SYLLABUS

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK
College of Engineering & Applied Sciences
Department of Information Studies
IST 561: Web Design and Development
Spring 2017: Section 7786

Instructor:
Daphne Jorgensen, CAS, MLS
(O) 518-956-8244 – Student consultations by appointment (can accommodate virtual appointments)
E-mail: djorgensen@albany.edu (Please include IST561 in subject line)
Class Location: Online via Blackboard Learning System (https://blackboard.albany.edu/)

Course Description: This course introduces principles of Web design and development through readings, exercises, discussions, hands-on lab activities, lectures, projects, and presentations. Topics covered include: Web design basics, HTML/XHTML, Web technologies, CSS, Web graphics, dynamic HTML/XHTML, usability, evaluation of Websites and Web-based online resources, and accessibility.

Pedagogical Approach: The major theory that drives the course is socio-cultural learning theory. The course layout, activities, and assignments are geared towards immediate content immersion and practical application. Students will leave the class with foundational knowledge and skills to create and troubleshoot webpages.

A Note About Class Design: One basic tenet of online course design is consistency. The course is divided into five modules. Each module has an Overview in which we lay out information under these headings: Readings, Mini-Lecture, Discussions, and Learning Community. The Overview page will give you a synopsis of the module. Then each day within each module has the specific day’s Overview so you know exactly what is expected. Something is due (or a new concept introduced) every Tuesday, Thursday, and Monday, so stay current. We also have a module with media and other relevant tutorials. If you do the readings in the beginning and experiment with concepts through your own personal labs, you will do fine!

When you are prepared, this course can be very engaging and lots of fun! We'll experience the course together, and make adjustments as necessary.

Objectives: By the end of this course, students will be able to

- Maneuver through the protocols and utilities that comprise the Internet
- Critically evaluate web page design, considering design issues from the perspective of the user as well as the creator
- Recognize the components of an HTML document
- Create a simple HTML document
- Format text with a variety of HTML structural tags, including: create remote and local hyperlinks; adding graphics and sound to web pages; create lists, multi-column and multi-row tables; set body and background attributes; work with internal and external cascading style sheets; create a simple form; use javascripts; clean up HTML code; validate web pages and evaluate for web accessibility and W3C compliance; create original banners and buttons, create an image map, and manipulate images in Adobe Photoshop.
- Use a File Transfer Protocol to upload HTML documents onto the Internet

1 CAS Curriculum & Instruction with specializations in Instructional Technology and Language in Education; MLS School Library Media Specialization
Prerequisites: There are no prerequisites. In order to complete the assignments in this course, you will need access to a computer with an Internet connection and a recent Web browser. (It is ideal to have access to multiple browsers in order to test your webpages.)

Readings: You can get the required textbooks online or at any bookstore. The texts may be supplemented by additional readings and resources. The Castro book has a corresponding website with helpful examples from each chapter.

Required:

  ISBN-10: 0-321-92883-2 (This is what I use. However, if you prefer another reference, that’s fine.)

Recommended/Supplemental:

  ISBN-10: 0-321-43084-0
- Any of the following books from The Missing Manual series: Dreamweaver CS6; CSS3; Photoshop CS6.
- Web Style Guide: Basic design principles for creating web sites by Patrick Lynch (there is a free version online)
- HTML5 Pocket Reference by Jennifer Niederst Robbins

Digital Backups: Although you can save your files in your student drive (S-Drive) through the University server, you should back up your work (i.e., jump drive, external hard drive, local computer.)

Course Policies

Class Participation and Attendance:
In keeping with a student-centered, social learning approach, this class incorporates student participation and interaction. In a face-to-face class, students must be present in class to be a part of it. This holds true in the online classroom: students need to “show up” and participate in a regular and timely fashion in order to be a part of the class community and to get the most out of it. Student active participation in class discussions is expected. Additionally, as a healthy graduate level learning community, students will be giving each other feedback and supporting each other in various stages of web development. A course schedule with deadlines is provided in Blackboard. Just like you attend a face-to-face course, you need to “attend” this course by regularly checking in and staying current. You will be participating at least two to three times per week: there is something due (or new mini lectures for you to read) by every Tuesday, Thursday, and Monday.

Asynchronous vs. Synchronous:
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This course is held asynchronously; that is, students sign in at convenient times for them within the framework of the course schedule. Since it is not an independent study, there is a schedule and everyone is expected to participate weekly, but not necessarily at the same time of day. However, there is the possibility that students may decide to meet for synchronous sessions with classmates during the semester or to schedule an in-person meeting with me to help with a specific skill. I will provide both synchronous office hours through video conferencing or face-to-face, and asynchronously via email. These are by appointment.

**Time Required:** This is a graduate level 3-credit class. The University at Albany uses the Carnegie units as the standard: for every credit hour, there should be 2–3 hours of homework. This translates to about 135-180 hours per semester for a rigorous graduate level course. I’ve streamlined things where I could without compromising the quality of the content. The discussions and project-based assignments are deceptively simple and require a lot of time, so it is encouraged that students plan their schedules accordingly and complete assignments in a timely manner.

**E-mail and Introductions:** Each student is expected to have an e-mail account for this class. Please send your preferred email and daytime phone to dforgensen@albany.edu. Students are expected to introduce themselves in our Start Here section. See more about this in Module One.

**Incompletes:** No incompletes will be given in this class without the express permission of the instructor in advance.

**Academic Integrity:** Please see the Graduate Studies Bulletin for information about academic integrity standards, examples of dishonesty, and possible penalties: http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity. Basically, whatever you produce for this course should be your own work and unique to this course. You should not submit any work for this course that you’ve also presented or will present to another course. You cannot present the work of others as your own. If you borrow text or media from another source or paraphrase substantial ideas from someone else, you must provide a reference to your source. Failure to follow these guidelines is a serious infraction of University regulations, and you will receive zero points for the work in question. Other penalties are possible including a failing grade in the course, referral to the University Judicial System, or dismissal from the University. When students engage in academic dishonesty, they lose valuable opportunities for practice and deny faculty and peers opportunities to guide you to new insights and creativity. If you have ANY questions about whether your work duplicates something you or someone else has done elsewhere, please talk to me about it. This course uses the Safe Assign tool for some of the assignments. I, of course, only expect the best from everyone.

**Open lines of communication:** An attitude of openness, respect, a willingness to listen to others, and a community spirit are desirable. There are no stupid questions. Learning can be a vulnerable and risky enterprise. I expect that you will “listen” carefully to each other and help one another articulate emerging thoughts. We will work explicitly on these skills, as they are important in both this class and in our professional practice. Students will have a formal opportunity to evaluate the course and the instructor at the end of the semester. Please feel free to discuss issues and concerns with me as the semester progresses. I use a reflective teaching practice and will be periodically asking for your feedback as we experience the semester together. I am always concerned with what helps or hinders your learning and will try to make modifications where possible.

**Learning Accommodations:** Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (BA120, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend
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appropriate accommodations. Please see their website for more information (http://www.albany.edu/disability/).

Grading Scale

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Assignments: The course assignments are devised to assist students with the development of the course major project: an educational or informational web page. You will find yourself going through the same steps in subsequent website development projects. Detailed assignment instructions are contained in our class Blackboard. Written work should be done in an easy to read font, like Times New Roman, size 12. Verdana, Arial, Bookman Old style, are all easy for me to read as well. Attach a formatted word processed document for anything that is not just a regular discussion post (e.g., The Good, Bad Ugly web evaluation, The final project reflection.)

Student Performance Evaluation

10 The Good, Bad & Ugly – Website Evaluation
10 Envisioning Your Website (Write-up and wireframe)
35 Mini Assignments (7 practicums at 3- 5 points each)
15 Class Participation (participation in discussions; positive contribution to the learning community)
30 Final Product (web page with brief reflection and self-assessment)

Summary of Assignments (Please see full assignment information in Blackboard.)

The Good, Bad & Ugly – Website Evaluation: Here you will provide an evaluation of a webpage with sound rationale and justification. See Krug and Miller readings.

Envisioning Your Website (Write-up and wireframe): Throughout the semester, you will be building your own webpage. In this exercise, you will provide a wireframe plus site description and rationale with usability & web design concepts that inform your site. See Krug and Miller readings.

Mini Assignments (7 practicums at 3- 5 points each): These are practical applications of the web skills we review in the course. They are not meant to be comprehensive, but I do expect a good faith attempt to work with the new skill or to develop a skill further. Each mini assignment will also be followed by a discussion where you will post the link to your mini assignment and discuss the methodology taken for completing this assignment. Points can range from 3 ( sloppy, last minute, no effort, late work) to 5 (good faith attempt to work with the skill, page functions correctly, neat coding, timely) points. (Tip 1: Technology veterans, please do not make the mistake of being sloppy with these assignments. I expect you to stretch yourself.)

Class Participation (participation in discussions; positive contribution to the learning community): In professional learning communities, members actively engage in activities and collaborations to bolster their professional growth and produce more refined outcomes and products. In addition to being part of a class culture that espouses a socio-cultural learning philosophy, you are preparing for careers that encourage such collaborations and support in the professional setting (some of you are already in such careers). Accordingly, students are expected to “come” prepared to work as viable and important members of our learning community. This includes doing the assigned readings, posting to discussions in a timely manner,
getting all books and materials needed to work on activities, and contributing to our class culture. **Tip 2: Get started early and do not procrastinate.**

**A word about discussions:** Students should post an exquisite/ well-prepared answer to the instructor-initiated question in a timely fashion. In addition to responding to the instructor-initiated question, students should also read and respond to their classmates’ responses or questions. Thoughtful reflections on colleagues’ work are a highly valued component of this course. You will have the opportunity to give each other feedback, and others will be waiting for your input in order to improve their own work. See Discussion Rubric. **Tip 3: View Assignment sheets and rubrics.**

**Final Product (web page with brief reflection and self assessment):** The course readings, exercises, and practicums will prepare you to construct your own webpage in which you will incorporate effective design principles and address issues of usability and accessibility.

Please see detailed Course Schedule.