

IT 240 – Web Design

Course Syllabus and Calendar – Summer B, 2014

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Brigham Young University–Hawai‘i (BYUH)

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

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

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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.

Briefly, this is what we will do this semester:

Quick Start: We make a simple web page, less than ten lines long, right on the computer you are using. Then we talk about domain names and web hosting. We follow that with control panels, to get your website up, and copyright, to avoid getting your website taken down. Finally, we publish.

Markup (HTML): Here we pop open the hood and look at the engine that runs the web. Good news: it is a pretty simple language. It can be mastered fairly quickly. You can be an expert at markup in no time at all. We will learn HTML5.

Styling (CSS): This is where a lot of the power and fun lies. Adding CSS to HTML is like turning a typewriter into a word processor. For us, this is the biggest hurdle to overcome. There is just a lot

to learn. And we will dig in and learn it. This will be the main topic of our class.

Action (JS): This is mostly done by using JavaScript. We will introduce JavaScript and show you a few things that you can do. You learn what it takes to put JavaScript into a web page, and why you might want to. We will not go very deeply, but our introduction should help you find and implement JavaScript on your pages.

Web Development Tools: Many websites are built using cookie-cutter technologies. In minutes you can have your idea up and running. We may look into WordPress, the leading CMS (Content Management System) in the world.

Multimedia: Text is great, but what is a web page without pictures? We give you basic image editing skills. And we talk a bit about audio and video.

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 Preparation

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 write and test web pages.

2 Course and Faculty

2.1 Course Information

- **Title:** Web Design
- **Course Number:** IT 240
- **Course Description:** Concepts of multimedia design and creation for the Internet using web programming tools to develop web pages for the Internet.
- **Prerequisites:** none
- **Meeting Time:** MWF 12:10 to 14:20
- **Location:** GCB 111
- **First Day of Instruction:** Mon, Jul 14
- **Last Day to Withdraw:** Wed, Aug 13

- **Last Day for Late Work:** Wed, Aug 27
- **Last Day of Instruction:** Fri, Aug 29
- **Final Exam:** Fri, Aug 29, 12:10 to 14:20

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.

When class time is held one hour per day, I often reserve a classroom for office hours and additional lab time. For this course class time is two hours per day, and I have not established any special lab time.

2.3 Course Readings and Materials

- **Textbook:**
<http://iwdd.tk/> Introduction to Website Design and Development: HTML, CSS, and JavaScript. By Don Colton.
- **Study Guide:**
<http://byuh.doncolton.com/it240/2143b/sguide.pdf> is the study guide for this course. It includes a copy of some or all of this syllabus. The study guide is updated frequently throughout the semester as assignments are made and deadlines are established or updated.
- **Course Homepage:**
<http://byuh.doncolton.com/it240/> is my course homepage. It has links to many things including the syllabus, study guide, and textbook.
- **Learning Management System:**
<https://dcquiz.byuh.edu/> is the learning management system for my courses.

3 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 points are divided up as follows.

- Effort 300
 - Daily Update 50
 - Readings 100
 - Study Time 150
- Achievement 700
 - Portfolio 400
 - Quizzes 300

Half-Semester Adjustments

For uniformity in the syllabus from semester to semester, many of the grading aspects of the course are stated for the full-semester case, where meetings happen three times per week, 60 minutes per meeting, for 14 weeks. When the course is taught in a different format, in a half-semester for example, appropriate adjustments are made in scoring and other expectations. That is, some things may be doubled and some other things may be cut in half. Some of these are called out when they appear.

3.1 Tracking Your Grade

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

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

Your points are organized into several grade books: Overall, Effort, Activities (Portfolio), and Exam.

2143b IT 240 Overall Grade Book: The Overall includes the totals from Activity and Effort and adds your exam performance. This is where you can find your final grade at the end of the course.

2143b IT 240 Effort Grade Book: The Effort tracks the daily updates, the readings, and the study time.

2143b IT 240 Portfolio Grade Book: The Portfolio tracks your performance on in-class activities.

2143b IT 240 Exam Grade Book: The Exam tracks your scores on examinations (quizzes).

3.2 Effort: (50 points) Daily Update

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

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

The DU is worth two points per class period, with 50 points expected (for 25 hours out of 20 class periods), and about 75 points possible. (For a half-semester course this would typically be four points per class period.)

For students that miss the daily update, I normally give half credit if I know they attended.

Attendance: My attendance policy is that you will attend at least 25 hours (50 points) during the course. Anything beyond 50 points is extra credit. It is also a reward for coming on time, or close enough that you can do the update.

As part of the Daily Update, when readings are due I will ask you whether you read the assigned pages. I will use your report to update your readings points.

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

3.3 Effort: (100 points) Readings

We award points for doing the assigned readings. The expectation is not 100% comprehension, but is 100% familiarity and as much comprehension as you can reasonably gain by normal reading. This provides a basis for us when we do in-class activities.

Reading Due Dates:

Fr Jul 18 R1: 20 points (U1: Basics).

We Jul 23 R2: 17 points (U2: HTML 1).
 Mo Jul 28 R3: 20 points (U3: HTML 2).
 Fr Aug 01 R4: 15 points (U4: CSS 1).
 We Aug 06 R5: 18 points (U5: CSS 2).
 Mo Aug 11 R6: 10 points (U6+: JavaScript).

Readings are worth full credit if completed before class on the date they are due, and are worth half credit (rounded up) if completed later, but before the late-work deadline, Wed, Aug 27.

Credit is based on an all-or-nothing statement by the student in response to the question: did you complete the assigned readings?

For Units 1 through 6, the assigned readings are the entire narrative portion of those units. For the plus part of U6, it means you read all the headings in Unit 7 and in the Appendix.

3.4 Effort: (150 points) Study Time

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

Each week you are invited to report, on your honor, how many hours you studied during the previous week, Sunday morning through Saturday night. We award two “effort” points per hour of “study,” for a goal of 12 points (6 hours, not including class time) and a maximum of 14 points (7 hours) per week, whether there is a holiday or not. (For a half-semester course this would normally be 12 hours per week and a maximum of 28 points (14 hours) per week.)

There are 14 weeks. $14 \times 12 = 168$. $14 \times 14 = 196$ (max). Anything beyond 150 points counts as extra credit. (For a half-semester course this would normally be 7 weeks with 28 points maximum per week.)

Most students max out the study time points each week. This provides them with extra credit that helps ensure they get a good grade in the class.

Carry Forward: If you study more hours than the maximum for which I will give credit, you are invited to report them, and also carry forward the extra hours and report them in the next week. For example, if 7 hours is the maximum that counts and you studied 15 hours, you would report 15 hours of study, and I would count the first 7 hours. You would then take the remaining 8 hours and count it

toward the following week.

There is no Carry Backward.

3.5 Effort Points are Optional

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

But when I calculate your final grade, I do it several ways:

- Counting every point, based on 1000 total points.
- Counting all but daily update, readings, and study time, based on 700 total points.

I grade several ways because some students have previous experience (or natural genius) and do not need to study as much.

I use whichever method gives you the best grade.

3.6 Portfolio (400 points)

We will normally have one portfolio assignment per class. Each will normally be worth 20 points.

20 assignments \times 20 points = 400 points.

Some assignments may take longer and count more.

<http://byuh.doncolton.com/it240/2143b/sguide.pdf> has the study guide for this course. It provides detailed requirements for each assignment.

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

Assignments will normally be due at 23:59 on the next class day after the assignment was discussed.

Sometimes voting is involved for extra credit, and to be included in the voting there may be an earlier deadline.

On portfolio work, you are encouraged to work with (but not just copy) your fellow students, and look at their work. We want everyone to get full credit on every assignment. Please help each other.

Every assignment will have ample opportunities for individual creativity. Duplicate work will make me sad.

Deadline: Because I believe in mastery, points are generally assigned on an all-or-nothing basis, and I allow late work and revisions up until the last day for late work, Wed, Aug 27. After that date, I may give partial credit for work that does not really meet my standards.

<http://dc.is2.byuh.edu/it240.2143b/> is the place to link your portfolio assignments. It is the Student Projects page for this class.

3.7 Exams: (300 points)

Exams (quizzes) will be given on the days listed in the calendar. Exams are based largely on memorization of answers from the textbook. We ask things like: What does URL stand for? What is the tag for a list item? What is the CSS for turning the background yellow?

Each exam corresponds to a unit of readings in the text book, which is typically about 25 pages.

Each exam is given three times, and I will keep your highest score.

Each exam takes about five minutes to complete, but you will be allowed ten minutes.

For each exam two practice tests will be made available to you a few days before the first time the exam is given. On one the questions are in book order for ease in studying. On the other the questions are in random order, just as they will be on the actual exam.

The first time each exam is given, it will happen toward the start of the class period on the same day that the matching readings are due. There is a 10 percent bonus added to your score, so it is possible to get more than 100 percent.

The second time each exam is given, it happens at the end of a class period, and you can leave early if you do not want to do the retake.

Each exam will be available a third time during the final exam day, Fri, Aug 29, 12:10 to 14:20.

The exam scores will be scaled to total 300 points.

3.8 Other 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.

Each error reported can earn you extra credit. (Typos in my email messages are 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.

4 Calendar

This is the currently planned calendar. Some items may be delayed if I feel it would be best to allow students more time to become fully prepared. There will also be portfolio activities most days.

Mo Jul	14	First Day of Instruction
We Jul	16	Q1 preview
Fr Jul	18	R1 due, 20pt, Q1
Mo Jul	21	Q1 retake
We Jul	23	R2 due, 17pt, Q2
Fr Jul	25	Q2 retake
Mo Jul	28	R3 due, 20pt, Q3
We Jul	30	Q3 retake
Fr Aug	01	R4 due, 15pt, Q4
Mo Aug	04	Q4 retake
We Aug	06	R5 due, 18pt, Q5
Fr Aug	08	Q5 retake
Mo Aug	11	R6 due, 10pt, Q6
We Aug	13	Q6 retake, Last day to Withdraw
Fr Aug	15	
Mo Aug	18	
We Aug	20	
Fr Aug	22	
Mo Aug	25	
We Aug	27	Last day for late work
Fr Aug	29	Final Exam, 12:10 to 14:20, GCB 111

We meet about 20 times plus the final exam. (For a half-semester course this is broken into two meetings per day.)

Exam dates are mostly firm. Exams are closed-book, closed-notes, closed-neighbor, etc. You can

bring blank paper. **Some memorization is required.**

Readings should be completed before class on the day assigned. They should prepare you for the learning activities of the day. Do your best to understand the readings, but please read them even if you do not understand things fully. Then ask questions.

Other activities are not specified by name here but will be introduced according to the pace at which students are learning. The due date and deadline for activities will be formally published in the study guide and informally mentioned in class. The study guide will be updated regularly throughout the semester. For the truly curious, you are invited to consult the study guide from a previous semester to see what was done then. It will be similar this semester.

5 Instructional Methods

Exams happen on scheduled exam days. Exams are an instructional method that brings you, the student, face to face with the challenges you need to be able to solve.

Lecture days happen occasionally. 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 are usually the most common. A learning activity is assigned. Typically it is a program to be written. The program will be described in the study guide. I will give an overview of the problem and the techniques that I think will be helpful to solve it. Typically this takes about 15 minutes, but the actual time varies widely. Then I sit down at the front of the room and invite students to visit with me, one on one, for assistance. Students are also encouraged to help each other. As students come to visit with me, I call up their computer screen from the place they were sitting, and we look at their program code or whatever else the student is asking about. We review the situation together. The student then returns to work on their program at their seat and I work with the next student waiting in line.

5.1 BYUH Learning Framework

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

5.1.1 Prepare for IT 240

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

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

5.1.2 Engage in IT 240

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

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

5.1.3 Improve at IT 240

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

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

5.2 Support

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

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

5.2.1 Office Hour / Open Lab

When class time is held one hour per day, I often reserve a classroom for office hours and additional lab time. For this course class time is two hours per day, and I have not established any special lab time.

5.2.2 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.

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

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

5.2.3 Tutoring

The CIS department provides tutoring in GCB 111, Monday through Friday, typically starting around 17:00 and ending around 23:00 (but earlier on Fridays). Normally a schedule is posted on one of the doors of GCB 111.

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

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

The best way to work with a tutor is to show them something that you have written and ask them why it does not work the way you want. This can open the door to a helpful conversation.

Another good way to work with a tutor is to show them something in the textbook and ask about it.

The worst way to work with a tutor is to plunk down next to them and say, "I don't understand. Can you teach me?" If you did not try hard to read carefully, you are wasting everybody's time.

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 are brave enough, you are welcome to suggest ways the class could be improved.

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

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 years of experience, I have adopted general policies that are intended to accommodate all but the most difficult cases.

6.2 Reasonable Accommodation

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

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

Ample Time: Specifically, I allow ample time on tests so that a well-prepared student can typically finish each test in 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 three times. Beyond that there are no retakes or make-up exams.

Deadlines: Most assignments are due soon after they are discussed, but I normally allow late work at full or partial credit for several more weeks (except at the end of semester).

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

6.3 Communication

We communicate with each other both formally and informally.

Formal communication tends to be written and precise. Formal is for anything truly important, like grades. Formal is authoritative.

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

6.3.1 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/it240/2143b/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/it240/2143b/sguide.pdf> is the study guide for this course. It includes a copy of the syllabus. The study guide is updated frequently throughout the semester, as assignments are made and deadlines are established or updated.

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

(b2) **Assignments:** The study guide tells what assignments have been made and how you will be graded, item by item. It provides current details

and specific helps for each assignment. It provides guidance for taking the exams.

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

6.3.2 Me to You, Informal

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

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

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

6.3.3 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. Exams will also be given using DCQuiz.

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

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

6.3.4 You to Me, Informal

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

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

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

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

7 Learning Outcomes

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

7.1 ILOs: Institutional Outcomes

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

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

Graduates of Brigham Young University–Hawai‘i (BYUH) will:

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

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

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

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

Integrity: Integrate spiritual and secular learning and behave ethically.

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

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

7.2 PLOs: Program Outcomes

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

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

L (low): The following outcomes are pursued at the “Introduced” level, and apply to one or more of the majors that use this course.

- a. An ability to apply knowledge of computing and mathematics appropriate to the discipline.
- b. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
- c. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- CSk. An ability to apply design and development principles in the construction of software systems of varying complexity.
- ISj. An understanding of processes that support the delivery and management of information systems within a specific application environment.
- ITm. An understanding of best practices and standards and their application.

M (medium): The following outcomes are pursued at the “Practiced With Feedback” level, and apply to one or more of the majors that use this course.

- e. An understanding of professional, ethical, legal, security and social issues and responsibilities.
- g. An ability to analyze the local and global impact of computing on individuals, organizations, and society.
- i. An ability to use current techniques, skills, and tools necessary for computing practice.
- ITj. An ability to use and apply current technical concepts and practices in the core information

technologies.

- ITk. An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer- based systems.
- ITl. An ability to effectively integrate IT-based solutions into the user environment.

H (high): The following outcomes are pursued at the “Demonstrated at the Mastery Level”, and apply to one or more of the majors that use this course.

- f. An ability to communicate effectively with a range of audiences.

- Understand JavaScript. (We use it to dynamically alter a webpage.)
- Understand CMS. (We may 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.)

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 demonstrate the ability to do the following.

- 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 may also cover because I think they are important.

- Edit images. (We use Gimp to crop, resize, use transparency, and create icons.)

8 General Topics

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

8.1 Academic Integrity

8.1.1 Applicable Actions

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

Examples of possible actions include but are not limited to the following, for instructors, programs, departments, and colleges:

- Reprimanding the student orally or in writing.
- Requiring work affected by the academic dishonesty to be redone.
- Administering a lower or failing grade on the affected assignment, test, or course.
- Removing the student from the course.
- Recommending probation, suspension, or dismissal.

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

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

Cheating on activities is almost impossible 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.

8.1.2 Plagiarism

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 simply 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: 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.

You must write your own programs. 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. However, you are nearly always allowed (and encouraged!) to test your programs by actually running them on the computer where you are sitting. Students caught cheating on an exam may receive a grade of F for the semester, no matter how many points they may have earned, and they will be reported to the Honor Code office.

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

8.2 Sexual Misconduct

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

Brigham Young University–Hawai'i (BYUH) 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, employ-

ment, or in any of its educational programs or activities.

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

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

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

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

8.3 Dress and Grooming Standards

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

Men. A clean and neat appearance should be maintained. Shorts must cover the knee. Hair should be clean and neat, avoiding extreme styles or colors,

and trimmed above the collar leaving the ear uncovered. Sideburns should not extend below the earlobe. If worn, moustaches should be neatly trimmed and may not extend beyond or below the corners of mouth. Men are expected to be clean shaven and beards are not acceptable. (If you have an exception, notify the instructor.) Earrings and other body piercing are not acceptable. For safety, footwear must be worn in all public places.

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

8.4 Accommodating Special Needs

Brigham Young University–Hawai‘i (BYUH) is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Coordinator for Students with Special Needs, Leilani A‘una, by email at aunal@byuh.edu, or by telephone at 808-675-3518 or 808-675-3999, or by visiting her office at McKay 181.

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, Letters of accommodation will be sent to instructors with the permission of the student.

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

9 Syllabus Requirements

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

Course Information: See section 2.1.

- **Title:** Web Design
- **Number:** IT 240
- **Semester/Year:** Summer B, 2014
- **Credits:** 3
- **Prerequisites:** none
- **Location:** GCB 111
- **Meeting Time:** MWF 12:10 to 14:20

Faculty Information: See section 2.2.

- **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 2.3 for a list of textbooks, supplementary readings, and supplies required.

Course Description: See section 2.1.

Expected Proficiencies:

See section 1.1 for the proficiencies you should have before undertaking the course.

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

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

Instructional Methods: See section 5.

Learning Management System:

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

Framework for Student Learning:

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

Course Calendar: See section 4 for the calendar in general.

Here are some items of particular interest:

- **First Day of Instruction:** Mon, Jul 14
- **Last Day to Withdraw:** Wed, Aug 13
- **Last Day of Instruction:** Fri, Aug 29
- **Final Exam:** Fri, Aug 29, 12:10 to 14:20
- **Final Exam Location:** GCB 111

Course Policies: See section 6.

- **Attendance:** See section 3.2.
- **Tardiness:** See section 3.2.
- **Class Participation:** See section 5.1.2.
- **Make-Up Exams:** See section 6.2.
- **Plagiarism:** See section 8.1.2.
- **Academic Integrity:** See section 8.1.

Evaluation (Grading): See section 3.

Academic Honesty: See section 8.1.

Sexual Harassment and Misconduct: See section 8.2.

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

Services for Students with Special Needs: See section 8.4.