Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 238 Web Design for Libraries and Information Centers

Bulletin Description

The course introduces the design of web sites for *large* institutions for graduate students having a range of academic backgrounds.

Credit: 3 semester hours

Course Description

The course is an introduction to the design of web sites for large organizations for graduate students having a range of academic backgrounds. The course focuses on the design of a web site's overall information architecture. These architectural concepts include organization of content, labeling, and navigation systems. Usability and accessibility will be studied. The course includes a hands-on component. Students will learn the basics of constructing web sites through a series of exercises using WordPress. The semester project integrates course material in the design of an archival web site in WordPress.

Prerequisite(s): None
Co-requisite(s): None

Course Objectives

As outcomes of the course, students will/will be able to:
1) Understand the systems comprising the information architecture of web sites including organization, labeling, and navigation;
2) Critique the information architecture of organizational websites;
3) Critique the usability and accessibility of organizational websites;
4) Achieve proficiency in WordPress, developing the skills necessary to build web sites;
5) Write a design proposal which analyzes client requirements, reviews related benchmarks, and proposes architectural strategies which satisfy or exceed the client's requirements;
6) Construct a prototype web site implementing (in part) the recommendations of the design proposal (objective 5).

Program Goals and Outcomes

The course contributes towards satisfying MS LIS program goal 4:

4. Apply Technological Knowledge and Skills to Practice

Revised: January 31, 2020

Units of Instruction

The table below lists the required reading in the course textbook.

Chapter	Title
1	The Problems That Information Architecture Addresses
2	Defining Information Architecture
3	Design for Finding
4	Design for Understanding
5	The Anatomy of an Information Architecture
6	Organization Systems
7	Labeling Systems
8	Navigation Systems
9	Search Systems
10	Thesauri, Controlled Vocabularies, Metadata
11	Research
12	Strategy
13	Design and Documentation

Learning Activities

Students interact with the instructor and colleagues through the course web site in Canvas. Tools on the site support email, discussions, assignments, project information, and announcements. The announcements cover the week's activities and call attention to the weekly video on the course web site. Assignments consist of posts to the discussion board, individual exercises, and labs using WordPress. There is a semester project in which students write a proposal to design a web site and implement a prototype web site. There is one exam, the final, which will be administered online.

Students will work in groups to review selected web sites. Each student in the group will be reviewing a different web site. The reviews are posted to the group discussion board. In most cases, a response is required the following week to the posts of each colleague in the group. Such responses should provide additional information or an alternative interpretation. There are three hands-on exercises in WordPress to provide students with the skills necessary to construct the project web site.

The purpose of the course project is to provide a practical experience in the design of web sites for organizations. Students will work in groups to design and implement a web site for an archival collection or a museum exhibit. The project is a form of Academic Service-Learning (AS-L) pedagogy.

Assessment

1. Course-Level Assessment
   a) The discussions, labs, and individual exercises are designed to reinforce one or more of the course objectives.

   b) The group project applies to all course objectives - information architecture, usability, accessibility, web site design in WordPress, writing and presenting a design proposal. The project description in the course web site describes the staged development of the project, the structure of the report, and the overall assessment.

2. Program-Level Assessment. The MS LIS program is reviewed every seven years for continued accreditation by the American Library Association's (ALA) Committee on Accreditation. The program's most recent accreditation was in the Fall 2018 term. As part of this accreditation process, all students, faculty, alumni, and employers participate in periodic assessments, providing feedback for improving the MS LIS program. The two assessments below apply to every course in the program.

   a) Faculty-Selected Assessment. Over a four year period each course in the MS LIS program is assessed by the instructor to determine how well students are learning the program goal/s related to the course. For each course, faculty select one or more artifacts (e.g. assignment, exam, or semester project) as a representative measure of student learning of the related program goal/s. At the end of the course, the faculty member completes a course artifact assessment form describing the class' performance on the artifact, and any course revisions prescribed as a result. Sample artifacts with their respective reviews are included as well.

   In LIS 238 Web Design, the semester project is used as a representative measure of student learning of the related program goal.

   b) Student-Selected Assessment. The end-of-program assessment is an e-portfolio consisting of student-selected artifacts (assignments, discussion posts, projects, etc.) from their courses as evidence of satisfying each of the eight goals of the MS LIS program. For each program goal, students write a reflection which describes the relationship of the artifact to the respective goal and their learning from the artifact.

   In LIS 238 Web Design, the project is suggested as the course artifact if students decide to use their work in this course as evidence of satisfying the related program goal. This is because of the comprehensive nature of the project.

Grading Scheme

The course grade will be determined from the following activities. The percent in parentheses is activities percent of the overall course grade.

a) Discussion (25%)
b) Individual exercises (15%)
c) Project (40%)
d) Final Exam (15%)
e) Video review (5%)

Bibliography

Adobe Creative Team (2010). *Adobe Dreamweaver CS5 Classroom in a Book*. Adobe Press.

Clark, J. (2003). *Building accessible websites*. New Riders.

Cooper, A. (1999). *The inmates are running the asylum: Why high tech products drive us crazy and how to restore the sanity*. Sams.

Krug, S. (2000). *Don't make me think ! A common sense approach to web usability.* New Riders.

Lehman, T., & Nikkel T. (2008). *Making library web sites usable*. Neal-Schuman.

Niederst, J. (2003). *Learning web design* (2nd ed.). O'Reilly.

Nielsen, J. (2000). *Designing web usability: The practice of simplicity*. New Riders.

Nielsen, J., & Tahir M. (2002). *Homepage usability: 50 web sites deconstructed*. New Riders.

Robbins, J. N. (2006). *Web design in a nutshell* (3rd ed.). O'Reilly.

Rosenfeld, L., Morville, P. & Arango, J. (2015). *Information architecture for the web and beyond* (4th ed.). Sebastopol, CA: O'Reilly.

Williams, R., Tollett, J., & Rohr, D. (2002). *Web design workshop.* Peach Pit Press.

Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)

Asynchronous or synchronous Lecture

Assigned weekly reading

Weekly assignments (individual and group)

Active participation in online discussions

Research for semester-long projects (term papers, projects)

Presentations (online or face to face)

Academic Service-Learning projects (where appropriate)