

☆ Syllabus

LIS 7530: Internet Fundamentals and Design Fall 2009

St. Catherine University
Master of Library and Information Science Program
(as of 8/20/09; subject change)

Credit hours: 3

Time: Thursday, 6:00-9:00pm, CDC Room 5

Instructor: Joyce Yukawa

Office: CDC 050; Hours: before/after class & by appointment

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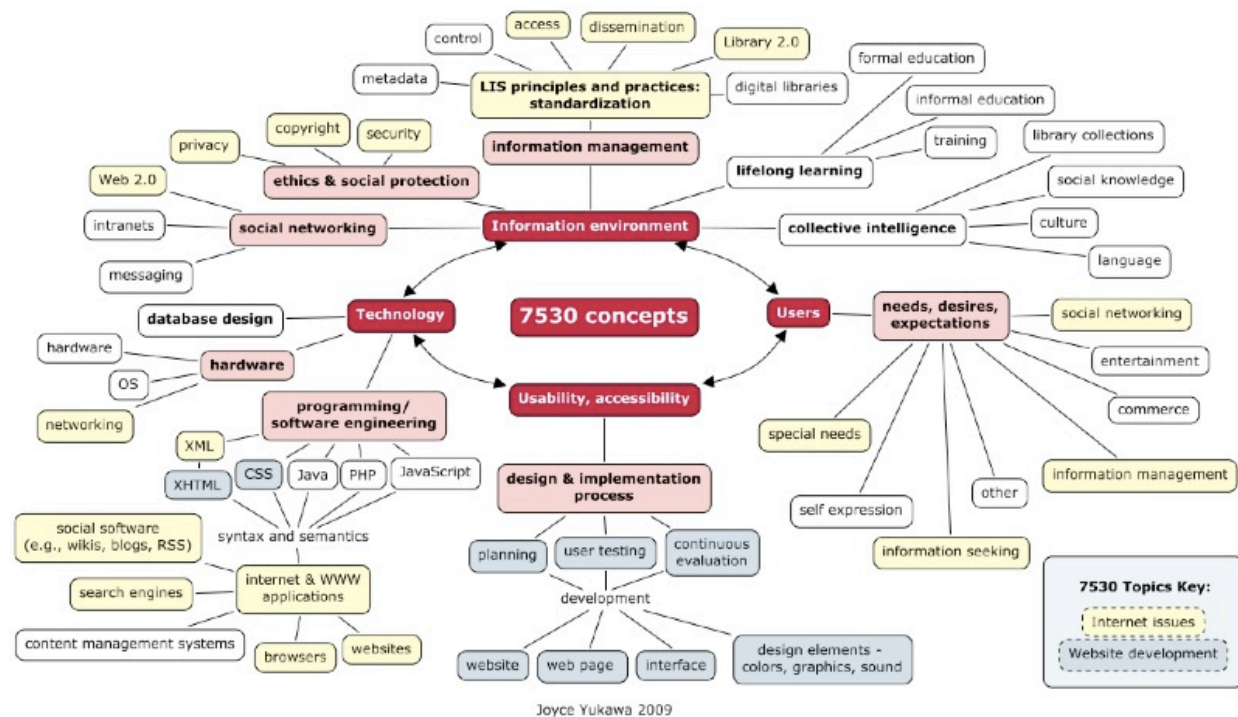
Course website: Registered students may request access at <http://7530f09.pbworks.com/> (<http://7530f09.pbworks.com/>). Site content is subject to change.

Course Description

A basic introduction to the fundamentals of the Internet in library contexts for students new to programming and networking. Topics include the Internet's origins, evolution, architecture, current issues and future. Students gain a basic understanding about Web content languages, website management and design/usability principles. Students are also introduced to the fundamentals of telecommunications and networking with examples drawn from the Internet. Critical Internet issues such as search engine limitations, security, privacy, copyright, governance and other related topics are discussed. Working in project groups, students will put principles into practice by creating websites on a Macintosh platform using XHTML, CSS, and wiki software. Corequisites: LIS 7010, 7030.

Course Concept Map

Created with [IHMC CMap Tools \(http://cmap.ihmc.us/conceptmap.html\)](http://cmap.ihmc.us/conceptmap.html).



Learning Objectives

MLIS Program Student Learning Outcomes

- Identify and analyze information needs and opportunities of individuals and organizations, both within the traditional information service areas and the broader information sector (SLO 1).
- Develop and apply critical thinking to solve information problems by integrating relevant models, theories, research and practices (SLO 3).
- Communicate information and knowledge from library and information studies and related disciplines in a variety of formats, including effective use of oral, written, and technological presentations (SLO 4).
- Demonstrate information technology competency (SLO5).
- Promote the professional values of ethical responsibility, intellectual freedom, and universal access to information (SLO 7).
- Design, implement, and evaluate systems, technologies, services and products that connect users with information (proposed SLO)

Course Objectives

By the end of this course, students will:

1. Create a website that provides access to information resources for a particular type of library or information service.
 - i. Design a website by identifying goals, requirements, and specifications and creating scenarios and prototypes.
 - ii. Implement the design using valid XHTML and CSS and applying usability/accessibility guidelines.
 - iii. Use web design tools such as text editors and software for working with images to create online content.
 - iv. Apply legal and ethical guidelines for privacy, copyright, and fair use related to the design of web-based information resources.
 - v. Evaluate the website's effectiveness according to usability/accessibility guidelines, visual appeal, appropriateness of content, and browser compatibility.
2. Understand the fundamentals of telecommunications and networking.
3. Understand the role of information architecture in website design.
4. Understand issues and potential related to how libraries are using the internet.
5. Research, present, and discuss critical internet issues such as equity, security, privacy, copyright, and governance of the internet.
6. Use Web 2.0/Library 2.0 tools such as wikis, blogs, tagging, and RSS.

Course Texts

Required

- **Print:** Freeman, Elisabeth & Freeman, Eric. (2005). [Head First HTML with CSS & XHTML \(http://oreilly.com/catalog/9780596101978/\)](http://oreilly.com/catalog/9780596101978/). Sebastopol, CA: O'Reilly. Available in SCU Bookstore. Download the example files to your lab computer and home computer from: <http://www.headfirstlabs.com/books/hfhtml/> (<http://www.headfirstlabs.com/books/hfhtml/>)
- **Online:** Lynch, Patrick J. and Sarah Horton. (2002). [Web Style Guide \(http://www.webstyleguide.com/index.html\)](http://www.webstyleguide.com/index.html), 3rd ed.

Recommended

- Book: Gralla, Preston. (2006). [How the Internet Works \(http://www.amazon.com/How-Internet-Works-8th/dp/0789736268/ref=ntt_at_ep_dpi_1\)](http://www.amazon.com/How-Internet-Works-8th/dp/0789736268/ref=ntt_at_ep_dpi_1). 8th ed. Indianapolis, IN: Que. Available in SCU Bookstore.

Further reading

- Berkun, Scott. (2008). [Making Things Happen: Mastering Project Management \(http://oreilly.com/catalog/9780596517717/\)](http://oreilly.com/catalog/9780596517717/). Sebastopol, CA: O'Reilly.
- Schmitt, Christopher. (2006) [CSS Cookbook, Second Edition \(http://oreilly.com/catalog/9780596527419/\)](http://oreilly.com/catalog/9780596527419/). Sebastopol, CA: O'Reilly. (Details and tips on using CSS.)
- Tidwell, Jenifer. (2005). [Designing Interfaces \(http://oreilly.com/catalog/9780596008031/\)](http://oreilly.com/catalog/9780596008031/). Sebastopol, CA: O'Reilly. (Intermediate level.)

Project-Based Learning

The project based learning approach is meant to help prepare you for real projects in the future. The formation of project groups is highly encouraged, and individual projects are welcome. The website projects should be grounded in real world scenarios. It is expected that expertise will differ among team members, and that team members will share their expertise and mentor each other. Individuals and teams will periodically share their learning and problems with the rest of the class for problem solving, both in class and via the class wiki. Most class sessions will have a Lab portion during which project work will be done, but individual work and teamwork on the website projects outside of class is expected.

In class, you will have access to Mac laptops connected to the Internet (or you can bring your own laptop), so you are required to have an active login on the MLIS Mac Lab network. You will have tools for coding HTML documents, and will be provided with a shared account for loading HTML files onto the Mac Lab web server.

Assignments

Web design project

For this project, the formation of project groups is highly encouraged, and individual projects are also welcome. Ideally, teams of 2-4 people will plan, design, and implement a website that provides access to information resources for a particular type of library or information service of their choice. This will be done in three stages: design, implementation of a simple website, and implementation of a more advanced final website.

Type of library/service

- Small college library
- Small public Library
- School library
- Company library
- Information consultancy
- Other ...

Teams and roles

How each team identifies roles and responsibilities is up to the team, based on the needs of the project. Possible areas of expertise include:

- Project management
- Subject expertise
- Usability expertise
- Testing and evaluation
- Responsibility for different areas of the website

Within the teams, individual skills may range from "newbie" to experienced in any of the areas needed by your project. These roles are all important to recognize and respect. Several heads are better than one (the wisdom of small crowds). Also, by helping each other through teamwork, we will be exercising our skills of collaboration and mentoring to work with future colleagues and users.

Design: Planning document

The first step is to plan and design the website. In this phase, each team will identify:

- Goals
- Requirements to meet the goals from different perspectives
- Library/service perspective
- Technology perspective
- User/customer perspective
- General specifications of the final website
- Work breakdown by task and by team member

After the design phase, each team will submit a Planning Document that summarizes their plan.

Due date: 9/24/09

Points: 5 (5% of grade)

Scenarios and prototypes

Based on how you answered the questions for your Planning Document, your team will create usage scenarios and prototypes for your website. Each scenario is a short description of something a user/customer will be able to do as a result of the project. You will also create prototypes (paper or electronic) that will be the starting point for your simple websites, which each team member will complete individually.

Due date: 10/8/09

Points: 5 (5% of grade)

Simple website

For "proof of concept," each individual will create a simple website for your team's target library in "pure" HTML code (i.e., do not use an HTML editor). Then FTP your site to your team folder on the Mac Lab server. The class labs will provide you with the skills to complete this assignment. Your website

must:

- Include at least two external links to other web pages
- Include at least two links to other pages on your website
- Include at least three images throughout the site
- Include a background image or color
- Include a minimum of three pages and include navigation elements to guide the user from page to page.
- Use valid, well-formed HTML
- Work in at least two different browsers (e.g., recent versions of Firefox, Internet Explorer, Opera, Safari, Camino).

Due date: 10/22/09

Points: 20 (20% of grade)

Final website

For the final website, you will build on your simple websites by adding additional features through coding in XHTML and CSS. Your final website should include and go beyond the requirements of the simple website. Your project will be graded using the following criteria:

- Organization and quality of content
- Navigation and usability
- Coding (XHTML and CSS) quality and sophistication
- Visual appeal and creative flair

In addition to the website itself:

- As a team, you will submit a summary report that addresses how well you met your design goals and what additions or changes you would make in the future to improve the usability and accessibility of the site.
- As an individual, you will submit a final reflection about your individual learning in the project
- During the last class, you will make a brief presentation on your website and the challenges that you addressed while constructing it.
- Assessment of the final website will be based on a combination of instructor assessment and your individual reflections.

Due dates: Final website due 12/3/09; summary report, self-reflection & class presentation due 12/10/09

Points: 20 for website, 5 each for summary report, self-reflection, & presentation (total 35% of grade)

Example Websites

To see examples created by former 7530 students, see [Sample Sites \(/9+--+Sample+Sites\)](#).

Table Talks

Three- or four-person panels will give "table talks" that explore a current issue related to the internet and libraries. Each person on the panel will be responsible for presenting one aspect of the topic. One member of the panel will also moderate and lead the class discussion. The panel will post a list of readings and a list of discussion questions on their panel's page on this site by one week before your table talk. For more details, see Table Talks.

Due date: Varies (from 10/8/09 - 11/12/09)

Points: 10 points (10% of grade)

Table talk executive summary. Each person will write a 1-2 page, single spaced essay that succinctly summarizes the aspect of the topic he/she is responsible for covering. Includes references, but this is not meant to be a research paper.

Due date: the day of your Table Talk

Points: 10 points (10% of grade)

Learning Blog

Throughout the semester, students will keep a personal weekly blog on the class blog. Your first posting should be an introductory post that tells the reader a little about yourself, your educational and work related background, your career goals, what you hope to get out of this class, and your experience with the WWW (Have you ever created a web page? Do you know any HTML? Do you have another blog you can link to? Do you know what HTTP is? XML? FTP?). Focus for other weeks will vary. :

Due date: Weekly

Points: 15 (15% of grade)

Late Assignments

All assignments will be due at the beginning of the class period. Late assignments will be accepted for up to 3 days after they are due, with a 5% reduction in grade per day late. Sometimes emergency or other understandable circumstances prevent students from turning in assignments on time. In these cases, assignments more than 3 days late may be accepted on consultation with the instructor.

Grading

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D	F
94-100	90-93	86-89	82-85	78-81	74-77	70-73	65-69	60-64	0-59

Assignments and Grading

Assignment	Grading
Website Planning Document	5%
Website Scenarios and Prototypes	5%
Simple Website	20%
Final Website	20%
Website Final Report	5%
Website Presentation	5%
Website Self-Assessment	5%
Table Talk	20%
Learning Blog	15%
Total	100%

Professionalism and Academic Integrity

St. Catherine University expects each of its students to uphold the Student Code of Conduct, which includes civility, respect for differences, and academic integrity and honesty. Appropriate credit must be given to original creators of all works used. Major violations are cheating and plagiarism. Cheating includes copying others' works, collaborating without authorization, and accessing others' computer files without authorization. Plagiarism includes intentionally or unintentionally using someone else's words, works, thoughts, or expression of ideas without giving proper credit. Please see the St. Catherine University Student Handbook for the full statement of Academic Integrity.

Special Needs

Special needs can include, but are not limited to, factors influencing the learning process in and out of the classroom, such as mobility, physical, learning, and cognitive challenges. Students with special needs are invited to contact the Disability Services office so that accommodations can be provided. Please also inform me if you have special needs.

Emergency Situations

The H1N1 flu (swine flu) has been labeled a pandemic by the World Health Organization. The Centers for Disease Control has published a [Q & A about H1N1](http://www.cdc.gov/H1N1flu/qa.htm) (<http://www.cdc.gov/H1N1flu/qa.htm>), which has helpful advice for taking proper precautions. St. Kate's also has an [H1N1 Emergency Preparedness](http://minerva.stkate.edu/offices/administrative/emergency.nsf) (<http://minerva.stkate.edu/offices/administrative/emergency.nsf>) page. We hope no one will be infected, but if you are, we will determine if you can complete the course without physically attending class.

Course Calendar

As of 8/20/09; session content and readings subject to change.

Date	Topics	Lab	Website Work	Readings	Assignments Due
Session 1 - Sep 10	Course introduction; Internet background and history	Introduction to HTML, XHTML, & CSS. Read: HF Ch. 1	Introduction to Website project; set up individual workspaces and personal blogs. Explore project ideas & possible teams.	Session 1 readings	
Session 2 - Sep 17	Internet networking	Web page building blocks. Read: HF Ch. 2	Decide type of library/service, inventory your skills. Finalize teams; create team workspaces. Begin preparing your Planning Document.	Session 2 readings	- Learning Blog 1 - self introduction
Session 3 - Sep 24	Information architecture in web design	Web page construction. Linking - absolute & relative URLs. Read: HF Ch. 3-4	Plan your collaborative work procedures. Work on Scenarios and Prototypes. Work on simple website & add links.	Session 3 readings	- Learning Blog 2 - Planning Document
Session 4 - Oct 1	Website usability and accessibility	Working with images. More on relative paths. FTP. Read: HF Ch. 5	Work on simple websites, adding images and background color. FTP one page of your site to the MLIS server.	Session 4 readings	- Learning Blog 3
Session 5 - Oct 8	WWW software: browsers and more. Table Talk: Web 2.0 - Boon or Bain for Libraries?	Standards, doctype, validation. FTP-ing web pages & troubleshooting; Read: HF: Ch. 6	Validate your simple website.	Session 5 readings	- Learning Blog 4 - Scenarios and Prototypes - For in-class work, simple website pages that include links.
Session 6 - Oct 15	Social software. Table Talk: Cloud computing	Moving to XHTML; Getting started with CSS. Read: HF: Ch. 7-8	Work on CSS for your website.	Session 6 readings	- Learning Blog 5 - For in-class work, simple website pages that include links, images, & background color.
Session 7 - Oct 22	Search engines & more. Table Talk: Digital Divide & Libraries	Styling with fonts and colors. The box model. Read:HF: Ch. 9-10	Work on fonts and colors and styling boxes (borders, margins, padding) for your website.	Session 7 readings	- Learning Blog 6 - Simple Website.
Session 8 - Oct 29	Inside the work of an information architect: Shane Nackerud, Web Services Coordinator, UM Libraries. Table Talk: Network neutrality.	Divs and spans. Read: HF: Ch. 11	Work on divs and spans for your website.	Session 8 readings	- Learning Blog 7 - Drafts of your XHTML and CSS files for in-class work.
Session 9 - Nov 5	Security and privacy	Layout and positioning. Read: HF Ch. 12	Work on arranging elements for your website, using XHTML & CSS files with boxes.	Session 9 readings	- Learning Blog 8
Session 10 - Nov 12	Intellectual property: guest speaker, Nick Lavelly on DMCA. Table Talk: Open access.	Tables. Read: HF: Ch. 13. Also, will work on dynamic effects: rollover	Work on tables & dynamic effects for your website.	Session 10 readings	- Learning Blog 9 - For in-class work, bring your XHTML and CSS files with divs & spans.

		buttons, drop down lists			
Session 11 - Nov 19	Servers and web languages.	Menus.	Menus, fine tuning & troubleshooting your website.	Session 11 readings	- Learning Blog 10 - Drafts of your XHTML & CSS files with advanced layout & positioning for in-class work.
Nov 26	THANKSGIVING HOLIDAY. No class.				
Session 12 - Dec 3	Future of libraries and the web	By request	Work on troubleshooting the website and final report.	Session 12 readings	- Final Website
Session 13 - Dec 10	Presentations of final websites, with class Q&A and feedback. Due: (1) Website Summary Report; (2) Website Final Reflection.				