

INFO/CS 1300: Introduction to Web Design and Programming

Fall 2016

Instructor: Steve Paling

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Office: 231 Gates

Office Hours: MW 1:30-2:30 pm

Lectures: MW 12:20-1:10 pm, Statler Hall Auditorium

Lab Sections: Fridays in Carpenter, Phillips, and Stimson Hall

Class Discussion: <https://piazza.com>

Web Hosting: <http://info1300.coecis.cornell.edu/>

Assignments, Grades, etc.: <https://blackboard.cornell.edu/>

Course Description

The World Wide Web is both a technology and a pervasive and powerful resource in our society and culture. To build functional and effective web sites, students need technical and design skills as well as analytical skills for understanding who is using the web, in what ways they are using it, and for what purposes. In this course, students develop skills in all three of these areas through the use of technologies such as HTML, Cascading Stylesheets, and PHP. Students study how web sites are deployed and used, usability issues on the web, user-centered design, and methods for visual layout and information architecture. Through the web, this course provides an introduction to the interdisciplinary field of information science.

Goals

To develop foundational understanding in the following areas:

1. Basic principles of professional Web design, e.g., code management and appropriate use of intellectual property.
2. The structure and display of Web-based information.
3. Client- and server-side scripting.
4. Basic user testing.
5. Integration of these principles into a group project to redesign an existing Web site.

Administrative Information

Lecture sessions will meet on Mondays and Wednesdays from 12:20-1:10 p.m. in the Statler Hall auditorium. Lab sections will meet on Fridays in either Carpenter, Phillips, or Stimson Hall, at various times.

The lecture session will meet for the first time on Wednesday, August 24th, and for the last time on Wednesday, November 30th. The lab sections will meet for the first time on Friday, August 26th, and for the last time on Friday, December 2nd.

E-mail is the best way to reach me, and my e-mail address is sp2285@cornell.edu. My office is 231 Gates. I will hold office hours on Mondays and Wednesdays from 1:30-2:30 p.m. We can arrange appointments at other times if needed.

Textbooks

All of the textbooks are optional, and were used in past versions of the course. The course material (lectures, labs, etc.) should be self-contained, and you may feel no need for a textbook. However, these books might prove helpful if you want a print reference source with additional information.

Krug, S. (2014). *Don't make me think, revisited: A common sense approach to Web and mobile usability*. San Francisco, CA: New Riders.

Robson, E. & Freeman, E. (2012). *Head first HTML and CSS* (2nd ed.). Sebastopol, CA: O'Reilly.

Ullman, L. (2011). *PHP for the Web: Visual quickstart guide* (4th ed.) . San Francisco, CA: Peachpit.

Watrall, E., & Siarto, J. (2009). *Head first Web design*. Sebastopol, CA: O'Reilly.

Williams, R. (2014). *The non-designer's design book* (4th ed.). San Francisco, CA: Peachpit.

Assignments

This section provides basic descriptions of the assignments for the semester and the percentage of the final grade that each assignment represents. More detailed descriptions and rubrics will be provided in class and on Blackboard.

Brief Assignments (70%)

There will be 10 brief assignments, with each assignment focusing on one or more basic Web design technologies, e.g., HTML or PHP.

Final Project: Group redesign of an existing site (20%)

The final project gives you experience redesigning an existing website as a team.

Attendance and Participation (10%)

There will be 14 lab meetings over the course of the semester. Most of your attendance grade for the course will be based on the number of lab sessions you attend:

- 13-14: 9 points
- 11-12: 8 points
- 9-10: 7 points
- 7-8: 6 points
- 6 or fewer: 0 points

A TA or I can award you the last 1% if we believe that your participation warrants it. For example, if you were an active and positive contributor to discussion, or you helped other students, your section TAs can add the additional 1% to your grade.

Please note: *In order to receive credit, you must attend the lab section for which you are registered.* Groups for the Final Project will be selected from within each section, so your section TAs need to know you and your work to make decisions about the group.

Your TAs will either take attendance or have you sign in for each lab session. Signing in for someone else, or having someone else sign in for you, is a violation of Cornell's Code of

Academic Integrity.

Also see the separate section on Attendance and Participation.

Grading Scale

Detailed criteria will be provided for each assignment:

A+: 99-100%
A: 94-98%
A-: 90-93%
B+: 87-89%
B: 84-86%
B-: 80-83%
C+: 77-79%
C: 74-76%
C-: 70-73
D+: 67-69
D: 64-66%
D-: 60-63%
F: <60%

Late Assignments

Grades on late assignments will be lowered by 10% per day, including holidays and weekends. Because of this, late submission of work can have a substantial negative effect on your grade for the course. Extensions will only be granted for medical emergencies and similar situations, and must be arranged in advance except in cases of immediate emergencies such as hospitalization. If you are granted an extension for one assignment, you are less likely to receive extensions for subsequent assignments.

If you anticipate turning an assignment in late, you should notify your section TAs prior to the deadline. Prior notification will not, in most cases, alter the penalties for submitting the work late. However, we will take prior notification as a sign of active participation in the course despite the late work. Lack of prior notification will be construed as lack of participation.

Incompletes

An incomplete will only be granted when a student is demonstrably unable to fulfill the course requirements in a timely manner. An incomplete should not be considered a substitute for a bad grade, and it is not a remedy for excessive time commitments. Unless you find yourself in truly extraordinary circumstances, e.g., fighting a serious illness, you should assume that any request for an incomplete will be denied.

An unfinished incomplete will be resolved to a grade of F if the remaining course material is not turned in by the deadline for the incomplete. An incomplete, when granted, only provides an extension of the deadline for turning in work. It does not change the grading standards in any other way.

Additional information on incompletes is available at <http://courses.cornell.edu/content.php?catoid=12&navoid=2089#Grades>.

Grade Changes

The TAs and I will spend many hours during the semester grading assignments. Because of that, requests for grade changes can be a serious and time-consuming process. The requests need to be treated accordingly. If you want to request a regrade, the request needs to go to the TA who graded the assignment, and only that TA. If you are not satisfied with the outcome, you can request a change directly from me. I will not consider a grade change unless you fill out the form provided on Blackboard. *I will not take or evaluate regrade requests in person.* Any disrespect of a TA, or me, may result in immediate dismissal of the grade change request, even if the request is otherwise justified. Consult the regrade forms on Blackboard before submitting a request.

Other Grading Policies

Students may earn up to 1% extra credit on their final course grade through participation in SONA. Additional information about this will be given in class. No assignments for extra credit will be accepted under any other circumstances.

An assignment may receive a lower grade than it would otherwise if the assignment contains errors in spelling or grammar, or is difficult to read because of sloppy appearance or formatting.

Attendance and Participation (also see Attendance and Participation under Assignments)

Attendance is defined as being present for the entire class or lab meeting. Anything substantially less than that, e.g., leaving early, will be considered an absence. If illness or an emergency prevents you from attending a lab section, please notify your section TAs, and any team members for group projects, by e-mail or telephone before class begins. You should also make arrangements with another student to copy her or his notes. An absence will be excused only if the absent student notifies the section TAs in advance of the lab, or if the absent student can clearly demonstrate that such notification was not possible. If a student does not notify the section TAs of an absence prior to the start of lab, the student should assume that the absence will be considered unexcused. Graded in-lab assignments that are missed because of an unexcused absence cannot be made up. You do not need to notify me if you miss a lecture class.

Behavior such as sleeping, talking, or engaging in activities not related to class or lab may result in a lower participation grade.

Cell phones and similar devices must be turned off or set to ring silently during lab and class. Phone conversations are not allowed during class or lab time. Computer use during class or lab should be restricted to activities that are relevant to the course.

You are responsible for all information posted to Black, Piazza, or sent via e-mail.

These policies assume a reasonable pattern of lab attendance. Excessive absences or tardiness, or inappropriate behavior, may result in grade penalties beyond the normal 10% for attendance and participation.

Communication

You should activate your Cornell e-mail account immediately if you have not already done so. If you prefer to use another e-mail account, it is your responsibility to forward your Cornell e-mail to the other account. Failure to activate, check, and properly maintain your Cornell e-mail will not be considered an extenuating circumstance if you miss important information.

During the semester I am almost always able to reply to e-mail in less than a business day. I expect the same from students. However, students usually do not need to reply to general messages sent to the entire class or section.

Academic Misconduct

Students are encouraged to discuss assignments, help one another, and learn from each other. Students are additionally encouraged to use a variety of information resources, including online materials, books, papers, and the instructor, to aid their work and expand their knowledge. However, all work except team projects is to be completed by the individual student. **Academic dishonesty in any form is not tolerated, nor is assisting another person to cheat.**

Absolute integrity is expected of every Cornell student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. While both students and faculty of Cornell assume the responsibility of maintaining and furthering these values, this document is concerned specifically with the conduct of students.

A Cornell student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Cornell students have a right to expect academic integrity from each of their peers. The full version of Cornell's Code of Academic Integrity is available at <http://cuinfo.cornell.edu/aic.cfm>.

Also read the Style Requirements section of this syllabus for more specific information about citation style and providing proper credit for external material you use in the course.

Students with Disabilities

Cornell University is committed to equality of educational opportunity for all students. Student Disability Services (SDS) is the designated office at Cornell that obtains and files disability-related documents, certifies eligibility for services, determines reasonable accommodations, and develops plans for the provision of accommodations for students. More information about services available for Cornell students with disabilities can be found at <http://sds.cornell.edu/>.

The earlier you contact me about a disability or other challenge you face, the easier it is for me to help you.

Style Requirements

All written assignments components should be word-processed or typed on one side of standard 8.5"x11" white paper with a 12-point font and 1" margins on all sides (or some reasonable equivalent for electronic submissions). Use double or single spacing as appropriate. Typically, the body of a paper will be double-spaced, and block quotes, references, etc., will be single-spaced.

Assignment components submitted on paper should be firmly stapled, bound, or placed in an envelope. Do not fasten assignments with paper clips. If you paper clip an assignment, I take no responsibility for any part of the assignment that is missing.

I encourage the effective use of formatting conventions such as page numbers, section headings, bullet points, and other means for clarifying professional writing. You should also run spelling and grammar checks on all assignments, both automatically and by hand. If you have not checked the spelling and grammar on an assignment, the assignment is not finished and should not be submitted in that form.

Whenever you use external material for a course assignment, you must follow APA citation guidelines. You can find an APA cheatsheet at <http://www.library.kent.edu/files/APACheatSheet.pdf>. Images and other media must be credited differently (see section on Credit for Media). There are no other exceptions to this rule, and no other citation style is allowed unless explicitly indicated. Improper citation style may result in substantial grade penalties. Because practices for citing traditional material such as books and articles (online and paper) are so well established, this is your only warning about this policy.

Hand-written exercises done in class or lab should be written legibly and turned in with your name at the top of the page.

Credit for Media

This section applies only to rich media such as images, videos, and music. For policies regarding citations of traditional media such as articles and books (online and paper), see the previous section.

All media files must be credited in an HTML comment adjacent to the `img` or other media tag **every** time they are used. The credit must include a specific URL for the media file.

- Failure to do this will result in the following penalties:
 - 25% deduction the first time.
 - 50% deduction the second time.
 - 100% deduction the third time, with possible referral for violation of Cornell's Code of Academic Integrity.
- Note: this includes media generated by an API, e.g., an icon generated by the Facebook API.
- Note: individual assignments may require additional credit for media files.
- If you create a media file yourself, credit yourself by name, not by a general statement like, "I made this."

Media files included in written assignments, e.g., a report on the Final Project, must be cited in a similar way that is *visible in the body of the document*.

Computer Skills

Successful completion of the program requires certain basic computer skills. I will conduct class and lab sessions with the assumption that each student has successfully mastered the following computer skills:

- Be able to save files to removable and networked media (flash drives, networked drives, etc.) and retrieve the files later.
- Be able to log in to, and use, Piazza and your Cornell e-mail.
- Be able to create and use directories or folders on computer storage media.
- Be able to save a file to the computer desktop and e-mail the file to yourself.
- Understand the difference between a plain text editor and a word processor.

- Understand file extensions and how they affect use of a file.

If you lack any of these skills, mastering them should become an immediate priority. I will not stop class or lab sessions to explain any of these skills.

Bringing some type of removable storage (or a laptop) with you to lab sessions should be routine.

Common Mistakes to Avoid

There are a number of common mistakes that students make in 1300:

- *Not attending lecture:* Students who attend lecture tend to receive higher grades than students who do not attend lecture.
- *Attending lecture but remaining unengaged.* Students who are fully engaged, and who take notes, ask questions, etc., tend to receive higher grades.
- *Only reading the rubrics.* Each rubric provides a brief summary of grading practices for an assignment. But to fully understand the assignment, you should read the full assignment, keep track of lecture and lab material, as well as information posted to Piazza and Blackboard. Students who only read the rubric to prepare for assignments often receive lower grades.
- *Last minute work:* If you choose to work at the last minute, you are choosing to gamble that nothing happens at the last minute to prevent you from submitting an assignment in good form.
- *Bad data management.* If you have backed up your work properly, and used good versioning practices, you should be able to retrieve at least most of your work even after an event like a hard drive failure. Lost work usually results from bad data management, not from technology failures.
- *Not keeping track of course material.* You should do *at least* the following:
 - Attend lecture and take notes.
 - Attend lab and take notes.
 - Read all course materials: the syllabus, assignments, etc.
 - Read postings on Piazza.

Avoiding these mistakes may help you prevent unnecessary difficulties in the course.