Course Syllabus
LI843XI

Web Design and Development

Spring Semester 2014

Faculty: Melissa Messina
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Primary Phone: (816) 785-3013
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: 3/25, 4/28, 4/29

Important Dates for Spring 2014

1/22 First Day of Class  2/4 Last Day to Add/Drop  3/25 Midterm Grades Due
4/9 Last Day to Withdraw 5/9 Last Day of Class  5/17 Commencement
5/20 Final Grades Due

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

Introduction to the basic principles, processes, and technologies of Website design and construction. Covers HTML programming, cascading style sheets, JavaScript, and other Web design tools. Examines the issues of Web usability, accessibility, and Web standard compliance. Students create Websites for real-world clients. (Approved 2/16/2009)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will have acquired:</th>
<th>Related Class Assignment(s)</th>
<th>MLS Program Outcomes</th>
<th>ALA Core Competence(s)</th>
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</thead>
<tbody>
<tr>
<td>An understanding of the basic processes, skills, and strategies for web design.</td>
<td>2, 3, 4</td>
<td>3, 4</td>
<td>3, 4, 7</td>
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<tr>
<td>Experience designing, constructing, evaluating, and maintaining websites.</td>
<td>1, 2, 3, 4</td>
<td>3, 4</td>
<td>3, 4, 7</td>
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<tr>
<td>Fundamental knowledge needed to pursue more advanced web technology and development, either through structured or self-directed learning.</td>
<td>2, 3, 4</td>
<td>3, 4, 7</td>
<td>3, 4, 7</td>
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<tr>
<td>Project management skills in a team-based environment.</td>
<td>4</td>
<td>7, 8 PV1, PV2</td>
<td>7, 8</td>
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</tbody>
</table>

Course Overview

This course provides a basic introduction to standards-based, responsive Web design through the trinity of structure (HTML), presentation (CSS), and performance (JavaScript). Students will study the fundamentals of web accessibility, usability, and sustainability and apply these concepts to the creation of a personal website and to a site for a real-world client. The goal of the course is to help students become confident and resourceful web designers and independent learners through a collective approach to successful development and troubleshooting strategies.

Contact Me

My contact information is provided in the syllabus header. For topical questions, please post to the appropriate discussion forum so your classmates can benefit from your curiosity. For personal issues or to schedule a meeting time, email is best and I will respond as soon as possible. Phone calls (no texts, please) and weekend messages will be returned during business hours (M-F, 9am-4pm).

Assignment Policy

Assignments must be completed on time. I do not accept late assignments, unless you have contacted me before the due date. Please be sure to start early and give enough time to complete the readings and other coursework.
As indicated in the syllabus header, this is a 3-hour graduate level course. You will need to plan for approximately 9-12 hours each week for readings, coursework, and other class activities.

**Required Readings**


Other required articles, videos, and tutorials will be available on Canvas.

**Recommended Readings**


**Learning Activities**

**Course Format**

The course is structured around three individual assignments and one group project for which students will apply knowledge and skills gained from the readings, tutorials, and lectures. We will meet three times online for lecture and group website presentations. Attendance is required for these evening sessions so if you have a schedule conflict, please make arrangements at the start of the course to be available.

Meeting 1 – CSS lecture: Tuesday, March 25, 7:00 pm Central Time

Meeting 2 – Presentation practice session: Monday, April 28, 7:00 pm Central Time

Meeting 3 – Website presentations: Tuesday, April 29, 7:00 pm Central Time

**Course Preparation**

**Y Drive Access**

The Y drive is your online personal storage for files. It also houses the public_html folder where you will store your ESU-hosted web pages. Make sure you can access your Y: drive and folder before the start of the course. Instructions are available at [http://sky.emporia.edu/skyfiles/default.aspx](http://sky.emporia.edu/skyfiles/default.aspx). If you need assistance, contact SLIM Tech Support at slimhelp@emporia.edu or contact the IT Helpdesk at 341-5555/helpdesk@emporia.edu.

**Data Backup**
Students are also responsible for making sure their computer work is safeguarded. That means keeping a backup of files on your Y: drive and a second backup on a flash drive or in cloud storage.

**Required Software**

Please have installed the following free software by the first week of the course:

- Web browsers: Internet Explorer, Firefox, Chrome, and one other (Safari, Opera, etc.)
- Text editor: For PC, Notepad++; for Mac, TextWrangler
- Image editor (just one of these): GIMP, Paint.NET

**Assignments**

In support of developing skills as an independent learner, this course emphasizes the importance of learning to code and troubleshoot web pages through trial and error by building a knowledge base of successful strategies and solutions in an online, collaborative learning environment. The expectation is not that students will always solve the problem but that they will try. So in addition to completing the assigned reading, participating in discussions, and contributing significantly to the group project, your participation grade will be based on efforts to identify and help solve problems in your classmates’ design and coding.

All troubleshooting questions must be posted to a new or established thread on the appropriate Blackboard forum. When posting, please describe what approaches or solutions you have already tried, and use screenshots to illustrate the problem.

**Assignment 1: Website Evaluation (10%)**

Students will select and evaluate two websites using criteria from course readings. Instructions available on Canvas.

**Assignment 2: Three-Page HTML Website (15%)**

Students will hand-code a three-page website written in standards-based HTML5. Instructions available on Canvas.

**Assignment 3: Three-Page CSS Website (15%)**

Students will build on their HTML website by layering CSS over the HTML structure. Instructions available on Canvas.

**Assignment 4: Collaborative Website (40%)**

Students will be randomly assigned to teams of three or four people to create a website or redesign an existing website for a real-world client. Instructions available on Canvas.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Assignment 1: Website Evaluation (10%)</td>
<td></td>
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<tr>
<td>Assignment 2: Three-Page HTML Website (15%)</td>
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<td></td>
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<tr>
<td>Assignment 3: Three-Page CSS Website (15%)</td>
<td></td>
<td></td>
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<tr>
<td>Assignment 4: Collaborative Website (40%)</td>
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<tr>
<td>Assignment</td>
<td>Due Date</td>
<td>Points</td>
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</tr>
<tr>
<td>Website Evaluation</td>
<td>2/9</td>
<td>10</td>
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<tr>
<td>Three-Page HTML Website</td>
<td>3/2</td>
<td>15</td>
</tr>
<tr>
<td>Three-Page CSS Website</td>
<td>3/30</td>
<td>15</td>
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<tr>
<td>Participation</td>
<td>Throughout</td>
<td>20</td>
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## Course Outline

<table>
<thead>
<tr>
<th>Unit</th>
<th>Modules</th>
<th>Readings</th>
<th>Assignments and Due Dates</th>
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</table>
Post: What are web standards and why are they important? How do they relate to accessible, usable, sustainable design? List two reasons and respond to two classmates’ posts. Due 2/2.  
Assignment 1: Website Evaluation – due 2/9 |
| 2: HTML for Structure | 2.1: Text, Links, Images 2.2: Tables, Forms, HTML5 Audio, Video, & Canvas Elements | | Post: At this point in the course, what aspects of HTML do you find most fun or challenging? Why? List two and respond to two classmates’ posts. Due 2/16.  
Post: What technical issues are you encountering with your web site and how did you fix them? List two and respond to two classmates’ posts. Due 2/23.  
Assignment 2: Three-Page |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Modules</th>
<th>Readings</th>
<th>Assignments and Due Dates</th>
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<tbody>
<tr>
<td>3: CSS for Presentation</td>
<td>3.1: Text, Styling, Box Model</td>
<td></td>
<td>HTML Website – due 3/2. Post: What coding or validation issues did you encounter with your web site and how did you fix them? How does your site look at different screen sizes? Respond to two classmates’ posts. Due 3/2.</td>
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<tr>
<td>3/3-3/30</td>
<td>3.2: Positioning, Layout, Advanced CSS Techniques</td>
<td></td>
<td>Post: What technical issues are you encountering with your web site and how have you tried to fix them? List two and respond to two classmates’ posts. Due 3/9.</td>
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<tr>
<td></td>
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<td></td>
<td>Class Meeting - CSS Lecture. 3/25 7:00 pm CT</td>
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<td></td>
<td></td>
<td></td>
<td>Post: What coding or validation issues did you encounter with your web site and how did you fix them? Respond to two classmates’ posts. Due 3/30.</td>
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<tr>
<td>4: Web Project Management</td>
<td>4.1: Team roles &amp; Collaboration</td>
<td></td>
<td>Post: As you begin the group project, what aspects of the web team model most interest you? What roles and tasks seem most challenging? Cite examples from the readings and respond to two classmates’ posts. Due 4/6.</td>
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<tr>
<td>3/31-4/6</td>
<td>4.2: Information Architecture</td>
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<td>4/7-4/20</td>
<td>5.2: SEO, Analytics &amp; Sharing Content</td>
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<td>Assignment 4.2: Summarize the results of the group planning activity. Due 4/6.</td>
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<tr>
<td>Unit</td>
<td>Modules</td>
<td>Readings</td>
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<td>Assignment 4.5: Finished website, final report, team member evaluations. Due 5/9.</td>
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**Grading Criteria**

Detailed instructions are provided for each assignment but in general, students earn points for an assignment based on the following considerations:

**Intellectual quality of the assignment.** Factors include graduate-level composition quality showing maturity, clarity, and good organization; support of arguments and discussion with adequate examples; support of arguments and discussion with the work of other scholars.

**Meeting both the goals and the tasks of the assignment.** Compliance with assignment instructions for content, format, and submission.

**Mechanical quality.** The use of good English rhetoric, compliance with APA reference and style formats, and proper attention to the mechanics of sentence structure, punctuation, and spelling.

**Attribution.** Use of another's work as your own results in zero points and possibly other consequences. Work of others must always be given proper credit. Often there is a fine line between copying, paraphrasing, borrowing ideas, and using common knowledge. The first three require citations, but the last does not.

**Timeliness.** Late assignments are not accepted unless an extension is obtained before the due date.

**Participation.** Weekly posts to the discussion board are required. Your contributions will be assessed for quality as well as quantity.
**SLIM Grading Scale**

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<tr>
<td>96 -100</td>
<td>A</td>
<td>77 -79</td>
</tr>
<tr>
<td>90 - 95</td>
<td>A-</td>
<td>74 - 76</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B+</td>
<td>70 - 73</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B</td>
<td>0 - 69</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
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**SLIM Attendance Policy**

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to the following URL for more information:
In cases of emergency, go to [http://www.emporia.edu/slim/about/policies.html](http://www.emporia.edu/slim/about/policies.html) for more information.

**SLIM Grade Policy**

All graduate courses required in the university-approved curricula of SLIM’s master’s programs program, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment. Before enrollment can be done, the student is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean. The administrative hold will be released once the student completes his or her next semester course(s) with a B- or above.

If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic warning for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from the SLIM’s graduate program.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, doctoral program, and academic concentrations. It also applies to all those who have
passed into MLS or doctoral degree candidacy.

**SLIM Incomplete Grade Policy**

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: [http://www.emporia.edu/regist/trnsept/grades.html](http://www.emporia.edu/regist/trnsept/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

**Course Evaluations**

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

**Faculty-initiated Student Withdrawal Procedure**

Students should be aware that your instructor follows the university’s policy of faculty-initiated student withdrawal. It reads as follows: “If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [Policy and Procedures Manual 43.11]
Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1200 Commercial Street / Box 23
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu