IT 240 – Web Design
Course Syllabus and Calendar – Winter 2015

Professor Don Colton
Brigham Young University–Hawai'i

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Certain content is required in all BYUH syllabi. Section 9 gives a convenient summary of that content.

Students may find sections 1 through 4 to be immediately beneficial as they seek to understand this class and the manner in which it will be conducted. Read those first. The remaining sections give additional depth and breadth.

Contents

1 Overview

The web has become a top means of communication on this planet. People shop online. People learn online. People share online. The web is the new printing press, and everyone can be a publisher.

With great power comes great responsibility. You have the responsibility to create webpages and websites that really communicate well with your intended audience. And the real reason for that is ... you have competition. Other publishers are communicating. If your materials do not look good enough, if they do not speak to the audience, the audience will walk away from you.

This class, IT 240, Web Design, teaches the fundamentals of web design. There are four aspects that are important. We will teach three of them. The four aspects are: Content, Markup, Styling, and Action.

For content, you are on your own. We will not cover that. We will presume that you already have something to say, or that someone else is telling you what to say.

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.

1.1 General Education Breadth

As of 2015, IT 240 is listed among the BYUH General Education requirements as an approved Breadth of Knowledge option in the Science and Technology category. The classes in that category include: ASTR 104, BIOL 100/112, CHEM 100/105, GEOL 105, PHSC 100, PHYS 100, PHYS 121, CIS 100, CIS 101, and IT 240.

The Breadth of Knowledge categories are intended to give people credit for something they are already

taking in their major area, and give them a chance to explore a broader range of fields.

My goal is to serve both categories of student well. If you have suggestions, please let me know.

1.2 Open Lab

Because many of my students do not have a lot of computer background, I run an open lab right after class each day.

I have reserved GCB 111 on MWF from 14:30 to 15:30 (right after my CIS 101 class) and on TuTh from 15:30 to 17:00 (right after my IT 240 class) so my students (and others) can study in a lab setting and meet with me and each other. I will be there at the start of those hours, and will stay as long as students are asking me questions. I also allow the room as an Open Lab for your use either individually or in groups, for my class or for other classes.

1.3 Expected Proficiencies

As you begin this course, we assume you have no web page creating experience whatsoever. We expect you can read, type, send and receive email, and visit web sites. We will teach you everything else you need to know.

Ideally you will have your own personal computer, probably a laptop, on which you can create and test webpages.

2 Course and Faculty

2.1 Course Information

- **Title:** Web Design
- **Course Number:** IT 240
- **Course Description:** Concepts of multimedia design and creation for the Internet using web programming tools to develop web pages for the Internet.
- **Prerequisites:** none
- **Semester/Year:** Winter 2015
- **Semester Code:** 2151
- **Meeting Time:** TuTh 13:50 to 15:20
- **Location:** GCB 111
- **First Day of Instruction:** Tue, Jan 13
- **Last Day to Withdraw:** Tue, Mar 10
- **Last Day of Instruction:** Tue, Apr 14
- **Final Exam:** Thu, Apr 16, 16:00–18:50

2.2 Faculty Information

- **Instructor:** Don Colton
- **Office Location:** GCB 128
- **Office Hours:** MWF 14:30-15:00, TuTh 15:30-16:00.
- **Email:** doncolton2@gmail.com
- **Campus Homepage:** http://byuh.doncolton.com/ is my campus homepage. It has my calendar and links to the homepages for each of my classes.
- **Off-Campus Homepage:** http://doncolton.com/ is my off-campus homepage.

2.3 Course Readings and Materials

- **Textbook:** http://iwdd.tk/ Introduction to Website Design and Development: HTML, CSS, and JavaScript. Third edition (2015). By Don Colton.
- **Learning Management System:** https://dcquiz.byuh.edu/ is the learning management system for my courses.
- **Course Homepage:** http://byuh.doncolton.com/it240/ is my course homepage. It has links to many things including the syllabus, study guide, and textbook.
- **Study Guide:** http://byuh.doncolton.com/it240/2151/sguide.pdf is the study guide for this course. It is fairly well indexed and includes a copy of much of this syllabus. The study guide is updated throughout the semester as assignments are made and deadlines are established or updated.

3 Calendar

This sequence of topics is tentative. The actual topics are pretty well set, but order of things will probably change. There will be one chapter to read

each day.

Tue Jan 13	Syllabus, cPanel, template
Thu Jan 15	Body, Validate, Copyright
Tue Jan 20	Images, Crop, Scale, Alpha
Thu Jan 22	Head, SEO, Semantic Tagging
Tue Jan 27	Domains, Docroot, Folders, Paths
Thu Jan 29	Font Family, Weight, Shadow
Tue Feb 03	Text-align, Lorem Ipsum, Scrolling
Thu Feb 05	Float, Clear, Flow around images
Tue Feb 10	id=, class=, css precedence
Thu Feb 12	:hover, Transitions
Tue Feb 17	JavaScript
Thu Feb 19	Colors
Tue Feb 24	Backgrounds
Thu Feb 26	Box Model
Tue Mar 03	Borders
Thu Mar 05	Div, Span, Layouts
Tue Mar 10	Responsive CSS
Tue Mar 10	Last Day To Withdraw
Thu Mar 12	Lists
Tue Mar 17	Tables
Thu Mar 19	No Class: Empower Your Dreams
Tue Mar 24	Positioning (relative, absolute)
Thu Mar 26	No Class: Kuhio Day
Tue Mar 31	Links (relative, absolute)
Thu Apr 02	Forms
Tue Apr 07	JavaScript
Thu Apr 09	WordPress
Tue Apr 14	Audio and Video
Thu Apr 16	Final, 16:00–18:50, GCB 111

We meet 26 times including the final exam.

Assignments will be explained in the study guide, which will be updated class by class throughout the semester.

4 Grading

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

Based on 1000 points

930+	A	900+	A–	870+	B+
830+	B	800+	B–	770+	C+
730+	C	700+	C–	670+	D+
630+	D	600+	D–	0+	F

The 1000 points are divided up as follows.
- Attendance 26 points.
- Chapter Tests 325 points.
- Activities 650 points.
- Bonus Points.

4.1 IT 240 Grade Books

In my Learning Management System (DCQuiz), I keep several online grade books so you can see how your points are coming along. This lets you compare yourself with other students in the class (without seeing their names).

2151 IT 240 Overall Grade Book: This includes the totals from all the other grade books. This is where you can find your final grade at the end of the course.

2151 IT 240 (whatever) Grade Book shows your points in the (whatever) category. (whatever) is Attendance, Chapter, or Portfolio.

4.2 Attendance (26 points)

Each day in class starts with the "daily update." It is my way of alerting you to 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 at a classroom computer during a window of time that starts a few minutes before class and ends 5 minutes into class.

Attendance: You must attend to earn the attendance points. You must attend to take the Chapter Tests and earn those points. Portfolio activities can be done without attending.

2151 IT 240 Attendance Grade Book shows your attendance points, one point per day, for 26 days.

Tardiness: My tardiness policy is that you should arrive in time to complete the daily update. Generally if you are four minutes late or less, you will have time to complete the daily update before the deadline.

4.3 Chapter Tests (325 pts)

I plan to have a test each day, early in the hour, covering the readings for that day. The questions are given in the textbook. The number of questions will vary from chapter to chapter. The total number

of points is not known at this moment, but the total will be about 1/3 of your grade.

The chapter tests are mostly about knowing answers to common questions, and involve memorizing facts and terminology.

For each chapter test you have at least two opportunities. Each test has a day on which it is given in class. And it offered again on the day when the final exam is scheduled. You can take each test as many times as it is offered. We will keep your highest score.

The final exam is simply an opportunity to retake some or all of the tests previously given. If you are already satisfied with your scores, you can skip class or leave early.

4.4 Portfolio (650 points)

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

25 assignments x 25 points = 625 points.

2151 IT 240 Portfolio Grade Book tracks your performance on daily activities. The number of in-class activities is not perfectly predictable. The total from this grade book will be rescaled so the full-credit values add up to 650.

http://byuh.doncolton.com/it240/2151/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 informally in the daily update and formally 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.

Bonus Points (Voting): I may have you evaluate each other's work for overall appeal. The scores from this voting are used to assign extra credit (bonus) points. On a 25-point assignment, the bonus points typically range from 1 to 4. To qualify for the voting, your assignment must be substantially complete and correct.

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.

http://dc.is2.byuh.edu/it240.2151/ is the place to link your portfolio assignments. It is the Student Projects page for this class.

4.5 Extra Credit

Report an error in my formal communications (the published materials I provide), so I can fix it. In this class, the materials include the following:

- The course website, parts relating to this semester.
- The course syllabus.
- The course study guide.
- The course textbook, since I wrote it.

Because I am doing a major revision of the textbook, I am mostly interested in errors on materials that have been assigned for the near future. That is, if we are reading in chapter 4, I am probably not ready to have you report errors in chapter 7.

Each error reported can earn you extra credit. (Typos in my email messages are all too common and do not count.)

Syllabus errors (unless they are major) will probably be fixed only in the study guide. Check there before reporting it.

5 Instructional Methods

Tests (chapter tests and skills tests) happen on most days. They are typically short. Tests are an instructional method that brings you, the student, face to face with information you should know and challenges you should be able to solve.

Lecture happens as a side-effect of the grading of the chapter tests. This happens immediately after the test ends. I openly grade and discuss the answers that were submitted to help you learn.

Some days I spend the whole class period lecturing about a current topic, and there is no test that day. I review material that was assigned from the text

book and do what I can to make it clear and interesting. These can take up most of the class hour, and happen more often at the start of the course than they do later on.

Activity days present a lab situation where we work to create something.

5.1 BYUH Learning Framework

I agree with the BYUH Framework for Learning. If we follow it, class will be better for everyone.

5.2 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 better spent doing activities and answering your questions than listening to my lectures.

5.3 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 those that want assistance. It is amazing what you can learn by trying to help someone else.

5.4 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.

5.5 Support

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

If you still need help, please find me, even outside my posted office hours.

5.6 Office Hour / Open Lab

As mentioned above, I have reserved GCB 111 on MWF from 14:30 to 15:30 (right after my CIS 101 class) and on TuTh from 15:30 to 17:00 (right after my IT 240 class) so my students (and others) can study in a lab setting and meet with me and each other. I will be there at the start of those hours, and will stay as long as students are asking me questions. I also allow the room as an Open Lab for your use either individually or in groups, for my class or for other classes.

The CIS department operates an open lab with tutors in GCB 111 most afternoons and evenings.

5.7 Study Groups

You are encouraged to form a study group. If you are smart, being in a study group will give you the opportunity to assist others. By assisting others you will be exposed to ideas and approaches (and errors) that you might never have considered on your own. You will benefit.

You are welcome to study together during class, whenever I am not lecturing and you are not taking tests.

If you are struggling, being in a study group will give you the opportunity to ask questions from someone that remembers what it is like to be totally new at this subject. They are more likely to understand your questions because they sat through the same classes you did, took the same tests as you did, and probably thought about the same questions that you did.

Most of us are smart some of the time, and struggling some of the time. Study groups are good.

5.8 Tutoring

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.

If you still need help, please come and see me, even outside my posted office hours.

6 Course Policies

Subject to Change: 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 still think it is unfair, you can appeal to the department chair or the dean. Also, you are welcome to suggest ways you think the class could be improved.

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

Digital Recording by you: Almost everyone has a smart phone these days. I assume students will freely record what goes on in class, and take pictures of what is on the white board, to aid in their studies. I simply ask that you not embarrass anyone.

6.1 Excused Absences

There are many good reasons why students request special treatment. Instead of dealing with these as they arise, based on my past experience, I have adopted general policies that are intended to accommodate all but the most difficult cases.

6.2 Reasonable Accommodation

This section covers special needs, including qualified special needs, as well as all other requests for special treatment.

I have carefully designed each of my classes to provide reasonable accommodation to those with special needs. Beyond that, further accommodation is usually considered to be unreasonable and only happens in extreme cases. Please see the paragraph on "Accommodating Special Needs" below for more information.

Ample Time: Specifically, I try to allow ample time on tests so that a well-prepared student can typically finish each test in less than half of the time allowed. This gives everyone essentially double the amount of time that should normally be needed.

Exam Retakes: Each exam is given twice (maybe more), and I keep the highest score that was earned. This handles the case of persons that are unable to attend class or function at their best on any given day.

I consider the first attempt to be routine. I consider subsequent attempts to be an accommodation for anyone that might need it. The scheduled final exam is Thu, Apr 16, 16:00–18:50. The final consists of that third opportunity to retake **any** exam that was offered during the semester. If you are happy enough with your previous scores, **you can probably skip the final.**

Even though I hope that these methods provide reasonable accommodation for almost everyone in almost every case, you might have an unusual situation for which I can and should do even more. You are welcome to see me about your situation.

6.3 Communication

We communicate with each other both formally and informally.

Formal communication is official, carefully worded, and normally in writing. Formal is for anything truly important, like grades.

Informal communication is casual and impromptu. It is meant to be helpful and efficient. Reminders are informal. Emails are informal. Explanations are usually informal.

6.3.1 From Me to You, Formal

I communicate formally, in writing, through (a) the syllabus, (b) the study guide, and (c) the learning management system.

(a) Syllabus: http://byuh.doncolton.com/it240/2151/syl.pdf is the syllabus for this course. It tells our learning objectives and how you will be graded overall. You can rely on the syllabus. After class begins, it is almost never changed except to fix major errors.

(b) Study Guide: http://byuh.doncolton.com/it240/2151/sguide.pdf is the study guide for this course. It includes a copy of the syllabus. The study guide is updated frequently throughout the semester, as assignments are made and deadlines are established or updated.

(b1) Calendar: The study guide tells when things will happen. It contains specific due dates.

(b2) Assignments: The study guide tells what assignments have been made and how you will be graded, item by item. It provides current details and specific helps for each assignment. It provides guidance for taking the exams.

(c) DCQuiz: https://dcquiz.byuh.edu/ is my learning management system. I use it to give tests. I use it to show you my grade books.

6.3.2 From Me to You, Informal

My main informal channels to you are (a) word of mouth and (b) email.

(a) Word of Mouth, including Lecture: Class time is meant to be informative and helpful. But if I say anything truly crucial, I will also put it into the study guide.

(b) Email: My emails to you are meant to be helpful. But if I say anything truly crucial, I will also put it into the study guide. Normally I put IT 240 at the front of the subject line in each email I send.

6.3.3 From You to Me, Formal

Your formal channels to me, specifically how you turn in class work, are mainly via (a) the learning management system, (b) email, and (c) specifically requested projects.

(a) DCQuiz: To use my learning management system, you must log into it. Then, you can respond to questions I have posted. Each day there will be a "daily update". I say more on that below. Tests will also be given using DCQuiz.

(b) Email: You will use formal email messages to submit some of the programs you write and to tell me certain other things. The study guide tells how to send formal emails, including where to send them, what subject line to use, and what to put in the body of the message.

(c) Student Projects: The study guide may tell you to submit certain work in the form of a webpage or web-based program. If so, it will say specifically where to put it. I will go to that spot to grade it.

6.3.4 From You to Me, Informal

Your informal channels to me, typically how you ask questions and get assistance, are mainly face to face and by email or chat.

Face to Face: If you need help with your class work, I am happy to look at it and offer assistance. Often this happens during class or during office hours. Often I will have you put your work on your computer screen, and then I will take a look at it while we talk face to face.

Email / Chat: You can also get assistance by sending me an email or doing a chat. I will do my best to respond to it in a reasonable and helpful way. If you want something formal, use the formal rules.

If you are writing about several different things you will usually get a faster response if you break it up into several smaller emails instead of one big email. I try to respond to a whole email at once, and not just part of it. I usually answer smaller and simpler emails faster than big ones.

7 Learning Outcomes

Outcomes (sometimes called objectives) are stated at several levels: Institutional (ILO), Program (PLO), and Course (CLO). In this section we set forward these outcomes and tell how they are aligned with one another.

7.1 ILOs: Institutional Outcomes

ILO: Institutional Learning Outcomes (ILOs) summarize the goals and outcomes for all graduates of BYUH.

Brigham Young University Institutional Learning Objectives (ILOs) Revised 24 February 2014

Graduates of Brigham Young University–Hawai'i will:

Knowledge: Have a breadth of knowledge typically gained through general education and religious educations, and will have a depth of knowledge in their particular discipline.

Inquiry: Demonstrate information literacy and critical thinking to understand, use, and evaluate evidence and sources.

Analysis: Use critical thinking to analyze arguments, solve problems, and reason quantitatively.

Communication: Communicate effectively in both written and oral form, with integrity, good logic, and appropriate evidence.

Integrity: Integrate spiritual and secular learning and behave ethically.

Stewardship: Use knowledge, reasoning, and research to take responsibility for and make wise decisions about the use of resources.

Service: Use knowledge, reasoning, and research to solve problems and serve others.

7.2 PLOs: Program Outcomes

PLO: Program Learning Outcomes (PLOs) summarize the goals and outcomes for graduates in programs for which this course is a requirement or an elective. These support the ILOs, but are more specific.

At the end of this section, we include the relevant page from the CIS Program Outcomes Matrix, dated April 2011.

The following outcomes are pursued at the levels indicated.

Low: **Introduced**
(a) An ability to apply knowledge of computing and mathematics appropriate to the discipline.

Low: **Introduced**
(b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.

Low: **Introduced**
(c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.

Medium: **Practiced with Feedback**
(e) An understanding of professional, ethical, legal, security and social issues and responsibilities.

High: **Demonstrated at Mastery Level**
(f) An ability to communicate effectively with a range of audiences.

Medium: **Practiced with Feedback**
(g) An ability to analyze the local and global impact of computing on individuals, organizations, and society.

Medium: **Practiced with Feedback**
(i) An ability to use current techniques, skills, and tools necessary for computing practice.

Low: **Introduced**
(CS k) An ability to apply design and development principles in the construction of software systems of varying complexity.

Low: **Introduced**
(IS j) An understanding of processes that support the delivery and management of information systems within a specific application environment.

Medium: **Practiced with Feedback**
(IT j) An ability to use and apply current technical concepts and practices in the core information technologies.

Medium: **Practiced with Feedback**
(IT k) An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.

Medium: **Practiced with Feedback**
(IT l) An ability to effectively integrate IT-based solutions into the user environment.

Low: **Introduced**
(IT m) An understanding of best practices and standards and their application.

CIS Department Outcomes Matrix, April 2011

Program Outcomes

(a) An ability to apply knowledge of computing and mathematics appropriate to the discipline.
(b) An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
(c) An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
(d) An ability to function effectively on teams to accomplish a common goal.
(e) An understanding of professional, ethical, legal, security and social issues and responsibilities.
(f) An ability to communicate effectively with a range of audiences.
(g) An ability to analyze the local and global impact of computing on individuals, organizations, and society.
(h) Recognition of the need for and an ability to engage in continuing professional development.
(i) An ability to use current techniques, skills, and tools necessary for computing practice.

CS Only

(j) An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices. [CS]
(k) An ability to apply design and development principles in the construction of software systems of varying complexity. [CS]

IS Only

(j) An understanding of processes that support the delivery and management of information systems within a specific application environment. [IS]

IT Only

(j) An ability to use and apply current technical concepts and practices in the core information technologies. [IT]
(k) An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems. [IT]
(l) An ability to effectively integrate IT-based solutions into the user environment. [IT]
(m) An understanding of best practices and standards and their application. [IT]
(n) An ability to assist in the creation of an effective project plan. [IT]

R = Required in that program | **CSS** = CS B.S. |**CIS** = CIS B.S. | **IS** = IS B.S. | **IT** = IT B.S.
= choose at least 9 cr hrs | O = optional as a substitute | L = Introduced, M = Practiced with feedback, H = Demonstrated at the Mastery level

Course	Description	CSS	CIS	IS	IT	a	b	c	d	e	f	g	h	i	CSj	CSk	ISj	ITj	ITk	ITl	ITm	ITn
CIS 100	Fundamentals of Info. Systems & Tech.			R	R	L	L	L	L	L	L	L	L	L			L	L	L			
CIS 101	Beginning Programming	R	R	R	R	L	L							L	L	L						
CIS 202	Object-Oriented Programming	R	R	R	R	M	M	M		L			L	M	L	L		M	L		L	L
CIS 205	Discrete Mathematics I	R	R	R	R	M	M	L	L					M	M	M						
CIS 206	Discrete Mathematics II	R	R	R		M	M	L	L					M	M	M						
CIS 305	Systems Engineering I	R	R	R	R	M	M	M	M	L	L	M	L	M	L	L	M	L	H	L	H	M
CIS 401	Web Application Development	R		R	R	M	L	L						M			L	M	L	L		
CIS 405	Systems Engineering II	R	R	R	R	M	M	M	M	L	M	M	M	M	M	M	M	M	H	M	H	M
CIS 470	Ethics in Computer & Info. Sciences	R	R	R	R		L	L	M	H	H	H	H									
CS 203	Object-Oriented Programming II	R				M	M	M						M	M	M						
CS 210	Computer Organization	R			R	H	M	L							M	L		M				
CS 301	Algorithms & Complexity	R				L	M	L	L		M		L	M	H							
CS 320	Computational Theory	R				H	M			L		L	M		H	M						
CS 415	Operating Systems Design	R				H	H	H		M	M	M	H	H	H	H					M	
CS 420	Programming Languages	R				H	H	H		M	M	M	H	H	H	H						
CS 490R	Adv Topics in Computer Science (6 CR)	R				H	H	H					H		H	H						
IS 330	Management Information Systems					L	L		M	L	M	L	L	L			L					
IS 350	Database Management Systems	R	R	R	R	M	L	M	M	L	L	L	L	M	M	L	L	H	L			
IS 430	ITS – Enterprise Resource Planning			R			L	M	M	M	M	M	M	H			H		L		M	
IS 435	Advanced Concepts ERP Systems					H	H		H	L	M	M	M	H			H			L	H	
IS 485	Project Management & Practice			R		M	H	M	H	M	H	M	H	M	M	H	H	M				H
IT 220	Linux Essentials				R	M								M				M				
IT 224	Computer Hardware & Systems Software			R	R	M	H	L	M	L	M	L	L	L				M	M	L	L	
IT 240	Fund. Of Web Design & Technology			R	R	L	L	L		M	H	M		M		L	L	M	M	M	L	
IT 280	Data Comm. Systems & Networks	R	R	R	R	M	M	M		M	M		L	M				M	L	L		
IT 420	Linux System Administration				R	H	H	M						H				M	M	M		
IT 426	Computer Network Services				R	H	H	M	L	L	L	L	L	M				H	M	M	M	L
IT 440	Foundations of HCI				R	M	H	H	M	H	M	H	M	M			H	M	H	H	H	M
IT 480	Computer Network Design				R	H	H	H					L, M	H				M	M	M		M
IT 481	Information Assurance & Security				R		L	L		L	L	L	L	M				M	M	L	M	L
Math 112	Calculus I	O		R	#																	
Math 113	Calculus II	O			#																	
Math 119	Applied Calculus	R	O	O	#																	
Math 214	Mulitvariable Calculus				#																	

7.3 CLOs: Course Outcomes

CLO: Course Learning Outcomes (CLOs, also called Student Learning Outcomes, or SLOs) summarize the goals and outcomes for students who successfully complete this course. These support the PLOs, but are more specific.

Course Goals and Student Learning Outcomes are as follows. By the conclusion of this course, students will do the following.
• Build standards-based HTML5 Web pages.
• Design Web sites using HTML for structure and CSS for presentation. In other words, design sites with a clean separation between page structure and page presentation.
• Implement and publish Web sites using industry standard Web hosting servers.

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 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.)

8 General Topics

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 Academic Integrity

8.1.1 Applicable Actions

http://honorcode.byuh.edu/ details the university honor code. In the section entitled "Applicable Actions" the following are listed.

Examples of possible actions include but are not limited to the following, for instructors, programs, departments, and colleges:
• Reprimanding the student orally or in writing.
• Requiring work affected by the academic dishonesty to be redone.
• Administering a lower or failing grade on the affected assignment, test, or course.
• Removing the student from the course.
• Recommending probation, suspension, or dismissal.

Depending on the specifics of the offense, any of these responses may be possible.

Cheating on exams is the most common form of dishonesty that I normally encounter. Normally this happens when students bring in notes that include answers to past exam questions. I approve the studying of past exams, and bringing in of "memories" based on study, but not the access to written notes, including notes retrieved from other exams or stored on cell phones or other devices. Any such activity, if caught, can result in failure of the entire course.

Cheating on activities is almost impossible to detect because I allow students to collaborate and assist each other. Copy and paste is not allowed, but it is difficult to detect and prove, so I normally do not bother. You should try to understand the work you submit because it helps you prepare for the exams and future courses.

8.1.2 Plagiarism

Copyright violation is an important issue for this course.

We learn by watching others and then doing something similar.

Plagiarism: Sometimes it is said that plagiarism is copying from one person, and research is "copying" from lots of people.

When you are having trouble with an assignment, I encourage you to look at not just one, but many examples of work done by others. Study the examples. See what you can learn from them. Do not automatically trust that they are right. They may be wrong.

Do not just copy. Do your own work. When I review computer code, sometimes I see quirky ways of doing things. They appear to work even though they may be wrong. And then I see someone else that has done it exactly the same wrong way. This does not feel like "doing your own work." Cut and paste is pretty much an honor code violation. Read and learn is totally okay. Copying other ideas is okay. I don't want to see any cut and paste.

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: On exams you are required to work from personal memory, using only the resources that are normally present on your computer. This means the exams are closed book and closed notes.

IT 240: In this course group work is permitted and encouraged but you are not allowed to turn in work that is beyond your understanding, whether you give proper attribution or not. Make sure you understand what you are submitting and why each line is there.

IT 240: On exams you are required to work from personal memory, using only the resources that are normally present on your computer. This means the exams are closed book and closed notes. However, you are nearly always allowed (and encouraged!) to test your program by actually running it on the computer where you are sitting. Students caught cheating on the final exam may receive a grade of F for the semester, no matter how many points they may have earned, and they will be reported to the Honor Code office.

You must build your own webpages. You can look at what other people have done, and you can show other people what you have done, but you are forbidden to copy it. Look at it, yes. Understand it, yes. Ask about it, yes. Explain it, yes. Copy it, no.

IT 240: On exams you are required to work from personal memory, using only the resources that are normally present on your computer. This means the exams are closed book and closed notes. Students caught cheating on an exam may receive a grade of F for the semester, no matter how many points they may have earned, and they will be reported to the Honor Code office.

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.

8.2 Sexual Misconduct

Sexual Harassment is unwelcome speech or conduct of a sexual nature and includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct. Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive.

Brigham Young University–Hawai'i is committed to a policy of nondiscrimination on the basis of race, color, sex (including pregnancy), religion, national origin, ancestry, age, disability, genetic information, or veteran status in admissions, employment, or in any of its educational programs or activities.

University policy and Title IX of the Education Amendments of 1972 prohibits sexual harassment and other forms of sex discrimination against any participant in an educational program or activity at BYUH, including student-to-student sexual harassment.

The following individual has been designated to handle reports of sexual harassment and other inquiries regarding BYUH compliance with Title IX:

```
Debbie Hippolite-Wright
Title IX Coordinator
Vice President, Student Development & Life
Lorenzo Snow Administration Building
55-220 Kulanui Street
Laie, Hawaii 96762
Office Phone: 808-675-4819
E-Mail: debbie.hippolite.wright@byuh.edu
Sexual Harassment Hotline: 808-780-8875
```

BYUH's Office of Honor upholds a standard which states that parties can only engage in sexual activity freely within the legal bonds of marriage between a man and a woman. Consensual sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

8.3 Dress and Grooming Standards

The dress and grooming of both men and women should always be modest, neat and clean, consistent with the dignity adherent 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.

8.4 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 a disability and need accommodations, you may wish to self-identify by contacting:

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Services for Students with Special Needs
McKay 181
Phone: 808-675-3518 or 808-675-3999
Email address: aunal@byuh.edu
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The Coordinator for Students with Special Needs is Leilani A‘una.

Students with disabilities who are registered with the Special Needs Services should schedule an appointment with the instructor to discuss accommodations. If the student does not initiate this meeting, it is assumed no accommodations or modifications will be necessary to meet the requirements of this course. After registering with Services for Students with Special Needs, and with permission of the student, Letters of Accommodation will be sent to instructors.

If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Human Resource Services at 808-780-8875.

9 Syllabus Summary

Brigham Young University–Hawai'i has adopted certain requirements relating to the information that must be provided in syllabi. This section lists those requirements and for each item either provides the information directly or gives a link to where it is provided above.

Course Information: See section 2.1.
- **Title:** Web Design
- **Number:** IT 240
- **Semester/Year:** Winter 2015
- **Credits:** 3
- **Prerequisites:** none
- **Location:** GCB 111
- **Meeting Time:** TuTh 13:50 to 15:20

Faculty Information: See section 2.2.
- **Name:** Don Colton
- **Office Location:** GCB 128
- **Office Hours:** MWF 14:30-15:00, TuTh 15:30-16:00.
- **Telephone:** 808-675-3478
- **Email:** doncolton2@gmail.com

Course Readings/Materials: See section 2.3 for a list of textbooks, supplementary readings, and supplies required.

Course Description: See section 2.1.

Expected Proficiencies:
See section 1.3 for the proficiencies you should have before undertaking the course.

Course Goals and Student Learning Outcomes, including Alignment to Program (PLOs) and Institutional (ILOs) Learning Outcomes, and extent of coverage.

See section 7 for learning outcomes, showing the content of the course and how it fits into the broader curriculum. A listing of the departmental learning outcomes is provided together with the ratings taken from department's matrix assessment document representing the degree to which the course addresses each outcome.

Instructional Methods: See section 5.

Learning Management System:
`https://dcquiz.byuh.edu/` is the learning management system for my courses.

Framework for Student Learning:
See section 5.1 for a discussion of the student learning framework and how I use it.

Course Calendar: See section 3 for the calendar in general.

Here are some items of particular interest:
- **First Day of Instruction:** Tue, Jan 13
- **Last Day to Withdraw:** Tue, Mar 10
- **Last Day of Instruction:** Tue, Apr 14
- **Final Exam:** Thu, Apr 16, 16:00–18:50
- **Final Exam Location:** GCB 111

Course Policies: See section 6.
- **Attendance:** See section 4.2.
- **Tardiness:** See section 4.2.
- **Class Participation:** See section 5.3.
- **Make-Up Exams:** See section 6.2.
- **Plagiarism:** See section 8.1.2.
- **Academic Integrity:** See section 8.1.

Evaluation (Grading): See section 4.

Academic Honesty: See section 8.1.

Sexual Harassment and Misconduct: See section 8.2.

Grievances: The university grievance policy states that the policies listed on the syllabus can act as a contract and will be considered if a student complains about the faculty.

Services for Students with Special Needs: See section 8.4.