CS 146: Introduction to Web Programming and Project Development, Fall 2015

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Course Overview:

CS 146 provides students with the fundamentals of developing software for the Web. Students taken this course will learn the history of computing, how data travels through a network, what it's like to work in teams, and how to develop web sites with HTML5, CSS3, and JavaScript. It is meant to be taken along with an introductory course in computer science.

Approximate Weekly Schedule:

Week	Topics Covered	Assignments
1	The History of Computation and Communication	
2	Basics of Networking	Networking assignment
3	Web Protocols	In class "human networking" lab
4	Intro to Project Management: Life Cycle, Vital Dozen, Inception, Requirements	Write a requirements document
5	PM: Analysis and Design	Team project: Agree on a web project idea and layout
6	Intro to HTML5	
7	More on HTML5 and PM: Implementation and Testing	Write a clean HTML document for the team site
8	Intro to CSS3	Midterm
9	More CSS3	Style the team project
10	More on testing, debugging	Test the team project on multiple browsers and make it work!
11	PM: Maintenance. HTML Forms	Forms assignment
12	Styling Forms + JavaScript Intro	Final steps of project (adding forms)
13	More JavaScript	JavaScript assignment
14	Project Presentations + Review	Show and critique group projects

*Topics covered may vary due to student interest and pace of learning.

Course Outcomes:

Requirements - Develop a requirements document.
Group work - Learn how to work in groups.
Critique - Evaluate and critique group work.
Web site - Create a simple web site.
Networking - Learn the basics of networking and Internet-related protocols.

Required Textbook: None – we'll just use the Internet.

Policies and Grading:
- You, your instructor, and the TA are bound by the Stevens Honor Code. Students are responsible for reading and understanding the course policies in this syllabus and for announcements made in class and in the course email list.
- Assignments will be accepted late, but there is a 2% penalty for each hour past the deadline.
- Quizzes may be given at any point in time without previous warning. You can expect them if a large portion of the class is missing.
- Some assignments will be done in class and you will have 1 hour limit to do them.
- During exams, you are **not** permitted to use notes, books, or computing or communication devices unless a different policy is specifically announced by the instructor.
- Notebook computers should be brought to class each day, but are not to be used in class unless otherwise specified.
- During lecture please refrain from using mobile phones or otherwise being impolite.
- Teams will be randomized around week 3, you will have the same team the entire semester.
- At the end of the semester you will get a chance to grade your teammates on how much they helped with team assignments.
- Individual assignments, as the word indicates, are to be done INDIVIDUALLY. Any sign of collaboration will result in a 0 and those involved being reported to the Honor Board. You may, however, collaborate with your teammates for team assignments.
- The course score is on a scale of 100 and letter grades (including plusses and minuses). In addition to the grading breakdown provided above, effort and progress may be taken into account when computing your final grade. Final letter grades may be scaled according to class-wide grade clustering.
- Attendance will be taken at lectures. Your attendance score will count as one individual assignment.
- There are no make-ups for exams. Talk to your instructor if you foresee a problem.

Grading Breakdown:
- Quizzes 10%
- Individual Assignments 15%
- Midterm 20%
- Final 35%
- Team Project 10%
- Team Presentation 10%

*Actual breakdown may change slightly at the end of the semester.

Communication:
- As in all of my courses, you are more than welcome to ask me questions as often as you want, and I will always be happy to help.

- The amount of help provided will be directly proportional to the amount of time left before the deadline. Please don't wait until the day before an assignment is due to see me; it'll be too late for me to provide help and too late for you to truly learn the material.
- Please do not ask me at the end of the semester to find creative ways to increase your grade. If you suspect that you are not doing well, come see me to rectify the situation as quickly as possible so that you will have a good grade at the end of the semester.

Undergraduate Honor System

- Enrollment into the undergraduate class of Stevens Institute of Technology signifies a student's commitment to the Honor System. Accordingly, the provisions of the Stevens Honor System apply to all undergraduate students in coursework and Honor Board proceedings. It is the responsibility of each student to become acquainted with and to uphold the ideals set forth in the Honor System Constitution (Links to an external site.). More information about the Honor System including the constitution, bylaws, investigative procedures, and the penalty matrix can be found online at http://web.stevens.edu/honor/ (Links to an external site.)
- The following pledge shall be written in full and signed by every student on all submitted work (including, but not limited to, homework, projects, lab reports, code, quizzes and exams) that is assigned by the course instructor. No work shall be graded unless the pledge is written in full and signed.

  "*I pledge my honor that I have abided by the Stevens Honor System.*"

  Reporting Honor System Violations

- Students who believe a violation of the Honor System has been committed should report it within ten business days of the suspected violation. Students have the option to remain anonymous and can report violations online at www.stevens.edu/honor (Links to an external site.).

Learning Accomodations

Stevens Institute of Technology is dedicated to providing appropriate accommodations to students with documented disabilities. Student Counseling and Disability Services works with undergraduate and graduate students with learning disabilities, attention deficit-hyperactivity disorders, physical disabilities, sensory impairments, and psychiatric disorders in order to help students achieve their academic and personal potential. They facilitate equal access to the educational programs and opportunities offered at Stevens and coordinate reasonable accommodations for eligible students. These services are designed to encourage independence and self-advocacy with support from SCDS staff. The SCDS staff will facilitate the provision of accommodations on a case-by-case basis. These academic accommodations are provided at no cost to the student.

Disability Services Confidentiality Policy

Student Disability Files are kept separate from academic files and are stored in a secure location within the office of Student Counseling, Psychological & Disability Services. The Family Educational Rights Privacy Act (FERPA, 20 U.S.C. 1232g; 34CFR, Part 99) regulates disclosure of disability documentation and records maintained by Stevens Disability Services. According to this act, prior written consent by the student is required before our Disability Services office may release disability documentation or records to anyone. An exception is made in unusual circumstances, such as the case of health and safety emergencies.

For more information about Disability Services and the process to receive accommodations, visit https://www.stevens.edu/sit/counseling/disability-services (Links to an external site.). If you have any questions please contact:
Lauren Poleyeff, Psy.M., LCSW - Disability Services Coordinator and Staff Clinician in Student Counseling and Disability Services at Stevens Institute of Technology at lpoleyef@stevens.edu or by phone at **201-216-8728.**

Inclusivity Statement

Stevens Institute of Technology believes that diversity and inclusiveness are essential to excellence in education and innovation. Our community represents a rich variety of backgrounds, experiences, demographics and perspectives and Stevens is committed to fostering a learning environment where every individual is respected and engaged. To facilitate a dynamic and inclusive educational experience, we ask all members of the community to:

- be open to the perspectives of others
- appreciate the uniqueness their colleagues
- take advantage of the opportunity to learn from each other
- exchange experiences, values and beliefs
- communicate in a respectful manner
- be aware of individuals who are marginalized and involve them
- keep confidential discussions private