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LIS 4206 | Web Content Management (3 Credit Hours)
Winter Quarter 2013
KAR 305, Monday 7pm - 9:20pm

"Tell me, and I will forget.

Show me, and I may remember.
Involve me, and I will understand."

This perceptive Chinese proverb underlies the core philosophy of the course. In a course like this, lectures will have limited effectiveness. We start each week with general foundational discussions. However, the focus will be on hands-on activities. So, be ready to practice, experiment, ask, and engage.

Course Description:
From course catalog: This course will include instruction in web page creation, selection, and evaluation of web content as well as web site management. Selection of web page content will be discussed in the context of organizational knowledge management and competitive intelligence needs. Differences in information needs for provision of public information and competitive intelligence on Internet pages versus the organizational information needs of Intranets in knowledge management will be explored. This course also will address human-computer interface design to allow web page designers to create effective web pages according to established principles of design.

On a further note (my take): The web has become the chief medium to deliver organizational content. This course primarily examines the infrastructure and tools needed to manage web content in an organizational setting. The theory and practice of the design and development of web content management systems in organizations using content management solutions, i.e, Drupal are closely investigated. Web application best practices and the necessary building blocks for content authoring, management, and distribution will also be covered. This course emphasizes on hands-on practical exercise and be prepared to bring your laptop to class.

(Prerequisites: 4000, 4010, 4011) 3 qtr. hrs.

Required/Recommended Textbooks:

Beck, J.N., & Beck, M. (2012). *WordPress: Visual QuickStart Guide*. 2nd Edition.
        Berkeley: Peachpit Press. Book available via Safari Books Online database from
        Penrose.

Beighley, L. (2011). *Drupal for Dummies*. 2nd edition. Hoboken, NJ: Wiley Publishing, Inc. Available via Safari Books Online from Penrose.

Castro, E. (2007). *HTML, XHTML, & CSS: Visual QuickStart Guide*. 6th Edition. Berkeley: Peachpit Press. Examples and extras are available from the author site - http://www.elizabethcastro.com/html6ed/.

Castro, E., & Hyslop, B. (2012). *HTML5 and CSS3: Visual QuickStart Guide*. 7th Edition. Berkeley: Peachpit Press. Book available via Safari Books Online database from Penrose.

Additional Readings:
> **Drupal handbooks - http://drupal.org/handbook**
>
> Additional readings, tutorials, videos, and lecture notes are available in Blackboard

Learning Objectives:
Upon satisfactory completion of the course, students should be able to:

- Explore the tools and technologies that are the building blocks of a web content management system.
- Install and configure a content management system.
- Demonstrate competency in applying basic codes such as PHP, CSS, and JavaScript that are essential for dynamic web content management.
- Develop a basic knowledge of database management system.
- Design, develop, and implement a content management project.

Course Contents:
Topics to be covered in class discussion and lecture presentation include:

- Week 1 [1/7]: Web Content Management: Fundamental concepts
  - Course overview
  - The basics of CMS
  - Web design fundamentals
- Week 2 [1/14]: Content Strategy
  - Need assessment, business strategy and planning
  - Content inventory
  - Content matrix
- Week 3 [1/21]: HTML 4.01 and HTML5
  - Understanding the structure of HTML document
  - Working with text, image, links, lists, tables and forms
  - Essential tools – authoring tools such as Kompozer, Notepad++, GIMP, and Dreamweaver
- Week 4 [1/28]: XML.
  - Basic rules
  - XML and DOM
  - XML, XPath, and XSLT
  - DTD and XML Schema
- Week 5 [2/4]: All about CSS.
  - Web development toolbar

- o The essential terminology, the syntax
- o Embedding, linking style sheets
- o Selectors, layout, adding colors, typography, and backgrounds
- Week 6 [2/11]: Drupal, Part 1.
  - o Installing Drupal on local computer
  - o Drupal administration
  - o Managing users
- Week 7 [2/18]: Drupal, Part 2.
  - o Themes and layout
  - o Building content nodes
  - o Managing site content
  - o Working with modules to extend Drupal's capability
- Week 8 [2/25]: WordPress.
  - o Understanding WordPress
  - o Installing and setting up WordPress
  - o Adding content – posts, pages, and media
  - o Extending WordPress functionality
- Week 9 [3/4]: Web Analysis.
  - o SEO
  - o Google Analytics
- Week 10 [3/11]: Wrap-up. Final project presentation.

Presentation and Evaluation:
The format and presentation of this course involves lectures, seminar type discussions, student presentation, and lab exercise. This class aims to create an exciting classroom environment where we highly value each others contribution. Evaluation of student performance is primarily based on the students' active participation in the class, quality output on assignments, and active participation in discussion forums in Blackboard. In addition to the face-to-face lecture and discussion, students are highly encouraged to visit the course Blackboard site because lecture notes, assignments, discussion topics, extra reading materials, and announcements are made via Blackboard. Students need to pay attention to the description of assignments and requirements as they try to execute individual expectations. The course schedule outlines weekly topics, required assigned readings, assignments, and corresponding due dates.

Instructor Responsibilities:
It is my role to present wide-ranging perspectives of the topics, engage students in thought-provoking discussions, and help students understand the main thesis of the course. As much as I shoulder the responsibility in the creation of a learning environment, I also realize this requires a collective effort to create the desired classroom dynamics. I will in general strive to do my level best to encourage critical and creative thinking in regards to the content of the course. Finally, I will judge students' performance fairly and in accordance with the grading policy of the school.

Student Responsibilities:
Before coming to class, students are expected to have read, analyzed, and critiqued lecture notes and assigned reading materials. Active class participation is highly encouraged. This course heavily involves class discussions and students are advised to

attend class regularly in order to attain the highest degree of benefit from this course. I highly value student's presence because of the positive contribution they bring to the classroom dynamics. Students are also expected to complete assignments and projects in the manner and format stated in the direction and by the due dates. Assignments NOT turned in on the due dates will be subject to points being deducted.

There is, however, flexibility in assignment due dates if personal or professional responsibilities will not allow a student to complete tasks by the due date.

Please note class attendance is taken and make sure you are present. If you are unable to attend, please notify the professor by sending email ahead of time. Failing to do so will result in points being deducted from your overall grade.

University of Denver Honor Code:
All members of the University community are entrusted with the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. The Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The Honor Code fosters and advances an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters.

NOTE: Students who have disability or require accommodations are encouraged to contact me as well as DU University Disability Services.

Course Grades:
The points awarded for each activity are based on the student's successful completion of the required course work. Required course works include individual assignments, group projects, lab exercises, and class participation/attendance. High expectations have been set for this course. Please notice that outstanding achievement will require careful attention to course criteria and exceptional quality in course assignments. Course grades are computed according to the following weights assigned to each category of assignments:

Class Participation	**10%**
Web content management strategy	**20%**
XML/DTD	**15%**
CSS	**15%**
Web project case study review	**5%**
Web Project	**35%**

Final grades are based on the following range within the total 100 points possible:

A (4.0) **A- (3.7)**	95 -100 90-94	**Superior attainment.** Assignments/exams must go beyond the minimum expected in terms of quality, including but not limited to aspects such as insight, creativity, analysis, thoroughness, accuracy, mechanics and synthesis. Work at this level demonstrates profound and progressive achievement in the expressed understanding of the principles and practices addressed in the assignment/exam. The work is clear, precise and extremely well-reasoned. Assumptions, inferences and intellectual processes are used effectively and creatively. The relevant is distinguished from the irrelevant, key concepts are clarified, opposing points of view are considered, and usage of language is astute. Sensitivity to important implications and consequences is present and expressed. Intellectual empathy and courage as well as fair-mindedness should also be evident.
B+ (3.3) **B (3.0)** **B- (2.7)**	87-89 83-86 80-82	**Average attainment.** Assignments/exams fulfill the requirements and are generally error free in writing and formatting. The reasoning used in the assignment/exam is sound and consistently supported by evidence. Work at this level demonstrates achievement in the expressed understanding of the principles and practices addressed in the assignment/exam. The work is, on the whole, clear, precise, and well-reasoned, though with occasional lapses into weak reasoning. On average, assumptions, inferences and intellectual processes are used effectively. The work demonstrates a fairly consistent ability to distinguish the relevant from the irrelevant, clarification of key concepts, consideration of opposing points of view, and average use of language.
C+ (2.3) **C (2.0)** **C- (1.7**	77-79 73-76 70-72	**Below average attainment**. Assignments/exams may fulfill some of the requirements. Inconsistency or errors in writing and formatting may qualify for a grade in the C range. Inconsistent or weak reasoning, use of language, consideration of assumptions, inferences, and implications, and a lack of precision may also qualify work for a grade in the C range. The C-range work displays only occasional use of analysis and creativity.
D+ (1.3)	67-69	**Far below average attainment.** D-level work shows only a minimal level of understanding. D-

D (1.0)	60-66	range work shows only occasional critical thinking but frequent uncritical thinking. The assignments/exam are, for the most part, poorly done. There is little evidence of reasoning and/or the use of analysis or creativity. D-range work is lacks discipline and clarity, precision, and a lack of distinction between the relevant and the irrelevant. Opposing points of view may not be identified nor consequences or implications.
F (0)	59 or lower	**Failure.** F-level work does not display critical thinking skills. The work is vague, unreasoned, and imprecise. There are many errors in writing, formatting, mechanics, language usage and/or reasoning. There is a lack of distinction between the relevant and the irrelevant. Opposing points of view are not identified nor consequences or implications

*Any core course with a final grade below B will need to be retaken
*Students must maintain a cumulative GPA of 3.0 in LIS coursework

A final grade of "I" or "Incomplete" will **NOT** be given except in extreme situations.
Please let me know if you're having difficulty completing the requirements of the course.

A satisfactory quality of achievement with a grade point average of B (3.0) or better is required in graduate course work accepted for the degree. The average is determined on the basis of the University's grading system. Credits carrying below a "B-" will not be accepted by the LIS program as meeting degree requirements. A grade lower than "B" renders the credit unacceptable for meeting degree requirements.

Assignments and Evaluation:
Details of assignment description, due dates, grade weights for individual assignments are available via Blackboard on 'Assignments' page. Please see also the class schedule attached to this syllabus.

Class Participation:
This course equally relies on both synchronous and asynchronous mode of deliberations. Students are highly encouraged to actively participate in class deliberations and online via Blackboard. Active participation includes class discussions, asking and/or answering questions, challenging and debating on issues and topics raised in the content of the course. Class participation carries 10% of the total grade and please be aware I'll take into account both in-class discussions and participation on Blackboard.

Class Schedule:

Week	Topics	Assignment - Start Date	Due Date
1 1/7	**Course overview, Web CM Fundamentals**	**Icebreaker – 1/7**	**1/13[1]**
2 1/14	**Content Strategy**	**Content Management strategy – 1/14**	**1/27**
3 1/21	**HTML 4.01 and HTML5**		
4 1/28	**All about XML**	**XML DTD – 1/28**	**2/10**
5 2/4	**All about CSS**	**Web Project – 2/4**	**3/10**
6 2/11	**Drupal, Part I**	**CSS – 2/11**	**2/24**
7 2/18	**Drupal, Part II**	**Web project case study review – 2/18**	**3/3**
8 2/25	**WordPress**		
9 3/4	**Web Analysis, SEO**		
10 3/11	**Wrap-up. Final project presentation.**	**Web Project is due and Class Presentation required – 3/11**	

- ▪ **Please note – reading materials and extra web resources, including the description of assignments are all available on Blackboard.**

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[1] All Assignments are due 11:59pm by the due date.