Syllabus

> This is a single, concatenated file, suitable for printing or saving as a PDF for offline viewing. Please note that some animations or images may not work.

Course Description and Overview

> This module (allpages.htm) is also available as a concatenated page, suitable for printing or saving as a PDF for offline viewing.

MET CS 601

Web Application Development

This course provides an introduction to developing websites and web-based applications. Students will create an online portfolio using a variety of foundational web technologies. Client-side languages to be used include HTML5, CSS3, and JavaScript with supporting libraries. A brief introduction to interfacing with server-side scripts will also be covered.

The following topics are covered in this course:

- Introduction to Web Architecture
- Website design
- Website development
- Introduction to Hypertext Markup Language (HTML)
- Introduction to Cascading Style Sheets (CSS)
- Using JavaScript to add dynamic behavior to web pages
- Using JavaScript libraries to add additional functionality to web pages
- Integrated Development Environments (IDE) and other web development tools
- Document Object Model (DOM)
- Website usability

Technical Note

The table of contents expands and contracts (+/- sign) and may conceal some pages. To avoid

missing content pages, you are advised to use the next/previous page icons in the top right corner of the learning modules.

Course Learning Objectives

By successfully completing this course you will:

- Understand what happens behind the scenes on the World Wide Web
- Understand web-programming concepts
- Develop multi-page websites
- Demonstrate a high level of competency with client-side technologies to include HTML, CSS, and JavaScript
- Write valid code in accordance with the standardized grammar, vocabulary and syntax of each language
- Integrate client-side code with prebuilt server-side resources
- Integrate multimedia resources into web pages
- Build mobile friendly websites
- Use various web development tools and resources

Course Outline

Please continually check the Announcements area for updated information and additional resources.

- **Calendar Tool** - You can put due dates in the calendar tool. You may add your own events there as well. However, please be aware that you may not find all of the important dates for the course listed there. You will stay current by checking announcements, discussions, and emails in the course.
- **Readings** - Each module has both textbook readings and online lectures. Your professor may suggest additional readings during the running of the course.
- **Groups** - There are threaded discussions for each module. These discussions are moderated by your facilitator. Postings for each discussion should be completed by the assigned due dates. There are also general discussions boards, which are not graded, for you to use to discuss any issues with your classmates. Please see the Discussion Module on the home page for more details.
- **Assignment** - There are assignments that are due throughout the course.

Module 1 – Introduction to Web Architecture, HTML, and CSS

- **Lecture 1: Introduction to Web Architecture** - You are introduced to the the client/server model of the world wide web and the Domain Name System (DNS). Exposure to an overview of fundamental web languages as they relate to design and development efforts.
- **Lecture 2: Introduction to HTML** - You are introduced to the rules of HTML and basic elements required to make a simple HTML page. Learn to utilize text editors and integrated development environments (IDE) to compose web page structure and content.
- **Lecture 3: Introduction to Cascading Style Sheets** - You are introduced to the role of CSS in web development.

Module 2 – A Closer Look into CSS

- **Lecture 4: CSS Part 2** - You will learn to create basic CSS documents to style web content. Students will learn to use selectors and modify colors, text style, sizes, spacing, borders, backgrounds, and more.
- **Lecture 5: CSS Part 3** - You will be introduced to the concepts of using CSS for page layout and how to format pages for different output mediums.

Module 3 – A Closer Look into HTML

- **Lecture 6: HTML Part 2** - You will learn to use additional HTML elements and features. There will be a focus on using lists, navigation elements, tables, images, and forms.
- **Lecture 7: HTML Part 3** - You will learn how to use multimedia elements in HTML documents.

Module 4 – JavaScript

- **Lecture 8: Introduction to JavaScript** - Understand the motivation for using JavaScript and how to use basic programming constructs.
- **Lecture 9: JavaScript Part 2** - You will learn about the document object model (DOM), perform client-side form validation, and provide additional features on your web pages using functionality provided by

JavaScript.

Module 5 – jQuery JavaScript Library

- **Lecture 10: Using jQuery** - You will learn the benefits of using jQuery and how to use it's functions in your web pages.

Module 6 –Mobile and Responsive Web Design

- **Lecture 11: jQuery Mobile**.
- **Lecture 12: ZURB Foundation Framework**.

Module 7 – Prepare for and take the final exam

You will prepare for and take the proctored final exam.

The course will remain open two weeks after the final exam so that you can continue discussions and ask any questions about database technology, your grades or the course. This is also a time when we enter into a dialogue where we endeavor to learn from you how we can modify the course so that it better meets your needs.

Instructor

Eric Bishop

Lecturer

Computer Science Department

Metropolitan College

Boston University

Office Hours: Email me to arrange a time to meet by phone

or online in real time.

Office Phone: 928-251-0011

Email: embishop@bu.edu (mailto:embishop@bu.edu)

Eric Bishop is a lecturer at Boston University and has been working and teaching in the information technology field for nearly 20 years. He lives in Arizona and is a full-time faculty member at Northern Arizona University in the Computer Information Technology department. He has previously served in roles as Chief Information Officer, Web Developer, and Systems Administrator. Eric is an expert at web languages such as HTML, CSS, JavaScript, PHP, and more. He holds a graduate degree in Computer Information Systems from Boston University. His research interests include web and programming languages, operating systems, human-computer interaction, information security, and educational technology. Eric is an active participant in various professional organizations focused on information technologies and higher education.

Web Applications Faculty Coordinator, Vijay Kanabar, Ph.D.

Vijay Kanabar is the original designer of this course. He is a professor at Boston University and has been consulting and teaching in the applied areas of IT and Project Management for more than 25 years in the US and Canada. He has authored two database books—*An Introduction to Structured Query Language* (Wm C Brown now McGraw-Hill) and *XBase for the True Beginner* (McGraw-Hill)—and has been recognized with awards for outstanding teaching and research. He has substantial business experience and is frequently invited to present seminars at conferences. Dr. Kanabar holds graduate degrees in Computer Science from Florida Tech and a Ph.D. in Information Systems from University of Manitoba and is a certified Project Management Professional (PMP).

Course Materials

Required Texts

Ruvalcaba, A. & Boehm, A. (2015). *Murach's HTML5 and CSS3 3rd Edition.* Fresno, CA: Mike Murach & Associates, Inc.

This book can be purchased from [Barnes and Noble at Boston University (http://bu.bncollege.com/)](http://bu.bncollege.com/) .

Haverbeke, Marijn (2015). *Eloquent JavaScript: A Modern Introduction to Programming 2nd Edition*. ISBN-13: 978-1593275846

Licensed under a Creative Commons attribution-noncommercial license.

All code in this book may also be considered licensed under an MIT license.

Available via [PDF (http://eloquentjavascript.net/Eloquent_JavaScript.pdf)](http://eloquentjavascript.net/Eloquent_JavaScript.pdf) and BU [eBook Library (http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/detail.action?docID=10998284)](http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/detail.action?docID=10998284)

Required Course Software

At a minimum, you will need a plain text editor and at least *two* different web browsers installed on your Internet connected computer.

We recommend that you use free software choices for this course. Software with a monetary cost associated with it is not necessary but may be helpful if you anticipate doing extensive web development work after this course ends.

Text Editors

The table below lists a few *plain* text editors you can use in this course (you only need one). You should *not* use a word processor such as Microsoft Word or OpenOffice Writer for writing web page content/code.

Name	Platform	Cost
Notepad	Windows	Free - built in
TextEdit	Mac	Free - built in
Vim	Windows, Mac, Linux	Free
gedit	Windows, Mac, Linux	Free

GNU Emacs	Windows, Mac, Linux	Free
Bluefish	Windows, Mac, Linux	Free
EditPad.org	Online	Free
Notepad++	Windows	Free
PSPad	Windows	Free
Sublime Text	Windows, Mac, Linux	Free
TextWrangler	Mac	Free
TextMate	Mac	$
BBEdit	Mac	$

Web Browsers

The latest version of Mozilla Firefox should serve as your primary web browser for course work and navigating around Online Campus. Secondary web browsers can include the latest versions of Internet Explorer, Safari, Chrome, and Opera.

Recommended Software

You will find that an Integrated Development Environment (IDE) provides many benefits over a plain text editor for the work you will be completing in this course.

You may also need a FTP client if you plan to upload your assignments to a web server. We recommend FileZilla as a free FTP client.

We recommend that you utilize free software choices for this course. Software with a monetary cost associated with it is not necessary but may be helpful if you anticipate doing extensive web development work after this course ends.

Recommended IDEs are listed in the following table (you only need one):

Name	Platform	Cost
Aptana (used in textbook)	Windows, Mac, Linux	Free
Eclipse	Windows, Mac, Linux	Free
NetBeans	Windows, Mac, Linux	Free
Komodo Edit	Windows, Mac, Linux	Free
KompoZer	Windows, Mac, Linux	Free
Microsoft Expression Web	Windows	$, but free through BU's MSDNAA program
Adobe DreamWeaver	Windows, Mac	$
Coda	Mac	$

Helpful Resources on the Web

- W3 Schools (http://www.w3schools.com/) : Free web technology tutorials
- validator.w3.org (http://validator.w3.org/) – Validate your code

Boston University Library Information

Boston University has created a set of videos to help orient you to the online resources at your disposal. An introduction to the series is below:

met_ode_library_14_sp1_00_intro is displayed here

⬇ Download (http://www.bu.edu/av/disted/training/library/downloadable/met_ode_library_14_sp1_00_intro.mp4)

All of the videos in the series are available on the Online Library Resources
(https://onlinecampus.bu.edu/bbcswebdav/courses/00cwr_odeelements/library/library_videos/ode_elements_library.html)
page, which is also accessible from the Campus Bookmarks section of your Online Campus Dashboard.
Please feel free to make use of them.

As Boston University students, you have full access to the BU Library. From any computer, you can gain
access to anything at the library that is electronically formatted. To connect to the library, use the link
http://www.bu.edu/library (http://www.bu.edu/library/) . You may use the library's content whether you are
connected through your online course or not, by confirming your status as a BU community member using
your Kerberos password.

Once in the library system, you can use the links under "Resources" and "Collections" to find databases,
eJournals, and eBooks, as well as search the library by subject. Some other useful links follow:

> Go to http://www.bu.edu/library/research/collections (http://www.bu.edu/library/research/collections/) to
> access eBooks and eJournals directly.
>
> If you have questions about library resources, go to http://www.bu.edu/library/help/ask-a-librarian
> (http://www.bu.edu/library/help/ask-a-librarian) to email the library or use the live-chat feature.
>
> To locate course eReserves, go to http://www.bu.edu/library/services/reserves
> (http://www.bu.edu/library/services/reserves/) .

Please note that you are not to post attachments of the required or other readings in the water cooler or other
areas of the course, as it is an infringement on copyright laws and department policy. All students have
access to the library system and will need to develop research skills that include how to find articles through
library systems and databases.

Free Tutoring Service

Free online tutoring with SMARTHINKING is available to BU online students for the duration of their courses.
The tutors do not rewrite assignments, but instead teach students how to improve their skills in the following

areas: writing, math, sciences, business, ESL, and Word/Excel/PowerPoint.

You can log in directly to SMARTHINKING from Online Campus by using the link in the left-hand navigation menu of your course.

Smarthinking_Introduction

▶

YouTube (https://www.youtube.com/watch?v=wpvWfPhstQM)
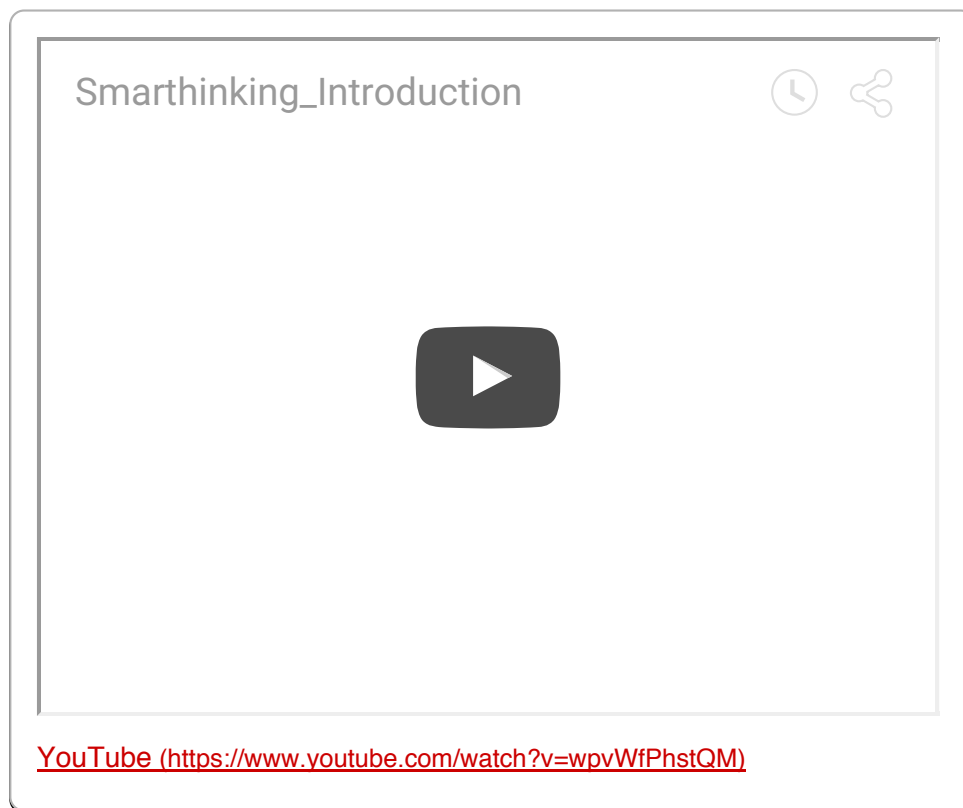
Please Note

The SMARTHINKING service can be used for Boston University online class work only. Use of this service for personal purposes or for anything other than Boston University online class work will result in deactivation of your SMARTHINKING account.

Study Guide

Updates for the course as well as the guidelines for the Term Project will be posted in the Announcements area. Please check the Announcements area weekly.

Module 1 Study Guide and Deliverables

Readings: Module 1 lecture notes

Ruvalcaba & Boehm, Appendix A and Chapters 1-3, 18 (19 optional)

Discussions: Discussion 1 postings end November 3 at 6:00 a.m. ET

Assignments: Assignment 1 due November 3 at 6:00 a.m. ET

Module 2 Study Guide and Deliverables

Readings: Module 2 lecture notes

Ruvalcaba & Boehm, Chapters 4-6 and 13-14

Discussions: Discussion 2 postings end November 10 at 6:00 a.m. ET

Assignments: Assignment 2 due November 10 at 6:00 a.m. ET

Module 3 Study Guide and Deliverables

Readings: Module 3 lecture notes

Ruvalcaba & Boehm, Chapters 7 and 9-12

Discussions: Discussion 3 postings end November 17 at 6:00 a.m. ET

Assignments: Assignment 3 due November 17 at 6:00 a.m. ET

Module 4 Study Guide and Deliverables

Readings: Module 4 lecture notes

Ruvalcaba & Boehm, Chapter 15 (pages 498-511) and Haverbeke 1-3, 9, and 12-14.

Discussions: Discussion 4 postings end November 24 at 6:00 a.m. ET

Assignments: Assignment 4 due November 24 at 6:00 a.m. ET

Module 5 Study Guide and Deliverables

Readings: Module 5 lecture notes

Ruvalcaba & Boehm, Chapter 15 (pages 512-528) and Chapter 16

Discussions: Discussion 5 postings end December 1 at 6:00 a.m. ET

Assignments: Assignment 5 due December 1 at 6:00 a.m. ET

Module 6 Study Guide and Deliverables

Readings: Module 6 lecture notes

                    Ruvalcaba & Boehm, Chapter 8 and 17

Discussions: Discussion 6 postings end December 8 at 6:00 a.m. ET

Assignments: Assignment 6 due December 8 at 6:00 a.m. ET

                    Term Project due December 10 at 6:00 a.m. ET

Final Exam Details

The Final Exam is a proctored exam available from **December 9 at 8:00 a.m. ET to December 12 at 11:59 p.m. ET**. The Computer Science department requires that all final exams be proctored.

It will be accessible during the final exam period. You can access it from either the Assessments section of the course or from the Final Exam module on the home page. Your proctor will enter the password to start the exam.

You will receive a technical support hotline number before the start of the exam. Please bring this number with you to the exam.

Course Grading Information

The course will be conducted by means of a sequence of online lectures in text and graphic form. Each module will cover one or more web language topic and at least one lab component/homework. There is one major term project as well as hands-on labs. Students will be able to demonstrate their understanding of web languages through these assignments. In the final module of the course there is an open-book, proctored, comprehensive final exam.

Note

Kindles, Nooks, and other e-readers are not allowed in the final exam. If you buy the e-book version, you'll need to print it out if you want to take it to the exam.

Grading Policy

All students will be expected to demonstrate knowledge of web languages. To obtain an exceptional grade you have to exceed expectations in your projects and assignments. The final grade is curved.

Grading Structure and Distribution

The grade for the course is determined by the following:

Final Exam:	30%
Term Project:	30%
Assignments:	30%
Discussions:	10%

The following grade structure will be applied for your assignments:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
Fail	0

The final grade is determined by the following ranges:

96–100	A

91–95	A–
86–90	B+
81–85	B
76–80	B–
71–75	C+
66–70	C
61–66	C–
56–60	D
0–55	F

The percentage ranges above are approximate. Your letter grade is determined by your professor as the best overall measure of how well you have demonstrated that you understand the material, taking into separate consideration your performance with the assignments, term project, discussions and final exam. The final grade *may* be curved at the discretion of the Instructor

Assignments, Exams and Discussions

Live Lectures
Live lectures will be provided during this course. Days/times will be posted in the announcements area. Students are not required to attend and recordings will be provided when possible. Material presented during these sessions may be included in the final exam.

Participation
- Graded Discussions - Students will be participating in discussions that will be graded on a 100-point scale: go to the Discussion Rubric (metcs601_S08_discussionGradingRubric.htm)
- Other Input into the class is also required.

Term Project: Online Portfolio

Students will deliver an online portfolio application or other similar project (to be approved in advance by their facilitator).

Proctored Final Exam

There will be a proctored Final Exam for this course. You will be responsible for scheduling your own appointment with an approved proctoring option. Detailed instructions about setting up an appointment will be forthcoming from the proctored exam coordinator.

Expectations

Many learning activities require sharing your assignments and opinions with your classmates. For example, you may be given a set of criteria on the basis of which to evaluate other classmates' assignments, and asked to submit the results to your facilitator by a specified day of the week. It is, therefore, very important that you, as well as your classmates, submit your assignments on a timely basis. Timely submission by all will result in each of you being able to evaluate each other's assignments. Due dates will be indicated for each assignment in the Assignments section of the course.

Delays

If, for any reason, you are unable to meet any assignment deadline, contact your Course Facilitator. All times mentioned in the course (unless otherwise specified) are in Eastern Time. All assignments must be completed and must be turned in by their due dates and due times. Extensions may be granted, though only under mitigating circumstances.

Late Work Policy: Late assignments are subject to a grade reduction penalty that is at the discretion of the instructor or your facilitator. Any assignment that is five or more days late will automatically be graded as a F (zero points).

Discussion Grading Rubric

Graded discussion periods are held Day 1 of each module until 6:00 a.m. ET on Day 1 of the following module. You're certainly welcome to continue a discussion past the grading period, but that additional posted

material will not affect your discussion grade. The discussion grading rubric below is the guide we use to evaluate your discussion contributions.

Discussion Grading Rubric					
Criteria	**51–60**	**61–70**	**71–80**	**81–90**	**91–100**
Participation	Very limited participation	Participation generally lacks frequency or relevance	Reasonably useful relevant participation during the discussion period	Frequently relevant and consistent participation throughout the discussion period	Continually relevant and consistent participation throughout the discussion period
Community	Mostly indifferent to discussion	Little effort to keep discussions going or provide help	Reasonable effort to respond thoughtfully, provide help, and/or keep discussions going	Often responds thoughtfully in a way frequently keeps discussions going and provides help	Continually responds thoughtfully in a way that consistently keeps discussions going and provides help
Content	No useful, on-topic, or interesting information, ideas or analysis	Hardly any useful, on-topic, or interesting information, ideas or analysis	Reasonably useful, on-topic, and interesting information, ideas and/or analysis	Frequently useful, on-topic, and interesting information, ideas and analysis	Exceptionally useful, on-topic, and interesting information, ideas and analysis
Reflection and Synthesis	No significant effort to clarify, summarize or synthesize topics raised in discussions			Contributes to group's effort to clarify,	Leads group's effort to clarify, summarize or synthesize

		summarize or synthesize topics raised in discussions	topics raised in discussions

Academic Conduct Policy

For the full text of the academic conduct code, please go to http://www.bu.edu/met/for-students/met-policies-procedures-resources/academic-conduct-code/ (http://www.bu.edu/met/for-students/met-policies-procedures-resources/academic-conduct-code/) .

A Definition of Plagiarism

"The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection."

"The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property."

"Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of reading, generally

without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation."

The paragraphs above are from H. Martin and R. Ohmann, *The Logic and Rhetoric of Exposition, Revised Edition.* Copyright 1963, Holt, Rinehart and Winston.

Academic Conduct Code

I. **Philosophy of Discipline**

The objective of Boston University in enforcing academic rules is to promote a community atmosphere in which learning can best take place. Such an atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of someone else's dishonesty. Penalties should be carefully determined so as to be no more and no less than required to maintain the desired atmosphere. In defining violations of this code, the intent is to protect the integrity of the educational process.

II. **Academic Misconduct**

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments, or impedes other students' opportunities of being judged fairly for their academic work. Knowingly allowing others to represent your work as their own is as serious an offense as submitting another's work as your own.

III. **Violations of this Code**

Violations of this code comprise attempts to be dishonest or deceptive in the performance of academic work in or out of the classroom, alterations of academic records, alterations of official data on paper or electronic resumes, or unauthorized collaboration with another student or students. Violations include, but are not limited to:

A. **Cheating on examination**. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.

B. **Plagiarism.** Representing the work of another as one's own. Plagiarism includes but is not limited to the following: copying the answers of another student on an examination, copying or restating the work or ideas of another person or persons in any oral or written work (printed or electronic) without citing the appropriate source, and collaborating with someone else in an

academic endeavor without acknowledging his or her contribution. Plagiarism can consist of acts of commission-appropriating the words or ideas of another-or omission failing to acknowledge/document/credit the source or creator of words or ideas (see below for a detailed definition of plagiarism). It also includes colluding with someone else in an academic endeavor without acknowledging his or her contribution, using audio or video footage that comes from another source (including work done by another student) without permission and acknowledgement of that source.

C. **Misrepresentation or falsification of data** presented for surveys, experiments, reports, etc., which includes but is not limited to: citing authors that do not exist; citing interviews that never took place, or field work that was not completed.

D. **Theft of an examination**. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.

E. **Unauthorized communication during examinations**. Any unauthorized communication may be considered prima facie evidence of cheating.

F. **Knowingly allowing another student to represent your work as his or her own**. This includes providing a copy of your paper or laboratory report to another student without the explicit permission of the instructor(s).

G. **Forgery, alteration, or knowing misuse of graded examinations, quizzes, grade lists, or official records of documents**, including but not limited to transcripts from any institution, letters of recommendation, degree certificates, examinations, quizzes, or other work after submission.

H. **Theft or destruction of examinations or papers** after submission.

I. **Submitting the same work in more than one course** without the consent of instructors.

J. **Altering or destroying another student's work or records**, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.

K. **Violation of the rules governing teamwork**. Unless the instructor of a course otherwise specifically provides instructions to the contrary, the following rules apply to teamwork: 1. No team member shall intentionally restrict or inhibit another team member's access to team meetings, team work-in-progress, or other team activities without the express authorization of the instructor. 2. All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.

L. **Failure to sit in a specifically assigned seat during examinations.**

M. **Conduct in a professional field assignment that violates the policies and regulations of the host school or agency.**

N. **Conduct in violation of public law occurring outside the University that directly affects the academic and professional status of the student, after civil authorities have imposed**

sanctions.

O. **Attempting improperly to influence the award of any credit, grade, or honor.**

P. **Intentionally making false statements to the Academic Conduct Committee or intentionally presenting false information to the Committee.**

Q. **Failure to comply with the sanctions imposed under the authority of this code.**

Important Message on Final Exams

Dear Boston University Computer Science Online Student,

As part of our ongoing efforts to maintain the high academic standard of all Boston University programs, including our online MSCIS degree program, the Computer Science Department at Boston University's Metropolitan College requires that each of the online courses includes a proctored final examination.

By requiring proctored finals, we are ensuring the excellence and fairness of our program. The final exam is administered online, and the access will be available at the exam sites.

Specific information regarding final-exam scheduling will be provided approximately two weeks into the course. This early notification is being given so that you will have enough time to plan for where you will take the final exam.

I know that you recognize the value of your Boston University degree and that you will support the efforts of the University to maintain the highest standards in our online degree program.

Thank you very much for your support with this important issue.

Regards,

Professor Lou Chitkushev, Ph.D.
Associate Dean for Academic Affairs
Boston University Metropolitan College

Microsoft DreamSpark for Academic Institutions

Metropolitan College is a member of the Microsoft DreamSpark for Academic Institutions (formerly MSDNAA), a Microsoft program that supports technical education by providing access to Microsoft software for learning, teaching, and research purposes. Our membership allows faculty and students currently enrolled in MET courses to obtain certain Microsoft products free of charge. All MET students are granted access to download the software for the duration of their study at MET College.

FAQ and basic information are at: http://www.bu.edu/metit/hw-and-sw/msdn-academic-alliance-software-center/ (http://www.bu.edu/metit/hw-and-sw/msdn-academic-alliance-software-center/) .

Who's Who: Roles and Responsibilities

You will meet many BU people in this course and program. Some of these people you will meet online, and some you will communicate with by email and telephone. There are many people behind the scenes, too, including instructional designers, faculty who assist with course preparation, and video and animation specialists.

People in Your Online Course in Addition to Your Fellow Students

Your Facilitator. Our classes are divided into small groups, and each group has its own facilitator. We carefully select and train our facilitators for their expertise in the subject matter and their excellence in teaching. Your facilitator is responsible for stimulating discussions in pedagogically useful areas, for answering your questions, and for grading homework assignments, discussions, term projects, and any manually graded quiz or final-exam questions. If you ask your facilitator a question by email, you should get a response within 24 hours, and usually faster. If you need a question answered urgently, post your question to one of the urgent help topics, where everyone can see it and answer it.

Your Professor. The professor for your course has primary responsibility for the course. If you have any questions that your facilitator doesn't answer quickly and to your satisfaction, then send your professor an email in the course, with a cc to your facilitator so that your facilitator is aware of your question and your professor's response.

Your Senior Faculty and Student Support Administrator, Jennifer Sullivan. Jen is here to ensure you have a positive online experience. You will receive emails and announcements from Jen throughout the semester. Jen represents Boston University's university services and works for the Office of Distance Education. She prepares students for milestones such as course launch, final exams, and course evaluations. She is a resource to both students and faculty. For example, Jen can direct your university questions and concerns to the appropriate party. She also handles general questions regarding Online Campus functionality for students, faculty, and facilitators, but she does not provide tech support. She is enrolled in all classes and can be contacted within the course through Online Campus email as it is running. You can also contact her by external email at jensul@bu.edu (mailto:jensul@bu.edu) or call toll free at 1-888-524-2200.

People Not in Your Online Course

Although you will not normally encounter the following people in your online course, they are central to the program. You may receive emails or phone calls from them, and you should feel free to contact them.

Your Computer Science Department Online Program Coordinator, Adam Hartsock. Adam administers the academic aspects of the program, including admissions and registration. You can ask him questions about the program, registration, course offerings, graduation, or any other program-related topic. He can be reached at metcsol@bu.edu (mailto:metcsol@bu.edu) or (617) 353-2566.

Your Computer Science Department Program Manager, Kim Richards. Kim is responsible for administering most aspects of the Computer Science Department, and she can help you with most matters. You can reach Kim at kimrich@bu.edu (mailto:kimrich@bu.edu) or (617) 353-2566.

Professor Jae Young Lee, Program Advisor. Dr. Lee reviews requests for transfer credits and waivers and advises students on which courses to take to meet their career goals. Dr. Lee can be reached at jaeylee@bu.edu (mailto:jaeylee@bu.edu) or (617) 358-5165.

Professor Robert Schudy, Director of the MSCIS Online Program. Dr. Schudy is responsible for the MSCIS online program. Feel free to contact Dr. Schudy at rschudy@bu.edu (mailto:rschudy@bu.edu) or (617) 358-0009.

Professor Anatoly Temkin, Computer Science Department Chairman. Dr. Temkin makes final decisions on petitions for transfer credits for courses taken at other institutions. You can reach Professor Temkin at temkin@bu.edu (mailto:temkin@bu.edu) or at (617) 358-2566.

Professor Lou T. Chitkushev, Associate Dean for Academic Affairs, Metropolitan College. Dr. Chitkushev is responsible for the academic programs of Metropolitan College. Contact Professor Chitkushev with any issues that you feel have not been addressed adequately. The customary issue-escalation sequence after your course facilitator and course faculty is Professor Schudy, then Professor Temkin, and then Professor Chitkushev.

Professor Tanya Zlateva, Metropolitan College Dean ad interim. Dr. Zlateva is responsible for the quality of all the academic programs at Boston University Metropolitan College.

Disability Services

In accordance with University policy, every effort will be made to accommodate unique and special needs of

students with respect to speech, hearing, vision, or other disabilities. Any student who feels he or she may

need an accommodation for a documented disability should contact the Office of Disability Services

(http://www.bu.edu/disability (http://www.bu.edu/disability)) at (617) 353-3658 or at access@bu.edu

(mailto:access@bu.edu) for review and approval of accommodation requests.

Netiquette

The Office of Distance Education has produced a
netiquette guide to help you understand the
potential impact of your communication style.

Before posting to any discussion forum, sending
email, or participating in any course or public area,
please consider the following:

Ask Yourself...

- How would I say this in a face-to-face classroom or if writing for a newspaper, public blog, or wiki?
- How would I feel if I were the reader?
- How might my comment impact others?
- Am I being respectful?
- Is this the appropriate area or forum to post what I have to say?

Writing

When you are writing, please follow these rules:

- **Stay polite and positive in your communications**. You can and should disagree and participate in discussions with vigor; however, when able, be constructive with your comments.
- **Proofread your comments before you post them.** Remember that your comments are permanent.
- **Pay attention to your tone.** Without the benefit of facial expressions and body language your intended tone or the meaning of the message can be misconstrued.

- **Be thoughtful and remember that classmates' experience levels may vary.** You may want to include background information that is not obvious to all readers.
- **Stay on message.** When adding to existing messages, try to maintain the theme of the comments previously posted. If you want to change the topic, simply start another thread rather than disrupt the current conversation.
- **When appropriate, cite sources.** When referencing the work or opinions of others, make sure to use correct citations.

Reading

When you are reading your peers' communication, consider the following:

- **Respect people's privacy.** Don't assume that information shared with you is public; your peers may not want personal information shared. Please check with them before sharing their information.
- **Be forgiving of other students' and instructors mistakes.** There are many reasons for typos and misinterpretations. Be gracious and forgive other's mistakes or privately point them out politely.
- **If a comment upsets or offends you, reread it and/or take some time before responding.**

Important Note

Don't hesitate to let your instructor or student services coordinator know if you feel others are inappropriately commenting in any forum.

All Boston University students are required to follow academic and behavioral conduct codes. Failure to comply with these conduct codes may result in disciplinary action.

Registration Information and Important Dates

Go to http://www.bu.edu/online/online_course_schedule/important_dates/ (http://www.bu.edu/online/online_course_schedule/important_dates/) to view the drop dates for your course.

Go to http://www.bu.edu/studentlink (http://www.bu.edu/studentlink) to withdraw or drop your course.

- If you are dropping down to zero credits for a semester, please contact your college or academic department.
- **Nonparticipation in your online course does not constitute a withdrawal from the class.**

- If you are unable to drop yourself on student link please contact your college or academic department.

  * The Student Services fee is nonrefundable.

Technical Support

> ## Experiencing issues with BU websites or Blackboard?
> It may be a system-wide problem. Check the BU Information Services & Technology (IS&T) news page (http://www.bu.edu/tech/news/) for announcements.

Boston University technical support is available via email (ithelp@bu.edu (mailto:ithelp@bu.edu)), the support form (http://www.bu.edu/help/tech/learn) , and phone (888-243-4596). Please note that the IT Help Center has multiple locations. All locations can be reached through the previously mentioned methods. For IT Help Center hours of operation please visit their contact page (http://www.bu.edu/tech/contact/) . For other times, you may still submit a support request via email, phone, or the support form, but your question won't receive a response until the following day. If you aren't calling, it is highly recommended that you submit your support request via the technical-support form as this provides the IS&T Help Center with the best information in order to resolve your issue as quickly as possible.

Examples of issues you might want to request support for include the following:

- Problems viewing or listening to sound or video files
- Problems accessing internal messages
- Problems viewing or posting comments
- Problems attaching or uploading files for assignments or discussions
- Problems accessing or submitting an assessment

To ensure the fastest possible response, please fill out the online form using the link below:

IT Help Center Support	
Web	http://www.bu.edu/help/tech/learn (http://www.bu.edu/help/tech/learn/)
Phone	888-243-4596 or local 617-353-4357

Check your open tickets using [BU's ticketing system (http://bu.service-now.com/tech/)](http://bu.service-now.com/tech/) .

Navigating Courses

For best results when navigating courses, it is recommended that you use the Mozilla [Firefox (https://www.mozilla.org/firefox/)](https://www.mozilla.org/firefox/) browser.

The Table of Contents may contain folders. These folders open and close (+ and – signs) and may conceal some pages. To avoid missing content pages, you are advised to use the next- and previous-page buttons (and icons) in the top-right corner of the learning content.

Please also familiarize yourself with the navigation tools, as shown below; these allow you to show and hide both the Course Menu and the Table of Contents on the left. This will be helpful for freeing up screen space when moving through the weekly lecture materials.

Navigation tools for the Table of Contents are shown in the image below:
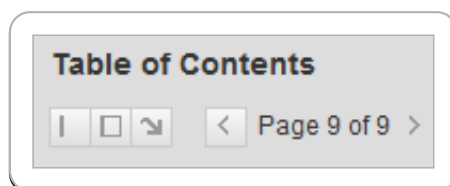
Clicking on the space between the Course Menu and the Table of Contents allows you to show or hide the Course Menu on the left:

Web Resources/Browser Plug-Ins

To view certain media elements in this course, you will need to have several browser plug-in applications installed on your computer. See the Course Resources page in the syllabus of each individual course for

other specific software requirements.

- Check your computer's compatibility by reviewing Blackboard's System Requirements (http://www.bu.edu/tech/web/course-sites/blackboard-learn/)
- Check your browser settings with Blackboard's Connection Test (http://www.bu.edu/tech/web/course-sites/blackboard-learn/start/connection-test/)
- Download most recent version of Adobe Flash Player (http://get.adobe.com/flashplayer/)
- Download most recent version of Adobe Acrobat Reader (http://get.adobe.com/reader/)

How to Clear Your Browser Cache

The IT Help Center recommends that you periodically clear your browser cache (http://www.bu.edu/tech/support/browsers/clear-cache) to ensure that you are viewing the most current content, particularly after course or system updates.

This page is also found within the "How to…" section of the online documentation (http://www.bu.edu/tech/web/course-sites/blackboard-learn/how-to/) , which contains a list of some of the most common tasks in Blackboard Learn.

Boston University Metropolitan College