

Spring 2003
Computer Applications in Communication

Main Page

Your greatest problems in life come not so much from the situations we confront as from our doubts about our ability to handle them."

Susan L. Taylor



HU2644

description
& goals
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assignments
grades &
attendance
policies
pdf files
resources

Spring 2003
MWF 8:05 a.m.
to 8:55 a.m.
Walker 134



Fenobia "Penny" Dallas
Walker 146 | 487.3275 | fidallas@mtu.edu
<http://www.hu.mtu.edu/~fidallas/fid/syllabi/HU2644/>

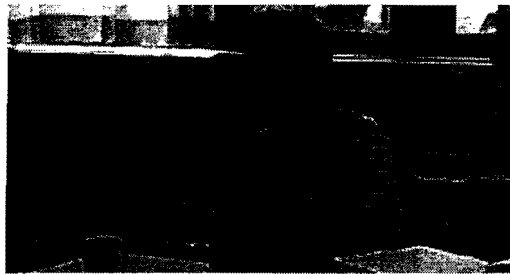
January, 2003
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Description	Spring 2003 Computer Applications in Communication
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Computer Applications in Communication is designed to acquaint you with learning how to learn software. You will receive an introduction to computer systems, programs, and applications that support communication projects. This introduction is through a series of core modules that will acquaint you with network operations, network information systems, capture technologies, word-processing, graphic and drawing packages, and document-design programs. You will also analyze and evaluate hardware and software systems as needed.

While the assignments in this course will familiarize you with particular applications, the real intent of these activities is to help you develop strategies for learning similar applications and for understanding new features for upgraded applications. The modules will help you begin to understand the basics of computer hardware and learn how computers deal with information. And finally, you will do some reading and group discussion which will encourage you to think thoughtfully and critically about the contextual and social issues which these technologies make possible.

In the last quarter of the course you will complete a project which uses multiple software applications and this final project will be presented to the rest of the class. This project is intended to become a portfolio on CD which may assist you in future courses, as well as in securing co-ops, internships, and employment.



Goals	Spring 2003 Computer Applications in Communication
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Students will

- ~ gain a better understanding of the functions of a computer and its multitude of capabilities
- ~ discover the similarities and differences between software applications
- ~ learn to apply several different types software to the same project
- ~ gain a better sense of which applications are most appealing and begin to build a strong repertoire of skills and strategies
- ~ be able to use new software with pleasure and grace instead of frustration and confusion
- ~ begin to look at the various strategies used by software designers
- ~ be presented not just the 'know-how' but the 'know-why' for various software applications

Collaboration

Students come to this class with a variety of experiences using computers, software applications, and digital technology. One of the primary ways you will improve your practical and critical skills is by talking and sharing with other students. Using each other as resources and building off of the knowledge of your classmates and teacher will help build a community of support.

Trak 1 -- these students have less familiarity with software applications. They are expected to complete:

- ~~ all eleven of the core modules
- ~~ two of the five remaining modules
- ~~ all reading response and in class activities
- ~~ a final project.

Trak 2 -- these students are more familiar with software applications. They are expected to complete:

- ~~ six of the eleven core modules
- ~~ all five of the remaining modules
- ~~ present a student demonstration
- ~~ all reading response and in class activities
- ~~ a final project.

Dual Trak -- in order to help build a community of support, student groups will be assigned to create a short user manual that is designed to accompany one of the core modules. In accomplishing this task it will be important for the manual writers to take into consideration the various ways people learn technology.

Needed materials

- ~ One 100MB Zip Disk for PC or Mac
- ~ Three blank CD-R
- ~A sense of humor

Suggested text

Hilligoss, Susan. (2000). *Visual Communication: A Writer's Guide*. New York: Longman.

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Schedule	Spring 2003 Computer Applications in Communication
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In order to gain the most from this course, the dynamics of the group may require modification(s) to the syllabus. As such, I reserve the right to revise the syllabus and/or course schedule to better serve our needs. **Please check it routinely for any updates.**

*** NOTE: As of January 13, 2003, only the first week of the syllabus is current. ***

Pod 1--Left Brain	Pod 2--Right Brain	Pod 3--Some Brain	Pod 4--All Brain
week 1-week 4	week 5-week 7	week 8-week 11	week 12-week 15
1/13 to 2/7	2/10 to 2/28	3/10 to 4/4	4/7 to 5/2
Winter Carnival: 2/13-2/16	Spring Break: 3/1-3/9		

Date	In class	Assignment	Due for class	Due by Noon
Week 1 M 1/13	<ul style="list-style-type: none"> • Introduction to course • Trak selection • Getting to know the CCLI • Software inventory • <u>How do you learn? What do you know?</u> 	<ul style="list-style-type: none"> • <Basic skills for the CCLI module> • <Mac module> • <PC module> • <Unix commands module> • <Glossary module> • <Syllabus response> • <Netiquette module> 		
W 1/15	<ul style="list-style-type: none"> • <u>Learning to learn software</u> • Selecting printers • Eudora demo • Word demo • Excel demo 	<ul style="list-style-type: none"> • <Eudora module> • <Word part 1 module> • <Word part 2 module> • <Excel module> 	[Syllabus response]	
F 1/17	Lab Day	Eudora, Word, Excel		[Eudora module] Send netiquette e-mail to instructor
Week 2 M 1/20	<ul style="list-style-type: none"> • Learning to learn software presentation • Scanning demo • PDF demo 	<ul style="list-style-type: none"> • <Scanner module> • <PDF module> • Read <"Absolute Power Point"> • <Reading response> to "Absolute Powerpoint" 		[Word module]
W 1/22	<ul style="list-style-type: none"> • Discuss "Absolute Powerpoint" article • Powerpoint demo 	<ul style="list-style-type: none"> • <Powerpoint module> 	[Reading response to "Absolute Powerpoint"]	
F 1/24	Lab Day	Powerpoint, Scanning		[Excel module]

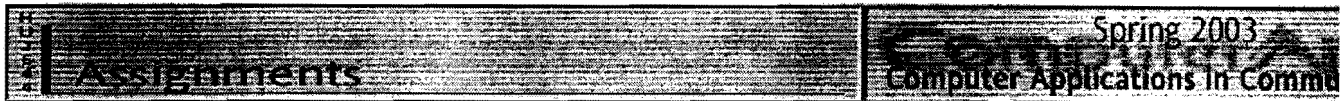
Week 3				
M 1/27	<ul style="list-style-type: none"> Scanning images demo 	<ul style="list-style-type: none"> <Photoshop module 1> Read <Hilligoss' Chapter 1-3 in <i>Visual Communication</i>> <Reading response> to Hilligoss' Chapters 1-3 		[Powerpoint module]
W 1/29	<ul style="list-style-type: none"> Digital camera demo CD burning demo 	<ul style="list-style-type: none"> <PDF module> 		
F 1/31	Lab Day	Scanning, PDFs		
Week 4				
M 2/3	<ul style="list-style-type: none"> Discussion of Hilligoss' Chapters 1-3 in <i>Visual Communication</i> <In-class activity> 	<ul style="list-style-type: none"> <User manual> 	[Reading response] to Hilligoss' Chapters 1-3 in <i>Visual Communication</i>	[Scanner module] [PDF module]
W 2/5	Lab Day	User manual		
F 2/7	Class Cancelled	Winter Carnival		
Date	In class	Assignment	Due for class	Due by Noon
Week 5				
M 2/10	<ul style="list-style-type: none"> Photoshop demo 1 InDesign demo 	<ul style="list-style-type: none"> <Photoshop module 1> <InDesign module> Read <Hilligoss' Chapter 4> <Reading Response> to Hilligoss' Chapter 4 		
W 2/12	<ul style="list-style-type: none"> Discussion of Hilligoss' Chapter 4 in <i>Visual Communication</i> Photoshop demo 2 	<ul style="list-style-type: none"> <Photoshop module 2> 	[Reading response] to Hilligoss' Chapter 4 in <i>Visual Communication</i>	[User manual]
F 2/14	Lab Day	Photoshop, InDesign		
Week 6				
M 2/17	<ul style="list-style-type: none"> Illustrator Demo HTML Demo 	<ul style="list-style-type: none"> <Illustrator module> <HTML module> Read <Interview with Scott McCloud> <Reading Response> to McCloud Interview 		[Photoshop module 1] [Photoshop module 2]
W 2/19	<ul style="list-style-type: none"> GifBuilder Demo Dreamweaver Demo 	<ul style="list-style-type: none"> <GifBuilder module> <Dreamweaver module> 		
F 2/21	Lab Day	Illustrator, HTML		
Week 7				
M 2/24	<ul style="list-style-type: none"> Midterm evaluations 			
W 2/26	Lab Day	GifBuilder, Dreamweaver		[Illustrator module] [GifBuilder module]
F 2/28	Optional Lab Day			
M 3/3	No Class	Spring Break	Class	Class
W 3/5	No Class	Spring Break	Class	Class

F 3/7 No Class		Spring Break		
Date	In class	Assignment	Due for class	Due by Noon
Week 8 M 3/10	<ul style="list-style-type: none"> Fireworks Demo 	<ul style="list-style-type: none"> <Fireworks module> Read Interview with Scott McCloud 		[InDesign module]
W 3/12	<ul style="list-style-type: none"> Scott McCloud <in-class activity> 		<Reading response> to McCloud interview	
F 3/14	Lab Day	Fireworks		[HTML module]
Week 9 M 3/17	<ul style="list-style-type: none"> Flash demo 	<ul style="list-style-type: none"> Flash module Director module Read article on copyright/MP3s reading response for copyright/MP3s 		[Dreamweaver module]
W 3/19	<ul style="list-style-type: none"> Director demo 			
F 3/21	Lab Day	Flash, Director		
Week 10 M 3/24	<ul style="list-style-type: none"> Discuss Final Project Proposals Begin working on final projects 	<ul style="list-style-type: none"> Final Projects <final project proposal> 	Read article on copyright/MP3s reading response for copyright/MP3s	Fireworks module
W 3/26	<ul style="list-style-type: none"> Sound software demo 	<ul style="list-style-type: none"> Read Wysocki's "Impossibly Distinct" Reading Response to Wysocki 	Sound Software - Bring a CD to class???	
F 3/28	Lab Day	Flash module and Sound Software		
Week 11 M 3/31	<ul style="list-style-type: none"> Bryce demo Poser demo 	<ul style="list-style-type: none"> Bryce module Poser module 	[final project proposal]	Flash module
W 4/2	<ul style="list-style-type: none"> Looking at Multimedia CDs in-class activity 		Reading Response to: Wysocki's "Impossibly Distinct"	
F 4/4	Lab Day	Bryce, Poser		
Date	In class	Assignment	Due for class	Due by Noon
Week 12 Mon 4/7	Lab Day sharing time	Lab Day <ul style="list-style-type: none"> Read iMovie selection 		<Director module>
Wed 4/9	<ul style="list-style-type: none"> iMovie Demo 	<ul style="list-style-type: none"> iMovie and reading discussion ??? module 	Multimedia Comparison Response	
Fri 4/11	<ul style="list-style-type: none"> Digital Video Camera Demo 	<ul style="list-style-type: none"> ??? module 		
Week 13 Mon 4/14	<ul style="list-style-type: none"> iMovie in-class activity 		Reading Response to iMovie book excerpt Read iMovie selection	

Wed 4/16	<ul style="list-style-type: none"> • Final Project Discussion • Consultant certification option 	Final Projects		Bryce module Poser module
Fri 4/18	Discuss Final project proposals	Final Projects	Final Project Proposal	
Week 14 Mon 4/21	Lab Day	Final Projects		
Wed 4/23	Lab Day	Final Projects		
Fri 4/25	Lab Day	Final Projects	Consultant certification due	
Week 15 Mon 4/28	Project Presentations	Project Presentations	Final projects completed	
Wed 4/30	Project Presentations	Project Presentations	Final projects completed	
Fri 5/2	Project Presentations	Project Presentations	Final projects completed	Final Projects Due



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Assignment listing and point values

Modules (each worth 100 points)

1. Basic skills/PC/Mac/UNIX/Glossary/Eudora/Netiquette
2. Microsoft Word (two parts)
3. Microsoft Excel
4. Acrobat PDF/Scanning
5. Microsoft Powerpoint
6. Adobe Photoshop (two parts)
7. Adobe Illustrator
8. Adobe InDesign (Note: replaces Pagemaker)
9. GifBuilder
10. HTML (HyperText Markup Language)
11. Macromedia Dreamweaver
12. Macromedia Fireworks
13. Macromedia Flash
14. Macromedia Director
15. Bryce
16. Poser

Trak 1 students MUST complete modules 1 through 11, and two of modules 12 through 16 (100 points)

Trak 2 students MUST complete modules 2, 4, and 8 through 16 (1100 points)

Trak 2 alternative software/application and student demonstrations (200 points)

Dual Trak user manual (100 points)

You may substitute one module for the CCLI certification. This substitution must be agreed by me, and the certification must be completed by the end of the 14th week of the semester.

• *Module total: 1400 points*

Reading responses and in class activities (worth 50 points each)

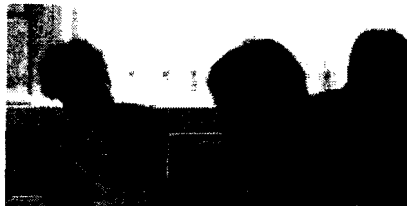
1. Syllabus response
2. Reading response for Parker's "Absolute PowerPoint"
3. Reading response for Meggs' Chapter 1
4. Reading response for Meggs' Chapter 2
5. Reading response for McCloud interview

6. Activity based on McCloud comics
7. Reading response for excerpt from iMovie book
8. Reading response for Wysocki's "Impossibly Distinct"
9. Multimedia CD comparison activity

• **Response/activity total: 450 points**

• **Final project: 200 points**

Course total: 2050 points



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Grading Policy

The grading for the class will be based on the projects submitted from each module, reading responses, in class activities, and a final project. A student cannot pass the class without turning these required items.

Instructor's discretion: these fifteen points in each of the modules will be based on the effort and originality present in the work you turn in. These points are designed to encourage you to extend and explore the capabilities of the software on your own and beyond what you are explicitly directed to do. This self-directed work is important because it a very necessary ability as you continue on academically and professionally. Use these points to pursue what is of interest to you and to have fun.

Your final grade for this course will be calculated on the following scale:

Modules	1400
Trak 1: 13 modules	1300
Trak 2: 11 modules	1100
Trak 2 alternative application/demonstration	200
Dual trak user manual	100
Reading responses/in class activities	450
Syllabus response	50
Reading response for Parker's "Absolute PowerPoint"	50
Reading response for Meggs' Chapter 1	50
Reading response for Meggs' Chapter 2	50
Reading response for McCloud interview	50
Activity based on McCloud comics	50
Reading response for excerpt from iMovie book	50
Reading response for Wysocki's "Impossibly Distinct"	50
Multimedia CD comparison activity	50
Final project	200
Compilation	100
Presentation	100
Total	2050

Points and Grading Scale

There are 2050 points possible in this course (for a listing of all assignments, [click here](#)).

The grading scale is:

A	1951- 2050
AB	1851- 1950
B	1751- 1850
BC	1651- 1750
C	1551- 1650
CD	1451- 1550
D	1351- 1450
F	1350- below



Attendance

The various parts of the course will involve learning to learn software, discussing readings in class, sharing ideas and projects with one another, and presenting our own expertise to all. Given the importance of these components, attendance is required unless otherwise indicated by me. **You are allowed to miss two classes this semester; the subsequent unexcused absences will affect your final grade by 1/2 letter grade.** If you miss a class, you are responsible for finding out from me or a classmate what you missed and for making up any work that you missed. If you are absent on the day an assignment is due, you are still responsible for turning in the assignment. If you know you will be absent, contact me to make arrangements to drop off the assignment in my office or mailbox or have another student bring the assignment to class for you.

Lateness

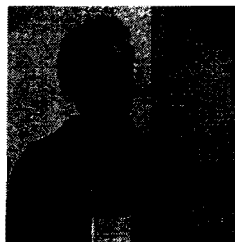
Frequent lateness will be rewarded with a lowered grade.

Optional classes--Lab days

There will be days when classroom attendance will not be required—days when I will be demonstrating software exclusively. These demonstrations will almost always cover material not found in the modules, and while it would be beneficial for you to come if you feel that your time would be better spent exploring these components in the lab by yourself, you are welcome to do so. **Please do not assume attendance is optional, unless I explicitly indicate this in advance or it is indicated in the schedule.**

Questions?

While you are not required to come to my office during office hours, you may have a question or idea that you would like to discuss. Stop by my office in Walker, room 146, on our agreed to office hours. You can also schedule an appointment for a mutually convenient time by calling me at 487.3275 or e-mailing me at fidallas@mtu.edu.





MTU's Policy on Academic Integrity:

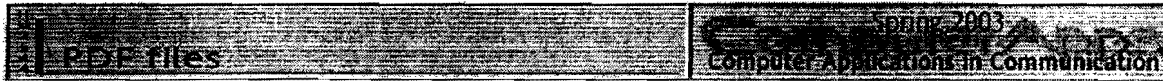
Plagiarism is considered cheating and is a serious academic offense. MTU's Academic Integrity policy defines plagiarism as "knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation," and covers copying sections, major ideas, or entire papers from printed or electronic sources, as well as turning in papers written by other students as your own work. Plagiarism is not only dishonest but it prevents you from learning, the primary reason you are here. Access to information from the Internet and the World Wide Web brings another level of complexity to this issue, specifically "fair use" concerns. If you ever have further questions about this issue, please talk with me or consult a coach in the Writing Center (7-2007).

MTU's Policy on Discrimination and Harassment:

MTU complies with all federal and state laws and regulations regarding discrimination and harassment, including the Americans with Disabilities Act (ADA) of 1990. If you have a disability and need reasonable accommodation for equal access to education and services at MTU, please contact Dr. Gloria Melton, Associate Dean of Students (7-2212). For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (7-3310).



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These articles are provided for responsive reading and group discussion which will encourage you to think thoughtfully and critically about the contextual and social issues which technologies make possible.

*****CAUTION:** These articles are fairly large and make take some time downloading. You may wish to save them to your computer at home, or open them in the CCLI and print them from there. Either way, be prepared for a wait time involved with opening and printing the articles. ***

[Ian Parker's "Absolute Powerpoint: Can a Software Package Edit Our Thoughts?"](#)

[Susan Hilligoss' Chapters 1-3: "Why Visual Communication?," "First Impressions," "Second Impressions"](#)

[Susan Hilligoss' Chapter 4: "Planning Visual Design"](#)

[Interview with Scott McCloud from *Wired* Magazine](#)

[Anne Wysocki's "Impossibly Distinct: On Form/Content and Word/Image in Two Pieces of Computer-Based Interactive Multimedia"](#)

The following articles are excerpts from ***Making iMovies***. You only need to read the first article listed below unless you are planning to use iMovie for your final project. The remaining articles focus more on the "how to's." These articles are well written and are a good resource of information if you choose to use iMovie in your final project.

- [Introduction to iMovie and Storytelling](#)
- [Importing video into iMovie](#)
- [Importing sound into iMovie](#)
- [Creating transitions and titles](#)



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Resources

Below are a list of online resources that provide additional information, tutorials, and downloadable files for the work you will be asked to do in this course. If you find other useful sites that you think would be appropriate to include on this list, please let me know in class, or email me Fenobia Dallas.

Information

HU2644: Computer Applications
Spring 2003

Instructor: Fenobia Dallas
Office location: Walker 146
Office phone: 487.3275
E-mail: fidallas@mtu.edu
Course Website: <http://www.hu.mtu.edu/~fidallas/fid/syllabi/HU2644/>
Course Email List: anykey-l@mtu.edu

Classroom: Walker 134
Office hours: TBA, and by appointment

CCLI consultants

The consultants in the CCLI are here to help us, **NOT** to do our work. One of the goals of this course is to enable you to become more savvy about technical applications, as well as become more critical users of technology. Monopolizing the consultants' time when you should be working through a module is problematic and will not reflect your work. Use the consultants wisely. Work through a problem first, taking various avenues to solve the problem before engaging the consultant. You may even wish to check the expertise grid (posted on the student lounge door of the CCLI) to get further assistance. When you do need assistance, be specific about the problem and let the consultant know exactly what you are doing. In this way the consultant can focus directly on the sticking point. Remember, the consultant is in the lab to assist ALL users, and the consultants also have CCLI-specific duties. Don't expect them to pull up a chair and baby-sit you through a module!

"Faux pas"

The CCLI consultants wear a kimono when on duty. Please be respectful of them as individuals and do not disturb them when they are off-duty and in the lab working on their own coursework. If you do not see anyone on duty and you need assistance with equipment not working or with a software application not functioning properly, what should you do? Let us come together as a class and determine the best response.

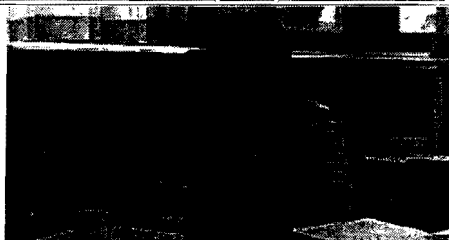
CCLI web address: <http://www.hu.mtu.edu/ccli>
~check the expertise grid for additional assistance with module software

Contact [Marjorie Herbert](mailto:mgherbert@mtu.edu) for checking out portable equipment (mgherbert@mtu.edu).

Resource information for modules

Adobe Acrobat and PDFs	Scanner module PDF module
Adobe Illustrator	Illustrator module
Adobe InDesign	InDesign module
Adobe Photoshop	Photoshop1 module Photoshop2 module
Apple iMovie	iMovie in class activity

Bryce		Bryce module
Clip Art		Varioou modules
Eudora E-mail		Eudora module
Fonts		Various modules
History of Computers, Internet, World Wide Web		Basic skills module Mac module PC module
HTML coding and Web design		HTML module
Java		Dreamweaver module
Macromedia Director		Director module
Macromedia Dreamweaver		Dreamweaver module
Macromedia Fireworks		Fireworks module
Macromedia Flash		Flash module
Microsoft Excel		Excel module
Microsoft Powerpoint		Powerpoint module
Microsoft Word		Word1 module Word2 module
Poser		Poser module



Eudora E-mail

- <http://www.eudora.com/>

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Microsoft Word

- <http://www.microsoft.com/office/using/default.htm>
- <http://www.microsoft.com/office/word/default.htm>
- <http://www.baycongroup.com/word.htm>
- <http://www.mvps.org/word/>
- <http://www.fgcu.edu/support/office2000/word/index.html>

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Microsoft Excel

- <http://www.microsoft.com/office/using/default.htm>
- <http://www.microsoft.com/office/excel/default.htm>
- <http://www.usd.edu/trio/tut/excel/>
- <http://www.fgcu.edu/support/office2000/excel/>

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Microsoft Powerpoint

- <http://www.microsoft.com/office/using/default.htm>
- <http://www.fgcu.edu/support/office2000/ppt/index.html>
- http://www.iupui.edu/~webtrain/tutorials/powerpoint2000_basics.html
- <http://einstein.cs.uri.edu/tutorials/csc101/powerpoint/ppt.html>

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Adobe Acrobat and PDFs

- <http://www.adobe.com/support/products/acrobat.html>
- <http://www.performancegraphics.com/Pages/howtof.html>
- http://www.learningpage.com/free_pages/acrobat_tutorial.html

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RoboHelp

- http://www-unix.oit.umass.edu/~pwtc/software/lab/robohelp_nonjava.shtml
- <http://www.school-for-champions.com/techwriting/webhelp2.htm>
- <http://sarah.gray.tripod.com/RoboHELP.tutorials.htm>

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Adobe Photoshop

- <http://www.adobe.com/support/products/photoshop.html>
- <http://www.designsbymark.com/pstips/index.shtml>
- <http://www.eyeball-design.com/page09.htm>
- http://www.tutorialhound.com/photoshop/tutorials/photoshop_tutorials.shtml
- <http://www.absolutecross.com/tutorials/photoshop.htm>
- http://www.dccdesigner.com/Htm/Tutorials/piero_photoshop_tutorial_4_1_3d_.htm
- http://www.designer-info.com/Writing/advanced_photoshop_tutorial.htm
- http://www.wowwebdesigns.com/power_guides/

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Adobe Illustrator

- <http://www.adobe.com/support/products/illustrator.html>
- <http://www.adobe.com/products/tips/illustrator.html>
- <http://www.2ginc.com/tutorials/illus.html>
- <http://graphicdesign.about.com/library/tutorials/blillustrator.htm>
- http://www.wowwebdesigns.com/power_guides/

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Macromedia Fireworks

- <http://www.macromedia.com/support/fireworks/>
- <http://hotwired.lycos.com/webmonkey/98/30/index2a.html>
- <http://www.csis.american.edu/ribiere/english/classes/Creativity/tutorials/fireworks/fireintro.htm>
- <http://www.massimocorner.com/index.html>

- <http://www.ezwebdesign.com/fireworks.html>

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Adobe InDesign

- <http://www.adobe.com/support/products/pagemaker.html>
- <http://desktoppub.about.com/cs/pagemakertips/>
- <http://www.taylorpub.com/sam/samdownloads/Lesson%201%20-%20PageMaker%20Tools.pdf>
- <http://www.esc7.net/esc7/tech/pagemaker.html>

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HTML coding and Web design

- <http://hotwired.lycos.com/webmonkey/design/>
- <http://www.htmlgoodies.com/>
- <http://www.nathan.com/resources/index.html>
- http://www.designer-info.com/Writing/web_design_tutorial.htm
- http://www.macromedia.com/support/dreamweaver/layout/site_planning/
- <http://lynda.com/hex.html>
- <http://www.w3schools.com/>
- <http://www.davesite.com/webstation/html/>

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Macromedia Dreamweaver

- <http://www.macromedia.com/support/dreamweaver/>
- http://www.designer-info.com/Writing/dreamweaver_tutorial.htm
- <http://www.learnthat.com/courses/viewlets/dreamweaver/index.shtml>
- <http://www.101-dreamweaver-tutorials.com/>
- <http://www.webmasterbase.com/tutorials/Dreamweaver/>
- <http://www.ezwebdesign.com/dreamweaver.html>

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