

Syllabus

INF 201: Introduction to Web Technologies (3 Credits)

Online course offered completely through Blackboard Learning System

Summer 2014 - 6W1

Contact Information

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Instructor:	Norman Gervais
Course Number:	1994
Semester:	Summer 2014, 6W1
Mailing Address:	ngervais@albany.edu
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).
Office Hours	Via Google Hangout, inf.gervais@gmail.com, By appointment as needed
Logon Schedule:	Once a day before 9:00pm mon-fri, unless otherwise specified

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. To ensure the use of proper syntax, the course will focus on the protocols of XHTML. 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. Although this is an asynchronys online course, I will be encouraging interaction among students throughout the semester. 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 problems, and develop a better understanding of how to approach a problem from a creative thought perspective by applying broad knowledge across a variety of 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.

Prerequisites

IINF 100X

Not open to students who are taking or have completed IIST 361 or IINF 362.

Course Goals

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

- Understand and implement basic information management and transfer techniques
- Use current client-based web tools to develop web pages
- Understand basic networking concepts
- Validate web pages to current standards
- Use the University at Albany UNIX server to host a website
- Critically evaluate basic web design principles
- Employ common search engines to aid in problem solving

Readings

Readings

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

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 and answer 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.

Course Learning Activities

This course consists of five regular modules, a mini special topics module, and a final project. Each regular module will start off 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 format of the special topics mini module will be determined at a later time. The course will wrap up with a **final project** that is due at the end of the semester.

How You Will Be Evaluated

Module quizzes (16%): 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 interpret what the reading have to say and be able to apply it to a problem. All quizzes are open book. For each regular module, they must be completed by Wednesday at 11:59pm EST.

Module discussion (16%): For each regular module, you should make one original post by Wednesday at 11:59pm EST. This original post needs to put 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 by the end of the module (Monday at 11:59pm EST) 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 (35%): There will be an assignment for each of the five regular 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 by the end of Friday of each module (11:59pm EST).

Special Topics Module (3%): The work for this module will be determined throughout the semester. Specific instructions will be given at the beginning of the module (July 1).

Final project proposal (3%): By the end of module 4 (June 24 at 11:59pm) 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 4.

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 description of each page and any aspects that you are particularly proud of, were difficult to overcome, etc., by July 2 at 11:59pm EST. Since the final project is not due until after the presentation, it is not expected that your page is completely finished for the presentation. You can add items and make changes after the presentation. However, the site should be significantly complete for the presentation. The detailed grading criteria will be proposed at the beginning of module 5.

Final project (24%): This project is due at the end of the semester (July 3 at 11:59pm EST) and consists of the design and construction of a website. The project will entail you to create a dynamic website from scratch. The theme of the page is up to you, it just must be appropriate for a classroom setting and may not violate any of the University's policies. The detailed grading criteria will be proposed at the beginning of module 5.

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 one day late, but at the cost of a full letter grade for missing the first deadline. Assignments submitted later than one day past the deadline will automatically be assigned 0. Quizzes, discussion posts, and 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.

Safety valve 1

You may miss one quiz and discussion. 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.

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

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

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

- oThis applies to a variety of things beyond text. For example: images, audio, video, code, thoughts, ideas, information, design, etc. Please ask before submitting something if you

did not solely use your ideas to create to the product and you are unclear on how to give credit to the original author.

- Allowing other students to see or copy your assignments or individual 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

1. No credit for the affected assignment.
2. A written report will be sent to the appropriate University authorities (*e.g.* the Dean of Undergraduate Studies)

And may result in

3. One of -
 - A. A final mark reduction by *at least* one-half letter grade (*e.g.* B à B-, C- à D+),
 - B. A Failing mark (E) in the course, and referral of the matter to the University Judicial System for disposition.

Responsible Use of Information Technology

Students are required to read the University at Albany Policy for the Responsible Use of Information Technology available

at: <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 (Campus Center 137, 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

It is your responsibility to take action by the drop date (Apr. 8) if you wish to drop the course. In particular, grades of "incomplete" will not be awarded to students because they missed the drop deadline.

Extra Credit

There may be extra credit work. Details to follow. All extra-credit opportunities are capped at no more than 5 points on your overall grade.

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 one credit hour during a traditional 15 week semester, students should expect to work 3 additional hours outside of class every week. Since this semester is only 6 weeks, students should expect to spend 7.5 hours devoted to "classroom" activities (i.e. discussions and tests) and therefore an additional 22.5 hours working on the readings, assignments, and project. Manage your time effectively to complete readings, assignments, discussions, and projects.

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 an basic understanding of how to use a computer and browse the internet. You will be required to utilize the following software:

- FileZilla Client (available at: <http://filezilla-project.org/>, this should be free to download)
- A text editor program (i.e. Notepad++, most computers already have one installed and if not many are free)
- Other technologies that can be accessed through the University's Virtual Commons.

Course Schedule

Print this document

COURSE CALENDAR AND ASSIGNMENT SCHEDULE

The following schedule preliminary and may be changed as the semester progresses.

Topics/Activities	Start	End	Assignments Due (Day Due)
Module name	date	date	readings, discussions, assignments, etc.
Ice-Breaker Module	May 13	May 26	See module, all due May 26
Module 1: History of the World Wide Web, Design, Software, HTML Basics: Structure and Formatting	May 27	June 2	readings (Wednesday, May 28) quiz (Wednesday, May 28) original discussion post (Wednesday, May 28) assignment (Friday, May 30) response post (Monday, June 2)
Module 2: Layout and style	June 3	June 9	readings (Wednesday, June 4) quiz (Wednesday, June 4) original discussion post (Wednesday, June 4) assignment (Friday, June 6) response post (Monday, June 9)
Module 3: Images, HTML 5, User input, Intro to JavaScript	June 10	June 16	readings (Wednesday, June 11) quiz (Wednesday, June 11) original discussion post (Wednesday, June 11) assignment (Friday, June 13) response post (Monday, June 16)
Module 4: JavaScript: Statements and operators, Project proposals	June 17	June 23	readings (Wednesday, June 18) quiz (Wednesday, June 18) original discussion post (Wednesday, June 18) assignment (Friday, June 20) response post (Monday, June 23) project proposal (Monday, June 23)
Module 5: JavaScript: Validation, object models, third party libraries	June 24	June 30	readings (Wednesday, June 25) quiz (Wednesday, June 25) original discussion post (Wednesday, June 25) assignment (Friday, June 27) response post (Monday, June 30)
Special Topics Mini Module, Final Project Presentation	July 1	July 2	TBD, see module
Final Project	July 3	July 3	Final project presentation due July 2 Final project due July 3

Netiquette

(Linked to internal document within Blackboard that explains proper etiquette for an online course, provided by University)

Getting Technical Help

(Linked to internal document within Blackboard that explains where to get technical assistance, provided by University)

YOUR NEXT STEPS

You should participate in the Ice Breaker Module located in the Course Content link (tool bar on the left).

When you have completed this module, you will be ready to begin the first module of the course on May 27, also under the Course Content link.

In addition to the ice breaker module, feel free to optionally post to the Bulletin Board discussion as the course goes on.

The **Bulletin Board** is a discussion area for our class outside the context of a particular course module. Just as you have the opportunity to talk or chat with each other or with the instructor when taking a conventional classroom course, you should also have the opportunity to do the same in a web course. The Bulletin Board is available only to students enrolled in this class to post and/or read messages and respond. These can include questions or comments to other students and me about course material, assignments, readings, etc. It is also a place where you can go to socialize and have open discussion on subjects of your interests.