

# Course Syllabus

**PREFIX, NUMBER, AND TITLE:** INFS 730 Programming for E Commerce

**CREDIT HOURS:** 3

**UNIVERSITY NAME:** Dakota State University

**ACADEMIC TERM/YEAR:** Spring 2009

**COURSE MEETING TIME AND LOCATION:**

Section D01 Internet

Section D02 Internet

**INSTRUCTOR'S CONTACT INFORMATION:**

Name: Christopher J. Olson

Office: East Hall Room 104B

Phone: 605-256-5688 (office)

605-256-5165 (secretary)

Office hours: Virtual *\*see Description of Instructional Methods*

Physical - please email for appointment

Email address: [chris.olson@dsu.edu](mailto:chris.olson@dsu.edu)

**COURSE DESCRIPTION:**

**Catalog Description:** An introduction to the architecture of the World Wide Web, usability of Web site designs and Web client programming. There is a substantial programming component in the course.

**Additional Information:** This class covers client side Web programming only. Server side scripting with data is covered in subsequent courses.

**COURSE PREREQUISITES:**

**Course:** INFS 605: Information Systems Programming or equivalent

**Technology Skills:** Word processing, Internet Desire2Learn, and electronic mail. Students will be required to use email for communication. Desire2Learn will be used to deliver course materials and weekly assignments, as well as serve as a communication tool between students and faculty.

**\*DESCRIPTION OF INSTRUCTIONAL METHODS:**

Students will be given lab assignments, quizzes, and exams through an online medium. Students should expect to login to the Desire2Learn site several times a week. Students must be motivated to stay on task and complete the coursework without benefit of lecture sessions. Keeping up on reading the assigned chapters and notes will be absolutely necessary for completing the labs (assignments) on time.

You are expected to use the steps in the textbook to complete the Web pages in the tutorials. Doing so should give you the skills you need in order to successfully complete the lab assignments. Looking the textbook over or reading it several times is not the same as actually using the code to create the desired Web pages.

Because this is an online class delivered through Desire2Learn, it is crucial that you have reliable access to the Internet on a regular basis. You should have a backup plan if needed, as the inability to connect to the Internet is **NOT** a valid excuse for missing a submission deadline.

I will be available most afternoons and evenings to answer questions. Email is my preferred form of communication and I check regularly throughout the day. While I cannot guarantee you an immediate answer to your inquiry, I will always do my best to reply in a timely manner. It is unlikely that you will ever have to wait more than a day for a response.

## **COURSE REQUIREMENTS:**

### **Required Textbooks:**

Web Development and Design Foundations with XHTML, 4/E  
Terry Felke-Morris, Harper College  
ISBN-10: 0321530195  
ISBN-13: 9780321530196  
Publisher: Addison-Wesley  
Copyright: 2009  
Format: Paper; 672 pp  
Published: 01/23/2008

New Perspectives on JavaScript, Comprehensive  
Patrick Carey, Frank Canovatchel  
ISBN 13: 978-0-619-26797-1  
ISBN 10: 0-619-26797-6  
Publish date: September 14, 2005  
816 pages

**Required Software:** You will need some version of Microsoft Web Developer 2008 for this class. Directions on how Microsoft Visual Web Developer 2008 Express Edition can be downloaded for free appear on the Desire2Learn course site.

**System Requirements:** To run the software required for this class, you will need a computer with either Windows XP or Windows Vista. The table below lists the hardware requirements:

	<b>CPU Processor Speed</b>	<b>Memory (RAM)</b>	<b>Display</b>
<b>Minimum</b>	1.6 GHz or higher	192 MB or more	1024 x 768
<b>Recommended</b>	2.2 GHz or higher	384 MB or more	1280 x 1024
<b>Windows Vista</b>	2.4 GHz or higher	768 MB or more	1280 x 1024

As strongly as I can, I suggest having access to a high speed broadband Internet connection. Dial up is unreliable for tests and quizzes.

**Attendance Policy:** Attendance is expected through Desire2Learn and the submission of assignments, quizzes, and tests. You will not be successful in this course without regular participation and attendance through Desire2Learn.

**Academic Integrity Policy:** Copying and cheating will be severely punished. Identical or nearly identical electronic submissions of any form will be closely scrutinized to detect cheating. While the free flow of ideas and information is essential to an education, the exchange of assignments and materials cannot be. Dakota State University pledges itself to continue its commitment to provide students with a quality education. To this end, the faculty of DSU will not tolerate academic dishonesty in any form. The Academic Integrity Policy clarifies the definition of academic dishonesty, the student's rights, and the faculty rights and responsibilities to prohibit, limit, and censure violations of academic integrity. Please see the student handbook for penalties concerning student cheating. [DSU's Academic Integrity Policy is available online.](#)

***All forms of academic dishonesty will result in a failing grade (as in absolutely no credit) on the assignment. If you copy from another or allow another to copy from you, you have cheated. Any student who does so will automatically be penalized so that a B will be the highest letter grade he or she may earn for an overall course grade. A formal acknowledgement that you violated academic integrity policies will be placed in your permanent academic records. If there is a second offense by the same student(s), they will fail the course.***

Copying code - even a single line - from another past or present student and modifying a few variable names, comments, or whitespace is not doing your own work and is considered cheating. I've been around code long enough to know when it has been copied from another student. Don't cheat. You will get caught. I wouldn't think I would need to include these statements, but past experience has taught me otherwise.

#### **Make-up Policy for Missed Submission Deadlines:**

- **Tests:** Make-up examinations **will not be given unless prior approval is granted from the course instructor.** Tests will be given via Desire2Learn and only made available at certain times. I have tests available for a full week, so plan accordingly so you can take the test before the deadline passes.
- **Assignments:** Late labs will be penalized 5 points per school day and will not be accepted after 4 days. The deadlines for assignments will be followed. Exceptions may be granted in special situations, but this will be the exception rather than the rule. Those with extenuating circumstances should ask for an extension before the due date.
- **Quizzes:** Quizzes cannot be made up.

#### **FREEDOM IN LEARNING STATEMENT:**

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. It has always been the policy of Dakota State University to allow students to appeal the decisions of faculty, administrative, and staff members and the decisions of institutional committees. Students who believe that an academic evaluation is unrelated to academic standards but is related

instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

### **ADA STATEMENT:**

If you have a documented disability and/or anticipate needing accommodations (e.g., non-standard note taking, test modifications) in this course, please arrange to meet with the instructor. Also, please contact Dakota State University's ADA coordinator, Keith Bundy in the Student Development Office located in the Trojan Center Underground or at 256-5121, as soon as possible. The DSU website containing additional information, along with the form to request accommodations is [http://www.departments.dsu.edu/disability\\_services/](http://www.departments.dsu.edu/disability_services/). You will need to provide documentation of your disability. The ADA coordinator must confirm the need for accommodations before officially authorizing them.

### **COURSE GOALS:**

#### **Chapter Topics**

#### **XHTML Chapter 1 The Internet and the World Wide Web**

- The Evolution of the Internet
- The Internet, Intranets, and Extranets
- Web Standards and the World Wide Web Consortium
- Accessibility and the Web
- Ethical Use of Information on the Web
- Network Overview
- The Client/Server Model
- Internet Protocols
- URLs and Domain Names
- Markup Languages
- Internet and Web Trends

#### **XHTML Chapter 2 XHTML Basics**

- What Is HTML?
- Why XHTML and Not HTML?
- Document Type Definition
- Your First Web Page
- XHTML Body and Text Basics
- XHTML List Basics
- XHTML Text Formatting
- XHTML Hyperlinks
- XHTML Validation

#### **XHTML Chapter 3 Configuring Color & Text with CSS**

- Overview of Cascading Style Sheets
- Using Color on Web Pages
- Configuring Color with Inline CSS
- Configuring Color with Embedded CSS
- Configuring Text with CSS

- The Class and Id Selectors
- The Div and Span Elements
- Using External Style Sheets
- Centering XHTML Elements
- CSS Validation
- XHTML Chapter 4 Visual Elements & Graphics
- Configuring Lines and Borders
- Types of Graphics
- Using Graphics
- XHTML Images and More
- Sources and Guidelines for Graphics

### **XHTML Chapter 5 Web Design**

- Web Site Organization
- Web Site Navigation
- Design Principles
- Web Page Design
- Page Layout Design Techniques
- Text Design
- Graphic Design
- Design to Provide Accessibility
- Best Practices Checklist

### **XHTML Chapter 6 Page Layout with CSS**

- CSS Page Layout Overview
- The Box Model
- CSS Positioning Properties
- Exploring CSS Page Layout
- Two-Column Page Layout
- CSS Debugging Tips
- CSS Page Layout Resources

### **XHTML Chapter 7 More on Links, Lists & Layout**

- Another Look at XHTML Hyperlinks
- CSS Pseudo-classes and Links
- CSS Navigation Layout Using Lists
- Three-Column CSS Page Layout
- CSS Styling for Print
- The Cascade

### **XHTML Chapter 8 Tables**

- Using Tables on Web Pages
- XHTML Table Page Layout
- Using CSS to Style a Table
- XHTML Chapter 9 Forms
- Overview of Forms
- XHTML Using Forms
- Form Enhancements

- Using CSS to Style a Form
- CGI Server-Side Processing

### **JavaScript-Tutorial 1 Introducing JavaScript**

- Introduction to JavaScript
- Working With the Script Element
- Writing Output to a Web Document
- Understanding JavaScript Rules and the Use of White Space
- Supporting Non-JavaScript Browsers
- Working with Variables
- Creating a Function to Perform an Action
- Creating a Function to Return a Value
- Accessing an External JavaScript File
- Commenting JavaScript Code
- Debugging Your JavaScript Programs
- Tips for Writing Good JavaScript Code

### **JavaScript-Tutorial 2 Operators and Expressions**

- Working with onEvent Processing
- Working with Dates
- Working with Operators
- Working with Math Methods and Constants
- Controlling How JavaScript Works with Numeric Values
- Working with Conditional Operators
- Running Timed Commands
- Performing Special Mathematical Tasks
- Tips for Working with Operators and Expressions

### **JavaScript-Tutorial 3 Arrays, Loops, and Conditional Statements**

- Working with Arrays
- Working with Program Loops
- Working with Conditional Statements
- Managing Program Loops and Conditional Statements
- Tips for Arrays, Program Loops, and Conditional Statements

### **JavaScript-Tutorial 4 Objects**

- Introduction to DHTML
- Understanding JavaScript Objects
- Exploring the Document Object Model
- Referencing Objects
- Working with Object Properties
- Working with Object Methods
- Creating a Cross-Browser Website
- Creating Custom Functions
- Working with the style Object
- Creating the Positioning Functions
- Working with Event Handlers
- Animating an Object

- Controlling Layout for Different Monitor Resolutions
- Using Path Animation
- Tips for working with JavaScript Objects and DHTML

### **JavaScript-Tutorial 7 Forms and Regular Expressions**

- Working with Forms and Fields
- Working with Input Fields
- Working with Selection Lists
- Working with Option Buttons and Checkboxes
- Creating Calculated Fields
- Working with Form Validation
- Working with Text Strings
- Introducing with Regular Expressions
- Working with the Regular Expression Object
- Validating Financial Information
- Passing Data from a Form

### **JavaScript-Tutorial 9 Cookies**

- Introducing Cookies
- Understanding Cookies
- Creating a Cookie
- Working with Cookie Values
- Extracting Cookie Values
- Implementing a Shopping Cart
- Form Control Using Cookies
- Preserving Form Data
- Creating Form Feedback Page
- Deleting Cookies

### **ACCREDITING AGENCY STANDARDS ADDRESSED IN THE COURSE:**

**NCATE:** Standard #1 Candidate Knowledge, Skills, and dispositions. Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards at professionally acceptable levels.

**DECA:** 24:16:08:23. 7-12 business education program. A 7-12 business education program shall comply with all standards in general education, professional education, and 7-12 secondary education program requirements, and require coursework sufficient to constitute a major, with at least 50 percent in upper division coursework, which includes the following:

1. Study of accounting, computation, and finance;
2. Study of economics and international business;
3. Study of business law, management, marketing, entrepreneurship education, and interrelationships of business functions, including national policies, ethics, and political thinking;
4. Study of communications and career development;
5. Study of information systems;

6. Study of office technology, including study related to 7-12 program planning and development; and
7. Business-related occupational work-based practicum or internship.

**DECA:** 24:16:08:35. K-12 educational technology program. A K-12 educational technology education program shall comply with all standards in general education, professional education, and K-12 education program requirements, and require course work sufficient to constitute a major, with 50 percent in upper division coursework, which includes the following:

1. Study in basic educational technology that builds a foundation for using computers and related technologies in educational setting. Content includes:
  - a. Basic computer/technology operations and concepts;
  - b. Personal and professional use of technology; and
  - c. Appropriate use of technology in instruction.
2. Study in basic educational technology that provides concepts and skills preparing teachers to teach applications and use technology to support other content areas. Topics include:
  - a. Social, ethical, and human issues;
  - b. Productivity tools;
  - c. Telecommunications and information access;
  - d. Research, problem solving, and product development;
3. Preparation in educational technology that prepares teachers for integrating teaching methodologies with knowledge about use of technology to support teaching and learning. Content includes:
  - a. Teaching methodology; and
  - b. Hardware/software selection, installation, and maintenance; and
4. Study in educational technology leadership that prepares teachers for exhibiting leadership in the identification, selection, installation, maintenance, and management of computing hardware and software and the uses of computers and related technologies throughout the curriculum. Content includes:
  - a. Research and theories;
  - b. Instructional design and product development;
  - c. Information access and delivery;
  - d. Operating systems; and
  - e. Software/hardware selection, installation, and maintenance.

**EVALUATION PROCEDURES:**

**Grade Composition:**

<b>Submission</b>	<b>Quantity</b>	<b>Points per Submission</b>	<b>Total Points</b>	<b>% of Grade</b>
<b>Tests</b>	3	50	150	30%
<b>Assignments</b>	12	25	300	60%
<b>Quizzes</b>	5	10	50	10%
<b>TOTAL</b>	-	-	<b>500</b>	<b>100%</b>

**Grading Scale:**

Total Points	% Equivalent	Letter Grade
450 to 500	90 - 100%	A
400 to 449	80 - 89.99%	B
350 to 399	70 - 79.99%	C
300 to 349	60 - 69.99%	D
0 to 299	below 60 %	F

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**The class officially ends Friday, May 8, 2008 at 5 PM Central. The last test and all coursework must be completed before that time. No exceptions.**

### TENTATIVE COURSE OUTLINE:

The instructor reserves the right to make adjustments in the course outline to better meet the needs of the students.

Week	Chapter	Labs	Quizzes	Tests	Due Date
Week 1	XHTML 1 The Internet & the World Wide Web		Quiz 1		01/19/09
Week 2	XHTML 1 The Internet & the World Wide Web		Quiz 2		01/26/09
	XHTML 2 XHTML Basics	Lab 1			01/26/09
Week 3	XHTML 3 Configuring Color & Text with CSS	Lab 2			02/02/09
Week 4	XHTML 4 Visual Elements & Graphics	Lab 3			02/09/09
Week 5	XHTML 5 Web Design		Quiz 3		02/16/09
	XHTML 6 Page Layout with CSS	Lab 4			02/16/09
Week 6	XHTML 7 More on Links, Lists & Layout			Test 1	02/23/09
Week 7	XHTML 8 Tables	Lab 5			03/02/09
Week 8	XHTML 9 Forms	Lab 6			03/09/09
<i>*** Spring Break - March 9 to March 15 ***</i>					
Week 9	JavaScript 1 Introducing JavaScript	Lab 7	Quiz 4		03/23/09
Week 10	JavaScript 2 Operators & Expressions	Lab 8		Test 2	03/30/09
Week 11	JavaScript 3 Arrays, Loops, & Conditionals	Lab 9			04/06/09

Week	Chapter	Labs	Quizzes	Tests	Due Date
Week 12	JavaScript 4 Objects		Quiz 5		04/13/09
Week 13	JavaScript 7 Forms & Regular Expressions	Lab 10			04/20/09
Week 14	JavaScript 9 Cookies	Lab 11			04/27/09
Week 15	AJAX	Lab 12			05/04/09
Week 16				Test 3	05/08/09

**ADDITIONAL INFORMATION:**

**Modifications to the Course:** The instructor reserves the right to make adjustments to this syllabus during the course of the semester in order to better meet the needs of the students.