

Syllabus for IST 361 Fall 2007: Web Development

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Class Information

Class Number	7108
Term	Fall 2007
Meeting Time	Wednesday 14:45 - 17:35
Classroom	Digital Workshop #2 (SL0012), located off the lobby of the Science Library, Main Campus

Instructor Contact Information

	William Doane
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Office Hours	Available whenever online, or by appointment

Course Description

The format for IST 361 is based on a method of teaching and learning referred to as *Problem-based Learning*, or simply PBL. PBL is a term first used in the 1960s in a Canadian medical school. PBL entails students working on loosely structured problems, discovering on their own what they need to learn to solve it, and applying what they learn to the problem. In short, you're placed in a context where you need to take charge of your learning. This process is meant to not only to reflect but to actually *be* the type of process you'll need to engage in as a professional. I dare you to find a job where people will provide you with worksheets and complete instructions for everything you need to do. (Well, other than at the IRS!)

The projects we'll be working on in this course are *not* toy projects. What you do in this course **matters**- to you, to me, and to the ultimate recipients of our efforts. The time you put in will be repaid with the satisfaction of seeing your efforts make a difference in the world and being able to incorporate your efforts into your resume and work portfolio.

For this course, the loosely structured problem is this: develop technology enhanced curricula (TEC) for use by K-12 students in the Albany area.

We'll be working with K-12 teachers and library media specialists (SLMS) to define the curricula. We'll also be working with graduate students (grads) studying to become library media specialists to define the learning goals for the TEC. The grads will be working closely with the classrooms and teachers in the Albany schools. They'll be spending 25 hours during the semester in the classroom, helping teachers, and working with the K-12 students who will ultimately use the TEC you develop. We call these partnerships-- K-12 teacher and SLMS, grads, and undergrads-- project teams.

Each project team will be composed of 3-4 undergrads, 1-2 grads, 1 K-12 teacher, and 1 SLMS. Your project team will decide on the scope and content of the TEC. Teachers, SLMS, and grads will provide content and define the pedagogical needs for it. You will provide the design, implement the design as a working website, and assist with the deployment and troubleshooting of the website in the school.

The subject areas for the projects are not yet determined. Grads will be meeting with K-12 partners during the second class meeting to work that out, and will present what they have developed with us during our third class meeting. At that time, you will (within reason) be free to choose with which project team you will work. Obviously, not all undergrads can work on the same team, so it will help if you can be flexible with your choices.

Research Notice

As part of an on-going effort to improve the design and implementation of this course, you'll be asked to provide weekly reflections that may address questions related to the design of the course. You'll also be asked to participate in discussions on similar topics. Your responses to these inquiries will *not* have a negative impact on your final grade. Your responses will be used to improve the design of the courses, and may be used as the basis of future journal articles and other publications. Neither your name nor any other identifiable information about you will be included in any such publications. Only I and the instructor of IST673, Dr. Stefl-Mabry, will have access to your responses. You may choose at any time to have your responses excluded from our research. Such a request will *not* have a negative impact on your grade.

Learning Goals

In addition to **learning how to work with web development tools and standards**, such as a website manager, XHTML, CSS, FTP, and [JavaScript](#) libraries, you will **develop project management skills** and learn to **think and write reflectively** about your learning process. You will be challenged to **learn and implement design best practices** in an effort to develop a website that is appropriate and desirable to your audience. You'll **hone website development skills** including how to prototype and present site designs and maintain a historical archive of your development efforts. You'll **learn about intellectual property issues** such as copyright and how they influence development. You will, in short, **learn what it means to be a web developer by being a web developer**.

Prerequisites

You should already be familiar with basic HTML and UNIX commands. You should understand how files are stored and transferred from a desktop machine to a server (via FTP, for example). These and other issues will have been covered in at least ISP/IST 100 and 301

Sufficient Grounds for Immediate Failure

- Missing more than 2 classes without **prior** permission from me or the dean of undergraduate studies
- Lateness without **prior** permission from me
- Abusiveness toward instructors, classmates, or our learning partners
- Use of instant messenger, email, or other non-class related resources on the computers
- Saying "I didn't know we had permission to do that"
- Saying "will I get a better grade if I..."

Working in the Digital Classrooms

Since our classroom will also serve as our primary work area, there are some important issues you should be aware of.

- We are guests. As such **no food or drink** should be brought into the room. Crumbs fly, bottles leak. If you bring it, leave it outside the classroom door.
- We are bound by the software already installed on the systems. If we desperately need some new software installed, we can request it from ITS, but it may take some time. Plan accordingly.
- We must be considerate of classes meeting in the same room immediately before or after our class.
- Access to the classroom computers outside of our class time is likely to be very limited.

Reading Materials

Reading materials are listed on the [361ReadingMaterials](#) page. If you're uncomfortable with or unable to keep up with the reading for any reason, talk with me about it and we'll work to find ways to help you keep up and not stress over it.

Attendance & Participation

Class attendance is mandatory. Missing more than 2 classes without **prior** permission from me or the dean of undergraduate studies will be grounds for failure.

Promptness is important. Our in-class time is very limited and your engagement with the class is critical to your success. Be on time, be in the room, and be ready to teach and learn (yes, teach!).

Your participation is not only required, it's **needed** in order for the course to succeed. As such, your participation-- both during class and with your project teams-- will count heavily toward your final grade. If you're familiar with tools we're using already, take the opportunity to help your classmates learn them, too. We are a learning community-- if you know something, and can respectfully help others learn it, do so. If you need or want suggestions on how to teach, talk with me.

Assessment

The areas I consider when assigning final grades, beginning with the most important, include:

- Demonstrated development skills (organization, technical skills, design and implementation skills)
- Collaboration with your project team (participation, supportiveness, and cohesiveness)
- Engagement with me and with your classmates (questioning, risk taking, and teaching)
- Engagement with our K-12 partners (professionalism, respectfulness, and active listening)
- Final presentations at our Web Symposium (professionalism, coherence, and completeness)

In addition, **you must submit all work listed on the class schedule in order to pass this course.**

Writing Exercises	10 %
Collaboration	10%
Design Documents	10%
Final Web Site with evidence of your contributions	30%
Your contribution to and participation in the final presentation	10%
Your contribution to and participation in the code review	10%
Participation in class discussions	10%
"Make it Better" suggestions	10%
(bonus) Lead a class discussion <i>effectively</i>	10% (Max: 100%)

The University's Responsible Computing Policy

You are responsible for and accountable to the University's *Responsible Computing Policy*, published at http://www.albany.edu/policies/computer_usage/ . Any violation of this policy will be grounds for failure.

Intellectual Property

Intellectual property (IP) refers to the things one creates out of one's own imagination and renders in a fixed medium. United States copyright, patent, and trademark laws address intellectual property rights. IP issues in this course are two-sided: your IP rights and the IP rights of others. We will be primarily concerned with copyright concerns in this course.

Note: I am not a lawyer. Statements made about IP rights and law are my own considered opinion and should not be relied upon to assert your rights.

Your Intellectual Property Rights

When one creates a written work in a fixed medium, under current U.S. copyright law one holds the copyright on that work. This means that one holds the exclusive right to copy, distribute, profit from, or promote the work.

When one creates works and submits them for academic credit, one may or may not be turning over some or all IP rights to the institution, depending upon published institutional policy. (I can find no published notice of student copyrights at UA.)

When one creates works in collaboration with others, under U.S. copyright law they are considered to be works of joint authorship. Generally, each contributor retains full copyright over the work and may use the work as he or she sees fit.

In this course, we'll be developing websites that will ultimately be turned over to schools for their teachers to use in the classroom with students. Your participation in this course will be considered an assignment of copyright by you to the University and the schools to reproduce, promote, and use your work. If you prefer not to donate your work in this way, you must talk with me before the end of the second class meeting to establish an alternative, equivalent project that you will work on in this course.

If you have concerns about your IP rights regarding the sites you develop in this course, please talk with me or seek legal advice.

The Intellectual Property Rights of others

Respecting the IP rights of others is a critical part of being an information professional. As such, all materials used by you in this course either must be copyright free or you must have received written permission to use the materials. You must maintain an [IP log](#) of the source and copyright status of all materials used (even if only in a draft) as well as a file of all copyright waivers received. Materials of dubious status may *not* be used. Use of such materials will be grounds for failure.

Copyright Resources

You may find some of these sites useful in reviewing and understanding your IP rights and duties.

- <http://library.albany.edu/digital/copyright.html>
- <http://resnet.albany.edu/rules/copyrightshort.shtml>

Plagiarism & Academic Honesty

You are responsible for understanding what plagiarism is and for avoiding it. Guidelines can be found at <http://library.albany.edu/usered/plagiarism/> . In short, work you turn in must be your own and must respect others' intellectual property rights.

You are responsible for and accountable to the University's *Standards for Academic Integrity* policy, published at http://www.albany.edu/undergraduate_bulletin/regulations.html . Any violation of this policy will be grounds for failure and referral to the Dean for Undergraduate Studies.

Reasonable Accommodations

If any of the policies for this course conflict with your established learning needs because of physical, cognitive, or psychological concerns, I will work with you and appropriate offices on campus to adjust course requirements as needed to make this a successful learning experience for you.

Your Comments & Suggestions

Both I and my courses are works in progress. I welcome your thoughtful comments and suggestions for how the course can be improved. Constructive, respectfully presented suggestions will *not* negatively influence your final grade.

Change Policy

Changes to course expectations and schedules are inevitable. Where and whenever possible, such changes will be made to your benefit.