# Wayland Mission Statement

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

# Contact Information

**Course**: MISM 3307 VC01 – Web Design

**Campus**: WBUonline

**Term/Session:** Fall I 2025

**Instructor:** Dr. Kenroy Wedderburn

**Office Phone Number/Cell #:** (347)279-2369

**WBU Email Address:** kenroy.wedderburn@wayland.wbu.edu

**Office Hours, Building, and Location:** <<By Appointment via phone or video call>>

**Class Meeting Time and Location: Online Asynchronous**

**Catalog Description:**
Analyzing information and applying graphic design techniques to develop effective, pleasing and useful web sites.

**Prerequisite:**
COSC 2311

# Textbook Information

**Required Textbook(s) and/or Required Materials:**

| BOOK | AUTHOR | ED | YEAR | PUBLISHER | ISBN# |
|---|---|---|---|---|---|
| Learning Web Design | Robbins | 5th | 2018 | O'Reilly Media | 9781-49196-0202 |

**Chapters 1-9, 11-15, 18, 19, 21, 22**

*This course is part of the **Pioneer Academic Access Program**. You will have access to an eBook, access code, and interactive learning material on the first day of class through your Blackboard course site. You will be notified via email with access instructions and additional information.  If the course requires a physical book you can order at bookstore.wbu.edu. You can choose to opt-out, however if you do you will lose access to **EVERY class/material** and have to source through third party vendors.*

**Optional Materials:** N/A

**Course Outcome Competencies:**
- Demonstrate ability to create web pages using HTML
- Demonstrate ability to create enhance web pages using Cascading Style Sheets
- Demonstrate ability to use basic JavaScript coding
- Demonstrate ability to use transitions, transforms and animation techniques
- Demonstrate ability to use tables and forms

# Attendance Requirements

WBUonline
Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student "attendance" in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a "no-show" and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university's attendance policy.

# University Policies

**Academic Integrity:**
Link to Statement on Academic Integrity

**Artificial Intelligence:**   reference one of the following in regard to how generative artificial intelligence (GAI) such as ChatGPT may or may not be used in this course:  Choose A, B or C and delete the others.

    **A.  No use of any generative AI tools permitted.**
        i.  Students are required to create and produce all work themselves or with assigned group members. Any work submitted that has used an AI generative tool like ChatGPT will be in immediate violation of the academic integrity policies for the course and WBU.
        ii.  All assignments must be fully created, designed, and prepared by the student(s).
        iii.  Any work that uses generative AI will be treated as plagiarism.
    **B.  Generative AI tools permitted in specific context and with proper citations.**

      i.   Students are allowed to use, reference, or incorporate generative AI tools into specific assignments for this course. When used, students must properly cite the generative AI tool in their submitted work.

      ii.   While there is no true substitute for direct help and instruction for your instructor, students may be allowed to use generative AI tools to provide further explanations of course content, readings, and other assignments. Any use of generative AI tools to help further explain or translate content must be properly referenced and cited.

      iii.   Specific parameters for generative AI usage are provided by the instructor.

      iv.   Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

**C.   Generative AI tools usage encouraged and may be actively assigned in coursework.**

      i.   Use of generative AI tools is actively encouraged and incorporated in to specific assignments for this course.

      ii.   Use of generative AI tools for assignments in brainstorming, content understanding, or revision to work is perfectly acceptable if cited and referenced properly in any submitted work for the course.

      iii.   Use of generative AI is encouraged as long as students understand the use of generative AI in the course is to be an assistance tool and not the generator of assignments and submitted work. Ultimately, all submitted work must still reflect student's own work, understanding, and analysis.

      iv.   Specific parameters for generative AI usage provided by the instructor.

      v.   Any use of generative AI tools outside of the approved instructor parameters will be considered a form of plagiarism and academic dishonesty.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Disability Services Coordinator and Academic Coach serves as the coordinator of students with disabilities and must be contacted concerning accommodation requests.  Office: (806) 291-1057.  Documentation of a disability must accompany any request for accommodations.

# Course Requirements and Grading Criteria

For this course, you MUST be familiar with:

1. how to use your computer's file manager. For Windows systems this is called the File Explorer.
2. You also need to know how to create a file using a text editor (like Windows Notepad), and how to place the file into a folder, rename it, copy it etc.
3. The meaning of a file extension, its purpose and how to make it visible.

The breakout for grades is as follows:
- Exams                30%
- Census Assignment   2%
- Assignments        48%
- Discussion          20%

**Exams:**
- Two (2) Exams will be given.
- Exam #1
- Exam #2

**Discussion #1:**

- List and describe briefly the five most popular web development tools used by **professional** web designers
- List and describe briefly the five most popular web development tools used by **non-professional** web designers
- Your post should contain at least two paragraphs. (90%)
- You should respond to at least one of the posts from classmates (10%)

**Discussion #2**

- i) Describe briefly what is front end web development and back-end web development. ii) Indicate and briefly describe the tools used for each
- Your post should contain at least two paragraphs. (90%)
- You should respond to at least one of the posts from classmates (10%)

**Discussion #3**

- Do you think it is important for serious web developers to learn HTML and CSS, since there are now so many automated tools to easily create web pages?
- Your post should contain at least two paragraphs. (90%)
- You should respond to at least one of the posts from classmates (10%)
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**Assignments:**

**Assignment #1   - HTML Video Reviews**
Watch the four videos below (total about 23 minutes) and answer the following questions. The paper (with a cover page) must be professionally done, using full grammatically correct sentences. (Bullet points only, or if written just in note form will lose significant points. The paper must be in essay format). The paper must be a minimum of two pages plus the cover sheet.

- Cover sheet, sub headings, formatting (including spelling and grammar) *[Max 10%]*
- What is HTML? - Give full definition and description. *[Max 25%]*
    - At least two paragraphs with at least six sentences each
- Why use HTML? *[Max 10%]*
    - At least one paragraph with at least six sentences.
- What is an Internet Browser and how does it use HTML to present a web page? *[Max 25%]*
    - At least two paragraphs with at least six sentences. Also give examples.
- What is CSS? (full definition and description) *[Max 20%]*
    - At least two paragraphs with at least six sentences each
- How do you indicate to HTML that you are going to input CSS text? *[Max 10%]*
    - At least one paragraph with at least six sentences.

HTML Intro 1:  https://www.youtube.com/watch?v=9p-YLfGWC68   (6:05 min)
HTML Intro 2: https://www.youtube.com/watch?v=dD2EISBDjWM  (3:31 min)
HTML Intro 3: https://www.youtube.com/watch?v=-USAeFpVf_A    (10:09 min)
CSS Intro 3: https://www.youtube.com/watch?v=qKoajPPWpmo  (6:33 min)

**Assignment #2  - The Starfish Café**

Chapter 4 of the textbook outlines the steps to create a simple webpage for the Black Goose Bistro. You should have the files from the download of the Robbins Material (I have a video in the Week 1 Content folder in Blackboard that demonstrates how to do the download).To do this assignment, you will read Chapter 4 of the textbook. You will follow the same steps outlined in the chapter to create a basic webpage, but afterwards you will make changes for the assignment. ***You will be making the changes to the file: ex4-5_index.html***. These are the required changes:

i)      Copy the file ex4-5_index.html and change the name of the copied file to: *firstinitiallastnamestar.html* (for example kwedderburnstar.html). At the end of your making the changes, this is the file you will upload.

ii)     Instead of the Black Goose Bistro you will have the Starfish Café

iii)    Instead of the bird (which you have in the Robbins download), you will use the image of the starfish (star.jpg) also included in this assignment. (You must download the star.jpg file to the same folder as the ex4-5_index.html file for it to work properly).

iv)     Use the same sub headings: "The Restaurant", "Catering" and "Location and Hours", however, change all the content to customize for yourself.

**Assignment #3**

- Do Practice with Exercises 6.1 – 6.7 (This is for practice and will not be graded, however it will assist you to do the graded assignment below)
- Review the file glossary-done.html – this file is found in the chapter 6 section of the downloaded files. This is the output from Exercise 6-8. Your assignment will be to amend this file and add glossary items for "Y" and "Z" as follows:
    o  Copy the file glossary-done.html file and rename it glossaryplus-yz.html.
    o  Add the following "Y" items at the appropriate spot at the bottom of the glossary:
        ▪  YAHOO – A popular web portal and search engine
        ▪  Y2K – Abbreviation for the year 2000
    o  Add the following "Z" items at the appropriate spot at the bottom of the glossary:
        ▪  ZIP – A popular method to compress data
        ▪  Z SHELL – A Unix command interpreter shell
    o  Add "Y" and "Z" at the top of the glossary and enable the user to be able to click on each and be transferred to the corresponding glossary item at the bottom of the glossary html file (e.g. clicking on "Y" jumps to the "Y" section at the bottom of the glossary file.)

**Assignment #4**

Use the file *CH08_exercises_finished.html*, (attached in this assignment) as a starting point, and modify it so that the resulting tables in the html file look like those in the attached file (*Assignment #4 file.pdf*) in Blackboard (also included as Appendix A in the syllabus). Upload the modified file into Blackboard. Practice with Exercises 8-1 to 8-4 in the textbook.

Carefully note that the end reault is different from that in *CH08_exercises_finished.html.* For example in the given html file, for Exercise 8-1, there are only two columns – Album and Year, whereas in the completed assignment, there should be three columns – Album, Year and Genre. The other exercises also have differences from the original file.

**Assignment #5**

Use the html file *pizza_final.html* in chapter 9 of Robbins materials (included in this assignment). Change the html file name to pizza_final_plus.html. The do the following and upload the result:

1. Change the name (heading at the top of the file) to **Starfish Café**. (Instead of Blackstone Bistro)
2. For the *Your Information* box, between *Address* and *Telephone Number*, Add **Zip Code** with a label
3. For Delivery Instructions, Change everything to reflect **No more than 200 characters long**
4. For Pizza Specs, Crust, Change the selection options from *radio buttons* to a *dropdown list* and also add two new selections in the drop down list: *thin crust*, and *flour dusted*
5. For Pizza Specs, Toppings, Delete *Anchovies* and add two new selections: **pineapple**, and **teriyaki chicken**
6. For How many pizzas:, Allow choice up to 10 pizzas (instead of just up to 6).

**Assignment #6**

- Go to the web site: https://www.w3schools.com/css/tryit.asp?filename=trycss3_animation_delay
- Make changes to the animation until you get the following effect:
    o Make the size of the box 150 pixels by 150 pixels
    o Change the Heading Displayed from CSS Animations to **CSS Animation – First Initial, Last Name**. (That is – your first Initial and last name)
    o The animation color should change from Yellow, to Green, to Blue, to Red, then back to Yellow
    o The direction of the animation should move from the current top, left position to bottom left, then to bottom right, then top right, then back to top left original position.
    o The delay should be 3 seconds
    o The duration should be 6 seconds
- When you are done copy the resulting HTML/CSS file and upload into Blackboard for your Assignment #6.

**Assignment #7**

- Go to the website: https://www.w3schools.com/js/tryit.asp?filename=tryjs_intro_show
- Change the p id from "demo" to "echo".
- Change the wording "Hello Javascript" to "Goodbye Javascript"
- Make other appropriate changes so that when the button is clicked "Goodbye Javascript" is shown

**Instructions for Exam #1 and Exam #2:**
1. You have a **total of 60 minutes** to complete the test.
2. For Exam #1, you need to download the exam questions (Exam #1.pdf) and the MS Excel file (Exam #1 Answer Sheet.xlsx) that you must use to insert your responses to the questions (the answer sheet). For Exam #2 the files are the same except "1" is changed to "2".
3. The MS Excel file contains a drop-down list (with A, B, C, D) for you to select one in response to the corresponding question.

4. After you have completed inserting your responses, save the MS Excel file in the format Last Name First initial.xlsx (example wedderburnk.xlsx) and then upload the completed MS Excel file.
5. You must download, do the test and reload before 60 minutes have elapsed.

**The University has a standard grade scale:**
A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

**Student Grade Appeals:** Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the <u>final</u> grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

# Tentative Schedule

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| Week # / Start Dates | Reading Topics | Blackboard Assignments / Quizzes | Due Dates |
|---|---|---|---|
| 1 Aug 11 | Watch 4 Videos and create one-page document Read Chapters 1, 2 | **Req'd Assgn**  **Assignment #1** | Wed Aug 13  Sat Aug 16 |
| 2 Aug 18 | Read Chapters 3, 4 | **Assignment #2** | Sat Aug 23 |
| 3 Aug 25 | Read Chapters 5,6 | **Assignment #3** Discussion #1 | Sat Aug 30 |
| 4 Sep 1 | Read Chapters 7,8 Review All chapters covered so far for Exam #1 | **Exam #1** **Assignment #4** | Sat Sep 6 |

| 5<br>Sep 8 | Read Chapters 9,10<br>-<br>- | Discussion #2<br>**Assignment #5** | Sat Sep 13 |
|---|---|---|---|
| 6<br>Sep 15 | Read Chapters 11, 12, 18 | **Assignment #6** | Sat Sep 20 |
| 7<br>Sep 22 | Intro to Javascript:<br>Read<br>https://www.w3schools.com/js/js_intro.asp | Discussion #3<br>Assignment #7 | Sat Sep 27 |
| 8<br>Sep 29 | Review all Chapters | **Exam #2** | Sat Oct 4 |

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# Additional Information

<<i) Please include the course number (MISM3307) on the subject line of your emails to me for quick turnaround. Typical turnaround time for responses are within 24 hours during the week and 48 hours on weekends.

iia) **Late Policy** – Except for the last week of class - I will accept assignments up to a maximum of one week late (points will be deducted at a rate of -5 for each day late). No assignments will be accepted after the one week deadline. No late assignments are accepted for the last week of class. The discussions are all available from Day 1, therefore **No late submissions are accepted for Discussions at all, at any time.**

iib) Neither Exam #1 nor Exam #2 will be allowed to be completed late.

iii) **Make-Up Policy**: No makeup work will be assigned for this course.

iv) Assignments should only be submitted using Blackboard. Assignment #1 must be formatted as a Microsoft Office file or a PDF file for submission to Blackboard. The other assignments are html files.

v) If any assignment is numbered, or has multiple questions, the student must clearly indicate which question is being answered for which question. The instructor is not obligated to search for, guess or otherwise try to figure out which answers belong to which questions. If the instructor cannot easily see which answer belong to which question – then the assignment will not be graded.

vi) It is very important that you check your Wayland email at least twice per day (morning and evening). The instructor may need to contact you urgently regarding a matter pertaining to you and time may be of the essence. Ideally you should check your Wayland email regularly.

**Appendix A**

**Exercise 8-1**

| Album | Year | Genre |
|---|---|---|
| Rubber Soul | 1968 | Musical |
| Revolver | 1966 | Crime |
| Sgt. Pepper's | 1967 | Drama |
| The White Album | 1968 | Musical |
| Abbey Road | 1969 | Adventure |

Exercise 8-2

| 7:00pm | 7:30pm | 8:00pm |
|---|---|---|
| The Sunday Night Movie | | |
| Perry Mason | Candid Camera | What's My Line |
| Matlock | AGT | Who is that? |
| Bonanza | The Wackiest Ship in the Army | |

Exercise 8-3

| apples | | pears | |
|---|---|---|---|
| bananas | oranges | | blackberry |
| lychees | | pineapple | strawberry |

Exercise 8-4

Your Content Here

| | A common header for two subheads | | Header 3 |
|---|---|---|---|
| | Header 1 | Header 2 | |
| Thing A | data A1 | data A2 | data A3 |
| Thing B | data B1 | data B2 | data B3 |
| Thing C | data C1 | data C2 | data C3 |

| Thing D | data D1 | data D2 | data D3 |
|---------|---------|---------|---------|

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