

Website Design for HCI – Winter 2019

DRAFT Updated: January 4, 2019

Section: 801

Location: CDM Building, Room 801 at 243 S. Wabash
Meeting time: Wednesdays 5:45PM - 9:00PM

Section: 810

Location: On Line

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 assumed 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, then you shouldn’t be taking the course. ***Email me to discuss before drop date hits.***

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.
3. This course focuses on **“page markup in HTML and CSS”**. We are not going to focus on a life cycle approach (that is done in HCI 440). We are not going to focus on visual design principles (that is done in HCI 402). We are not 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.
4. 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.
5. We are interested in **page markup that is effective, communicative, 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 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.

Notes on Teaching Philosophy

Assumptions

I will assume that, because 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 mates 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 constraints*, go beyond the minimal 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 three hour class consisting of lecture, demonstration, and 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 lab 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 for online students.***

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 for online students.***

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 for Classroom (801) Students

Class attendance is assumed, and I will be logging who is present each week. Yes, I recognize there are online students registered for this course. CDM offers online degrees and I do my best to support those students. However, I am old-fashioned and I think students learn best in a classroom, and learn best when not multi-tasking. What is great about a classroom setting is that your questions get answered in real-time, right when you want to know. You can immediately ask for follow up clarification when needed. And (I never thought about this one when I was a student), the instructor gets immediate feedback about what students understand and don't understand so s/he can immediately adjust presentation of the material.

So, please, whenever possible—come to class. If you must miss a class on occasion, jump into online student mode for that week. Do the reading first; watch the entire class video; do the lab—do extra exercises if things are not yet clear; do additional online research for clarification; post questions to the class discussion forum. Anticipate on weeks you don't come to class, you will be putting in six hours of work to replace the three hours (plus transportation time) you would have put in for attending class. Expect if you cut corners, you will not learn that week's material very well.

Notes for Online (810) Students

If you are not reading this syllabus closely enough to notice this sub-section exists, you are already in trouble.¹ I suspect some online students do not watch the classroom video closely or completely. It is common for me to address an important issue as a response to a classroom question. It is common that my third explanation of a complex concept—that happens when classroom students ask follow up questions—turns out to be the clearest (or maybe just most useful to some) explanation. It is common that critical information gets covered late in the class period as I am introducing or explaining the upcoming lab or reading assignment. If you skim the video, if you multi-task while the video is on, or if you skip the video altogether, you miss this material.

I suspect many of you print out my PowerPoint slide and figure you will learn from that alone. First, I build my PowerPoint slides with lots of animation, so printed versions are not the full story—they need to be watched in PowerPoint.² Second, my PowerPoint slides are not designed to be a complete explanation of the concept. Rather they are visual support as I present a concept in lecture. They are not intended to stand alone.

As I wrote above to the classroom students, 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. As an online student, more of the onus for learning falls directly on you. I am less aware of what you (as an individual) understand and don't understand. Recognize YOU need to take the lead to make sure you are learning the material—and reach out to me if you are not. Being a passive online learner expecting me to feed you the information will not lead to a successful outcome for some of you. Expect to put in 50 to 100 percent more time per week than you would be putting in as a classroom student in

¹ Not that you know it—as you are not reading this.

² If you don't have PowerPoint, note that free legal licenses are available to DePaul students. I can point you to it.

order to master the material. Expect that for some material you may need to read extra sources and/or do extra ungraded lab problems to master the material.

Notes for all

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.

Course Instructor

Name: Daniel Mittleman, Ph.D.

Email: danny@cdm.depaul.edu

Skype: [dmittleman³](#) [and you can text me via Skype]

Address: CDM Building Room 743

Phone: 312.362.6103 Office⁴

LinkedIn: www.linkedin.com/in/dannymittleman

Facebook: www.facebook.com/dmittleman [and I use Facebook Messenger]

Professional Background

I have been building websites since 1997 (my earliest ones now seem hideous.) I also build sites using CMS (primarily Joomla, sometimes WordPress). I've taught beginning web design at least 30 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.

Prior to getting my PhD I worked for several years in applications development and systems support at Ticketmaster.

Personal:

Check out my Facebook stream to get a view of my three principal distractions. You are welcome to friend me on [Facebook](#) or [LinkedIn](#) if you want to.⁶

³ 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 spam contact requests. They are quickly deleted as spam—a note referencing the class will ensure I don't do that to you.

⁴ 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 badly. Better yet, just send me email. ☺

⁵ And I am amazed by how much new I continue to 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: I've found as I've gotten older that I'm much less of a phone person. My office phone is less preferred by me than text communication. And my Skype phone line is more preferred over my office phone (as I have a headset for Skype but not for the DePaul number. AND Skype permits you to send me a chat text message if I don't answer the call.)⁷

Office Hours: I have regular office hour slots.

1. My office hours (by appointment) are 9am to noon on Wednesdays. My course office hours are combined with my academic advising hours, so an appointment is necessary. Use *BlueStar*⁸ to make an appointment.
2. I am able to stay after class on Wednesday nights. I'd prefer some advance warning (so I can let my wife know I will be on the 10:30 train instead of the 9:30 train), but am happy to stay and work with you.
3. I am happy to **arrange other mutually agreeable times to meet** apart from my formal office hours, which I recognize are not convenient for many of you. Send me email or a text message to schedule.

The reality is: each of you have very different time constraints and my scheduled times may not work for you. So, email me if you want to meet outside these times and we will find a time and place mutually convenient. I live in the NW suburbs, so can meet out that way at various times—and I see a few of you live not too far from me. Or we can meet virtually. For virtual advising, I suggest we arrange a mutually convenient time to talk via Skype.

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].

CDM Tutors: CDM has tutors available that work out of the CDM 208 Tutoring Lab. Fall tutoring hours are not yet posted as of this writing, but I will post to the class D2L homepage when I know them. Online students can contact a tutor and request to meet virtually.

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

⁷ If you send me a Skype contact request, include a short note saying you are a 406 student. I keep Skype permissions open so students can contact me, however that means I constantly get spam contact requests—so I delete requests if I don't immediately recognize the name.

⁸ Access BlueStar from the *QuickLinks* pulldown on the DePaul CDM homepage. It is also accessible via CampusConnection.

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 ROSTER 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.

Materials Needed for 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/ojAvDM>. If you are new to DePaul and need help with this, contact me and I'll help you push through it.

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 accounts that retail for \$10 a month (though almost no one pays retail.)

The good exception is this: With the paid account, you are REQUIRED to spend \$15 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 a domain name later if you decide to keep the account after the course.)

I'll take you through the sign up process during class in week one, so you don't have to do anything prior to the course. 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 will want to forward that address to your regular one so you see emails coming into it.)

To acquire a DePaul email account, go to <https://mail.depaul.edu> and follow instructions to create an account.

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

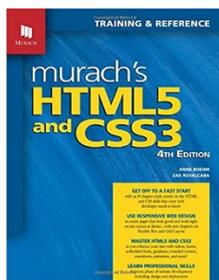
1. You should use an account that runs standard CPanel software for account management;

2. You should use an account that you have 100% access to;
3. You should use an account for class that is **NOT** hosting a live production site;
4. If you use an account that belongs to someone else, you may be limited in permitting me access to help you troubleshoot issues;
5. 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 recommended text for this course is:



Zak Ruvalcaba & Anne Boehm,
Murach's HTML5 and CSS3, 4th Edition
ISBN-10: 1890774839
ISBN-13: 9781890774837

Please acquire the 4th edition as its coverage of modern page layout techniques and responsive design is much improved over earlier editions.

Pricing for this book listed in the DePaul Barnes&Noble Bookstore ranges from \$27.95 to \$59.50 [See: <https://goo.gl/y2t1nh>]

But note the text may be less expensive on the national Barnes&Noble website. You might also check other sellers. You may rent the text if you prefer, but note the rental end date as you may want to have it on hand to study for the final exam on or about March 20. [Also note this post about 406 text by Cassidy Bradford in the DePaul HCI Facebook Group on December 13.](#)⁹

Textbook FAQs

Do I have to have this book? I will suggest reading from it. But it is not required, so I will offer you some alternatives for reading course material. One very nice aspect of this text is there are review questions at the end of each chapter. That may help you prep for the final exam.

Can I use a different book? Yes. 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. Very few other texts will have coverage of CSS Grids and Flexbox, two very new and important CSS page layout properties.

UPDATED: I'll discuss in class the ebooks from SitePoint.com and books24x7 and safari.

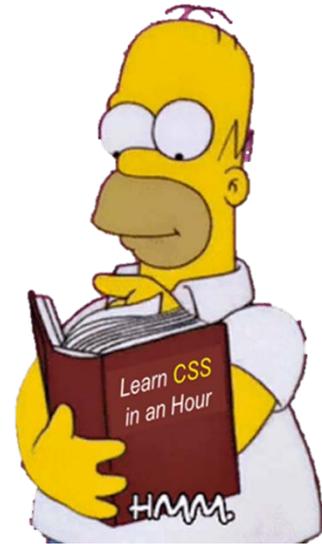
⁹ <https://www.facebook.com/groups/depaul.hci/>

Can I learn the material from web tutorials and no book? I will be assigning reading from web tutorials; several are very good. But they generally present information in a slightly different way than a text does. And, while Google is helpful, the web tutorials are not indexed for quick lookup the way a textbook is. And the free tutorials tend not to have lab problems or other study aids available.

Can I use an older 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. Even the 3rd edition (that we used in 2017) is missing several important topics.

Can I share the book with someone else? Sure. If you share, you need to move the physical book between yourselves each week—and, perhaps, have it as reference when you are coding. So, think through the logistics before you do this.

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. Lynda.com does have decent coverage of Flexbox and CSS Grids. There are also other online tutorials (both video and exercise) that are listed as weblinks in the class D2L site. SitePoint has videos that may be good as well (I haven't viewed them yet.)



Getting started at Lynda.com

Use the URL <http://offices.depaul.edu/is/services/technology-training/Pages/online-training.aspx> 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 Assignment:

20 Percent

There will be one Project assignment in the course. *The project will total 20 percent of your course grade.*

You will have several weeks to complete a project, and will have two or three interim deliverables. You probably will not yet have all the skills needed to complete the project as of the starting point.

- The project will be a multi-page website that fulfills the requirements stated in the project assignment document.
- The first interim deliverable will be a site goal and audience statement.
- The final deliverable will be your published website and a reflection about it. You will only be graded at the time of the final website.

Labs:**48 Percent**

There will be eight¹⁰ labs exercises for each Weekly Module (through week 10). **It is required you complete these exercises and make them available¹¹ for your classmates and me to see.** (you are all encouraged to inspect each other's work for solutions). Lab grading follows this scheme:

- **Gold:** Successfully completed (completely right): (100%)
- **Gold Minus:** Full Credit (but has some minor issues): (95%)
- **Silver:** Completed (but has a significant error or omission or is late): (85%)
- **Bronze:** Effort made (but has substantial errors or deficiencies): (70%)
- **Not Acceptable:** (not submitted, or materially problematic): (0%)

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 exists as my intention (and the reality) is that most people get full credit for most Lab assignments, even with minor mistakes. But then when Project comes 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 almost full credit, but there remain issues you need to address to actually get the work right.**

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.¹²

Late lab submissions receive a reduced grade or may not be graded.¹³ **Each lab will also require a short Dropbox submission with a brief learning reflection and outstanding questions.** 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

¹⁰ I reserve the right to reduce this to seven labs and allocate points evenly across the seven.

¹¹ I will make my solutions available after deadline.

¹² 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.

¹³ As my solution and other student solutions will have been posted.

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 you to learn well.

And even if you don't plan to become an everyday website designer, knowing these concepts deeply 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.

Additional Information about Projects and Labs

Grace Period for Submitting Projects and Labs

You may submit a Lab or Project late as long as I have not yet posted my solution to the assignment. I will post my solution prior to the next class period (usually 5pm day after deadline). *Any Lab submitted after I have posted my solution may receive a top grade of SILVER.* Any late Lab that is largely a submission of my solution will receive a grade of zero—don't look at my solution before submitting.

Lab Grading Guarantee

If your Lab is turned in on time (***zero grace period for this offer***) and I have not graded it within ten days, you will receive at least an “A” for that assignment.

Exam: 32 Percent

The final exam will be given in class on March 20. Online students will have a multi-day window from March 20 to 23 in which to take the exam. The exam will consist of both multiple choice, short answer, and HTML/CSS coding evaluation. It will be proctored (it is not given on D2L) but will be open note (limited to one page). Online students will be able to arrange for a local proctor (within standard CDM limitations). Online students should see www.cdm.depaul.edu/onlinelearning/Pages/Exams.aspx for more information.

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.

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.

BlueStar

Course Instructors are expected to respond to two Progress Surveys (Attendance Verification and Academic Progress Report) each quarter addressing students’ participation and progress in their classes. These surveys are part of BlueStar in Campus Connect, an online system to support academic advising. Should you receive an email through the BlueStar system it is because of the response your instructor made on a survey.

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 and initiated prior to the last day of the quarter before final exams. 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!