

Section: 801

Location: Daley Building, Room 512, 14 East Jackson
Meeting time: Monday 5:45PM - 9:00PM

Section: 810

Location: Online
View later in the week

Course Description

Design and development of Web sites using common database-driven content management systems (CMSs) and publishing tools such as those used to manage blogs, community portals, and other content-heavy websites. Discussions of how familiarity with CMS tools assists the role of the user experience designer. Visual design and theme customization using prior knowledge of CSS. Taxonomy systems, installation of add-on modules, and user management using today's widely used systems.

Prerequisite

Formal:

- HCI 406 (or equivalent first course in HTML/CSS)

Informal “nice to have”, but not necessary for taking the course:

- Basic Webhosting Skills
- Interaction Design Skills
- PHP Skills (or other server-side scripting)
- SQL Database Skills

This may not be the course for you if:

- You have no idea how to build a simple static website in HTML and CSS
- You have no idea what a webhost is, or how a webpage gets from a server to your browser when you enter a URL in your browser

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email. No change will be made to the grading structure of the course in a manner that will penalize students expecting the original stated grading structure.

Course Objectives

1. Understand the difference between a CMS website, a static website and websites built using server-side technologies.
2. Define a project brief
3. Define use cases for when a CMS solution is appropriate
4. Have familiarity with most common CMS platforms
5. Understand best practices for designing, building and maintaining a CMS site
6. Create and deploy a website using an open source web CMS, including:
 - a. Creating and editing content
 - b. Extending the site by adding functionality
 - c. Applying a theme or template
 - d. Customizing the look-and-feel through CSS and leveraging Twitter Bootstrap, common CSS framework
7. Understand taxonomies in a CMS setting
8. Understand SEO for CMS

Additionally, you will become familiar with common CMS implementations, such as:

- Online Communities
- Conference, convention or event website
- Non-profit organizations
- Online store
- Magazine, blog or news site
- Intranet

Course Schedule (subject to revision)

This course borrows from prior HCI 421 courses taught by Prof. Danny Mittleman. All corrections and revisions will be posted in D2L.

All books are available through Safari Books or Books24x7. The link is in D2L.

SESSION 1: JANUARY 8, 2018

Topic	Description	Viewing / Reading	Assignment
Module 1: Getting Started	1. Course Overview 2. Grading Policies 3. Course Objectives 4. Course Structure 5. Course Resources	1. Chapters 1 thru 4 Web Content Management by Deane Barker 2. Chapters 1 thru 3 Content Strategy for the Web by Kristina Halvorson 3. CMS Fundamentals lynda.com	1. Course Expectations Document 2. Self-Assessment 1 DUE: Jan 21
Module 2: Overview - Introduction to Content Management Systems	1. What is a Content Management Systems (CMS) 2. Evolution of CMS 3. CMS Types 4. Basic Capabilities 5. Terminology 6. CMS Communities 7. Costs		
Module 3: Overview - CMS Best Practices	1. Content Factory 2. User Roles 3. Taxonomy 4. Migrations 5. CMS Selection 6. Visitor's Journey		

UNIVERSITY CLOSED: JANUARY 15, 2018

SESSION 2: JANUARY 22, 2018

Topic	Description	Viewing / Reading	Assignment
Module 4: Overview - Content Strategy	1. Defining Site Goals 2. Understanding Site Visitors 3. Requirements Gathering 4. Content Resources 5. Usability and Findability 6. Success Criteria	1. Chapters 4 thru 6 Content Strategy for the Web by Kristina Halvorson 2. Content-tious Strategy (http://alistapart.com/ article/ contenttiousstrategy) by Jeffrey MacIntyre	1. Favorite Site Review 2. Self-Assessment 2 DUE: Jan 28
Module 5: Overview - CMS Components	1. Technology Stack 2. Databases 3. Editors 4. ACL 5. Versioning 6. Themes / Templates		
Module 6: Planning - Defining a Project	1. Project Definition 2. Purpose 3. Goals		

SESSION 3: JANUARY 29, 2018

Topic	Description	Viewing / Reading	Assignment
Module 7: Requirements - Developing a Project Brief*	1. Personas 2. Uses Cases/User Stories 3. User Acceptance 4. Market Analysis 5. Competitors	1. Chapters 7 thru 9 Content Strategy for the Web by Kristina Halvorson 2. Content Strategy for Website Projects (https://	1. Project Brief Site Purpose Site Goals Personas Use Cases

Module 8: Overview - Content Development	1. Content Audit 2. Needs Analysis 3. Assets 4. Content Factory	gathercontent.com/content-strategy-for-website-projects 3. Chapters 1 thru 6 Joomla! 3 SEO and Performance by Simon Klootra	2. Self-Assessment 3 DUE: Feb 4
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**My understanding is that these topics are covered in other courses. This will only be a an overview and not a deep dive. If you need assistance, please schedule time with me.*

SESSION 4: FEBRUARY 5, 2018

Topic	Description	Viewing / Reading	Assignment
Module 9: Design - Site Design	1. Content Map 2. Site Map 3. Wireframes 4. Prototyping 5. Theme/Template	1. Chapters 1 thru 7 Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability, 3rd Edition by Steve Kug	1. Project Brief Site Map Low-Fidelity Wireframes 2. Project Site Create account on Siteground Create project site
Module 10: Overview - Introduction to Joomla	1. What is Joomla? 2. Infrastructure 3. Closed-Based vs Self-Hosted 4. Installing Joomla! 5. Joomla Features 6. Joomla Frameworks 7. CAM Model Overview 8. Twitter Bootstrap	2. Chapters 1 thru 6 Joomla 3 Explained by Stephen Burge 3. How to Install Joomla with Softaculous (Siteground.com)	3. Self-Assessment 4 DUE: Feb 11

SESSION 5: FEBRUARY 12, 2018

Topic	Description	Viewing / Reading	Assignment
Module 11: Planning - Going from Paper to Joomla	1. Mapping Wireframes to Positions	1. Chapters 7 thru 9 Content Strategy for the Web by Kristina Halvorson	1. Project Brief Update Wireframes Extension List Content Map Sample Content
Module 12: Development - CAM Model	1. Creating and Modifying Categories 2. Creating and Modifying Articles 3. Creating and Modifying Menus	2. Chapters 7 thru 12 Joomla 3 Explained by Stephen Burge	2. Project Site Install Recommended Extensions Add Sample Content 3. Created Menu Items 4. Self-Assessment 5
Module 13: Overview - Extending Joomla	1. When to Extend Core 2. Resources for Extensions 3. Recommended Extensions		DUE: Feb 18

SESSION 6: FEBRUARY 19, 2018

Topic	Description	Viewing / Reading	Assignment
Module 14: Planning - User Management	1. User Access Matrix	1. Chapters 8 and 9 Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability, 3rd Edition by Steve Kug	1. Project Brief User Access Matrix
Module 15: Overview - Joomla User Management	1. Default Access levels 2. Default User Groups 3. Modifying Default Access Levels and User Groups 4. Defining Your Own Access Levels and User Groups	2. Chapters 14 and 15 Joomla 3 Explained by Stephen Burge	2. Project Site Create Test Users 3. Self-Assessment 6
Module 16: Overview - Security and Site Permissions	1. Understanding Site Security and Permissions 2. SSL or no SSL		DUE: Feb 25

SESSION 7: FEBRUARY 26, 2018

Topic	Description	Viewing / Reading	Assignment
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Module 17: Design - Site Templates	<ol style="list-style-type: none"> 1. Joomla Base Templates 2. Changing Template and Framework 3. Modifying Templates Using CSS and HTML 4. Twitter Bootstrap 5. Template Overrides 6. Custom Templates 	<ol style="list-style-type: none"> 1. Chapters 10 thru 13 Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability, 3rd Edition by Steve Kug 2. Chapter 13 Joomla 3 Explained by Stephen Burge 3. Chapters 7 thru 10 Joomla! 3 SEO and Performance by Simon Kloostra 	<ol style="list-style-type: none"> 1. Project Brief Template Assessment 2. Project Site Configure Extensions Create Template Overrides Modify Layout 3. Self-Assessment 7 <p>DUE: Mar 4</p>
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SESSION 8: MARCH 5, 2018

Topic	Description	Viewing / Reading	Assignment
Module 18: Overview - Optimizing Your Website	<ol style="list-style-type: none"> 1. High-Level Look at How Search Engines Work 2. How Site Structure Affects Findability 3. User Core Features vs Adding an Extension 4. Site Analytics 	<ol style="list-style-type: none"> 1. Chapters 11 thru 18 Joomla! 3 SEO and Performance by Simon Kloostra 	<ol style="list-style-type: none"> 1. Project Brief Site Engagement Plan 2. Project Site Configure Extensions Create Template Overrides Modify Layout 3. Self-Assessment 8 <p>DUE: Mar 11</p>
Module 19: Overview - Creating Engagement	<ol style="list-style-type: none"> 1. Types of Interactions 2. User Core Features vs Adding an Extension 3. Integrating Social Media Sites 		

This session may include a Guest Speaker if there are enough in-class students.
Strongly encourage local online students to attend in persons.

SESSION 9: MARCH 12, 2018

Topic	Description	Viewing / Reading	Assignment
Module 20: Overview - CMS Comparison Revisted	<ol style="list-style-type: none"> 1. Top CMS 2. CMS Types 3. Market Share 4. Ideal Customer 5. Pros and Cons 	<ol style="list-style-type: none"> 1. WordPress vs Joomla vs Drupal: CMS Comparison Guide 2. CMS Battle for Beginners: WordPress vs Joomla vs Drupal (Infographic) 3. Wordpress vs Joomla Vs Drupal : Which CMS Platform Is Good For You? <p>See D2L for this week's reading assignments</p>	<ol style="list-style-type: none"> 1. Project Brief Site Assessment 2. Project Site Complete Your Project Site 3. CMS Comparison Document 4. Course Reflections <p>DUE: Mar 19</p>

This session may include a Guest Speaker if there are enough in-class students.
Strongly encourage local online students to attend in persons.

SESSION 10: MARCH 19, 2018

Topic	Description	Viewing / Reading	Assignment
Module 21: Overview - CMS Comparison Revisted	<ol style="list-style-type: none"> 1. Deliverables CMS Comparison Document Completed Project Brief Completed Site 		Bring any last minute questions
Module 22: Overview - Mobile Considerations	<ol style="list-style-type: none"> 1. Mobile First Design 2. Responsive Website vs Custom Mobile Site 3. AMP 		

GRADING

Below are the details on the grading system for this term

- **Favorite Site Review: 5%**
 - See handout in D2L for specifics
- **Project Brief: 25%**
 - Site Purpose
 - Site Goals
 - Personas
 - Use Cases
 - Site Map
 - Wireframes
 - Content Map
 - Extension List
 - User Access Matrix
 - Template Assessment
 - Site Engagement Plan
 - Site Assessment
 - See handout in D2L for specifics
 - Note that specific requirements for each deliverable may evolve depending upon how project unfolds.
- **Project Site: 40%**
 - See handout in D2L for specifics
- **CMS Comparison: 10%**
 - See handout in D2L for specifics
- **Attendance and Participation 10%**
 - This is calculated differently for section 801 and section 810 students (see page 4 for additional information)
 - Section 801 (Loop):
 - You are **expected** to be in class each week and receive your grade for on time physical presence (and staying until the end). It is expected you will opt to attend in person on a regular basis.
 - If you are unable to attend on a given week, you may watch the class at a later time via COL and then submit a 321 summary (as described below) for credit. Please do not do this more than once during the quarter.
 - Section 810 (Online):
 - You are invited to attend the class in person any week it is convenient for you to do so. Classroom attendance (for the full period) qualifies you for attendance points for that week.
 - You are also able to view the classroom session via COL each week after the class has met. COL viewing should be available as of Tuesday morning each week. If you select this option, you are required to submit a 321 summary of the class session by Sunday night following the class session. There is a 321 guidance document in Course Documents on D2L describing what to write. These summaries are graded out of six points—and it is not all that difficult to earn all six points.
- **Course Reflection 10%**
 - You will be asked to write a course reflection at the end of the course. See handout in D2L for specifics

Required Resources

You are asked to acquire and use the following resources:

- Access to Lynda.com video tutorial materials.
 - This is free via the DePaul Portal to Lynda.com. The link will be provided in D2L class site
- Acquire a Siteground.com Webhosting Account. You can pay for this, or get one for free.
 - Free account: Using your DePaul email address, you can acquire a free account at www.siteground.com/depauluniversity.
 - Paid account: If you prefer to use a paid CMS account you may do so. But I require you to acquire an account that will be primarily used for this course (rather than add this course's materials to an account you use for other purposes.)
 - I will require you provide me with Control Panel access to your account, so factor that in to your decision if you are thinking of using something other than the free SiteGround account. If you wish to keep your account and do additional work on it after the course, you can change your password to prevent me from having future access to it.

Other Requirements:

- You are required to provide me with SuperAdmin access to the back end of your CMS installations for the course. I require this access for two reasons. One, I can observe and evaluate your work for grading purposes. Two, I can quickly provide troubleshooting and support to you if a problem arises. I ask that you retain my access to your account and sites until the point I have submitted course grades in late March.

Safari Books

Reading materials are made available via Safari eBooks at no cost to you.

The books that will be used for this course are:

1. Joomla! 3 Explained: Your Step-by-Step Guide by Stephen Burge
2. Content Strategy for the Web by Kristina Halvorson, Melissa Rach
3. Joomla! 3 SEO and Performance by Simon Kloostra

Other reading materials that you may find helpful but are not required for this course will be listed in D2L.

Classroom Attendance and Behavior

Section 801 Students are expected to attend each class and to remain for the duration. While it is understood that Chicago traffic and weather are usually outside the control of a given student, arrival 15 minutes late or leaving early is not considered full attendance. Attendance credit may be deducted for such behavior. Student participation in class discussion (both by in class and discussion boards for online students) is desired and expected. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Second, students may be called upon by the instructor to offer comments related to the reading or coding assignments. Students must keep up with the coursework to participate in class discussion.

Multi-tasking with off topic cell phone or computer use is discouraged and considered unacceptable behavior. Please minimize non-course online activity. Out of respect to fellow students and the professor, non-course texting is never allowable in class.

Online Course Evaluations

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students.

They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity.

Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

Academic Integrity and Plagiarism

This course is subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions be sure to consult with your professor. The university and college policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism.

If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor.

HCI 421 Addendum to the Academic Integrity Policy

There is a fine line in open source coding between borrowing/extending someone else's published code and cheating on an assignment. Many forms of the former are acceptable and permitted in an open source coding environment. Representing someone else's work as your own is not acceptable. If you are unclear about where this line is drawn you need to ask about it before assignment submission. Pleading ignorance afterward is not an acceptable excuse.

Academic Policies

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: cdm.depaul.edu/enrollment.

Incomplete

An incomplete grade is given only for an exceptional reason such as a death in the family, a serious illness, etc. Any such reason must be documented. Any incomplete request must be made at least two weeks before the final, and approved by the Dean of the College of Computing and Digital Media. Any consequences resulting from a poor grade for the course will not be considered as valid reasons for such a request.

Email

Email is the primary means of communication between faculty and students enrolled in this course outside of class time. Students should be sure their email listed under "demographic information" at CampusConnect is correct.

Students with Disabilities

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: csd@depaul.edu.

LOOP CAMPUS

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LINCOLN PARK CAMPUS

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Instructor

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Office Hours

Mondays, 4:15 pm to 5:15 pm - Campus Office and Skype
Saturdays, 9:00 am to 10:00 am - Skype only

I work full-time at my company Danico Enterprises. You are welcome to leave a voicemail at the work number listed above and I will call you back. If you would like to schedule an appointment outside of office hours, please email me with dates/times.

I will check email at least once a day.

Getting Help

- Post course content questions to the D2L discussion board so both other students and I can answer you. This shares the answer with the class [posting to the Board is better than emailing me as someone else in the class might answer you before I do—or improve upon my answer]
- Email me with questions
- Email me to schedule time outside of office hours, whether in-person, Skype or phone call
- Email me if the question is too personal to post to the discussion board and we will take it from there

Professional Background

This is my first time teaching at DePaul CDM. I started in technology 20+ years ago creating enterprise client server systems. My experience includes various IT positions including Application Developer, IT Project Manager, and SharePoint Consultant. In 2007, I founded Danico Enterprises to help small businesses and non-profit organizations with web design, development, and content strategy. In 2013, I left the corporate world to pursue Danico full-time. In addition to running Danico, I lead Joomla User Group Chicago North (JUGCN). Each year Danico Enterprises and I host JoomlaDay Chicago to bring together global technologists, industry thought leaders, and enthusiasts for a day to network and attend specialized topics presented by experts. I hold a bachelor's degree in Computer Engineering and Electrical Engineering from Purdue University and a Master of Business Administration from Lake Forest Graduate School of Management.