University of La Verne

COMPUTER SCIENCE & COMPUTER ENGINEERING PROGRAM
Central Campus, Fall 2025

CMPS 218 FLEX: PUBLISHING ON THE WEB I (CRN 1039)

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/Applications Development**
Computer Science B.S. Elective
Linked class **BUS 270** CRN 1333**: Statistics**
Attributes: LVCS **Community Engagement** – 1.0 Credit Hour
Community Engagement Day, Saturday, **August 23, 2025**, 8:15 am - 1pm.
Registration Link: https://givepul.se/6y3d96 by Thursday, August 21, 2025 – received 2 extra points after showing an attendance proof.
Convocation: Wednesday, August 20, 11:45 am - 1:00 pm | Morgan Auditorium
FLEX Pre-Survey: https://laverne.qualtrics.com/jfe/form/SV_eEYkE8tZhvrVZwa
Class Location: FH207
Course Time: Lecture/Seminar: Tuesday**,** Thursday: **12:05 pm – 1:40 p.m.**

INSTRUCTOR INFORMATION

Instructor: Prof. Jozef Goetz Ph.D.
Office: FH 108B
E-mail: JGoetz@laverne.edu
Phone: (909) 448-4663
Office Hours: By appointment at https://ulvadvising.as.me/jgoetz on Thursday: 3:00 – 4:00 p.m. or on Zoom/WebEx

REQUIRED TEXT (Bookstore Online – enter Department CMPS, Course 218, Department CMPS, CRN 1039).
[1] Terry Felke-Morris, *Web Development & Design Foundations with HTML* 5, edition **10 only**, Pearson Education (https://www.pearson.com/), **2021**, ISBN-13: 9780136681540.

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/. add-ons for Firefox such as Web Developer and learn many other tools.

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 Web Developer Toolbar for Mozilla Firefox/Chrome, Notepad++, Adobe Dreamweaver CS, 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, look at the rows indicated by the star *:

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. In order to **gain** genuine **knowledge** and **skills** you 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. **Reading** and **learning each chapter** of the textbook is essential in order to be successful in class.
What makes a student successful? Successful students **take responsibility for themselves** and **their actions.** 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: 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 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. They are essential to your success in this course.

- You may be administratively dropped if you do not attend during the first week of the semester.
- You should notify the instructor in advance if you will be absent from a scheduled class meeting.
- If you miss two consecutive weeks of class, you will receive a grade of **F**.
- Regardless of the reason, absences in excess of three weeks will result in automatic withdrawal from the course with a grade of **F**.

If you are absent, it is your responsibility to make up missed work and review any announcements made during your absence. Regular attendance in both lectures and labs is essential for success in this course.

You are expected to come to class **prepared**. You need to do the Hands-On Practice (**HOP**) exercises listed by **your instructor** at home. You should be **ready to show** project and HOP solutions to your **professor** at the very **beginning** of class**.** Please check the **Assignment.doc** (see item 10) every time for all assignment specifications. The **Assignment.doc** serves as a **starting point** to any assignment solution. It is a **one-stop shop for everything**.
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, it will be given during the semester at the beginning of the class. The quizzes are usually 10 multiple choice questions. The **quiz is** timed usually 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. If, for any reason, you are unable to take a quiz or receive a very low score, your **lowest quiz score** will be **dropped** when calculating your final grade.

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 a new or better) functionality to a website. **Small development increments approach is your key for your programming** and **for your life.** 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. We support **Windows-based operating systems**. If you want to use other operating systems, it is your responsibility to find corresponding solutions. **All students have to use lab Desktop computers for all assignments in the class room. Your tablet can be used for reading** the **textbook while working on** the **lab Desktop only.** Your laptop has restrictions on campus; it cannot download or upload your work to the ULV server or OneDrive.

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). The group 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 2025,** 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 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.

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 developing a website.

10. 🗁 **Course Material:**

All CMPS 218 materials (Course Syllabus, Lecture Notes, Book Source Code, Assignments, **Guidelines** and Links) are easily available in one place for you and kept at **http://classes.jgspectrum.com/** (click menu item **Classes** and then CMPS 218: Publishing on the Web I for Fall 2025). The track of all assignments is kept in the most important document **Assignment.doc** at **https://classes.jgspectrum.com/classes/218_F25/Assignment.doc/**.

11. ♫ **Email Policy:**

I usually reply to emails that require a quick response within 24-48 hours on weekdays. I will not respond 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) to insure the message is not mistaken for junk mail. **Students must check their e-mail messages daily. I will only use your La Verne e-mail address.** Please **do not**

[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.

attempt to **submit any lab assignments by email.** All assignments **must** be submitted **to OneDrive** (and to the ULV server if requested).

12. ☝**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.

13. ☝**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.

14. ☝**Requirements:**
    a. Every time students should **save your work in CMPS 218 directory in** your cloud drive (Google drive or OneDrive or Dropbox) or your email in the case **your computer crashes.**

15. **Final Tip Notes:**
    1. You **cannot afford to miss any HOP or project points**. Missing any HOPs or project points will significantly affect your grades. The projects for each chapter build on the previous ones, so it is important to keep up with the deadlines.
    2. Your work (chapter HOPs and chapter projects) will be graded after a chapter is completed. This usually happens on the Wednesday following the deadline.
    3. When you contact me, please indicate if you are in REG CMPS 218 or FLEX CMPS 218, as I cannot determine which section you belong to. Different sections have different schedules, so this will help me respond more quickly.
    4. **Do not upload** any **additional files or screenshots** that you are not asked to include, such as photos, .pdf files, or extra folders to OneDrive. Use folders such as HOP_ch2, HOP_ch3, etc., and PROJ_ch2, PROJ_ch3 (pay attention to upper and lower cases), with one Word file for the chapter HOP screenshot and another for the chapter project, along with the source code files. **Do not use PDF files,** as they do not allow us to enter your grade and comments.
    5. Each student has their own folder, and your work is graded based on what is in your folder.
    6. If you do not provide the source or documentation, you may lose a significant number of points. See 2_HOPs_Submittals_and_Grade_Rubric in the **Guidelines** directory.

Good luck in your course!

16. 🕑**Tentative schedule (subject to change):**

Date	Week No.	Topic	Reading Chapter	Chapter Quiz, Final Project Phases
Aug 19, 21	**1**	Syllabus. Intro to Course. Intro to the Internet & WWW	[1]ch1	
Aug 26, 28	**2**	HTML Basics Lab Exercises	[1]ch2	[1]ch1
Sept 2, 4	**3**	Configuring Color and Text with CSS Lab Exercises	[1]ch3	[1]ch2
Sept 9, 11	**4**	Visual Elements & Graphics Lab Exercises	[1]ch4	[1]ch3
Sept 16, 18	**5**	Web Design Adobe Dreamweaver	[1]ch5	[1]ch4
Sept 23, 25	**6**	Page Layout Lab Exercises	[1]ch6	[1]ch5
Sept 30, Oct 2	**7**	Responsive Page Layout Lab Exercises	[1]ch7	[1]ch6 **Get website requirements**
Oct 7, 10	**8**	**Midterm: Oct 7** Tables - Dreamweaver	above chapters	above chapters
Oct 14	**Fall Break**			
Oct 21, 23	**9**	Tables Web Development Lab Exercises	[1]ch8 [1]ch10	[1]ch7 Project phase 1 **Project proposal submission**
Oct 28, 30	**10**	Forms Lab Exercises	[1]ch9	[1]ch8, Project phase 2, 3 – **Analysis/Design**
Nov 4, 6	**11**	Web Media & Interactivity Lab Exercises	[1]ch11	[1]ch9 Project phase 4 **Production**
Nov 11 Vet. Holiday 13	**12**	Web Promotion – include features in your final project	[1]ch13	[1]ch10-11 Project phase 5 – 6 **Testing, Publishing**
Nov 18, 20	**13**	E-Commerce Overview Lab Exercises A Brief Look at JavaScript and JQuery Lab Exercises	[1]ch12	Project phase 6 **Publishing**
Nov 25, **Nov 27 Thanksgiving**	**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 2, 4	**15**	**Revised** project presentation		Phase 8 and 9 **Maintenance presentation and final project report**

Dec 11	**16**	**Final: Thursday** 12:45 – 3:25 pm	above chapters	above chapters

19. ☝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).

20. ☝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.

21. ☝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.

22. ☝ACCESSIBILITY/SUPPORT SERVICES:

The mission of Accessibility Services is to collaborate with students and campus partners in creating an equitable and inclusive educational experience for students with disabilities. More information can be found at https://laverne.edu/accessibility/wp-content/uploads/sites/19/2022/01/Accessibility-Services-Handbook.pdf.

23. ☝ 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.

24. ☝ IMPORTANT UNIVERSITY RESOURCES:

Office of Campus Safety: (909) 448-4950 or dial 4950 from any campus phone.
Email: safety@laverne.edu
Counseling & Psychological Services: (909) 448-4105
Student Health Services: (909) 448-4619
Career Services & Professional Development: (909) 448-4054
Center for Neurodiversity, Learning, & Wellness: (909) 448-4435
Center for Veteran Students Success: (909) 448-1461 / (909) 448-1464.

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.