

Course Syllabus

LI 843XU

Web Design and Development

9/17-18; 10/15-16; & Internet

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Online Course Login:	https://elearning.emporia.edu
Credit Hours:	3.0
Note:	Course Syllabus May Change

Important Dates for Fall 2010

<i>Aug 18: First day of class</i>	<i>Aug 31: Last day to drop</i>	<i>Sept 6: Labor Day Holiday</i>	<i>Oct 12: Midterm grades due</i>
<i>Oct 14: Midterm grades available</i>	<i>Oct 27: Last day to withdraw</i>	<i>Nov 11: Veteran's Day Holiday</i>	<i>Nov 23-28: Thanksgiving Vacation</i>
<i>Dec 10: Last day of class</i>	<i>Dec 21: Final grades due</i>		

I will respond to all email and queries on Blackboard within 48 hours unless I have notified you in advance that I will be unavailable.

Course Description

This course is an introduction to the basic principles' processes' and technologies of website design and construction' and maintenance for libraries. It covers practical issues of web mastering' web technologies and web design tools using (X)HTML' Cascading Style Sheets' and JavaScript. It also examines the issues of web usability' accessibility' and web standard compliance. In this course students create Websites for real-world clients.

Student Learning Objectives/Outcomes

Extensible HyperText Markup Language (XHTML):

- Identify basic XHTML tags and attributes;
- Understand the difference between HTML and XHTML;
- Explain viewing and testing markup code in various Web browsers;
- Create XHTML based pages and website;
- Create internal' external and anchor hyperlinks in a Web page;

- Add functional images and content to a web site.

Cascading Style Sheets:

- Discuss and describe Cascading Style Sheets' style structure and application;
- Discuss and describe the concepts of CSS rules and how to manipulate them;
- Implement CSS using both inline and external CSS on XHTML pages and website;
- Apply styles and style sheets to control various attributes of a Web page and its content;
- Create and apply a variety of CSS styles for web development.

Website Development & Interaction:

- Develop a Web strategy with goals and tactics to support it' and implement techniques such as mindmapping and site metaphor concepts;
- Create an effective navigation system;
- Apply usability best practices;
- Apply principles of Web design.

JavaScript

- Explain the basic application for JavaScript;
- Explain JavaScript arrays' loops and conditional statements;
- Apply JavaScript effectively in website.

Website Publication & Maintenance

- Identify the importance of professional standards in Web development;
- Identify the need to maintain and redesign a website;
- Validate their own web pages and correct as necessary.

Required Materials

Book:

Web Style Guide 3rd Edition (Yale University):
<http://www.webstyleguide.com/wsg3/index.html>

Teacher resources:

<http://www.mydeskdrawer.com/web/>

Tutorials:

(X)HTML: <http://www.w3schools.com/xhtml/default.asp> and/or

<http://csshtmltutorial.com/>

CSS: <http://www.w3schools.com/css/default.asp>

JavaScript: <http://www.w3schools.com/js/default.asp>

Web code validation:

<http://validator.w3.org/>

<http://htmlhelp.com/tools/validator/>

SCHEDULE

See the 'course content' link for the most recent schedule

ASSIGNMENTS

Assignment 1

Throughout this class we are going to work on building a basic Website. For the first assignment we need a few pages to get started with. The Web site can be a topic of your choosing. Do not use a Web Authoring tool for this assignment' do it in Notepad or some other text editor (source code). It does not have to be beautiful' just functional.

Incorporate the following:

- A document title (in the "head" area of the page)
- At least two headers (such as H1 or H2)
- At least one list
- At least one list (ordered or unordered)
- A minimum of three paragraphs of text
- At least one image
- It must contain clean and valid XHTML. This means it must validate at either <http://validator.w3.org/> or <http://htmlhelp.com/tools/validator/>

Assignment 2

Make your Web site include a minimum of four (4) separate pages. I am not so concerned about the content itself. I am concerned about the navigation' layout' and usability of the site.

- All pages must link to one another with consistent navigation (I should be able to get from any page to any other page with navigation that is the same on all pages)
- Each page should have a minimum of one paragraph of content
- Include at least two (2) images somewhere
- Include at least two (2) links to external resources that open in a new window
- It must contain clean and valid XHTML across all the pages. This means it must

validate at either <http://validator.w3.org/>
or <http://htmlhelp.com/tools/validator/>

Assignment 3

Now that you have a four page site, we need to give it some "style" and continue to improve and enhance its layout. Therefore' what you need to do for this assignment is:

- incorporate at least one table somewhere
- It must have some type of interface and site design including the use of
 - a minimum of four (4) div tags and
 - two (2) span tags
- give your site a "style" of your choosing. This should include, at a minimum:
 - a specified font,
 - use of a minimum of three separate colors
 - use of padding or margins
- It must contain clean and valid XHTML. This means it must validate at either <http://validator.w3.org/>
or <http://htmlhelp.com/tools/validator/>

I strongly advise using Cascading Style Sheets to do this as it will make your life much easier and it is used with very high frequency on live Web pages.

Assignment 4

You now turn your attention to the importance of design of your site. For these purposes you will use Cascading Style Sheets which you began in assignment 3. Think about your design and style' it should say something about you that you want to get across. Create an external CSS file that contains at least 20 different style elements which are used in your (X)HTML file(s).

- Incorporate a minimum of twenty (20) different style elements which are used in your (X)HTML files
 - one of the elements should affect the navigation on 'hover' (ie, something should happen when I hover over a link)
 - The ones that you have built previously qualify as part of the 20 total
- It must contain clean and valid XHTML across all the pages. This means it must validate at either <http://validator.w3.org/>
or <http://htmlhelp.com/tools/validator/>

Assignment 5

Your website is looking great! Now all you need is a bit more pizzazz. Add two JavaScript scripts of your choosing. Obtaining scripts from external sources is acceptable as long as you give credit where credit is due. Some JavaScript resources will be made available to

you prior to this assignment.

Final Project

The final project for this course will be a research paper/Web site (you will do research and make a Web site to present your research) covering a relevant area to the issues involved with managing and evaluating development and publication of a Web site. Some topic ideas include but are not limited to:

- Image optimization for the Web
- Font and typography
- Web Standards
- Web Accessibility Issues
- Cascading Style Sheet Usage

For example, I might choose to make a Web site about the Acacia Patent that claimed we cannot use video/audio transfer on the Web without payment of a royalty (crazy but true). I would structure my sight something like this for the purposes of this assignment (yours does not have to have this structure but this will give you an idea of what I am looking for):

- index.html (main page) - says this is a site researching the Acacia Patent and has links to the pages below
- development.html - page that says my development process for this site. Did I make a sketch? How did I decide on my layout? etc
- publication.html - page that describes my publication process. How did I go about testing my site? Did I ask people for their opinions (testing)? etc
- introduction.html - introduction to the Acacia patent
- facts.html - facts about the patents and the company
- news.html - articles about Acacia and their patent(s)
- personal.html - personal viewpoints on the Acacia issue (with reasoning behind it)

You will then utilize the skills you have learned to produce a Web site that presents the research. You must obtain your instructors approval before proceeding with the project. You must document the development process. Your development process may include sources used within the course' as well as outside sources. In any case' be sure to properly cite any source that you use in your project.

GRADING

Percentages for assignments:

- Assignment 1- 5%
- Assignment 2- 7.5%
- Assignment 3- 7.5%
- Assignment 4- 10%
- Assignment 5- 10%

Discussions (8 total)- 3% each (24% total)
Final Project- 26%

Grading criteria

Discussions

Posted at least one original response to the discussion question and responded to a minimum of one other posting.

Individual Assignments (5)

Completion of tasks listed for each assignment- 100%

Final Project and Research Paper Web Site

Website development 45%
contains content regarding site development process 10%
contains content that serves a clear purpose 10%
contains well written HTML 25%
Following instructions 15%
Navigation and usability 15%
Validity and completeness 10%
Professional presentation 10%
Grammar' spelling' and syntax 5%
TOTAL 100%

SLIM Attendance Policy

Students must attend all face-to-face classes.

SLIM Grade Policy

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic

improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

SLIM Incomplete Grade Policy

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to:

<http://www.emporia.edu/grad/docs/policyhandbook2.pdf>).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

Faculty-Initiated Student Withdrawal Procedure

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for

excessive absence. [*Policy and Procedures Manual 43.11*]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
211 S Morse Hall
Emporia State University
1200 Commercial Street / Box 23
Emporia, KS 66801
Phone : 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu

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