

PROJECT 2: WEB SITE DEVELOPMENT

SUGGESTED TCU REFORM

DUE DATES

Preparatory Assignment #3: Wednesday, October 1st, 2014 (prompt below)

Preparatory Assignment #4: Wednesday, October 15th, 2014 (prompt below)

Rough Draft of Written Content Due: Monday, October 27th, 2014

Rough Draft of Whole Site Due: Wednesday, November 5th, 2014

Final Project Due: Wednesday, November 12th, 2014

Your Task

Multimedia, any multimedia, requires content—reliable, credible content. In terms of Project 2, you will design a set of web pages full of well-researched, credible content. You will build your site in the WWWPUB folder of your local U: drives.

In the end, all writing gets down to the same questions: who are you trying to persuade and what are you going to say? Specifically, each of you will work to create a website intended for the administration, faculty, and students at TCU (that is your audience). Your website's purpose will be to advocate for some kind of reform for TCU—something you would like to see change.



Each one of you will have to research, define, plan, and ultimately make active these websites, all within the next several weeks. Sometimes, you will be gathering the information you need; other times, the information is available already and you are providing a single resource that details that information. No matter what type of TCU reform you are focused on, you should consider issues of usability, design, utility, and, ultimately, the quality of the content found on the website you create. Content is king, and if you do this right, then these pages could be a valuable contribution to the campus community and our efforts to become the best university possible. The whole idea is that once your pages are created and revised, TCU may very well wish to implement your ideas and incorporate them into the actual “master plan.” In the end, your pages should answer the question **“What single reform will improve TCU and help it become an educational innovator for the 21st century?”**

Obviously, to do this correctly, you will need to do some research and even talk to people who can help you get the information you need (interviews). I cannot stress enough how important it is you carry forward the lessons you learned from Project 1 so that you incorporate complex images that add meaning (and persuasion) to your site—in the end, you will be judged on the content as well as the form, and images are needed for both.

The web site must have at least the following elements:

- clear, usable navigational scheme;
- headings, subheadings, content (as described above), images, and FYI links;
- at least 5 distinct pages serving different purposes;
- at least one downloadable document;

- use of CSS style sheet(s);
- no broken links;
- a biography page describing who you are and providing context for the page you made (linked from the main site).

You will have some time to work on this project in class, but you will undoubtedly need to work on it outside of class as well. We will be discussing and using Dreamweaver in class, and I recommend that you use it outside of class just for the ease of this project (you can always use another WYSIWYG editor on your own outside of the parameters of this class). At the end of your project, you will write a Cover Memo (see below) that will document your process, the difficulties/successes you've had, and all the things you've had to do in order to accomplish the project. It is equally if not more important that you become aware of your own process, as it is to finish the product, so you should engage in this kind of reflection for the unit's duration.

PROJECT ASSESSMENT

Your web page must be complete and active on the date that it is turned in (into the appropriate drop box in eCollege). It must have all the elements listed above, and you will be evaluated in part on the overall design **as well as** the content of the site. Be sure to turn in a "print" version of your pages (full color, and these pages can be pdf files instead of printouts), as well as have the online version up and running. I will be looking specifically for design elements we have talked about in class, as well as your use of image, layout, design, and color to portray a message consistent with the content of your site. This project is not simply a "links page." You should have substantive content on the pages you create based on your proposed reforms to TCU.

COVER MEMO

In addition to the design and development of the project web site, you must also write a short (no more than 1000 words) description of the site. Include in this description the following:

- a description of your design process, including the challenges and successes
- a discussion of how the site's elements function in terms of logos, pathos, and ethos
- a discussion of how the elements coordinate in terms of C.R.A.P.
- a discussion of how your site conforms to the conventions of good web writing and usability
- an explanation of how your design makes a visual argument for your suggested reform

This narrative product should be itself designed **visually** in accordance with the design you choose for the website, reflecting the site in a significant way.

PREP ASSIGNMENT #3

The Rhetorical Situation (20 Points)

By class time on **Wednesday, October 1st, 2014**, please you must type up and turn in to the **“Unit 2: Prep#3”** dropbox your answers to the following questions. Please address each point in **ample** and **specific** detail. In other words, be **thorough** in your descriptions.

Topic:

What aspect of TCU do you plan to investigate? What is your relationship to the issue (that is, why are you interested in it)?

At this point, what’s your stance or position on the issue? Also, what is the main reason why you feel your position is true, valid, and important? (Please state your stance / claim using the guidelines of the Toulmin Method (“Claim” because “Reason”), where “Claim” and “Reason” are both complete sentences joined by a “because”

Purpose:

In addition to making a proposal, what else are you trying to accomplish? To entertain audience? To inform/educate them? To persuade them? To call them to action?

Audience:

Who are the various stakeholders? Who is your best audience for your proposal? In other words, who’s in the best position to make the changes you’re calling for? What are their stakes in what you have to say? Why should they care? What do they value? What do they want or fear? What kind of information would be most useful for them? What do they already know about the subject?

Exigency:

Why is it important to communicate your message **now**? Why is the issue a matter of **pressing** or **urgent** concern?

PREP ASSIGNMENT #4

Annotated Bibliography (20 Points)

By class time on **Wednesday, October 15th, 2014**, please you must type up and turn in to the **“Unit 2: Prep#4”** dropbox your **Annotated Bibliography** for your 2nd project. Please annotate each bibliographic entry in **ample** and **specific** detail. In other words, be **thorough** in your Summaries, Assessments, and Reflections for each entry. You should include a *minimum* of **6 sources**.

A **bibliography** is a list of sources (books, journals, Web sites, periodicals, etc.) one has used for researching a topic. Bibliographies are sometimes called "References" or "Works Cited" depending on the style format you are using. For this assignment, please use proper and full **MLA formatting style**.

An **annotation** is a summary and/or evaluation. Therefore, an **annotated bibliography** includes a summary and evaluation of each of the sources.

- **Summarize:** What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say? The length of your annotations will determine how detailed your summary is. For more help, see our handout on [paraphrasing sources](#).
- **Assess:** After summarizing a source, it may be helpful to evaluate it. Is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of this source? For more help, see our handouts on [evaluating resources](#).
- **Reflect:** Once you've summarized and assessed a source, you need to ask how it fits into your research. Was this source helpful to you? How does it help you shape your argument? How can you use this source in your research project? Has it changed how you think about your topic?

(source: <https://owl.english.purdue.edu/owl/resource/614/01/>)