GC 2400 Introduction to Web Design and Development
Department of Graphic Communications
Instructor: Mrs. Erica Walker, eblack4@g.clemson.edu, (864) 986-0329
Office (Tillman G-05) Hours: 10:00–10:45 T/TH Please always email to schedule a time
Open Lab/ Help Session: Fridays 9AM–12PM

Course Description
This class is designed to build the student’s knowledge of web design and development to an intermediate level. Students will learn the fundamental languages and markups for front-end web programming and be introduced conceptually to some of the more complex web topics including Web-to-Print, Responsive Web Design, and Server Technology. By the end of this course, students should be able to design, program and publish a working and atheistic website. Students will also go through the process of working in a client/designer relationship, learning the communication skills necessary to successfully fulfill each role.

Clemson Thinks
This course is part of Clemson University’s Clemson Thinks seminar series, the university’s Quality Enhancement Plan, which seeks to enhance the critical thinking skills of Clemson students through transformative learning experiences. It is designed to actively engage you in thinking critically about the issues discussed in class.

To assess your growth in critical thinking skills you will take the California Critical Thinking Skills Test (CCTST) at the beginning and end of the semester. Your scores on the CCTST will not have an effect on your class grade, but completion of both the pre- and post-test will be a factored in to your participation grade for that class period.

Assignments will be used as CT artifacts to demonstrate how you have become a better critical thinker. In this course, your final client website and a video of your exquisite corpse presentation will be submitted as the CT artifacts.

More information can be found at http://www.clemson.edu/assessment/thinks2/.

Defining Critical Thinking
Critical thinking is reasoned and reflective judgment applied to solving problems or making decisions about what to believe or what to do. Critical thinking gives reasoned consideration to defining and analyzing problems, identifying and evaluating options, inferring likely outcomes and probable consequences, and explaining the reasons, evidence, methods and standards used in making those analyses, inferences and evaluations. Critical thinking is skeptical without being cynical, evaluative without being judgmental, and purposefully focused on following reasons and evidence wherever they may lead.

## Course Objectives

The primary objectives for this course are for the student to:

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<thead>
<tr>
<th>CT2 Objectives</th>
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<th>Learning Outcomes</th>
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<tr>
<td>Explore complex challenges</td>
<td>Differentiate how various web markups and languages work together to create graphic and interactive web page elements.</td>
<td>Write HTML and understand how to effectively implement it in the web environment.</td>
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<td>Write CSS effectively to create well organized, styled web pages.</td>
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<td>Use the HTML Document Object Model (DOM) to manipulate and organize a web page.</td>
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<td>Create a functioning web store with variable products.</td>
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<td>Analyze multi-dimensional problems</td>
<td>Devise multiple solutions to web development problems and analyze the advantages and disadvantages of each.</td>
<td>Evaluate common errors in the web languages and repair them to meet standards.</td>
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<td>Extrapolate from one conceptual context to others</td>
<td>Analyze the differences and similarities between print design and web design.</td>
<td>Distinguish between personalized and dynamic web pages and how servers and web languages can be used for different website needs.</td>
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<td>Distinguish between objective and subjective analysis of a website and conduct both analyses for website designs.</td>
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<td>Synthesize alternative solutions to multidimensional challenges</td>
<td>Distinguish between multiple ways to get the same result when coding. Be able to articulate why less is more when coding and how that effects best practices in writing code.</td>
<td>Employ search engine optimization (SEO) techniques and explain the importance of SEO in web development.</td>
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<td>Evaluate common errors in the web languages and repair them to meet standards.</td>
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<td>Communicate effectively, complex ideas</td>
<td>Collaborate in a client/designer relationship to produce a fully functional website to client needs and specifications.</td>
<td>Design and produce a completed website for a specified client.</td>
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References
There will be no assigned text for this course. Many resources for web programming exist on the internet and in various books. Some suggestions are:
- dochub.io
- codepen.io
- css-tricks.com
- codrops/css_reference/
- alistapart.com
- smashingmagazine.com
- Above The Fold by Brian Miller, Published by HOW Books
- The Principles of Beautiful Web Design by Jason Beaird, Published by SitePoint Pty Ltd.

Grading/Major Assignments
The Grading policy for this class is as follows:

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<tr>
<th>Attendance/Participation/In-lab build assignments</th>
<th>100 pts</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>300 pts</td>
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<tr>
<td>Final client website project</td>
<td>300 pts</td>
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<tr>
<td>Tests (3)</td>
<td>300 pts</td>
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<tr>
<td>TOTAL</td>
<td>1000 pts</td>
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This course uses a total points system. **There will be 1000 possible points.** At the end of the course, the total number of points you have earned divided by 1000 will be used to calculate your grade (with a maximum grade of 100%). There will be some opportunities for bonus points built into certain assignments.

The attendance/participation grade is based on both attendance and active participation in the course. Being on time and making good use of lab time (aka not coming in late or leaving early regularly), actively engaging in lecture by asking questions and staying on task, working well with others, etc. will all be considered relevant to this portion of your final grade.

Exams:
Exam I (100 pts.) and Exam II (100 pts.) cover only the current information being presented and all concepts covered in the current lab projects. The final exam (100 pts.) is cumulative with a heavy emphasis on material presented since Exam II.

Exams include true/false, multiple choice, multiple answer, fill in the blank, matching, short answer, essay format, and are given on Blackboard. Exams will require, not just memorization of course content, but application questions. Questions will come from lectures and lab activities.
Students must come prepared with their laptops charged and Respondus Lockdown Browser installed on their computers. 
https://www.clemson.edu/ccit/learning_tech/ccit_training/ott/respondus_ldb/

Submissions: 
All assignments must be submitted properly named in the requested file format and submitted to Blackboard for credit. A request from your instructor for a resubmission because the file is in the wrong format or won’t open will come with a 10% penalty to the grade. Absolutely no assignments will be accepted via email. You must get your file compressed enough and submitted to Blackboard before the due date and time for full credit.

GRADES WILL NOT BE ROUNDED. What you have at the end of the semester will be your final grade; regardless of how close you are to the next grade bracket.

I am happy to discuss your grade with you up to one week after the grade is given. However, after this point, no alterations will be made. Thus, please DO NOT e-mail me the week of finals or when final grades are posted asking for a grade on a particular assignment to be increased.

The grading scale will follow at 10-point division:
A = 100%–90%
B = 89.99%–80%
C = 79.99%–70%
D = 69.99%–60%
F = 59.99% and below

ALL LAB ASSIGNMENTS MUST BE COMPLETED TO PASS THE COURSE WITH A “B” OR ABOVE. You may not “skip” a lab assignment and take a 0. You must turn in all assignments, even if late, to receive a final grade in the course.

Late Policy: 
Assignments should be turned in by the specified due date and time. Late assignments will be deducted 10% of total possible points every 24 hours they are late. For example, if an assignment worth 50 points is due by 12p.m. on a Friday, at 12:01p.m, the first 5 points will be lost. At 12:01p.m. on Saturday, 5 more points will be lost. This pattern will continue every 24 hours until the assignment is turned in. Students will not receive negative points if an assignment’s late deductions exceed its point value.

Lab Policy: 
You must always come prepared to lab. Things you always need to have with you in lab sessions are:
• Your computer and charger
• Necessary coding software (we will install this the first week of lab)
• Multiple browsers (Firefox, Chrome, and Safari on a mac)
• We will use Adobe Edge Inspect and Chrome Developer Tools to build and test responsive websites across varying devices
• The ability to connect, upload, and download files to your U-drive or class hosting space
• Any other materials the instructor requests you bring/turn in during the lab session
• We will be using codepen.io heavily in this course, you will need a free account
• We will be using join.me/clemsongc throughout this course, you will need to install the free app

Students will be allowed grace for the first lab period as many are still purchasing and/or installing coding software during the first week. If a situation arises before lab that prevents a student from coming prepared (ex: a student’s computer goes down) the instructor should be notified by email or in person before lab begins. If notified in a timely manner, the instructor can make proper arrangements with the student for any in-lab assignments. If a student comes unprepared and has not notified the instructor, the student will suffer any associated consequences.

Always store your working files in a cloud based server such as Dropbox, Box, or your U:Drive to ensure that even if your computer dies during the semester, you can begin working on another loaner or lab machine right away.

**Attendance:**
This class moves very quickly and it is important that you be present and on time for all labs and lectures. You will be allowed a total of one unexcused absences from lecture or lab.

Excused absences are:
- Those with a receipt signed by a physician or the Clemson University Health Center
- Official University activities with a written excuse from the appropriate University official
- Family/personal emergencies with a written excuse or receipt from the Office of Student Affairs.
- Excuses are expected within one week of the absence. After 2 total unexcused absences (in lecture or lab) the student’s grade will be affected. After 5 unexcused absences, the instructor reserves the right to drop the student from the class. The student is responsible for signing the roll in both lecture and lab upon arrival.

A sign in sheet will be available online at the beginning of each lecture and lab period. You are responsible for signing in. **If you come into class late and forget to sign your name, you will be counted absent.** If you leave lab early, your attendance and participation grade will be reduced.

If an assignment is missed due to an excused absence, the student will be allowed the opportunity to redeem the points. Arrangements for make-up work must be made within one week of the absence. If the absence is unexcused, the instructor reserves the right to give a “0” for the missed work.

If the instructor is more than 15 minutes late to lecture or lab, students are dismissed for the day with an excused absence.
Class Philosophy
This class has a lot of material, if it is completely new to you, it will be challenging. That being said, you will need to study for this class. The material won't be something you can just absorb visually and audibly, coding needs to be practiced. There will be assignments to aid your learning, but expect to do some practicing and researching on your own. We will be doing a lot of in-lab assignments. These must be completed in lab and checked off by your instructor prior to leaving for credit.

As we work, you will find that there will be ways to take “shortcuts” with certain assignments. I would encourage you to invest the work into completing various assignments yourself; you will gain much more from the class that way. Do not be afraid to explore topics on your own either. Teaching yourself (and each other) can be one of the most beneficial learning experiences. In the end, you will get out of this class what you put into it. Put in minimal effort and you will leave with minimal confidence in your skills and a poor web portfolio. Put in your best effort and you will leave with a new skill set and an impressive website.

Distributed Competencies
As stated in the General Education section of the University Undergraduate Announcements, each degree program is responsible for integrating a plan that addresses specific distributed competencies and their implementation into the departmental curriculum. These competencies include points of: Ethical Judgment; Information Technology; and Reasoning, Critical Thinking, and Problem Solving. While these competencies are addressed throughout every course within the GC curriculum. Minimum evidence of meeting these specified competencies will be indicated on each course syllabus, tied to the course requirements (project, report, etc.)

Students with Disabilities
Appropriate accommodations will be made for students with disabilities that are documented by Disabilities Services. It is expected that students will follow the policies and procedures of Disabilities Services. Students must present a letter stating that the disability has been documented and requesting the specific accommodations during the first week of classes. Additionally, it is the responsibility of the student to give the professor one-week’s notice prior to each instance where an accommodation will be needed. See http://virtual.clemson.edu/groups/disability_services/Student_Guide.htm#StudResp).

The Clemson University Title IX (Sexual Harassment) Statement
Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at http://www.clemson.edu/campus-life/campus-services/access/title-ix/. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 111 Holtzendorf Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).
Academic Honesty
In the field of web programming, stealing code or other digital resources is often very easy. There are some sites that offer free “snippets” of code and others that provide detailed tutorials, all ok to use and reference. Though it is a grey area, in most cases, copying code verbatim from another site without permission is not ethical or legal. Borrowing bits and pieces and modifying them for your purposes is fine, but taking large sections of un-edited code is plagiarism. If you are unsure about using a part of another website you found, ask your instructor.

The copying code goes for working with classmates as well. I highly encourage students to work together and help each other learn on projects and assignments, but don’t use your friends to build a website for you. For example, you will be building a navigation bar using CSS in this class. This can be difficult at first; don’t get someone else to email you their files they have already written. You will learn very little and I will consider sharing website files with other students cheating. You are encouraged to sit down with one another and work together, but do not share your files with or copy markups/scripts from your classmates.

As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately and expeditiously to charges of violations of academic integrity.