

**School of Information Management
INFO 6620 / MGMT 4620 Web Design and Architecture
Winter 2021**

Course Type: online
Instructor: Keith Lawson
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Office hours: Wednesdays 1:00 – 3:00
Preferred method of contact: MS Teams or phone
Course website: Brightspace
Class: asynchronous

COURSE DESCRIPTION

This is a course in the theory and the practice of the design and creation of digital texts. Through lectures, discussions, and projects, we will consider some of the theoretical issues relating to the making and publishing of digital texts, and through demonstrations, exercises, and projects you will gain hands-on experience with the key digital text technologies.

COURSE PRE-REQUISITES

There are no prerequisites for this course

LEARNING OBJECTIVES

To give students

- hands-on experience with the planning and creation of digital text
- experience analyzing documents, and planning and carrying out encoding projects
- experience applying design principles to digital documents
- experience analyzing digital documents in terms of structure, audience, and use
- experience with the process of transforming documents
- understanding of the role of digitized text in libraries, archives, and digital humanities projects

LEARNING OUTCOMES

By the end of the course, the student will be able to

1. discuss the history and development of digital text and hypertext
2. research, identify, and evaluate present practical issues and implementations of digital text in both academic and professional environments
3. understand the issues related to the design of usable digital text focusing on user experience and user-centred design and accessibility
4. put into practice the principles of document analysis, including both surface (typographic) and deep (content and meaning) structure
5. design and create of digital documents using XHTML and XML
6. develop presentations for digital documents using Cascading Style Sheets, XSL, and XSLT
7. understand and carry out basic TEI markup (in XML)

TECHNOLOGY USED

<oxygen/> XML Editor (<http://www.oxygenxml.com/>)

The class will purchase a classroom license for this software that allows each student to use a copy of this software. This is the most economical method of purchasing and will be arranged by the professor by the first class.

INSTRUCTIONAL METHODS

The class uses readings, lectures, and hands-on exercises to enable students to understand the structure, audience and use of digital documents. Part of each class will be spent in discussing a range of issues relating to the history, uses, elements, and challenges of the technologies we will be discussing. Each class will have a required submission at the end of the class—usually a file we have been working on in class. Questions and discussions are encouraged. The learning curve in the class is not steep, but students who have trouble with basic concepts should ask for extra help.

LEARNING MATERIALS

There is no textbook for this course, but students will be able to find many useful online resources for assistance with the technical aspects of the course.

Lynch, P. & Horton, S. (2009) *Web Style Guide*. 3rd Ed. <https://webstyleguide.com/wsg3/>

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the [SIM Grading Policy](#).

COMPONENT	DETAILS	DUE DATE	VALUE
Research report	Formal research paper on a topic chosen by the student	25-February	30%
Major design and coding project	Project with multiple components in XML, XSLT, HTML, & CSS	08-April	30%
Weekly coding assignments	Use of HTML, CSS, XML, & XSLT in small assignments following topic of weekly videos	Various	25%
Reading discussions (participation)	Participation in online discussion of weekly readings	Various	15%

PARTICIPATION EVALUATION RUBRIC

CRITERIA	WEIGHTING	INDICATORS
Preparation	33%	The student has thought about the readings and has ideas about them
Quality of contributions	33%	The student makes thoughtful and relevant comments and respects the opinions of others
Frequency of participation	33%	The student is an active participant
Total	100%	Participation comprises 15% of a student's final grade

INTEGRATION OF MI Competencies

PROGRAM COMPETENCY	LEARNING OUTCOME	COURSE ASSESSMENT
Information Management Leadership	1, 2, 3	Research report & Participation
User-centred Information Services	2, 3	Research report, Participation in reading discussion
Management of Information Technology	2, 3, 4, 5, 6, 7	Research report, Major design and coding project
Research and Evaluation	2, 3	Research report
Risk Management	2, 3	Research report
Change Management	2, 3	Research report
Workplace Skills & Attributes:	2, 3	Participation
Collaborate & communicate	2, 3	Participation
Organize, Plan & Manage	1, 2, 3	Major design and coding project
Develop Personally & Professionally	1, 2, 3	Participation

CLASS POLICIES

Attendance

Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

Citation Style

SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

Late penalties for assignments

A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

Missed or Late Academic Requirements due to Student Absence:

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require

their use will be able to fully participate.

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the [Faculty of Management Professor and Student Contract on Academic Integrity](#), and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the [Policy on Academic Dishonesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

ACCESSIBILITY

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. Dalhousie is strengthened in our diversity and dedicated to achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our university prioritizes fostering a culture of diversity and inclusiveness.

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE

INFO 6620 - web design and architecture

WINTER : 06-JAN-2021 - 08-APR-2021

week date topic and assignments

unit 01 - documents

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|----------|---------------|--|
| 1 | 06-Jan | brightspace site available |
| 2 | 13-Jan | introduction
tools & skills
Gonzales, B. (2019). Computer Programming for Librarians: A Study of Job Postings for Library Technologists. <i>Journal of Web Librarianship</i> , 13(1), 20-36. |
| 3 | 18-Jan | digital documents
writing for the web
Dillon, A. (1996) TIMS: A framework for the design of usable electronic text. In H. van Oostendorp and S. de Mul (eds.) <i>Cognitive Aspects of Electronic Text Processing</i> . Norwood NJ: Ablex, 99-120. |
| 4 | 25-Jan | reading and understanding
Freund, L., Kopak, R., & O'brien, H. (2016). The effects of textual environment on reading comprehension: Implications for searching as learning. <i>Journal of Information Science</i> , 42(1), 79-93.

Gourlay, L., Lanclos, D., & Oliver, M. (2015). Sociomaterial Texts, Spaces and Devices: Questioning 'Digital Dualism' in Library and Study Practices. <i>Higher Education Quarterly</i> , 69(3), 263-278. |

unit 02- architecture

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|----------|---------------|---|
| 5 | 01-Feb | IA 01

Morville, P. (2020) Emancipating Information Architecture. Semantic Studios. https://semanticstudios.com/emancipating-information-architecture/ |
| 6 | 08-Feb | search engine optimization

Lynch, P. & Horton, S. (2009) Search Engine Optimization in Web Style Guide. 3rd Ed. https://webstyleguide.com/wsg3/5-site-structure/4-search-engine-optimization.html |
| - | 15-Feb | study break |

unit 03 - digital humanities

- 7** **22-Feb** **critical design**
Bardzell, Jeffrey and Shaowen Bardzell (2013), "What is 'Critical' about Critical Design?" <https://dl.acm.org/citation.cfm?id=2466451>.
- Bolter, J. (2000). Remediation and the Desire for Immediacy. *Convergence: The International Journal of Research into New Media Technologies*, 6(1), 62-71.
- 25-Feb Report
- 8** **01-Mar** **DH 01 & UX**
Poremski, M. (2017). Evaluating the landscape of digital humanities librarianship. *College & Undergraduate Libraries*, 24(2-4), 140-154.
- 9** **08-Mar** **IA 02 and DH 02**
Haverty, M. (2018) 2018 Information Architecture Summit Closing Plenary. Medium.com <https://medium.com/@marshahaverty/2018-information-architecture-summit-closing-plenary-281d7e5c4aa8>

unit 04 - transformations

- 10** **15-Mar** **DH 03 & transformations**
Galey, A., & Ruecker, S. (2010). How a prototype argues. *Literary and Linguistic Computing*, 25(4), 405-424.
- 11** **22-Mar** **accessibility**
Peters, C., & Bradbard, D. A. (2010).
Web accessibility: An introduction and ethical implications. *Journal of Information, Communication & Ethics in Society*, 8(2), 206-232. (long article)
- 12** **29-Mar** **workshop class**
- 08-Apr major project