Course Syllabus – IT130

IT 130 Introductory Computing for the Web

Spring2023

# Spring2022-2023

All times listed are Central Daylight Time (CDT)

**Class meeting time: Monday Wednesday 1:00 pm – 2:40 pm CDT**

**Professor David Lee - dlee6@depaul.edu**

**Office Hours:**  Appointments are required for office hours.

**All office hours will be conducted in the classroom**

***Monday*** *12:00 - 12:45 pm CDT*

***Wednesday*** *12:00 - 12:45 pm CDT*

*Office hours can also be arranged by contacting your instructor via email*

**Important Dates:**

Consult the DePaul Academic Calendar to find:

* Last date to “swap” sections of this class
* Last date to drop this class (or any class) with tuition refund
* Last date to withdraw from this class (or any class)

**https://academics.depaul.edu/calendar/Pages/default.aspx**

## Course Overview

Students learn about the Internet and the Web through the creation of interactive Web pages. Weekly assignments include developing pages using HTML and JavaScript. Incrementally, programming concepts are learned and practiced creating interesting dynamic pages. General concepts of computing are explored throughout the term.

## Course Goals

The primary goal of this course is to provide a general understanding of computing by focusing on the Web and its technologies. Specific goals include:

* Explain how Web sites are organized
* Develop useful Web pages
* Write simple programs
* Learn how to look up documentation to learn on your own
* Diagnose problems in computer code by tracing program states, predicting output and explaining any discrepancies between predicted output and actual behavior.
* Explain the role of programs and algorithms for solving scientific problems.
* Identify difficulties and limitations of using computer technology for solving problems.

**Textbooks and Printed Resources**

### **This course does not have a *required* text. Recommended texts:**

·         HTML5 & CSS3 Visual QuickStart Guide (7th Edition), Elizabeth Castro & Bruce Hyslop / Peachpit Press. ISBN: 978-0-321-71961-4.

·         Simply Javascript (Paperback), Kevin Yank & Cameron Adams /Site point. ISBN: 978-0-9802858-0-2.

**Grading Scale**

Course grades will be reported on the following scale:

|  |  |
| --- | --- |
| **Grade** | **%** |
| A | 94-100 |
| A- | 90-93 |
| B+ | 87-89 |
| B | 84-86 |
| B- | 80-83 |
| C+ | 77-79 |
| C | 74-76 |
| C- | 70-73 |
| D+ | 68-69 |
| D | 60-67 |
| F | Less than 60 |

Grades will be posted in COL.

**ASSIGNMENTS AND GRADING POLICY:**

**Grading**

1. Assignments (7) 40%
2. Quizzes (3) 20%
3. Class Participation 10%
4. Mid-term 15%
5. Final Exam 15%

The goal of assignments is to practice the concepts taught in class. You are expected to do your own assignments. However, some collaboration with other students is allowed and even encouraged. The following types of collaboration are allowed:

* Discussing strategies for solving a problem
* Explaining why a Web page does not work
* Reviewing and testing someone else's Web pages
* Using HTML and JavaScript code provided by the instructor and texts

The following types of collaboration are not allowed:

* Copying someone else's HTML or Javascript code
* Literally telling someone what code to write

Engaging in these last two types of collaboration will be considered a violation of the university's policy on academic integrity. Violators will receive a zero for the corresponding assignment and will be reported as required by the policy.

Late assignments will be accepted up to one days late with a six-point penalty Between 1-2 days twelve-point penalty. Assignments submitted more than 2 days after the due date will **not be accepted** without an excused absence cleared by [the dean of student’s office](http://offices.depaul.edu/student-affairs/support-services/academic/Pages/absence-notification.aspx).

Additional assignments for extra credit will **not be** offered. There is no extra credit in the class.

**Class Attendance**

* There will be a weekly class assignment. It will consist of the exercises that we do in class. If you do the exercises in class, all you must do is submit.

**Missing Quizzes and Tests**

Missing quizzes and exams will result in a grade of zero. You **cannot make up quizzes or exams** without an excused absence cleared by [the dean of student’s office](http://offices.depaul.edu/student-affairs/support-services/academic/Pages/absence-notification.aspx).

* **Especially for Spring 2022-2023:**
* **COVID-19 Health and Safety Precautions:**
* Keeping our DePaul community safe is of utmost importance in the pandemic. Students, faculty and staff are expected to (1) wear a cloth face covering at all times while on campus, both inside buildings and outside on the grounds; (2) maintain physical distance (at least six feet) in all DePaul spaces (including classrooms, meeting rooms, hallways, rest rooms, offices, and outdoor spaces); (3) conduct a daily self-screening process for the symptoms of COVID-19 using the #CampusClear app before coming to campus; (4) complete the online Health and Safety Guidelines for Returning to Campus training; and (5) abide by the City of Chicago Emergency Travel Order. By doing these things, we are Taking Care of DePaul, together. The recommendations may change as local, state, and federal guidelines evolve. Students who have a medical reason for not complying should register with DePaul’s Center for Student with Disabilities (CSD).
* **Grading Options for undergraduate students**
* Students in all undergraduate classes, except for those in CEO cohort programs, may opt to change the grading basis for any or all their courses to Pass/D/Fail. A grade of Pass (P) will indicate that the student's work met expectations for a grade of at least C-. Work that would merit a grade of D+ or D in the traditional grading basis would still earn a D+ or D. Work that does not merit a passing grade will earn a Fail (F). The Pass/D/Fail grading option may apply to any graduation requirement, including courses in the major, minor, Liberal Studies Program or open electives.
* **For further information on special considerations for Spring 2023-2021, see….**
* [**https://resources.depaul.edu/coronavirus/faqs/Pages/classes-academics-students.aspx**](https://resources.depaul.edu/coronavirus/faqs/Pages/classes-academics-students.aspx)

**COURSE SCHEDULE, TOPICS, AND ACTIVITIES:**

Here is a summary of what will be due and by when. Note that this is subject to tweaking – I will give you plenty of notice when something changes:

| **Session** | **Topics** | **Pre-Readings** | **Assignments Due** |
| --- | --- | --- | --- |
| Week 1 | Projects Course overview  Access to Web Servers | Chapter 1 |  |
| Week 2 | **HTML Overview**  Hands on FTP, Text Editor  HTML Overview, Commands  Links, Images, URL | HTML Tutorial  Chapter 2,3,5,6 | 4/2 Assignment One Due |
| Week 3 | **Inline Style**  **External Style Sheets**  **CSS Styling** - Fonts, Background and Text  Directory Structures | Chapter 3,7,8  CSS Tutorial | 4/11 Quiz One |
| Week 4 | **Advance CSS**  Web structure (div, nav, span header, sections, articles)  Class, ID’s, and selectors  Float and clear  Tables and box models | Chapter 9,10,11 | 4/16 Assignment Two |
| Week 5 | **Java scripting** | Online Java references | 4/23 Assignment Three  Quiz 2 4/25 |
| Week 6 | **Mid-term Exam (HTML and CSS)**  Forms text, text box and buttons  Math Expressions |  | 5/3 Mid-term Exam |
| Week 7 | IF Conditions  Nested If |  | 5/7 Assignment Four Due |
| Week 8 | If Condition IF ELSE  Complex Condition  Switch, Do While FOR |  | 5/14 Assignment Five Due 5/17 Quiz 3 |
| Week 9 | Forms, radio button and checkbox Debugging |  |  |
| Week 10 | Functions  Event Handlers |  | 5/28 Assignment Six Due |
| Refer to Final Exam Schedule |  |  | 6/4 Assignment Seven Due |

**OTHER COURSE POLICIES AND PROCEDURES:**

### **Desire To Learn (D2L)**

The Desire to Learn website [**http://d2l.depaul.edu**](http://d2l.depaul.edu) is a secure site for course management. It contains all class materials. You must use your Campus Connect ID to login to D2L.

### We will be using the Home, Content, Zoom, Submissions, Grades, Class list, and More | Quizzes, Self-Assessment components of D2L.

### At the beginning of the quarter, a D2L Welcome News Note will provide a summary of the course and the way D2L will be used for this class.

### **Submitting your Work for Evaluation**

### You will be submitting your work to D2L for evaluation.

### You will submit your work to D2L in one of three diverse ways, depending on the work to be completed.

### There are two ways:

### - Submission Folder -- for assignment products that include Word documents, database files, Excel files

### - Quiz and Exams – for start-up quiz and exams

### The submission method for each work product will be specified by your instructor, as a part of the instructions.

### Work must be submitted in the file format(s) specified in the instructions. Submissions in. Pages or pdf format will not be accepted.

### **Technical Support Resources**

The DePaul Help Desk is up and running for all student, faculty, and staff issues during the Spring quarter. They can be reach by email at [helpdesk@depaul.edu](mailto:helpdesk@depaul.edu), by phone at 312-362-8765, and online at helpdesk.depaul.edu

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This group can be called upon when you are having difficulty connecting with DePaul systems or for troubleshooting with your own personal computer.

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### **Your Email Address**

Email is the primary means of communication between faculty and students enrolled in this course outside of class time. Students should be sure the email address listed under "demographic information" at <http://campusconnect.depaul.edu> is correct and is one they check frequently.

### **Email to your Instructor**

When sending e-mail to me, please include your name, the topic/question, and the class ID (IT130) in the subject of the email.

My goal for e-mail response to student questions sent via e-mail is 24 hours. In many cases, a response will be sent much more quickly. If you send e-mail off-hours (6 pm 🡪 9 am M-F or Saturday or Sunday) you will receive a response during the next weekday.

**To maximize your chances of doing well……**

Make sure that you are ready and able to take responsibility for successfully completing this course.

Online courses require that students take a greater, more active role in managing the assigned tasks of course work without the organizing framework of face-to-face class meetings. You must prepare to devote time and effort to this class.

You will need to:

* attend class meetings via Zoom videoconferencing
* review and study lectures, demos, and videos on D2L
* complete assignments to demonstrate your skills and practice for the exams
* prepare for and complete the two exams and three quizzes one covering each module.

It is likely that you will find that this class will require at least 6-8 hours of effort per week.

**Presence and Courtesy in an on-line learning environment……**

For Zoom meetings:

It can be difficult to feel “present” in class when we meet by video. Taking the following steps can make your presence more obvious and help us all get more out of our class sessions.

Please:

* join class session meetings in video, when possible
* update your Zoom profile
  + post a still picture in Zoom, so you will be visibly present even when you are not in video
  + post a Zoom screen name that is a name you would want to be called
* raise your hand (Zoom feature) if you have a question or comment
* use Zoom chat to ask questions or comment during class
* mute your audio to avoid sharing background noise/unmute when you want to speak

**Preferred Name & Gender Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in university related systems and documents except where the use of the legal name is necessitated or required by university business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at <http://policies.depaul.edu/policy/policy.aspx?pid=332>

**Identifying the Transferable Skills you acquire** in your courses, jobs and internships, co-curricular involvement, and other experiences is important to your career development and success.

In this course, you will hone and build soft and technical skills that are important to employers, and it is your responsibility to highlight these skills in your resume, cover letters, interviews, and your digital presence - like your LinkedIn profile.

For assistance identifying and providing evidence of these skills, visit [careercenter.depaul.edu](http://careercenter.depau.edu) to make an appointment to meet with a career advisor or access digital resources.

**College Policies**

## 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.

## Online Course and Instructor Evaluation

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 separate from the student’s identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation.

## Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. More information can be found at

<https://offices.depaul.edu/academic-affairs/faculty-resources/academic-integrity/Pages/resources.aspx>

## 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.](https://academics.depaul.edu/calendar/Pages/default.aspx) Information on enrollment, withdrawal, grading and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

## Incomplete Grades

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at <http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

## Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul’s Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success.

There are two CSD offices:

* Loop Campus (312) 362-8002
* Lincoln Park Campus (773) 325-1677
* Email: [csd@depaul.edu](mailto:csd@depaul.edu)

Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gregory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible.

Please see <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx>for Services and Contact Information.

**Learning Domain Description**

*IT 130 Introductory Computing for the Web* is included in the Liberal Studies program as a course with credit in the Scientific Inquiry domain Courses in the Scientific Inquiry domain are designed to provide students with an opportunity to gain experience the methods of modern science and its impact on the world around us. Courses are designed to help students develop a more complete perspective about science and the scientific process, including: an understanding of the major principles guiding modern scientific thought; a comprehension of the varying approaches and aspects of science; an appreciation of the connection among the sciences; the fundamental role of mathematics in practicing science; an awareness of the roles and limitations of theories and models in interpreting, understanding, and predicting natural phenomena; and a realization of how these theories and models change or are supplanted as our knowledge increases.

**Learning Domain Outcomes**

1.       Students will understand the major principles guiding modern scientific thought. Students will demonstrate a mastery of the science content knowledge of their SID courses.

2.       Students will know that science, technology, and math serve as mechanisms for inquiry into the nature of the universe. Students will:

a.       identify questions that can be answered through scientific investigations.

b.      design and conduct a scientific investigation to evaluate a scientific hypothesis.

c.       use appropriate tools and techniques together, analyze, and interpret data to support or refute a scientific hypothesis.

d.      develop descriptions, explanations, predictions, and models using evidence.

e.      describe relationships between evidence and explanations using critical and logical thinking.

f.        recognize and analyze alternative explanations and predictions.

g.       communicate scientific procedures and explanations.

h.      use mathematics in all aspects of scientific inquiry.

3.       Students will understand and appreciate the interrelationships among science, technology, and math. Students will:

a.       use technology and mathematics to identify a problem or design a solution to a problem.

b.      give examples of how science and technology inform and influence each other.

4.       Students will understand and appreciate the role of science in society and in their lives. Students will:

a.       Provide examples of how science and technology impact our lives, and how social needs and concerns impact our development of technology and scientific investigation.

b.      develop positive attitudes towards science, technology, and mathematics.

c.       establish an ongoing experiential/service-learning interest in science, technology, and mathematics.

5.       Students will understand the nature of science, technology, and mathematics. Students will:

a.       provide examples of the abuse of science, including the representation of unfalsifiable claims as science and other forms of pseudoscience.

b.      explain the strengths and limits of scientific inquiry.

c.       explain the difference between evidence and inference, and the  provisional nature of scientific explanations by providing examples of how our understanding of the workings of the world has changed in the past.

d.      explain the difference between probability and certainty and describe what is meant by uncertainty in the context of science, technology, and mathematics.

**How Learning Outcomes Will Be Met**

Programming is a rigorous intellectual challenge that must be approached systematically with extreme diligence. The structure, grammar, syntax, and underlying theory must all be studied and reviewed in order to be able to not only apply the principles towards achieving a functioning program. Another especially important skill is the ability to use programming to solve tasks that occur in the real world. For a web page, this might include tasks such as error checking, creating a working ‘shopping basket’ and so on. Even mathematical skills come into play whether it involves random number generation in a video game requiring simulated die rolls, or careful attention to order of operations when putting together a complicated estimate from a reservations page for a travel agency’s website. All of these situations (or ones closely resembling them) will be required of students at some point in the course.

**Writing Expectations**

Writing is integral for communicating ideas and progress in science, mathematics, and technology. The form of writing in these disciplines is different from most other fields and includes, for example, mathematical equations, computer code, figures and graphs, lab reports and journals. Courses in the SI domain must include a writing component where that component takes on the form appropriate for that course (e.g., *lab reports, technical reports, etc.)*

**How Writing Expectations Will Be Met**

During the quarter, students will be required at times to provide clearly written summaries explaining some of the programming and web-design theories expounded upon during the course. The student will also be required to explain their own reasoning accompanied by specific examples from their own code and from their interpretation of code found during exploration of well-designed web pages created by others.