Revised January 2, 2017

Section: 801
Location: Daley Building, Room 512 at 14 East Jackson
Meeting time: Monday 5:45PM - 9:00PM

Section: 810
Location: On Line
View later in the week.

COURSE DESCRIPTION

Design and development of Web sites using common database-driven content management systems (CMSs) and publishing tools such as those used to manage blogs, community portals, and other content-heavy websites. Discussions of how familiarity with CMS tools assists the role of the user experience designer. Visual design and theme customization using prior knowledge of CSS. Taxonomy systems, installation of add-on modules, and user management using today's widely used systems.

PREREQUISITE

Formal:

- HCI 406 (or equivalent first course in HTML/CSS)

Informal "nice to haves", but not necessary for taking the course:

- Basic Webhosting Skills
- Interaction Design Skills
- PHP Skills (or other server-side scripting)
- SQL Database Skills

If you have no idea how to build a simple static website in HTML and CSS, this course may be overwhelming for you.

If you have no idea what a webhost is, or how a webpage gets from a server to your browser when you enter a URL in your browser, this course may be overwhelming for you.

CHANGES TO SYLLABUS

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email. No change will be made to the grading structure of the course in a manner that will penalize students expecting the original stated grading structure.

The weekly topic plan is tentative and could change substantially for several reasons.

COURSE LEARNING OBJECTIVES

There may be a tendency to gloss over this page. But if you read it carefully you will see what I plan to cover in the course. From that you can set your expectations, encourage me to make adjustments, or know that this course doesn't fit your needs (and exit it early enough to take something else.)

- Be able to design and implement a content strategy.
    - Be able to design and implement an information taxonomy in a CMS setting.
    - Understand implementation of SEO best practices in an open source CMS environment.
- Ability to define a site design problem that optimizes for a CMS solution.
    - Ability to determine merits of developing a CMS website, a static website, and a website using other server-side technologies for a given site design problem.
    - Know how to select a CMS platform for a given site design problem.
- Understand best practices for designing, building and, maintaining a CMS site
    - Be able to use a developed content strategy to inform the design of a CMS site
    - Understand ongoing maintenance considerations of CMS websites.
    - Understand performance implications of CMS design and operation choices.
    - Understand and be able to mitigate common CMS site security risks.
- Have familiarity with at least three open source or commercial web CMSs.
- Be able to create and deploy a website using an open source web CMS, including creating and editing content, adding functionality, and creating custom template or theme.
- Be able to create a CMS site template/theme, and customize an existing template/theme.
    - Understand how to use CSS in a CMS for site customization
    - Understand how to use a common CSS Framework for site customization. [We will look at Twitter Bootstrap as it is built into Joomla and is employed by many WordPress themes.]
- Be familiar with several common CMS domain implementations. Know how a CMS might be used for:
    - An online community of practice, community of interest, or social network.
    - A conference, convention, or event website.
    - An extranet for a business, community, professional or social organization, or charity.
    - A learning management environment.
    - An e-commerce site where goods or services are offered for sale through a dynamic "shopping cart" data structure; (this category includes gallery sites).
    - A magazine, blog, or news site.
    - A center of excellence or information repository.

GRADING

Grading for the course consists of four parts.

- **Three to Five CMS Labs 25%**
  You will be presented with individual Labs three times during the course. The labs are primarily for your own practice --and discussion (peer support) among yourselves. However,

  - There is a grade attached to each lab to encourage them to be completed on time (late work will not receive a lab grade);
  - The labs will be placed in public view so your classmates and I will be able to inspect your work;
  - The labs provide drill work so your projects will be much easier to complete if you are doing the labs each week. The projects may seem overwhelming of you blow off the labs or do a half-assed job of them;

  If someone's grade at the end of the course is borderline, I can review the lab work to help me determine whether to boost it to the next level.

  I may periodically ask you to write up summary notes about your assigned reading or viewing. If I do so, this will be factored into the lab grading component. I will most likely do this if I have a sense that many of you are not doing the assigned reading.

  Note that your lab site submissions will be available for other students to peruse as URLs will be shared among students in the course.

- **Team CMS Project 60% (over multiple deliverables)**
  - **Project Problem Statement--Project Planning Document [10% of project]**
  - **Content Audit (or similar) analysis of existing content [15% of project]**
  - **Environmental Scan or other knowledge representation Evaluation   [15% of project]**
  - **CMS Solution Specification Document [35% of project]**
  - **Final CMS Prototype Site Delivered, plus project reflection [25% of project] plus**

  Note that your project site submissions will be available for other students to peruse as URLs will be shared among students in the course. Note that specific requirements for each deliverable may evolve depending upon how project unfolds.

- **Attendance and Participation 5%**
  Attendance is expected for 801 students.   Real time participation is encouraged for 810 students.   810 students (or non-attending 801 students) may be required to submit weekly reflections for grade to validate their participation.

- **Course Reflection 10%**
  You will be asked to write a course reflection at the end of the course. Guidance will be provided toward the content of the reflection.

REQUIRED RESOURCES

You are asked to acquire and use the following resources:

- Acquire a Siteground.com Webhosting Account. You can pay for this, or get one for free.
    - Free account: Using your DePaul email address, you can acquire a free account at www.siteground.com/depauluniversity.
    - Paid account: If you prefer to use a paid CMS account you may do so.   But I require you to acquire an account that will be primarily used for this course (rather than add this course's materials to an account you use for other purposes.)
        - I will require you provide me with Control Panel access to your account, so factor that in to your decision if you are thinking of using something other than the free SiteGround account. If you wish to keep your account and do additional work on it after the course, you can change your password to prevent me from having future access to it.

            I will also require you to provide me with SuperAdmin access to the back end of your CMS installations for the course.

            I require this access for two reasons. One, I can observe and evaluate your work for grading purposes. Two, I can quickly provide troubleshooting and support to you if a problem arises.   I ask that you retain my access to your account and sites until the point I have submitted course grades in late March.

    - **Wait until this is discussed in class before acquiring an accout.**

- Reading materials are made available via Safari eBooks at no cost to you.

INSTRUCTOR

- **Name:**   **Daniel Mittleman, Ph.D.**
- **Email:**   danny@cdm.depaul.edu
- **Skype:**   dmittleman
- **SMS/Text:** 312.285.0311 [This is a Google Voice number]
- **Phone:**   312.362.6103 [Office]

[***Note: email/SkypeChat/SMS (in that order)
are better ways to reach me than phone***]

Virtual Office Hours:
It is my intention to be very available to you in this course. But since half of you are working virtually, physical office hours won't support everyone. So:

- • I am available for office hours every **Monday 9:05 to 10pm** (in classroom or office following class). I am also available after my Wednesday class in CDM 801 (let me know ahead of time you are coming.) And I am available for office hours 12-1pm CST on Thursdays via Skype or similar. You may visit *in person* or you may **connect virtually** via Skype.
- • If these times do not work for you, I am happy to schedule a meeting at another time. Contact me by email or text and we will synchronize calendars. I live in the NW suburbs and can meet students out there on many non-teaching days or weekends (two of you live out that way), as well as in my loop office on teaching and advising days.

Other Ways to Get Help:
Think of this as order of preference.
- • **Post course content questions to the D2L discussion board** so both other students and I can answer you. This shares the answer with the class [posting to the Board is better than emailing me as someone else in the class might answer you before I do—or improve upon my answer];
- • **Text or Skype or email me** with questions;
- • Text or Skype or email me if you want to **meet face to face or virtually outside regular office hours** and we will arrange a mutually convenient time as quickly as possible;
- • If you'd prefer to **talk by phone**, let me know and we will schedule a call. You might note I depreciate telephone as it is tough to hold the handset and type at the same time (plus my hearing isn't what it once was.)

   Email me if the question is too personal to post to the discussion board and we will take it from there.

Professional Background
I have been teaching at DePaul CDM since August 1997. I built my first website at about that time as well. I have been building sites for academic and consulting purposes for much of the last 15 years. While my core teaching area at CDM is in Virtual Teaming and Collaboration, I have been teaching aspects of web design and CMS for the past five years or so. I created and developed both the undergrad and graduate courses in CMS at Depaul.

I started working in Joomla in about 2006 using version 1.0.13. While I have dabbled in both Wordpress and Drupal, Joomla remains my favored CMS platform. I have been active in the [Joomla Chicago Users Group](#) for about five years, and was one of the founders of [Joomla Chicago Loop](#) two years ago (which ironically doesn't seem to have a website right now.) I've spoken at the last two [CMS Expo](#) Conferences (a major CMS conference held each year in Evanston.)

I am not sure how many of my Joomla sites have been launched live; perhaps about a half dozen. In addition, I've built several other demonstration sites as part of an academic research agenda looking at how best to support virtual communities of practice.

I became webmaster of the [www.edra.org](#) site (one of my professional associations) in 2005. I fully redesigned and relaunched the site (using Joomla) in 2006. The current site (launched January 2012) is a Drupal site, and I am less involved with the day to day operation of the site at

this point. However, I remain actively involved with EDRA's social media sites, serving as manager of the Facebook, LinkedIn, and Twitter presence of the organization.

I was active in the development of Accelerate77.net, an organization dedicated toward networking neighborhood-based sustainable initiatives across Chicago's 77 neighborhoods. Original development of this site began as an HCI 421 (then 521) class project. And I was active in the development of the ICA Global Conference on Human Development site. This site began as an IS 440 class project.

Personal:
Check out my Facebook page to get a sense of what my three principal distractions are these days. You are welcome to friend me on *Facebook* or *LinkedIn* if you want to.[1]

CLASSROOM ATTENDANCE AND BEHAVIOR

Section 801 Students are expected to attend each class and to remain for the duration. While it is understood that Chicago traffic and weather are usually outside the control of a given student, arrival 15 minutes late or leaving early is not considered full attendance. Attendance credit may be deducted for such behavior.

Student participation in class discussion (both by in class and real time online students) is desired and expected. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Second, students may be called upon by the instructor to offer comments related to the reading or coding assignments. Students must keep up with the coursework to participate in class discussion.

Multi-tasking with off topic cell phone or computer use is discouraged and considered unacceptable behavior. Please minimize non-course online activity. Out of respect to fellow students and the professor, non-course texting is never allowable in class.

ONLINE COURSE EVALUATIONS

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent

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[1] My personal policy is that I don't "friend" my students, but I always accept if they "friend" me. My Facebook page is open, though, so you can see my life without friending me if you prefer.

periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Students complete the evaluation online in CampusConnect.

ACADEMIC INTEGRITY AND PLAGIARISM

This course is subject to the university's academic integrity policy. More information can be found at http://academicintegrity.depaul.edu/. If you have any questions be sure to consult with your professor.

The university and college policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor.

HCI 421 ADDENDUM TO THE ACADEMIC INTEGRITY POLICY

One point I want to make beyond stating the standard warning text above.

There is a fine line in open source coding between borrowing and extending someone else's published code and cheating on an assignment. Many forms of the former are acceptable and permitted in an open source coding environment.   Representing someone else's work as your own is not acceptable.   If you are unclear about where this line is drawn you need to ask about it before assignment submission. Pleading ignorance afterward is not an acceptable excuse.

ACADEMIC POLICIES

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the University Academic Calendar. Information on enrollment, withdrawal, grading and incompletes can be found at: cdm.depaul.edu/enrollment.

INCOMPLETE

An incomplete grade is given only for an exceptional reason such as a death in the family, a serious illness, etc. Any such reason must be documented. Any incomplete request must be made at least two weeks before the final, and approved by the Dean of the College of Computing and Digital Media. Any consequences resulting from a poor grade for the course will not be considered as valid reasons for such a request.

EMAIL

Email is the primary means of communication between faculty and students enrolled in this course outside of class time. Students should be sure their email listed under "demographic information" at CampusConnect is correct.

STUDENTS WITH DISABILITIES

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: csd@depaul.edu.

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