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|  | http://slim.emporia.edu/Forms/syllabus/letterhead.pngCourse Syllabus - Spring 2012 LI 843XO Web Design and Development 2/3-4, 4/13-14, & Internet  |  |

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| **Faculty:** | Rachel Bridgewater |
| **Email:** | rbridgew@emporia.edu |
| **Primary Phone:**  | (503) 788-6636  |
| **Secondary Phone:** | (503) 481-9516 Ext:  |
| **Online Course Login:** | <https://elearning.emporia.edu> |
| **Credit Hours:** | 3.0 |
| **Note:** | Course Syllabus May Change |

**Important Dates for Spring 2012**

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| *1/11: First day of class* | *1/16: Martin Luther King Day (ESU closed)* | *1/25: Last day to drop* | *3/6: Midterm grades due* |
| *3/19-3/25: Spring Break* | *3/28: Last day to withdraw* | *5/4: Last day of classes* | *5/12: Commencement* |
| *5/15: Final grades due by noon* |   |   |   |   |

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| **Course Description**Introduction to the basic principles, processes, and technologies of Website design and construction. Covers HTML programming, cascading style sheets, JavaScript, and other Web design tools. Examines the issues of Web usability, accessibility, and Web standard compliance. Students create Websites for real-world clients. **Purpose of Course** Introduction to the basic principles, processes, and technologies of website design and construction, and maintenance for libraries. Covers practical issues of web mastering, web technologies and web design tools. Examines the issues of web usability, accessibility, and web standard compliance. Students create real-world websites. **Course Learning Objectives** Students will be able to: * demonstrate an understanding of the basic processes, skills, and strategies for web design.
* demonstrate an understanding of the web infrastructure, web standards and their impacts on the development of web resources.
* demonstrate an understanding of web usability and accessibility.
* demonstrate the knowledge of web technologies and techniques of web programming.
* gain hands-on experience of designing, constructing, evaluating, and maintaining websites through web design projects applying the expertise gained in class.

**Required texts** Garrett, J.J. (2011). The Elements of user experience, 2nd ed, Berkeley: New Riders. Krug, S. (2006). Dont make me think, 2nd ed. Berkeley: New Riders. Web Style Guide, 3rd edition: Basic Design Principles for Creating Web Sites (Web Style Guide: Basic Design Principles for Creating Web Sites) (Paperback) ISBN 978- 0300137378 (may be accessed freely online at: [http://www.webstyleguide.](http://www.webstyleguide.com/) [com/](http://www.webstyleguide.com/)). *Specific readings from these books will be posted.* For reference, tutorials, and examples: [http://www.w3schools.](http://www.w3schools.com/) [com/](http://www.w3schools.com/) **Reserve readings** (available through WAW Library, through Blackboard tab) Church, J. and Felker, K. (2005). Web team development. Portal: Libraries and the Academy, 5(4), 545-554. DOI: 10.1353/pla.2005.0048 Liu, S. (2008). Engaging users: The future of academic library web sites. College and Research Libraries, 69(1), 6-27.[http://crl.acrl.org/content/6 9/1/6.full.pdf+](http://crl.acrl.org/content/69/1/6.full.pdf%2Bhtml) [html](http://crl.acrl.org/content/69/1/6.full.pdf%2Bhtml) I reserve the right to add required reading to the list at any time but I promise not to spring any huge, scholarly, impenetrable articles on you. **Other requirements** * All students will be required to set up web hosting and register a domain name for this class (details will be provided during the first week of class).
* An HTML/text editor - this could be something fancy like Dreamweaver or something very basic like Textpad (or even Notepad) (Windows) or Textwrangler (Mac). Note that Word and Wordpad will not result in usable code.
* FTP software - I use Fetch on my Mac. CoreFTP or FileZilla might be good choices on a Windows machine.
* Firefox and at least one additional web browser. IE, Safari, Opera, Chrome - I don't care which, just make sure you have more than one.
* I also require that you install the Firebug add-on to Firefox. [https://addons.mozilla.org/en-US/firefox/addon](https://addons.mozilla.org/en-US/firefox/addon/1843) [/1843](https://addons.mozilla.org/en-US/firefox/addon/1843)

**A note about prerequisite knowledge:** I expect you have at least a basic knowledge of HTML when you start this class. If you do not, or if you would like a refresher, please complete the Basic HTML tutorial at W3 Schools [(http://www.w3schools.com/html/default.asp](http://slim.emporia.edu/Forms/syllabus/syllabus_display.cfm?CourseCode=843XI20111) [)](http://slim.emporia.edu/Forms/syllabus/syllabus_display.cfm?CourseCode=843XI20111) as soon as possible in the course. Concentrate on getting the basic concepts; don't worry about being a whiz. Note, just do the basic, not the advanced. I'd also like everyone to have at least a very basic understanding of the networking protocols involved with making the web work. We don't need to know this stuff in any kind of depth but we should understand at a surface level how the web works. W3 Schools has a brief overview that would suffice for this: [http://www.w3schools.com/tcpip/defa ult.](http://www.w3schools.com/tcpip/default.asp) [asp](http://www.w3schools.com/tcpip/default.asp). Don't worry about memorizing that big long list of protocols; just make sure you get the general idea of how information moves on the internet, how all the different computers involved talk to one another. **Suggested reading, software** * You could do worse than to subscribe to the Web4Lib list-serv for a while. It will probably give you a good taste of the kinds of issues that face library website developers.[http://lists.webjunction.org/web4](http://lists.webjunction.org/web4lib/) [lib/](http://lists.webjunction.org/web4lib/)
* I've been reading the 52 Weeks of UX blog, a blog about user experience. It's really worth adding to your weekly reading if you're interested in the interface/design side of all this:[http://52](http://52weeksofux.com/) [weeksofux.com](http://52weeksofux.com/)
* Redish, J. (2007). Letting go of the words. San Francisco: Morgan Kaufman. I've been enjoying this book for its clear, no-nonsense, user-centered approach to writing and designing for the web.

**Learning activities/Assignments** We will cover a lot of ground in a short time and I will expect you to show evidence of engagement both during the class weekends and in our online interactions. Below are brief descriptions of the graded assignments associated with this class. Participation and engagement (20%) Students are expected to participate substantively in discussionStudents are expected to complete assigned reading Part of your participation grade will be informed by your completion of otherwise ungraded assignments. Thoughtful completion of these assignments will demonstrate your engagement with the course material A note about engagement: I will judge your engagement by the content, rather than the quantity, of your participation, especially online. I assume you are all reading one another's posts, multiple me too-type posts will not indicate to me that you are more engaged. Certainly, you should feel free to respond to one another in this way but please don't do it for my sake. Web tech assignment (10%) Students will prepare a web-based presentation on a technology or concept related to class themes. Details will be posted on Blackboard. CSS assignment (20%) Students will create a web page using XHTML/CSS. Details will be posted on Blackboard. CMS assignment (20%) Each student will install and customize some server software. It will be fun! Assignment sheet with details provided in Blackboard. Group website project (30%) Students will be assigned groups that will create a website, or redesign an existing website. The website project can be for a library, non-profit organization, small business, personal or family project, or even a small part of a larger organization website (e.g. a website for your specific SLIM cohort). You can also create a website project based around providing information resources around a subject topic. This project will include: Periodic updates posted to Blackboard (ongoing) Requirements document Project plan Final website Final report/debrief **SLIM Grading Scale**

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| 96 -100 A | 77 - 79 C+ |
| 90 - 95 A- | 74 - 76 C |
| 87 - 89 B+ | 70 - 73 D |
| 84 - 86 B | 0 - 69 F |
| 80 - 83 B- |   |

**SLIM Attendance Policy**Students must attend all face-to-face classes. In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](http://slim.emporia.edu/wp-content/uploads/2009/10/policy-and-procedures-absences-of-weekend-intensive.pdf) (PDF).**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**](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 Services211 S Morse Hall Emporia State University1200 Commercial Street / Box 23 Emporia, KS 66801*Phone :* 620/341-6637*TTY:* 620/341-6646*Email:* disabser@emporia.edu  |

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