HCI 421: Developing for Content Management Systems

Winter 2020-2021 :: Mon 5:45pm - 9:00 pm Central Standard Time

Instructor Info

Instructor Name: Shirielle D. Williams
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Office Hours:
Tues/Thur 7pm to 8pm / Sat 9 am to 10 am
Or by appointment
Location: Zoom

Course Description

Websites are all about content and to create a content-driven site the best choice is a CMS (Content Management System). A CMS can be used for many different types of sites such as blogs, community portals, corporate sites, online stores, and more.

A database-driven CMS enables the management of these websites by content creators with little or no technical background. In addition to an overview/survey level of CMS choices available, you will build an actual site in this class in Joomla! CMS using content strategy and visual design.

Prerequisite
Formal:
- HCI 406 (or equivalent first course in HTML/CSS)

Informal "nice to haves", but not necessary for taking the course:
- Basic Web Hosting Skills
- Interaction Design Skills
- PHP Skills (or other server-side scripting)
- SQL Database Skills
- Buyer Personas

Course Learning Outcomes

By the end of this course, students will be able to:

- Understand what a Content Management System (CMS) is
- Be familiar with the types for CMS platforms available
- Understand use cases for when a CMS solution is appropriate and how to select
- Understand best practices for designing, building and maintaining a CMS site

- Have skills that can be applied to any CMS
- Create a Joomla! website

Required Materials

- Content Strategy for the Web by Kristina Halvorson, Melissa Rach

About our Course Modality

Section 801 will be held online via Zoom and be recorded for students participating in the Section 810 asynchronous class.

General Guidelines
- Sharing the meeting link, ID number, or password with anyone outside of the class is prohibited.
- Sharing meeting screenshots or recordings with anyone outside of the class is prohibited.
- Mute your microphone when you're not speaking to minimize background noise.
- Use your given or preferred name as your display name.
- Don't use distracting or inappropriate profile photos or virtual backgrounds.

Technology Considerations
- If you need assistance during a video call, contact DePaul's Technology Support Center at 312.362.8765.
- If connectivity issues impact your audio/video quality, try turning off your camera.
- If you're experiencing issues with Zoom, you can use a site like speedtest.net to check your internet connection speed. A good minimum upload/download speed for video conferencing is at least 1.5Mbps.

Participation Expectations
- Treat video conferences as you would a regular class session on campus. Be prepared to be attentive and engaged during meetings.
- Be on time or notify your instructor if you will be late or unable to attend.
- Minimize distractions, such as televisions and cell phones, when possible.
- Don't engage in other activities during sessions (driving, cooking, cleaning, etc.)
- Try to put your device at eye level on a solid surface. Holding your device or placing it in your lap can add movement to your video, which can be distracting.
- If you think you might have trouble actively participating in meetings, let your instructor know in advance, if possible.

Code of Student Responsibility

The Dean of Students Office is committed to partnership in the educational mission of DePaul University. This mission is enhanced by a Code of Student Responsibility, which includes policies that outline expectations and standards of behavior for the student community. Students should report any incidents of behavioral misconduct (including harassment) in video conference meetings to their instructor. Any incident of harassment and/or behavioral misconduct that impedes the teaching & learning environment may be referred to the Dean of Students Office for referral to the student conduct process. This includes sharing meeting links, passwords, screenshots, recordings, or other meeting information in a way that could facilitate harassment or misconduct by others.

COVID-19 Updates

For the latest news and resources regarding DePaul's response to COVID-19, please visit https://go.depaul.edu/Fall2020.

Computer Labs & Internet-Enabled Devices

If you need access to a computer, you can view the list of computer labs on campus for more information. Don't forget to bring your DePaul ID or you may not be able to access the lab. Intelliprint systems are available in computer labs and at other locations on campus for printing.

Tutoring | Writing Center

I strongly recommend you make use of the Writing Center throughout your time at DePaul. The Writing Center provides free peer writing tutoring for DePaul students, faculty, staff, and alumni. Writing Center tutors work with writers at all stages of the writing process, from invention to revision, and they are trained to identify recurring issues in your writing as well as address any specific questions or areas that you want to talk about. Visit www.depaul.edu/writing to learn more about the online appointment options the UCWbL is offering.

Library Resources

The DePaul University Library (https://library.depaul.edu) provides access to authoritative information sources and online research tools which you can access using your Campus Connect login. Research help is available daily via text, chat, phone, email or video. You may also make an appointment with a librarian to discuss your research projects. For the latest

information about library access and services in Autumn Quarter 2020, see
https://libguides.depaul.edu/covid19.

Grading Breakdown

Favorite Website Review: 50 pts
Weekly Quizzes: 100 pts
Weekly Discussion Forum Participation: 100 pts
Project Brief: 100 pts
Project Site: 100 pts
Course Reflections: 50 pts

Assignment Info

The final project is a website built in CMS Joomla representing the concepts learned
throughout the course.

Late Work, Absences, Make-Ups, and Extra Credit

Late work is not accepted. There are many extra credit opportunities throughout the
course.

Course Schedule

Week	Topic	Assignments
Week 1	Getting Started Introduction to Content Management Systems Introduction to Content Strategy	1. Chapters 1 thru 3 Content Strategy for the Web by Kristina Halvorson 2. Weekly Forum 3. Quiz 1
Week 2	CMS Best Practices CMS Components Defining a Project Project Introduction	1. Chapters 4 thru 6 Content Strategy for the Web by Kristina Halvorson 2. Favorite Site Review 3. Stakeholder Interview Questions 4. Weekly Forum 5. Quiz 2
Week 3	Development Approach - Overview Developing a Project Brief - Part 1 Content Development	1. Chapters 7 thru 9 Content Strategy for the Web by Kristina Halvorson 2. Site: Setup Hosting Account for Project Site 3. Site: Create Project Site

		4. Site: Add instructor as an administrator 5. Video: How to Install Joomla with Softaculous 6. Brief: Personas, Use Cases/User Stories, User Acceptance 7. Weekly Forum 8. Quiz 3
Week 4	Site Design Introduction to Joomla Site Templates Going from Paper to Joomla Developing a Project Brief - Part 2 CAM Model - Part 1	1. Chapters 10 thru 12 Content Strategy for the Web by Kristina Halvorson 2. Brief: Sample Content, Site Map, Content Map and Wireframe Design 3. Site: Add Categories 4. Weekly Forum 5. Quiz 4
Week 5	CAM Model - Part 2 & 3 Extending Joomla - Part 1	1. Site: Add Menus based on your Wireframe 2. Site: Add Welcome article 3. Weekly Forum 4. Quiz 5
Week 6	User Management Joomla User Management Security and Site Permissions	1. Brief: User Access Matrix 2. Site: Create Users 3. Weekly Forum 4. Quiz 6
Week 7	Site Look-and-Feel Extending Joomla - Part 2	1. Brief: Template and Extension Assessment 2. Site: Update your site's look-and-feel 3. Weekly Forum 4. Quiz 7
Week 8	Your Questions Answered Optimizing Your Website Creating Engagement	1. Brief: Site Engagement Plan 2. Site: Update your site content 3. Weekly Forum 4. Quiz 8
Week 9	CMS Comparison SEO and Getting Found Your Questions Answered	1. Brief: Site Assessment 2. Weekly Forum 3. Quiz 9
Week 10	Mobile Considerations Site Performance	1. Course Reflections 2. Weekly Forum

	Your Questions Answered	3. Quiz 10
Finals Week		Completed Project Site

Final grades posted: March 26, 2021

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit Academic Integrity at DePaul University (http://academicintegrity.depaul.edu) for further details.

DePaul and College-Specific Policies

There is a fine line in open source coding between borrowing/extending someone else's published code and cheating on an assignment. Many forms of the former are acceptable and permitted in an open source coding environment. Representing someone else's work as your own is not acceptable. If you are unclear about where this line is drawn you need to ask about it before assignment submission. Pleading ignorance afterward is not an acceptable excuse.

PREFERRED NAME & GENDER PRONOUNS
I value each student's right to be referenced by their gender pronoun and their preferred name. If your name and pronoun in Campus Connect don't reflect what you'd like me to use, please let me know.

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 policies.depaul.edu/policy/policy.aspx?pid=332

RESOURCES FOR 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) by emailing csd@depaul.edu and/or visiting one of the locations below.

COVID-19 Virtual Office
During the temporary closure of our physical offices due to Covid-19, Center for Students with Disabilities is accessible for live questions, referrals, and assistance via a virtual office using Zoom. The virtual office will be staffed Monday-Friday from 9:00 a.m. to 5 p.m. (CST).
Virtual Office: www.tinyurl.com/CSDVirtualOffices

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.depaul.edu.

SEXUAL AND RELATIONSHIP VIOLENCE
Academic relationships are based on communication, trust and respect, and as a DePaul community, we share a commitment to take care of one another. Sometimes, material raised in class may bring up issues for students related to sexual and relationship violence or other trauma. In other instances, students may reach out to faculty as a potential source of help and support. It is important for students to know that faculty are required to report information reported to them about experiences with sexual or relationship violence to DePaul's Title IX Coordinator. Students should also know that disclosing experiences with sexual or relationship violence in course assignments or discussion does not, in itself, constitute a formal report to the University and will not begin the process of DePaul providing a response.

Those seeking to report an incident of sexual or relationship violence to DePaul should:

(a) use the attached link to do so here
(https://cm.maxient.com/reportingform.php?DePaulUniv&layout_id=4)
(b) contact the Title IX Coordinator (312-362-8066 or titleixcoordinator@depaul.edu) or
(c) contact Public Safety (Lincoln Park: 773-325-7777; Loop: 312-362-8400)

Students seeking to speak confidentially about issues related to sexual and relationship violence should contact a Survivor Support Advocate in the Office of Health Promotion & Wellness for information and resources (773-325-7129 or hpw@depaul.edu). More information is available at http://studentaffairs.depaul.edu/hpw/shvp.html. Students are encouraged to take advantage of these services and to seek help around sexual and relationship violence for themselves as well as their peers who may be in need of support.

ENROLLMENT/WITHDRAWAL AND OTHER 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 registration policies can be found at DePaul Central.

WITHDRAWAL
Students who withdraw from the course do so by using the Campus Connection system (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.

ADMINISTRATIVE WITHDRAWAL
Administrative Withdrawal Appeals are submitted to and processed by the Dean of Students Office, and allow students to be retroactively withdrawn from classes for medical, mental health or personal crises even after the term has ended. More information is available on the Division of Student Affairs website.

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 form through the Dean of Students office. 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.

SYLLABUS CHANGES AND ERRORS
The instructor may make changes and updates to the course syllabus and schedule as needed. Students will be notified of any changes. If you find any broken links, outdated information, or other content that just seems "off" somehow, please let me know so I can fix

it. I really do appreciate students helping me find and fix mistakes or confusing wording in my materials.

All corrections and revisions will be posted in D2L.