

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

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## Short Cuts

- Calendar Tue, Oct 20 [2.23](#) (page 71) CC12: RWD
- Calendar Thu, Oct 22 [2.24](#) (page 72) Chap 19 test, Final Project, 18 retake
- Calendar Tue, Oct 27 [2.25](#) (page 75) no CC, Chap 19 retake
- Calendar Thu, Oct 29 [2.26](#) (page 76) Final Exam Day

## Study Guide

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

<http://byuh.doncolton.com/it240/2155/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/it240/2155/syl.pdf> is the official syllabus for this course. It is reproduced in Chapter 1 (page 4) 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:

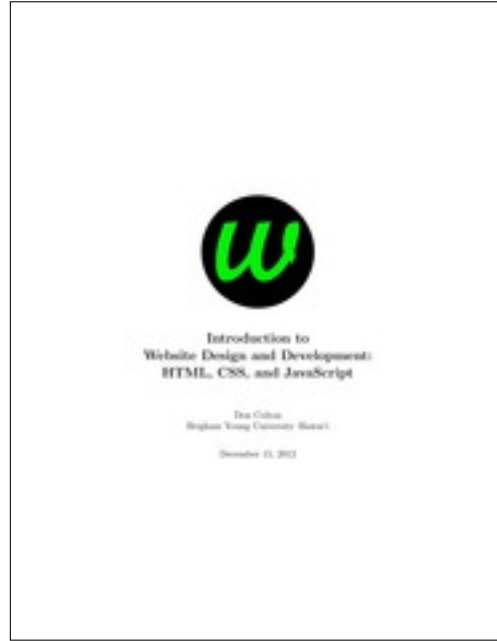
<http://iwdd.tk/>

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 94).



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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 a lot more in the book that we will assume you have read, and on which you will be tested.

### 1.1.1 General Education Breadth

IT 240 satisfies the BYUH General Education Breadth of Knowledge requirement in Science and Technology.

The Breadth of Knowledge categories are intended to give people (majors) credit for something they are already taking in their major area, and give others (explorers) a chance to explore a broader range of fields.

My goal is to serve both majors and explorers well. If you have suggestions, please let me know.

### 1.1.2 Open Lab

Many (probably most) of my students do not have a lot of computer background, so I run an open lab right after class each day.

**Details:** I have reserved GCB 111 on MWF from 12:10 to 13:10 and 14:30 to 15:30 (right after my CIS 101 classes) and on TuTh from 15:30 to 17:00 (right after my IT 240 class) so my students (and others) can study in a lab setting and meet with me and each other. I will be there at the start of those hours, and normally I stay as long as students are asking me questions. I

also allow the room as an Open Lab for your use either individually or in groups, for my class or for other classes.

### 1.1.3 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:** Fall 2015
- **Semester Code:** 2155
- **Meeting Time:** TuTh 13:50 to 15:20
- **Location:** GCB 111
- **First Day of Instruction:** Tue, Aug 04
- **Last Day to Withdraw:** Mon, Sep 28
- **Last Day of Instruction:** Tue, Oct 27
- **Final Exam:** Thu, Oct 29, 16:00–18:50

### 1.2.2 Faculty Information

- **Instructor:** Don Colton
- **Office Location:** GCB 128
- **Office Hours:** (In GCB 111) MWF 12:10-12:40 and 14:30-15:00, TuTh 15:30-16:00.
- **Email:** doncolton2@gmail.com



- **Campus Homepage:**  
<http://byuh.doncolton.com/> is my campus homepage. It has my calendar and links to the homepages for each of my classes.
- **Off-Campus Homepage:**  
<http://doncolton.com/> is my off-campus homepage.

### 1.2.3 Course Readings and Materials

- **Textbook:** (free!)  
<http://iwdd.tk/> Introduction to Website Design and Development: HTML, CSS, and JavaScript. Fourth 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/it240/2155/sguide.pdf> is the study guide for this course this semester. It is fairly well indexed and includes a copy of the main parts of this syllabus. The study guide may be updated throughout the semester as assignments are made and deadlines are established or updated.

## 1.3 Calendar

This sequence of topics is pretty well set. Assignments will be detailed in the study guide. Calendar changes, if any, will be mentioned in class and formally published in the Study Guide.

Tue Aug 04 First Webpage  
Thu Aug 06 Template  
Tue Aug 11 Body Structure  
Thu Aug 13 Tags and Attributes  
Tue Aug 18 Image Sizing  
Thu Aug 20 Image Crop, Scale  
Tue Aug 25 Float and Clear  
Thu Aug 27 Linking

Tue Sep 01 Colors, Gradients  
 Thu Sep 03 CSS and Classes  
 Tue Sep 08 Fonts  
 Thu Sep 10 CSS Selectors  
 Tue Sep 15 Box Model  
 Thu Sep 17 JavaScript onclick  
 Tue Sep 22 Positioning  
 Thu Sep 24 Alpha Channel  
 Mon Sep 28 Last Day to Withdraw  
 Tue Sep 29 Simple Lists  
 Thu Oct 01 Dropdown Menus  
 Tue Oct 06 Tables  
 Thu Oct 08 Transitions  
 Tue Oct 13 Forms  
 Thu Oct 15 Forms  
 Tue Oct 20 Responsive Web Design  
 Thu Oct 22 Final Projects  
 Tue Oct 27 Last day for late labs  
 Thu Oct 29 Final, 16:00–18:50, GCB 111

We meet 26 times including the final exam.

## 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 26x2 points.
- Chapter Tests 325 points.
- Activities 625 points.
  - Copy Cat (CC) 300 points (est).
  - Do It Yourself (DIY) 325 points (est).
- Bonus Points and Extra Credit.

### 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 also lets you compare yourself with other students in the class (but without seeing their names).

**2155 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.

**2155 IT 240 (whatever) Grade Book** shows your points in the (whatever) category. (whatever) is Attendance, Chapter, Copy Cat, or Do It Yourself.

### 1.4.2 Attendance (26x2 points)

Each day in class starts with the “daily update” (DU). It is my way of informally 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.

**Attendance Policy:** You must attend to complete the Daily Update and thereby earn the Attendance points.

You must attend to take the Chapter Tests and thereby earn the Chapter Test points.

You must attend to take the Copy Cat Tests and thereby earn the Copy Cat points.

Do It Yourself activities can be done without attending.

**2155 IT 240 Attendance Grade Book** shows your attendance points, two points per day, for 26 days. You get two points for each time you do the daily update. If you arrive too late to complete the daily update, you will not receive the attendance points for that day.

I sometimes give half credit for students who arrive late and make themselves known to me.

**Tardiness:** My tardiness policy is that you should arrive in time to complete

the daily update. Generally if you are less than four minutes late, you will have time to complete the daily update before the deadline.

### 1.4.3 Chapter Tests (325 pts)

Many days there will be a chapter test at the beginning of class. Each test covers the readings for that day. The questions and answers are given in the textbook. You can memorize them. The number of questions will vary from chapter to chapter. The total number of raw points is not certain, but is about 400. It will be scaled down to exactly equal 325 points.

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

**Bonus Points:** Do the reading before class. The questions and answers are all in the textbook. When we do the chapter test in class, you get a ten percent bonus added to your score. Then we grade and discuss the test. Then, probably at the end of the next class you can take the test again if you want. Finally, it will be available for retake during the final exam period (Thu, Oct 29, 16:00–18:50). You can take each test as many times as it is offered. We will keep your highest score.

### 1.4.4 Activities (625 points)

The biggest part of your grade is based on your creation of webpages. Normally there is one activity per class period, each worth 25 points. About half of these are copy cats (CC) and the rest are do-it-yourself (DIY) pieces. If the total number of points does not add up to 625 I will rescale it so it does.

**Copy Cats (CC):** I will create a webpage before class using the skills taught in the textbook. I will show you my webpage. Your job is to copy it during class. Normally you will have about 45 minutes. I will give you the content (the wordings and images). You create the HTML markup and the CSS styling to match what I did. I may allow you to work with a partner. I may assign you a partner or a team. If so, you can help each other. Each of your will submit your webpage separately. Normally I allow you to use Google, just like you would be able to do in real life.

The **2155 IT 240 CC Grade Book** tracks your performance on copy cat activities.

**Do It Yourself (DIY) Pieces:** These are webpages or websites that you do as homework. You will have time in class to get them started, but the majority of your work will probably be outside of class. These are opportunities for creativity. They are also opportunities for competition. All the DIY work that meets the minimum requirements will be voted upon in class and the winners will get bonus points, up to 5 extra points (20 percent). Your last DIY piece will be your final project, a multi-page website, probably worth double points.

The **2155 IT 240 DIY Grade Book** tracks your performance on do-it-yourself pieces.

<http://byuh.doncolton.com/it240/2155/sguide.pdf> has the study guide for this course. It provides details for how the DIY 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 as needed throughout the semester.

Assignments will normally be due by 23:59 the night before the next class period.

**Bonus Points (Voting):** I may invite 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 5. To qualify for the voting, your assignment must be substantially complete and correct.

On do-it-yourself 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 do-it-yourself assignment will have ample opportunities for individual creativity. Duplicate work will be disappointing.

<http://dc.is2.byuh.edu/it240.2155/> is the place to link your DIY assignments. It is the Student Projects page for this class.

### 1.4.5 Final Exam

The final exam period is Thu, Oct 29, 16:00–18:50.

Normally we end the semester with a party. Each student will have an

opportunity to present (about five minutes) their final project, which is a multi-page website. They will show the pages and tell what is significant. At the same time, I provide some refreshments and I invite students to also bring things. Cookies, chips, and drinks are common. You know, party food!

After the presentations and the partying, we get serious again, and the last part of the exam period is devoted to retaking chapter tests that were given previously. If you are already satisfied with your scores, you can leave early.

#### 1.4.6 Extra Credit

I give extra credit if you are the first to report an error in my formal communications (the published materials I provide), so I can fix it. Send me an email. Cut and paste what I said (enough so I can easily find it). Tell my why you think it is wrong, or what it should be.

In this class, the formal 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 may not be ready to accept report errors for chapter 7. But try anyway.

Each error reported can earn you extra credit.

Syllabus errors are normally fixed only in the study guide. Check there before reporting them.

### 1.5 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. Explanations are usually informal.

Email is a special case.

If the formal and the informal do not agree with each other, trust the formal but also let me know so I can correct any errors.

### 1.5.1 From Me to You, Formal

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

**(a) Syllabus:** <http://byuh.doncolton.com/it240/2155/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/it240/2155/sguide.pdf> is the study guide for this course. It includes a copy of the syllabus. The study guide may be updated during 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.

### 1.5.2 From Me to You, Informal

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

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

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

### 1.5.3 From You to Me, Email

**Rule 1:** Send emails to **doncolton2@gmail.com**

**Rule 2:** Put **it240** in your email subject line.

I must confess, I sometimes get buried in email, especially at the end of the semester. I do not want to overlook your email to me, or have it end up caught in my spam filter. And for my own sanity I want to be able to find and deal with all the email related to this class at the same time. This is especially true for large classes.

My solution is to have you put **it240** (exactly, with no spaces in it) in your email subject line, preferably as the first word. If you do this, my email system will immediately and automatically respond to you, telling you that I got your email and it is in my queue.

If you fail to do this, you will not get an immediate reply and your email will end up in some other queue in my work flow. Your email will not be noticed when I am grading for this class. In the best case I will eventually handle your email. In the worst case your email will be in my spam folder and I will never even see it.

### 1.5.4 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 elsewhere. Tests will also be given using DCQuiz.

**(b) Email:** You will use formal email messages to submit some of the work you create 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.



### 1.5.5 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, during open labs, 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.

## 1.6 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.

### 1.6.1 BYUH Learning Framework

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

### 1.6.2 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.

### 1.6.3 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. When helping others allowed, do your best to help those that want assistance. It is amazing what you can learn by trying to help someone else.

### 1.6.4 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.

### 1.6.5 Support

The major forms of support are (a) helping each other, (b) open lab, (c) study groups, and (d) tutors.

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

### 1.6.6 Helping Each Other

In-class activities include copy cat assignments and do-it-yourself assignments. Copy cats often pair or group students so they can work together and help each other. This also helps you get to know each other. DIYs can seek assistance from any source, including other students in the room.

### 1.6.7 Open Lab / Office Hour

As mentioned above, I have reserved GCB 111 on MWF from 12:10 to 13:10 and 14:30 to 15:30 (right after my CIS 101 classes) and on TuTh from 15:30 to 17:00 (right after my IT 240 class) so my students (and others) can study in a lab setting and meet with me and each other. I will be there at the start of those hours, and normally I stay as long as students are asking me questions. I also allow the room as an Open Lab for your use either individually or in groups, for my class or for other classes.

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

### 1.6.8 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.

### 1.6.9 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.

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

## 1.7 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.

### 1.7.1 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 already accommodate all but the most difficult cases. I do not excuse absences. If you miss, you lose the attendance points and the opportunities to take tests and do copy cats. Tests can be made up later. Copy cats not so much. Therefore I provide extra credit opportunities (plus ten percent on tests) to help you make up for absences that might occur.

If you have more than ten percent scheduled absences, for example because

you are on a sports team, we may need to do something special for you.

### 1.7.2 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, Oct 29, 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.

## 1.8 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.

### 1.8.1 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.

### 1.8.2 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.





### 1.8.3 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 DNS. (We establish a domain name or subdomain and populate it with content.)

## 1.9 General University Policies

### 1.9.1 Academic Integrity

Brigham Young University–Hawai‘i is committed to upholding a policy of academic integrity among administrators, faculty, staff, and students. Basically we are talking about cheating here. We tell you what is acceptable and what is not.

#### 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.

<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.

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.

### **Specific Rules For IT 240**

**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.

**Webpages:** You must build your own webpages. In most cases, you are allowed to look at what other people have done, and you can show other people what you have done, but you are not allowed to take pictures of their code or directly copy it. Look at it, yes. Understand it, yes. Ask about it, yes. Explain it, yes. Copy it, no.

**Group Work:** You are permitted and encouraged to work with others. You should not turn in work that you do not understand.

### **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.

### 1.9.2 Unlawful Discrimination

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.

### 1.9.3 Title IX and Sexual Misconduct

Brigham Young University–Hawai‘i is committed to promoting and maintaining a safe and respectful environment for the campus community. In the USA, Title IX (Title 9) of the Education Amendments of 1972 prohibits all sexual misconduct against any participant in an educational program or activity.

Sexual Misconduct includes:

**Sexual Harassment**, which is unwelcome speech or conduct of a sexual

nature. It includes unwelcome sexual advances, requests for sexual advances, requests for sexual favors, and other verbal, non-verbal, or physical conduct that is not requested or invited.

**Stalking**, which is repeatedly following, monitoring, harassing, threatening or intimidating another by phone, mail, electronic communication or social media without legitimate purpose.

**Domestic and Dating Violence**, which is a pattern of abusive behavior in any relationship that is used by one partner to control another partner. This includes behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce threaten, blame, hurt, injure, or wound.

**Sexual Violence / Assault**, which is actual or attempted sexual contact with another person without that person's consent.

Consent cannot be obtained when someone is a minor, under the influence of drugs or alcohol, or has certain disability. In the absence of an outward demonstration, consent does not exist. If at any time it is reasonably apparent that either party is hesitant, confused, or uncertain, both parties should stop.

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

Debbie Hippolite-Wright, PhD  
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: [titleix@byuh.edu](mailto:titleix@byuh.edu)  
Sexual Harassment Hotline: 808-780-8875

BYUHs 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.

### 1.9.4 Services for Students with 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](mailto: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.

## 1.10 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 7).

- **Title:** Web Design
- **Number:** IT 240
- **Semester/Year:** Fall 2015
- **Credits:** 3
- **Prerequisites:** none
- **Location:** GCB 111
- **Meeting Time:** TuTh 13:50 to 15:20

**Faculty Information:** See section [1.2.2](#) (page 7).

- **Name:** Don Colton
- **Office Location:** GCB 128
- **Office Hours:** (In GCB 111) MWF 12:10-12:40 and 14:30-15:00, TuTh 15:30-16:00.
- **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 7).

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 [1.8](#) (page 20) 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 1.6 (page 16).

Learning Management System:

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

Framework for Student Learning:

See section 1.6.1 (page 16) for a discussion of the student learning framework and how I use it.

**Course Calendar:** See section 1.3 (page 8) for the calendar in general.

Here are some items of particular interest:

- **First Day of Instruction:** Tue, Aug 04
- **Last Day to Withdraw:** Mon, Sep 28
- **Last Day of Instruction:** Tue, Oct 27
- **Final Exam:** Thu, Oct 29, 16:00–18:50
- **Final Exam Location:** GCB 111

**Course Policies:** See section 1.7 (page 19).

- **Attendance:** See section 1.4.2 (page 10).
- **Tardiness:** See section 1.4.2 (page 10).
- **Class Participation:** See section 1.6.3 (page 17).
- **Make-Up Exams:** See section 1.7.2 (page 20).
- **Plagiarism:** See section 1.9.1 (page 25).
- **Academic Integrity:** See section 1.9.1 (page 25).

**Evaluation (Grading):** See section 1.4 (page 9).

**Academic Honesty:** See section 1.9.1 (page 25).

**Unlawful Discrimination:** See section 1.9.2 (page 27).

**Title IX and Sexual Misconduct:** See section 1.9.3 (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 has a complaint about the instructor or the course.

**Services for Students with Special Needs:** See section 1.9.4 (page 29).



## Chapter 2

# Calendar and Activities

This chapter lists the activities and assignments that are planned or have happened. It is subject to change.

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## 2.1 Tue, Aug 04

### 2.1.1 Activities For Today

- Send an email to doncolton2@gmail.com
- Show doncolton.com (off-campus homepage)
- Show byuh.doncolton.com (campus homepage)
- Show byuh.doncolton.com/it240 (course homepage)
- Review the syllabus.
- Review the study guide.
- Get everyone logged into the IS2 machine.
- Do the first daily update.
- Do CopyCat task (20m)
- Review CopyCat results (10m)

### 2.1.2 Email Task

We normally do this in class the first day. It is worth two attendance points.

Your task is fairly simple: send me an email. If you do it correctly, you should receive an immediate response.

**To:** Send it to doncolton2@gmail.com

**Subject:** Start the subject line with it240 and continue with your lastname, comma, your firstname.

Good example: it240 Colton, Don

Bad example: it240ColtonDon

Bad example: it240.Colton.Don

**Body:** The body of your email should cover these things:

Name: What name would you like me to use when I call upon you in class? If your lastname is unusual, specify that too.

Prayers: Are you willing to say the opening prayer in class if I call on you? Most people say yes. Some people say no. It is okay either way. Let me know.

**Immediate Response:** After you send your email, you should receive an immediate response from my email system. The response will say something like this:

This is an instant reply to let you know that I received your email relating to IT 240 (Web Design), and it has been placed into my pending file for review and/or grading as soon as I can get to it. You can expect another reply from me when I have looked at your email. Thanks! Bro Colton

The exact wording may vary, but that's the general idea.

If you do not receive an immediate response, here are some problems you can look for:

- (a) Did you send it to the correct email address?
- (b) Did you do the subject line properly? Make sure the spacing is right.
- (c) Are you online? Sometimes people send from a mobile device like a cell phone or a tablet which may not be constantly connected with the Internet. The device may hold your mail until it can connect, and then send it.
- (d) Is the network having problems? Sometimes (rarely) the network is down. Can you visit webpages? Can you send and receive email besides this one?

### 2.1.3 CC General Rules

All CopyCat (CC) activities follow the same basic rules.

- You are shown the webpage you must copy.
  - It might be a jpg or png file of the webpage.
  - It might be displayed on the projector.
- You are given the words and images to be used.
- You must provide the HTML markup for the webpage.
- You must provide the CSS styling for the webpage.
- You are allowed and encouraged to use the short template.
- You may be allowed to work with a partner or a team.
  - You may be able to choose your own partner.
  - You may be assigned to a partner or team.
  - You are encouraged to help your partners.
  - You are not allowed to confer with any of the other students.
- You are allowed to use the study guide and textbook to look for answers.
- You are allowed to use Google (etc.) to look for answers.
- There will be a time limit.
- The may be public “blind” grading.
- You must use html5.
- Your html must be valid for full credit.

- Your css must be valid for full credit.
- You are allowed to use online tools to validate your html and css.

#### **2.1.4 cc1: First Webpage (task c1)**

- Happening: Tue, Aug 04
- Grading Label: **c1**
- Point Value: 25

This CopyCat involves the correct use of h1, h2, and p tags.

Because this is our first CopyCat, we will not worry about whether your code is valid html5. Later, but not today.

You will have about 20 minutes.

## 2.2 Thu, Aug 06

### 2.2.1 Activities For Today

- Do the Daily Update.
- Chapter Test on chapters 1 and 2.
  - ch1 First Webpage
  - ch2 Content vs Markup (the Body)
- Review the Grade Books (Attendance, Activity, Overall).
- Upload a webpage to the IS2 machine.
- Edit a webpage on the IS2 machine.
- Talk our way through the standard templates.
- Begin DIY task

### 2.2.2 DIY General Rules

All Do-It-Yourself (DIY) activities follow the same basic rules.

- You must use html5.
- You are allowed and encouraged to use the long template.
- Your html must be valid for full credit.
- Your css must be valid for full credit.
- You are allowed to use online tools to validate your html and css.
- You may confer with anyone you wish, but do not let them do your work.
- You are allowed to use Google (etc.) to look for answers.
- There may be public voting.
- You must have a reasonable title for your webpage.
- Near the top of the page, clearly summarize what you will demonstrate.
- Near each demonstrated item, clearly tell what you are demonstrating.
- Your name must appear in the page footer. It can appear elsewhere too.

Those are the general rules. The special rules for this particular DIY are as follows.

### 2.2.3 diy1: Three Things About Me (task d1)

- Discussed: Thu, Aug 06
- Due: Mon, Aug 10, 23:59
- Grading Label: **d1**
- Point Value: 25

You do not need to explain what you are demonstrating.

You are required to use the long template. You can find it in section [C.1](#) (page 87).

The topic of this webpage is “Three Things About Me” (meaning about you).

You must tell three things about yourself, things you are willing for others to know about you. They can be ordinary or special. You can make it boring or interesting.

Exactly one of the three things must be a quotation that is meaningful to you. It can be scriptural. It can be a famous saying. It can be poetry.

You are invited but not required to include images on your webpage.

Publishing: On the IS2 machine, you will have to create the it240.2155 folder if you did not already do so. See section [A.1](#) (page 77) for guidance. Inside that folder you must create a subfolder named d1. Inside that folder you must place your webpage (and any images you are using). Your webpage must be named index.html.



## 2.3 Tue, Aug 11

### 2.3.1 Activities For Today

- Do the Daily Update.
- Chapter Test on chapter 3.
  - ch3 Setting The Stage (the Head)
- Chapter Test grading and review.
- DIY voting and discussion
- Discuss the `img` tag.
- Discuss Lorem Ipsum.
- Do CopyCat task
- Grade and discuss the CopyCat task.
- Optional Retake on chapters 1 and 2.

### 2.3.2 cc2: Body Structure (task c2)

- Happening: Tue, Aug 11
- Grading Label: **c2**
- Point Value: 25

Follow the general rules in section [2.1.3](#) (page 36).

This CopyCat involves the correct use of the short template (doctype, head, charset, title, style, body) and an image.

Remember these general rules:

- You must use valid html5 and valid css.
- You are allowed and encouraged to use the short template.

## 2.4 Thu, Aug 13

### 2.4.1 Activities For Today

- 50-55 Do the Daily Update.
- 56-08 Chapter Test on chapter 4.
  - ch4 HTML Tags and Attributes
- 08-23 Test grading and discussion
- 23-30 Review the CopyCat requirements.
  - Head section is required
  - HTML validity is required
  - images require an alt tag
- Lorem Ipsum mention.
- 30-40 Look through the CopyCat results.
- 40-45 DIY introduction / explanation.
- 45-xx DIY individual work, get assistance.
- 05-20 Optional Retake on chapter 3.

Tuesday Retakes: I am moving them to Thursdays from now on. Tuesday is just too crowded with the CopyCat activity. In the future, the two prior tests will be available for retakes on Thursdays.

### 2.4.2 diy2: Three Favorite Places (task d2)

- Discussed: Thu, Aug 13
- Due: Mon, Aug 17, 23:59
- Grading Label: **d2**
- Point Value: 25

What we are testing: ability to use the long template, sections, and images.

Follow the general rules in section [2.2.2](#) (page 38).

You are required to use the long template. You can find it in section [C.1](#) (page 87). This includes links for validation and a visitor counter.

You do not need to explain what you are demonstrating. (On some future DIYs this will be required.)

The topic of this activity is “Three of my Favorite Places.”

Your webpage **must** have exactly three content sections. Each **must** have a heading, a picture representing the place, and some relevant text. Each should be about a place that you consider to be among your favorite places.

(There is no requirement that you took the picture, or even that you have actually visited that place.)

You are demonstrating the ability to write valid html5 code. You are demonstrating the ability to properly use headings and images.

## 2.5 Tue, Aug 18

### 2.5.1 Activities For Today

- 50-55 Do the Daily Update and start DIY Voting.
- 56-02 Chapter Test on chapter 5.
  - ch5 Image Crop and Resize
- 02-06 Test grading and discussion
- 06-15 DIY voting and discussion
- 15-30 Gimp image crop/resize lecture
- 30-10 Do CopyCat task (40m)
- 10-20 CopyCat grade and discuss

### 2.5.2 cc3: Image Sizing (task c3)

- Happening: Tue, Aug 18
- Grading Label: **c3**
- Point Value: 25

Follow the general rules in section 2.1.3 (page 36). In particular:

- You must use valid html5 and valid css.
- You are allowed and encouraged to use the short template.

What we are testing: ability to crop and resize images.

I will provide the full-sized (for example, 3264x2448) image. Your task will be to (a) display it with a specified width (e.g., 500), (b) resample it to e.g., 500x375 and display it, and (c) crop a section of the original (e.g., 500x375) and display it. The actual dimensions given in the assignment may be different.

DCQuiz was modified to allow files to be uploaded for use with your web-pages. Specifically this assignment requires the uploading of three images. Future assignments may require uploading of images and other things.

## 2.6 Thu, Aug 20

### 2.6.1 Activities For Today

- 50-55 Do the Daily Update.
- 56-02 Chapter Test on chapter 6 (6 min)
  - ch6 Identifying External Resources
- 02-10 Test grading and discussion (8 min)
- 10-20 Introduce the DIY and get people started.
  - 20-55 interviews (5 min per pairing)
- 00-13 Optional Retake on chapter 4 (12 min)
- 13-20 Optional Retake on chapter 5 (6 min)

### 2.6.2 diy3: Seven Classmates (task d3)

- Discussed: Thu, Aug 20
- Due: Mon, Aug 24, 23:59
- Grading Label: **d3**
- Point Value: 25

What we are testing: ability to use float, and to crop and resize images.

Create a webpage with a column of pictures and short biographical sketches on seven (or more) other members of our class. At least four of them must be people you did not know before this semester.

Start the whole biographical section with a `<div class=column>` and end it with a `</div>`. The seven sections will go between those two tags.

Start each of the seven sections with an `<h2>` header giving their name. (It does not need to be their full name. It does need to be a name they agree you can use.) Follow the h2 immediately with a picture of the classmate using `class=left` or `class=right` as explained below. Follow that with a paragraph or more of biographical sketch information about the person.

For each person, personally take enough pictures so you can pick a good one. You can use your cell phone or any other camera available to you. The pictures can be serious, glamorous, or humorous at your discretion. Each picture you use should be cropped to a head shot with roughly a 2x3 ratio and then downsized as appropriate so that the resulting picture is between 250px and 300px wide, more or less. Try for 250x375.

Also, interview the person to learn some biographical details. You are the

“reporter.” We are looking for four or five sentences of text, maybe more. There should be enough text to wrap around each picture. Limit yourself to information they find acceptable. If you need more text, use some lorem ipsum.

Put the following lines in the style section of the head of your webpage. We will study box model later but will use it now.

```
* { box-sizing: border-box; }
.column { background-color: rgba(255,255,255,0.5);
margin: 0 auto; border: double black; padding: 1em;
max-width: 500px; }
.left { float: left; padding: 0 0.5em 0.5em 0; }
.right { float: right; padding: 0 0 0.5em 0.5em; }
```

Locate each picture in the same folder as your index.html webpage. Markup each picture one of these ways.

```
<img class=left src=... alt="name of the person">
<img class=right src=... alt="name of the person">
```

End with the standard footer information: your name, validation links, and visitor counter.

**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.

## 2.7 Tue, Aug 25

### 2.7.1 Activities For Today

- 50-55 5m daily update / diy voting
- 56-11 15m Chapter Test on chapter 7, Colors.
- 11-15 4m test grading and review
- 15-25 10m diy voting
- 25-30 5m diy review and discuss
- 30-35 5m diy4 prep: submit top 3 places
- 35-40 5m talk about CC4
- 40-20 40m CC4, leave when you are done

### 2.7.2 cc4: Colors and Links (task c4)

- Happening: Tue, Aug 25
- Grading Label: c4
- Point Value: 25

What we are testing: ability to make links and control background color.

This task will require you to create four very similar webpages. Each page will have links to the other pages. Each page will have a special background color.

## 2.8 Thu, Aug 27

### 2.8.1 Activities For Today

- 13:45 10m Do the Daily Update.
- 13:56 2m Chapter Test on chapter 8, Transparency.
- Introduce the DIY and get people started.
- 15:00 20m Optional Retake on chapter 6.
- 15:00 20m Optional Retake on chapter 7.

### 2.8.2 diy4: Laie Treasure Hunt (task d4)

- Discussed: Thu, Aug 27
- Due: Mon, Aug 31, 23:59
- Grading Label: **d4**
- Point Value: 25

What we are testing: ability to make relative and absolute links. Ability to work in a consistent and collaborative way. Ability to correctly use full-screen background images. Ability to use an external style sheet.

We will do a collaborative “website” that lets visitors explore BYUH campus and Laie.

For this activity, each student is assigned an ID number range and a general location as follows.

Ahn 46-48 BYUH Library  
 Ax 60-62 BYUH Stake Center  
 Del 83-85 Malaekahana Bay  
 Eng 30-32 BYUH Cafeteria (exterior)  
 Fac 76-78 Goats (near Goat Island)  
 Fra 56-58 Laie Shopping Center  
 Kat 33-35 BYUH Game Center  
 Kiy 66-68 PCC Luaus  
 Mas 86-88 BYUH Cafeteria (inside)  
 Mau 90-92 to be determined  
 Mor 50-52 PCC Night Show  
 Ole 70-72 BYUH Tennis Courts  
 Par 20-22 BYUH Reading Writing Center  
 Pok 23-25 BYUH Cannon Activity Center



Sel 53-55 BYUH Hales (new ones)  
Sin 26-28 BYUH GCB  
Tan 40-42 BYUH Give and Take  
Wat 36-38 BYUH Hales (old ones)  
Wil 63-65 BYUH Aloha Center (ex Game Center)  
Wor 43-45 Temple Gardens, Temple Beach  
Xia 73-75 Temple, Grounds, Visitor Center  
Yue 80-82 Kakelas

Each webpage must meet the following requirements:

- Use the long template.
- Link to and utilize this external style sheet: `<link rel=stylesheet href=http://dcolton.is2.byuh.edu/it240.2155/4d/diy4.css>`

Because you are using an external style sheet, many styling aspects are specified for you. You are free to override them if you have other values you think should be used instead. Just override the parts you are changing.

DO NOT COPY THE EXTERNAL STYLE SHEET INTO YOUR WEBPAGE. That would defeat one of the main purposes of having an external style sheet, which is that site-wide improvements or revisions can be made in one place and will affect all pages immediately. If your page is clinging to obsolete settings that is not a good thing.

- Have a unique page ID number that appears in the title and at the start of the h1. (The ID number will be used in the treasure hunt game.) Your first page must use the ID number shown above. Your second page must use the next higher number. Your third page (optional) must use the number after that. You must have at least two pages. You may have at most three pages.
- The URL of the first page must match the link on the student projects page. The other webpages should be in the same folder.
- Have a descriptive title that appears in the h1.
- Have a full-screen background image taken by the student, matching the descriptive title. “Image taken by (student name)” or similar wording must appear in the text of the webpage (probably at the bottom). If you wish, it may also appear on the image itself.

Avoid having any other images on your pages. You should just have the background image. Also, the background image for each page must be different. It is the main thing visitors will be looking at.

- Have a paragraph of descriptive text written entirely or largely by the

student, intended to make the webpage more enjoyable to visit. This should appear just below the h1. It should be formatted as typical text (not huge, not all bold, not too fancy).

- Have relative link(s) to each other webpage created by yourself. The link(s) must be somewhat descriptive of their destinations. This should appear below your paragraph(s).
- Have absolute links to pages created by at least three other students. Each link must be somewhat descriptive of the destination, and must be places that are near your webpage. These should appear below your own links.
- The links to other webpages must not use `target=_blank` (all webpages should open in the same tab, not in a new tab).

In addition, to make the Treasure Hunt more fun, each student must identify an item that appears on someone else's webpage, and must notify the instructor of the page ID and the item description so it can be added to the Treasure Hunt page. The item must be unusual enough that does not appear on any other webpage. You may submit more than one such treasure hunt item if you wish.

## 2.9 Tue, Sep 01

### 2.9.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 13:56-14:06 Chapter Test on chapter 9, Style Sheet.
- 14:06-14:10 test grading and review
- 14:10-14:20 DIY4 voting
- 14:20-14:30 DIY4 discussion
- 14:30-14:35 CC5 unveiling and Q/A
- 14:35-14:50 CC5 working alone
- 14:50-15:00 CC5 working with a partner (optional)
- 15:00-15:20 CC5 grading and discussion

### 2.9.2 cc5: Cascading Style Sheet (task c5)

- Happening: Tue, Sep 01
- Grading Label: **c5**
- Point Value: 25

This activity uses knowledge recently studied in the textbook.

Specifically, you will be using CSS only to manipulate various aspects of the text that has already been marked up, including coloration, thickness, and largeness.

## 2.10 Thu, Sep 03

### 2.10.1 Activities For Today

- 13:45-13:55 Daily Update.
- 13:56-14:05 Chapter Test on chapter 10, Fonts.
- 14:05-14:20 Grading and discussion of fonts.
- 14:20-15:00 Introduce the DIY and get people started.
- 15:00-15:20 Optional Retake on chapter 8.
- 15:00-15:20 Optional Retake on chapter 9.

### 2.10.2 diy5: Fonts (task d5)

- Discussed: Thu, Sep 03
- Due: Wed, Sep 09, 23:59
- Grading Label: **d5**
- Point Value: 25

Summary: Prove that you can correctly use font families and web fonts in a non-trivial way.

Create a webpage that properly links to the d5 link on the student projects page.

**style=** All styling must be done using an inline style sheet in your webpage head. There must be no **style=** styling in the body of your webpage.

You will have four demonstration fonts: one for each of the most important font families. Your inline style sheet will probably include something like this, with the ... parts replaced by something appropriate.

```
.serif { font-family: ... }
.sans { font-family: ... }
.mono { font-family: ... }
.curs { font-family: ... }
```

All your demonstration fonts should appear to be about the same size. Use the default font size unless you have a good reason to do otherwise.

**Four Font Stacks:** In the body of your webpage present the four font stacks **in this order:** serif, sans-serif, monospace, and cursive.

**Web Font:** You must correctly use at least one web font. You can use more

if you like. In a paragraph near the top of the page, list your fonts that are web fonts and tell where they are coming from. Make an explicit list. Do not simply say “all fonts are web fonts.”

**Each Stack:** Each stack must have at least two entries, with the last one being the generic font. 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 use quote marks (single or double) around any font name that has spaces in it. Do not use the same font in more than one stack.

**Obscure Fonts:** When I view your page, even though you must list a generic font last, I should not be seeing the generic font. If you use an obscure font (it is okay to do that), make sure it is a properly sourced webfont, or that there is a backup font that will be on my computer.

**H2:** For each font stack give an `<h2>` heading that gives the complete font stack being used, in order. Just state it. Do not try to pretty it up.

**Demo Content:** After each heading, provide a paragraph with several lines of demonstration text on which that font styling has been applied. **Use the same text** (lorem ipsum or other) for each of your paragraphs, to better compare the fonts.

**Creativity:** Beyond the requirements, you are welcome to use any content and design elements you deem appropriate.

## 2.11 Tue, Sep 08

### 2.11.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 13:56-14:01 Chapter Test on chapter 11, Hover.
- 14:01-14:10 Chapter Test grading and discussion
- DIY questions and discussion, if any
- 14:10-14:30 CC preview and how-to demonstration
- 14:30-15:10 CC6 work alone
- 15:10-15:20 CC6 work together
- 15:20-..... CC6 grading and discussion (after class)

Starting today, the due date for DIY assignments is changed to Wednesday night, two days later than it has been. DIY review and questions/answers will happen on Tuesday. DIY voting will be on Thursday.

The purpose of this change is to allow more time on Tuesdays for the Copy Cat activities.

When you are done with the Copy Cat activity, you do not need to stay.

When the Copy Cat time has ended, I will begin the grading, and students are welcome to ask questions and see how I did the Copy Cat.

### 2.11.2 cc6: Pseudo and Transitions (task c6)

- Happening: Tue, Sep 08
- Grading Label: **c6**
- Point Value: 25

For this activity, you will be given the HTML code and part of the CSS code. You must make changes to the CSS code so it has the proper styling.

One goal is to cause the background of a certain space to gradually change from one color to another.

Another goal is to cause the text styling of a paragraph to change.

The skills necessary for this activity are taught in the textbook and can also be searched for online.

## 2.12 Thu, Sep 10

### 2.12.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 13:56-14:15 Chapter Test on chapter 12, Box Model.
- 14:15-14:25 DIY5 voting
- 14:25-14:35 DIY5 discussion
- 14:35-15:00 Introduce DIY6 and get people started.
- 15:00-15:20 Optional Retake on chapter 10.
- 15:00-15:20 Optional Retake on chapter 11.

### 2.12.2 diy6: Four Seasons (task d6)

- Discussed: Thu, Sep 10
- Review: during our next class period
- Due: Wed, Sep 16, 23:59
- Grading Label: **d6**
- Point Value: 25

Summary: Demonstrate the use of JavaScript to change the styling of a webpage.

Create a webpage that properly links to the d6 link on the student projects page.

All styling must be done using an inline style sheet in your webpage head. There must be no `style=` styling in the body of your webpage.

In your style sheet make four or more classes, with one for each season.

In your HTML make four or more buttons, with one for each season. As each button is clicked, the body must take on the class specified, thus changing various styling attributes.

For each season, you must provide a background image that is appropriate. You can also modify other things like text colors or whatever to go well with your background image.

**Bonus Point:** You get one bonus point per season (up to four points) where the background image was taken by you, or has you in it, and is clearly identified as such on your webpage.

**Issues:** While reviewing student webpages, I noticed these things.

- Beautiful: This was not an issue. Things look wonderful.
- Simplicity: Is your coding simple enough that you understand it?
  - Redundancy: Are you repeating yourself a lot in your css?
  - Needless CSS: Is everything really necessary and helpful?
  - Non CSS3: Avoid non-css effects. Find ways to do it with css.
- Attribution: Did you tell where each image came from?
  - Properly acknowledge each source (including yourself).
  - Google is an intermediary, not a source.
- Cover: Would your background look better with background-size: cover?
- Reveal: Does your text obscure your background image? Can it scroll to reveal more of the background image?
- Webfonts: You can use %7c instead of vertical bar.
  - Legible: Are your fonts easy enough to read?
- Reset: Do you want a way to reset your webpage?

**Sample:** On the next page I provide a minimal webpage sample with classes and buttons.



```
<!DOCTYPE html><head lang=en><meta charset=utf-8>
<title>Don's Seasons</title>
<style>
div.column { max-width: 500px; background-color: rgba(255,255,255,0.7);
  margin: 5vh auto; border: double black 5px; padding: 1em; }
.spring { background-color: green; }
.summer { background-color: brown; }
.fall { background-color: orange; }
.winter { background-color: blue; }
</style>
</head><body><div class=column>

  <h1>Don's Four Seasons</h1>

  <button onclick="body.setAttribute('class','winter')">Winter</button>
  <button onclick="body.setAttribute('class','summer')">Summer</button>
  <button onclick="body.setAttribute('class','spring')">Spring</button>
  <button onclick="body.setAttribute('class','fall')">Fall</button>

  <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, visitor
  <script src=http://dc.is2.byuh.edu/counter/></script>.

</div></body>
```

## 2.13 Tue, Sep 15

### 2.13.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 13:56-14:03 Chapter Test on chapter 13, Positioning.
- 14:03-14:10 Chapter Test grading and discussion
- DIY questions and discussion, if any
- 14:10-14:30 CC preview and how-to demonstration
- 14:30-15:10 CC7 work alone
- 15:10-15:20 CC7 work together ten minutes
- 15:20-..... CC7 grading and discussion (after class)

### 2.13.2 cc7: Positioning (task c7)

- Happening: Tue, Sep 15
- Grading Label: **c7**
- Point Value: 25

Objectives: (a) correctly specify four boxes with sizing and coloration. (b) correctly position the boxes relative to the viewport.

## 2.14 Thu, Sep 17

### 2.14.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 13:56-14:05 Chapter Test on chapter 15, Lists and Menusa.
- 14:05-14:15 DIY6 voting
- 14:15-14:25 DIY6 discussion
- 14:25-15:00 Introduce DIY7 and get people started.
  - sketch something cute
  - photograph it and import it
  - use Gimp to make a .png
  - add it to a webpage
- 15:00-15:20 Optional Retake on chapter 12.
- 15:00-15:20 Optional Retake on chapter 13.

### 2.14.2 diy7: Alpha Channel (task d7)

- Discussed: Thu, Sep 17
- Due: Wed, Sep 23, 23:59
- Grading Label: **d7**
- Point Value: 25

**Objective:** Learn to use alpha channel on images, and practice doing relative, absolute, and fixed positioning on a webpage.

**Demonstration:** I will demonstrate the creation of a simple graphic by drawing something on the classroom whiteboard. I will then take a picture of it with my cell phone, upload it to my dropbox folder, and drag it to my desktop. From there I will open it in Gimp, use color thresholding to reduce it to a black and white image, add an alpha channel, and delete all but the black. Finally, I will add back some color in the middle of the graphic and save the whole thing as a .png file.

After creating the graphic, I will add it to a webpage using the positioning commands we previously studied, and also make it into a favicon for that webpage.

**Your Task:** Your task is to do pretty much the same thing: create a simple graphic with transparency and sprinkle it around on a webpage of your own creation. There should be at least ten copies of it visible on a full-sized screen. Also use it as the favicon for your webpage. The background of your

webpage must be a gradient that makes it easy to see that your images have transparency.

**What to Draw?** Here are some ideas for simple graphics: butterflies, ants, footprints, comic strip characters.

**Stretch Goals:** Here are some stretch goals (not required but would be potentially very cool). Use various sizes and rotations of the same image. Use hover or onclick to change the image (swap in a new image, or rotate, or resize, or move).

## 2.15 Tue, Sep 22

### 2.15.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 13:56-xx:xx Chapter Test on chapter 16, Tables.
- 14:10-14:30 CC preview and how-to demonstration
- 14:30-15:10 CC8 work alone
- 15:10-15:20 CC8 work together ten minutes
- 15:20-..... CC8 grading and discussion (after class)
- DIY voting and discussion

I introduced CSS Diner, a fun way to develop your skills with CSS selector targeting, and encouraged everyone to run through the 26 examples that it has.

<http://flukeout.github.io/> has the CSS Diner.

### 2.15.2 cc8: Positioning (task c8)

- Happening: Tue, Sep 22
- Grading Label: **c8**
- Point Value: 25

## 2.16 Thu, Sep 24

### 2.16.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- Introduce the DIY and get people started.
- 15:00-15:20 Optional Retake on chapter 15.
- 15:00-15:20 Optional Retake on chapter 16.

### 2.16.2 diy8: Dropdown Menus (task d8)

- Discussed: Thu, Sep 24
- Due: Wed, Sep 30, 23:59
- Grading Label: **d8**
- Point Value: 25

**Objective:** Gain experience with creating dropdown menus. Gain more experience with simple JavaScript. Gain more experience with positioning.

**Sample:** I have posted a webpage entitled “Put On A Happy Face.” (There is a song by that name.) This webpage has two main features. First, it has dropdown menus based on the example in the textbook (chapter 15). Second, to make it more fun, it uses simple JavaScript to modify a face by hiding and revealing various eyes and mouths (textbook chapter 14). It also uses relative and absolute positioning (textbook chapter 13).

**Your Task:** Your task is to create a webpage that has dropdown menus. The menus must have JavaScript buttons that make things appear and disappear, and you must use positioning to control where they appear.

**Oversize:** Your things should fit nicely on a normally-sized laptop browser. The main action should be on-screen, not somewhere that requires scrolling to see it.

**Alignment:** Your things cannot be isolated, but must overlay or “interact” with other items, such as eyes on a face or food on a plate. The alignment should work well for a large variety of browser sizes and shapes. This will require some relative and some absolute positioning.

## 2.17 Tue, Sep 29

### 2.17.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 13:55-14:00 CC preview and how-to demonstration
- 14:00-15:05 CC9 work alone
- 15:05-15:20 CC9 work together fifteen minutes
- 15:20-..... CC9 grading and discussion (after class)

### 2.17.2 cc9: Tables (task c9)

- Happening: Tue, Sep 29
- Grading Label: **c9**
- Point Value: 25

Topic: Table Styling.

You are given some HTML and a .png screen shot of the required result. Your task is to create appropriate and valid CSS to match the screen shot. You are not allowed to change anything but the CSS.

The unstyled table consists of several columns that describe the 50 states of the United States.

**Assistance:** You are allowed to consult the textbook and any other pre-existing resources on the Internet. You can consult with the instructor at any time, but he might not tell you what you want to know until after the test. You can consult with other people during the last 15 minutes of the test, but not before that.

**8pt Box Model:** You must place margins, borders, and padding around the table cells. You must match the screen shot.

**5pt Colors:** You must match the screen shot colors for text, borders, and backgrounds.

**2pt Alignments:** Some of the columns do not use the default text alignment. You must match the screen shot.

**4pt Every Fifth Row:** To break up the solid white table, every fifth row has a special background color. You must match the screen shot. Your CSS should work no matter how many rows there are.

**2pt Current Row:** To more easily see the row that the mouse is currently

over, it has a special background color. You must match the screen shot.

**5pt Numbering:** Although the HTML does not have numbering on the rows of the table, your presentation needs to be numbered. This must be done using only CSS commands. You must match the screen shot.



## 2.18 Thu, Oct 01

### 2.18.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 13:56-xx:xx Chapter Test on chapter 14, JavaScript.
- DIY8 voting and discussion
- Introduce DIY9 and get people started.

### 2.18.2 diy9: Tables (task d9)

- Discussed: Thu, Oct 01
- Due: Wed, Oct 07, 23:59
- Grading Label: **d9**
- Point Value: 25

**Objective:** Gain experience with creating tables. Demonstrate cell merging, table layout fixed, nth child, white-space normal vs nowrap, and overflow hidden.

**Introductory Paragraph:** Begin each section (1 and 2) 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.

**1. 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

**2. 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.

**2a. Column Widths:** Use table layout fixed and nth-child width to control the column sizes.

**2b. 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.

**2c. Row Colors:** Use `nth-child` to give the rows an alternating background color. Use `hover` to give the “current” row special styling.

**2d. 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.

## 2.19 Tue, Oct 06

### 2.19.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 14:10-14:30 CC preview and how-to demonstration
- 14:30-15:10 CCA work alone
- 15:05-15:20 CCA work together fifteen minutes
- 15:20-..... CCA grading and discussion (after class)
- DIY voting and discussion

### 2.19.2 cc10: JavaScript (task c10)

- Happening: Tue, Oct 06
- Grading Label: **c10**
- Point Value: 25

Topic: JavaScript Functions.

You are given a nearly-complete webpage. It is only missing some JavaScript. Your task is to create appropriate and valid JavaScript to make the webpage work correctly.

The webpage has content that is revealed or hidden when certain words (like “more” and “less”) are clicked on.

You are allowed to change the `<script>` section but nothing else.

**Assistance:** You are allowed to consult the textbook and any other pre-existing resources on the Internet. You can consult with the instructor at any time, but he might not tell you what you want to know until after the test. You can consult with other people during the last 15 minutes of the test, but not before that.

Your best single source of assistance is the textbook, and specifically chapter 14 which covers JavaScript functions.

## 2.20 Thu, Oct 08

### 2.20.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 13:56-xx:xx Chapter Test on chapter 17, Forms.
- Introduce the DIY and get people started.
- 15:00-15:20 Optional Retake on chapter 14, JavaScript.

### 2.20.2 diy10: Forms (task d10)

- Discussed: Thu, Oct 08
- Due: Wed, Oct 14, 23:59
- Grading Label: **d10**
- Point Value: 25

**Objective:** Gain experience with creating forms with typical fields (input, submit, textarea).

**Order Form:** You have seen online order forms. Now you are going to make one. Build a webpage that pretends to be an order form for something. Be creative. As part of the ordering process, the user must fill in the blanks of a form and submit it. Design and build the form.

Your fields should be meaningful, not just random. Make it look real.

**Form:** Include the following HTML in your webpage before any of the form inputs.

```
<form method=post action=http://dc.is2.byuh.edu/echo/>
```

This will enable your submit buttons to operate, and will display the information that your webpage is sending back to the server.

Within the form include the following fields.

**name=** Each field needs a name. Groups of radio buttons share the same name. Submit buttons can share the same name. Besides that, every field must have its own unique name. (If you say text1 for one text field, you cannot say text1 for another text field.)

**input type=text** Have at least two, with different names and sizes. At least one of them should have a placeholder. At least one should not.

**input type=password** Have at least one.

**input type=hidden** Have at least one and give it a value. Use the value “aloha” unless you can think of something better.

**input type=submit** Have at least two with the same name but different values. They should represent meaningful choices.

**input type=radio** Have at least two sets, each with at least three options. This is for selecting among alternatives, like yes/no or hot/cold. Exactly one item can be selected. Each button in a group shares the same name. Make sure your items are part of a group that works that way.

**input type=checkbox** Have at least one that is prechecked and one that is not. Each checkbox is independent, and can be selected or not. For ice cream toppings, you might have: nuts, chocolate, sprinkles, butterscotch, whipped cream. Each needs its own unique name.

**textarea** Have at least one.

**select/option** Have at least one select with at least three options.

## 2.21 Tue, Oct 13

### 2.21.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 14:10-14:30 CC preview and how-to demonstration
- 14:30-15:10 CCB work alone
- 15:10-15:20 CCB work together ten minutes
- 15:20-..... CCB grading and discussion (after class)
- DIY voting and discussion

### 2.21.2 cc11: Forms (task c11)

- Happening: Tue, Oct 13
- Grading Label: **c11**
- Point Value: 25

## 2.22 Thu, Oct 15

### 2.22.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 13:56-14:04 Chapter Test on chapter 18, RWD.
- Introduce the DIY and get people started.
- 15:10-15:20 Optional Retake on chapter 17, Forms.

### 2.22.2 diy11: Responsive Web Design (task d11)

- Discussed: Thu, Oct 15
- Due: Wed, Oct 21, 23:59
- Grading Label: **d11**
- Point Value: 25

**Objective:** Develop skill with media queries and responsive web design.

Create a webpage that responds to the dimensions of the display device. Test it on a cell phone (or simulate such a test). Test it on a laptop (or simulate such a test).

With the Chrome browser using “inspect element,” or by simply resizing the browser viewport, we should be able to see differences.

Invent new content or recycle old content that shows a substantial amount of material, for example a series of four or more items each of which has several parts. Example: artwork, with title, with artist, with description, with price.

**(WN) Wide/Narrow Layout variation:** Use media queries to present a visibly different layout when the screen is wide versus when it is narrow. Just using “float: left;” is not adequate. The styling must be visibly different between narrow and wide.

**(PL) Portrait/Landscape Background:** Use media queries to have different background colors or backgrounds for your webpage depending on whether it is in portrait mode or landscape mode.

## 2.23 Tue, Oct 20

### 2.23.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 14:10-14:30 CC preview and how-to demonstration
- 14:30-15:10 CC12 work alone
- 15:10-15:20 CC12 work together ten minutes
- 15:20-..... CC12 grading and discussion (after class)

This is our last Copy Cat activity. Next week the time will be spent working on your final projects.

### 2.23.2 cc12: Responsive Web Design (task c12)

- Happening: Tue, Oct 20
- Grading Label: **c12**
- Point Value: 25



## 2.24 Thu, Oct 22

You are invited and encouraged to create a final project website using a domain name that you will select, and comprising several webpages. Your goal is to demonstrate your skills. You will present this website on the day of the final exam.

### 2.24.1 Activities For Today

- 13:45-13:55 Do the Daily Update.
- 13:56-xx:xx Chapter Test on chapter 19, First Website.
- Set up a new domain name.
- 15:00-15:20 Optional Retake on chapter 18, Responsive Web Design (RWD)

### 2.24.2 diy12: Final Project (task d12)

- Discussed: Thu, Oct 22
- Due: Thu, Oct 29, 15:00
- Grading Label: **d12**
- Point Value: 100

**Objective:** Bring together your skills developed during this course to create a beautiful showpiece worth looking at.

**Points:** We decided earlier in the semester to drop the two lowest CopyCat grades for each student. That reduces our total points by 50. I decided to add those points to this activity, which was originally worth 50pt. Now it is worth 100pt. 25pt are for your oral presentation. 75pt are for meeting the requirements.

**Bonus:** We will vote on the websites and bonus points will be awarded to the winners. My wife will also review the websites and pick several winners to whom she will give prizes from her artwork.

Required: **Topic:** The final project required topic is “A Visitor’s Guide To ...” where ... is someplace you love. Maybe where you grew up. Maybe where you went on your honeymoon. Maybe where you are going to school.

**Domain Name:** I will work with you to create a domain name for your website. You will properly link it to your IS2 account so it works.

Required: **Access:** Create a small and simple webpage that properly links to the d12 link on the student projects page. That page must briefly describe

your project, may mention some highlights, and must have an absolute link to your domain name. Make this page as simple as possible, without any fancy HTML or CSS. Save that for your actual website.

Required: Do not use `www` on your website name.

Required: Do not use `target=_blank` on the access link.

Required: **Docroot:** Link directly to the home directory of your website, not to some subdirectory. (This is also mentioned again below.)

Required: **Four Pages:** Your project will be a website with four or more pages.

It should be easy to navigate between your pages without using the Back button.

Required: Each page must have one or more photographs.

Required: At or near the bottom of each page it must identify you as the author and have validation links for HTML and CSS.

You can have a visitor counter if you wish but it is not required.

Required: **Hand Made:** The four pages must be hand made, not using any special tools like WordPress. However, you are free to have additional pages that were created using other tools. Make sure that the four special pages are easy to identify for grading purposes.

Required: **Copyright:** All images must be your own work or provided by someone close to you.

Optional: Pictures taken by yourself or family members or personal friends.

Forbidden: Pictures copied from Google or Wikipedia or any other “distant” source.

Required: **Attribution:** Each picture, including background images, no matter what the source is, must tell nearby (easy to find) who took the picture and what their relationship to you is. For example, “taken by myself” or “taken by my sister Arnette” or “taken by my friend Moses.”

Required: **Text:** All actual content text must be written by you personally.

Forbidden: You cannot copy text from another tourist site.

Optional: You can use lorem ipsum generated elsewhere to flesh out your website.

Required: **Landing:** Your homepage must be uncluttered and easily fit on a 16x9 laptop screen without scrolling.

Optional: It should look good on a cell phone but that is not required.

Required: **Docroot:** The landing page must be the root page of your website. It cannot be in a subdirectory. It must be named (`index.html`). The other pages can have any names you want.

Required: **Article:** At least one page must be (or look like) an extended write-up with four or more pictures about this place you love.

It must have lots of text. You can use lorem ipsum as needed.

Think back on your “seven classmates” activity for example.

Required: **Resources:** At least one page must have an annotated list of relevant resources that are not on your own website.

Annotated means it is not simply a link; it also has text explaining where clicking will take you and what you will see when you get there.

Optional Ideas: You might include a link to a Wikipedia article. You might include a link to the official tourist website for the place you love. You might have some embedded YouTube videos.

Required: **Form:** At least one page must have a working form where visitors can submit something.

Optional Ideas: Visitors could sign up for a newsletter or mailing list. Or they could ask for more information. Or they could leave a comment.

You decide. But you must have a form and it must work. You can link it to the echo program we used previously.

Optional: **Ideas:** Include any other features you wish. Maybe mouseover. Maybe onclick. Maybe transitions. Maybe a slide show. These are not required but they are invited.

## **2.25 Tue, Oct 27**

### **2.25.1 Activities For Today**

- 13:45-13:55 Do the Daily Update.
- No Copy Cat test today.
- 13:55-15:00 Work on Final Projects.
- 15:00-15:20 Optional Retake on chapter 19, First Website.

The time will be devoted to letting you work on your final project. You can get assistance from each other and from the instructor.

**2.26 Thu, Oct 29**

The first part of the final will be the presentation of final projects. Each presenter will have a few minutes (typically three to five) to show their website and to tell what is special about it. For example, tell what challenges you overcame and what challenges you tried to overcome.

The second part of the final is a party. Sometimes this happens at the same time as the presentations. I will bring some refreshments and you will be invited to bring some also. Typically these are cookies, brownies, soda pop, chips, veggie trays, or fruit trays. Sometimes cultural food is provided.

The last part of the final is an opportunity to retake any chapter tests from the whole semester. For each test I will keep your highest score.

# 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 78).

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 `it240.2155` 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/it240.2155** will be your web space for this class.

## 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 81). 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

This is the short template. You can also find this in the textbook. You should memorize this.

doctype, head, charset, title, style, body.

```

<!DOCTYPE html><head lang=en><meta charset=utf-8>
<title>Your Title Goes Here</title>
<style>Your CSS Goes Here</style>
</head><body>
Your Marked-Up Content Goes here
</body>

```

This is the long template. It is somewhat more detailed than the short template. You should understand this and use it as the basis for each of your webpages.

```

<!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 `<a href=xxx>yyy</a>` 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 `<a href="http://validator.w3.org/check?uri=referer">html</a>` 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 `<a href=http://jigsaw.w3.org/css-validator/check/referer>css</a>` 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 ever comes first.

For Fall 2015, the last day of class is **Tue, Oct 27**.

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 [97](#)) 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 97).

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 regrades 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 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 G

# 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 more carefully.

**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 do this, 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.

**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.

**Warning: Language Changes:** 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.

**Style Guides:** 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:** 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 a list of things that have been previously considered.

**webpage:** Modern usage is split between making this two words, “web page,” and one word, “webpage.” I have decided to go with the one word version.

**website:** Modern usage is split between making this two words, “web site,” and one word, “website.” I have decided to go with the one word version.

**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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