
Course Information

IT 130: Introductory Computing for the Web
Winter Quarter 2013-2014
Tuesday, 5:45 pm – 9:00 pm
Loop Campus, CS and TC (CDM Center) 658

Instructor Contact Information

Miranda Standberry-Wallace

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Phone: (312) 362- 8656

Office hours: Thursday, 3:30pm-5:00pm

Office location: Daley Building, 14 E. Jackson Blvd, Suite 800

I am available to make appointments for alternative times should the need arise. Please submit your request via email.

Course Description

An introduction to the Internet, the World Wide Web, and web development for students with a strong interest in technology. Students will create interactive web pages by writing HTML and CSS, and by programming in JavaScript. Topics include the origins of the web, the roles and operations of web browsers and web servers, interacting with web applications through forms, and using style sheets to separate document structure and document formatting. PREREQUISITE(S): NONE.

Learning Outcomes

Students will be able to:

1. Describe how Web sites are organized.
2. Develop Web pages with a specific purpose.
3. Write simple programs.
4. Diagnose problems in computer code by tracing program states, predicting output and explaining any discrepancies between predicted output and actual behavior.
5. Identify difficulties and limitations of using computer technology for solving problems.

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 learn 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 test 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.

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 (eg, *lab reports, technical reports, etc.*)

Course Management System

Desire 2 Learn (D2L) <https://d2l.depaul.edu> All course content, assignments and grades will be posted here. It is your responsibility to keep up with all class materials through this website. You will also be required to submit your work through D2L.

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 /Sitepoint. ISBN: 978-0-9802858-0-2.

Both of these books are freely available online through the DePaul library (search “DePaul Library Safari Books” through Google).

To access books

- ✓ visit the DePaul Library Page: <http://library.depaul.edu/Find/journalsearch.aspx>
- ✓ Search the A-Z Database List
- ✓ Select: Safari Books Online
- ✓ Sign-in
- ✓ Look up books

If you need assistance, contact/chat with a librarian.

Course Policies (instructor specific, i.e. attendance, use of cell phones, late work, etc.)

See [Appendix A](#) for standard DePaul course 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.

Grading

| | Percent of grade |
|---|------------------|
| Lab Assignments (4) | 30% |
| Quizzes (4) | 40% |
| Final Exam | 25% |
| Participation | 5% |
| *There is no midterm for this class. Final Exam will be given in class. | |

| | Letter Grade |
|---------------|--------------|
| 93-100% | A |
| 90-92% | A- |
| 87-89% | B+ |
| 83-86% | B |
| 80-82% | B- |
| 77-79% | C+ |
| 73-76% | C |
| 70-72% | C- |
| 67-69% | D+ |
| 60-66% | D |
| 59% and below | F |

Week-by-week Assignments/Readings

Check D2L for current weekly schedule.

College Policies

Online Course Evaluations

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

Academic Integrity and Plagiarism

This course will be subject to the university's academic integrity policy. More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions, consult with instructor.

Academic Policies

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

Students with Disabilities

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

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

Lewis Center 1420, 25 East Jackson Blvd.

Phone number: (312)362-8002

Fax: (312)362-6544

TTY: (773)325.7296

Appendix A

Attendance: Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. The overall grade for participation drops one-third after any absence. Three absences for any reason, whether excused or not, may constitute failure for the course.

Class Discussion: Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

Attitude: A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse: DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Cell Phones/On Call: If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undistruptive manner. Out of respect to fellow students and the professor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

Student responsibilities: Each student is responsible for their time management and for meeting the expectations in the syllabus. The instructor is not responsible for reminding students of assignment deadlines in class. In the event of an absence, it is the student's responsibility to contact the instructor regarding the absence and the topics covered in class. If an assignment is listed on the syllabus, you are still responsible for completing the assignment on time.

Deadlines: Late assignments will not be accepted for grading. You will not be eligible for an A in the class unless you turn in all assignments on time.

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