Website Design for HCI – Summer 2017

DRAFT Updated: June 13, 2017

Section: 220
Online only

A syllabus is a contract between the instructor and the students. Both parties are obligated by the rules and restrictions spelled out within it. Given that, it is not only incumbent upon you[1]—but it is also a very good idea—to take the time to read this document carefully.

Course Catalog Description

"Web design introduced in a user-centered context. Application of visual design principles and common design patterns for web sites and mobile interfaces. Page markup using HTML and CSS addressing responsive web design, accessibility, and search engine optimization. **PREREQUISITE(S):** None"

Instructor's Riff on the Catalog Description
The key takeaways from the description are:

1. **"Web design introduced**" implies this is an introductory course that assumes no knowledge or experience with HTML/CSS web design. We start at the beginning and cover basic material. Students with zero background may find the pace of the course to be fast, but no assumption of previous knowledge is assumed. Students with significant background looking for a refresher— or to pick up some more modern skills should enter the course recognizing what it is and is not.

> The HCI 406 syllabus presumes enrolled students are beginning (or near beginning) HTML/CSS web design students. *I teach this course as a beginner course.* If your skills are beyond beginner, you may find portions of the course to be material you already know.

2. Web design is taught from a "***user-centered context***" as opposed to a **graphic design centered context**, or a **programmer centered context**. That is: when designing, we think about user needs, user intentions, and user experience. Design, rather than being an end to itself, exists as a tool to improve user experience. That said, in this course you will learn to program in HTML and CSS.
3. This course focuses on "***page markup in HTML and CSS***". We are <u>not</u> going to focus on a life cycle approach (that is done in HCI 440). We are <u>not</u> going to focus on visual design principles (that is done in HCI 402). We are <u>not</u> going to focus on server-side or client-side scripting (that is done in IT 411). We will stick to the meat and potatoes of learning markup and learning it well.

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[1] "incumbent upon you" means "your responsibility"

4. We are interested in "***design patterns***" taking a **pattern language approach** toward understanding these concepts of efficiency and reuse. [This presents itself via CSS Grid Systems and Frameworks (e.g. Bootstrap)].

5. We are interested in "***websites and mobile interface"*** as we are interested in designing for multiple use contexts. This will lead us to **responsive design as a philosophical basis** for our solution.

6. We are interested in ***page markup that is effective and maintainable***. This takes many forms: we want our markup to be clearly understood by future designers who may need to update or adapt it; we want our markup to be understood by search engines and other creepy crawlers within the semantic web. To these ends we will use **semantic design concepts** and adopt **good coding and documentation practices**, including coding toward standards, accessibility, and multiple user platforms.

See detailed course learning objectives and competencies in Appendix 1

Notes on Teaching Philosophy

Assumptions

I will assume you are a graduate student who is embarking on a career (most of you in UX, HCI, or related) for which strong, current web design skills are important to you. Therefore, I anticipate:

- You are **not** here to do as little as possible to get an acceptable passing grade. Rather, you are here because you genuinely want to learn as much as you can about HTML/CSS web design, *given real world life constraints*.
- That you will take a mature approach to the course and course materials.
- That you are interested in building community with your classmates as they are going to become your MS program colleagues for the next couple of years AND your career network following that.
- That you are intellectually curious about this material and will, *given real world life constraint*s, go beyond the minimum to learn as much as you can.

My Approach

My approach to teaching this material is to provide you with a weekly set of readings, a PowerPoint-based lecture, demonstration materials, Q&A, and a weekly lab assignment to help you exercise new skills. Further, that I will be available via the online D2L discussion forum and email to answer questions as they arise. I will do the assignments as you do them, and I will post my own annotated solution for you to inspect.

However, for many of you this will not be sufficient to master the material. Additional "optional" material will be provided—but the onus is on you to read the extra readings or do the extra exercises when they are necessary for you.

Everyone comes into this course with different background and different learning abilities related to web design. Some of you will pick up the material quickly. For others, repetition and multi-faceted explanation may be required. **YOU need to take the lead** if you fall into the latter camp. And YOU need to invest the time to learn the material. *This is especially true in an online course.*

It is up to you to be proactive and ask questions when you are struggling. If you do not, I may not notice in time (though I will try) you need extra attention or help. *This is especially true in an online course.*

One of my teaching goals is to support you in learning how to teach yourself web design after this course ends. After all, the field is continually evolving. Tools and techniques that are cutting edge this year will be dated in two years and replaced in four. You will need to know how to stay current on your own. My approach encourages you to learn from peers, to teach peers when you know something extra, and to mine online resources for what is current and what is coming.

Notes especially for Online Students

If you are not reading this syllabus closely enough to notice this sub-section exists, you are already in trouble *[not that you know it—as you are not reading this.]*

When I have classroom-based students, I present a three hour lecture that is recorded for online students to view. As we are online-only this summer, I do not plan to do exactly that. Instead, I plan to do the following:

1. Annotate my PowerPoint[2] slides with that I would be saying in lecture.
2. Provide voice over for slides where voice seems like it might enhance what is presented on the slide.
3. Prepare demonstration videos of me coding HTML and CSS where appropriate.
4. Steer you to Lynda.com videos to supplement (as those videos are very
5. good, have high production values, and are free to you via DePaul's site license.)
6. Prepare a Q & A video most weeks.

Being a successful online learner probably requires more of your time than being a classroom learner. If you don't invest the time, don't expect to learn the material well. More of the onus for learning falls directly on you. And I am less aware (than with classroom students) of what you (as an individual) understand and don't understand. You have to assume if you don't communicate to me when you are having trouble, I won't know. [The alternative option is for me to prepare weekly quizzes so that I know who is struggling—but that is way more busy work than any of us want.]

Recognize YOU need to take the lead to make sure you are leaning the material. Being a passive learner expecting me to feed you the information will not lead to a successful outcome for some of you. In order to master the material, expect to put in 50 to 100 percent more time per week than you would

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[2] If you don't have PowerPoint, note [1] free legal licenses to Office 2016 (Windows) and Office 2015 (Mac) are available to DePaul students. See: https://goo.gl/UDLxC0.   And [2] Microsoft makes available a free PowerPoint viewer for Windows. See: https://goo.gl/zJ0deo

be putting in as a classroom student. Expect that for some material you may need to read extra sources and/or do extra non-required lab exercises to master the material.

Unless you are already coming into the course with a fairly strong HTML/CSS background, taking short cuts will not work out well.   And if you are coming in with that background, take note that I'm going to want you to UNLEARN some old habits in this course. If you aren't paying attention, you won't notice my requests to unlearn those habits until you find it show up negatively on a graded assignment [this happens to someone most every quarter.]

Course Instructor

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SMS: **312-285-0311**   *[Google Voice text messages]*
Facebook: **www.facebook.com/dmittleman**   *[You can contact me on Facebook messenger]*
Google: **dmittleman@gmail.com** *[use this for Google Hangouts]*

Professional Background
I have been building websites since 1997 (my earliest ones now seem hideous.) I also build sites using CMS (primarily in Joomla and WordPress). I've taught beginning web design at least 18 times prior to this quarter.[5]

My primary research area is virtual collaboration. To that end I've built about a dozen web platforms that support collaborative work.

Personal:
Check out my Facebook page to view of my three principal distractions. You are welcome to friend me on Facebook or LinkedIn if you want to.[6]

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[3] Voicemail at my office is not optimal as I may not see it for a while. But if you leave voicemail, know that the system has voice recognition and will try to transcribe what you said to text (which gets sent to my email). So talk slowly and clearly, especially your name as the software scrambles names very badly. Better to just send me email. ☺

[4] If you "friend" me on Skype, include a short note reminding me you are in this course. I keep my Skype ID wide open so students can find me and subsequently get a lot of presumably lonely women from around the world making contact requests of me. They are quickly deleted as spam—a note referencing the class will make sure I don't delete and block you.

[5] And I am continually amazed by how much new material I learn each time I teach the course.

[6] My policy about friending students on LinkedIn and Facebook is that I won't initiate it, but will accept if you initiate.

How best to reach me?

Email: I am usually pretty good about responding to email, but not perfect. Feel free to ping me after 36 hours if I haven't responded.

Telephone and Text: I've found as I've gotten older that I'm much less of a phone person. My office phone is listed, but I will mostly work from home this summer. So phone is less preferred by me than text communication. And my Skype line is more preferred over my office phone (as I have a headset for Skype but not for my DePaul number. AND Skype permits you to send me a chat text message if I don't answer the call.) I've begun using Facebook Messenger more lately as well as iMessage on my phone. So, you may opt for those channels if you prefer.

Office Hours: I am going to go with NO regular office hours this summer. But do not presume from that statement I am difficult to contact or reluctant to talk with your one on one.   I very much do want to be available to meet with any student in the class who has a question or needs extra help. But I want to do so at a time we both find mutually convenient. So, my plan is we text or email to establish that time, and then we talk. If you contact me about meeting—please suggests times in order to speed up the process of setting the schedule.

I live in the NW suburbs, so can meet out that way—and I will come into the loop at least once each week. So, for those of you in/near Chicago, we can meet face to face if you want to. Or we can meet virtually as I will have to do with all students who are based outside of Chicago.

Other Ways to Get Help with the Course

D2L Discussion Forum: **Post course content questions to the D2L forum** so I can answer you and share 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***--plus any answer I give is available to everyone]. There will be a Forum set up for each Lab and Project assignment in the course.

Study Groups: While rarely done at DePaul CDM, I encourage you to form study groups to work with others in the class. All lab and project work **MUST** be individual work, but you are encouraged to find others who want to discuss assignments and co-tutor each other. This may be helpful for labs and projects and should be extremely helpful in preparing for the final exam.

You are all able to email the entire class via the CLASSLIST menu item in D2L. Also, you can raise the idea of a study group in the COURSE MECHANICS DISCUSSION FORUM if you like.

Extra Reading, viewing, exercises: If you feel you need more reading, viewing, or exercises than I assign, email me and I will find/create more materials to help you along.

Resources Used in the Course: WebHosting, Viewing, and Reading

D2L Course Management System

The course (and most all of your HCI courses at CDM) use the DESIRE2LEARN Course Management System (abbreviated as D2L). You access D2L at http://d2l.depaul.edu and log in with your CampusConnection ID. The landing page should list HCI 406 as one of your current courses.   DePaul's D2L documentation and resources are at https://goo.gl/omGCV8.

Webhosting

You are required to have a standard CPanel webhosting account for this class. I've arranged for free student accounts at SiteGround, a well-known and respected webhosting company. *These accounts are not the cheap, slow, feature-poor, advertising infiltrated free accounts that you might have seen elsewhere.* Rather they are identical (with one good exception) to the standard SiteGround entry level shared hosting account that retails for $10 a month (though almost no one pays that much as they always have sales going on.)

The one good exception is this: With the paid account, you are REQUIRED to spend $15 to $27 on a domain name (or transfer a domain you already own). With the student account, the domain name is optional--you can acquire the account with or without a domain. (Or acquire without and add a domain name later should you decide to keep using the account after the course.)

I'll take you through the sign up process during class in the first PowerPoint. But if you wish to explore this on your own, go to http://www.siteground.com/depauluniversity. Note that when you sign up for a free student account, you **MUST** use your DePaul email address as your contact as they use that address to validate you are a DePaul student. You **MUST** do this even if you otherwise do not use that address (which means you would want to forward that address to your regular email address so you see emails from Siteground and elsewhere coming in to it.)

To acquire a DePaul email account, go to https://mail.depaul.edu. Your first time in it will recognize you do not have an email address and ask if you'd like to create one. Subsequently, this URL is the web address for accessing your account (you can also set it up to forward to another account or to read your email from any standard email app.)

I'd rather you use this free SiteGround account even If you already have a webhosting account elsewhere. My reasons for this are:

1. You should use an account that runs standard CPanel software for account management [some places, like GoDaddy, use a non-standard interface];
2. You should use an account that you have 100% access to [if your cousin-in-law gives you space on her account, then your ability to manipulate features may be limited—if you use a "work" account, then your ability to change parameters may be limited];

3. You should use an account for class that is **NOT** hosting a live production site [this is more an issue in my HCI 421 class where we do things that, if done wrong, will actually destroy data—it is less likely, but could happen in this class];
4. If you use an account that belongs to someone else, you may be limited in permitting me access to help you troubleshoot issues [and you may want me to go in and poke around so I can tell you what you did wrong];
5. SiteGround is one of several dozen high-end shared hosting vendors—if you have been using a cheap low quality vendor [I'm looking at you GoDaddy], this gives you a chance to see what is possible from a higher end webhost without it costing you any money to do so;
6. My classroom examples will be at Siteground--another webhost may not have a similar look and feel.

Given the Siteground account is free, there is no reason not to use it. [*Discuss with me offline if you have major issues with this.*]

Textbook

The required text for this course is:
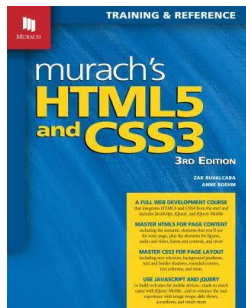
Zak Ruvalcaba & Anne Boehm,
Murach's HTML5 and CSS3, 3rd Edition
ISBN-10: 1890774839
ISBN-13: 9781890774837

Please acquire the 3rd edition as its coverage of responsive design is much improved over earlier editions.

Pricing for this book listed in the DePaul Barnes&Noble Bookstore [See: https://goo.gl/y2t1nh]
  RENT USED $25.60
  RENT NEW $37.05
  BUY USED $40.90
  BUY NEW $54.50

But note that on the national Barnes&Noble website [See: https://goo.gl/Gtkk8q] the text lists at:
  RENT USED $11.24 *[with a return date of August 12 and you will want it a week longer for final]*
  BUY USED $24.60
  BUY NEW $44.75
  MARKETPLACE $21.76 *[I think these are 3rd party sellers]*

Amazon and Books-a-Million prices are similar to B&N national prices.

Textbook FAQs

Do I have to have this book?   I will be assigning reading from it. If you have another book, you will have to map for yourself what you should be reading.   I've selected this text new for this Summer as it is less than half the price of our previous text and, I think, probably better as well.

Can I use a different book? Yes, but you will need to acquire the table of contents for this text (easy to do online) and map reading assignments to your book of choice.   If you go this route, note there are many e-books available for free via the DePaul Library website.   You may wish to explore these e-books anyway as different books have different strengths.

Can I used the 1ˢᵗ or 2ⁿᵈ edition of the text? I recommend against that as web design has evolved so much the past few years that the old editions are decidedly out of date. Earlier editions of our text do not cover responsive design as well.

Can I get by using just reference materials on the web? While web reference materials are great—and you definitely should use them, they are not the same thing as learning from a textbook. Use each for its optimal purpose.

I learn visually, can I watch videos instead? I am going to assign reading from the text, but if you are a visual learner who likes videos then you could supplement with video. Lynda.com produces excellent videos I've previously assigned in this course. I recommend starting there as DePaul has a site license giving you free access.   There are also other online tutorials (both video and exercise) that are listed as weblinks on the class D2L site.

Getting started at Lynda.com

Use the URL https://goo.gl/FHlvFw to access the DePaul gateway in to Lynda.com. It will validate you as a DePaul student with your Campus Connection information. **You may want to bookmark this URL.**

Assignments and Grading

Project Assignments: **34 Percent**

There will be two Project assignments in the course. *The two projects will total 34 percent of your course grade.*

You will generally have at least three weeks to complete a project, but you may not have been shown all the skills needed as of the starting point.   It will be due late evening at 11:59pm CDT on the announced due date.

a. Note that you will not actually be submitting HTML/CSS code to me; you will be posting your solution to your webhost account. *So you are not restricted from continuing to refine it after the due date.* Ergo, there is really no excuse for not having something out there at the due date.

b. You will be asked to submit a short reflection document to the D2L Dropbox with each Project. **That reflection MUST be submitted by deadline**, even if you code is still being refined.

c. Any code submitted to the Dropbox or emailed to me will not be graded. You must post it to your webhost account **USING THE NAME AND FOLDER LOCATION INDICATED IN THE ASSIGNMENT DOCUMENT**.

Labs: 32 Percent

There will be eight labs exercises for each Weekly Module (through week 10). **It is required you complete these exercises and make them available[7] for your classmates and me to see.** (you are all encouraged to inspect each other's work for solutions). *Each lab is worth 4 percent of your course grade.* Grading follows this scheme:

- **Gold**: Successfully completed (completely right):   3 points (100%)
- **Gold Minus:** Full Credit (but has some minor issues):   2.5 points (95%)
- **Silver:** Completed (but has a significant error or omission or is late):   2 Points (80%)
- **Bronze:** Effort made (but has substantial errors or deficiencies):   1 Point (60%)
- **Not Acceptable:** (not submitted or materially problematic):   0 Points (0%)

The "points" are the number I place into the gradebook. The "percentage" is how it is multiplied out when calculating your course grade. My intent is to give full credit for a "Gold Minus" but D2L has a quirk (they'd call it a "feature") that doesn't let me assign the same percentage to two different grade values.

Gold Minus was added as my intention (and the reality) is that most people get full credit for most Lab assignments, even with minor mistakes. But then when Projects come around I actually deduct points for things you are doing wrong. I want you to realize that even if I'm giving you full credit for a Lab, if I note a mistake or omission—or you see it yourself comparing your work to my model solution—these errors will count against you on Projects, which are worth much more toward your course grade. A **"Gold Minus" means you got and "A" (95%), but there remain issues you need to address to actually get the work completely correct.**

I won't be able to provide detailed individual feedback on each lab submission (there are too many that come in too fast), but will post my heavily commented solution as quickly as possible after the due date. You may peruse that code, and you may inspect the code of other students in the course.[8]

Labs **MUST** be submitted on time to receive full credit. Late submissions may not be graded.[9] *Each lab will also require a short Dropbox submission with a brief learning reflection and outstanding questions.*

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[7] I will make my solutions available after deadline.
[8] Submitting a lab consisting of another student's code—or code changed so slightly it does not reflect any significant personal learning—is considered plagiarism. To avoid this, do not code your lab solution with another student's code in front of you. Do not copy and paste from another student's code.
[9] As my solution and other student solutions will have been posted.

As **a Dropbox entry is necessary for me to have a place to attach a grade**, your lab will not be graded without the Dropbox submission.

Notes about Completing Labs

Lab and Project submission is time stamped WHEN you submit your comments/reflection to the Dropbox. I do not track uploads to your webhost account as I have no convenient way of doing so. You may continue to refine your solution on the webhost after due date. You are encouraged to continue working on labs until you are able to solve the lab's problem--as mastering the lab skillsets is how you will best learn the course material. *[I find it depressing when I revisit labs at end of course and many are still in disarray at this point--the student submitted something they hadn't yet learned then never went back to figure out the lesson.]*

There are no shortcuts to learning HTML/CSS. You have to dive in and figure it out. It takes time to fully integrate the concepts into your thinking. If you take the time, you will learn it; if you don't take the time, you will not. Granted, it will come faster for some of you than for others; but there are no concepts here too difficult for all of you to learn well.

And even if you don't plan to become an everyday website designer, deep knowledge of these concepts will help you with whatever aspect of UX design/evaluation you decide to specialize in. These concepts make up much of the underlying skeletal structure of websites.

Lab and Project Grading Guarantee

If your Lab or Project is turned in on time (**zero grace period** *for this offer*) and I have not graded it within one week, you will receive 100% for that assignment.

Exam: **34 Percent**

The final exam is a proctored exam to be taken between August 17 and August 20, 2017. Students local to Chicago will be able to schedule an exam time at DePaul's Loop or Ohare campuses. Students outside the Chicago area need to find a suitable exam proctor (within standard CDM limitations). See www.cdm.depaul.edu/onlinelearning/Pages/Exams.aspx for more information about exams.

The three hour exam will consist of both multiple choice, short answer, and HTML/CSS coding evaluation. It will be proctored, but will be open book, open note, and open Internet (for references—not same-time communication).

Participation   **0 Percent (plus)**

While there is no course credit associated with online discussion forum participation, I value your contribution to the class community. Therefore, I reserve the right to positively impact a course grade if I believe an individual's contribution to the community merits doing so. *[But don't contribute for the points—contribute because it is the right thing to do.]*

What do I mean by "contribution to the community"?

- Provide useful and timely feedback and advice to other students as they ask questions about course materials and related topics. [**This is the most important thing you can do**]

- Contribute "found resources" such as websites and tutorial videos that may be helpful to other students trying to understand the course material. (Note: a list of links that you haven't actually checked out yourself is not useful; links you have explored and present with enough annotation to describe the value provided by it may well be useful.)
- Providing examples of useful code related to the topic of the current module.
- Ask provoking thought questions.

If you can help other students, you are providing real value.

Important!

The D2L Discussion Forums permit you to give posts and comments "thumbs up" ratings. **I strongly encourage you to make use of this ratings system** to help me evaluate who has been most helpful to you in the discussions in terms of providing guidance and insight.

Tentative Schedule

PPT out (Wed)	Weekly Topics	Text Reading (prior to PPT)	Lab due Monday	Project due
June 14	Overview, context, and web & HTML basics	Ch 1 Ch 2 p46-57	Jun 19	
June 21	Semantic HTML Intro to CSS	Ch 2 p46-57 Ch 3 Ch 19 [skim] Brackets.io video HTML validation video	Jun 26	
June 28	Presenting HTML with CSS: Basics, fonts, colors, size units. Menus.	Ch 4 [skip p136-141] Ch 7	July 3	
July 5	The CSS Box Model. Images	Ch 5, Ch 9	July 10	
July 12	The CSS Box Model: Floats, leading toward page layout. Advanced selectors and pseudo-classes	Ch 6 [up to p225] Ch 18 [p136-141]	July 17	
July 19	Responsive Design with Media Queries; Responsive images	Ch 8 web reading	*ungraded*	July 24
July 26	More responsive design	web reading	July 31	
Aug 2	Page Layout using Positioning and Tables Introducing Grids/Flexbox	Ch 6 [p225-231], Ch 10 web reading	Aug 7	
Aug 9	More Page Layout using Flexbox Transforms & Transitions	web reading Ch 14	Aug 14	
Aug 16	Project 2 Q&A, plus review for Final Exam	study guide		
Students may take exam during window of August 17 to August 20				Aug 18

The topic schedule above is subject to change based on whether we are ahead, behind, or students in class show particular interest in a given topic. So, readings may change to address topic changes.

Web Readings will be announced later. Additional web readings may be added.

Changes to Syllabus

This syllabus is subject to change as necessary during the quarter. If that occurs, reasons for the change and options available to students will be thoroughly addressed on the course D2L site and/or in class. Changes are not made lightly as this syllabus is considered a contract between instructor and student.

Course Withdrawal

Students who withdraw from the course do so by using the Campus Connection system (http://campusconnect.depaul.edu. Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

Excused Absence

In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at http://studentaffairs.depaul.edu/dos/forms.html. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

Incomplete and FX Grades:

Grades of Incomplete are given only in cases of medical emergency or other highly unusual emergency situations. Please note that University guidelines require that students must be earning a passing grade at the time one requests an incomplete grade. Students should have completed most of the course, with at most one or two major forms of evaluation missing. Incompletes revert to an F if they are not resolved within one quarter.

DePaul CDM policy is that all incompletes must be requested by the student using an online form. See CDM grading policies at http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx

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:

Student Center, LPC, Suite #370
Phone number: (773)325.1677
Fax: (773)325.3720
TTY: (773)325.7296

Academic Integrity:

University policies on academic integrity will be strictly adhered to. Violations of academic integrity, including (but not limited to): cheating; plagiarism; fabrication of data; and complicity, are not tolerated. It is expected and understood students are familiar with DePaul's Academic Integrity Policy. The Policy can be found at: **http://academicintegrity.depaul.edu/AcademicIntegrityPolicy.pdf**. It defines the violation terms used above and provides a complete statement about the rules.

Consult the Academic Integrity website for further guidance: **http://academicintegrity.depaul.edu/**

The university and CDM 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.

Online Course Evaluations

Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of participation, the more useful the results are. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable).

As you experience this course and material, think about how your learning is impacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

Appendix 1: Course Learning Objectives (Goals and Competencies)

We may not cover everything on this list, but it provides for us a framework for what we are trying to accomplish in this course. It informs what is inside and outside the scope of work in this course.

Goal A   *The student should be able to articulate **semantic design concepts** and be able to employ these concepts using HTML5 to build multi-page websites.*

Primary

Comp 1   Understand and be able to employ the concepts of semantic design to build static multi-page websites.

Comp 2   Know or be able to find and use reference resources to effectively use HTML5 elements when building static websites

Comp 3   Know or be able to find and use reference resources to effectively use complex CSS descendent, sibling, and attribute selectors when building websites

Comp 4   Be familiar with and able to employ micro-formats to enhance semantic information for accessibility, SEO, and other purposes[10]

Comp 5   Be able to use HTML5 semantic elements and be able to separate semantic design from CSS-based presentation design

Comp 6   Be able to effectively use the CSS box model, CSS floats, and the CSS position property for website page presentation design

Comp 7   Be familiar with forthcoming website page design tools such as flexbox[10]

Comp 8   Be able to navigate the CSS cascading precedence model to appropriately scope the effect of CSS selectors

Comp 9   Be able to find, evaluate, and use online resources to engage in post-course learning in order to remain current with rapidly evolving semantic design practices

Goal B   *The student should be able to articulate **responsive design concepts** and be able to use these concepts to build multi-page websites that gradually and elegantly scale for desktop use down to mobile use.*

Primary

Comp 1   Understand and be able to articulate the constructs of responsive and adaptive design

Comp 2   Know or be able to find and use reference resources to effectively deploy responsive design concepts when building websites

Comp 3   Be able to find and use reference resources to use media queries and breakpoints

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[10] Covered, if time permits

Comp 4	Be able to capture and use screen resolution, orientation, and pixel density
Comp 5	Be able to create and manage responsive images including the ability to use CSS to resize, reframe, and crop both foreground and background images
Comp 6	Be able to use 'em's and 'rem's to size HTML elements
Comp 7	Be able to hide content, with and without consuming space
Comp 8	Understand multiple HTML and CSS color assignment systems and be able to use them to create effective presentation design, including the use of gradations, transparencies, and filters
Comp 9	Be able to used CSS transform, transition, and animation properties to create dynamic presentation effects[10]
Comp 10	Be able to find, evaluate, and use online resources to engage in post-course learning in order to remain current with responsive design practices

Goal C   *The student should be able to deploy **CSS frameworks** and other state of art techniques for effective website design.*

    Primary

Comp 1	Be able to articulate the constructs of a CSS grid system and CSS framework (such as Bootstrap or Foundation, e.g.)
Comp 2	Be able to design a multi-page website using a grid system or framework
Comp 3	Be able to work effectively with both fixed and fluid width grid systems
Comp 4	Be able to apply web fonts to a website
Comp 5	Be able to find, evaluate, and use online resources to engage in post-course learning in order to remain current with state of the art website design practices

Goal D   *The student should be able to articulate and demonstrate **best practice skills for staging, securing, and archiving a web development project**.*

    Primary

Comp 1	Be able to code HTML and CSS in a plain text editor
Comp 2	Be able to backup and restore a website development project
Comp 3	Be able to test for HTML and CSS standards compliance and code validation
Comp 4	Be able to map file calls across file folder directory locations
Comp 5	Be able to troubleshoot a website for efficiency and speed, and understand the concepts behind a content delivery network (CDN)[10]
Comp 6	Be able to manage a standard CPanel webhosting account
Comp 7	Be able to find, evaluate, and use online resources to engage in post-course learning in order to remain current with website staging and management practices