

IT 130-901: Introductory Computing for the Web

Spring 2016

Class Time: Tuesday 5:45-9:00 PM

Class Location: CDM Center, room 634

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Office Hours:

- **Mon/Wed 4:45-5:45 PM @ CDM 522 (please make an appointment via email)**
- **Tues 4:45-5:45 PM @ CDM 634 (our classroom – 1 hour before class)**
- **Skype (please make an appointment via email)**

Course Description

IT-130 is an introductory computing course where students develop interactive web pages. Students acquire the basics of web design (HTML), web formatting (CSS), elementary programming concepts (JavaScript), and an overview of Internet technologies. The course satisfies the Scientific Inquiry Elective Liberal Studies Requirement.

IT-130 is a prerequisite for IT-211 Introduction to Applied Programming, IT-231 Web Development I, IT-238 Interactive Web Scripting, and IT-320 Content Management Systems. All of these courses are required for an IT major.

Prerequisite Courses and Knowledge

IT-130 does not have any prerequisite courses. However, basic familiarity with computers is assumed. You should be able to create, delete, and move folders (directories) on your computer. You should be comfortable using the World Wide Web. You should know how to install basic software on your computer. If you are not able to meet any of these requirements, please see the instructor to discuss whether or not you are equipped to take this course.

Are you in the right course?

A common question that arises is the difference between HCI-201 and IT-130. IT-130 Introductory Computing for the Web teaches how to create web sites by writing HTML from scratch (using only a text editor) and teaches very basic programming in JavaScript. We will not be using tools such as FrontPage or Dreamweaver. HCI-201 Multimedia and the World Wide Web teaches you how to create web sites using tools like FrontPage or Dreamweaver and it covers design principles for web sites. That course is less technical than IT-130. Although HCI-201 does covers a little HTML and CSS it is much less technical than IT-130. IT-130, unlike HCI-201, also covers JavaScript.

Both courses teach how to create web sites. You really don't need to take both, but if you do plan to take both then it is better to take HCI-201 first. IT-130 does satisfy the Liberal Studies 'scientific

inquiry' requirement. Consult your advisor for more information about the Liberal Studies requirements.

Grading Breakdown

Attendance/Participation	5%
Quizzes	20%
Assignments	20%
Midterm	15%
Final Exam	20%
Final Project	20%
<i>Your lowest assignment score will be dropped.</i> <i>Your lowest quiz score will be dropped.</i>	

Grading Scale			
≥ 92 and < 100 A	≥ 88 and < 90 B+	≥ 78 and < 80 C+	≥ 68 and < 70 D+
≥ 90 and < 92 A-	≥ 82 and < 88 B	≥ 72 and < 78 C	≥ 60 and < 68 D
	≥ 80 and < 82 B-	≥ 70 and < 72 C-	
Below 60 = F			

Course Policies

Attendance/Participation

There are three keys to success in this class:

1. Attend class and participate in lectures
2. Read the assigned pages (textbooks are online)
3. Do the assignments (Quizzes/Assignments/Final Project)

To encourage you to attend class, your attendance is part of your grade – these are free points as long as you attend! We will cover attendance details in the Course Policies section below.

Also be aware all lectures will be recorded in this classroom regardless you are still expected to attend all class lectures.

Quizzes

All quizzes *MUST* be completed on time. If you miss the deadline a **zero** will be recorded as the result for that quiz. **NO** late quizzes will be accepted. However, things do happen, so for this reason, the lowest quiz score will be dropped in the calculation of your final grade.

All quizzes are open book, open notes, and you may use the Internet but there is no collaboration – quizzes are to be done individually.

While you may retake the quizzes as many times as you like for review, only your first two submissions will be recorded for a grade. The only exception is Quiz #1, the syllabus quiz, in which your highest score will be recorded and may be taken as many times as you like (until the deadline).

‘Feedback’: You will note that after you submit a quiz, there is a ‘Feedback’ link below certain questions. Please **ALWAYS** view these feedback comments. They frequently remind/reinforce certain important concepts.

Assignments

ALL assignments *MUST* be submitted on time. If you miss the deadline a **zero** will be recorded for that assignment. **NO** late assignments will be accepted. However, things do happen, so for this reason, the lowest assignment score will be dropped in the calculation of your final grade.

Do **not** rely on DePaul to retain any files you save on a lab computer. Lab computers are rebuilt even during an academic quarter. You must either use a USB memory stick or an HTML based cloud storage solution (e.g. Dropbox).

All assignments are open book, open notes, and you may use the Internet but there is no collaboration – assignments are to be done individually.

When doing assignments, you may get assistance by tutors, your fellow students, or the Internet. If you want to use elements of the language that we have not covered in class ***you absolutely must comment your code to describe what the code is doing and how it works. You must also cite the source of the new elements – failure to do so will result in a zero for that assignment and possibility an academic violation!***

Make sure that you submit the correct assignment! It is up to the student to ensure that their attachment is not empty and that it contains the appropriate files. Accidentally submitting, say, the previous week's assignment will be graded as a **zero** (wrong assignment) and late assignments are not accepted.

Unless otherwise specified for a given assignment ALL assignments must be published to your DePaul personal web server, the URL to your personal web server submitted in D2L, and the code for the assignment submitted as a ZIP file. Please do not submit as TAR, RAR, 7ZIP, etc. If you are not familiar with how to create ZIP files, a link to resources describing how to do so will be provided early in the course.

Final Project

The final project must be turned in on time (last week of class). You will be giving a brief (4-6 minute) walk through discussing your project. Both the final project description and suggested talking points for the presentation will be provided on Week 4.

Exams

A midterm exam will be held during week 4 and it will cover topics from weeks 1-3. A final exam will be on week 10 (one week before normal finals) and will cover weeks 4-9.

You need to be present for these two exams. No makeup exams will be provided. If a catastrophic event occurs, please work through the Dean of Students.

Exams will be held in the same room as lectures. All computers/phones will need to be either off or logged out. If you are caught using a computer/phone during either exam you will receive a **zero** for that exam.

How to Contact Me

My contact information is on page one of this syllabus. I try to check emails regularly throughout the day. Sometimes I can reply to emails within an hour or two, sometimes it does take several hours before I get to them. However, I do make every attempt to answer all emails within 24 hours. In the event that this does not happen, please feel free to resend the email. You don't have to "apologize for disturbing" me as the fault is mine! I never ignore emails, so if you do not receive a response from me, you may assume that the email got lost in the pile somewhere or ended up in my spam folder.

When e-mailing me, it is **very** important that you include your name and course number in them subject. I have a pretty stringent spam-filter on my e-mail, so if you don't do this, your e-mail may well end up in my spam folder. You should use the following example:

Subject: Guillen, IT-130-901, question about inline styles

Please only use my phone in an emergency or if we have a confirmed appointment and I am not there.

Real-Time Communication

I understand that sometimes instant communication is better for some questions. If you cannot make it to my office hours, I am more than happy to speak with students by phone or by Skype. If you wish to schedule an appointment, please email me with at least 2-3 times that are good for you, and I will email you back with a confirmed appointment time.

Asking for Help

There are **many** options here:

Discussion Forum: Is definitely your best place to post questions and help each other out. While it is always great to help out fellow students, please do not simply fix other people's problems – help them find the solution. A major part of learning is struggling through the tricky parts, reviewing concepts, and looking things up until the light bulb comes on. Still, there is nothing wrong with giving hints to point people in the right direction.

When making a forum post, **PLEASE** put a clear description of your topic you are posting about in the subject line! It will help you get better responses.

Tutoring Center: There is a tutoring center at CDM in . You can find out [more information here](#).

Instructor: I am always a resource for you. However, I do prefer that you use the discussion group first for questions as this way, other students can also benefit from questions you may have. If you have questions of a personal nature such as a dispute on the grade assigned by the course grader, then by all means let me know. I am also happy to schedule appointments by phone or Skype.

Asking Classmates: 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
- Debugging code (e.g. *"I think are missing a semi-colon on your form tag."*)
- 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 for an assignment*

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.

Textbooks and Printed Resources

This course has two required textbooks but both of them are available through the DePaul's library in association with Safari (instructions below). You are welcome to buy the books but it is not necessary.

1. HTML5 & CSS3 Visual QuickStart Guide (8th Edition), Elizabeth Castro & Bruce Hyslop / Peachpit Press. ISBN: 978- 0-3219288-3-2.
2. 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.

(<http://library.depaul.edu/Pages/default.aspx>)

1. Select S from the A-Z Databases
2. Select Safari Books
3. Search by the title of the book

Be aware that the library only has 7 concurrent licenses so if you wish to use them during busy times you may have to wait until a license frees up.

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 this document will be updated with a new version number and revision notes.

Week-by-week Assignments/Readings

See D2L for assignments and readings. A weekly lesson plan is also posted on D2L and will be revised if assignments change.

Getting Started

Course Management System

Desire 2 Learn (D2L) <https://d2l.depaul.edu> will contain all the course content, assignments, and grades. 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.

To get started, navigate to Desire 2 Learn (D2L) at <https://d2l.depaul.edu>. This is your one-stop-shop for the entire course. Be sure to bookmark it in your browser.

Once you have the course page bookmarked, you will have easy access to all of the lectures, lecture notes, quizzes, assignments, etc. that you will need for the course. While there may be a slight learning curve the first few times you navigate to the site, it should not take long before you develop some comfort with it.

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 providing 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. Please note that while I do not object to students working side-by-side on an assignment, each student is responsible for their own work. It is okay to ask a colleague to help you work out a bug or similar, but it is not acceptable for them to simply solve a problem for you. Similarly, it is not acceptable for two students to submit essentially an identical assignment with only cosmetic changes between the two. Each student must complete a unique assignment.

More information can be found at <http://academicintegrity.depaul.edu/>. If you have any questions, please see the previous Assignment section or consult with the instructor.

Incomplete

An incomplete grade is given only for an exceptional reason such as a death in the family, a serious illness, etc. Any such reason must be documented. Any incomplete request must be made at least

two weeks before the final, and approved by the Dean of the College of Computing and Digital Media. Any consequences resulting from a poor grade for the course will not be considered as valid reasons for such a request. Incompletes are only granted when the large majority of the course work has already been completed.

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.

Reminders:

- Last day to drop without a penalty (100% tuition refund) is **Sunday, April 10th, 2016**.
- Last day to withdraw (no refund) is **Sunday, May 15th, 2016**.

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

Other

Attendance: For in-class sections, 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. Attendance will be factored into your final grade.

Class Discussion: Whether in-class or online, 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 any assigned readings 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.

Learning Outcomes

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.

How Learning Outcomes Will Be Met

Programming is a rigorous intellectual challenge that must be approached systematically with extreme attention to detail. 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 very 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

In the course students will be required at times to provide clearly written summaries explaining some of the programming and web-design theories. 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.

Web Design Requirements 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.

Revision History

- 1.1 – No meaningful content change just spelling revision
- 1.2 – No meaningful content change – just cosmetic