we will learn that it isn’t strictly necessary. You will learn that while a single person can create a web site from start to finish, it’s also entirely possible to specialize in one aspect of the creation process.

The world of web site design is constantly evolving with new technologies and the capabilities of programs running on computer systems everywhere. By taking this course you will be introduced to the concepts and processes that have become the bedrock of web design over the years, developing skills that will be applicable no matter how the underlying technology changes.

Course Objectives

There are more specific objectives listed individually in each lesson, but the ultimate goal is that, by the end of the course, you will know and use these facts, concepts, principles, theories, and models to gain a better grasp on the following and be able to:

1. Understand the difference between the Internet and the World Wide Web.

2. Use the tools readily available to create web sites.

3. Gain an understanding of the various roles that come into play in web site design.

4. Learn the advantages of web publishing over other publishing methods.

5. Determine the proper uses of balance, contrast, focus, unity, and color as tools of design.

6. Accurately define the purpose or purposes of a web site.

7. Consider the best structure to present the content of a web site.

8. Compare the advantages and disadvantages of page length to overall site navigation.

9. Identify the best font choices for viewing content in an online environment.

10. Analyze image use in a page, including size, relation to other content, loading times, and overall placement within a web site.

11. Explore sources for multimedia and interactive components that can enhance the value of a site.

12. Apply the knowledge gained about web site promotion to increase the number of visitors you attract.

13. Demonstrate an understanding of the importance of regular site maintenance and content updates.

Getting Started

If this is your first ISHS course, you may have many questions, and you may even be a little nervous! To learn about the basic organization and format of our courses, as well as how to navigate them, access your ISHS content management system homepage and click "Getting Started in Your Course." This page will explain how the course is set up, as well as the basic kinds of activities on which you will be working. If you are taking this course in print, be sure and read the information sheet that came with your print order.

Online Dictionary

If you are using a PC to access your online course, you can consult an online dictionary provided by thefreedictionary.com (*The Free Dictionary* by Farlex) directly from the pages of this course. If you are unsure of any word’s meaning or pronunciation, double click on the word to bring up a separate window with the word’s definition (along with its origins and abbreviations) from the *American Heritage® Dictionary of the English Language, Fourth Edition*. Using this feature you have access to a thesaurus with synonyms, antonyms, and more. Click on the megaphone to hear a pronunciation of the word.

Online Textbook Resources

The publisher of your textbook also provides an online site with interactive textbook content, chapter quizzes, web links, and activities at <http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780538482400>. These can be of great help to you in your studies. Although these interactive activities will NOT be submitted for a grade in this course and will not be included in your grade calculations, the completion of these online activities will increase your knowledge and understanding of the concepts presented in this course. Please understand that these resources are provided courtesy of your textbook publisher and are **not required for the completion of this course**. The ISHS has no control over, or responsibility for, the content posted on the textbook site, or the access to these textbook resources.

Non-Graded Assignments

The lessons in your course may include any of the following elements, which will allow you to apply what you learn as you proceed. These activities will not be submitted to your teacher or graded, but it is important that you do them because they will help prepare you for the graded assessments. If the activities ask for answers, you should write them in your course notebook. (Click the Notebook link at the top of the page in your online lesson to access the online version, or use a paper notebook.) If any of the activities provide sample answers, be sure to review them as well.

Some of these elements use multimedia presentations that are embedded in the online version of this course. If you are enrolled in the print version, you may use your password to access the online version and complete the activities. (Most of the multimedia is also available on the course CD.) Directions for all activities are provided in the course.

Self Check Activities

At the end of each lesson, you will find questions to answer or activities to complete. These will cover the content presented in the preceding lesson. These are not graded activities. The answer keys for the Self Check activities can be found in the Appendix of your print course syllabus or under the check answers button in the online course. When you are finished with these activities, you should always check your answers before moving on to the next lesson.

Inquiry Activities

Inquiry Activities will involve research into additional information about subjects discussed in the course. An Inquiry Activity may be an Internet search, or it may involve talking to someone or using a specific resource. These activities will help you develop Twenty-First Century research skills and think critically about what you find.

Skill Builders

Skill Builder activities will help you further your learning experience with interactive tasks and hands-on applications. These activities will provide brief reviews of course concepts, and they may include tables, charts, graphs, worksheets, documents, and other activities. They may also refer you to activities in the textbook publishers’ resources (textbook or CD).

Thought Questions

Thought Questions will help you build critical thinking skills by asking for your opinions or by asking you to reflect on ideas or concepts presented in the course. There are often no “right” or “wrong” answers to the questions; they are designed to help you become comfortable expressing ideas and drawing conclusions. These activities may also help you develop ideas for graded projects in the course.

Multimedia Activities

Multimedia elements for this course are available in the online version of the course (and on the course CD). If you have access to a computer and wish to take advantage of these activities, you may use the password you received when you registered. Multimedia Activities will engage you with audio, video, and other interactive components. You will watch or listen to the short presentations and draw conclusions from them. If these elements are only available by going to the Internet, the full URL will be provided.

Lab Activities

Lab Activities may ask you to perform an experiment or demonstration, then analyze and record the results in your course notebook. They may consist of simple observations, virtual labs, full hands-on labs, or they may involve manipulation of variables. Each lab activity will provide step-by-step directions. These activities may be included in graded projects for this course. You may need Internet access to complete some of the Lab Activities in this course. There is a required lab kit for this course. The lab materials are listed in the Course Materials section.

Career Connections

Career Connections will relate the subject matter to job opportunities in the “real world.” They may explain how certain skills will prepare you for different jobs, or they may ask you to consider your own interests to see if you are suited to a certain type of work. These elements may also contain tips for job applications, interviews, or building relationships in the workplace. These sections will introduce you to possible careers in today’s global society.

Required Assignments

Graded Assessments

NOTE: Be sure to consult your Student Record for instructions and the required sequencing of assignments and assessments.

Evaluations

At the end of each unit, you will complete an open-book evaluation. You will complete and submit three unit evaluations in this course. Each unit evaluation is in multiple-choice format and is computer graded. Questions on the evaluations will come from material you have read in both your course syllabus and textbook. Questions will reflect various levels of thinking skills: remembering, understanding, applying, analyzing, evaluating, and creating. You will be expected to apply and synthesize the information you have learned. You may use your textbook, workbook, and other course materials to assist in the completion of the unit evaluations; however you are expected to complete these evaluations on your own before submitting them for a grade. After each unit evaluation has been graded, you will receive feedback letting you know which questions you have missed, and should review, before taking the progress test over that unit.

Projects

You will complete three projects in this course—one at the end of each Unit. The projects provide opportunities for you to use your critical thinking skills and creativity to show your teacher how well you understand the concepts and principles presented in this course. You may submit your projects online.

Progress Tests

There are three closed-book, proctored, exams (Progress Tests) in this course. Progress Test 1 covers Unit 1, Progress Test 2 covers Unit 2, and Progress Test 3 covers Unit 3. These tests are in a similar format to the unit evaluations and are also computer graded. Questions on the Progress Tests will come from material you have read in both your course syllabus and textbook. Questions will reflect various levels of thinking skills: remembering, understanding, applying, analyzing, evaluating, and creating. You will be expected to apply and synthesize the information you have learned. Since you will not have access to any course materials while you take the progress tests, you should be sure to study the syllabus and textbook material; go over all your completed activities, non-graded assignments, self checks, and vocabulary; and review the feedback from your graded evaluations prior to taking each progress test. You should wait until you have received the feedback from your graded unit evaluations before taking a progress test.

Course Materials

You will need the following textbook to complete this course:

*Web Design: Introductory, Fourth* Edition. Gary B. Shelly & Jennifer T. Campbell. Course Technology. 2012.

Student Record

This student record shows the required sequence of assignments and assessments for this course. You will not be allowed to submit more than one assignment or assessment each day, and must submit them in the order shown. The final assessment will not be available until all other assignments and assessments have been submitted, and the minimum completion time of 5 weeks between the first and last submissions has been met.

The following table provides the percentage of your course grade for which each assessment will count.

|  |  |
| --- | --- |
| 3 Unit Evaluations  |   |
| 3 Projects |   |
| 3 Progress Tests  |   |

You can use this table to keep track of your progress in the course.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit** | **Time Estimate** | **Work to Submit** | **Date Submitted** | **Grade** |
| 1 | 3 weeks | Teacher Connect Activity 1Unit Evaluation 1 |   |   |
| 2 | 3 weeks | Unit Evaluation 2Teacher Connect Activity 2Project 1 |   |   |
| 3 | 3 weeks | Unit Evaluation 3Teacher Connect Activity 3Progress Test 1 |   |   |
| 4 | 3 weeks | Unit Evaluation 4Teacher Connect Activity 4 |   |   |
| 5 | 3 weeks | Unit Evaluation 5Teacher Connect Activity 5Project 2 |   |   |
| 6 | 3 weeks | Unit Evaluation 6Teacher Connect Activity 6Progress Test 2 |   |   |

Credits

Author

|  |
| --- |
| resized.jpg |
| **Brian Spradlin** |

Brian Spradlin currently works as a Content Management Systems Specialist at the University of Nebraska – Lincoln.

Brian began work as a webmaster in 2000, developing HTML and CSS for a local University. It was here that the skills for web design were expanded to include graphic design, copy writing, and web usability. The increased need for website content led to the implementation of a content management system (CMS), used across campus by dozens of staff members.

After a short period programming an in-house content system for the University of Wyoming, Brian returned to Nebraska, eventually settling into work with a newly-installed CMS within the Office of Distance Education. He continues to work with the web at many levels and in many roles.

Course Development and Design

This course was designed, developed, and produced by the Instructional Design and Development team of the University of Nebraska–Lincoln Independent Study High School.

**Instructional Design Technology Specialist: David Lee Amstutz**

Course Elements

Some interactive media elements courtesy of Cengagebrain.com. Used with permission. ©Cengagebrain, 2009.  *http://www.cengagebrain.com.*

Original artwork and common elements:

© 2011 University of Nebraska–Lincoln, Board of Regents.

© 2011 by the BOARD of REGENTS
UNIVERSITY OF NEBRASKA–LINCOLN
LINCOLN, NEBRASKA