August 24, 2020-December 9, 2020

ISTA 230: Introduction to Web Design and Development- 3 credits
School of Information

Instructor
Name: Dr. Ryan Rucker
Office Hours: By appointment
Office Location: I am an online adjunct instructor not locating in the AZ area. However, I am always willing to setup a time to chat on the phone.
Cell Phone: XXX-XXXX (please no phone calls/text messages after 9 pm EST)
Email: XXXXXX@email.arizona.edu

Course Meeting Days/Hours
Online (No required class times)

Course Description

An introduction to web design and development, with an emphasis on client-side technologies. Topics include HTML, Cascading Style Sheets (CSS), and web design best practices.

Prerequisites
This course is designed for those with no previous web design experience. There are no prerequisites for this course. It is assumed that you are familiar with a computer (files, folders, email, and the Internet).

Learning Outcomes
- Describe the difference between HTML, XHTML, and HTML5
- Construct, write and interpret basic HTML5 code
- Apply good design principles to the development of a multi-page web site
- Describe how color is represented in web pages
- Manipulate graphical images to edit pictures, to modify the image, create transparent graphics, resize graphics, and change formats
- Employ CSS to control design elements on a website
- Utilize correct html code in the creation and modification of web sites
- Validate and correct web sites to meet current accessibility standards
- Incorporate multimedia into web sites
- Incorporate Templates and Master pages into a web site design
- Implement scripts on a web page to provide dynamic HTML

School of Information Competencies

The following School of Information competencies are addressed by this course:

- DA ISBA 2.1) Students will demonstrate principles such as human-centered design, ergonomics, and artistic design considerations in the development and provision of information services, technological innovations, games, or human-computer interactions.
- DA ISBA 2.2) Students will apply appropriate evaluation and testing methods to validate design decisions.
- DA ISBA 2.3) Students will demonstrate proficiency in articulating varieties of evidence supporting a solution and communicating the results of their work, using appropriate graphics, visualizations, multi-media vehicles, or artistic performance.

Learning Materials and References

Required Materials
1) Access to D2L and student email account
2) Printed or e-Book Textbook (see below)
3) Notepad++ (https://notepad-plus-plus.org/) PC Only or BBEdit (https://apps.apple.com/us/app/bbedit/id404009241?mt=12) Mac Only
4) Internet Access (to complete assignments at home)
5) Flash drive or external storage device to save assignments

Textbook Options
You MUST purchase the textbook for ISTA 230.

Felke-Morris, T. (2020). *Basics of Web Design* (5th ed.). Hoboken, NJ: Pearson Higher Education.

Make sure to purchase the 5th edition, as assignments/content DO change from edition to edition. The ISBN for the 5h[th] edition is: 978-0135225486.

There will be a rental option within D2L at a very attractive price with an option to upgrade to a print copy that will be explained once the course starts. You'll also need access to the text website.

Technical Support
Throughout the semester, you may run into technical issues or problems. When you run into these issues, you must first contact the appropriate technical support staff (not Dr. Rucker).

Computer Issues
If you have problems with your computer, please contact AU Technology Support at (520) 626-TECH (8324) or chat with them directly by visiting: https://it.arizona.edu/service/247-it-support.

Course Performance Evaluation and Grading:
Grading will be based on accumulated points of each graded requirement in the course distrusted as described in the table below:

Labs	30%
Midterm Exam	15%
Final Exam	15%
Individual Research Project	15%
Part I (3%) Part II (12%)	
Group Project	25%

Team Formation (1%) Pre-Analysis Design (3%) Site Map (4%) Update I (2%) Update II (2%) Final Production (13%)

Grading Scale

Grade	Percentage
A	90.0%–100%
B	80.0%–89.99%
C	70.0%-79.99%
D	60.0%-69.99%
E	0%-59%

Important Note: Toward the end of semesters, we often hear from students who "need" a certain grade to maintain financial aid, to become eligible for a scholarship, etc. **Your grade in this class is determined by the quality, completeness, and timeliness of your work, starting with the very first graded activity. We can't base your grade on any other factors.**

Course Assignments

Labs
There will be a total of 12 labs given throughout the semester. Using the knowledge gained through lectures, readings, and other materials, each lab will require students to build a webpage/website. However, students can use their textbook, Internet, and notes for assistance (as you will have access to these resources in the "real world").

Please note that while I cannot prevent cheating on labs (everyone's code will look almost identical) there will be questions on the Midterm and the Final Exam asking for you to write by hand various HTML5 syntax. The purpose of labs is to practice—do not cheat yourself out of this opportunity!

Dr. Rucker is always available for assistance or questions on these activities. However, you must email him at <u>least 36 hours before</u> the assignment is due for assistance. Waiting until the day the item is due could cause you not to receive a quick response.

Midterm/Final Exams
The course will have a Midterm (Chapters 1-6) and Final Exam (Chapters 7-12). The format of these exams will be objective and application in nature to include Multiple Choice and "write code" questions.

Individual Research Project
There are literally hundreds of useful web technologies available, with more being created and released each day. For this project, you will research and report on one of these web technologies that is of interest to you.

The project will be broken down into the following tasks:

1) Project Part I
    o Your first task in this assignment will be to choose the web technology that you will report on. Your selection must be submitted to and approved by Dr. Rucker.

    o Keep the following criteria in mind as you consider the topic for your research.

- Select a technology that you are curious about, but not too familiar with your interest will sure your learning and creativity as you research and prepare your project.
- Limit the scope of your topic to something that can be summarized in a 2-3 APA formatted page report
- You have a good deal of freedom in your choice of web technology. Your topic may be a programming language, database, framework, platform, website, service, development approach, design pattern, or tool that relates to Internet programming or web development.
- Once selecting your topic, make sure to post on D2L by the due date. This write-up needs to include 1-2 paragraphs clearly identifying the topic and why the topic interest you.

Note: Each student must choose, research, and report on his or her own web technology. You may not work together with other students on this project.

2) Project Part II

1. Using Screencast O Matic (https://screencast-o-matic.com) create a 5-minute to no more than 10-minute presentation answering the questions below. Note: The free version of Screencast O Matic only allows up to a 15-minute presentation. I am not wanting you to purchase the professional version.
2. You are welcome to create a Microsoft PowerPoint and use this during the video presentation or you are welcome to discuss the answers to the questions. However, the presentation should be professional, lively and engaging.
3. After recording your video presentation, you may either: a) Upload the video file to D2L or b) Publish the video to YouTube. Both options are provided to you once ending your presentation's recording. If you elect to publish to YouTube, make sure to provide me with the URL within the submission area of D2L.

- The following should be addressed in the presentation:
  o A high-level introduction summarizing the purpose and major benefits of the technology.
  o Some history and background on the technology – the who and the why behind it.
  o A brief technical overview explaining how the technology works, what it is used for, and what it depends on.
  o At least one example scenario of the technology's usage, with specific details about how it is configured, deployed, and utilized in this setting.
  o Your personal evaluation of the web technology including what drew you to it, what you see as its strengths and weaknesses, whether you would actually use it, and why or why not.
  o A properly APA formatted works cited/bibliography slide of the resources you used to research the technology, as well as information about where readers can learn more about and acquire the technology.

Group Project
Learning how to work effectively in teams is a very important concept to understand, as often you will be working within a team of I.T. professionals upon entering the workforce. This semester in ISTA 230, part of your final grade will involve the creation and presentation of a website. To create this website, students will use The Website Development Cycle. More information on the project and teams will be posted by the start of Week #3.

Late Work

ALL assignments are due on or before the date listed within the schedule (see end of the syllabus) or when your instructor indicates they are due. Late assignments will not be accepted!

Course Policies: Technology and Media

Email: I will be sending emails often and as a student in this class you will need to have daily access to an internet-connected computer and email. **Please check your emails daily**.

I will read emails daily and will respond to you within 24 hours during the week and within 48 hours over the weekends. I expect that you will respond to my emails within 24 hours too. To ensure that you receive these messages, it is very important that your email address listed in D2L is the address that you check regularly.

Grading Work: I will make a reasonable attempt to return all work within 7 days after the due date. Please wait until 8th day before contacting me on a grade update. It does take me sometime to grade programming exercises.

D2L LMS: This course will use the D2L Learning Management System (https://d2l.arizona.edu/) very heavily. Most, if not all, course assignments, submissions, and materials will be posted in this system. In addition, I will post all grades within this system. The student should know at all times what his or her average is within the course.

Course Policies: Student Expectations

Academic Responsibility and Ethical Conduct:
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.

The class policy on cheating is simple: If the instructor determines that your work was turned in by a student other than yourself, or the instructor determines that you turned in the work of another student on an assignment, all students involved will lose twice the point value of the assignment, plus possible additional penalties. For example, if an assignment was worth 100 points, and you copied the answers from the Internet, your recorded score for that assignment will be -100. Additional sanctions are possible should additional information come to light (such as a history of academic dishonesty in this or other classes). The School of Information exchanges information about academic integrity violations with the office of the Dean of Students. If you have a history of violations, the penalty is likely to be much worse than the loss of twice the points. Multiple academic integrity violations in this class will result in a failing course grade at minimum. As you can tell, we take academic dishonesty very seriously; we expect you to take it just as seriously.

If you are not familiar with them, please take the time to read the references linked above. Like traffic laws, ignorance of academic integrity policies is not an acceptable excuse for their violation. For your convenience, here is the section of the University's Code of Academic Integrity entitled "Prohibited Conduct":

> Conduct prohibited by the Code consists of all forms of academic dishonesty, including, but not limited to: cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Code of Conduct, ABOR Policy 5-308-E.10 and F.1; submitting an item of academic

work that has previously been submitted without fair citation of the original work or authorization by the faculty member supervising the work; modifying any academic work to obtain additional credit in the same class unless approved in advance by the faculty member; failure to observe rules of academic integrity established by a faculty member for a particular course; and attempting to commit an act prohibited by this Code. Any attempt to commit an act prohibited by these rules shall be subject to sanctions to the same extent as completed acts.

Additionally, selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, any student who uses D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses. This conduct may also constitute copyright infringement.

The bottom line: Know the rules. If you have any doubts, please come talk to me -- before you do anything you might regret.

See also:

- The University of Arizona Code of Academic Integrity
  http://deanofstudents.arizona.edu/codeofacademicintegrity
- The Arizona Board of Regents List of Prohibited Conduct
  https://azregents.asu.edu/rrc/Policy Manual/5-303-Prohibited Conduct.pdf
- The Arizona Board of Regents Student Code of Conduct
  https://azregents.asu.edu/rrc/Policy Manual/5-308-Student Code of Conduct.pdf

Threating Behavior by Students Policy:
State the UA Threatening Behavior by Students policy, which prohibits threats of physical harm to any member of the University community: policy.arizona.edu/education-and-student-affairs/threatening-behavior-students.

Nondiscrimination and Anti-harassment Policy:
The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. For more information, see: http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy.

Accessibility and Accommodations:
At The University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Additional help is available for students from the [UA Strategic Alternative Learning Techniques (SALT) Center](#). SALT provides fee-based services for students with various learning disabilities.

Important Dates to Remember

Class Begins:	Monday, August 24
Last Day to Drop/Add:	Sunday, September 6
Thanksgiving Break/No Classes	Thursday, November 26-Sunday, November 29
Last Day of Courses	Wednesday, December 9
Reading Day	Thursday, December 10
Final Examinations:	Friday, December 11-Thursday, December 17

Other important dates for the Fall 2020 semester can be located at: https://registrar.arizona.edu/dates-and-deadlines/view-dates?field_display_term_value=194

Syllabus Contract:

This syllabus may be revised and adapted throughout the semester to better serve the needs of the class. The instructor may assign additional readings/assignments as needed. Additionally, decision to remain in this class upon the receipt of this syllabus serves as the students' acceptance of this syllabus as binding contract, meaning they agree with the terms set forth and expectations of them as members of the class.

Course Topic Outline/Course Calendar with Assignments
All items are due by 11:59 MT

Week #:	Reading Assignment	Items to Submit *Due by Saturday @ 11:59 pm MT	Other Deadlines
1 (August 24-29)	• Welcome to ISTA 230 • Ensure that you purchase the textbook ASAP	• Lab #1 (Introduce Yourself Discussion Board)	
2 (August 30-September 5)	• Read Chapter 1: Internet and Web Basics	• Lab #2 (Case Study)	• Group Project: Team Formation (September 5 @ 11:59 pm MT)
3 (September 6-12)	• Read Chapter 2: HTML Basics	• Lab #3 (Case Study)	• Group Project: Pre-Design Analysis (September 12 @ 11:59 pm MT)
4 (September 13-19)	• Read Chapters 3: Web Design Basics	• Lab #4 (Case Study)	• Individual Research Project Part I (September 19 @ 11:59 pm MT)
5 (September 20-26)	• Read Chapters 4: Cascading Style Sheet Basics	• Lab #5 (Case Study)	
6 (September 27-October 3)	• Read Chapter 5: Graphics & Text Styling Basics	• Lab #6 (Case Study)	
7 (October 4-10)	• Read Chapter 6: More CSS Basics	• Lab #7 (Case Study)	• Group Project: Site Map & Wireframes (October 10 @ 11:59 pm MT)
8 (October 11-17)	• Study/prepare for Midterm Exam	• Midterm Exam	
9 (October 18-24)	• Read Chapter 7: Page Layout Basics	• Lab #8 (Case Study)	• Individual Research Project Part II (October 24 @ 11:59 pm MT)
10 (October 25-31)	• Read Chapter 8: Responsive Layout Basics	• Lab #9 (Case Study)	• Group Project: Update I (October 31 @ 11:59 pm MT)
11 (November 1-7)	• Read Chapter 9: Tables Basics	• Lab #10 (Case Study)	
12 (November 8-14)	• Read Chapter 10: Form Basics	• Lab #11 (Case Study)	

13 (November 15-21)	• Read Chapter 11: Media and Interactivity Basics	• Lab #12 (Case Study)	• Group Project: Update II (November 21 @ 11:59 pm MT)
14 (November 22-28)	• Read Chapter 12: Web Publishing Basics	Thanksgiving Break/No required work due	
15 (November 29-December 5)	• Work on finalizing group projects		• Group Project: Website Production (December 5 @ 11:59 pm MT)
16 (December 6-9)	• Prepare for Final Exam		
Final Exam	**Final Exam** **Friday, December 11 @ 12:00 am** **until** **Wednesday, December 16 @ 11:59 pm**		

Dr. Rucker reserves the right to adjust the requirements, pace, or scheduling of this course. Any change will be announced in class before it becomes effective.