Course Syllabus

LI843XI

Web Design and Development

Spring Semester 2015

Faculty: Melissa Messina
E-mail: mmessina@emporia.edu
Primary Phone: (816) 785-3013
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet, begins 1/21

Important Dates for Spring 2015

1/21 First Day of Class
2/3 Last Day to Add/Drop
5/8 Last Day of Classes
5/16 Commencement
4/8 Last Day to Withdraw
5/19 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 be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the basic processes, skills, and strategies for web design.</td>
<td>3, 4</td>
<td></td>
<td>4A, 4B</td>
</tr>
<tr>
<td>2. Design, construct, evaluate, and maintain a website.</td>
<td></td>
<td>4</td>
<td>4A, 4B</td>
</tr>
<tr>
<td>3. Apply fundamental knowledge to pursue advanced web technology.</td>
<td></td>
<td>4, 7</td>
<td>4D</td>
</tr>
<tr>
<td>4. Examine the issues of usability, accessibility and standards compliance.</td>
<td></td>
<td>4, 6</td>
<td>4C, 8C</td>
</tr>
<tr>
<td>5. Utilize project management skills in a team-based environment.</td>
<td></td>
<td>8, 4</td>
<td>8B</td>
</tr>
</tbody>
</table>

Approved 8/27/2014

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 an informational site for a real-world client. The goal of the course is to help students become confident and resourceful web designers and independent learners in a collaborative learning environment.

Instructor Contact Information

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


Other learning resources will be available on Canvas.

Learning Activities

Course Preparation

“Files” Network Y Drive Access

The Y drive is your personal ESU online storage for files and houses the “public_html” folder where you will upload and publish your web pages for class. Only files uploaded to public_html will be visible on the web. ESU provides each student with 25MB of space for file storage and for hosting a website.

*Make sure you have set up access to your Y drive and public_html folder by the first week of class.*

Instructions on how to connect to the “Files” network drive are available at [https://sky2.emporia.edu/files/_layouts/15/start.aspx#/SitePages/Home.aspx](https://sky2.emporia.edu/files/_layouts/15/start.aspx#/SitePages/Home.aspx)

Occasionally there are login issues when connecting to your Y drive. If you need assistance, please contact SLIM Tech Support at slimhelp@emporia.edu or contact the ESU IT Helpdesk at 341-5555/helpdesk@emporia.edu and copy me on the email so I’m in the loop.

Data Backup

Students are responsible for making sure their work is safeguarded so make it a habit to save your files at the end of each work period with preferably two backups. For example, after you save your work locally on your hard drive then also back it up in the "cloud" (i.e., server storage that is backed up on a regular basis such as Dropbox or Google Drive) and on a secondary storage device such as an external hard drive or a flash drive that you keep in a safe location.

Required Software

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

- Standard desktop web browsers: Internet Explorer 8 or 9 (PC), Firefox, Chrome, and Safari (Mac).
• Source code editor for PC: Notepad++. DO NOT use the “Windows Notepad” software that comes bundled with the OS and uses this icon: 🖥️.

Source code editor for Mac: TextWrangler.

• Image editor (just one of these): GIMP, Paint.NET be sure to click the correct download link:

GIMP, Paint.NET.

Assignments

The course is structured around three individual assignments and one group project for which students will progressively apply knowledge and skills gained from the readings, tutorials, and lectures. Online participation is also a critical component of the class and it is important that you review the Canvas forums daily and participate weekly.

Participation and engagement (20%)

In support of developing skills as an independent learner, this course emphasizes learning to code and troubleshoot web pages by building a knowledge base of successful strategies and solutions in a collaborative learning environment. The expectation is not that students will always solve the problem but that they will try.

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. Weekly posts to the discussion board are required, even if they are just a quick comment or question.

All troubleshooting questions should be posted to a new or established thread on the appropriate Canvas forum. When posting, please describe what approaches or solutions you have already tried, provide copies of your files or code, and use screenshots to illustrate the problem.

HINT: Before posting, do a keyword search (CTRL + f) within the forum to make sure the question hasn’t already been answered.

Assignment 1: Website Evaluation (10%)

Students select and evaluate a website using criteria from course readings. Instructions available on Canvas.
Assignment 2: Three-Page HTML Website (15%)

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

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

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

Assignment 4: Collaborative Website (40%)

Students are randomly assigned to teams of three or four to create or redesign a hand-coded informational website for a real-world client. Instructions available on Canvas.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1: Website Evaluation</td>
<td>1, 4</td>
<td>2/1</td>
<td>10</td>
</tr>
<tr>
<td>A2: HTML Website</td>
<td>1, 2, 3, 4</td>
<td>2/15</td>
<td>15</td>
</tr>
<tr>
<td>A3: CSS Website</td>
<td>1, 2, 3, 4</td>
<td>3/15</td>
<td>15</td>
</tr>
<tr>
<td>A4: Collaborative Website</td>
<td>1, 2, 3, 4, 5</td>
<td>3/15 – A4.1</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3/22 – A4.2</td>
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<tr>
<td></td>
<td></td>
<td>3/29 – A4.3</td>
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<td></td>
<td>4/19 – A4.4</td>
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<td>5/6 – A4.5</td>
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<tr>
<td></td>
<td></td>
<td>5/8 – A4.6</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>1, 3, 4</td>
<td>Throughout</td>
<td>20</td>
</tr>
</tbody>
</table>

Tentative Course Outline (suggested subheading for Learning Activities)

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Getting Started 1/21-2/1</td>
<td>Web standards for accessibility and usability; Principles of visual design</td>
<td>See Canvas for complete list of course readings, videos, lectures, and tutorials.</td>
<td>1/25 – Introduction 2/1 – Web standards 2/1 – A1: Website Evaluation</td>
</tr>
<tr>
<td>Module 3: CSS for Presentation 2/16 - 3/1</td>
<td>Style rules, stylesheets, selectors, layout</td>
<td></td>
<td>2/22 – CSS issues 3/1 – Web team model</td>
</tr>
<tr>
<td>Module 4: CSS for Presentation</td>
<td>Responsive design, web fonts, effects</td>
<td></td>
<td>3/15 – A3: CSS website 3/15 – A4.1: Website concept and group</td>
</tr>
<tr>
<td>Session</td>
<td>Topics</td>
<td>Readings</td>
<td>Activities and Due Dates</td>
</tr>
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<td>--------------------------------------------------</td>
</tr>
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<td></td>
<td></td>
<td>3/29 – A4.3: Website proposal</td>
<td></td>
</tr>
<tr>
<td>Module 6: Web Content and Publishing 3/30 - 4/12</td>
<td>Content strategy, SEO and analytics</td>
<td>4/5 – Team progress post</td>
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<tr>
<td></td>
<td></td>
<td>4/12 – Team progress post</td>
<td></td>
</tr>
<tr>
<td>Module 7: Javascript for Behaviors 4/13 - 4/26</td>
<td>Scripts and events</td>
<td>4/19 – A4.4: Site URL and peer usability feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4/26 – Team progress post</td>
<td></td>
</tr>
<tr>
<td>Module 8: Final Project Presentations 4/27 - 5/8</td>
<td>Collaborative website wrap-up</td>
<td>5/5 and 5/6 – A4.5: Final presentations (practice session 5/5; presentations 5/6. Details TBA.</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Criteria**

I will use a rubric to grade each assignment. Each rubric is customized for a specific assignment. The instructions for each assignment (available in Canvas) contain a description of the criteria upon which my evaluation of your work (your grade) will be based. My specific expectations for each criterion are contained in the rubric for each assignment. I strongly recommend that you review the rubric for each assignment before you begin the assignment.

My goal is to post the grades you earn for each assignment in Canvas within two weeks of the date upon which the assignment is due. I will provide grades and feedback on each assignment in the rubric in Canvas. By using the Canvas grade center I can keep you up to date on your progress in the class.

**Writing**

A note about writing: I have high expectations for your writing. It is hugely important in our profession that you are able to communicate clearly with a variety of people in a variety of formats (as evidenced by ALA Core Competence #1J). I expect your writing to be clear and concise, grammatically correct, punctuated correctly, spelled correctly, follow APA style, be presented in the correct format (e.g. report, essay, discussion post, and so on), and use the appropriate level of formality in its language. I expect you to be familiar with and apply all sections of the APA Publications Manual.
Formatting for written assignments will depend to some extent on the type of writing you are asked to do. All assignment files should include your last name and the assignment name; for example, messina_website_analysis.docx.

**Late Assignments**

Assignments must be completed on time. Late assignments will incur a penalty of 0.5 (1/2, one half) point per day for work turned in after the due date **unless you have contacted me before the due date to request an extension.** Please be sure to start early and leave enough time to complete the readings and other research in preparation for the coursework.

**SLIM Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Lower Limit</th>
<th>Upper Limit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
<td>77 - 79</td>
<td>C+</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 95</td>
<td>74 - 76</td>
<td>C</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td>70 - 73</td>
<td>D</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
<td>0 - 69</td>
<td>F</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 83</td>
<td></td>
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</tr>
</tbody>
</table>

**SLIM Grade Policy**

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, 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 courses, 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. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she 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 upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

**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/trnscept/grades.html](http://www.emporia.edu/regist/trnscept/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.

**SLIM Netiquette Policy**

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

**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**

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for
withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

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
1 Kellogg Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu