

Syllabus

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Course Description and Overview

MET CS 601

Web Application Development

This course provides an introduction to developing websites and web-based applications. Students will create an online portfolio by using a variety of foundational web technologies. Client-side languages to be used include HTML, CSS, 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)
- Introduction to JavaScript (JS)
- Mobile-friendly websites
- Intermediate and Advanced JavaScript
- 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

Learning Objectives

By successfully completing this course you will be able to:

- 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.
- **Assignments** - There are assignments that are due throughout the course.
- **Live classroom lectures** - Live classroom lectures will be provided during this course, usually two live classroom sessions per week. 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.
- **Self-assessment Quiz** - There is a non-graded practice quiz for each module. You can take each quiz multiple times to practice your skills.

Module 1 - Introduction to Web Architecture and HTML

- **Lecture 1: Introduction to Web Architecture** - You are introduced to the client/server model of the World Wide Web (WWW) and the Domain Name System (DNS). You are exposed to an overview of fundamental web languages as they relate to design and development efforts.
- **Lecture 2: Introduction to HTML** - We will cover the rules of HTML and the elements required to create simple HTML pages. You will utilize text editors and/or integrated development environments (IDE) to

compose web page structure and content.

Module 2 - Cascading Style Sheets (CSS)

- **Lecture 3: Introduction to Cascading Style Sheets** - You are introduced to the role of CSS in web development. You will learn to create basic CSS documents to style web content by utilizing selectors to modify the presentation of web page elements.
- **Lecture 4: Advanced CSS** - We will cover the box model, sizing, backgrounds, page layout and positioning, transitions, transforms, and much more.

Module 3 - JavaScript

- **Lecture 5: Introduction to JavaScript** - You will be exposed to the motivation for using JavaScript and how to use basic programming constructs to enhance web pages.
- **Lecture 6: Object-oriented JavaScript** - We will cover the object-oriented paradigm as it relates to the JavaScript language.

Module 4 -The DOM and Intermediate JavaScript

- **Lecture 7: The Document Object Model (DOM) and Events** - You will learn about the Document Object Model and how to handle events in JavaScript.
- **Lecture 8: Intermediate JavaScript** - We will cover client-side form validation, regular expressions, and debugging.

Module 5 - Advanced JavaScript and AJAX

- **Lecture 9: Advanced JavaScript** - You will learn more about the Object-oriented programming (OOP) features of JavaScript to include namespaces, interfaces, modules, and more.
- **Lecture 10: Asynchronous JavaScript and XML (AJAX)** - We will cover how to use JavaScript to make asynchronous requests to a server in order to change content dynamically without needing to reload the entire web page. XML and JSON will also be covered.

Module 6 - jQuery and jQuery Mobile

- **Lecture 11: jQuery** - You will learn the benefits of using the jQuery library and how to use its functions in your web pages.
- **Lecture 12: jQuery Mobile** - We cover mobile website development using jQuery Mobile.

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 ask any questions about 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.

Term Project

This course also features a comprehensive term project that is due in Week 6. Instructions for the term project along with a grading rubric can be found in the Assignments area. Further details will be shared in the Live Classroom sessions throughout the course.

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: 928-242-3687

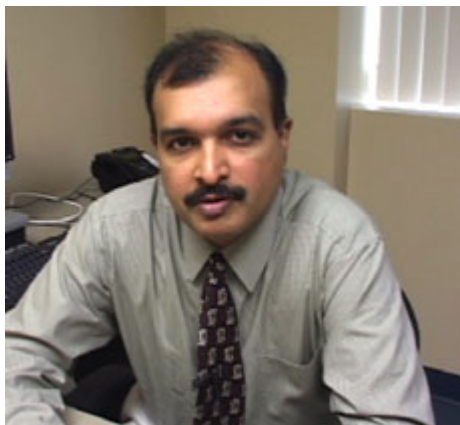
Email: embishop@bu.edu



Professor Eric Bishop is a lecturer at Boston University and has been working and teaching in the information technology field for over 20 years. He lives in Arizona and is a full-time faculty member and department chair at Northland Pioneer College in the Computer Information Systems 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, Suresh Kalathur, Ph.D.



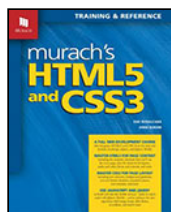
Professor Suresh Kalathur obtained his Doctorate from Brandeis University specializing in constraint programming languages. He has over 10 years of industry experience and was principal investigator for building an autonomous agent system and a fuzzy logic system.

Prior to joining Boston University as a full time faculty member, Suresh Kalathur was an adjunct faculty at Brandeis University, Boston University Metropolitan College, Tufts University, and Worcester Polytechnic Institute.

Now, as a full-time faculty member, he teaches courses Grid Computing, Data Mining, Computer and Software Security, Object Oriented Analysis and Design, Design Patterns, Enterprise Java Programming, Web Services, Operating Systems, and Compiler Design.

Course Materials

Required Texts



Ruvalcaba, A. & Boehm, A. (2015). *Murach's HTML5 and CSS3 - 3rd Edition*.

Fresno, CA: Mike Murach & Associates, Inc.

ISBN-13: 978-1-890774-83-7.

ISBN-10: 1890774839.

This book can be purchased from [Barnes and Noble at Boston University](#).



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

ISBN-13: 978-1593275846.

ISBN-10: 1593275846.

Licensed under a Creative Commons attribution-noncommercial license. All code in this book may also be considered licensed under an MIT license.

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. Grading will be performed by viewing student work in Mozilla Firefox.

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
Brackets	Windows, Mac, Linux	Free
EditPad.org	Online	Free
Notepad++	Windows	Free
Atom	Windows, Mac, Linux	Free
Sublime Text	Windows, Mac, Linux	Free trial

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 Microsoft Edge, Apple Safari, Google 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
Visual Studio Code	Windows, Mac, Linux	Free
WebStorm	Windows, Mac, Linux	\$, but free for students
Coda 2	Mac	\$

Helpful Resources on the Web

- [Mozilla Developer Network \(MDN\)](#) - Free web technology tutorials and documentation.
- validator.w3.org – Validate your HTML.
- <https://jigsaw.w3.org/css-validator/> - Validate your CSS.
- <http://jshint.com/> - Code quality tool for JavaScript.
- <https://regexone.com/> - Helpful resource on learning and using regular expressions.

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:

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[Download](#)

All of the videos in the series are available on the [Online Library Resources](#) 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>. 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> to access eBooks and eJournals directly.

If you have questions about library resources, go to <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>.

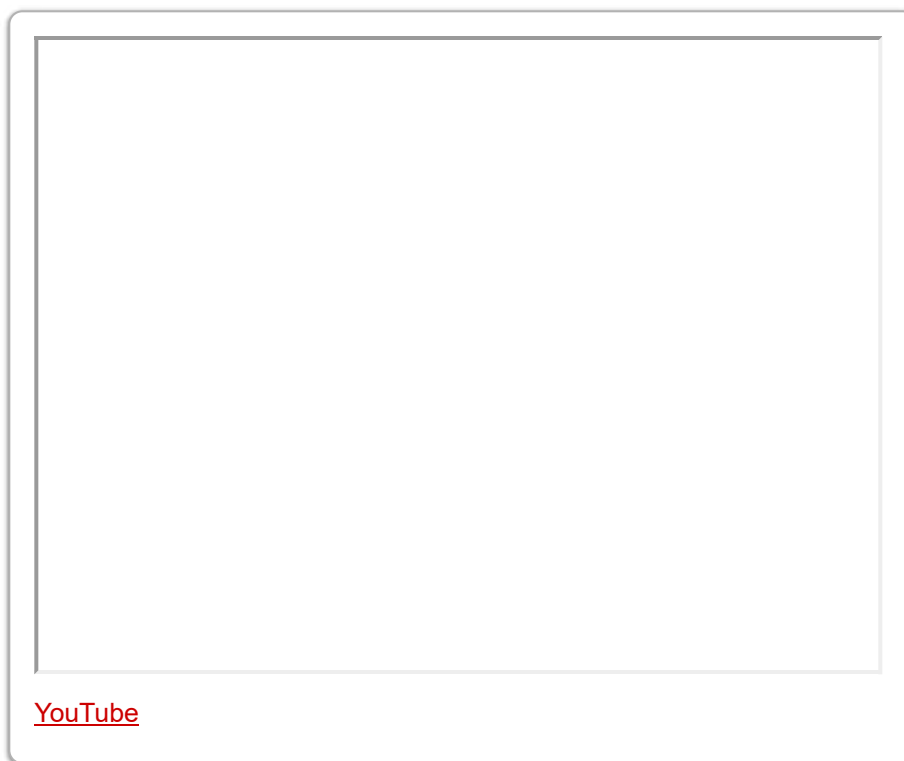
Please note that you are not to post attachments of the required or other readings in the water cooler or other areas of the course, as it is an infringement on copyright laws and department policy. All students have access to the library system and will need to develop research skills that include how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



Please Note

SMARTHINKING may be used only for current Boston University online courses and career services. Use of this service for purposes other than current coursework or career services may 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, 7, 10, 12 and Haverbeke Chapter 12 (optional)
- Discussions:** Discussion 1 postings end Tuesday, November 7 at 6:00 a.m. ET
- Assignments:** Assignment 1 due Tuesday, November 7 at 6:00 a.m. ET
- Self-assessment:** Practice Quiz 1
- Live Classrooms:** Wednesday, November 1 from 8:30 - 10:00 PM ET
Saturday, November 4 from 11:00 AM - 12:00 PM ET

Module 2 Study Guide and Deliverables

- Readings:** Module 2 lecture notes
Ruvalcaba & Boehm, Chapters 4–6, 9, and 13–14
- Discussions:** Discussion 2 postings end Tuesday, November 14 at 6:00 a.m. ET
- Assignments:** Assignment 2 due Tuesday, November 14 at 6:00 a.m. ET
- Self-assessment:** Practice Quiz 2
- Live Classrooms:** Wednesday, November 8 from 7:30 - 9:00 PM ET
Saturday, November 11 from 10:00 AM - 11:00 AM ET

Module 3 Study Guide and Deliverables

- Readings:** Module 3 lecture notes
Ruvalcaba & Boehm, Chapter 15 and Haverbeke Chapters 1-7
- Discussions:** Discussion 3 postings end Tuesday, November 21 at 6:00 a.m. ET
- Assignments:** Assignment 3 due Tuesday, November 21 at 6:00 a.m. ET
- Self-assessment:** Practice Quiz 3
- Live Classrooms:** Wednesday, November 15 from 7:30 - 9:00 PM ET
Saturday, November 18 from 10:00 AM - 11:00 AM ET

Module 4 Study Guide and Deliverables

- Readings:** Module 4 lecture notes

Haverbeke Chapters 8-9, 13-15, and 18 and Ruvalcaba & Boehm, Chapter 11.

Discussions: Discussion 4 postings end Tuesday, November 28 at 6:00 a.m. ET

Assignments: Assignment 4 due Tuesday, November 28 at 6:00 a.m. ET

Self-assessment: Practice Quiz 4

Live Classrooms: Wednesday, November 22 from 7:30 - 9:00 PM ET

Saturday, November 25 from 10:00 AM - 11:00 AM ET

Module 5 Study Guide and Deliverables

Readings: Module 5 lecture notes
Haverbeke Chapters 10-11 and 17 and Ruvalcaba & Boehm, Chapter 19 (optional).

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

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

Self-assessment: Practice Quiz 5

Live Classrooms: Wednesday, November 29 from 7:30 - 9:00 PM ET

Saturday, December 2 from 10:00 AM - 11:00 AM ET

Module 6 Study Guide and Deliverables

Readings: Module 6 lecture notes
Ruvalcaba & Boehm, Chapters 8 and 16-17

Discussions: Discussion 6 postings end Tuesday, December 12 at 6:00 a.m. ET

Assignments: Assignment 6 due Tuesday, December 12 at 6:00 a.m. ET
Term Project due Thursday, December 14 at 6:00 a.m. ET

Self-assessment: Practice Quiz 6

Live Classrooms: Wednesday, December 6 from 7:30 - 9:00 PM ET

Saturday, December 9 from 10:00 AM - 11:00 AM ET

Final Exam Details

The Final Exam is a proctored exam available from **December 13 at 6:00 a.m. ET to December 16 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 the Assessments Menu of the course. Your proctor will enter the password to start the exam.

Final Exam Duration: 90 minutes, Open Book

The exam now features multiple choice and True/False questions and essay/coding questions.

Here are the options regarding materials that can be used during the exam:

- eBook and physical book are permitted
- Printed Materials are permitted
- Electronic lecture notes from the course are permitted
- No calculator is needed

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 grade will be based on active class participation and discussions, weekly assignments, a proctored final exam, and a term project. Assignments are expected to be submitted by their respective due dates. Late submissions may carry a penalty.

Note

If you buy the e-book version, you will need to view it on one computer screen while taking your final exam. The proctor will be able to view the ebook during your exam.

Kindles, Nooks, and other e-readers are not allowed in the final exam.

Grading Policy

All students will be expected to demonstrate competency of the languages and concepts covered in this course.

Grading Structure and Distribution

The grade for the course is determined by the following:

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

Final Course Grade

The following ranges determine the final course grade:

Letter Grade	Final Percentage Score
A	96–100
A–	91–95.99
B+	86–90.99
B	81–85.99
B–	76–80.99
C+	71–75.99
C	66–70.99
C–	61–65.99
D	56–60.99
F	0–55.99

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 Classroom Lectures

Live classroom lectures will be provided during this course weekly. 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](#)

Term Project: Online Portfolio

Students will deliver an online portfolio application built by utilizing the technologies presented in this course. Students may elect to work on a different project as long as it is 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: Each assignment has a strict deadline. However, you are still allowed to submit your assignment within 2 days after the deadline with a penalty. 15% of the credit will be deducted unless you made previous arrangements with your facilitator and professor. Assignments submitted 2 days after the deadline will not be graded.

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	Hardly any useful, on-	Reasonably useful, on-	Frequently useful, on-	Exceptionally useful, on-topic,

	interesting information, ideas or analysis	topic, or interesting information, ideas or analysis	topic, and interesting information, ideas and/or analysis	topic, and interesting information, ideas and analysis	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, summarize or synthesize topics raised in discussions	Leads group's effort to clarify, summarize or synthesize topics raised in discussions	

In addition to the rubric above, please read the Discussion Grading Guidelines below, which will be used in conjunction with the grading rubric above. The following guidelines are a bit more objective and quantifiable to understanding how your discussion efforts will be scored. The intention of sharing these guidelines is to provide some additional transparency to the grading process and to allow you to understand what some of our minimum expectations are regarding weekly discussions.

Discussion Grading Guidelines

1. Initial discussion posts by students should be *at least* one paragraph in length (four to five sentences). Posts smaller than this will not be counted towards your grade. Replies and responses to other students are not subject to this minimum length requirement, but should be *meaningful*, see below.
2. All posts should be *meaningful*, which means:
 - a. What you post should be worthwhile, don't just post something to try to meet the requirements.
 - b. Posts should be well developed. The content of your post must demonstrate an understanding of the subject.
 - c. You should be providing information that is helpful in facilitating discussion. Simple statements such as "Good job!" or "I agree with you" does not contribute to the discussion in a meaningful way.
 - d. Give reasons for any opinions that you share.
 - e. Posts should be to the point and clearly stated with correct spelling and grammar.
 - f. Be sure to include outside resources if applicable.
3. **Answer, respond, and reply.** Students should post at a minimum:
 - a. An original, *meaningful answer* to the discussion prompt
 - b. A *meaningful response* to another student's original response
 - c. A *meaningful reply* to another student's response to their discussion

- d. Doing only this, all on one day: 70%. Score can be lower if there are quality concerns for any of the parts a-f above.
 - e. Doing only this, over two or more days: 80%. Score can be lower if quality is low for any of the parts a-f above.
 - f. The original answer should be provided before midnight on Friday (EST) of each week, if not, subtract 5% from their score for late participation involvement.
4. To score higher than an 80%, students must exceed the minimum requirements outlined in parts 1-3 above. Factors that can raise a student's discussion score include:
- a. Quality of posts
 - b. Number of posts
 - c. Frequency of posts
 - d. Posts that have resulted in a significant number of responses
 - e. Above average effort (size, significant research, etc.)

Academic Conduct Policy

Please visit Metropolitan College's website for the full text of the department's [*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 Imagine for Academic Institutions

Metropolitan College is a member of Microsoft Imagine for Academic Institutions (formerly DreamSpark), 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/>.

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 Faculty and Student Support Administrator, Jeff Behn. Jeff is here to ensure you have a positive online experience. You will receive emails and announcements from him throughout the semester. Jeff represents Boston University's university services and works for the Office of Distance Education. He prepares students for milestones such as course launch, final exams, and course evaluations. He is a resource to both students and faculty. For example, he can direct your university questions and concerns to the appropriate party. He also handles general questions regarding Online Campus functionality for students, faculty, and facilitators, but he does not provide tech support. He is enrolled in all classes and can be contacted within the course through Online Campus email as it is running. You can also contact him by external email at jeffbehn@bu.edu or call (617) 358-1985.

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, Peter Mirza. Peter 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 or (617) 353-2566.

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

Andrew Gorlin, Academic Advisor. Reviews requests for transfer credits and waivers. Advises students on which courses to take to meet their career goals. You can reach Andrew at asgorlin@bu.edu, or (617)-353-2566.

Professor Anatoly Temkin, Computer Science Department Chairman. You can reach Professor Temkin at temkin@bu.edu or at 617-353-2566.

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 Temkin, and then Professor Chitkushev.

Professor Tanya Zlateva, Metropolitan College Dean 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](#) at (617) 353-3658 or at 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 your faculty and student support administrator 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

[View the drop dates for your course.](#)

[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.

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](#) for announcements.

Boston University technical support is available via email (ithelp@bu.edu), the [support form](#), 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](#). 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
888-243-4596 or 617-353-4357 or Web
Check your open tickets using BU's ticketing system .

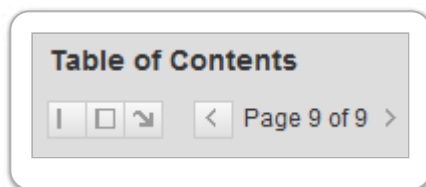
Navigating Courses

For best results when navigating courses, it is recommended that you use the Mozilla [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](#)
- Check your browser settings with Blackboard's [Connection Test](#)
- Download most recent version of [Adobe Flash Player](#)
- Download most recent version of [Adobe Acrobat Reader](#)

How to Clear Your Browser Cache

The IT Help Center recommends that you periodically [clear your browser 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](#), which contains a list of some of the most common tasks in Blackboard Learn.

Boston University Metropolitan College