GDes 2342—Web Design

Syllabus
Fall 2012

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Syllabus

Course essentials
GDes 2342, section 2
Fall 2012
Department of Design, Housing, and Apparel
College of Design
University of Minnesota

Class meets
TTh 6:15–8:25 p.m.
McNeal 316

Credits
Three credits

Final exam date and time
T Dec. 11, 6:15–8:25 p.m.
This is the last regular day of class. We will meet for presentations of final projects. We will not meet during the final exam period.

Instructor
Louise Lystig Fritchie, M.F.A. My name is pronounced "loo WEEZ — LYSTIG — FRICH ee". Please call me Louise.

McNeal 250c: My office is on the second floor of McNeal Hall and is shared by many people.

612-624-9441 (phone), 612-624-2750 (fax): The best time to reach me at this phone number is before class. The line does not offer separate voice mail boxes for individuals in this office.

fritchie@umn.edu E-mail is the best way to contact me. I will check messages daily during the week, and sometimes on weekends.

Office hours: WTh 5:15-6:00 p.m. and by appointment.

Course objectives
Create a redesigned web site that effectively communicates the identity and goals of the featured organization, as well as meets the needs of users. Create a simple animation to be included in the site. Conduct several usability tests on the site as it develops. Share the final site through public access and class presentation.

Course prerequisites
DHA/GDes 1311, 1312, and 1315 or Design Minor. Experience using Adobe Illustrator, Photoshop, and InDesign. This course may be taken
during the same semester as portfolio review.

**Student learning outcomes**
http://www.slo.umn.edu

1. Can identify, define, and solve problems
   The main problems to be identified, defined, and solved when creating a web site are as follows.

   **Visual**
   - Communicate the identity and goals of an organization
   - Communicate the key tasks a user can accomplish
   - Use web design elements and principles (e.g., color, imagery, space, typography, writing, navigation, and unity of the whole)

   **Technical**
   - Mark text for HTML and style text with CSS
   - Design the site for a standards-compliant browser on a Mac
   - Create a simple animation (e.g., slideshow)
   - Manage files using NetFiles
   - Use related software, including programs from Adobe Creative Suite 6 (i.e., Dreamweaver, Flash, and others).

   **Usability**
   - Apply a few key principles of accessibility
   - Conduct multiple tests on the site as it develops
   - Identify most the critical user problems and resolve them

3. Have mastered a body of knowledge and a mode of inquiry
   Have mastered beginner-to-intermediate level competency in the bodies of knowledge named above, as well as the mode of inquiry found through the design process (e.g., use of iterative cycles in a progressive sequence).

5. Can communicate effectively
   - Create a web site to communicate the organization’s identity and goals as well as meet the needs of site visitors.
   - Participate in written and spoken critiques, as well as present the final web site to the class.

The above outcomes will be assessed through the creation of the following.

**Web site components**
Site definition, site map, sketches, wireframes, style guides, prototypes for page layouts, an incremental build of the HTML and CSS, and the final site.

**Usability tests**
Identify key tasks, write related scenarios, conduct the tests, assess the outcomes, and revise the site.

**Materials**
REQUIRED

> *HTML and CSS: Design and Build Websites*
  by Jon Duckett
  ISBN-10: 1118008189
  Available at U of MN Bookstores

Extras, tools, and HTML/CSS example files can be accessed at the book’s companion website: [http://htmlandcssbook.com](http://htmlandcssbook.com)

> *Web Style Guide: Basic Design Principles for Creating Web Sites (3rd edition)*
  by Patrick J. Lynch and Sarah Horton
  Available online at [webstyleguide.com](http://webstyleguide.com)

> 4 gigabyte (minimum) USB Flash drive or external hard drive

> 1 CD and 1 CD jewel case

> Materials for sketching ideas
  Sketchbook with unlined, white paper
  Pencil and/or black markers

SOFTWARE (on the computers in McNeal labs)

> Adobe Creative Suite 6, primarily Dreameaver and Flash, but also Illustrator, Photoshop, and InDesign

> Adobe Acrobat

> Firefox browser and Firebug

> Scanner software

> TextEdit or equivalent text editor

RECOMMENDED

Both books listed below are available for 2-hour loan at Magrath library, which just across the street from McNeal Hall. Page with info on visiting Magrath library: [https://www.lib.umn.edu/magrath/visiting-magrath](https://www.lib.umn.edu/magrath/visiting-magrath)

> *Don’t Make Me Think! A Common Sense Approach to Web Usability*
  by Steve Krug
Release of work
Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print.) Your instructor may select to use your work to represent her/his skills as an instructor in teaching portfolio (online or in print).
Syllabus

GDes 2342—Web Design

Syllabus Page 2

Expectations
Students are responsible for . . .

> All class meetings and materials, including information in the syllabus.

> Being prompt and prepared for all class sessions.

> Meeting all course requirements, observing all deadlines, examination times, and other course procedures.

> Checking University-sponsored email at least once per day; all e-mail communications will be sent to that address; if you prefer a different address, please configure your University account to forward to that other address.

> Seeking help when needed and asking for special accommodations if needed.

Attendance
Attendance is essential in a studio course. The design process involves input and feedback among class members. You are expected to be on time for each class and work in class on class projects for the entire period. Repeated tardiness and/or consistently leaving class early will be considered an attendance problem and can result in a lower course grade.

More than three unexcused absences can result in a lowered final course grade. More than five unexcused absences can result in course failure. Repeated tardiness and/or leaving class early will be considered an attendance problem and also can result in a lowered course grade.

Excused absences are defined in the policy found here and include the following circumstances: illness, participation in intercollegiate athletic events (not intramural), subpoenas, jury duty, military service, bereavement, and religious observances. Any circumstance that you believe falls under the excused absence category must be verified by presenting the instructor with documentation (e.g., a note from your doctor) that gives the date(s) for which you should be excused (the details of the circumstance do not need to be explained).

Students are responsible for information covered during any missed class session and are to acquire this information from a fellow classmate. The instructor will be available to answer follow-up questions during scheduled office hours or during class time, when appropriate. No appointment is needed for office hours.

Religious observances
Students who plan to miss class for religious observances must (1)

...
request excuse for anticipated absences at the beginning of the semester, (2) meet with the instructor to reschedule any missed examinations, and (3) obtain class notes from other students.

**Incompletes**
An incomplete will not be given for this course unless there is a medical emergency or other extraordinary circumstance that can be verified and deemed reasonable by the instructor. If such an emergency occurs, please notify the instructor as soon as possible. To receive an incomplete, both the student and the instructor must sign a formal contract outlining what needs to be done in order to remove the incomplete. The incomplete must be completed satisfactorily by the end of the following semester or the University automatically turns the incomplete (I) into a failing grade (F).

**Workload**
For undergraduate courses, one credit is defined as equivalent to three hours of learning effort per week over a full semester necessary for an average student to achieve an average grade in the course. For example, a student taking a three-credit course should expect to spend nine hours a week on learning effort for that course. Note: GDes 2342 is a three-credit course. Weekly, it is 4:20 in class and 4:40 out of class, for 9:00. See full University policy here.

**Grading structure**

*Grade definitions*
Grades will be assigned in accordance with University definitions; + or - indicates performance relative to the letter grade definition.

- **A** — Achievement that is outstanding relative to the level necessary to meet course requirements.
- **B** — Achievement that is significantly above the level necessary to meet course requirements.
- **C** — Achievement that meets course requirements in every respect.
- **D** — Achievement that is worthy of credit even though it fails to meet fully the course requirements.
- **F** — Performance that fails to meet the basic course requirements and is unworthy of credit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100–94%</td>
<td>76–73% C</td>
</tr>
<tr>
<td>A-</td>
<td>93–90%</td>
<td>72–70% C-</td>
</tr>
<tr>
<td>B+</td>
<td>89–87%</td>
<td>69–65% D+</td>
</tr>
<tr>
<td>B</td>
<td>86–83%</td>
<td>64–60% D</td>
</tr>
<tr>
<td>B-</td>
<td>82–80%</td>
<td>59–0% F</td>
</tr>
<tr>
<td>C+</td>
<td>79–77%</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation**
Students will be evaluated on visual, technical, written, and spoken work; participation; attendance; and timeliness. Criteria for design assignments, in general, may include process, concept, composition,
Accepting and returning assignments
All work is submitted electronically through three channels: a) uploading files to Netfiles so that files link to the Student Work page, b) emailing text to the instructor, and c) posting text in the class Moodle site. The one exception is the submission of work on a CD. The first CD submitted midway through the course is returned to students during the course. The final CD submitted on the last day of the course is available for pickup from the instructor within the first month of the following semester.

Grading late work
The student is required to complete all course assignments on time: that is, each assignment is to submitted by 6:15 p.m. on the day it is due, unless specified otherwise. Projects submitted after this time but by 6:15 p.m. of the next class period will be marked down 10 percent of total points possible (e.g., an A becomes a B). Projects submitted after that time will receive no credit. If you have a scheduling problem regarding an assignment due date, please speak to the instructor before the due date about alternative means of meeting the course obligation.

Policy for missed exams
If you miss an exam due to an excused absence (see Attendance), contact the instructor as soon as possible and bring documentation to the following class. If the absence is excused, you may make up the exam. The exam is to be made up within a timely and reasonable time frame (e.g., one to two class periods).

Makeup work for legitimate absences
http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.htm

Extra credit options
No extra credit is offered. All students are graded on the same work.
Personal electronic devices in the classroom

http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html

Designated class hours are intended for GDes 2342 studio work, discussion, and critique. Your ideas and designs will thrive in an atmosphere of open exchange so have fun, share your ideas and opinions respectfully.

In the computer lab, many opportunities, responsibilities, and distractions of the digital world are at your fingertips. You must resist. In other words, no Internet exploration that is not directly related to this class, no work from other classes, and no email or phone/text.

TTh 6:15-8:25 p.m.

Use of class notes and materials

http://policy.umn.edu/Policies/Education/Education/CLASSNOTESTUDENTSHOME.html

Students may not distribute, via the Internet or other means, instructor-provided lecture notes or other instructor-provided materials, except to other members of the same class or with the express consent of the instructor.

Scholastic dishonesty and student conduct code

http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

Any student found to have committed or to have attempted to commit misconduct as defined in this policy is subject to appropriate disciplinary action.

Sexual harassment

University policy prohibits sexual harassment as defined in the University Policy Statement of December 11, 1998; copies of this statement are available at http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html.

Climate of inclusivity

You are expected to be attentive during class, ask questions if you do not understand something, and offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism,
sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate forms of expression in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help.

**Academic freedom and responsibility**


**Availability of disability and mental health services**

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612-626-1333 (V/TTY) or ds@umn.edu.

Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

Disability Services  
180 McNamara, Mpls  
612-626-1333  
ds.umn.edu

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu or contact Counseling/Consulting Services at 612-624-3323.

Counseling/Consulting Services  
199 Coffey Hall, St. Paul  
612-624-3323  
uccs.umn.edu

**Academic Services**

If you would like additional help, please contact one of the offices listed below.

Center for Writing  
10 Nicholson Hall, Mpls  
612-626-7579  
writing.umn.edu

Student Academic Success Service
Assignments
Process is key. Creation of a successful web site and animation will be facilitated by following these developmental stages.

Stages for web site

1. Site research and selection
2. Site definition
3. Site map
4. Sketches for wire frames
5. Wire frames
6. Style guides
7. Page layouts + grid (look real, PDF):
   a. Two looks, a few pages each
   b. One look, a few pages
   c. All pages, click through
8. Live web pages (HTML, CSS, and associated files)
   a. HTML: two pages, then multiple pages
   b. HTML with CSS: progressively more styles added
   c. Complete
9. Share site
   a. Change share settings to public
   b. Submit disc with all files from the semester
   c. Present to class

Stages for animation

1. Idea generation and research
2. Storyboards
3. Still image
4. Visual elements
5. Rough cut
6. In-betweens (e.g., live)
7. Complete

Usability Tests
1. Current site
2. Initial page layout
3. Full page layout

Exercises and quizzes
Exercises and quizzes will develop skills in HTML, CSS, and Flash.

Participation
Participation includes work habits for getting started and work habits during the class period; demonstration of respect, cooperation, and leadership; and engagement with and contribution to class discussion and function. Working on projects from other courses during our class time can lower your participation grade.

Points
Course points total 190, though are subject to change with advance notice.

- Web site redesign: process (75), final (60)
- Flash animation: process (5), final (10)
- Quizzes and exercises (30)
- Participation (10)

Critique
Critiques will be used as part of the development process. Not being fully prepared for critique will cause a grade deduction.

1. Group size: Pairs, small groups, whole class
2. Form: Written (e.g., posts in Moodle) and spoken
3. Participation through presentation of own work, constructive comments, and incorporation of feedback

Original work
The majority of elements in the web site are to be created by you. For example, you are to create not only your own look and feel for the site, but also the construction, from the first stage of the process (e.g., site definition) through the last (e.g., coding of the HTML and CSS).

Templates. Use of an outside template is not allowed. Use of a Dreamweaver template is allowed, with the expectation that the template is modified so significantly that we no longer recognize the template. If you’re not sure, ask.

Image files and text. Since the project is a redesign, the majority of
image files and text may come from it. You can still be selective about those items, however, such as creating or finding alternative images, writing alternative text, and editing the images and text as needed to meet the goals for the site.
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Access

McNeal 316
The computer lab in McNeal 316, St. Paul campus, has the technology and environment to support your work for this course. Working here also may enable you to connect in-person with other students from this course. See the U of MN Computer Labs home page for a link to "Locations & Hours": http://oit.umn.edu/computerlabs

NetFiles
Netfiles is a free service for us to use to securely store and share files. It can be accessed through a web browser. Netfiles was upgraded August 29, 2011.

Links

> NetFiles home page
> NetFiles online orientation (screen casts with transcripts)
> NetFiles technical support

Work for the course is to be submitted by uploading your files to NetFiles. Today create your gdes2342 folder within Netfiles and set permission for the instructor (so I can access your work) and authenticated users (so your work can be viewed by others as links are added to the class "Student Work" page).

1. **Activate your account:** "Before using Netfiles for the first time, each user must activate their NetFiles account. Account activation is done on the "directory tools" page, which can be accessed at https://www.umn.edu/validate." Look under the last heading, "Other Accounts," and click on the link for "NetFiles Account Options."

2. **Access your account:** "If you have an account, you may login with your Internet ID and password upon launching NetFiles." https://netfiles.umn.edu

3. **Create a new folder**:
   a. Click on the "New Folder" button in the toolbar, top right. Type "gdes2342" in the field for the folder name. (Make sure you type the exact same thing: no spaces, no capitalization, all one word.)

   b. Then, click the "Next" button.
4. **Set permissions for sharing the gdes2342 folder with the instructor.**

   a. Having clicked the "Next" button, the page for "Choose Users" appears. Click on the "Search for Users" button.

   b. The "Find User" dialog box appears. In the small field, type "fritchie." Click the "Find" button.

   c. The name "fritchie" should appear in the large box. Click on the name to highlight it. Click OK.

   d. The "Chose Users" page reappears, with the highlighted name "fritchie" in the large box. Click the "Next" button.

   e. The "Verify Permissions" page should appear. For the instructor (Louise Lystig Fritchie), click the button for **Full Access**.

   f. Leave the default setting for "Apply the changed permissions to this folder as well as its sub-folder and files."

   g. Click the "Next" button.

   h. The "Configure" page should appear. Initial recommendation: Deselect all options. However, you can change these options at any time.

   i. Click the "Next" button.

   j. The "Send Email" page appears. Yes, do have the email sent to Louise Lystig Fritchie.

   k. Click the "Finish" button.

   l. Wait for the "progress" icon to finish.

5. **Set permissions for sharing the gdes2342 folder with the instructor.**

   a. Click the box by the gdes2342 folder.

   b. Click on the "Share" button in the tool bar.

   c. The **Choose Users** page appears. Enter nothing. Instead, only click the "Next" button.

   d. By Authenticated Users, click the button under Viewer.

   e. Click the "Finish" button.

6. **Then, set up the first subfolders within the gdes2342 folder for submission of several assignments.**

   a. Double-click the gdes2342 folder.

   b. Click the "New Folder" button.

   c. In the field for Folder Name, type "ex_web" (exactly the same--lowercase and underscore).

   d. Click the "Finish" button.

   e. Click again on the "New Folder" button.
In the field for Folder Name, type "ex_Flash" (exactly the same--lowercase).

g. Click Ok.

h. Repeat for these folders:
   - slideshow
   - testing
   - webPrep
   - webSite

Moodle: Log on via the myU Portal my Toolkit page to access the syllabus, discussions, announcements, grades


2. Log in with your UMN Internet ID and password.

3. Click on the tab for My Courses. Three subtabs appear: Active, Recent, and Upcoming.

4. Under Active, click on the Moodle link for GDes 2342. The home page for this course appears.
## Schedule

Subject to change. Links will be activated on or near the actual date. Last updated September 8, 2012.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Web site</th>
<th>Animation</th>
<th>Usability Testing</th>
<th>HTML, CSS, Flash</th>
<th>Web Style Guide</th>
<th>Other tips and tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>T Sept. 4</td>
<td>Intro</td>
<td></td>
<td>Intro, 1--Structure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Th Sept. 6</td>
<td>Site selected</td>
<td></td>
<td>Identify key tasks. Develop scenarios. Pilot test.</td>
<td>2--Text, 3--Lists (quiz on prior chps.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>T Sept. 11</td>
<td>Intro</td>
<td>Test 1--Current site</td>
<td>4--Links (quiz on prior chps.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Th Sept. 13</td>
<td>Site definition</td>
<td></td>
<td>5--Images, 6--Tables (quiz pattern continues for every chapter)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05</td>
<td>T Sept. 18</td>
<td>Storyboards</td>
<td>Report for Test 1</td>
<td>7--Forms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>Th Sept. 20</td>
<td>Site map</td>
<td></td>
<td>8--Other markup</td>
<td>6--Page Structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07</td>
<td>T Sept. 25</td>
<td>Page sketches</td>
<td></td>
<td>10--CSS intro</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>Th Sept. 27</td>
<td>Storyboard</td>
<td></td>
<td>11--Color</td>
<td>7--Page Designs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09</td>
<td>T Oct. 2</td>
<td>Wire frames</td>
<td></td>
<td>12--Text</td>
<td>8--Typography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>T Oct. 4</td>
<td>Style guides</td>
<td></td>
<td>13--Boxes</td>
<td>9--Editorial Style</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Th Oct. 9</td>
<td>Page layouts (A, B)</td>
<td></td>
<td>14--Tables, lists, forms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Th Oct. 11</td>
<td>Page layouts (C)</td>
<td></td>
<td>15--Layout</td>
<td>10--Forms and Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>T Oct. 16</td>
<td>Page layouts (D)</td>
<td>Still image (C)</td>
<td>Test 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Th Oct. 18</td>
<td>Page layouts (D)</td>
<td>Still image (D)</td>
<td>Report for Test 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>T Oct. 23</td>
<td>Page layouts (E)</td>
<td></td>
<td>16--Images</td>
<td></td>
<td></td>
<td>DW--Review define site</td>
</tr>
<tr>
<td>16</td>
<td>Th Oct. 25</td>
<td>HTML--2 pages</td>
<td></td>
<td>16--Images</td>
<td></td>
<td></td>
<td>Connectivity speed, implications</td>
</tr>
<tr>
<td>17</td>
<td>T Oct. 30</td>
<td>HTML--2 pages</td>
<td>Report for Test 3</td>
<td></td>
<td></td>
<td>Validate HTML</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Th Nov. 1</td>
<td>HTML--4+ pages</td>
<td></td>
<td>18--Flash, Interface, drawing tools</td>
<td>11--Graphics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>T Nov. 6</td>
<td>CSS</td>
<td></td>
<td>19--Validate CSS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
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</tr>
<tr>
<td>20</td>
<td>Th Nov. 8</td>
<td>CSS</td>
<td></td>
<td></td>
<td>Flash--Animation basics</td>
<td></td>
<td>DW, PSP--Review image optimization</td>
</tr>
<tr>
<td>21</td>
<td>T Nov. 13</td>
<td>CSS</td>
<td></td>
<td></td>
<td>Flash--Symbols and instances</td>
<td></td>
<td>DW--View &gt; Results</td>
</tr>
<tr>
<td>22</td>
<td>Th Nov. 15</td>
<td>Building</td>
<td></td>
<td></td>
<td>Flash--Buttons, ActionScript</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>T Nov. 20</td>
<td></td>
<td></td>
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<td>24</td>
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<td>28</td>
<td>T Dec. 11</td>
<td>Submit all through NetFiles and CD; present to class</td>
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