

**IT 240 – Web Design
Winter 2015
Course Study Guide**

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Study Guide

This is the official study guide for the IT 240 class, Web Design, as taught by Don Colton, Winter 2015. It is focused directly on the grading of the course.

<http://byuh.doncolton.com/it240/2151/sguide.pdf> is the study guide, which is this present document. **It will be updated frequently throughout the semester**, as new assignments are made, and as due dates are established, and as clarifications are developed.

This study guide is focused directly on “what” and “when.” It talks about the description and grading of the Portfolio projects, which are the largest component of the semester grade. It tells what is required for each one.

Syllabus

<http://byuh.doncolton.com/it240/2151/syl.pdf> is the official syllabus for this course. It is reproduced in Chapter 1 (page 5) below.

Text Book

There is also a textbook. It tells “why” and “how.” Its role is explaining things and telling how to make things work.

The textbook is “Introduction to Web Design and Development,” by Don Colton. It is available in PDF form, free.

Free textbook:

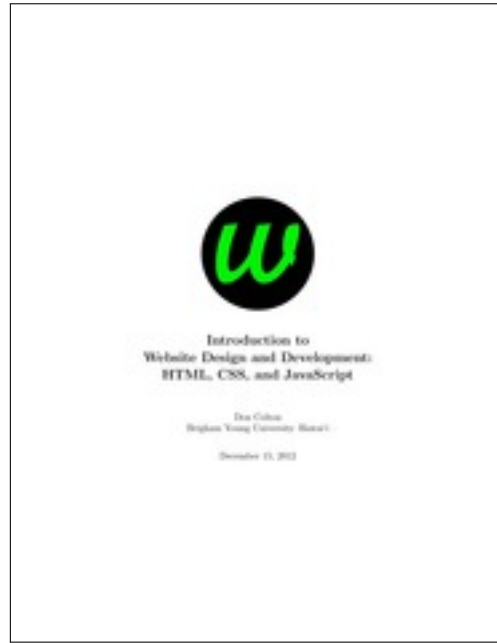
<http://iwdd.tk/>

Alternate URL for textbook:

<http://iwdd.doncolton.com/>

The textbook is still being written. New material will be added to it from time to time and chapter numbering may change during this semester. The index is good.

This study guide has appendices that include BYUH-specific information on things like Web Hosting (Appendix D, page 79).



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Chapter 1

Syllabus

The original, separate syllabus is the official version. This is a copy of that syllabus.

It is provided here (a) for your convenience, (b) as a place for me to correct minor errors such as spelling mistakes, and (c) because this way it is included in the index at the end of the study guide.

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1.1 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.

1.1.1 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.

1.1.2 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 14:30 to 15:30 so my IT 240 students (and others) can study in a lab setting and meet with me and each other. I allow the room as an Open Lab for your use either individually or in groups, for my class or for other classes. MWF 14:30 to 15:30 I will be present in GCB 111 or in my office to assist students that come.

1.1.3 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.

1.2 Course and Faculty

1.2.1 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

1.2.2 Faculty Information

- **Instructor:** Don Colton
- **Office Location:** GCB 128
- **Office Hours:** MWF 14:30 to 15:30.
- **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.

1.2.3 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.

1.3 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 25 times including the final exam.

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

1.4 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 25 points.
- Chapter Tests 325 points.
- Activities 650 points.
- Bonus Points.

1.4.1 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.

1.4.2 Attendance (25 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 25 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.

1.4.3 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.

1.4.4 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.

1.4.5 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.

1.5 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.

1.5.1 BYUH Learning Framework

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

1.5.2 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.

1.5.3 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.

1.5.4 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.

1.5.5 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.

1.5.6 Office Hour / Open Lab

As mentioned above, I have reserved GCB 111 on MWF 14:30 to 15:30 so my IT 240 students (and others) can study in a lab setting and meet with me and each other. I allow the room as an Open Lab for your use either individually or in groups, for my class or for other classes. MWF 14:30 to 15:30 I will be present in GCB 111 or in my office to assist students that come.

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

1.5.7 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.

1.5.8 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.

1.6 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.

1.6.1 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.

1.6.2 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.

1.6.3 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.

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.

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.

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.

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.

1.7 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.

1.7.1 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.

1.7.2 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.

Program Outcomes

- CS Only**

- ## IS Only

- IT Only

- 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	CSj	CSk	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	Multivariable Calculus				#																	

1.7.3 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.)

1.8 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.

1.8.1 Academic Integrity

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.

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 vio-

lation 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.

1.8.2 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 be-

tween 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.

1.8.3 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.

1.8.4 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:

Services for Students with Special Needs

McKay 181

Phone: 808-675-3518 or 808-675-3999

Email address: aunal@byuh.edu

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.

1.9 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 [1.2.1](#) (page 8).

- **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 [1.2.2](#) (page 8).

- **Name:** Don Colton
- **Office Location:** GCB 128
- **Office Hours:** MWF 14:30 to 15:30.
- **Telephone:** 808-675-3478
- **Email:** doncolton2@gmail.com

Course Readings/Materials: See section [1.2.3](#) (page 8) for a list of textbooks, supplementary readings, and supplies required.

Course Description: See section [1.2.1](#) (page 8).

Expected Proficiencies:

See section [1.1.3](#) (page 7) 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 [1.7](#) (page 19) 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 [1.5](#) (page 13).

Learning Management System:

<https://dcquiz.byuh.edu/> is the learning management system for my courses.

Framework for Student Learning:

See section 1.5.1 (page 13) for a discussion of the student learning framework and how I use it.

Course Calendar: See section 1.3 (page 9) 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 1.6 (page 16).

- **Attendance:** See section 1.4.2 (page 11).
- **Tardiness:** See section 1.4.2 (page 11).
- **Class Participation:** See section 1.5.3 (page 14).
- **Make-Up Exams:** See section 1.6.2 (page 17).
- **Plagiarism:** See section 1.8.1 (page 25).
- **Academic Integrity:** See section 1.8.1 (page 24).

Evaluation (Grading): See section 1.4 (page 10).

Academic Honesty: See section 1.8.1 (page 24).

Sexual Harassment and Misconduct: See section 1.8.2 (page 27).

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 1.8.4 (page 28).

Chapter 2

Revised Calendar

As mentioned in the syllabus, as the semester begins the calendar is tentative. To help you keep up with the calendar as it evolves, I will try to keep an updated version of the calendar in this chapter.

2.1 Tue Jan 13 (day 1): First Webpage

- During or After Class: Study textbook chapter 1.
- 13:45-15:20 Daily Update
- 13:50 Prayer
- 13:50-14:20 Review Syllabus. See where the course webpages are.
- 14:20-15:20 Work on activity 01, section [3.1](#) (page [41](#))

We got everyone logged into the IS2 machine. We created everyone's first webpage for this course.

2.2 Thu Jan 15 (day 2): Body and Basic Markup

- Before Class: Study textbook chapter 2.
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review
- 14:00-14:10 Test over Chapters 1 and 2
- 14:25-15:10 Work on activity 02, section [3.2](#) (page [42](#))

The new assignment is to create a webpage that has lots of headings.

2.3 Tue Jan 20 (day 3): Head and SEO

- Before Class: Study textbook chapter 3.
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review
- 14:00-14:10 Test over Chapter 3
- 14:25-15:10 Work on activity 03, section [3.3](#) (page [43](#))

The new assignment is to add the head section and the validation links to your webpage from the bh task.

2.4 Thu Jan 22 (day 4): Tags and Attributes

- Before Class: Study textbook chapter 4.
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review
- 14:00-14:10 Test over Chapter 4
- 14:25-15:10 Work on activity 04, section [3.4](#) (page [44](#))

2.5 Tue Jan 27 (day 5): CSS Style Sheet

- Before Class: Study textbook chapter 5 (published Jan 21)
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review
- 14:00-14:10 Test over Chapter 5
- 14:25-15:10 Work on activity 05, section [3.5](#) (page [44](#))

Authorship: I have updated the general requirements to include identity of the webpage author (you). This must be stated clearly as part of the validation paragraph at the end of your webpage.

Working ahead: Look up “tk” in the index of the textbook. Try to create a dot.tk domain name that you can use later this semester in this class. We will demonstrate this in class a few times but you should try to do it on your own between class meetings.

2.6 Thu Jan 29 (day 6): Image Crop and Resize

- During or After Class: Study textbook chapter 6 (published Jan 29) Normally I would have you read it before, but I am changing up the order of things on short notice, and that does not give you enough time to read it before class.

- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 NO Pre-test Review
- 14:00-14:10 NO Test over Chapter 6. Combined with Chapter 8.
- 14:15-14:25 NO Vote on activity 05 webpages
- 14:25-15:10 Work on activity 06, section [3.6](#) (page [46](#))
- 15:10-15:20 Optional Make-up Test over Chapters 1 and 2

Nobody had success at getting a dot.tk domain name registered.

2.7 Tue Feb 03 (day 7): CSS Colors

- Before Class: Study textbook chapter 7 (published Jan 24)
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review
- 14:00-14:10 Test over Chapter 7
- 14:15-14:25 Vote on activity 06 webpages
- 14:25-15:10 Work on activity 07, section [3.7](#) (page [48](#))
- 15:10-15:20 Optional Make-up Test over Chapter 3

2.8 Thu Feb 05 (day 8): Image Transparency

- Before Class: Study textbook chapter 8 (published Jan 29)
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review
- 14:00-14:09 Test over Chapters 6 and 8
- 14:15-14:25 Vote on activity 07 webpages
- 14:25-15:10 Work on activity 08, section [3.8](#) (page [48](#))
- 15:10-15:20 Optional Make-up Test over Chapter 4

2.9 Tue Feb 10 (day 9): Font Families

- Before Class: Study textbook chapter 9 (published Feb 05)
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review
- 14:00-14:08 Test over Chapter 9
- 14:15-14:25 Vote on activity 08 webpages
- 14:25-15:10 Work on activity 09, section 3.9 (page 49)
- 15:10-15:20 Optional Make-up Test over Chapter 5

2.10 Thu Feb 12 (day 10): Box Model

- Before Class: Study textbook chapter 10 (published Feb 10)
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review
- 14:00-14:10 Test over Chapter 10
- 14:20-14:30 Vote on activity 09 webpages
- 14:30-15:20 Work on activity 10, section 3.10 (page 51)
- 15:xx-15:20 No Make-up Test

2.11 Tue Feb 17 (day 11) Pseudo Classes

- Before Class: Study textbook chapter 11 (published Feb 14)
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review
- 14:00-14:10 Test over Chapter 11
- 14:20-14:30 Vote on activity 10 webpages (box model)
- 14:30-15:10 Work on activity 11, section 3.11 (page 53)
- 15:10-15:20 Optional Make-up Test over Chapter 7

Empower Your Dreams is an annual event at BYUH. This year it will happen on Thursday Mar 19, about four weeks from now.

Today we introduce the semester project. It is documented in chapter 4 (page 60).

For Thursday Feb 19, your assignment is to create a one-page goal statement.

You can change your goal later if you think of a better one, but in any case you must submit a goal statement.

During class I will have you email me a test message just to prove that you are able to reach me. The test message must be sent to `doncolton2@gmail.com` and must include `it240 day11 lastname firstname` in the subject line. If you are successful, you will receive an immediate and automatic reply.

2.12 Thu Feb 19 (day 12) Tables

First draft Goal Statements are due today. Email me a PDF file.

Read textbook chapter 12 before class.

- Before Class: Study textbook chapter 12 (published before Feb 16)
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review
- 14:00-14:10 Test over Chapter 12
- 14:20-14:30 Vote on activity 11 webpages (hover)
- 14:30-15:10 Work on activity 12, section 3.12 (page 54)
- 15:10-15:20 Optional Make-up Test over Chapters 6 and 8

We will decide on and assign the next step in the personal website project. It may be to revise and improve the goal statement, or it may be to make a list of possible domain names. We will decide in class.

2.13 Tue Feb 24: No Class

Class was cancelled due to an emergency. Later classes have been renumbered.

2.14 Thu Feb 26 (day 13): Lists

Read textbook chapter 13 before class.

- Before Class: Study textbook chapter 13 (published Feb 16)
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review

- 14:00-14:10 Test over Chapter 13
- 14:20-14:30 Vote on activity 12 webpages (tables)
- 14:30-15:10 Work on activity 13, section 3.13 (page 55)
- 15:10-15:20 Optional Make-up Test over Chapter 9.

2.15 Tue Mar 03 (day 14): Copyright

Read textbook chapter 14 (not ready yet) before class.

- Before Class: Study textbook chapter 14 (published Feb xx)
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review
- 14:00-14:10 Test over Chapter 14
- 14:20-14:30 Vote on activity 13 webpages (lists)
- 14:30-15:10 Work on activity 14, section 3.14 (page 56)
- 15:10-15:20 Optional Make-up Test over Chapter 10.

2.16 Thu Mar 05 (day 15)

Today we talked about chapter 15, Responsive Web Design.

We also talked about the student projects.

2.17 Tue Mar 10 (day 16)

Today we did our first copycat activity. I presented a webpage on the overhead projector, and students were challenged to create that same webpage without seeing my HTML or CSS coding. As the hour went along, I offered hints. At the end of the hour I showed the whole webpage source.

Generally the copycat assignment was a success. Students indicated that they would like to do things like this again.

We also talked about the upcoming Empower Your Dreams activity, and I encouraged the students to sign up as competitors. I told them that there was prize money: \$100 for first place, \$80 for second place, and \$60 for third place, with the money to be split among the members of the winning teams.

2.18 Thu Mar 12 (day 17)

We did a copycat activity involving forms and input fields. About half of the class submitted something. Late work was not accepted.

Read textbook chapter 17 before class.

- Before Class: Study textbook chapter 17
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review
- 14:00-14:10 Test over Chapter 17
- 14:15-15:00 Work on activity 17, section 3.17 (page 58)
- 15:00-15:05 Submit your Copycat activity
- 15:05-15:10 Discuss how to do the Copycat
- 15:10-15:20 Optional Make-up Test over Chapter 13.

2.19 Tue Mar 17 (day 18)

We will do a copycat activity involving positioning.

Read textbook chapter 16 before class.

- Before Class: Study textbook chapter 16
- 13:45-13:55 Daily Update
- 13:50 Prayer
- 13:50-14:00 Pre-test Review
- 14:00-14:10 Test over Chapter 16
- 14:15-14:45 Work on activity 16, section 3.18 (page 59)
- 14:45-14:50 Submit your Copycat activity
- 14:50-15:10 Discuss how to do the Copycat
- 15:10-15:20 Optional Make-up Test over Chapter 14.

2.20 Tue Mar 24 (day 19)

2.21 Tue Mar 31 (day 20)

2.22 Thu Apr 02 (day 21)

2.23 Tue Apr 07 (day 22)

2.24 Thu Apr 09 (day 23)

2.25 Tue Apr 14 (day 24)

2.26 Tue Apr 16 (day 25)

Final Exam Day.

You can retake as many chapter tests as you want. For each test I will keep your highest score.

Chapter 3

Activities Assigned

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This part of the study guide lists the projects that have actually been assigned, or soon will be.

The words “project,” “task,” and “assignment” are used to mean pretty much the same thing as each other in this document. Each thing I ask you to do will be a “portfolio project” (or “portfolio task” or “portfolio assignment”).

The phrase “due date” means the date by which you should have the assignment done so that you can consider yourself to be caught up with your classwork.

The word “deadline” means the date beyond which you cannot receive credit for your work unless you beg and grovel and have a really good excuse. And maybe not even then. A lot of work might never get done if it weren’t for “the last minute.” Accordingly we have a last minute, and it is called the deadline.

The period of time between the due date and the deadline is sometimes called the “grace period.”

The “grading label” is a short code that is used both in this study guide and in the gradebook to identify and track grades for activities.

3.1 Task 01: Homepage

- Discussed: Tue, Jan 13
- Due Date: Thu, Jan 15, 11:00
- Grading Label: **01**
- Point Value: 25

Preparation: Read textbook chapter 1, “First Webpage.”

Summary: Create a simple HTML web page that has a heading (h1), bold text (b), italic text (i), and an image (img).

In the it240.2151 folder create a file named `index.html` which will be the webpage for this assignment.

Required: Create a web page.

The picture must be of you, standing by the GCB sign, doing the shaka hand gesture.

The picture must be displayed 500px wide.

An example of doing this task is provided in the textbook.

The key things you will demonstrate are:

- You can cope with cPanel.
- You can create a web page in the proper directory.
- You can use h1, b, and i tags.
- You can upload and display a picture.
- You can control the displayed size of the picture.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: `it240 01 lastname, firstname`.

Include a brief statement in your email saying that you have completed the assignment and it is ready to be graded.

3.2 Task 02: Body and Headings

- Discussed: Thu, Jan 15
- Due Date: Tue, Jan 20, 11:00
- Grading Label: **02**
- Point Value: 25

Preparation: Read textbook chapter 2, “The Body and Basic Markup.”

Summary: Make a webpage that properly uses headings and paragraphs.

Definition: several means two or more.

Definition: near the top means what I probably see without scrolling when I do a View Page Source in Firefox.

Minimum Standard:

- body: have an explicit `<body>` and `</body>`.
- h1: your webpage has several main headings.
- h2: at least two of your headings have several subheadings.
- p: at least two of your subheadings have several paragraphs.
- a: near the top, have a link to the full syllabus PDF.
- comment: near the top, have a brief comment in the code.

Content:

You are encouraged to create your own content that is appropriate for this activity. This must be your own writing, not copied in whole or in part from any other source. It can be on any subject. Make sure it is substantial

enough to be non-trivial. Those who create their own content are eligible for the extra credit voting points.

Alternately, for full credit you **may** use from the class syllabus all of section 5 (Instructional Methods). Copy and paste it from the PDF file into your webpage. Add appropriate markup to match the content.

Voting / Bonus Points: Extra credit up to twenty percent will be awarded based on a vote in class among your peers. Students will rate each other's work for overall appeal. To be in the vote your webpage must be essentially complete by the due date.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: `it240 02 lastname, firstname`.

Include a brief statement in your email saying that you have completed the assignment and it is ready to be graded.

3.3 Task 03: Head and SEO

- Discussed: Tue, Jan 20
- Due Date: Tue, Jan 22, 11:00
- Grading Label: **03**
- Point Value: 25

Preparation: Read textbook chapter 3, "The Head and SEO."

Modify the webpage you made for task 02 (formerly bh) and fix it to comply with the Common Requirements. Save it in the same place your 02 was at.

All future assignments will need to comply with these requirements.

Common Requirements: This assignment must comply with the common requirements given in appendix C (page 72). These include proper doctype, head, charset, title, style sheet, body, authorship, validations, and visit counter.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: `it240 03 lastname, firstname`.

Include a brief statement in your email saying that you have completed the

assignment and it is ready to be graded.

3.4 Task 04: Titles

- Discussed: Thu, Jan 22
- Due Date: Tue, Jan 27, 11:00
- Grading Label: **04**
- Point Value: 25

Preparation: Read textbook chapter 4, “HTML Tags and Attributes.”

Continue to modify the webpage you made for task 02 (formerly bh).

Add a title to each of the h1 and h2 headings. You can say whatever you like in the title, but it must be longer than a few words.

Common Requirements: This assignment must comply with the common requirements given in appendix C (page 72). These include proper doctype, head, charset, title, style sheet, body, authorship, validations, and visit counter.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: `it240 04 lastname, firstname`.

Include a brief statement in your email saying that you have completed the assignment and it is ready to be graded.

3.5 Task 05: Style Sheet

- Discussed: Tue, Jan 27
- Due Date: Thu, Jan 29, 11:00
- Grading Label: **05**
- Point Value: 25

Preparation: Read textbook chapter 5, “CSS: The Style Sheet.”

Create a webpage that demonstrates the styles taught in the textbook.

Save your webpage at **public_html/it240.2151/05/index.html**

The top of the page must include the header elements listed in the common requirements.

The bottom of the page must include the footer elements listed in the common requirements.

The central portion of the page must include the following demonstration paragraphs, each of which features a style that was included in the reading. For ease of grading, please keep them in this order.

- background-color:
- color:
- font-size:
- font-weight:
- font-style:
- text-align:
- text-shadow:

Contents: Each demonstration paragraph must begin by explicitly stating what styling is being demonstrated. It must then include several lines of your own original text. Your styling must be clearly different from the default.

Inline Styling: Your paragraph styling must be accomplished inline by using the `style=` attribute of the paragraph itself rather than by using a style sheet. For example:

```
<p style=whatever>This paragraph uses whatever. ...
```

After these paragraphs, you are welcome to include additional paragraphs that demonstrate other things.

Common Requirements: This assignment must comply with the common requirements given in appendix C (page 72). These include proper doctype, head, charset, title, style sheet, body, authorship, validations, and visit counter.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: `it240 05 lastname, firstname`.

Include a brief statement in your email saying that you have completed the assignment and it is ready to be graded.

3.6 Task 06: Classmates (Images Crop and Re-size)

- Discussed: Thu, Jan 29
- Due Date: Tue, Feb 03, 11:00
- Grading Label: **06**
- Point Value: 25

Preparation: Read textbook chapter 6, “Images: Crop and Resize.”

Interviews: We will do seven interviews in class, five minutes each, in groups of two or three. During these interviews you will take pictures and make handwritten notes. You will use the pictures and information to construct a webpage.

Save your webpage at **public_html/it240.2151/06/index.html**

Make-Up: If you are not able to conduct the interviews during class due to absence or some other reason, you must find some way to do it later, maybe after class on some other day.

Seven Students: Make a webpage that features exactly seven other students from this class. You will use seven images and write seven paragraphs.

Photos By You: Each image will be a photo of that student taken by you. Take several shots of each person so you can pick the best one. If you do not have a suitable camera with you, see if you can borrow someone’s cellphone to take the pictures, and have them send you the files.

Head Shot: You will crop it to be a head shot, including roughly head and shoulders. You will downsample it to be 200px wide and about 300px high.

If we have time, we will demonstrate this in class after the interviews.

Paragraph: The image will be followed by one or more paragraphs written by you that tells about that person. (1) The paragraph must include the person’s name in bold, but it does not have to be their full name. It can be simply the name that they commonly use. (2) It must include something that you admire about them. (3) It must include something that they admire about their family or culture. (4) It can include any other information you think might be interesting. Avoid anything they would not want published. (5) It must be long enough to wrap around the picture. See Lorem Ipsum below for help with that.

Left, Right: The photos must alternate between floating left and floating right.

Lorem Ipsum: The paragraphs must wrap around the pictures. That is, they must be long enough to extend from the top of the picture to a few lines below the picture. If your meaningful words are not long enough, you are welcome to end with some **lorem ipsum** text. <http://lipsum.com/> will generate text for you, or you can use some of the following text:

Lorem ipsum dolor sit amet, consectetur adipiscing elit. In scelerisque nulla nec urna efficitur, eu fringilla libero cursus. Proin non sem porta, bibendum enim a, suscipit augue. Cras sed metus diam. Etiam pellentesque est quis nisi cursus commodo gravida id elit. Quisque tincidunt id lectus nec elementum. Phasellus congue, dui non accumsan facilisis, justo leo gravida mauris, eleifend interdum dolor nisl at ante. Pellentesque in mauris in justo iaculis rhoncus eget ut odio. Nunc ac congue risus. Sed gravida lobortis sagittis. Phasellus consequat commodo porttitor. Nulla non mauris sit amet felis euismod aliquet ac quis leo.

Aenean ut leo vulputate, vehicula arcu in, convallis nunc. Mauris viverra rhoncus dui non euismod. Suspendisse congue mi sit amet auctor elementum. Morbi finibus elit et est luctus, non ultrices sapien vulputate. Aenean feugiat, leo sed venenatis cursus, elit tortor finibus ex, ac tempor augue neque sed enim. Sed at felis et massa mattis efficitur vitae vitae dui. Aliquam erat volutpat. Etiam posuere sit amet arcu et vestibulum. Nam leo felis, venenatis id lobortis nec, malesuada eu eros. Vivamus a sodales risus.

Related Research: I was reading an article on the New York Times website (2015-02-02) and checked to see how wide its columns and pictures are on my laptop computer. The whole column was 495px wide, and the floating image inside the column (a person's face) was 180px wide and 270px tall (a 2x3 aspect ratio). Clicking on the image took me to a larger version of the same image.

Common Requirements: This assignment must comply with the common requirements given in appendix C (page 72). These include proper doctype, head, charset, title, style sheet, body, authorship, validations, and visit counter.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: it240 06 lastname, firstname.

Include a brief statement in your email saying that you have completed the assignment and it is ready to be graded.

3.7 Task 07: Gradients (Colors)

- Discussed: Tue, Feb 03
- Due Date: Thu, Feb 05, 11:00
- Grading Label: **07**
- Point Value: 25

Preparation: Read textbook chapter 7, “CSS Colors.”

Modify the webpage you made for task 06.

Use stylesheet CSS to create a gradient for the whole body of your webpage. Use at least three color stops.

Use inline CSS on each paragraph to give it a different gradient for a background. Try to get a lot of variety. But be gentle, not too psychedelic. Use at least two color stops per gradient (which is the minimum anyway).

Common Requirements: This assignment must comply with the common requirements given in appendix C (page 72). These include proper doctype, head, charset, title, style sheet, body, authorship, validations, and visit counter.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: `it240 07 lastname, firstname`.

Include a brief statement in your email saying that you have completed the assignment and it is ready to be graded.

3.8 Task 08: Floating Head (Image Transparency)

- Discussed: Thu, Feb 05
- Due Date: Tue, Feb 10, 11:00
- Grading Label: **08**
- Point Value: 25

Preparation: Read textbook chapter 8, “Images: Transparency.”

Create a webpage at **public_html/it240.2151/08/index.html**

You will eventually upload three images: large, medium, and small. The small will be 150x150. The medium will be 300px wide. The large will be bigger. All three will be saved as .png files with some transparency.

It must include the following elements. Beyond that, you can use any content and design elements you deem appropriate. Lorem ipsum is acceptable.

Alpha: Start with a large image that includes your head. Remove all but your head. Save it as a PNG.

Resize: Create a small image by resizing the large image. Make its width 300px. Save it as a PNG.

Top: Display your small image near the top of the webpage.

Background: Use a gradient background that clearly shows your small image has transparency.

Click: Link your small image so when you click on it, the larger image is displayed.

Favicon: Resize your image to 150x150 and call it icon.png. Use “link rel=icon” syntax to display it as a favicon on your webpage.

Common Requirements: This assignment must comply with the common requirements given in appendix C (page 72). These include proper doctype, head, charset, title, style sheet, body, authorship, validations, and visit counter.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: `it240 08 lastname, firstname`.

Include a brief statement in your email saying that you have completed the assignment and it is ready to be graded.

3.9 Task 09: Font Families

- Discussed: Tue, Feb 10
- Due Date: Thu, Feb 12, 11:00
- Grading Label: **09**
- Point Value: 25

Preparation: Read textbook chapter 9, “Font Families.”

Summary: Use font families and web fonts.

Create a webpage at **public_html/it240.2151/09/index.html**

Use an inline style sheet that includes the following:

```
body { width: 1000px; margin: auto; }  
.serif { font-family: ... }  
.sans { font-family: ... }  
.curs { font-family: ... }  
.mono { font-family: ... }
```

For body, margin auto will center your webpage body on the page, and width 1000px will set it to be 1000 pixels wide.

Use the same font size for all your fonts. The default font size is fine, but should be no smaller than 10pt (about 70 characters per line).

For the four fonts, you can pick your own names or use the ones that I listed. But do all the font styling in the style sheet, not by using HTML style= directives.

Web Font: Use at least one web font. In a paragraph near the top of the page, tell which fonts are web fonts and where they are from.

Four Fonts: In the body of your webpage present these four fonts in this order: serif, sans-serif, cursive, and monospace. Fantasy is not expected. (It makes grading easier.)

For each font family give an <h2> heading that tells the exact details of the font stack being used, followed by a <p> paragraph with about five lines of lorem ipsum text, with that font stack styling applied.

Content: Ideally you should use the same lorem ipsum text for each of your paragraphs, to better let us compare the fonts. (See lorem ipsum in the textbook index.) However, you may at your own discretion use other text you find suitable.

Font Stacks: Each font stack must have at least two entries, with the last one being one of the five major families. Each font in the stack must belong to the same generic family. (Don’t put Arial in the serif list, for example.) Be careful to spell your fonts accurately, and to put quote marks (single or double) around any font name that has spaces in it.

Do not use the same font name in more than one category. Make each font unique.

Beyond the requirements, you are welcome to use any content and design elements you deem appropriate. Lorem ipsum is acceptable.

Common Requirements: This assignment must comply with the common requirements given in appendix C (page 72). These include proper doctype, head, charset, title, style sheet, body, authorship, validations, and visit counter.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: `it240 09 lastname, firstname`.

Include a brief statement in your email saying that you have completed the assignment and it is ready to be graded.

3.10 Task 10: Box Model

- Discussed: Thu, Feb 12
- Due Date: Tue, Feb 17, 11:00
- Grading Label: 10
- Point Value: 25

Preparation: Read textbook chapter 10, “Box Model.”

Summary: Apply padding, borders, margins, and outlines to objects on a webpage. Use JavaScript to dynamically change the box model parameters on one of those objects.

New: We introduce the button element. We introduce ID. We introduce some JavaScript. A shallow understanding of these items will be sufficient for this assignment.

Create a webpage at `public_html/it240.2151/10/index.html`

Eight Buttons: Provide eight buttons (or more if you like) followed by a paragraph of content. Each of the buttons will apply a different class to the paragraph. The first button should apply the original class. Next to each button should be a brief description of what styling will happen when you press the button. The styles should be noticeably different from one

another and should demonstrate a large range of what can be done. Limit your variations to box model parameters.

One Paragraph: The paragraph to be styled should be about five lines of lorem ipsum or other textual content of your choice.

Script Section: In the head of your webpage, you can use this script section to create a JavaScript function called “reclass” that changes the class of an chosen element.

```
<script>
function reclass(e,c){
  document.getElementById(e).setAttribute("class",c) }
</script>
```

Style Sheet: Here is a style sheet with two sample classes. You will need more than two. You can use it as an example, but you must create your own class definitions and box model parameter values.

```
<style>
body { width: 1000px; margin: auto; }
.x { padding: 10px; border: red double 5px; margin: 5px; }
.y { padding: 20px; border: blue solid 20px; margin: 10px; }
</style>
```

OnClick JavaScript: In the body of your webpage, use JavaScript code like this to change the class of your paragraph. When the user clicks on a <button> the browser calls our JavaScript function “reclass” to find the item whose ID is “abc” and change its class to something new.

```
<br><button onclick="reclass('abc','z')">0</button> style reset
<br><button onclick="reclass('abc','x')">1</button> red double
<br><button onclick="reclass('abc','y')">2</button> blue solid
```

Sample Paragraph: Put your paragraph after the buttons, and give it a unique ID.

```
<p id=abc>This is the paragraph to be styled.
It should be about five lines of lorem ipsum
or other textual content of your choice.
```

Common Requirements: This assignment must comply with the common requirements given in appendix C (page 72). These include proper doctype, head, charset, title, style sheet, body, authorship, validations, and visit counter.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: `it240 10 lastname, firstname`.

Include a brief statement in your email saying that you have completed the assignment and it is ready to be graded.

3.11 Task 11: Pseudo Classes

- Discussed: Tue, Feb 17
- Due Date: Thu, Feb 19, 11:00
- Grading Label: 11
- Point Value: 25

Preparation: Read textbook chapter 11, “Pseudo Classes.”

Summary: Use pseudo classes to vary the styling on a webpage. Use hover, first-character, and first-line on each of at least five different paragraphs.

Create a webpage at `public_html/it240.2151/11/index.html`

Introductory Paragraph: You must begin your webpage with wording to document what you will be demonstrating. Give enough detail so someone viewing your webpage will know what they should be looking for.

Hover Effect: Each of the five paragraphs must respond in a noticeable way as the mouse hovers over it. They can all be the same, or they can each be different, at your discretion.

First Character: Each of the five paragraphs must have the first character styled in a special way. They can all be the same, or they can each be different, at your discretion.

First Line: Each of the five paragraphs must have the first line styled in a special way. They can all be the same, or they can each be different, at your discretion.

Transition: At least one hover effect on your webpage must be a transition

that takes place over several seconds.

Discretionary Items: At your discretion, you can include other effects described in the textbook or elsewhere.

No JavaScript: None of your effect should use JavaScript. They must be pure CSS.

Common Requirements: This assignment must comply with the common requirements given in appendix C (page 72). These include proper doctype, head, charset, title, style sheet, body, authorship, validations, and visit counter.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: `it240 11 lastname, firstname`.

Include a brief statement in your email saying that you have completed the assignment and it is ready to be graded.

3.12 Task 12: Tables

- Discussed: Thu, Feb 19
- Due Date: Tue, Feb 24, 11:00
- Grading Label: **12**
- Point Value: 25

Preparation: Read textbook chapter 12, “Tables.”

Summary: Construct tables that demonstrate cell merging, table layout fixed, nth child, white-space normal vs nowrap, overflow hidden.

Create a webpage at `public_html/it240.2151/12/index.html`

Introductory Paragraph: You must begin each section of your webpage with wording to document what you will be demonstrating. Give enough detail so someone viewing your webpage will know what they should be looking for.

Quilt Block Section: Using rowspan and colspan, merge cells in a 3x3 table so as to create a camera-shutter quilt block. At your discretion you can create something more complex. Put something in each cell, either words or colors or pictures or some combination.

a	b c	
d	e	f
g h	i	

Favorites Section: Create a table of your favorite things. It can be movies, music, people, surfing spots, or whatever, but it must be your favorites of something. It must have four or more meaningful columns and 10 or more rows plus a heading row.

Column Widths: Use table layout fixed and nth-child width to control the column sizes.

Overflow: At least one of your columns must routinely have more content than will fit. Use white-space nowrap and overflow hidden to keep each cell down to a single line. Use hover white-space normal to expand the cell of interest.

Row Colors: Use nth-child to give the rows an alternating background color. Use hover to give the “current” row special styling.

Discretionary Items: Use box-model parameters to put margins, borders, and padding around the cells of your tables, at your discretion. Do other fun things at your discretion.

Common Requirements: This assignment must comply with the common requirements given in appendix C (page 72). These include proper doctype, head, charset, title, style sheet, body, authorship, validations, and visit counter.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: `it240 12 lastname, firstname`.

Include a brief statement in your email saying that you have completed the assignment and it is ready to be graded.

3.13 Task 13: Lists

- Discussed: Thu, Feb 26
- Due Date: Tue, Mar 03, 11:00
- Grading Label: **13**
- Point Value: 25

Preparation: Read textbook chapter 13, “Lists.”

Summary: Create a webpage with dropdown menus at the top.

Create a webpage at **public_html/it240.2151/13/index.html**

Introductory Paragraph: You must begin each section of your webpage with wording to document what you will be demonstrating. Give enough detail so someone viewing your webpage will know what they should be looking for.

Use your own discretion in what the dropdown menus say. Probably you should make them into navigation links with `` content.

Common Requirements: This assignment must comply with the common requirements given in appendix C (page 72). These include proper doctype, head, charset, title, style sheet, body, authorship, validations, and visit counter.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: `it240 13 lastname, firstname`.

Include a brief statement in your email saying that you have completed the assignment and it is ready to be graded.

3.14 Task 14: Personal Website

- Discussed: Tue, Mar 03
- Due Date: Thu, Mar 05, 11:00
- Grading Label: 14
- Point Value: 25

Preparation: Read textbook chapter 14, “Copyright.”

Summary: Create a webpage that introduces your personal domain.

Create a webpage at **public_html/it240.2151/tk/index.html**

Simple: Please keep this page very very simple. This is not the place to show off your skill. Do that on the personal domain. Here just introduce it. I will be grading on four things: (a) does your link to go your personal website, (b) do you state your goals, (c) do you tell what things are worth special notice, (d) do you clearly state your name. I do not care about html

validation and css validation on this page.

Content: Start with an appropriate h1.

Link: Provide a link to your personal domain. Probably it will be something.com or something.tk.

The link should be near the top and easy to find and use, and should work when followed.

Goals: Continue the introduction by explaining your goals for your personal website. These will probably be similar to the goals you emailed to me earlier, but you should update and improve the wording as your website progresses.

Things To Notice: Tell us what we should be noticing and appreciating as we visit your website.

As you develop your website, pay special attention to the copyright issues. Specifically, to the extent that you have professional-looking content (wording or pictures, for example), be clear to state that you are the author of those items or to tell why you are able to use them.

Your personal website must have at the bottom of the homepage some mention of your name, probably as the web designer. This is to prove that you did not just link to some random and very cool page, but that this is actually your handiwork.

Common Requirements: This assignment must comply with the common requirements given in appendix C (page 72). These include proper doctype, head, charset, title, style sheet, body, authorship, validations, and visit counter.

Regrade: This assignment is subject to the late work / regrade policy stated in appendix E.6 (page 82). The required email subject line is:

Regrade Subject Line: `it240 14 lastname, firstname`.

Include a brief statement in your email saying that you have completed the assignment and it is ready to be graded.

3.15 Task 15: Responsive

- Discussed: Thu, Mar 05

Preparation: Read textbook chapter 15, “Responsive Web Design.”

We talked about Responsive Web Design (**RDW**)

3.16 Task 15a: RWD Copycat

- Discussed: Tue, Mar 10

Preparation: Read textbook chapter 15, “Responsive Web Design.”

We did an in-class copycat activity. The webpage involved gradients, drop capitals, and sizing based on things that vary as the viewport changes size.

Our secondary goal is to prepare students to compete well in the Empower Your Dreams competition a week from now.

This activity was not graded.

3.17 Task 17: Forms and Inputs Copycat

- Discussed: Thu, Mar 12
- Due Date: Thu, Mar 12, in class
- Grading Label: **17**
- Point Value: 25

Preparation: Read textbook chapter 17, “Forms and Inputs.”

We will do an in-class copycat activity. The webpage will involve input fields in a context of a webpage laid out as a table.

Our secondary goal is to prepare students to compete well in the Empower Your Dreams competition a week from now.

At the end of the copycat activity, I will have you email your completed webpage to me for grading. Then I will show how I did my page.

Sending Your Email:

Send your webpage as an attachment. Name it “17-lastname-firstname.html” (like “17-colton-don.html”).

To: doncolton2@gmail.com

Subject: it240 17 lastname, firstname

If you do not get an immediate response from my email account, then something is wrong.

3.18 Task 16: Positioning Copycat

- Discussed: Tue, Mar 17
- Due Date: Tue, Mar 17, in class
- Grading Label: **16**
- Point Value: 25

Preparation: Read textbook chapter 16, “Positioning.”

We will do an in-class copycat activity. The webpage will involve positioning.

The activity is open-book, open-notes, open-Google. Just not open neighbor. I may give hints during the activity.

Our secondary goal is to prepare students to compete well in the Empower Your Dreams competition a week from now.

At the end of the copycat activity, I will have you email your completed webpage to me for grading. Then I will show how I did my page.

Sending Your Email:

Send your webpage as an attachment. Name it “16-lastname-firstname.html” (like “16-colton-don.html”).

To: doncolton2@gmail.com

Subject: it240 16 lastname, firstname

If you do not get an immediate response from my email account, then something is wrong.

Chapter 4

Personal Website

Contents

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Starting the very first day of the semester, we have been making webpages. Over the weeks we learned many skills to help us develop better webpages.

This chapter is about our semester project: your Personal Website.

This will be an ongoing project while at the same time you will have daily projects to develop your skills in specific areas.

In this chapter, we pull together the things we are learning and jump into the deep end of the swimming pool. Only by really trying to build that website will we create the awareness of our growing skills and the holes we still need to fill.

As we go along, I will ask you for topic requests. What do you want me to teach you about? I will think carefully about these requests as I develop the remaining chapters of the textbook.

4.1 Website Goal

Your website must be designed for public consumption. You cannot simply create a website that is, for example, a list of your favorite links. There must be a substantial element of communicating with a broader audience whom you will inform or entertain.

Your website must have an intended audience beyond yourself.

Your website must have a goal.

Does “Empower Your Dreams” (March 19) fit in here somehow?

Your first task is to write a paper that outlines your goal for your website. This paper will be turned in and graded.

There may be several iterations of this paper. The first draft is one page or longer. Depending on how things go, there might be a second draft required.

This is your open mic. This is your soap box to stand on. This is your pulpit.

Your goal paper must answer these questions:

- What is your message?
- What are you selling?
- What do you want to tell the world?
- What do you want visitors to do?
- How will you encourage them to do it?

Default Goal: If you do not have any other goal, or if you like this goal, your goal will be to convince a potential future employer of your value to them.

4.2 Domain Name

Your website must have a domain name. It must be a domain name that you believe supports your goal.

Most domain names cost less than \$20 for the first year, and typically around \$10. If you are ready to invest long-term in your website, throw caution to the wind and buy a domain name. Google search for “domain name registrars” and read some reviews. Then pick a registrar and find a domain name.

If you are not ready to invest in a long-term website, that is okay too. We will work with you to find a free domain name. You can go through nearly the same steps as the other students do. And you can always change your mind later.

Your registrar will need to know where your website is being hosted. Probably that will be on the IS2 machine. You will tell the registrar where to direct visitors. You will tell it that you have a custom DNS server located at is2.byuh.edu.

4.3 Link Domain to Docroot

Your homepage will be index.html (or something similar) in some folder on a webserver. You can use the IS2 webserver that we have been using all semester.

In cPanel, you will declare an Add-On domain. cPanel will verify that the domain name is pointed to is2.byuh.edu and then it will allow you to designate the document root.

The document root is the folder where your homepage resides.

Once you have connected the domain name to the docroot, and the docroot has some content, however simple, your website is officially born.

Something simple would be a “Coming Soon!” message.

4.4 Homepage

In this phase of the project, you actually build a meaningful landing page. You only get one chance to make a first impression. Your website homepage is part of that first impression.

(more later)

Appendix A

Getting Started in IT 240

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A.1 Your Webpages

We will create a number of webpages. Typically they will be hosted on our department webserver which we call the IS2 machine.

You will have an IS2 account. You can read more about it in section [A.2](#) (page [64](#)).

You will use cPanel to gain access to your IS2 account.

Go through these steps:

1. Log into cPanel at <https://is2.byuh.edu:2083/>. You can do this from on campus or from off campus.

Your username will probably be your normal BYUH login name. Your password will probably be your seven-digit BYUH ID number.

2. Change your password if desired.
3. Start up the File Manager.
4. Navigate to the `public_html` folder.
5. Create a subfolder named `it240.2151` within it. Typically your course-work will be saved in this folder.

A.2 Your IS2 Account

We provide you with a website account in connection with this class. The same account is used for other classes in the CIS department.

(netid) means your CES Network ID. This is your normal BYUH login name.

(netid)@go.byuh.edu is your BYUH email address.

(netid) will be used as your IS2 account name (username). Your initial password will be your seven-digit BYUH ID number, which you should change. The IS2 machine does not use your BYUH password, but you can probably make them the same if you wish.

(netid).is2.byuh.edu will be your IS2 domain name.

http://(netid).is2.byuh.edu/ will be your IS2 homepage.

/home/(netid) is your home directory on the IS2 machine.

/home/(netid)/public_html is your web space on the IS2 machine.

/home/(netid)/public_html/it240.2151 will be your web space for this class.

If you have difficulty seeing webpages in the `is2.byuh.edu` domain, you may be suffering from a DNS problem. See appendix [H](#) (page [93](#)) for guidance and a possible solution.

A.3 Your DCQuiz Account

My learning management system is called DCQuiz. I wrote it myself. I use it instead of Canvas. It is described in more detail in chapter B (page 67). Basically it is (a) where I store my grade books and (b) where I take attendance and (c) where I give tests.

Your login is your normal BYUH login. Your password is your normal BYUH password. If there is a problem using those, let me know and I can issue you a temporary password.

A.4 Your TK Account

You will have a personal domain name. We will use .tk as our domain registrar, mostly because it is free. Start thinking of what you might want to select as your domain name.

If for some reason you do not want to use .tk we may be able to work something else out. See me.

A.5 Solving Webpage Problems

Here are a few common problems that you may run into.

A.5.1 404 Error: Page Not Found

404 is the error number used by the world wide web to indicate a missing webpage. If you get a 404 error when trying to see your own webpage, it means the browser asked for the page and the server said it does not exist.

The most common cause of this problem is spelling things differently than expected.

If your webpage should be named “index.html” and you actually name it “Index.html”, it will not be found. Pay attention to capitalization.

If your folder should be named “myproject” and you name it “my project” (with a space), it will not be found.

I have even see problems when the student accidentally put a space at the end of a file name, like “index.html ”.

A.5.2 You See A Short List Of Files

When you try to view your webpage, if you see a list of files that means that you are missing the `index.html` file. You need to create it, or if you already did create it, you need to rename it so it is named exactly right.

A.5.3 Blank or Incomplete Webpage

If you see a blank or incomplete webpage, that means that (a) your folder is right, and (b) your `index.html` file is right, but (c) the contents of the `index.html` file need to be fixed.

Maybe your webpage is incomplete. For example, maybe it has a heading but nothing after that.

Do a “show page source” in your browser. Sometimes that will uncover problems such as missing tag endings, like if you said `</h1` when you meant to say `</h1>`.

Appendix B

Using DCQuiz

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My classes are not on Canvas. Most other classes probably are.

DCQuiz is my Learning Management System. I developed it. It serves the same purpose for me that Canvas serves for many other instructors.

<https://dcquiz.byuh.edu/> is the DCQuiz URL.

Since I wrote it myself, I am also responsible for any bugs that may be in its programming. If you notice any bugs, I hope you will let me know so I can get them fixed.

I can also make improvements when I think of them. I like that.

B.1 Grade Book

The most important place you will see DCQuiz is the grade book.

I use DCQuiz to manage my grade book for this class. You will be able to see the categories in which points are earned, and how many points are credited to you.

You will also be able to see how many points are credited to other students, but you will not be able to see which students they are.

This gives you the ability to see where you stand in the class, on a category-by-category basis, and in terms of overall points. Are you the top student? Are you the bottom? Are you comfortable with your standing?

B.2 Daily Update

Another place you are likely to see DCQuiz is the daily update.

Typically in class I start with a quiz called the Daily Update. It usually runs the first five minutes of class, and is followed by the opening prayer.

By having you log in and take the daily update quiz, I also get to see who is in class, in case I need a roll sheet and I did not take roll in some other way.

B.2.1 Comment

Generally I give you an opportunity to make an anonymous comment. This can be anything you want to say. It might include announcements, such as birthdays or concerts. It might include questions. It can be a simple greeting.

Comments provide a chance for each student to say something without the embarrassment of everyone else knowing who said it. You can say how unfair you think I am for something. You can ask about something you find confusing.

I introduce it something like this:

If you wish, you can type in a comment, question, announcement, or other statement at the start of class for us to consider. Or you can leave this blank.

This is a good opportunity to ask about something you find confusing.

The identity of the questioner (you) will not be disclosed to the class, and

normally I will not check (although I could). My goal is for this to be anonymous.

B.2.2 Genuine Questions

I may include genuine questions in the daily update, and these can be graded. It's kind of unpredictable.

B.3 Chapter Tests

DCQuiz was originally developed for giving tests. My problem was handwriting, actually. Students would take tests on paper and sometimes I could not read what they had written.

So I cobbled together an early version of DCQuiz to present the questions and collect the answers.

I got a couple of additional wonderful benefits, almost immediately.

First, I got the ability to grade students anonymously. All I was seeing was their answer. Not their handwriting. Not the color of their ink. Not their name at the top of the paper. It was wonderful. I could grade things without so much worry about whether every student was being treated fairly.

Second, I got the ability to share my grading results with every student in the class. Each student can see, not only the scores earned by other students, but the actual answers that other students put to each question. This gives students the ability to learn from each other.

Third, it gave students a way to verify that they were being graded fairly compared to their fellow students. If you can see your own answer, and see that everyone with higher points gave a better answer, that is a good thing. If you think your answer is better, it gives you a reason to come and see the teacher so you can argue for more points, or you can be taught the reasons for their answers getting more points.

Fourth, it gave me the convenience of grading anywhere without carrying a stack of papers. I could grade on vacation. (Wait. Doesn't that make it a not-vacation?) I could grade in class, or in my office, or at home.

Fifth, although I never did this, it theoretically has the ability for me to let other people be graders. But I never did this.

B.3.1 Taking Tests

As it currently operates, DCQuiz lets you, the student, log in and see a list of tests. (The grade books are actually treated like quizzes but I enter grades that you earned some other way.)

Quizzes typically have starting and ending times. Before the quiz starts, there is a note telling when it will start. As the quiz gets closer, like within an hour or two, an actual count-down clock will appear telling you how long until the quiz is available.

Once you start the quiz, if it has an ending time, you will be able to see a count-down timer telling you how much time you have left.

As you take a quiz, you can see the main menu, the question menu, and the question page.

Main Menu: The main menu was already mentioned. That's where you see what quizzes are available.

Question Menu: The question menu shows you what questions are on this quiz. It lets you select a question to work on. It shows you which questions you have answered already. It shows you which answers have already been scored. It lets you say that you are done. It lets you cancel the quiz (if that is allowed).

Question Page: The question page shows a single question, and lets you type in your answer. Some questions only allow a single-line answer. When you press ENTER it takes you automatically to the next question. Other questions let you type in several lines.

B.3.2 Reviewing The Test

When an test is finished, normally DCQuiz will lets you see everyone's answers along with the official answer. You can also see what scores were given for things that have been graded.

You can see reviewing opportunities on the main menu.

After selecting a test to review, you will see a question menu similar to the one that was used for taking the test. But instead of seeing your answer, you will see all the scores that were earned, with your score highlighted. If yours is the top score, it will appear first. If it is the bottom score, it will appear last.

You can select a question to drill down and see more details. Specifically, you can see each of the answers provided by each student that wrote an answer. And you can see the score it received. And you can see any notes the grader (me) may have made while grading.

This is intended to (a) let you teach yourself by seeing examples of work by other students, and (b) let you verify that you were graded fairly. (Every once in a while, maybe a few times per semester, a student will see that I entered their grade wrong, or I overlooked something. This is your chance to get errors fixed.)

Sometimes a test is not open for review. The teacher gets to decide. But even if the test is closed, you can still see the question menu (with the questions blanked out), and you can see your score and everyone else's score. Questions and answers are not available, but scores are available, even long after you took the test.

Sometimes a test is deleted or revised and reused. The teacher gets to decide. When an test is recycled, all questions and answers and scores are also deleted. After that, there is no way to see anything about that test.

I generally revise and reuse the daily update. This causes all answers and scores to be deleted, but I keep the questions and just modify them for the next class meeting.

B.4 Other Features

DCQuiz has other features, such as the ability to limit where a test is taken, or to require a special code to access a test. Those features will be explained in class if they are ever needed.

Appendix C

Activity Requirements

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In general each webpage you create will be required to meet these requirements, which I call the Common Requirements.

(The very first assignments are probably exempt.)

```
* has proper html5 DOCTYPE
* Head:
** has explicit head, meta charset
** has informative title.
** has informative meta description.
```

```

** has style section even if it is empty.
** has explicit /head.
* Body:
** has explicit body start (not implicit).
** content as required by each assignment
** Footer (last thing in body):
*** HTML validation link, validates cleanly.
*** CSS validation link, validates cleanly.
*** Identify yourself (the author) by name.
*** Visit counter.
** has explicit /body.

```

The good news is that you can create a starter file or **template** and use it as the basis for each webpage you create. Just customize it as needed and add the other elements required by the specific assignment. Below we talk more about the elements of the template.

C.1 Recommended Template

```

<!DOCTYPE html><head lang=en><meta charset=utf-8>
<title>50 char or less</title>
<meta name=description content="150 char or less">
<style>
/* your CSS style sheet goes here */
</style>
</head><body>
<!-- your HTML content goes here -->
<p>Author: Don Colton
&nbsp; Validate:
<a href="http://validator.w3.org/check?uri=referer">html5</a>
<a href=http://jigsaw.w3.org/css-validator/check/referer>css3</a>
&nbsp; Welcome! You are visitor
<script src=http://dc.is2.byuh.edu/counter/></script>.
</body>

```

C.1.1 Doctype

DOCTYPE: The `<!DOCTYPE html>` tag identifies your webpage as being

HTML5.

C.1.2 Head

head: The `<head lang=en>` tag identifies the start of the head of your webpage, and specifies that the language is English.

For this class I require an explicit `<head>`.

meta charset: The `<meta charset=utf-8>` tag identifies the character set that will be used on your webpage. Normally we use **utf-8**. **UTF** stands for **UCS** Transformation Format, 8 bit. **UCS** stands for Universal Character Set.

title: The `<title>` and `</title>` tags enclose a title for your webpage. It should normally be less than 50 characters long. It is important for **SEO** and to decorate the tab in tabbed browsers. **SEO** stands for Search Engine Optimization.

meta description: The `<meta name=description content="something">` tag describes the content of your webpage. It should normally be less than 150 characters long. It is important for **SEO**, both for indexing and for describing your page to people that are searching.

style: The `<style type=text/css>` and `</style>` tags surround your in-page CSS statements. CSS stands for Cascading Style Sheet. CSS is how you do your styling.

The head section can explicitly end with `</head>` but this is implied when you start into the body.

For this class I require an explicit `</head>`.

C.1.3 Body

The body section can explicitly begin with `<body>` but this is implied when you use your first body statement.

For this class I require an explicit `<body>`.

Content tags including `h1`, `p`, and `a`, can only appear in the body. Using one of these implicitly ends your head and starts your body.

link: The `yyy` construct creates a hyper link. The `xxx`

part tells what you are linking to. The yyy part tells what the user can click on. The xxx part must be quoted if it includes certain special characters, specifically the question mark.

Valid HTML: The `html` tag links to the w3.org HTML validator. When you click on this link, it will check to see if your webpage HTML is valid or not. It is mostly accurate.

The `css` tag links to the w3.org CSS validator. When you click on this link, it will check to see if your webpage CSS is valid or not. It is mostly accurate.

script: The `<script src=xxx></script>` construct inserts JavaScript into your webpage.

In our example, xxx is `http://dc.is2.byuh.edu/counter/` and it inserts JavaScript that tells how many visitors have been to your webpage.

ending: The `</body>` tag is normally optional and tells that your body has ended. It is a good idea to include it, just for clarity to any future webpage author that may use or modify this page. It is implied by end of file.

For this class I require an explicit `</body>`.

The `</html>` tag is optional and tells that your html has ended. I usually omit it. It is implied by end of file.

C.2 Standard Rules

There are some standard rules that apply to most of the assignments. This chapter has a quick run-down of the rules with some explanation as appropriate. Each assignment may have additional or different rules, but these are the typical rules.

C.2.1 Voting

You may see a requirements paragraph like this:

Voting / Bonus Points: Extra credit up to twenty percent will be awarded based on a vote in class among your peers. Students will rate each other's work for overall appeal. To be in the vote your webpage must be essentially complete by the due date.

This is typically done during the first few minutes of class on the day that the assignment was due.

C.2.2 Validation

You may see a requirements paragraph like this:

Validation: Clearly provide a working link to do HTML validation of your page. Make sure your page validates clean. Clearly provide a working link to do CSS validation of your page. Make sure your page validates cleanly.

This is judged by me clicking on your HTML validation link, and on your CSS validation link.

C.2.3 Attribution

You may see a requirements paragraph like this:

Attribution: Clearly and properly credit all professional-looking content (images and wordings), either where they appear or at the end of your webpage. (a) If you own the copyright, say so. (b) If someone else owns the copyright, say who and where you got it. If possible provide a link to the webpage where you found the content. (c) If appropriate, end with wording like “All other images and text were created and are owned by me.” (d) Make your attributions easy to find and read.

If you are skilled enough to create content that looks professional, make sure you explicitly say that the content is something you created. If you leave me guessing, I may decide that it looks stolen. Do not take offense. This is actually a compliment to your abilities. But it is better to explicitly claim credit for your work.

C.2.4 Style

You may see a requirements paragraph like this:

Style Sheet: All styling must be in a style section in the head of the document. No style= attributes are allowed in-line. You may use id= or class= to apply styling as needed.

This is judged by me looking at your page source and searching for the word “style” wherever it might appear on your page.

C.2.5 SEO

You may see a requirements paragraph like this:

Search Engine Optimization: Provide a well-written title (up to 50 char), meta description (up to 150 char), heading, and introductory paragraph. Well-written means helpful, user-friendly, and crisp (succinct). Also identify yourself as the author and explain the purpose of the task.

This is judged by reviewing your page source.

C.2.6 Regrade

I want everyone to get full credit on every assignment.

If you do not get full credit for your work on any assignment, I will give you one or more reasons for your grade. You can correct those problems and ask for a regrade.

If you do not understand my reasons, ask someone what I mean. You can ask me, in person or by email. If by email, please provide my exact wording and I will interpret it for you.

When I do a regrade, I will check your stated deficiencies first.

If your new work does not correct the deficiencies that I previously reported, I will probably reply with “still broken” or similar wording.

If your new work corrects the deficiencies that I previously reported, then I will complete a thorough regrading of your work. This can result in new errors being discovered and reported (and another chance for regrade), or it can result in a finding of full credit.

Before asking for a regrade, it is best to make **absolutely sure** that you have read the requirements for the assignment, and that you have verified you are meeting those requirements.

C.3 Research vs Copying

We learn by watching others and then doing something similar.

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

The following is assumed to be understood, and will not be repeated for each assignment.

When you are having trouble with an assignment, I encourage you to look at not just one, but half a dozen or more of the pages done by your fellow students. Study them. 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 page source code, sometimes I see quirky ways of doing things. They appear to work even though they are wrong. And then I see someone else that has done it exactly the same 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.

When I see these quirky ways of doing thing, I am strongly tempted to give someone a failing grade, maybe even for the semester. Luckily it can be hard to tell who copied and who was the source. But maybe I will give Fs to both students and see who complains. Please do not force me to make such a decision.

Appendix D

Web Hosting for IT 240

The Computer and Information Sciences (CIS) department at Brigham Young University–Hawai‘i (BYUH) provides web hosting for the students in the IT 240 class.

Our web hosting machine is called the IS2 machine.

If you do not already have an IS2 account, we will automatically set one up for you. If your account is not working, contact Like Ottley. His office is in GCB 119, near our classroom. Stop by and visit him.

Your IS2 username will be your CES NetID. If your NetID was Fred, your login would be “fred” and your domain name would be “fred.is2.byuh.edu”.

Your initial password will probably be your seven-digit BYUH student ID number. The textbook tells you how to change it.

The IS2 machine uses cPanel as its control panel. There is more on cPanel in the textbook.

The IS2 machine uses Apache as the web server. There is more on Apache in the textbook.

Appendix E

Grading for IT 240

The typical portfolio project is worth 25 points and consumes one day of class time.

Some assignments may consume more days, and would be worth more points.

E.1 Seeing Your Grade

<https://dcquiz.byuh.edu/> is where I maintain my online gradebooks.

There will be several gradebooks. One will have your overall grade. Another will have your portfolio points. In connection with your points, there may be comments. They may tell you how your grade was calculated.

Each grade is identified by a short label.

E.2 Submitting Work

<http://dc.is2.byuh.edu/it240.2131/> is the place to link your portfolio projects. It is the Student Projects page for this class.

Each project will have its own link. They will normally be based off of the domain name you provide to me as one of the projects.

E.3 Timeline

Assignments made on any given day will normally be due the night before our next class meeting. If a peer bonus is involved, students will evaluate them at the start of that next class.

That means if I am awake at 12:01 AM, I will feel free to grade them. But more likely it will be closer to 8:00 AM.

Example: Assignments made on Tuesday will normally be due Wednesday night, and will be graded on Thursday morning. If a peer bonus is involved, students will evaluate them on Thursday at the start of class.

Example: Assignments made on Thursday will normally be due Monday night, and will be graded on Tuesday morning. If a peer bonus is involved, students will evaluate them on Tuesday at the start of class.

Late work and do-overs are accepted subject to the two-week late work policy.

E.4 Late Work and Do-Overs

Each task has a deadline. It is stated explicitly where the task is explained. If it is blank, it means I have not yet assigned a deadline.

Late work and do-overs will sometimes be accepted as much as to two weeks late, or until midnight of the last day of class (not counting the final), whichever comes first.

For Winter 2015, the last day of class is **Tue, Apr 14**.

Example: An assignment that was due on Wednesday night may have a late-work deadline two weeks later, also on Wednesday night (unless it is the end of the semester).

A do-over is where a grade is already in place but you want to improve it. You are invited to redo any assignment to improve your grade. Do-overs cannot receive extra credit. Their maximum score is 100%.

At the deadline, I may automatically regrade all work that did not yet receive full credit. But you can also mention to me that your work is ready to be graded again. See appendix [E.6](#) (page [82](#)) for details.

To be safe, for any late work or do-over, you should notify me by email that

your project is ready to be graded again. See the rules for emailing me in section E.5 (page 82).

I may grade your work right away, or I may wait until the deadline before regrading it. It mostly depends on how busy I am.

E.5 Sending Me Email

If you need to send me email, please send it to `doncolton2@gmail.com` and include `it240` in the subject line (to avoid my spam filters).

E.6 Regrades

Typically an assignment will have a due date, and I will grade all student work for that assignment soon after that time.

Sometimes after the due date, a student will complete work that did not receive full credit at first, or will make substantial improvements to their work. In most cases I am happy to regrade the work.

To receive a regrade, you must request it by sending me an email message. I have found that this is the most reliable way to manage my workload.

E.6.1 Subject Line

The subject line of your message is important because I sometimes receive messages faster than I can handle them. Your request may get delayed until I have enough time to work on it. The subject line keeps it from getting lost.

The first element of the subject line must be the class: **it240**. Do it exactly like that. It allows me to search my mail folder without missing your message.

The second element of the subject line must be the grading label. Please do not leave it out. Please do not write about several things in the same message. Instead, break it up into several messages, one per assignment.

If it is a regrade request, the third element of the subject line should be the word “regrade” (without the quotes).

The rest of the subject line must be your lastname, comma, firstname, in that order.

Example: When requesting a regrade on task “abc,” and your name is John Doe, use the following subject line:

it240 abc regrade Doe, John

E.6.2 Body of Your Request

Required: Say “These were your comments:” (or similar words) and then show exactly the comments that I wrote about your previous attempt. Use cut-and-paste to show my exact comments.

Required: For each of my comments, say that you fixed it. If I made four comments, I want to see four lines, one for each comment, together with a statement that you fixed it. You can say more if you want, but that is the minimum I will accept.

Encouraged: The requirements, as stated in this study guide, provide the background you need to understand my comments. If possible, please cut-and-paste those requirements. This helps me know that you have seen the requirements.

Rejection: If the body of your request does not have these things, then I will reject your request and have you check my comments again.

Why: I do this because some students request regades without really understanding or fixing the problems. I want to see that you at least know what the problems are.

E.6.3 Timeline

Regrades Before the Due Date: Just wait until I grade everybody, or ask me to take a look at it during class.

Regrades Before the Deadline: If an assignment does not have a published deadline, or if the deadline has not yet passed, just request the regrade and I will do it.

Regrades After the Deadline: If an assignment has a published deadline, and that deadline has passed, you must first start keeping up with current work. Then, if you are actively keeping up with the current assignments, but

missed things earlier in the semester, you can ask me to do a regrade after the deadline. I might do it or I might not. If you have **not** been actively keeping up, work on that first.

This also means that when you are submitting really late stuff, you must work backwards from the latest things towards the earliest things.

E.7 Working Together

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.

Speaking of creativity, there is a great temptation to borrow images (for example, photos or artwork) or wording created by someone else. (a) Avoid borrowing if possible. Invent your own content. (b) If you must borrow, provide proper attribution. (Credit your sources.)

E.8 Copyright and Attribution

Something else, related. If you do really high-quality work, it can look like it might have been stolen. So, here is the general rule:

If any material on your website looks professional, particularly the images and the wordings, you must provide an attribution. This includes your own (professional looking) work. State who created the work, and if possible link to it. If you created it, say so.

E.9 Plagiarism

This is a reminder to please do your own work. When I review page source code, sometimes I see quirky ways of doing things. They appear to work even though they are wrong. And then I see someone else that has done it exactly the same 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. Copy other ideas is okay. I don’t want to see any cut and paste.

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

I encourage you to look at not just one, but half a dozen or more of the pages done by myself or your fellow students. Study them. See what you can learn from them. But do not just copy. That is so lame.

E.10 Full Credit

Each project is described in this study guide, together with the “deliverables” on which it will be graded.

Sometimes the project description may change before the project is assigned. Try to work from a fresh copy of this study guide.

Deliverables are things you must deliver. They are the essence of the assignment.

E.11 The Rubric

For each assignment, I provide a rubric that shows how the points are earned. Because I cannot perfectly predict the kinds of errors I and my students might make, the rubric might actually change between the time the assignment is issued and the deadline. If the change is major enough, I will also extend the deadline.

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.

Plus Points: Some projects have plus points. Generally an extra credit feature is awarded plus points for a job well done. Plus points only apply if there are no significant minus points. Late work and do-overs generally cannot receive plus points.

Minus Points: Most project grading is based in starting with 100% of the points, and then subtracting points for things that are not right. If nothing is wrong, you get full credit. Minus points can be recovered through submitting a do-over before the deadline.

Here are some examples of minus points: (a) no link to the Portfolio Homepage, (b) no backlink from the Portfolio Homepage, (c) no HTML validator link, (d) HTML validator errors, (e) no CSS validator link, (f) CSS validator errors.

It is possible for the minus points (the penalties) to add up to more than the project is worth. When subtracting, I stop at zero, so your final score can never be negative.

E.12 Implicit Requirements

There are requirements that are not explicitly stated for every given task.

No cheating. That is an overall requirement. I will not list it with every task. Because it is not explicitly listed, but is still a requirement, it is an “implicit” requirement.

Meet the Deadline. That is a requirement.

Be original. That is a requirement.

Be linked to the place I request. That is a requirement.

There may be other requirements I add here later.

The penalty for failing an implicit requirement might be invented on the spot, while I am grading. It could simply be a zero for the task.

E.13 Subject to Change

Sometimes while grading I will discover that I was unclear in what I asked for. One or a few students may have misunderstood me and done something that (a) technically matches my stated requirements, but (b) does not match my intended requirements. Oops.

It is rare, but it has happened. I apologize here in advance.

If this happens, I may decide to reword the assignment to clarify my intentions.

(a) I will change the grading rubric in this study guide.

(b) I will grade according the the corrected rubric.

(c) I will allow any students who lost points to make corrections and resubmit their work.

This is part of the reason for having a two-week late work policy.

E.14 Peer Assessment Bonus: 20%

Some tasks may have a “peer assessment bonus.” (Some do not.) Each task that has such a bonus will clearly state that fact in the task write-up.

Projects that qualify are peer-rated for bonus points.

Students in the class are asked to view and evaluate each of the projects that qualify, and to select the ones they consider to be the best.

The instructor will tell which projects qualify.

The instructor will tell how many can be selected.

The students will select projects for the bonus.

The instructor will add up the scores and calculate the bonus.

The maximum bonus is 20% of the project value.

For a 25-point project, the bonus could be as high as 5 points.

Mostly this is for personal satisfaction. It is recognition for a job well done, as judged by your peers. But enough 20% bonuses could make it possible to totally skip taking the final exam for the class.

This bonus is based on the points possible for the assignment, not counting any other bonuses you may have received.

Appendix F

Using a BYUH Library Camera

Many students already have a digital camera (or cell phone, or iPad, or ...). If you do not have an appropriate camera, you can borrow one from the BYUH library.

On the left side of this picture, we see the SD card reader. I make this available to you. It has USB on one end and a slot for the SD card on the other end. It also has a removable cap for each end.

On the bottom of this picture, we see the camera. It is a Nikon Coolpix L3. The resolution is 2592 wide x 1944 high pixels.



On the top center of this picture, we see an SD card. This is the kind that I make available to you. It has limited capacity, 256 MB, and will hold about 200 pictures at maximum resolution, depending on lighting.

On the top right of this picture, we see two AA batteries. You will need to provide your own batteries.

The BYUH library has 18 cameras and several tripods available for checkout

to authorized students.

To authorize you, once the semester begins I will provide a list of students to the library, along with the identity of the class (IT 240). Once the library has the list, students on the list will be able to check out cameras and tripods until the date specified, which will be the last day of class (Tue, Apr 14).

The cameras can be picked up at the Media Services desk which is directly across the foyer from the main entrance of the library.

The checkout time is limited to four hours.

The tripods include a piece that screws into the bottom of the camera. In this picture, it has a red circle around it. Do not lose it. Without it, the tripod is useless.



The library does provide a cable you can use to get your images off of your SD card. I also provide you with a way.

Things I Provide

I do not provide batteries.

I do provide SD memory cards. You can check out a small-capacity SD memory card from me for your use this semester.

I do provide SD-to-USB adaptors. You can check out an adaptor from me that will allow you to take your pictures off the SD card and put them onto your computer.

When you receive an SD card and/or adaptor from me, I will check it out to you and make a note of it. The checkout time can be for the entire semester. You must return the checked-out items to me by the last day of class (Tue,

Apr 14).

Appendix G

Using My JavaScript Counter

I have created a simple pageview counter that you are invited to insert into your webpages for this class.

The important line is this:

```
<script src="http://dc.is2.byuh.edu/counter/"></script>
```

You might use it in a paragraph like this, somewhere on your webpage.

```
<p>Welcome! You are visitor number  
<script src="http://dc.is2.byuh.edu/counter/"></script>  
to this webpage.</p>
```

What this means: **script** is an HTML tag to identify JavaScript. **src=** says the JavaScript is coming from another source, not immediately after the script tag. **dc.is2.byuh.edu** is my domain name. **counter** is a folder in my document root, and in that folder is a program, **index.cgi**, that does the counting and returns the current count. **/script** closes it out.

So this is just a request to insert a script into your webpage. The actual JavaScript that will be inserted is simply this:

```
document.write("n");
```

The n will actually be a number. It will be the number calculated by my counter program.

It does this based on the referrer (the page in which it is included). So if you put this code on several different pages, each page will have its own count.

Click Fraud

We should talk briefly about click fraud.

My counter is not particularly intelligent. It just bumps the count up each time anyone views the page. You can beef up your count simply by hitting the reload button repeatedly. (Get a life.)

Intentionally bumping the counter to deceive someone is called “click fraud,” especially if money is involved. Sometimes advertisers pay for each visitor that views their advertisement. And sadly, click fraud happens a lot. Do a Google search on “click fraud” to see some examples. A smart advertiser would want a more intelligent counter.

A more intelligent counter would only count once per IP address per day, or something like that.

But more intelligent counters are harder to create. Ultimately, this simple counter still gives a reasonable estimate of traffic, if you don’t care that it may have been inflated.

Appendix H

On-Campus DNS Issues, and using 8.8.8.8

This problem should not affect you. But just in case...

Sometimes students report that they cannot view class webpages from various places on campus.

The short answer is that this is a DNS problem. The long answer is that we are working with the powers that be to get things fixed, but sometimes things are “complicated.”

This seems to affect students in on-campus housing the most, but also affects computers in offices and labs that are not part of the CIS department.

Fortunately, there is a work-around.

The work-around is to change your DNS to use **8.8.8.8** or another of the public DNS servers on the Internet. (8.8.4.4 also works, and 4.2.2.2 is reported to work but I have not tried it myself.)

<https://developers.google.com/speed/public-dns/docs/using> gives instructions for changing your own computer’s DNS settings to avoid this problem.

If your problem is with a laptop, you can bring it to class or to the CIS Systems Administrator, Like Ottley, in GCB 119, for assistance.

Appendix I

Reporting Spelling Errors

I offer extra credit for reports of spelling and grammar errors in my formal communications, by which I mean written materials like syllabi, study guides, and text books as well as current portions of webpages. This is very helpful to me in correcting spelling mistakes. And it sometimes gets my students to read my materials carefully.

How To Tell Me: To get this credit, send me an email with details of the error (or supposed error) that you have found.

What To Tell Me: Provide enough context that I can easily find the error. Maybe copy and paste the whole paragraph where the error is. I give less credit if you just send me the page number and the wrong word. It is too much like looking for a needle in a haystack. Give me context.

Using Tools: This has gotten to be sort of a game at times, which makes it fun. We can get into Grammar Nazi mode and be picky, picky, picky. Students will cut and paste my words into a document and then run a spelling checker or grammar checker. Or they will directly open the PDF in a spelling or grammar checker.

Tools Break: You are welcome to use these tools, but you should be aware that spelling and grammar checkers work by a simplified set of rules compared to real life. If there are two spellings for a word, the spelling checker will commonly only accept one and will reject the other. This does not make the other wrong.

The truth about English, and probably all languages, is that language changes over time. New words are created. New spellings are accepted.

New grammar happens. And old grammar is resurrected.

I generally follow the accepted practices as shown in style guides such as the Chicago Manual of Style. But I take exception to certain things like those that are noted below. For things that I have considered and listed below, even though they may show up with a checker, I do not consider them to be incorrect.

My rules are (a) is it commonly done? (b) is it ambiguous? (c) is it pretty? These are the same rules used by grammarians, but our decisions in any given case may be different.

Here is my list.

themselves - Modern usage has tended away from gender-specific words like himself in favor of gender-neutral words. I have migrated from him and her to “singular” **them** as my solution of choice to the gender-neutral dictates of modern political correctness. Some dictionaries do not recognize themselves as a word, and instead suggest themselves. For plural them, this would be correct, but for singular them, themselves is correct and is documented to have been used as far back in time as the 1400s.

vs - Should it have a dot? The usage argument is that in British writing, abbreviations are dotted when the final letters have been dropped, but not when the intermediate letters have been dropped. Versus removes intermediate letters. American usage may differ. I do not put a dot after it. I don’t like how it looks with a dot. It is a conscious decision, not an error.

zeros - versus zeroes: Both are considered correct. Google says that zeros is more commonly used.

Ambiguous Plurals - The plural of 15 is 15s, not 15’s. Using an apostrophe generally indicates possession, but people do commonly (and incorrectly) use an apostrophe for plurals when without it the meaning seems less clear. My choice when making a plural that would look ambiguous is to quote the string being pluralized. So, for me, the plural of (a) is (“a”)s rather than (a’s) or (as).

Ambiguous Quoted Punctuation - When should punctuation that is not part of a quote be moved inside the quote marks? Typesetters traditionally float a period (full stop) inside a trailing quote mark because it looks better that way. In computing, quote marks typically delimit strings that have special meaning, and putting punctuation inside the marks changes the meaning of the string. I usually float punctuation if it does not change the

meaning of the thing quoted. Otherwise not.

Series Comma - Some people write a list of three things as (a, b and c), but others write it as (a, b, and c). I write it the second way. This is not an error. Both usages are correct, but I find the first usage to be ambiguous, so I almost always use the second form.

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