

**Peru State College**  
**CMIS 410**  
**Web Development and Programming**  
**Syllabus – Spring - 2010**

**Instructor:** Brad Griffin  
**Office:** Room TJ Majors 305/306  
**Office Telephone:** (402) 872-2259  
**Office Hours:** 2-4pm M/W and Fri 3-4pm  
I am also available other times with an appointment. Even during these open hours it is best to schedule ahead, otherwise it is first come, first served.

**Home Telephone:** 402-245-4195 (Please use in drastic emergencies only and before 10:00 PM No guarantee will be made that if you leave a message that I will get it as I have a teenager in the house. In addition my wife works 12 hour night shifts as an RN I cannot ensure your safety if you wake her after a particularly bad night. Please use the email listed below)

**Email Address:** [bgriffin@peru.edu](mailto:bgriffin@peru.edu) with the phrase WEBDEV in the subject line. This allows me to place your email into folders automatically and helps with the SPAM problem. Mail sent with no subject is automatically deleted.  
(This is your preferred contact method. My office phone gives no indication that I have voice mail until I pick up the handset to dial.)

**Course Meets:** Online (49A and 49B) and On Campus (00A) Friday (see notes below)

**Course Purpose/Objectives:**

As a student in this course, you will learn the essential concepts of HTML, XHTML, and DHTML. You will begin with developing a basic Web page and move on to developing a basic Web site. You will also cover working with page design, working with tables, and working with frames. Next, you will cover creating Web page forms, working with cascading style sheets, and using multimedia on the Web. You will also learn about XHTML and working with JavaScript. You will then move into topics such as working with objects, working with special effects and working with windows and frames.

**Prerequisite:**

No prerequisites are necessary except a willingness to learn!

**Text/Materials:**

Text: Carey, New Perspectives on HTML, XHTML, and DHTML, Comprehensive Course Technology, 2006. ISBN 0-619-26748-8

CD: McLeod, Cool School Interactus HTML and XHTML Interactive Movie Tutorials ISBN 1-4188-3938-8

System Requirements: A text editor (Microsoft Notepad as an example), and a Web browser that supports the current standards for HTML and either the W3C or Internet Explorer Document Object Model. Browsers meeting these requirements include the 6.0 (and higher) versions of Internet Explorer, Netscape, and Opera, and the 1.0 (and higher) versions of Safari for Macintosh and Firefox. I do not recommend use of a Netscape 4 level browser or Internet Explorer 5.2 for the Macintosh, as both browsers have compatibility issues with current standards. Users who wish to understand how to write code for Netscape 4 level browsers can review the material in Appendix J.

You will need to install QuickTime (available on the CD) on your computer to utilize the CD and view the movies.

In addition, we will explore some alternatives to a simple text editor. Software will all be provided for download or a link to a location to download.

**Expectations & Instructional Approach:**

**This course is a blended combination of students. Some students are enrolled online, and others are enrolled for the on campus section. Because we want to give all students maximum flexibility, there are no points for attendance. There are however weekly assignments including reading, quizzes, and other assignments. I do expect you to read and study the assignments located on Blackboard including additional hints/tips. See below for more information on this being a “blended” classroom. This is a substantial and rigorous course; however those who keep up with assignments, study, and ask questions where appropriate will do well.**

All Material will be submitted through Blackboard or put on your student web site when directed. We will be using several methods to submit material into the Blackboard; however no written assignments will be accepted from email. This is for your protection as my spam filters will often strip out attachments, and you really do want me to grade your assignments. Really. Please do the assignments and submit via Blackboard. Your grade will thank you. This is also the reason for putting WEBDEV in the subject line to correctly route your email.

Everyone in the class will get space on a publicly viewable web server. As such, I do reserve the right to remove any material found offensive or objectionable. You will also be on the honor system. Everyone will be using the same username and password. This means your fellow student’s websites are accessible to you. Please respect your fellow classmates and only look, don’t touch! I do this deliberately so that we can exchange ideas and work collectively at times.

Many resources for additional information will be posted on Blackboard. One important area for this class will be the discussion boards. In addition to graded questions and answers, there will be the Teachers Corner, where you are encouraged to ask any questions that are not confidential in nature. If you have a question, most likely others have the same or similar question. Do not use this to copy solutions or answers, as this will not be tolerated. This resource, as is everything in this course, designed for both the on campus and online students. You are also welcome to help assist your fellow students on the Instructors Corner if you know the answer before I am able to respond. I advise you to visit and participate in this area as often as possible.

The discussion boards will also be used to host graded questions weekly. In addition to responding to the original post, you will also need to make a thoughtful response to a fellow classmate. These requirements may change depending on the topic, so make sure you read the instructions carefully. “I agree”, “Good Post”, “Way to go”, are not substantial and will not score any points. There will be additional material related to the requirements posted in Blackboard. There will be 2 due dates for discussion board questions, Friday of the week for an initial response and Tuesday for your responses to classmates.

This class will end each academic week on **Tuesday at 10:00 PM CST**. All chapter quizzes (or tutorials as this book calls them) will be due at that time with no exception. Certain assignments will have other deadlines, and these will be posted to Blackboard as an announcement. Please make sure you check your email and Blackboard on a daily basis.

One piece of advice is to start early in the week on the assignments and readings. This gives you more time to get a response to a question or use additional resources. There is also an advantage to posting discussion board responses early as this gives others the chance to feed upon your wisdom and insight. Please do not wait until 9:30 pm on Tuesday to begin your studying for this course! Even though we do not all physically meet for class, it might be helpful to set up times during the week devoted to working on this course.

**An important suggestion that I have found is that students do not always utilize the resources available. The tutorial CD is a GREAT resource, and will lead you step by step through many of the items we discuss in**

this class. It does take some time, and you cannot start ½ hour prior to an assignment being due. You will find this is almost always the first response I have to a question. Be advised, this class will take some time to complete, so plan ahead!

ALL students regardless of whether they are enrolled online or on campus are welcome to attend the Friday class sessions. These will not be conventional “chalk and talk” lecture classes, but will be student driven including question and answer sessions, hands on help sessions in the lab, working on projects, discussion relating to relevant topics (and sometimes not so relevant), and other “hands on” types of activities. We are striving to give students the most flexibility with these classes. As these are held on Friday, consider it casual dress and do not expect me to be in a tie!

This class may sound tough, seems to cover a lot of material, and will introduce new concepts. If you are having a panic attack, take a deep breath. Relax. You WILL make it through the class if you stay on top of the material, use your resources(such as the Video CD), ask questions (remember the discussion board called Instructors Corner), and take learning new ideas as a challenge not a hindrance!

Note the large size of this text. It is to make sure you read this. There are classes you can take, read the book, take the quiz, and succeed. This class is not like that. You must be willing to take the time to practice these concepts and work with developing your web skills. Would you want to fly with a pilot who only read the textbook or one who worked in the simulator and with other pilots?

Because you are all adults, I will assume that you are willing to put forth that effort. Some assignments will be done for credit, others will be recommended to be done as a good practice.

Because I want to show you sample code of how I and others have solved these problems, the no late assignment policy will be rigorously applied to this class.

## Tentative Course Schedule

Notice that due to ending the class on each Tuesday, this becomes a 15 week course. Pay careful attention to the ending dates of these weeks, and not the gap from week 7 to 8 to accommodate school being out.

	Begins	Ends
Week 1	11-Jan	19-Jan
Week 2	19-Jan	26-Jan
Week 3	26-Jan	2-Feb
Week 4	2-Feb	9-Feb
Week 5	9-Feb	16-Feb
Week 6	16-Feb	23-Feb
Week 7	23-Feb	2-Mar
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Week 8	2-Mar	16-Mar
Week 9	16-Mar	23-Mar
Week 10	23-Mar	30-Mar
Week 11	30-Mar	6-Apr
Week 12	6-Apr	13-Apr
Week 13	13-Apr	20-Apr
Week 14	20-Apr	27-Apr
Week 15	27-Apr	4-May

Note - All weeks end Tuesday at 10 pm CST

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This time frame includes semester break

Note that this class ends on the 4<sup>th</sup> of May.. That date is NOT flexible. You must turn in your final project by that date to pass the class.

**Disclaimer:** The instructor reserves the right to change any and all items on this syllabus to reflect external changes. These changes will be communicated to the students via email, and posted on Blackboard.

## Grading

There are a multitude of assignments in this class. The weekly discussion board assignments are all worth 10 points. The hands on assignments range from 20 to 35 points. Weekly quizzes range from 15 to 30 points. There is a final project worth 100 points and a final exam worth 100 points. In total there are 880 points in the class. To make Excel have an easier task of calculating percentages – I have increased this total to 900 points with the 20 point difference being a bonus to good students. If you post early on all the discussion boards and do not miss any

assignments – you get the additional 20 points. Each missed discussion board or assignment lowers this by 10 points.

Your grades are exported to Excel and calculated. As there are several chances to earn bonus points include the 20 points referenced above, there is no wiggle room. Excel calculates the percentage, and these are the scores necessary to earn a grade.

Grade Cut off percentages.

A	90%
B+	85%
B	80%
C+	75%
C	70%
D	60%
F	59%

### College's Incomplete Coursework Policy

To designate a student's work in a course as incomplete at the end of a term, the instructor records the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed substantially all of the course's major requirements.

Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filling out an Incomplete Grade Completion Contract, which requires the signature of the student, instructor, and Dean. The Incomplete Grade Completion contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. The date by which the student agrees to complete required work must appear in the contract. The Dean, the instructor, and the student receive signed copies of the Incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the appropriate Dean approves an extension and if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

### College's Academic Integrity Policy

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student's responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each

assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

In order to promote academic integrity, the College subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Online course syllabi will clearly state that, regardless of grades earned previously, the proctored final exam must be passed in order to receive credit for the course. Courses which feature graded site-based activities (e.g., teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student’s transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

### **Title IX Compliance Notice**

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).