

# IT 240 – Web Design

## Course Syllabus and Calendar – Summer B, 2013

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And we talk a bit about audio and video.

**Markup:** Here we pop open the hood and look at the engine that runs the web: HTML. Good news: it is a pretty simple language.

**Style:** This is where a lot of the power and fun lies. Adding CSS to HTML is like turning a typewriter into a word processor.

**Action:** You learn what it takes to put JavaScript into a web page, and why you might want to.

Most class time is spent actually making things or helping others make them. I go over parts of the textbook to introduce activities, but there is lots more in the book that we will assume you have read.

## 1.2 Are You Prepared?

We assume you have no web development experience whatsoever. We expect you can (a) type, (b) send and receive email, and (c) visit websites. I hope you are ready.

## 1.3 There May Be Changes

Like all courses I teach, I will be keeping an eye out for ways this one could be improved. Changes generally take the form of opportunities for extra credit, so nobody gets hurt and some people may be helped. If I make a change to the course and it seems unfair to you, let me know and I will try to correct it. If you are brave enough, you are welcome to suggest ways the class could be improved.

I may digitally record the audio of my lectures some days. This is to help me improve my teaching materials.

# 2 Course Details

## 2.1 About the Course

- **Course Number:** IT 240
- **Title:** Web Design
- **Course Description:** Concepts of multimedia design and creation for the Internet using web programming tools to develop web pages for the Internet.
- **Textbook:** <http://iwdd.tk/> Introduction to Website Design and Development: HTML,

CSS, and JavaScript. By Don Colton.

- **Classroom:** GCB 111
- **Start/End:** Mon Jul 15 to Fri Aug 30, 2013
- **Class Time:** MWF 12:10 to 2:20 PM
- **Open Lab:** MWF 2:30 to 4:40 noon
- **Final Exam:** Fri Aug 30, 12:10 to 2:20 PM

## 2.2 About the Instructor

- **Instructor (me):** Don Colton
- **My email:** doncolton2@gmail.com
- **My Office:** GCB 128
- **Office Hours:**  
MWF 9:40 to 10:00, GCB 128.  
MWF 2:20 to 3:00, GCB 111 or 128.

## 2.3 My Websites

Here is a list of my other websites that you may encounter this semester.

- <http://byuh.doncolton.com/it240/> is my course homepage. It has links to everything else, including the study guide and the textbook.
- <http://byuh.doncolton.com/> is my campus homepage. It has my calendar and links to the homepages for each of my classes.
- <http://doncolton.com/> is my off-campus homepage.
- <https://dcquiz.byuh.edu/> is the learning management system for my courses.

## 2.4 Emailing Me

If you cannot see me face to face, the second best way of getting in touch is by email.

When you email me, you will immediately receive a response from my email account to let you know that it received your email. If you do not receive this immediate response, you can know that something is wrong, either with the email address you are using, or your subject line, or maybe the email system as a whole.

**doncolton2@gmail.com** is the best email address to use.

**it240** should appear as the first word in your email's subject line. This makes sure your email gets past

my spam filters and gets you the immediate response.

Your topic should appear as the second word in your subject line. If the topic is assignment “1hp” then put **1hp** as that second word. If the topic is study time, put **studytime** as that second word.

Your lastname, firstname should appear on your subject line to help me know who I am talking to. This helps me when people have email accounts I do not recognize.

**Single Topic:** Single-topic emails get answered first. Multi-topic emails can take longer. When I read your email, if I can answer the whole email, I will. If the email is complicated, like a multi-part question, or like several questions all at once, I may not be able to answer it immediately, and I may need to wait and do more research. If you can divide your email into separate topics, that can speed up getting answers.

## 3 Calendar

We meet 21 times including the final.

The due date and deadline for each activity will be published in class and in the course study guide, which will be updated regularly throughout the semester.

### 3.1 Special Dates

Mo **Jul 15** First Day of Instruction  
Fr **Aug 30** Last Day of Instruction

### 3.2 Excused Absences

My policy is to build a bit of slack into the grading so you can miss a few days (or assignments) if you need to, and still earn an A. Taking a friend to the airport? Taking your spouse or child to the doctor? Taking a field trip for another class? No problem. You are excused.

Portfolio assignments are due soon after they are assigned, but I normally allow late work at full credit for a full week (except at the end of semester).

Beyond that I do not offer special treatment to anyone except in HIGHLY unusual situations.

## 4 Grading

Grading is based on Effort (40%), Portfolio (50%), and Quizzes (10%). Plus there is some extra credit available.

### 4.1 Grading Scale

I use a 60/70/80/90 model based on 1000 points.

#### Grading is based on 1000 points

930+	A	900-929	A-	870-899	B+
830-869	B	800-829	B-	770-799	C+
730-769	C	700-729	C-	670-699	D+
630-669	D	600-629	D-	0-599	F

### 4.2 Tracking Your Grade

I keep an online gradebook so you can see how your points are coming along. It also lets you compare them with other students in the class (without seeing their names).

<https://dcquiz.byuh.edu/> is my personal Learning Management System. That is where I maintain my online grade book.

Your points are organized into three grade books: Overall, Portfolio, and Effort.

**IT 240 Overall:** The Overall imports the totals from Portfolio and Effort and adds your quiz performance. It also shows your final grade.

**IT 240 Portfolio:** The Portfolio tracks in-class activities.

**IT 240 Effort:** The Effort points track the daily updates and study time.

### 4.3 Effort: (50 points) Daily Update

Each day in class starts with the “daily update” (DU). It is my way of reminding you of due dates and deadlines, sharing updates and news, and taking roll. It is your way of saying something anonymously to each other and to me. It must be taken in class during the 10-minute window of time that starts 5 minutes before class and ends 5 minutes into class.

The DU is worth three points per class period, with 50 points expected (for 17 out of 21 class periods), and 63 points possible. Anything beyond 50 is extra credit. It is also a reward for coming on time, or close enough that you can do the update.

As part of the Daily Update, once a week I will ask you how much time you spent studying the previous week. I will use your report to update your study time points.

#### 4.4 Effort: (350 points) Study Time

We award points for study time (ST), which is time spent engaging with materials directly related to this course.

Time “engaging” in class counts as study time.

Each week you are invited to report, on your honor, how many hours you studied during the previous week, Sunday morning through Saturday night. We award four (4) “effort” points per hour of “study,” for an average of 50 points (12.5 hours) and a maximum of 56 points (14 hours) per week.

Normally students will max out the study time points each week. This provides them with extra credit that helps ensure they get an A in the class.

There are 7 weeks.  $7 \times 50 = 350$ .  $7 \times 56 = 392$  (max). Anything beyond 350 points is extra credit.

#### Reporting Your Study Time

Once a week I will ask for your study time as part of the daily update.

For study during the very last week, which includes the final exam, you can report on the day of the final exam.

If you do not report in some other way, you can report by sending me the details in by email.

With email, use this as your subject line:

`it240 studytime lastname, firstname`

Inside the email, say something like: “For the week of (starting month and day) to (ending month and day), I studied (how many) hours.” Be specific about which week it is.

#### 4.5 Effort Points are Optional

The effort points (daily update and study time) are there as a safety net. They are easy to earn. They help to make sure you will pass the class.

But when I calculate your final grade, I do it two ways: (a) with the effort points, based on 1000 total points, and (b) without, based on 600 total points, rescaled to 1000.

Last semester, 17 out of 26 students did better when I counted their effort points.

The other 9/26 did better without. I presume these are students who have previous experience in the subject, so they did not need to study as much.

I use whichever method gives you the best grade.

#### 4.6 Portfolio (500 points)

We will normally have one portfolio assignment per class. Each will normally be worth 25 points.

$20 \text{ assignments} \times 25 \text{ points} = 500 \text{ points}$ .

Some assignments may take two days and count double.

<http://byuh.doncolton.com/it240/2133/sguide.pdf> has the study guide for this course. It provided details for how the 25 points are awarded on each assignment.

The due date and deadline for each activity will be published both in the daily update and in the course study guide. The study guide will be updated regularly throughout the semester.

Assignments will normally be due the night before the next class period. If voting is involved, it will happen early during the next class period.

**Deadline:** Late work may be accepted up to one week late, or until 23:59 of the last day of class (Friday, August 30), which ever comes first. But see the study guide to make sure.

On portfolio work, you are encouraged to work with (but not just copy) your fellow students. We want everyone to get full credit on every assignment.

Every assignment will have ample opportunities for individual creativity. Duplicate work will not be accepted.

**Impressive:** For some assignments, students will

vote for the most impressive among the web pages submitted. The top pages will receive extra credit, up to 20%.

Points are assigned as follows:

0: 0% credit, nothing found. 404 or empty page.

1-3: 4-12% credit, incomplete work but headed in a good direction.

25: 100% credit. Essentially Complete.

Deductions are made for certain elements that are not done correctly. For example: no link to the Portfolio Homepage, no backlink from the Portfolio Homepage, no HTML validator link, HTML validator errors, no CSS validator link, CSS validator errors.

<http://dc.is2.byuh.edu/it240.2133/> is the place to link your portfolio assignments. It is the Student Projects page for this class.

#### 4.7 Quizzes: (100 points)

Quizzes will be given in class some days. They are based largely on memorization of answers from the textbook. We ask things like: What does URL stand for? What is the tag for a list item? What is the CSS for turning the background yellow?

The quizzes will add up to 100 points.

#### 4.8 Other Extra Credit

Report an error in the materials I provide. I always provide a syllabus and a course website. I may provide other materials, such as a textbook, a study guide, and sample tests. Each error reported can earn you extra credit. (Typos in my email messages are all too common and do not count.)

### 5 Learning Objectives

By the conclusion of this course, students will do the following.

Main Objectives: These are things the department expects me to cover.

- Learning objective. (How we achieve it.)

- Properly use HTML markup. (We cover h1, p, links, div, span, head, body, tables, lists, and forms.)
- Properly use CSS to style a webpage. (We cover box model, font families, inline style, and positioning.)
- Properly separate HTML and CSS. (We cover internal and external stylesheets based on tag, ID, class, and pseudo-class.)
- Create valid HTML and CSS. (We validate our HTML and CSS against W3C standards.)
- Integrate your knowledge. (Complete a Capstone Activity where you design and create a website that demonstrates your skills.)

Supplemental Objectives: These are things I will also cover because I think they are so important.

- Edit images. (We use Gimp to crop, resize, use transparency, and create icons.)
- Understand JavaScript. (We use it to dynamically alter the appearance of a webpage.)
- Understand CMS. (We install, operate, and customize WordPress, a popular Content Management Systems, including running a blog.)
- Understand DNS. (We establish a domain name and subdomains and populate them with content.)

### 6 Support

The major forms of support are (a) open lab, (b) study groups, and (c) tutoring.

**Office Hours / Open Lab:** This semester during my “office hours” I operate an open lab (a study hall) MWF from 2:30 PM to 4:40 PM in GCB 111. During the first half hour or longer, I will be present in GCB 111 or in my office to assist students that come. The room is available for your use in working on your projects, either individually or in groups. Other students are welcome to study in GCB 111 at this same time.

**Study Groups:** You are encouraged to form a study group, and to help each other, and to be helped by each other.

**Tutors / Open Lab:** The CIS department provides tutoring in GCB 111, Monday through Friday, typically starting around 5 PM and ending around 11 PM (but earlier on Fridays). Normally a schedule is posted on one of the doors of GCB 111.

Tutors can be identified by the red vests they wear when they are on duty.

Not all of the tutors know about everything. But all of the tutors should know which tutors do know about whatever you are asking about, so they can direct you toward the best time to get your questions answered.

**Open Door:** If you still need help, please find me, even outside my posted office hours. My door is often open. You can also reach me through email or other online methods.

## 7 BYUH Learning Framework

I support the BYUH Framework for Learning. As we follow it, class will be better for everyone.

### 7.1 Prepare for IT 240

**Prepare:** Before class, study the course material and develop a solid understanding of it. Try to construct an understanding of the big picture and how each of the ideas and concepts relate to each other. Where appropriate use study groups to improve your and others' understanding of the material.

**In IT 240:** Read the textbook and study guide that I wrote for you. Then branch out and learn other things. There is more than we could cover in class because we all learn at different rates. Our in-class time is normally better spent working together doing activities and answering your questions than listening to my lectures.

### 7.2 Engage in IT 240

**Engage:** When attending class actively participate in discussions and ask questions. Test your ideas out with others and be open to their ideas and insights as well. As you leave class ask yourself, "Was class better because I was there today?"

**In IT 240:** Participate in the in-class activities. Those that finish first are encouraged to help others that may want assistance. It is amazing what you can learn by trying to help someone else.

### 7.3 Improve at IT 240

**Improve:** Reflect on learning experiences and allow them to shape you into a more complete person: be willing to change your position or perspective on a certain subject. Take new risks and seek further opportunities to learn.

**In IT 240:** Review the web pages created by other students. Look for ways to improve your own work.

## 8 Standard Statements

All syllabi are encouraged or required to address certain topics. These are generally considered to be common sense, but we find that it is useful to mention them explicitly anyway.

### 8.1 Dress and Grooming Standards

The dress and grooming of both men and women should always be modest, neat and clean, consistent with the dignity inherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher learning. Modesty and cleanliness are important values that reflect personal dignity and integrity, through which students, staff, and faculty represent the principles and standards of the Church. Members of the BYUH community commit themselves to observe these standards, which reflect the direction given by the Board of Trustees and the Church publication, "For the Strength of Youth." The Dress and Grooming Standards are as follows:

**Men.** A clean and neat appearance should be maintained. Shorts must cover the knee. Hair should be clean and neat, avoiding extreme styles or colors, and trimmed above the collar leaving the ear uncovered. Sideburns should not extend below the earlobe. If worn, moustaches should be neatly trimmed and may not extend beyond or below the corners of mouth. Men are expected to be clean shaven and beards are not acceptable. (If you have an exception, notify the instructor.) Earrings and other body

piercing are not acceptable. For safety, footwear must be worn in all public places.

**Women.** A modest, clean and neat appearance should be maintained. Clothing is inappropriate when it is sleeveless, strapless, backless, or revealing, has slits above the knee, or is form fitting. Dresses, skirts, and shorts must cover the knee. Hairstyles should be clean and neat, avoiding extremes in styles and color. Excessive ear piercing and all other body piercing are not appropriate. For safety, footwear must be worn in all public places.

## 8.2 Accommodating Special Needs

Brigham Young University–Hawai‘i is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, you are invited to contact the Students With Special Needs Coordinator at 808-675-3518. Reasonable academic accommodations are made for all students who have qualified documented disabilities.

## 8.3 Plagiarism

<http://en.wikipedia.org/wiki/Plagiarism> has a wonderful article on plagiarism. Read it if you are not familiar with the term. Essentially, plagiarism is when you present the intellectual work of other people as though it were your own. This may happen by cut-and-paste from a website, or by group work on homework. In some cases, plagiarism may also create a violation of copyright law. If you borrow wording from someone else, identify the source.

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor.

Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work

of others that is included in one’s own work.

**IT 240: In this course group work is permitted and encouraged but you are not allowed to just copy what others have done. Use creativity. Make sure that as much as possible, you understand what you are submitting and why each line is there.**

**IT 240: On quizzes and exams you are required to work from personal memory. This means that quizzes and exams are closed book and closed notes.**

Faculty are responsible to establish and communicate to students their expectations of behavior with respect to academic honesty and student conduct in the course. Observations and reports of academic dishonesty shall be investigated by the instructor, who will determine and take appropriate action, and report to the Honor Code Office the final disposition of any incident of academic dishonesty by completing an Academic Dishonesty Student Violation Report. If the incident of academic dishonesty involves the violation of a public law, e.g., breaking and entering into an office or stealing an examination, the act should also be reported to University Police. If an affected student disagrees with the determination or action and is unable to resolve the matter to the mutual satisfaction of the student and the instructor, the student may have the matter reviewed through the university’s grievance process.

## 8.4 Sexual Harassment

BYUH’s policy against sexual harassment complies with federal Title IX of the Education Amendments of 1972 to protect university students from student-to-student sexual harassment both in and out of the classroom setting. Any incidents of such student-to-student harassment should be reported to either the Director of Human Resources (808-675-3713) or the Honor Code Office (808-675-3531). Allegations of sexual harassment are taken seriously. Upon receiving a report of sexual harassment, the Director of Human Resources will take appropriate action to resolve and correct conditions resulting from individual perceptions or from inappropriate behavior.