

SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION

**MA WEB DESIGN AND CONTENT
PLANNING**

STUDENT HANDBOOK

2011 - 2012



**UNIVERSITY
of
GREENWICH**

PREFACE

Welcome to the School of Architecture, Design & Construction.

This *Programme Handbook* contains important information relating to your specific Programme of Studies. It is complemented by the *General Information Student Handbook* (blue cover) , which gives essential information useful to all students in the School on accessing online information, assessment, pastoral care and assistance, University regulations, etc...

Please make sure you get both handbooks.

With our best wishes for a successful programme of studies.

CONTENTS

1.	Programme Details.....	3
2.	Professional Accreditation.....	3
3.	Programme Team.....	3
4.	Programme Structure.....	4
5.	Permitted Length of Registration.....	5
6.	Aims and Learning Outcomes.....	5
7.	Assessment.....	7
8.	What next? Career/Jobs/Further Studies.....	8
APPENDIX A – Course Specifications and Reading Lists.....		9-23
APPENDIX B – Change of Pass mark to 50%		24
APPENDIX C – Description of academic levels.....		28
APPENDIX D – General Online Resources.....		29

Disclaimer:

The University of Greenwich reserves the right to discontinue any class or programme, to alter any programme or to amend any other information without notice.

It is the intention of the School of Architecture, Design & Construction to keep under review the content, teaching methods and assessment of the programmes and in consequence there may be changes which have overtaken the production of this Handbook, or which may occur during the year. Changes will be advised by the Programme Leaders.

You are reminded that all work produced during your programme of study may be retained by the School for reference, exhibition or quality assurance purposes.

1. PROGRAMME DETAILS

Award	Title	Approved Mode of Study	Programme Banner Code	UCAS code (if applicable)
MA	Web Design and Content Planning	Full-time	P11673	
MA	Web Design and Content Planning	Part-time	P11673	

2. PROFESSIONAL ACCREDITATION

No appropriate professional accreditation is currently available.

3. PROGRAMME TEAM

Programme Leader: David Watson (wd13@gre.ac.uk)

Other members of the programme team are all the lecturers teaching on the various courses which are approved for the programme.

The name of each course co-ordinator is written next to each course on the programme structure chart in Section 4.

Some courses are shared by students who are registered on different programmes.

4. PROGRAMME STRUCTURE

PART TIME MODE

School of Architecture, Design and Construction	Session 2011/12
Programme: MA Web Design and Content Planning	
Programme Leader: David Watson	
Programme Banner Code: P11673	
Stage 1	
Webpage Design DESI1183 David Watson	
Website Planning DESI1184 David Watson	
Content Management DESI1181 Tom Turner	
Stage 2	
Applied Art for the Web DESI1182 David Watson	
Web Thesis Project DESI1053 Tom Turner	

5. PERMITTED LENGTH OF REGISTRATION

Title	Mode	Normal Duration (Years)	Normal Maximum Period of Duration (years) (i)
MA Web Design and Content Planning	FT	12 months (1 academic year with completion in the Autumn of the following academic year)	3
MA Web Design and Content Planning	PT	24 months (2 academic years with completion in the Autumn following the 2 nd academic year.)	5

(i) Provided there is no substantial change to the programme during that period.

6. AIMS AND LEARNING OUTCOMES

6.1 Programme Aims

The central aim of the MA Web Design and Content Planning programme is to teach the skill of designing high quality websites within an analytical and critical framework. This is a considerable intellectual challenge. The programme team's aim is to bring web design within the fold of an established design school with a critical tradition and long experience of seeking a balance between aesthetic, technical, functional and commercial considerations. Students develop a deep understanding of modern website design including such areas as "Web Standards", Usability, Accessibility and Findability. Skills are developed to a professional level and completing students can find new career paths or continue with their existing career in web design and management.

This programme requires students to think critically, creatively and analytically at Post graduate level. It fosters confidence in dealing with oral, visual, written, technical and commercial considerations. Students also develop skills in time management, an ability to be independent learners and to work productively with others. They develop the professional, research, and creative skills to be able to design websites that are carefully balanced between aesthetic, technical and functional considerations in a holistic way. This requires reasoning, independent thinking and creativity in a variety of contexts, followed by analysis of results and testing methods appropriate to the web.

The specific aims of the programme are to develop:

- an analytical and critical framework in which to reflect upon, and set, the appraisal, planning and design of webpages, websites and web content;

- skill in the graphic aspects of webpage design, including typography, colour, and imaging;
- skill in the use of web design techniques and software, including hand-coding, image-editing, web authoring and site management tools;
- knowledge of content management, usability, testing and professional issues relating to large websites, including navigation, information architecture and information searching;
- familiarity with research and testing methods appropriate to web sites;
- opportunities to debate theories of web design and to generate an innovative project as a major element of independent work.

6.2 Learning Outcomes

On completing the programme a student will have the necessary skills to draw information from many sources in order to manage and implement the planning, design and publication of a medium-sized website (say 5,000 pages).

The learning outcomes of the MA programme can be classified as relating to design, techniques and content management:

6.2.1 Design learning outcomes

On completing the programme students will have:

- a critical approach to web design aesthetics in relation to technical and functional issues;
- familiarity with theories relating to the design process and website architecture;
- a critical awareness of how information can be envisioned;
- the ability to relate the principles of design to working with colour, images, typography, layout, video and sound;
- creativity in relation to information architecture and usability engineering;
- design for accessibility
- an analytical approach to innovative design concepts.

6.2.2 Technical learning outcomes

On completing the programme students will have:

- a critical appreciation of technical issues in relation to design and content issues;
- awareness of browser compatibility issues;
- competence with (X)HTML and CSS
- an understanding of scripting
- familiarity with digital photography, image manipulation and graphic and media file formats;

6.2.3 Content-related learning outcomes

On completing the programme students will have:

- a critical appreciation of information architecture as it relates to the technical and design issues for intranets and public websites;
- a systematic approach to the website content creation and maintenance process, including the use of databases and content management software;
- an understanding of search engine optimization, search engine marketing and findability
- knowledge of community building on the web;
- a critical understanding of alternative web business models;
- ability to use server logs, analytics software and other web metrics;

7.0 ASSESSMENT

7.1 Assessment Schedule

Programmes are made of courses. The specification for each course can be viewed via Banner Web. Each course specification has a section on assessment. Please read this carefully. This will enable you to understand how each course is assessed, how many pieces of coursework you will submit or if there are any examinations for the course.

A detailed schedule of assessment with hand-in dates for coursework, dates for presentation, dates for submission of portfolios, dates for 'crits' as appropriate, should be given by the course co-ordinator at the start of each course. A schedule of assessment will also be posted up on the School of Architecture, Design and Construction Student Resources web page at: www.gre.ac.uk/schools/arc/students

7.2 General Assessment Regulations

Unless otherwise stated below, your programme will be assessed in accordance with the University's **Academic Regulations** (Academic Regulations for Undergraduate Taught Awards; Academic Regulations for Graduate and Postgraduate Taught Awards; Academic Regulations for Research Awards) which are available on the website of The Office of Student Affairs/Information and Publication.

Please note that the passmark has been changed from 40% to 50% for level 7 courses (see Appendix B for how this will be implemented for 2011 – 2012).

8. WHAT NEXT?/CAREER/JOBS/FURTHER STUDIES

Some graduates may become professional web designers. Most will become the designers and content managers of large institutional websites - for companies, professional offices, government and educational institutions. We invite organisations to send staff to learn these skills. We will help the professions to 'add an e' so that, for example, teachers can become e-Teachers, architects can become e-Architects and lawyers can become e-Lawyers. Every type of organisation needs people who can apply discipline and flair to the web content creation and management process.

COURSE SPECIFICATIONS AND READING LISTS

Programme: MA Web Design and Content Planning

Course specifications/definitions:

For each course, we specify the number of credits, the aims of the course, its academic level, its learning outcomes, its indicative content and how it will be assessed (for instance: how many pieces of coursework, portfolio or exams). It is important that you become familiar with the definition for each course on your programme (see course specifications enclosed in this handbook).

Each course specification (or definition) may also be viewed on the University BannerWeb system. You will need your user ID and a PIN number. These will have been given to you at registration. To view the course specification for any approved course in the University: log into BannerWeb, then click on 'Student Services', then click on 'Registration' then click on 'Authorised Course List' for current academic session, then click on course code. The current course specification/definition will come up.

Reading lists:

You can access your tutor's reading list, or the reading list relating to a particular course, via the Library home page as follows: open the University home page at www.gre.ac.uk ; then click on 'Library and Online Learning'; then click on 'Search the library catalogue'; then click on 'View items on your reading list'. You may also be given reading lists with your course hand-outs.

Detailed course information:

Detailed course information, including project briefs, assessment schedules, and resources is available at www.coursestuff.co.uk.

Course Specifications (alphabetical order by course title)

Content Management	DESI1181
Applied Art for the Web	DESI1182
Webpage Design	DESI1183
Website Planning	DESI1184
Web Thesis Project	DESI1052

COURSE SPECIFICATIONS

COURSE CODE: DESI 1181

SCHOOL: Architecture, Design & Construction

COURSE TITLE: CONTENT MANAGEMENT

Course Co-ordinator: Tom Turner

Level: 7

Credit: 20

Department: Communication Media for Design

Introduction and Rationale

This course introduces students who have studied, or are studying, the design of webpages and websites to the issues involved in planning and managing the content of larger websites.

Aims

The course takes an overview of the factors which influence decisions about managing the content and organization of large websites. Content is reviewed from a number of standpoints, including those of:

- users of websites ("consumers", "visitors", "staff", "punters" etc.)
- designers of websites ("producers", "geeks", "men", "women" etc.)
- financiers of websites ("bankers", "business angels", "VCs" etc.)
- managers of websites ("nerds")
- critics of websites ("media", "metrics", "analytics" etc.)

The focus is on undertaking *a critical appraisal of website content*, not on design or technology as such.

Learning Outcomes

On completing this course students will be able to:

- Analyse and evaluate the content of websites;
- Appreciate the different perceptions and attitudes of content producers and content users;
- Debate alternative business models for supporting web content (sponsorship, advertising, subscriptions,etailing, IPOs, "build it and flog it", etc.);
- Understand the use of databases in managing web content;
- Design strategies for information architecture and navigation;
- Develop a search engine strategy;
- Understand copyright issues in relation to web publishing.

Indicative Content

Usability and information architecture. Methods of website appraisal. Uses of server logs and other statistics. Reviews of "Top Ten" website lists with regard to aesthetic, technical content and business model considerations. Uses of subwebs, databases and content management software for updating, editing and publishing web content. Search position optimisation. Copyright issues.

Main Learning and Teaching Activities

The coursework will be organised as follows:

1. Introduction to course
2. Review of issues in study guide
3. Student-led seminars on selected topics

The student-led seminars will have the following format:

1. Presentation of topic by student
2. Illustration of topic by student using selected websites as examples
3. Verification/testing of topic presentation (either in class-time or study-time)

The topics for the student led seminars will be agreed according to the following principles:

1. To achieved a balanced coverage of the issues
2. To meet the particular interests of class members

The seminar topics are like beads on a string. The "string" is a type of website chosen by the student, at the start of the course, to which reference will be made throughout the course. Please note (1) if you change your mind about the type of website part way through the course, you can also change the website type (2) there is no harm in choosing a website which you will use for your Web Thesis Project. If you are a full-time

student, this is a sensible thing to do. If you are a part-time student, you would be as well to choose a website type which interests you (eg a hobby). Examples of website types (1) photography websites [micropayment, equipment, galleries, etc] (2) Teaching websites [computer software, health, languages etc] (3) Retail Websites (4) Fine Art Websites (5) Religious Websites. The reasons for taking website types as examples are (1) to provide continuity for the seminars (2) to explore the many aspects of web content planning and management (3) to prepare for and/or support the Web Thesis Project.

Assessment Details

Methods of Assessment	Grading Mode	Last item of assessment	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Discussion Log	%	x	75%	50% average	5000	A set of annotated notes on content strategy, in web format, detailing topics investigated, sources consulted and points considered.
Seminar Paper			25%		1500	A subject guide and seminar paper on a specified aspect of content strategy.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0061719919	Jarvis. J	2009	What Would Google Do?	Harperlux
383665492X	Beck. T	2008	Web 2.0: User-Generated Content in Online Communities	Diplomica
1856045331	White. MS	2005	The content management handbook	Facet
0201874849	Kim. AJ	2000	Community Building on the Web	Peachpit Press
1905211473	Anderson. C	2009	Free: The Future of a Radical Price: The Economics of Abundance and Why Zero Pricing Is Changing the Face of Business	Random House
1847940366	Anderson. C	2009	The Longer Long Tail: How Endless Choice is Creating Unlimited Demand	Random House
0140286845	Schwartz.E	2000	Digital Darwinism	Penguin Books
0789724758	Flore.F	2000	e-Marketing Strategies	QUE
1565923510	Fleming.J	1998	Case Studies and Interviews : Web Navigation : Designing the User Experience	O'Reilly
0596527349	Morville. P, Rosenfeld. L	2006	Information Architecture for the World Wide Web (3 rd Ed.)	O'Reilly

0752826069	Wolff.M	1999	Burn Rate: How I Survived the Gold Rush Years on the Internet	Orion
0752826069	Schwartz.E	1999	Webonomics	Penguin Books
0471344044	Zeff.RL	1999	Advertising on the Internet	John Wiley
1604597828	Strunk.WSJr White.EB	2009	The Elements of Style	Wilder
0240803817	Garrand. TP	2001	Writing for Multimedia and the Web	Focal Press
0240808223	Garrand. TP	2006	Writing for New Media: Content Development for Bloggers and Professionals: A Practical Guide to Content Development for Interactive Media	Focal Press
<p>Danny Sullivan's Search Engine Watch: www.searchenginewatch.com The Journal of Electronic Publishing: http://www.journalofelectronicpublishing.org SEO Chat: http://www.seochat.com See also Appendix D.</p>				

COURSE SPECIFICATIONS

Course Code: DESI1182

School: Architecture, Design & Construction

Course Title: Applied Art for the Web

Course Co-ordinator: David Watson

Department: Communication Media for Design

Level: 7

Credit: 40

Introduction and Rationale

Graphic Design, Typography, Information Design, Interaction Design, Photography and Animation are all applied arts. This course takes relevant areas of the applied arts and exposes students to these ideas and concepts in the context of the Internet and web design.

Aims

The course develops the idea of the web as a platform for traditional applied arts and encourages students to experiment and be innovative with the application of applied art concepts within the context of a new medium (the Web). The course also aims to facilitate ongoing research and participation in this exciting area of cultural practice, and to encourage students to approach information technology with a critical awareness of its potential as well as its cultural and aesthetic-political imperatives. The Web is treated as having equal status with other more traditional media (drawing, painting, poetry, fiction). It can combine word, image, and sound like cinema. It can be poetic; it can be drawn upon man-made and natural objects like photography. It can be used to create virtual analogues of traditional design productions (e.g. sculpture, buildings, and landscapes). It is a medium with dramatic potential for the C21, as cinema had for the C20.

Learning Outcomes

On completing this course, students will:

- have a critical understanding of the potential and limitations of the web as a medium between artist and audience;
- be able to use web design as an interactive medium;
- be able to exercise imagination and creativity in exploiting the opportunities provided by the Internet and the World Wide Web;
- have skill in the use of image-editing software for the production of web graphics;
- be able to create simple animations using Flash and add them to webpages;
- be able to add video and audio to webpages;
- be aware of the basic principles of photographic composition and how photographic images can be used to augment webpage layouts;
- understand the concepts of branding and brand building;
- understand the principles of information design and how they relate to websites;
- understand the principles of interaction design and how they relate to websites;
- understand the history of typography and how to apply contemporary typographic principles to websites.
- Develop an approach and language for the critical appraisal of websites.

Indicative Content

The course provides teaching on a range of topics, each delivered by experts in their field. Each session focuses on a specific, relevant area of the applied arts and provides an understanding of the general principles and how these may be applied to the web. At each stage, a critical appraisal of appropriateness, quality of implementation and aesthetics is made. Topics covered in the course include Typography, Animation, Photography, Interaction Design and various aspects of Graphic Design.

Main Learning and Teaching Activities

Studio workshops, seminars and tutorials.

Assessment Details

Methods of Assessment	Grading Mode	Last item of assessment	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Project Work	%	x	70%	50% average		Projects that demonstrate practical applications of the ideas and themes introduced during the course
Critical Essay	%		30%		3,000	An illustrated essay on a given topic

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
1592531253	Samara. T	2005	Making and Breaking the Grid: A Graphic Design Layout Workshop	Rockport
1592534724	Tondreau. B	2009	Layout Essentials: 100 Design Principles for Using Grids	Rockport
1592535232	Saltz. I	2009	Typography Essentials: 100 Design Principles for Working with Type	Rockport
1592532616	Samara. T	2007	Design Elements: A Graphic Style Manual	Rockport
2888931036	Jury. D	2009	What is Typography?	Rotovision
0714834491	Fletcher. A	2001	The Art of Looking Sideways	Phiadon
2940373043	Präkel. D	2006	Basics Photography: Composition	AVA
1905814046	Freeman. M	2007	The Photographer's Eye: Composition and Design for Better Digital Photos	ILEX
0240520645	Galer. M, Andrews. P	2007	Photoshop CS3 Essential Skills	Focal Press
0596510586	Gerantbee. F	2007	Dynamic Learning: Flash CS3 Professional	O'Reilly

0500238227	Blais. J, Ippolito. J	2006	At the Edge of Art	Thames & Hudson
0500203768	Greene. R	2004	Internet Art	Thames & Hudson
0596516258	Scott. B, Neil. T	2009	Designing Web Interfaces: Principles and Patterns for Rich Interactions	O'Reilly
	Fadeyev. D, et. al.	2009	The Smashing Book (www.smashingbook.com)	Smashing Magazine
<p>Online Smashing Magazine: http://www.smashingmagazine.com i love typography: http://ilovetypography.com Line 25: http://www.line25.com See also Appendix D.</p>				

COURSE SPECIFICATIONS

COURSE CODE: DESI1183 **SCHOOL:** Architecture, Design & Construction
COURSE TITLE: WEBPAGE DESIGN
Course Co-ordinator: David Watson
Level: 7 **Credit:** 40 **Department:** Communication Media for Design

Introduction and Rationale

This course deals with the design of webpages as the building blocks of larger websites. It is intended for graduates, from a wide range of disciplines, who also have an analytical ability, an enthusiasm for design and a prior familiarity with standard office software and operating systems.

Aims

The course aims to introduce students to the technical and aesthetic aspects of webpage design.

Learning Outcomes

On completing this course students will:

- understand what the web is and how webpages are composed;
- know how to approach the design of simple websites;
- be able to undertake hand-coding in (X)HTML;
- understand the importance of semantic coding;
- understand the importance of web standards and how to test webpages;
- understand the concept of the separation of structure and presentation;
- be able to control design and layout using CSS;
- implement basic JavaScript behaviours and work with JavaScript libraries such as jQuery;
- appreciate the principles of design with type, colour, images and page layout;
- have a knowledge of design procedures and file formats for web graphics;
- have experience of representing information graphically and understanding the importance of “user-centred designs”;
- be able to design websites with intuitive navigation and good information architecture;
- be able to use web design software for coding and FTP;
- understand how to design web pages for search engine visibility;
- understand browser compatibility issues;
- understand the importance of website analytics;
- know how to design for accessibility by people with disabilities.

Indicative Content

The course begins with an introduction to the principles of web design, including the need for a balance between technical, aesthetic, functional and commercial objectives. The course is structured around the three layers of webpage design; the structural layer (HTML), the presentation layer (CSS) and the behavioural layer (JavaScript). An introduction to graphic design concepts such as colour theory, typography, use of images and page layout is included. Current trends and good practice in web design and implementation are discussed. The course also includes a review of contemporary webpage design including a critical analysis of “real world” examples. At each stage critical debate is structured and encouraged.

Main Learning and Teaching Activities

Studio workshops, seminars and tutorials.

Assessment Details

Methods of Assessment	Grading Mode	Last item of assessment	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Assignments	%		90%	50% average		A series of short projects and weekly coursework tasks dealing with aspects of webpage design.
Participation in online discussions	%	x	10%			A measure of activity on the online forum.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0300137370	Lynch. PJ Horton. S	2008	Web Style Guide (3 rd Ed.): Basic Design Principles for Creating Web Sites http://www.webstyleguide.com	Yale University Press
2880466865	Macdonald. N	2003	What is Web Design?	RotoVision
1590599071	Grannell. C	2007	The Essential Guide to CSS and HTML Web Design	Friends of Ed
0321515382	McIntire. P	2007	Visual Design for the Modern Web	New Riders
0975841971	Adams. C, Bolton. J, Johnson. D et. al.	2007	The Art & Science of CSS	Sitepoint
0321410971	Clarke. A	2006	Transcending CSS: The Fine Art of Web Design	New Riders
1592532616	Samara. T	2007	Design Elements: A Graphic Style Manual	Rockport
1592530079	Butler. J, Holden. K, Lidwell. W	2007	Universal Principles of Design	Rockport
0321616952	Zeldman. J, Marcotte. E	2009	Designing with Web Standards (3 rd Ed.)	New Riders
0321658531	Cederholm. D	2009	Handcrafted CSS	New Riders
1430219203	Cederholm. D	2009	Web Standards Solutions: The Markup and Style Handbook (2 nd Ed.)	Friends of Ed
1430223979	Budd. A	2009	CSS Mastery: Advanced Web Standards Solutions	Friends of Ed

0980285801	Adams. K, Yank. C	2007	Simply JavaScript	Sitepoint
0321526287	Walter. A	2008	Building Findable Websites: Web Standards, SEO, and Beyond	New Riders
0596528108	Kalbach. J	2007	Designing Web Navigation: Optimizing the User Experience	O'Reilly
0596527349	Morville. P, Rosenfeld. L	2006	Information Architecture for the World Wide Web (3 rd Ed.)	O'Reilly
<p>Online A List Apart: http://www.alistapart.com Smashing Magazine: http://www.smashingmagazine.com 456 Berea Street: http://www.456bereastreet.com Think Vitamin: http://www.thinkvitamin.com Sitepoint http://www.sitepoint.com Zeldman.com http://www.zeldman.com See also Appendix D.</p>				

COURSE SPECIFICATION

COURSE CODE: DESI 1184

SCHOOL: Architecture, Design & Construction

COURSE TITLE: WEBSITE PLANNING

Course Co-ordinator: David Watson

Level: 7

Credit: 20

Department: Communication Media for Design

Introduction and Rationale

This course is a progression of the related course in webpage design and develops ideas and skills relevant to larger websites and introduces dynamic web technologies.

Aims

This course aims to provide an introduction to the planning of websites where it is necessary to achieve functional, aesthetic and management relationships between large sets of webpages.

Learning Outcomes

On completing this course students will:

- have a systematic understanding of the issues to be considered in the planning of large websites;
- understand the domain name system;
- have an appreciation of the various web hosting options;
- have a good understanding of and a practical approach to accessibility implementation and testing;
- have a good understanding of and a practical approach to usability implementation and testing;
- understand how to use PHP to build modular and dynamic websites;
- understand how databases (MySQL) can be used to store data that can be used for dynamic websites;
- Be aware of the many web applications (blogs, forums etc.) that are available and how they may be integrated with a website;
- Have a good understanding of web community building;
- have a critical appreciation of the relationship between technical, aesthetic and function issues in website planning, combined with an ability to make informed judgements.

Indicative Content

The course begins with an overview of the issues concerned with the planning and maintenance of large websites. Topics that are important to large websites in the commercial and public sectors such as Accessibility and Usability are developed further from their introduction in the Webpage Design course. The importance of selecting a domain name and how a site should be hosted are covered. The use of PHP and MySQL for the building of dynamic websites is discussed in relation to their importance in planning and building modular and scalable websites. The course concludes with an introduction to community building and the use of “off the peg” software such as blogs a forums.

Main Learning and Teaching Activities

Studio workshops, seminars and tutorials.

Assessment Details

Methods of Assessment	Grading Mode	Last item of assessment	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Assignments	%		65%	50% average		A series of short projects and weekly coursework tasks dealing with aspects of website planning.
Seminar Paper	%		25%		1500	A paper on a specified aspect of website planning
Participation in online discussions	%	x	10%			A measure of activity on the online forum.

Indicative Texts:

ISBN Number	Author	Date	Title	Publisher
0321344758	Krug. S	2005	Don't Make Me Think (2 nd Ed.)	New Riders
0321350316	Neilsen. J, Loranger. H	2006	Prioritizing Web Usability	New Riders
1590596382	Thatcher. J et. al.	2006	Web Accessibility: Web Standards and Regulatory Compliance	Friends of Ed
0975841904	Kaiser. S	2006	Deliver First Class Web Sites: 101 Essential Checklists	Sitepoint
1590597311	Powers. D	2006	PHP Solutions: Dynamic Web Design Made Easy	Friends of Ed
0735712026	Garrett. J. J	2002	The Elements of User Experience	New Riders
0300137370	Lynch. PJ Horton. S	2008	Web Style Guide (3 rd Ed.): Basic Design Principles for Creating Web Sites http://www.webstyleguide.com	Yale University Press
1590599071	Grannell. C	2007	The Essential Guide to CSS and HTML Web Design	Friends of Ed
0321526287	Walter. A	2008	Building Findable Websites: Web Standards, SEO, and Beyond	New Riders
0596528108	Kalbach. J	2007	Designing Web Navigation: Optimizing the User Experience	O'Reilly
0596527349	Morville. P, Rosenfeld. L	2006	Information Architecture for the World Wide Web (3 rd Ed.)	O'Reilly
<p>Online A List Apart: http://www.alistapart.com Smashing Magazine: http://www.smashingmagazine.com 456 Berea Street: http://www.456bereastreet.com Think Vitamin: http://www.thinkvitamin.com Sitepoint http://www.sitepoint.com See also Appendix D.</p>				

COURSE SPECIFICATIONS

COURSE CODE: DESI1052 **SCHOOL:** Architecture, Design & Construction
COURSE TITLE: WEB THESIS PROJECT
Course Co-ordinator: Tom Turner
Level: 7 **Credit:** 60 **Department:** Communication Media for Design

Introduction and Rationale

This course integrates the work of the MA Web Design and Content Management programme and gives students an opportunity to produce a major item of independent work. Students will research, develop and implement a live website as a practical illustration of the skills and ideas learned on the programme.

Aims

This course aims to give students an opportunity to plan a website, which will be related, normally, to a personal, professional or cultural interest. Students may choose to focus on: website architecture; web content and usability; web analysis and strategy.

Note: In some cases, the student's effort will be balanced between all aspects of the work (technical, graphic, content, functions, business plan etc). In other cases (eg when working on an existing website or when using a CMS) the student's productive effort will be less balanced. In every case, it is necessary to take an 'architectural overview' of all aspects of the project. The word 'architectural' is used for two reasons (1) architectural design is a useful analogy for web content planning and design (2) to draw the analogy that on small projects building architects do everything but on large projects they work with structural engineers, services engineers, interior designers, landscape architects etc etc. For larger projects, the Web Thesis Project can take the form of a [Prototype](#).

Learning Outcomes

On completing this course, students will:

- be able to carry out web-related research;
- be familiar with relevant software and professional practice matters relating to web consultancy;
- be able to assemble web content;
- be able to plan, design, publish, manage and maintain a website for a well-defined purpose;
- be able to explain and justify the web project in relation to its precedents (books, articles, electronic publications);
- have experience of taking part in a structured appraisal of a group of websites;
- be able to generate an innovative project.

Indicative Content

A brief for the planning, design and implementation of a website will be produced in consultation with students, staff and others. Professional practice matters will be debated. A structured process will be followed, with a series of presentations and critical reviews. Students will be team leaders for their own projects and will be encouraged to act as team members (e.g. surrogate clients and usability testers) for other projects. A domain will be registered. The content will be organised, produced and published. The site will be submitted to search engines and directories. Websites will be appraised from aesthetic, technical and functional points of view. For large and/or complex projects a prototyping approach may be adopted.

Main Learning and Teaching Activities

Studio workshops, seminars and tutorials.

Assessment Details

Methods of Assessment	Grading Mode	Last item of assessment	Weighting %	Minimum Pass Mark	Words Length	Outline Details
Research Report & Brief	%		25%	50% average		A number of staged reports on progress, compiled as a final report at the end of the project
Web Thesis Project	%	x	75%			A live website that the student has planned, implemented and tested over a 15 month period

Indicative Texts

ISBN Number	Author	Date	Title	Publisher
1856045331	White. MS	2005	The content management handbook	Facet
0273719602	Chaffey. D	2009	E-Business and E-Commerce Management: Strategy, Implementation and Practice	Financial Times/ Prentice Hall
0470413980	Arnold. J et al	2009	Web Marketing All-in-one Desk Reference for Dummies	John Wiley & Sons
0123694868	Redish. J	2007	Letting Go of the Words: Writing Web Content That Works	Morgan Kaufmann
1905940491	Smith. J	2008	Get into Bed with Google: Top Ranking Search Optimisation Techniques	Infinite Ideas
0596156715	Bacon. J	2009	The Art of Community: Building the New Age of Participation	O'Reilly
0975841904	Kaiser. S	2006	Deliver First Class Web Sites: 101 Essential Checklists	Sitepoint
1590597311	Powers. D	2006	PHP Solutions: Dynamic Web Design Made Easy	Friends of Ed
0300137370	Lynch. PJ Horton. S	2008	Web Style Guide (3 rd Ed.): Basic Design Principles for Creating Web Sites http://www.webstyleguide.com	Yale University Press
1590599071	Grannell. C	2007	The Essential Guide to CSS and HTML Web Design	Friends of Ed

0321526287	Walter. A	2008	Building Findable Websites: Web Standards, SEO, and Beyond	New Riders
0596528108	Kalbach. J	2007	Designing Web Navigation: Optimizing the User Experience	O'Reilly
0596527349	Morville. P, Rosenfeld. L	2006	Information Architecture for the World Wide Web (3 rd Ed.)	O'Reilly
<p>Online</p> <p>A List Apart: http://www.alistapart.com</p> <p>Smashing Magazine: http://www.smashingmagazine.com</p> <p>456 Berea Street: http://www.456bereastreet.com</p> <p>Think Vitamin: http://www.thinkvitamin.com</p> <p>i love typography http://ilovetypography.com</p> <p>Sitepoint http://www.sitepoint.com</p> <p>Zeldman.com http://www.zeldman.com</p> <p>See also Appendix D.</p>				

APPENDIX B

Change of Pass mark to 50%

UNIVERSITY of GREENWICH

SCHOOL of ARCHITECTURE, DESIGN & CONSTRUCTION

Important notification to students and staff on the change of pass mark for courses at level 7 (Master level) for the year 2010-11 and any subsequent academic years.

The Academic Council of the University of Greenwich has agreed that the pass mark for courses at level 7 (Master level) will be raised from 40% to 50% starting in the academic year 2010-11.

All students should be reassured that there has been no change in standards, merely a change in marking conventions.

This is what it would mean for students and staff involved in level 7 courses that are part of a programme at, or hosted by the School of Architecture, Design & Construction:

New Students:

- The pass mark will be 50% for all courses at level 7 (Master level) for all new students embarking on any courses at level 7 (Master level) as part of their studies. This is most likely to apply to students on Master programmes, but also to students on the Diploma in Architecture, the Diploma in Landscape Architecture and any other programme where there are courses at level 7 (Master level).

Continuing Students:

- Referred assessments: The pass mark will be 40% for referred/deferred assessments or examinations that will be considered by the re-sit Progression & Award Boards (PAB) in September 2010. Referred marks will be capped at 40% as per the University Academic Regulations for Taught Awards applicable in 2009-10. **This clause no longer applies to the 2011-12 session. Referred marks for level 7 courses started in 2010-11 will be capped at 50% for the overall course mark.**
- Courses started in 2008-09 or in 2009-10: For some programmes, students have embarked on a course in 2008-09 or in 2009-10 (e.g. the Personal Learning Portfolio in distance learning programmes) that will be finally assessed in 2011-12. In these cases, the pass mark will be 40%. There are very few courses to which this rule applies.
- Repeating a course in its entirety: The pass mark will be 50% for any courses at level 7 (master level) that students have to repeat in their entirety in the academic year 2010-11 and in any subsequent academic years.
- Repeating Failed Assessment only (code FA) for an element of a course but not repeating the course in its entirety: As the assessment will be the same as the assessment set for students taking the assessment for the first time in 2011-12, the pass mark will be 50% for the assessment (including examination) and

the Progression & Award Board (PAB) will decide whether the whole course is passed, bearing in mind any specific course or programme regulations (for instance, in some programmes, specific elements, or a combination of elements of a course have to be passed).

- Embarking on a course for the first time: The pass mark will be 50% for continuing students who are embarking on a course at level 7 (master level) in the academic year 2010-11 and any subsequent academic years for the first time.

For all students:

- Compensatable marks: In cases where the pass mark is 50%, the compensatable range becomes 40-49%, but only if compensation is allowed by the programme regulations.
- Level 6 courses: The pass mark will be 40% for courses at level 6 (previously known as level 3) that are part of the approved structure of a Master programme or of a post graduate programme.

Glossary:

Course: courses are the basic components of your programme of study. The credit rating for each course varies, i.e. some courses are worth 15 credits, others 20 or 30 or 45 credits etc. We are gradually updating our course specifications to reflect the rise in pass mark for level 7 courses. However, you may still find some course specifications in some documents that still indicate that the pass mark is 40%. This is superseded by the above notice.

Programme: the collection of courses leading to an award or awards. This is called a programme of study, i.e. a BA (Hons), an MSc, an HND, a Diploma, etc.

20th July 2011
Corine Delage
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School of Architecture, Design & Construction
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UNIVERSITY OF GREENWICH
SCHOOL OF ARCHITECTURE, DESIGN & CONSTRUCTION

**GUIDELINES TO MARKING AND CLASSIFICATION CONVENTIONS FOR
COURSES AT ACADEMIC LEVEL 7 (MASTER LEVEL)**

	%	Generic Assessment Criteria *	
		%	
Distinction	70 – 100	86 – 100	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		76 – 85	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		70 – 75	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
Merit	60 – 69	65 – 69	The work examined is very good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also very good evidence showing that all the learning outcomes and responsibilities appropriate to the Level are satisfied.
		60 – 64	The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also good evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
Pass	50 – 59	55 – 59	The work examined is sound and there is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		50 -54	The work examined is sound and acceptable but provides limited evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound but barely limited evidence showing that all the learning outcomes and responsibilities to that Level are satisfied.
Fail or Compensatable (If allowed by Programme)	40 – 49	45 – 49	The work examined narrowly fails to provide sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but restricted evidence showing that the majority of the learning outcomes and responsibilities appropriate to

regulations)			that Level are satisfied.
		40 – 44	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but significantly restricted evidence showing that some of the learning outcomes and responsibilities appropriate to that Level are satisfied.
Fail	30 -39	35 – 39	The work examined is unacceptable and provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable but significantly restricted evidence showing that only few of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		30 – 34	The work examined is unacceptable and provides restricted evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that very few of the learning outcomes and responsibilities appropriate to that Level are satisfied.

	0 -29	20 – 29	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that very little of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		10 – 19	The work examined is unacceptable and provides negligible evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		0 – 9	The work examined is unacceptable and provides no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.

APPENDIX C

Description of academic levels

As you progress through your programme the courses become more complex, more demanding, i.e., they move up a level.

The level of a course indicates its seniority within the Programme Curriculum.

The Framework is divided into a series of sequential levels which relate to the standards of work and not necessarily to the year in which the course is taken during a programme of studies; At each level awards are available in line with the Framework for Higher Education Qualifications (FHEQ).

An appropriate level shall be assigned to a course according to the following definitions:

Level 0 Access to Higher Education.

Level 4 (previously called level 1) Provides basic knowledge, skills and competence.

Level 5 (previously called level 2) Builds on Level 4 and involves an extension and reinforcement of theoretical and/or practical aspects of knowledge.

Level 6 (previously called level 3) Reflects the synthesis of basic knowledge, skills and competence and equips students with tools of analysis and evaluation. Contributes to the Individual's distinctive professional development, where appropriate.

Level 7 (previously called level M or Master level) Provides opportunity to demonstrate:

- (i) the ability to reflect on the significance and inter-relationships of knowledge acquired from a variety of sources
- (ii) the ability on the basis of such reflection to formulate original ideas and innovative proposals
- (iii) the ability to carry out the activities in (i) and (ii) with a fair degree of autonomy.

Level 4 courses are taught early in the undergraduate degree programmes. Level 5 in the middle, Level 6 at the final part of the undergraduate degree programmes.

If you go on to study for either a graduate Diploma, or the post graduate Certificate or a Masters, then most of the courses are taught at a graduate/post-graduate level, at Level 7.

Note: as the level nomenclature has recently been changed at the University, you may still find course specifications with the old nomenclature (e.g. level 1, 2, 3 or M). We are gradually updating all our documentation.

APPENDIX D

General Online Resources

In addition to the specific reading lists given in Appendix A, there is a great deal of useful material available online that is of general use for all courses on this programme. The nature of the subject area means that ideas, techniques and standards are constantly changing. As a student of web design, you need to keep up-to-date and the best way of doing this is to review blog posts and subscribe to relevant feeds from across the web. Set out below is a selection of information that you may find useful:

Websites

Opera Web Standards Curriculum:

<http://dev.opera.com/articles/view/1-introduction-to-the-web-standards-cur/>

Blogs/News

456 Berea Street: <http://www.456bereastreet.com>
A List Apart: <http://www.alistapart.com>
i love typography <http://ilovetypography.com>
Impressive Webs: <http://www.impressivewebs.com>
Line 25: <http://line25.com>
Mashable: <http://mashable.com>
Sitepoint <http://www.sitepoint.com>
Six Revisions: <http://sixrevisions.com>
Smashing Magazine: <http://www.smashingmagazine.com>
Think Vitamin: <http://www.thinkvitamin.com>
zeldman.com <http://www.zeldman.com>

Keeping up-to-date with all this material can be quite a job but you can make life easier by subscribing to the RSS feeds using your Mac or PC. Alternatively, if you have an Android phone or an iPhone, you may find it convenient to use an app such as Pulse (<http://www.pulse.me>).

Twitter

The blog and news feeds above will give you plenty of general material but for extra inside information, you may want to follow some of the following Twitter feeds.

@mashable - Mashable	@andybudd – Andy Budd
@zeldman – Jeffrey Zeldman	@adactio – Jeremy Keith
@alistapart – A List Apart	@markboulton – Mark Boulton
@simplebits – Dan Cederholm	@ilovetypography – i love typography
@jasonsantamaria – Jason Santa Maria	@ImpressiveWebs – Impressive Webs
@kissane – Erin Kissane	@sitepointdotcom - Sitepoint
@beep – Ethan Marcotte	@sixrevisions – Six Revisions
@abookapart – A Book Apart	@smashingmag - Smashing Magazine
@malarkey – Andy Clarke	