Website Design for HCI

Fall 2015 ***updated: September 11, 2015***

Section: 701
Location: CDM Building, Room 801 at 243 S. Wabash
Meeting time: Tuesday 5:45PM - 9:00PM

Section: 710
Location: On Line
Access to each Tuesday evening class session.

Catalog Description

"Web design introduced in a user-centered context. Application of visual design principles and common design patterns for web sites and mobile interfaces. Page markup using HTML and CSS addressing responsive web design, accessibility, and search engine optimization. **PREREQUISITE(S):** None"

Instructor's Riff on the Catalog Description

The key takeaways from the description, I think, are:

1. This course focuses on "***page markup in HTML and CSS***". We are not going to focus on a life cycle approach. We are not going to focus on visual design principles. We are not going to focus on server-side or client-side scripting. All that comes in other courses. We will stick to the meat and potatoes of learning markup and learning it well.
2. Web design is taught from a "***user-centered context"*** as opposed to a **graphic design centered context**, or a **programmer centered context**. That is: when designing, we think about user needs, user intentions, and user experience. Design, rather than being an end to itself, exists as a tool to improve user experience. [Related manifesto: "***Design without context is just decoration.***"]
3. We are interested in "***design patterns***" taking a **pattern language approach** toward understanding these concepts of efficiency and reuse. [This presents itself via CSS Grid Systems and Frameworks (e.g. Twitter Bootstrap)]
4. We are interested in "***websites and mobile interface"*** as we are interested in designing for multiple use contexts. This will lead us to **responsive design as a philosophical basis** for our solution.
5. We are interested in ***page markup that is effective and maintainable***. This takes many forms: we want our markup to be clearly understood by future designers who may need to update or adapt it; we want our markup to be understood by search engines and other creepy crawlers within the semantic web. To these ends we will use **semantic design concepts** and adopt **good coding and documentation practices**, including coding toward standards, accessibility, and multiple user platforms.

See detailed course learning objectives in Appendix 1

Notes on Teaching Philosophy

This section isn't gibberish to gloss over. It is probably the most important section of the syllabus.

The HCI 406 syllabus presumes enrolled students are beginning (or near beginning) HTML/CSS web design students. ***I teach this course as a beginner course.*** If your skills are beyond beginner, then you should not be taking the course.[1] On the other hand, ***I move through basic HTML very quickly*** so we have time to cover more advanced topics.[2]

Assumptions

I will assume that, because you are a graduate student who is embarking on a career (most of you in User Experience, HCI, or related) that strong, current web design skills are important to you. Therefore, I anticipate:

- You are not here to do as little as possible to get an acceptable passing grade.
- Rather, you are here because you genuinely want to learn as much as you can about HTML/CSS web design, given real world constraints on your time and life.
- That you will take a mature approach to the course and course materials.
- That you are interested in building community with your classmates as they are going to become your MS program mates for the next couple of years AND your career network following that.
- That you are intellectually curious about this material and will, given real world constraints, go beyond the minimal to learn as much as you can.

Approach

My approach to teaching this material recognizes that lecturing you for three hours once a week and then asking you to do an exercise will not be a sufficient or effective way to transfer knowledge to you.

The approach we are going to use falls under the name "flipped classroom". Traditionally, this term means that instead of lecturing in the classroom and giving you "homework" exercises to do outside of it, we flip the process: You view lecture material outside of the classroom and we spend time in it doing lab exercises, and solving problems.

This is clear cut for classroom students. For online students, the flipping concept is a bit fuzzier. But it will still hold for us.

I have a lot of lecture material, but rather than use it for three hours each Monday night (and ask online students to view it later in the week), I am going to assign Lynda.com videos for you to watch on your own time. The production values are better; the lecturers have prettier voices; and they shot retakes (I

[1] If you are not a beginner, discuss this with me offline ASAP so we can determine if you are better placed out of 406 and into a different course this quarter.

[2] If you are an absolute beginner the first three weeks will come at you very fast—and you will have some extra work to do to pick up basic HTML concepts. Please view Lynda.Com's Web Design Fundamentals course via DePaul's free portal into Lynda.Com before the first class (or during the first week of class at the latest).

presume) whenever something didn't go right. I will ask you to reflect a bit on the videos, submit follow-up questions to me, and we will spend class time exploring answers to those questions and doing lab work to explore the concepts explained in those videos.

This approach puts the onus on your to actually watch the videos BEFORE the class meets.

Coaching

This approach is based on a ***pedagogical philosophy of coaching*** you rather than teaching you--to support your own learning of the material. I will work to make extra resources available to you, to answer your questions, to explain the difficult concepts, and I will try to provide you with sufficient structure to guide your learning. I will be available to help you troubleshoot problems and explore solutions. But I won't be spoon feeding you the material each week via my own lecture.

This approach requires you all to be pro-active in guiding your own learning process. You must develop your own abilities to search out problem solutions among online resources and among your peers. And to ask me questions when you can't figure it out for yourself (this last point seems obvious, but most students are very hesitant to ask.)

To this end, it is my goal to teach you how to continuously learn web design, as you must be able to do so to keep that knowledge current on your own once you are out of school.

Course Instructor

Name: **Daniel Mittleman, Ph.D.**
Email: **danny@cdm.depaul.edu**
Skype: **dmittleman**
SMS: **312.285.0311** [This is Google Voice for texting - it is not a cell phone that I'd hear ring]
Phone: **312.362.6103 Office**[3]
LinkedIn: **www.linkedin.com/in/dannymittleman**
Facebook: **www.facebook.com/dmittleman**

Professional Background

I have been building websites since 1997 (my earliest ones now seem hideous.) I also build sites using CMS (primarily Joomla, sometimes WordPress). I've taught beginning web design 15 times prior to this quarter.

My primary research area is virtual collaboration. To that end I've built about a dozen platforms that support collaborative work.

Personal:

Check out my Facebook page to get a sense of what my three principal distractions are these days. You are welcome to friend me on Facebook or LinkedIn if you want to.[4]

How best to reach me?

Email: I am usually pretty good about responding to email, but I need to tell you that each of the last two quarters around week seven I hit a threshold and just couldn't keep up with everything coming in.

Telephone: I've found as I've gotten older that I'm much less of a phone person. My office phone is less preferred by me than text communication. And my Skype line is more preferred over my office phone (as I have headsets for Skype but not the DePaul number AND Skype permits you to send me a chat message if I don't answer the call.)

Office Hours: I will hold office hours most Tuesdays prior to class. But I anticipate that time may not work well for those of you with jobs, so the reality is: email me if you want to meet outside that time and we will find a time and place mutually convenient. I live in the NW suburbs, so can meet out that way on a Wednesday or Friday. Or we can meet virtually. For virtual advising, I suggest we arrange a mutually convenient time to talk via Skype.

[3] Voicemail at my office is not optimal as I may not see it for a while. But if you leave voicemail, know that the system has voice recognition and will try to transcribe what you said to text (which gets sent to my email). So talk slowly and clearly, especially your name as the software scrambles names very badly.
[4] My policy about friending students on LinkedIn and Facebook is that I won't initiate it, but will accept if you initiate.

Other Ways to Get Help with the Course

D2L Discussion Forum: **Post course content questions to the D2L forum** so I can answer you and share 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***--plus any answer I give is available to everyone];

CDM Tutors: CDM has tutors available that work out of the CDM 208 Tutoring Lab. There are three tutors who list HTML/CSS among their skill sets. Online students can contact a tutor and request to meet virtually.

Materials Needed for the Course: WebHosting, Viewing, and Reading

Webhosting

You are required to have a standard CPanel webhosting account for this class. I've arranged for free student accounts at SiteGround, a well known and respected webhosting company. *These accounts are not the cheap, slow, feature-poor, advertising infiltrated free accounts that you might have seen elsewhere.* Rather they are identical (with one good exception) to the standard SiteGround entry level shared hosting account that retails for $10 a month (though almost no one pays that much as they always have sales.)

The good exception is this: With the paid account, you are REQUIRED to spend $15 on a domain name (or transfer a domain you already own). With the student account, the domain name is optional--you can acquire the account with or without a domain. (Or acquire a domain name later if you decide to keep the account after the course.)

I'll take you through the sign up process in class on July 15. But if you wish to explore this on your own, go to http://www.siteground.com/DepaulUniversity. Note that when you sign up for a free student account, you **MUST** use your DePaul email address as your contact as they use that address to validate you are a DePaul student. You **MUST** do this even if you otherwise do not use that address (which means you will want to forward that address to your regular one so you see emails coming in to it.)

If you already have a CPanel webhosting account elsewhere, you may use that account. But I'd much rather you acquire a SiteGround account for the class. Note:

1. You should use an account that runs standard CPanel software for account management;
2. You should use an account that you have 100% access to;
3. You should use an account for class that is **NOT** hosting a live production site.
4. If you use an account that belongs to someone else, you may be limited in permitting me access to help you troubleshoot issues;
5. My classroom examples will be at Siteground--another webhost may not have an identical look and feel.

Given the Siteground account is free, there is no reason not to use it. [*Discuss with me offline if you have major issues with this.*]

Video Tutorials

It has long been standard practice to assign required textbook materials in courses so students can do reading to supplement materials presented by the instructor. I am taking this standard practice online by assigning, instead of reading assignments, you to view a pre-selected set of video tutorials at Lynda.com. **This is a core component of our "flipped" classroom.**

I've selected Lynda.Com for several reasons:

1. Their video tutorials tend to be of high quality and good production values. The primary instructor of their HTML/CSS materials (James Williamson) is particularly good, I think;
2. **DePaul has a license so that you can view Lynda.com tutorials for free.**[5]

Getting started at Lynda.com

Use the URL http://offices.depaul.edu/is/services/technology-training/Pages/online-training.aspx to access the DePaul gateway in to Lynda.com. It will validate you as a DePaul student with your Campus Connection information. You may want to bookmark this URL.

Optional Textbooks

There are no textbooks required for purchase as the Lynda.com viewing will serve in place of a text (you can even read the text transcript of the videos, if you like). Also, a world of good HTML/CSS reference material is available for free online. However, some of you may want to have a textbook for your personal reference library. I have three to recommend (but none is required for the course):

HTML/CSS

- Terry Felke-Morris, ***Basics of WEB DESIGN***, 3rd Edition (2015).
  ISBN: 978-0133970746. $97 @Amazon.
  Best traditional HTML/CSS text I know, but pricey. Third edition is new, so HTML5 and CSS3 material is current.

- Jennifer Niederst Robbins, ***Learning Web Design***, 4th Edition (2012).
  ISBN: 978-1449319274. $26@Amazon. [and on Safari]
  Very good text, and **available as an eBook from DePaul Library**. If you decide to purchase, get 4th edition as earlier editions don't have current HTML5/CSS3 material.

- Jon Duckett, ***HTML&CSS*** (2011).
  ISBN: 978-1118008188. $17@Amazon. [and on Safari, Books24x7]
  Great book for people who think like designers. Very visual. Nice book to have on your bookshelf as a reference, but doesn't flow like a textbook. Also **available as eBook from DePaul Library**. Note: book is old enough that it doesn't mention responsive design. ***Most people who purchase a book choose this one***.

[5] Premium Lynda.com subscription is normally $35 a month without this site license access.

Assignments and Grading

Labs: 16 Percent*

There will be labs exercises for each Weekly Module (except exam week). **It is required you complete these exercises and make them available for your classmates and me to see.** (and you are all encouraged to inspect each other's work for ideas). ***Each lab is worth 2 percent of your course grade.*** Grading will be very simple:

- Successfully completed: 2 Points
- Submitted, but clearly inadequate: 1 Point
- Not done (or late): 0 Points

I won't be able to provide detailed individual feedback on each lab submission, but will post my solution as quickly as possible after the due date. You may peruse that code, and you may inspect the code of other students in the course.

Labs **MUST** be submitted on time to receive credit. Late submissions will not be graded. *Each lab will also require a short Dropbox submission with a brief learning reflection and outstanding questions.*

Project Assignments: 36 Percent

There will be four Project assignments in the course. ***Each of the four Projects is worth nine percent of your course grade***. They are cumulative in nature, so you must stay current and you must figure out how to do each project before moving on. [*You will see my solution--and other student work--after each project deadline, which should help you to maintain pace.*]

You will generally have about two weeks to complete a project. It will be due late evening at 11:59pm CDT on the announced due date. I don't go in to grade at midnight, so there is always a grace period until morning. If your work is not present when I check in the morning, it will be docked 10 percent of the Project grade per day.

a. Note that you will not actually be submitting HTML/CSS code; you will be posting it to your webhost account. *So you are not restricted from continuing to refine it after the due date.* Ergo, there is really no excuse for not having something out there at the due date.
b. You will be asked to submit a short reflection document with each Project to the D2L Dropbox. **That reflection MUST be submitted by deadline**, even if you code is still being refined.
c. Any code submitted to the Dropbox or emailed to me will not be graded. You must post it to your webhost account USING THE NAME AND FOLDER LOCATION INDICATED IN THE ASSIGNMENT DOCUMENT.

Participation 6 Percent (plus)

In order to encourage active productive helpful peer discussion on the D2L forum, there is course credit associated with desired participative behaviors. It works like this:

a. The grade book says that participation is worth 6 percent of your grade. You will get this 6 percent if [1] you actually occasionally participate online; and [2] you are not disruptive or destructive out there. Most everyone should get this 6 percent (except those who absolutely refuse to become part of our online community). This applies equally to both in class (201) and online (210) students.
b. In order to encourage positive behaviors, I reserve the right to assign up to 2 percent more credit to those students who go beyond the norm to support their peers in the classroom and in this online community. While I do not expect most students to receive this credit, in this sense, the course is built out of 102% possible score.

How can you earn participation points?

- Provide useful and timely feedback and advice to other students as they ask questions about course materials and related topics. [***This is the most important thing you can do***]
- Contribute "found resources" such as websites and tutorial videos that may be helpful to other students trying to understand the course material. (Note: a list of links that you haven't actually checked out yourself is not useful; links you have explored and present with enough annotation to describe the value provided by it may well be useful.)
- Providing examples of useful code related to the topic of the current module.
- Ask provoking thought questions (such as from Requirement 3b of the Lynda.com Reflections).

If you can help other students, you are providing real value.

I am not going to keep a running score for these extra points; I will go back through the discussions at the end of the course and make my evaluations. So I won't be able to tell you how you are doing (at least not quantitatively.) But my advice about it is this: If you try to post stuff just to earn points, it is going to be obvious that is what you are doing--and you will annoy a lot of people along the way. If you decide to become an active and contributing member of our online community using the four bullets above as a guideline, then the participation credit will take care of itself.

Important!

The D2L Discussion Forums permit you to give posts and comments "thumbs up" ratings. **I strongly encourage you to make use of this ratings system** to help me evaluate who has been most helpful to you in the discussions in terms of providing guidance and insight.

Exam 26 Percent

The final exam will be given in class on November 24. Online students will have a multi-day window in which to take the exam. The exam will consist of both multiple choice and HTML/CSS coding evaluation.

Lynda.com Reflection Reports 16 Percent

All Students are required to complete a reflection about the weekly Lynda.com viewing by the Monday evening for viewing assigned in association with a Tuesday evening class session. ***Each report, while graded out of 5 points, is worth 2 percent of your course grade.*** This holds for all class sessions beginning with September 15, 2015. The objectives of this assignment are multi-fold:

1. To structure and motivate your focus on the assigned videos with sufficient attention to absorb at least some of the concepts;
2. To give you guidance for personal reflection about the learning experience (as personal reflection is an excellent method for achieving deeper understanding of new material and for integrating it into your working models of behavior);
3. To develop and support your process toward life-long self-learning of web design material in order for you to stay current once this course (and/or Master's program) is over; and
4. To surface topical questions and issues that are confusing and merit further discussion/explanation/demonstration in the classroom.

This assignment is a critical part of "flipping the classroom", but I want to both minimize the amount of busy work you have to do to complete it, and minimize the amount of time it takes me to grade it, while at the same time maximizing the value of this assignment for both of us.

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If that occurs, reasons for the change and options available to students will be thoroughly addressed on the course D2L site. Changes are not made lightly as this syllabus is considered a contract between instructor and student.

Tentative Schedule

Class Date	D2L Week	Topic
Sept 15	Week 1:	Overview, context, and web basics
Sept 22	Week 2:	Semantic HTML and accessibility
Sept 29	Week 3:	Presenting HTML with CSS
Oct 6	Week 4:	Images, colors, backgrounds, and menus
Oct 13	Week 5:	The CSS Box Model, leading toward page layout
Oct 20	Week 6:	Page Layout using a grid framework
Oct 27	Week 7:	Responsive Design and more with grid frameworks
Nov 3	Week 8:	Advanced selectors and pseudo-classes
Nov 10	Week 9:	Transforms, transitions, and other CSS Tricks
Nov 17	Week 10:	Website design for SEO, performance, and security
Nov 24	**Exam**	For Section 701 Students

I am tinkering with the order of topic preparation. This topic schedule may change.

See a more detailed schedule in Appendix 2.

Course Withdrawal

Students who withdraw from the course do so by using the Campus Connection system (http://campusconnect.depaul.edu. Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition,

does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

Excused Absence

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at http://studentaffairs.depaul.edu/dos/forms.html. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

Incomplete and FX Grades:

Grades of Incomplete are given only in cases of medical emergency or other highly unusual emergency situations. Please note that University guidelines require that students must be earning a passing grade at the time one requests an incomplete grade. Students should have completed most of the course, with at most one or two major forms of evaluation missing. Incompletes revert to an F if they are not resolved within one quarter.

DePaul CDM policy is that all incompletes must be requested by the student using an online form. See CDM grading policies at http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx

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:

Student Center, LPC, Suite #370
Phone number: (773)325.1677
Fax: (773)325.3720
TTY: (773)325.7296

Academic Integrity:

University policies on academic integrity will be strictly adhered to. Violations of academic integrity, including (but not limited to): cheating; plagiarism; fabrication of data; and complicity, are not tolerated. It is expected and understood students are familiar with DePaul's Academic Integrity Policy. The Policy can be found at: **http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf**. It defines the violation terms used above and provides a complete statement about the rules.

Consult the Academic Integrity website for further guidance: **http://academicintegrity.depaul.edu/**

The university and CDM 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.

Online Course Evaluations

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results are. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable).

As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

Appendix 1: Course Learning Objectives (Goals and Competencies)

We may not cover everything on this list, but it provides for us a framework for what we are trying to accomplish in this course. It informs what is inside and outside the scope of work in this course.

Goal A *The student should be able to articulate **semantic design concepts** and be able to employ these concepts to build multi-page websites.*

Primary

Comp 1	Be able to articulate the concepts of semantic design
Comp 2	Be able to use semantic design concepts when building websites
Comp 3	Know or be able to find and use reference resources to effectively use HTML5 elements when building websites
Comp 4	Know or be able to find and use reference resources to effectively use CSS2 and CSS3 selectors when building websites
Comp 5	Be able to navigate the CSS cascading precedence model to appropriately scope the effect of CSS selectors
Comp 6	Be able to use semantic elements and be able to separate semantic design from presentation design
Comp 7	Be able to effectively use the CSS box model and float objects for page design
Comp 8	Be able to find, evaluate, and use online resources to engage in post-course learning to remain current in semantic design practices

Secondary

Comp 9	Be able to design webpages to maximize website accessibility
Comp 10	Be able to design webpages to maximize SEO effectiveness

Goal B *The student should be able to articulate **responsive design concepts** and be able to use these concepts to build multi-page websites that gradually and elegantly scale for desktop use down to mobile use.*

Primary

Comp 1	Be able to articulate the constructs of responsive design
Comp 2	Know or be able to find and use reference resources to effectively deploy responsive design concepts when building websites
Comp 3	Be able to find and use reference resources to use media queries and breakpoints
Comp 4	Be able to create and manage responsive images
Comp 5	Be able to use 'em's and '%'s to size HTML elements
Comp 6	Be able to find, evaluate, and use online resources to engage in post-course learning to remain current in responsive design practices

Secondary

Comp 7 Be able to capture and use screen resolution, orientation, and pixel density

Comp 8 Be able to hide content, with and without consuming space

Comp 9 Be able to prioritize content by media

Goal C *The student should be able to deploy **CSS frameworks** and other state of art techniques for effective website design.*

Primary

Comp 1 Be able to articulate the constructs of a CSS grid system and CSS framework

Comp 2 Be able to design a multi-page website using a grid system or framework

Comp 3 Be able to work effectively with both static and variable width grid systems

Comp 4 Be able to find, evaluate, and use online resources to engage in post-course learning to remain current in state of the art website design practices

Secondary

Comp 5 Be able to work with either the Bootstrap or Foundation framework (2013 competency--leading frameworks may change over time)

Comp 6 Be able to design images using CSS sprites

Comp 7 Be able to apply web fonts to a website

Comp 8 Be able to troubleshoot a website for efficiency and speed, and understand the concepts behind a content delivery network

Comp 9 Be able to work with a CSS preprocessor such as SASS or LESS (this competency is beyond the scope of our 10 week course, but would be included time permitting)

Goal D *The student should be able to articulate and demonstrate **best practice skills for staging, securing, and archiving a web development project**.*

Primary

Comp 1 Be able to code HTML and CSS in a plain text editor

Comp 2 Be able to backup and restore a website development project

Comp 3 Be able to test for HTML and CSS standards compliance

Comp 4 Be able to find, evaluate, and use online resources to engage in post-course learning to remain current in website staging and management practices

Secondary

Comp 5 Be able to use an industry standard WYSIWYG integrated development environment (IDE) such as Dreamweaver

Comp 6 Be able to stage a website development project so that development and testing is not done on the production site

Comp 7 Be able to manage a standard CPanel webhosting account

Appendix 2: A Detailed Schedule

Week (beginning on Monday)	Classroom Date (Tuesday)		Lynda.Com Reflections due	Lab Assignments due	Projects due
Sept 14	Sept 15	Overview, context, and web basics		Sept 21	
Sept 21	Sept 22	Semantic HTML and accessibility	Sept 21	Sept 28	
Sept 28	Sept 29	Presenting HTML with CSS	Sept 28	Oct 5	Oct 1
Oct 5	Oct 6	Images, colors, backgrounds, and menus	Oct 5	Oct 12	
Oct 12	Oct 13	The CSS Box Model, leading toward page layout	Oct 12	Oct 19	Oct 15
Oct 19	Oct 20	Page Layout using a grid framework	Oct 19	Oct 26	
Oct 26	Oct 27	Responsive Design and more with grid frameworks	Oct 26	Nov 2	Oct 29
Nov 2	Nov 3	Advanced selectors and pseudo-classes	Nov 2	Nov 9	
Nov 9	Nov 10	Transforms, transitions, and other CSS Tricks	Nov 9		
Nov 16	Nov 17	Website design for SEO, performance, and security	Nov 16		Nov 19