University of La Verne

COMPUTER SCIENCE & COMPUTER ENGINEERING PROGRAM

Central Campus, Fall 2022

CMPS 218 PUBLISHING ON THE WEB I (CRN 3245)

COURSE INFORMATION

Units: 4.0 Credit Hours
Pre-Req.: None
Schedule Types: Lecture/Seminar
Requirements: **Core** Requirements for **E-Commerce, Information Technology majors**
Core Requirements for **Internet Programming**
Computer Science B.S. Elective
Attributes: LVCS **Community Engagement** – 1.0 Credit Hour
Class Location: Synchronous Zoom online meetings
Course Time: Lecture/Seminar: M: **6:00 – 9:20 p.m.**

INSTRUCTOR INFORMATION

Instructor: Prof. Jozef Goetz Ph.D.
Office: Zoom
E-mail: JGoetz@laverne.edu
Phone: (909) 448-4663
Office Hours: W: 4:00 – 6:00 p.m. on Zoom/WebEx by appointment at https://ulvadvising.as.me/jgoetz

REQUIRED TEXT (Bookstore Online (enter CRN = 1883)

[1] Terry Felke-Morris, *Web Development & Design Foundations with HTML* 5 **10/E**, Pearson Education, **2021**, Print ISBN-13: 9780135919996.

RECOMMENDED – you don' need to buy it.

[2] Harvey & Paul Deitel & Associates, Internet & World Wide Web: How to Program, 5/E, Prentice Hall, 2012, ISBN: 0-13-215100-6, ISBN-13: 978-0-13-215100-9.

COURSE CATALOG DESCRIPTION

Demonstrates the ability to code static websites in HTML and CSS by **hand** with practical interactive lab exercises and projects. Covers hard skills such as building static websites in HTML5 and CSS3, links, tables, color and graphics, inline frames, forms and web multimedia. The learning course covers emphasizes hands-on practice (HOP) through lab exercises within the chapters and building complete static websites through ongoing real-world case studies using development life cycle, the modern design principles and Web design best practices to design websites for some small business organization. The final part of the course consists of a presentation, a written final report and a demo of the final website published on a web server.
Web Development Tools: Notepad++ (https://notepad-plus-plus.org/downloads/) or Adobe Dreamweaver, WinSCP (https://winscp.net/eng/download.php) or FileZilla at https://filezilla-project.org/, Google Chrome, Mozilla Firefox, HTML validator http://validator.w3.org , CSS validator http://jigsaw.w3.org/css-validator/ and add-ons for Firefox such as Web Developer.

SPECIFIC GOALS FOR THE COURSE

a. Specific outcomes of instruction:

1. Gain historical perspectives of the Internet and World Wide Web.
2. Learn and understand the **concepts** and **building blocks** of Web pages with HTML 5 and CSS 3.
3. Learn new HTML 5 elements with an emphasis on coding Web pages that work in browsers.
4. Acquire the **knowledge** and **skills** of how to design, write and test **static** websites including mobile websites.
5. **Gain hands-on experience** by hand coding text configuration, color configuration, links, graphics,

multimedia components, tables, forms, frames, and page layout, with an enhanced focus on the topic on design, accessibility, and Web standards.

6. Use tools such as Adobe Dreamweaver CS, Web Developer Toolbar for Mozilla Firefox/Chrome, Notepad++, WinSCP, HTML and CSS Validators, and modern browsers.
7. Learn and build a complete static website using **development life cycle**, the **modern design principles**, and **web design best practices**.
8. Able to create and publish websites.
9. Gain hands-on learning HTML and CSS via practical lab *exercises, and projects and exams*.

b. Outcomes addressed by the course:

Course Contribution	Student Learning Outcomes
	1. Ability to **analyze** a complex computing problem and to **apply** principles of computing and other relevant disciplines to identify solutions (**AA**).
*	2. Ability to **design, implement, and evaluate** a computing-based solution to meet a given set of computing requirements in the context of the program's discipline (**DIE**).
*	3. Ability to **communicate effectively** in a variety of professional context (**CE**).
	4. Ability to recognize professional responsibilities and make informed judgment in computing practice based on **legal** and **ethical** principles (**LE**).
	5. Ability to function effectively as a member or **leader** of a **team** engaged in activities appropriate to program's discipline (**LT**).
	6. Ability to **apply** computer science **theory** and software **development** fundamentals to produce computing-based solutions (**ATD**).

COURSE OUTLINE

- Intro to the Internet & WWW
- HTML Basics
- Configuring Color and Text with CSS
- Visual Elements & Graphics
- Web Design
- Page Layout
- Responsive Page Layout
- More on Links, Layout, and Mobile
- Dreamweaver. Publishing on the WEB using browsers and WinSCP
- Tables, Forms
- Web Media & Interactivity, Web Development
- Web Promotion, E-Commerce Overview
- Publishing on the WEB.

EVALUATION AND GRADING

There will be lab assignments, projects, quizzes, midterm and a final. The course grade will be calculated as follows:

Lab and home assignments	**25%**
Final project, community service reflection paper	**15%**
Presentation	**05%**

Quizzes	**15%**
Midterm	**20%**
Final Exam	**20%**
TOTAL	**100%**

Final course grades will be assigned as follows:

94 – 100 = **A**	90 – 93 = **A-**	87 – 89 = **B+**
84 – 86 = **B**	80 – 83 = **B-**	77 – 79 = **C+**
74 – 76 = **C**	70 – 73 = **C-**	67 – 69 = **D+**
64 – 66 = **D**	0 – 63 = **F**	

NATURE OF ACTIVITES IN THE CLASS

1. **Time Spend Outside of Class:**

   According to Carnegie rule and the ULV Academic Advising Handbook**, section Weekly Study Hours** vs Employment Hours **p33, 2019:** for every **one credit hour** in which you enroll, you need **at least two** hours **independent** work outside of class **studying** and **working** on **assignments** for the course. Students should plan to work **at least 8 hours** per week outside of class. Students should plan to spend a minimum **12 hours a week** on a four-credit **course** for a 16-week course. The class requires textbook study, lecture notes study, hands-on practice (HOP), weekly projects, quizzes, midterm exam and final exam. Each component is essential for the learning process. You need to be aware that approximately **33.4%** of your learning will take place in class with the remaining **66.6%** at home. Become an **independent, self-motivated** and active **learner**.

2. **Collaboration:**

   One of the goals **of studying at the university is to learn how to learn. Learning is a long life process. One of the** computer-science educational methods is an **Extreme Learning** method. Extreme Learning integrates **problem-based learning, pairing learning, collaborative learning** practices to help students gain more **hands-on experience** and **in-depth knowledge** on specific topics. **Collaborative** learning in pairs allows **open interaction, educating each other** and **sharing of ideas, knowledge and experience.** You need **to** work with a team on projects to **learn collaboration skills**.

   Guidelines:

   a. You should use the **Extreme Learning** method by giving each other technical **support**, help on the debugging process, understanding the assignment and brainstorm general solution but each student must submit **your own detailed project solution.**
   b. Each member of the group project should be able to explain any part of the submission, and not just student's own part.

3. **Attendance and Preparation:**

   Required and verified. Attendance and class participation are **extremely** important in this course. You may be administratively dropped if you don't attend the first week of the semester for a course. You should **notify the instructor in advance of your absence** from the scheduled course meeting. If you miss **two consecutive weeks of class** you will receive a **grade of F**. Regardless of excuse, absences in excess of **three-week classes** will result in the automatic exclusion of the student from that class and you will receive a **grade of F.** If you are **absent** from class, it is **your responsibility** *to make-up* any missed classes and check on announcements made while you were absent. It is **essential** that you all lectures and labs **to succeed in** the **course.**
   attend
   You are expected to come to class **prepared**. You need to do the Hands-On Practice (**HOP**) exercises listed by **your instructor** at home. Your work must be **saved** on the **ULV server and OneDrive.** You should be **ready to show** project and HOP solutions to your **professor** at the very **beginning** of class**.** Please check the **Assignment.doc** every time for all assignment specifications. The **Assignment.doc** serves as a **staring point** to any assignment solution.
   You have to **read** sections in the **textbook**, which will be covered at the **next** class meeting (flipped learning). In addition to that, **after each lecture/lab session** you should study the **Lecture Notes** and the corresponding sections in the **textbook one more time**.

4. 🔔 **Timeliness:**

You are expected to be in your seats and ready to begin class promptly at the start of each class. **Tardiness** will not be tolerated. **Don't leave the class before class ends.** When students do that, it **negatively affects** the **whole class.** It is **distracting** and **rude, and sends** a **message** that the **material is easy, which is not true.** Schedule your day such that you may manage contingencies (such traffic, doctor appointments, etc.) when they occur. The instructor maintains the discretion to mark you absent for all or part of the class in the event you fail to be timely and prompt.

5. ☺ **Class Contribution:**

Class Contribution (**engagement**) in the form of **comments** that relate to material in the text and **answering a question** asked by the professor or another student counts for **extra points** of your grade in this course. These are the behaviors to avoid:

- not listening
- pretending to be listening while texting or cruising online
- speaking without being recognized
- making fun or otherwise berating something said by another person.

6. ◘ **Quizzes:**

Brief quizzes, one per chapter, usually on Mondays, will be given during the semester. The quizzes are 10 multiple choice questions. The **quiz is** timed for **10 minutes, once your time has expired you cannot take it again. Each quiz is** worth **10 points.** The quiz will be on the material covered in the lectures and assigned readings and assignments.

Recommended **study sequence for a quiz**: (1) read a chapter => (2) study the Lecture Notes till to the next HOP => (3) repeat (1) – (2) above for each HOP => (4) submit your HOPs for this chapter => (5) complete the Chapter Checkpoint questions, review the Chapter Summary and complete the Review Questions => (6) complete the Chapter Quiz. Please **attend class regularly** and **keep up** with the course material. **Makeup quizzes** are not allowed. However, your **lowest quiz score** will be dropped in determining your grade score.

7. ✍**Lab, Home and Project Assignments**:

The class is presented as a combination of reading the textbook, Lectures Notes, assignments, online participation and hands-on activities. Several labs (HOPs) and approximately **six** project assignments (website case studies) will be given over the course of the semester. Each project is **developed incrementally** (adding new or better) functionality to a website. An electronic version of project assignments ***assignment.doc*** can be downloaded from the course's website. All assignments will be graded on a scale from 0 to 20 after presenting the assignments to the instructor. Expect one to two quick questions to show your understanding. You will receive a **score of zero** if **falsified input/output** that doesn't much the source code or submissions that are plagiarized or that violate the collaboration guidelines.

Service Learning: The purpose of the community-based service-learning[1] project is for teams of students to design and build fully functioning websites for a social service organization or for a specific business. The community-based service learning project will apply web design skills and group learning to a client web design situation.

You will need to develop (in 9 phases), write and implement website proposal as a **final** project**;** see the schedule below. At the end of the semester you will **present** your final project website to the class and the community (business) partners simulated by a group of two students (reviewers) will evaluate the implementation of the final project according to the business specification provided earlier by reviewers. The final website project will be developed according to **phases 1 to 9** included in the 1_Project Submittals_Final-Proj.doc at **http://classes.jgspectrum.com/** (click menu item Classes and then **CMPS 218: Publishing on the Web I for Fall 2022,** then click the **Guidelines** directory)**.** Please do not attempt to **turn in any assignment by email.**

Class and **home assignments** are the **key** to your **success**. Don't expect to learn or have a good grade if you miss classes and/or home assignments. You will **build** your **knowledge** and **skills based** on the **previous classes** and **home assignments**. You will need to **create** and submit the **final** project of your choice. At the end of the semester you will present your final project to the class. Each week **keep track** of the list of the

[1] Jacoby, B. (1996). Service-learning in today's higher education. In B. Jacoby & associates (Eds.), *Service-learning in higher education: Concepts and practices* (pp. 3-25). San Francisco, CA: Jossey-Bass.

skills and programming constructs you have **learned** during the course. Later on, you may be asked to turn in the detailed list of them for a grade.

Please **do not** attempt to **turn in any lab assignment by email.**

8. ☻ **Make-up and Late Assignments**:

No credit will be given for assignments turned in after the due day specified in **Assignment.doc.** Assignments MUST be submitted **before class begins** on the due date**. No-makeup assignments** and **email submissions are allowed. Do not get left behind**. Unless extraordinary circumstances can be documented, **no assignments** will be **accepted** after the beginning of class on the day the assignment is due. **No assignments will be accepted after** they have been **handed back** or **reviewed in class.**

9. ✍ **Midterm and Final Exams:**

There will be two exams to complete the course work and obtain a grade for the course. **There will be no make-ups for the midterm** and **final examinations**.

If you are absent from a **midterm** and have a **valid excuse**—an illness, a death in your family, injury or another equally compelling reason—the weight of your final will be increased by the weight of the midterm - your final exam will be counted only. You must provide **adequate** and **verifiable** documentation. Without a valid excuse, you will receive a **zero score for** the **midterm** and the final's weight will remain unchanged.

A missed **final** will be dealt with according to University regulations on incompletes and withdrawals. Midterm and final **exams** will cover specified chapters (see schedule for dates and coverage). The final will be comprehensive. These exams are a combination of multiple choices questions, true/false questions, short answer questions and writing programs/developing a website.

10. 🗁Course Material:

All handouts, my syllabus, guidelines, lecture notes, links and assignments will be posted at **http://classes.jgspectrum.com/.** Click the top menu item **Classes** you will see a folder labeled **CMPS 218: Publishing on the Web I sect. 01, 003 for Fall 2022**, and you will find all **CMPS 218** documents there. You may copy them to your computer.

11. ♫Email Policy:

I usually reply to emails that require a fast answer within 24-48 hours on weekdays. I will not reply to email messages that are unclear or disrespectful. Please include your class name and section in the **subject** field and a **salutation** (e.g. Dear Professor Goetz), so that it is clear that the message is not junk mail. **Students must check their e-mail messages on a daily basis. I will only use your Laverne e-mail address.**

12. 🎥**ZOOM OR WEBEX ETIQUETTE & TIPS**

Face to face online: This teaching modality expects students to be highly motivated and disciplined.

1. I ask you the **webcam** be continuously **on** for attendance purpose.
2. **Mute yourself** to avoid background noises that can disrupt the session, or to avoid embarrassing "hot mic" moments.
3. Identify the icon gesture to **"raise hand" digitally**. Don't assume you can unmute yourself to speak unless you have been given permission by the instructor verbally or in writing (in the syllabus).
4. **Speak only if prompted** or **appropriate**.
5. **Keep your focus on** the **camera and maintain eye contact on the screen** - this shows you are **attentive** and **engaged**.
6. **Limit facial expressions** that give away negative reactions.
7. **Electronic Devices:**
   a. **You need to get into mood of thinking and studying, not into a mood of texting or checking your email.** So, b*efore class begins*, **turn off cell phones**. The **cell phone vibrating** or a **student texting** can be **very distracting to those around the student,** including **the faculty.** Please don't use **cell phones, e-mails, keyboards, browsers** etc. **during lectures** unless the instructor asks you. **Your desktop/laptop** is to be **used only** for the purpose of lab exercises, taking notes and your **tablet/phone** for reading the textbook while doing HOPs. **No recording devices** are allowed.
   b. Note: Students **who use their mobile phones** during class lectures tend to write down less information, **recall less information**, and **perform worse** on a multiple-choice test than those students who abstain from using their mobile phones during class (p.251). **Reference**: Kuznekoff. J. H. and Titsworth, S.

(2013). The impact of mobile phone usage on student learning. *Communication Education, 62*(3), 233-252.

8. **Classroom Behavior:**
   a. Everyone is expected to maintain a **courteous** and **respectful manner during lecture** or **student activities. Do not sleep, text, chat with your neighbors**, or work on assignments for other classes.
   b. **No clicking keyboards while lecturing**. **Please don't leave the class meeting during lectures.** All the above activities are **very disruptive** to others in class. Students who do not demonstrate appropriate classroom behavior will be asked to leave and receive an absence.
   c. **Patience** and **attention** to detail are important to succeed in programming in HTML and CSS.
9. **Requirements:**
   a. Every time students should **save your work in CMPS 218 directory on your desktop/laptop** and to your cloud drive (OneDrive or Google drive or Dropbox) or your email in the case **your desktop/laptop crashes.**

Good luck in your course!

13. **Tentative schedule (subject to change):**

Date	Week No.	Topic	Reading Chapter	Chapter Quiz, Final Project Phases
Aug 22	**1**	Syllabus. Intro to Course. Intro to the Internet & WWW Publishing on the WEB using browsers and WinSCP	[1]ch1	
Aug 29	**2**	HTML Basics Lab Exercises	[1]ch2	[1]ch1
Sept 5	**3**	**Labor Day**		
Sept 12	**4**	Configuring Color and Text with CSS Lab Exercises	[1]ch3	[1]ch2
Sept 19	**5**	Visual Elements & Graphics Lab Exercises	[1]ch4	[1]ch3
Sept 26	**6**	Web Design Adobe Dreamweaver	[1]ch5	[1]ch4
Oct 3	**7**	Page Layout Lab Exercises	[1]ch6	[1]ch5
Oct 10	**8**	**Midterm: Oct 10** – 1 h 35 min	above chapters	above chapters
Oct 17-23	**Fall Break**			
Oct 24	**9**	Responsive Page Layout Lab Exercises	[1]ch7	[1]ch6 **Get website requirements - Business Specification**
Oct 31	**10**	Tables, Dreamweaver Lab Exercises	[1]ch8	[1]ch7 Project phase 1 **Project proposal submission**
Nov 7	**11**	Forms Lab Exercises	[1]ch9	[1]ch8 Project phase 2, 3 – **Analysis/Design**

Nov 14	**12**	Web Media & Interactivity Web Development Lab Exercises	[1]ch11 [1]ch10	[1]ch9 Project phase 4 **Production**
Nov 21	**13**	Web Promotion – include features in your final project E-Commerce Overview Lab Exercises	[1]ch13 [1]ch12	[1]ch10-11 Project phase 5 – 6 **Testing, Publishing**
Nov 28	**14**	Project presentation. A day after each presentation, selected **reviewers** ("business partners") will e-mail a list of items which should be corrected to corresponding **implementer** group.		Project phase 7 **Project presentation and evaluation**
Dec 5	**15**	**Revised** project presentation		Phase 8 and 9 **Maintenance presentation and final project report**
Dec 12	**16**	**Final: Monday** 6:00 pm	above chapters	above chapters

14. ☝PLAGIARISM POLICY:

Students are encouraged to collaborate, discuss and debate course concepts. It is all right to ask someone else about how to solve a problem, but **it is not all right to copy somebody's code or give a code**. Any cases of someone **turning in work that is not originally theirs** will be dealt with by **assigning zeros to both parties involved.** Each student is responsible for **performing academic tasks in such a way that honesty** is not in question**.**

There is a "zero tolerance" approach to academic dishonesty. Appropriate disciplinary action may include, but is not limited to **giving student an F** on the assignment/project/quiz/exam and/or in the course and/or recommending expulsion. The dean may place on probation, suspend, or expel any student who violates the academic honesty policy. (See ULV catalog for details).

15. ☝SOCIAL JUSTICE AT LA VERNE:

The Social Justice Incident Report Form is available to any University of La Verne community member wishing to report an incident of social injustice or discrimination (these may be acts that promote hate, fear, intimidation, unfair treatment, or oppression against an individual or a group). **Please note that reports can be submitted anonymously. Prior to submitting a social justice form, consider** if the reason is academic (classroom related) or something beyond that as all classroom related issues should be taken up with the Chair of the Department**.** The social justice incident/issue may be a non-emergency or emergency incident and can be **reported to an agency** (e.g. 911, La Verne Police Department, or University of La Verne Campus Safety Office). More information and the online reporting forms can be found on the web page of the Office of Diversity and Inclusivity or using the link below:
https://cm.maxient.com/reportingform.php?UnivofLaVerne&layout_id=25.

16. ☝REMOTE COURSE PRIVACY:

It is an invasion of privacy and a violation of the course policies for anyone to **record and/or distribute** another class participant's photographs, videos, screenshot saves, or any other method for capturing an image or audio, moving or still, with or without sound, without the participant's written consent. This policy does not apply to the University's or professor's recording of the synchronous portion of the course.

17. ☝ INCLUSION:

The act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate and bring their full, authentic selves to work. An inclusive and welcoming climate embraces differences and offers respect in the words/actions/thoughts of all people.

Registration in this course **and acceptance** of this **syllabus** constitutes acknowledgement by **holder that the student has read** and **agrees** to the p**rovisions** of the **foregoing** agreement between student and professor.