World Wide Web Site Development

CS 125 – Spring 2023

Explore Category: Society

Quest III: Community Experience

Signature Question: How do people understand and engage in community life?

Instructor: Hannah Hillberg (She/Her/Hers)
Email: hillbergh@uwosh.edu
Office: Halsey 217
Office Hours: 10:00-11:00 am   MW
                  1:15-2:45 pm   TuTh
Department Tutors: Schedule posted on Canvas

Section: 001C
Credits: 3
Class: TuTh   3:00-4:30pm   Halsey 101C – Teaching Computer Lab
                  Tu: Lecture   **Th:** Lab (generally)

Course Information

This is an introductory course on website design and online branding. It covers elementary aspects of popular web development software packages. You will learn to create complete websites using responsive design and web services. The expectations for prerequisite knowledge are only basic computer skills.

Prerequisites: Not open to students who have completed Computer Science 271.

Textbook:

Basics of Web Design HTML5 and CSS3 (6th Edition), Terry Felke-Morris, Pearson, 2022

Course Website: UWO Canvas

You should check Canvas on a regular basis - it will contain lecture notes, assignments, announcements, and grades. I'll do my best to let you know when something new and important comes up, but it is your responsibility to check the website frequently for information that you might not get otherwise.

Course Grading Policy

Your final grade for this course will be based on four components, namely exams, projects, labs, and quizzes and class participation. Your overall numerical grade for the course will be computed as the weighted sum of the component grades using the following weights:

Component	Weight
Exams (2)	30%
Project 1	10%
Project 2: Community Experience	30%
Labs	25%
Class Participation (Post-class quizzes)	5%

***Tentative* Exam Dates (TBD):**
- Midterm - March 16
- Final - May 9

Your letter grade for the course will be computed as follows:

Numerical Score	Grade	Numerical Score	Grade
>=92	A	72–78	C
90–92	A–	70–72	C–
88–90	B+	68–70	D+
82–88	B	62–68	D
80–82	B–	60–62	D–
78–80	C+	<60	F

While this overall grading scheme is fixed, I will be happy to discuss any issue you may have with individual grades. If you notice a mistake or have a question regarding a specific grade, please come and talk to me as soon as possible. ***Do not wait until the end of the semester to bring up grading issues.*** This course will participate in the **Early Alert** campus program to help identify students experiencing academic performance and/or attendance issues earlier rather

than later in the semester. If you may be at risk of failing the course, you will be notified during the 5th week of the semester.

Attendance
It has been scientifically proven that the most significant factor for predicting student success is attendance (although whether this is truly causation or merely correlation is another question). However, you are also an adult and are free to make your own choices. Thus, though attendance (or lack thereof) is likely to affect your grade, it will not be tracked explicitly.

Academic Integrity
The purpose of this course is for ***you*** to learn to create web sites, so the work that you turn in must be ***your own***. While discussion of ideas and problems with fellow students is encouraged, all course work must be completed individually. To be clear, my cardinal rules to prevent academic dishonesty include:
- Your fingers on your keyboard
- Your eyes on your own work / notes / textbook

Any work you submit should come from your own physical typing of your own work. Physically typing while looking at someone else's work, whether another student (past or present) or a stranger on the Internet, is plagiarism and is not acceptable. Copying and pasting (including keyboard shortcuts with your fingers on your keyboard…) is also not acceptable (…nice try).

It's okay to search online to research general concepts or to reference programming documentation. It's *not* okay to Google for solutions to reference--at this point you are referencing the result of someone else's problem solving instead of experiencing it yourself. Instead seek help from your instructor or tutors. We want to support you on your path to gaining the necessary skills and reasoning through the problems you're faced with. ***Make sure you start coursework early so that you can seek help if necessary.***

Any suspected academic dishonesty will be dealt with on a case-by-case basis. Any clarification of what does or does not constitute academic dishonesty must take place *before* you turn in questionable work. For clarification on what constitutes academic dishonesty, contact me or consult the printed policy in the [UWO Student Discipline Code, Chapter UWS 14.](#)

Diversity, Equity & Inclusion
Diversity drives innovation, creativity, and progress. At the University of Wisconsin Oshkosh, the culture, identities, life experiences, unique abilities, and talents of every individual contribute to the foundation of our success. Creating and maintaining an inclusive and equitable environment is of paramount importance to us. This pursuit

prepares all of us to be global citizens who will contribute to the betterment of the world. We are committed to a university culture that provides everyone with the opportunity to thrive.

Building relationships and community is one of the most important goals of this University. To build community is to honor each person in terms of their identity. Each student in the course will conceive of their identity in different ways; important aspects of identity may include ethnicity, ability, sex, sexuality, gender, gender expression, gender identity, religious beliefs, political affiliations, and/or class, to name just a few. Thus, each of us, myself included, must honor each students' identity in all its complexity. We need to work on listening to others, taking up perspectives unlike our own, challenging our assumptions and finding a route toward understanding the similarities and differences between ourselves and others.

I am committed to creating an anti-discriminatory classroom climate in which all students feel safe, supported, and affirmed. I ask that everyone in the class join me in committing to the creation of a welcoming space free of discrimination, bullying, and harassment in which each student can find a sense of belonging.

Pronouns/Names
My personal pronouns are she/her/hers. If you feel comfortable, please feel free (but not required), to disclose to me your personal pronouns. I will do my best to use them. Please also respect your peers' personal pronouns in face-to-face and online interactions.

Bias Incident Reports
All participants in this course deserve to be treated with dignity and respect. This campus will not tolerate acts of discrimination, and the use of language that's sole purpose is to injure another does not reflect who we are as Titans. Civility is a campus value at UW Oshkosh. If an instance of bias occurs, either inside or outside the classroom, students are encouraged to fill out the Bias Incident report. http://uwosh.edu/police/bias-incident-report

Accessibility, Inclusion, Religious and Veteran Accommodations
I will provide, on a flexible and individual basis, reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements. Please consult with the Accessibility Center to create such documentation and develop a plan for reasonable accommodations to share with me. The Accessibility Center is located in Dempsey Hall 125. You are also welcome to contact the Accessibility Center at (920) 424-3100 or accessibilitycenter@uwosh.edu. For more

information, visit the Accessibility website at
http://www.uwosh.edu/deanofstudents/accessibilitycenter.

It is also the policy and practice of UW Oshkosh to create an inclusive learning environment. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, please notify me as soon as possible. This includes religious holidays or other days of special religious significance that may conflict with course activities: I will honor your faith traditions and I will work with you to make necessary accommodations, provided that you notify me of the conflict as soon as possible.

Veteran, active duty, reserve, or national guard students with military-affiliated special circumstances (e.g., upcoming deployments, drill requirements, disabilities, VA appointments, etc.) should communicate these with as much notice as possible. I will work with you and / or put you in contact with the Veterans Resource Center at (920) 424-1804 or veterans@uwosh.edu or other University staff who are trained to assist you.

Disclosure
Students are advised to see the following URL for disclosures about essential consumer protection items required by the Students Right to Know Act of 1990:
https://uwosh.edu/financialaid/consumer-information/

Course Outcomes:
At the end of this course, students will be able to:
1. Understand the advantages of good website design and be able to implement these principles on the websites you create.
2. Learn how to write and interpret HTML5 code.
3. Appreciate the differences between browsers and how they play a major role in how their website is displayed.
4. Understand standard website design guidelines and be able to critique online sites and well as your own.
5. Understand Cascading Style Sheets and demonstrate how your code, the browser, and the user affect their use.
6. Demonstrate the use of JavaScript code fragments on your sites.
7. Appreciate the importance of security, maintaining a website, and keeping it up to date.
8. Implement W3C Accessibility standards.

About the University Studies Program (USP) and Quest III
USP Explore Courses and a Liberal Arts Education
This course is an Explore course for the University Studies Program. The Explore classes are designed to provide a solid foundation for the rest of your education here, no matter which major you choose. For further information about the unique general education at UW Oshkosh and the other USP courses that are available, visit the University Studies Program website at http://www.uwosh.edu/usp

At UW Oshkosh, the foundation to your learning is a liberal arts education. Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem solving skills, and a demonstrated ability to apply knowledge and skills in real world settings. (AAC&U, http://www.aacu.org/leap/what-is-a-liberal-education)

Signature Question: How do people understand and engage in community life?
Civic Learning Definition
Civic knowledge consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills which may be useful in public life, like effective communication and ethical reasoning. Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part. Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities. (https://uwosh.edu/usp/teaching-in-the-usp/signature-questions/)

Community-Based Learning and the USP Quest III Experience
The USP aims to meet the goals of a liberal arts education (see above). Now that students have completed Quest I and II, Quest III aims to immerse students in experience with the local community to both address the signature question(s) and help students strengthen their sense of community connectedness and civic responsibility. If students bring to the Quest III experience an open-mind, diligence, and a sense of adventure, each may discover his or her own capacity to make things happen for the benefit of oneself, one's fellow human beings, community, society, and world!

The idea behind "field-based 'experiential learning' is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community." Such experiences give students a chance "to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life." (High-Impact Practice, AACU, 2011; http://www.uwosh.edu/usp)

Community Experience and Community Partner: Quest III Websites
Your community partners this semester are your fellow students in Quest III courses, their instructors, their community partners, and the people in the community that those partners serve. All of these people—the students, their partners, and those they serve—benefit from these projects, and the greater Oshkosh community could benefit from being aware of these efforts that are taking place. It's *good* to *know* the *good* that is taking place in our community!

Websites are a very common and effective way for making information available in the world. Thus, a website presenting current Quest III projects is a great way to communicate with the community the good that is taking place. Since you will be learning how to create websites in this course, this is a perfect opportunity to apply the skills you are learning to serve your community!

Over the course of the semester, you'll be dedicating 14-20 hours to the experience of creating a website documenting and presenting the efforts taking place in Quest III courses this semester. This will include communicating with our partners to collect the information to present in the website, as well as collecting information to inform the design of your website, creating the website using skills you'll learn over the course of the semester, and finally presenting your website to our partners.

Disciplinary Procedures
As representatives of UW Oshkosh, students are expected to comport themselves in a respectful, civil, and ethical manner while working with community partners. Students are expected to abide by the UW Oshkosh Student Academic and Non-Academic Disciplinary Procedures during their Quest III Community Experience. All students will be asked to acknowledge in writing that they have been made aware of these policies. Other policies that may be relevant to the Community Experience in this course are described in the online Quest III Handbook available on the course Canvas site and may include criminal background checks, travel arrangements, and/or expectations for research with human subjects.