

IT 240 – Web Design

Course Syllabus and Calendar – Fall 2015

Class: TuTh 13:50 to 15:20, Tue, Aug 04 to Tue, Oct 27, GCB 111

Final Exam: Thu, Oct 29, 16:00–18:50, GCB 111

Professor Don Colton
Brigham Young University–Hawai‘i

July 28, 2015

Certain content is required in all BYUH syllabi. Section 10 gives a convenient summary of that content.

You may find sections 1 through 5 to be immediately helpful in understanding this class and how it will be conducted. Read those first.

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1 Overview

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

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

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

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

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 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.

1.2 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.

1.3 Expected Proficiencies

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

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

2 Course and Faculty

2.1 Course Information

- **Title:** Web Design
- **Course Number:** IT 240
- **Course Description:** Concepts of multimedia design and creation for the Internet using web programming tools to develop web pages for the Internet.
- **Prerequisites:** none

- **Semester/Year:** 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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

6.1 BYUH Learning Framework

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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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 ab-

sences. 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.

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.

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.

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.

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 1) 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.

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.)

9 General University Policies

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.

9.1.1 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 communi-

cate 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.

9.1.2 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.

9.1.3 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.

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.

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, monitor-

ing, 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
 Sexual Harassment Hotline: 808-780-8875

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

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

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.

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 2.1.

- **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 2.2.

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

Course Description: See section 2.1.

Expected Proficiencies:

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

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

See section 8 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 6.

Learning Management System:

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

Framework for Student Learning:

See section 6.1 for a discussion of the student learning framework and how I use it.

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

Here are some items of particular interest:

- **First Day of Instruction:** Tue, 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 7.

- **Attendance:** See section 4.2.
- **Tardiness:** See section 4.2.
- **Class Participation:** See section 6.3.
- **Make-Up Exams:** See section 7.2.
- **Plagiarism:** See section 9.1.1.
- **Academic Integrity:** See section 9.1.

Evaluation (Grading): See section 4.

Academic Honesty: See section 9.1.

Unlawful Discrimination: See section 9.2.

Title IX and Sexual Misconduct: See section 9.3.

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 9.4.