

UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK
College of Computing and Information
Department of Information Studies
IST 561: Internet and Information Access
Fall 2009: Section 28956

Instructor:

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Draper 113

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*Please include course number in subject line: **IST561.***)

Class Location: Science Library, Digital Lab 1 (SL0G02), Wednesday, 7:15PM-10:05PM

*(Note: the class is located on the ground floor of the Science Library building, **uptown campus.**)*

Blackboard Learning System (BLS): <https://bls.its.albany.edu/webct/logonDisplay.dowebct>

(type in your NetID and Unix password to log in. Then click on our course link. You can bookmark the login Page or access the BLS link through the IT Services Page:

<http://www.albany.edu/its.>)

Course Description: In this introductory course on the protocols and utilities that comprise the Internet, students will learn fundamental HTML skills as they develop an educational or informational website. Students will engage in reading, discussion, and lab activities while exploring design and production techniques for the Internet and the World-Wide Web. Emphasis is on process from PC to http.

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

Class Attendance: In order to get the full benefit from the course, students are expected to attend every session and to arrive on time. In the event of an *unavoidable* absence, students should make arrangements with the instructor in advance. Students are allowed one unexcused absence per term, although it is highly recommended that students try to make every session since key concepts are covered every week. If you miss a class, you are still responsible for all the assignments for that date. More than one absence per term will result in a five point deduction per absence (beyond the one permitted absence). Lateness will result in a one point deduction per occurrence. Leaving early will result in a three point deduction. No one is excused on their presentation day.

Prerequisites: None, although experience navigating through Windows-based interface is helpful. In order to complete the assignments in this course, you will need access to a computer running Windows, with an Internet connection and a recent Web browser. (It is ideal to have both Internet Explorer and Mozilla Firefox. Note: BLS works better with Firefox than Explorer.)

Readings: You can get the required textbook at Mary Jane Books (or through Amazon.com, half.com, or any bookstore). The required text will be supplemented by additional readings and resources that will be linked off of our class BLS.

Required:

- ❑ Castro, Elizabeth. (2007). *HTML for the world wide web with XHTML and CSS: Visual quickstart guide, sixth edition*. Berkeley, CA: Peachpit Press
ISBN-10: 0-321-43084-0

Recommended:

Photoshop help (one of these, depending on what version Photoshop you use):

- ❑ Weinmann, E. & Lourekas, P. (2007). *Photoshop CS3 for Windows and MacIntosh: Visual Quickstart Guide*. Berkeley, CA: Peachpit Press. ISBN: 978-0321473790
- ❑ Weinmann, E. & Lourekas, P. (2005). *Photoshop CS2 for Windows and MacIntosh: Visual Quickstart Guide*. Berkeley, CA: Peachpit Press. ISBN: 978-0321336552
- ❑ Weinmann, E. & Lourekas, P. (2004). *Photoshop for Windows and MacIntosh: Visual Quickstart Guide*. Berkeley, CA: Peachpit Press
ISBN: 0-321-21353-X

Internet references (following are some suggestions, but there are many more):

- ❑ Young, M.L. (2002). *Internet: The complete reference, second edition*. Berkeley, CA: Osborne/McGraw-Hill. (ISBN: 0072194154 2002)
- ❑ Levine, J. R., Young, M.L., Baroudi, C. (2007). *The internet for dummies, eleventh edition*. Hoboken, NJ: Wiley Publishing. (ISBN: 978-470-12174-0)

Digital Backups: In order to back up your work, **you will need to bring to class a MEMORY STICK** (i.e., jump drive) or a REWRITABLE CD (CD-RW) with sufficient memory to store large files. Having worked in these labs for the last seven years, I heartily recommend a memory stick (less problems writing to the disk!). If you choose the CD route, then make sure you purchase the CD-RW and not a CD-R. You will also save your files to your S-Drive.

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 9-12 hours of coursework per week, or 135-180 hours per semester. We will have about 40 contact hours, and so it is reasonable to expect 95 – 120 hours of outside coursework for a rigorous graduate level course.

E-mail and Listserv: Each student is expected to have an e-mail account for this class. **All students are required to subscribe to the class listserv by 9/4** in order to facilitate ease of communication between the instructor and students and among class members. Please see instructions about how to subscribe to **IST561** in the Information Documents section of our class BLS.

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

Food, Phones, and Distractions: Please feel free to bring a snack to eat outside of class during breaks, however, **no food or drinks are permitted inside the Lab.** (Please join me in respecting the ITS rules on this. I have respected the lab rules for seven years and wish to continue to be able to hold classes in these labs.) Please turn off your cell phone. This is a course in which we will have access to a computer and the Internet all session. There is a temptation to engage in off-task behavior by clicking away at projects and personal searches or answering email while the class is going on or while the instructor or classmates are speaking. This is frowned upon, and points will be deducted from your final grade if observed. However, please feel free to use the computer and Internet for personal business/ pleasure before class (if you arrive early) or during breaks.

Academic Integrity: Please see the Graduate Studies “Academic Integrity, Conduct & Research Regulations” page for information about academic integrity standards, examples of dishonesty, and possible penalties: <http://www.albany.edu/gradstudies/academics/a4.shtml>. In brief, you must not present the work of others as if it were your own, and you must not present work to be graded for this course that you have done for another course as well. If you borrow text or media from another source or paraphrase substantial ideas from someone else, you must provide a reference to your source. If you have ANY questions about whether your work duplicates something you or someone else has done elsewhere, please talk to me about it. Penalties for academic dishonesty range from a failing grade for a specific assignment or a whole course to termination from the University. I, of course, expect only the best from everyone.

Student Performance Evaluation (based upon the following weightings):

- 7% Envisioning Your Website (with map and worksheet)
- 45% Mini Assignments (9 practicums at a possible 5 points each)
- 10% Hot Topics (Presentation on Internet Topic, Utility or Technology)
- 38% Website, with handout (Final project)

*Please keep in mind that attendance is a factor in grading (see “Class Attendance” and “Food, Phones, and Distractions” statements above). A positive, helpful and respectful attitude for one another and a community spirit are desirable. There are no stupid questions.

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 Director of Disabled Student Services (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. For more information, visit the website of the UAlbany Office for Disabled Student Services (<http://www.albany.edu/studentlife/DSS/guidelines/accommodation.html>).

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. (*Extra credit opportunities found in BLS.*)

Envisioning Your Website (with map and worksheet) – 7 Points

Due Week of 9/9 to 9/16 – Online Session Activity (PLEASE SUBMIT THROUGH BLS)

This assignment has **two parts**:

Envisionment - How do you envision your web site? What is its purpose? Who is the intended audience? How can your website be used with information professionals, teachers, students, or others? Drawing from your knowledge of website evaluation and desirable elements, your own experience with web sites, and YOUR IMAGINATION, create the website of your dreams. Using the website planning worksheet, please tell me about your website idea.

1. Web Site Planning Worksheet – Please download and fill out this planning worksheet to assist with your web page vision. These are just initial ideas and nothing is set in stone. You will find yourself making modifications as you develop your page. Please be as comprehensive as possible: don't give me one-sentence answers or provide a sheet that was obviously rushed at the last minute. Please don't give me a hand-written sheet (single spaced, font size 12, Times New Roman, is preferred).

2. Organizational Map or Outline - Then make a simple map or outline of the organizational structure of the site. Please show how you intend to facilitate navigation between the pages of your site. (If you want, you can include a printed example of a website you may want to emulate. At this point, don't worry about whether or not your envisioned website is too complicated.)

Attach these through the Assignment Drop Box in the BLS. *Please do not type the assignment directly into the BLS interface.* If you hand draw the map, then scan and upload it. (If you have a problem scanning, then I will accept the map portion during the next in-class session.)

Mini Assignments – 45 Points at a possible 5 points each

Due 9/9 and most weeks afterward (check page five of syllabus for schedule)

Beginning on September 9th, each week you will submit a thematic mini assignment that will reflect your learning from the previous week. More information will be given about this in class and in BLS.

Hot Topics Presentation on Internet Topic, Utility or Technology - 10 Points

Beginning 9/23 and most weeks afterward (schedule will be posted once sign up sheet is completed)

In keeping with the student centered and social learning theories that drive this course, beginning on September 23rd, students will take turns introducing the class to a specific Internet topic, utility or technology. More information will be given about this in class and in BLS.

Website – Part I: Presentation and Handout for classmates

Due 12/2

A one-page handout for your classmates that includes your URL, briefly describes your site and intended audience, and includes several choice links to share (name the link and include the URL). These will be passed out during your end-of-course presentation. Just hit the highlights and tell us where you are going (and maybe show us something cool). We all realize these are works in progress so please do not worry if your pages are not totally polished.

Website – Part II: Completed Website and rubric sheet – 40 Points

Due 12/2 – Please submit *absolute URL* and *completed rubric sheet* in the BLS Drop Box.

Website design is an ongoing process. I do not expect that everything you had hoped for is in the site but I do expect to be able to find the minimal competencies (see rubric on class BLS). The framework should be there, but I don't expect that you will have every aspect totally fleshed out. However, please be sure that the site is up and running and mechanically in good shape (i.e. links work). If something is not working, then take it out. Bottom line: I am not looking for perfection, just excellence.

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 Syllabus

Grading Scale

A	95-100	B+	87-89	C+	77-79	D+	67-69	E	<60
A-	90-94	B	83-86	C	73-76	D	63-66		
		B-	80-82	C-	70-72	D-	60-62		

Course Calendar

Subject to Revision Based on the Flow of the Class.

In addition to the readings, there are many resources linked off of the course BLS page.

Date	Wk	Theme	Readings Due (Unless noted, numbers refer to chapters)	Assignments Due
WEBSITE EVALUATION: Planning				
9/2	1	Orientation and Introduction, Class BLS, Website Evaluation, entrance survey	Evaluation readings in BLS (under "Assignments")	Contribute to the evaluation discussion (reading in class)
9/9	Online	Evaluation continued Planning and Laying out your own website	Envisionment (two parts) You will do the Envisionment Activity online. See BLS for online session activities.	MA#1 –Evaluating web pages, Subscribe to listserv (<i>by 9/4</i>)
NUTS & BOLTS: Structure, Style, Images				
9/16	2	Internet, Unix, Designing a Web Page – Basics, Notepad, color scheme	Castro – Intro BLS Resources and Student Projects	Envisionment Activity Deadline – All pieces must be submitted
9/23	3	Tables, Links, FTP, ASCII vs Binary, Hot Topics	Castro – 1-3 Internet Links & Color Scheme Resources in BLS	
9/30	4	CSS, Paths, Lists, Images, Hot Topics	Castro – 4, 6, 16	MA#2 – Tags & Tables
Working with DIGITAL IMAGES				
10/7	5	Graphics/ Adobe Photoshop, Hot Topics	Castro – 8-11, & 15	MA#3 - CSS
10/14	6	Graphics/ Image Mapping, Dream Weaver, Hot Topics	Castro – 5 Graphics resources in BLS	MA#4 - Graphics
10/21	7	More Graphics, Rollovers, Hot Topics		MA#5 – Image map
Adding INTERACTIVITY				
10/28	8	Forms, Hot Topics	Castro –17; BLS	
11/4	9	Audio / Media, Hot Topics	Castro – 18, 20	MA#6 - Form
11/11	10	Javascripts, Interactivity, Cool Stuff, Hot Topics		MA#7 – Audio
POLISHING & PROMOTING				
11/18	11	Accessibility, Validation, DTD, Metatags, Search Engines	Read ADA compliance article and links. See BLS. Castro - 23, 24	MA#8 - Javascript
11/25		SUSPENDED		
12/2	12	Student Presentations, Course Evaluation, Exit Survey	Work on final project	MA#9 – Validating a page Presentation and handout
12/7		FINAL DEADLINE for Final Project		

Note about the readings: During the first half of the semester, the readings generally follow the lab topics by one week. This is due to student feedback that the readings were best used to reinforce the practical lab applications (i.e., some of the readings made more sense after the students had a chance to work with the concept in class). Around mid-semester, the readings due each week will correspond with that week's topic.