Course Information

INF 201: Introduction to Web Technologies (3 Credits)
Meeting schedule: Asynchronous, Fully Online via Blackboard Learning System
Class number: 8510
Semester: Fall 2016, 8w1

Contact Information

Instructor: Norman Gervais
Office Location: Draper Hall, 141A (downtown campus)
Email Address: ngervais@albany.edu
Office Hours: Tues from 10:30-11:30 in Draper 141A, Weds from 11:25-12:25 in LC 13, additional office hours available by appointment and the option to meet virtually via Google Hangout is by request only
Logon Schedule: Once a day before 9:00pm mon-fri, unless otherwise specified
Private Communications: For private communication with me, please use my UAlbany email address. If you do not hear from me within two business days, especially if you are not using Albany email and it may have went to my spam folder, please make me aware of the issue in the "ask a question" blackboard.

Anything other than a private communication should be posted in the appropriate course areas (i.e. ask a question or the bulletin board).

Graduate Teaching Assistant: Wen Geng
Email Address: qgeng@albany.edu
Office Hours: By Appointment

Peer Educators: Tommy Frometa, Jakob Lyon, & Julia Turner
Email Adresses: tfrometa@albany.edu, jlyon@albany.edu, & jturner3@albany.edu
Office Hours: Monday and Friday from 11:30-12:20, in LC 13, or virtually by request

Course Information

Course description from *Undergraduate Bulletin*:

A technique-oriented introduction to client-based Web design and development technologies, including HTML/XHTML, CSS, JavaScript, digital imaging, file formats, etc.; also the elements of UNIX and networks necessary to understand and implement basic information management and transfer.

Prerequisite(s): I INF 100X; not open to students who are taking or have completed I IST 361.
http://www.albany.edu/undergraduate_bulletin/i_inf.html

A More Detailed Description

INF 201, Web Technologies, is a broad course that will cover the HTML, CSS, and JavaScript skills that are necessary to produce an aesthetically appealing valid webpage. The course is cumulative in nature, producing pieces of the complete picture each week. By the end of the course, all of the pieces will creatively be put together to complete a large and complex project. Lectures will be kept to a minimum and most of the time for this class will be devoted to hands on activities and discussions. By the end of

this course, each student will be able to produce a dynamic website that will be on the World Wide Web, utilize search engines to independently solve issues, and develop a better understanding of how to approach a problem from a creative thought perspective by applying broad knowledge to specific problems. The problems presented in this course may not have only one correct answer and therefore being successful in this course is not solely dependent upon your ability to memorize facts, but also your ability to apply information to issues at hand.

Course Goals

By the end of the semester, you should be able to:

- Apply basic information management and transfer techniques
- Use current client-based Web tools to make and modify web pages
- Solve issues with webpage code that prevent them from validating according to current standards
- Produce a website that is hosted on the University at Albany UNIX server
- Critique websites based on basic web design principles

Required Material

Readings

Readings will be given throughout the semester at the start of each module. The readings will be available on Blackboard. All students are expected to complete the assigned readings prior to quizzes, discussions and assignments.

There is no assigned text book. Most information regarding (X)HTML is available on the web. In fact, most people have had similar problems or tried to accomplish tasks similar to the ones you will be doing throughout the semester and have posted the answers to the problem online.

Optional: If you prefer to have a book as a predominant source of information instead of searching the web for answers, please contact me for suggestions.

Additional Materials

Students will require access to a computer on campus or a computer that they have permission to install software, a modern generation browser, and the Internet. You will also be required to utilize the following software:

- FileZilla Client (available from: https://wiki.albany.edu/display/public/askit/Software+Available+to+Students)
- A text editor program (i.e. Notepad++, most computers already have one installed and if not many are free)
- Either Terminal (Mac and Linux OS) or Putty (Windows OS, also available from: https://wiki.albany.edu/display/public/askit/Software+Available+to+Students).
- An image editing software (i.e. GIMP www.gimp.org)

Course Learning Activities and Evaluation

This course consists of six modules and a final project. The first module will start the first day of class and end on Friday of that week. After that, each regular module will run from Saturday-Friday. Each module will start with a list of readings and then there will be a quiz based on the readings. Also based on these readings, there will be one in depth assignment. In addition, you will also need to participate in a discussion by creating one original post as well as responding to at least one other person's post with substantive feedback. The course also consists of a final project, with components of the project due throughout the semester.

Module quizzes (18%): These quizzes will be based solely on the assigned reading. They will be difficult and require a high degree of critical thinking, so do not expect every question to have an answer that is explicitly said in the reading. To be successful on these quizzes you must read beforehand and interpret what the readings have to say and be able to apply it to a problem. All quizzes are 10 multiple choice questions, timed to 20 minutes, and must be completed in 1 attempt (Once you go into the quiz you must finish it). They must be completed by the Tuesday of each module at noon, EST.

Module discussion (15%): You should make one original post by noon (EST) on Wednesday for each module that puts forth an original thought based on the reading and activities. These "thoughts" may be (depending on the assignment) based on: life experience, additional current events found on the web, synthesis of the text, or a reflection that draws this content together with a previous module. The original post should be no less than one paragraph (four sentences). In addition, you must respond to one other person's post before noon (EST) on the Friday of each module that adds insight to their post. The response could be relating what they said to a current event, answering any questions that they may have about possible implementations of the idea, or even constructive evidence that refutes their claim. A simple "good post" is not an acceptable response, as these responses should be at least three sentences. These will be graded on quality rather than a quantity basis.

Module Assignments (36%): There will be an assignment for each of the six modules. The goal of these assignments is not to walk you through step by step how to do everything, but instead to steer you in the right direction based on the module readings to prepare you for the final project. Specific evaluation criteria will follow the required elements that are outlined in each assignment. These are not quick and easy tasks, so plan accordingly. They are due before the end of each module, on Friday at noon (EST).

Final project proposal (3%): By noon (EST) of the Monday after module 3 (Monday, Sept. 19) you should submit a detailed description of how you envision your final website. Rough sketches of layouts, themes, number of pages, broad content of each page, etc. are all good ideas to include. Specific criteria regarding format and examples will be provided by the beginning of module 3.

Final project presentation (3%): This is an opportunity for you to share all of your hard work with your classmates via discussion. In addition, this is great chance to collaboratively brainstorm and ask your classmates for ideas on what else to include to earn more points on your project or how to overcome something you are stuck on. Since we do not meet face to face, you should post a discussion with the link to your homepage as well as a brief video description of each page and any aspects that you are particularly proud of, were difficult to overcome, etc., by Oct. 17 at noon EST. The detailed grading criteria will be proposed at the beginning of module 6.

Final project website (25% total): This project is broken up into two parts. The theme of the page is up to you, it just must be appropriate for a classroom setting, may not violate any of the University's policies, and must be significantly different then all previous work completed during the semester. The

detailed grading criteria for part I will be given at the start of module 3 and the grading criteria for part II will be given at the beginning of module 6.

- The first part is due Sept. 23 and consists of the design and construction of a static individual website from scratch.

- The second part is due Oct. 18 and consists of adding dynamic content to the first part, making the website dynamic.

Extra Credit

There may be extra credit work. All students will be expected to complete, and be graded on, the same set of assignments. Details to follow. All extra-credit opportunities are capped at no more than 5 points on your overall grade

A-E graded

93 – 100% A   90 – 92% A-
87 – 89% B+   83 – 86% B   80 – 82% B-
77 – 79% C+   73 – 76% C   70 – 72% C-
67 – 69% D+   63 – 66% D   60 – 62% D-
0 – 59% E

Course Policies

Make Up Policy

Completed assignments, discussions, quizzes and the project and its associated proposal and presentation are due on the due date at the specified time and must be submitted through Blackboard. Late assignments will be accepted up to 24 hours late, but at the cost of a full letter grade for missing the deadline. Quizzes, discussions, and the two parts of the project and its associated proposal and presentation will not be accepted late. It is expected that you will have a backup plan that would allow you to complete the required course work on time in the event that you are having technical difficulties on your end (i.e. computer virus, inconstant internet connection, etc.). If you know that it will be difficult for you to consistently turn in the required work on time, you should take this course at a time that better fits your schedule.

There are generally no make-up opportunities for missed assignments, the project, the project proposal, the project presentation, discussions, or quizzes except in extenuating circumstances. Instead of asking to make up missed work, please see the course 'safety valves' described below and the Universities Medical Excuse Policy here http://www.albany.edu/health_center/medicalexcuse.shtml.

Safety valve 1

Your lowest discussion grade and your lowest quiz grade will be dropped. So, if you must miss one of these for any reason, it will be possible to drop the zero you would automatically receive for missing it. Be careful not to waste your drop on frivolous things early in the semester, since you may need it if you catch a cold or need to leave town for a day later in the semester. If you do not use this safety valve, you will be able to use your safety valve to improve your grade, by dropping your lowest quiz and discussion score.

Plan carefully for dates that you know you will need to miss. Work, religious practice, sports team travel, military duty, club activities, fraternity/sorority obligations, family responsibilities, assignments for other courses, and even brief illnesses, etc.—these are your responsibility to manage by using your safety valve. If you cannot participate for any of these, make sure you have conserved this safety valve to cover the quiz and/or discussion you need to miss.

Safety valve 2

If you become seriously ill during the semester, or become derailed by unforeseeable life problems, and have to miss so many assignments that it will ruin your grade, schedule a meeting with the instructor in order to make arrangements for you to drop the course to save your grade point average. Do not wait until it is too late to see the instructor when you get in trouble.

Academic Integrity

It is every student's responsibility to become familiar with the standards of academic integrity at the University. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity. See http://www.albany.edu/undergraduate_bulletin/regulations.html

Course work and examinations are considered individual exercises unless otherwise explicitly specified. Copying the work of others is a violation of university rules on academic integrity. Individual course work is also key to your being prepared and performing well on tests and exams. Forming study groups and discussing assignments and techniques in general terms is encouraged, but the final work must be your own work. For example, two or more people may not create an assignment together and submit it for credit. If you have specific questions about this or any other policy, please ask.

The following is a list of the types of behaviors that are defined as examples of academic dishonesty and are therefore unacceptable. Attempts to commit such acts also fall under the term academic dishonesty and are subject to penalty. No set of guidelines can, of course, define all possible types or degrees of academic dishonesty; thus, the following descriptions should be understood as examples of infractions rather than an exhaustive list.

- Plagiarism
- Allowing other students to see or copy your assignments or exams
- Examining or copying another student's assignments or exams
- Lying to the professor about issues of academic integrity
- Submitting the same work for multiple assignments/classes without prior consent from the instructor(s)
- Getting answers or help from people, or other sources (e.g. research papers, web sites) without acknowledging them.
- Forgery
- Sabotage
- Unauthorized Collaboration (just check first!)
- Falsification
- Bribery
- Theft, Damage, or Misuse of Library or Computer Resources

Any incident of academic dishonesty in this course, no matter how "minor" will result in no credit for the affected submission as well as additional possible ramifications which can be found in the undergraduate bulletin (http://www.albany.edu/undergraduate_bulletin/regulations.html).

Responsible Use of Information Technology

Students are required to read the University at Albany Policy for the Responsible Use of Information Technology available at the ITS Web Site: https://wiki.albany.edu/display/public/askit/Responsible+Use+of+Information+Technology+Policy

Reasonable accommodation

Reasonable accommodation will be provided for students with documented physical, sensory, cognitive, learning and psychiatric disorders. If you believe you have a disability requiring accommodation in this class, please notify the Director of Disability Resource Center (Business Administration 120, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations. In general, it is the student's responsibility to contact the instructor at least one week before the relevant assignment to make arrangements.

Incompletes

As per the Undergraduate Bulletin, the grade of Incomplete (I) will be given "only when the student has nearly completed the course requirements but because of circumstances beyond the student's control the work is not completed." A student granted an incomplete will make an agreement specifying what material must be made up, and a date for its completion. The incomplete will be converted to a normal grade on the agreed upon completion date based upon whatever material is submitted by that time.

Important: Incompletes will not be given to students who have not fulfilled their classwork obligations, and who, at the end of the semester, are looking to avoid failing the course. This is asking for special treatment.

Withdrawal from the course

The drop date for the Fall 2016 8w1 semester is Sept. 29 for undergraduate students. That is the last date you can drop a course and receive a 'W'. It is your responsibility to take action by this date if you wish to drop the course. In particular, grades of "incomplete" will not be awarded to students because they missed the drop deadline.

My Expectations

This course is set at a very fast pace that is not self-paced. You are expected to keep up with the readings and work, as it will be very difficult to catch up if you fall behind. Although all interactions between you and other students take place online, this is not a social media site or instant message board between you and your friends. I expect all posts to use proper English, be in complete sentences, and be appropriate for a classroom setting.

For every credit hour that a course meets, students should expect to work 3 additional hours outside of class every week. For a semester length three-credit course you should expect to work 9 hours outside of class every week (3x3=9). Since this is an accelerated course which covers all of the material that would be given during a regular semester in a shorter timeframe, you should expect for this hourly commitment to also significantly increase. Manage your time effectively to complete readings, assignments, discussions and project components.

In addition, I expect for you all to help each other through this course. If you have any questions, please post them to the ask a question location before emailing me directly. I will expect that your fellow students will help to answer your question before I do, and that you will do the same for them. If you do decide you want to email me for specific help, make sure to include a specific question. Do not say that you cannot get something to work, instead say this part of my page will not display this and I have tried to fix it this way. Also, attach your HTML file to the email to me.

Lastly, I expect that you regularly check your email, the "ask a question" discussion, and the class announcements. If I send you an email, I expect to hear back in a relatively short period of time, and you can expect the same from me.

Although no programming or previous web creation is required coming into this class, I do expect that everyone has a basic understanding of how to use a computer and browse the internet.

Course Schedule

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COURSE CALENDAR AND ASSIGNMENT SCHEDULE
The following schedule preliminary and may be changed as the semester progresses.

Topics/Activities	Start Date	End Date	Assignments Due, Day Due (Due at Noon)
Ice-Breaker Activities	15-Aug	28-Aug	See module, all due Aug 28 (not for credit)
Module 1: History of the World Wide Web, Design, Software, HTML Basics: Structure and Formatting	29-Aug	2-Sep	Quiz, Tues. (readings available in Blackboard) Original Discussion Post, Weds Response Discussion Post, Friday Individual Assignment #2, Friday
Module 2: Layout and style	3-Sep	9-Sep	Quiz, Tues. (readings available in Blackboard) Original Discussion Post, Weds Response Discussion Post, Friday Individual Assignment #2, Friday
Module 3: HTML 5, Images, Multimedia	10-Sep	16-Sep	Quiz, Tues. (readings available in Blackboard) Original Discussion Post, Weds Response Discussion Post, Friday Individual Assignment #2, Friday
Final Project, Part I	17-Sep	23-Sep	Project Proposal, Monday Final Project Part I, Friday
Module 4: Intro to JavaScript, User input,	24-Sep	30-Sep	Quiz, Tues. (readings available in Blackboard) Original Discussion Post, Weds Response Discussion Post, Friday Individual Assignment #2, Friday
Module 5:JavaScript: Statements and operators	1-Oct	7-Oct	Quiz, Tues. (readings available in Blackboard) Original Discussion Post, Weds Response Discussion Post, Friday Individual Assignment #2, Friday
Module 6: JavaScript: Validation, object models, third party libraries, APIs	8-Oct	14-Oct	Quiz, Tues. (readings available in Blackboard) Original Discussion Post, Weds Response Discussion Post, Friday Individual Assignment #2, Friday
Final project, part II *Last class 19-Oct	15-Oct	18-Oct	Presentations, Monday Final Project Part II, Tuesday