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 do the following:

- Describe what happens behind the scenes on the World Wide Web.
- Explain web programming concepts.
- Develop multi-page websites.
- Demonstrate a high level of competency with client-side technologies to include HTML, CSS, and JavaScript.
- Explore Vue.js and its progressive approach to add functionality to web pages.
- 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.

- **Study Guide** – Refer to Study Guide for all due dates and live classroom dates. 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 instructor. 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 Class Discussion on the home page for more details.
- **Assignments** – There are assignments that are due throughout the course.
- **Classroom sessions** – One Classroom session will be provided for each module during this course. Days/times can be found in the Study Guide. Classroom session 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

- **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.
- **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)

- **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.
- **Advanced CSS** – We will cover the box model, sizing, backgrounds, page layout and positioning, transitions, transforms, and much more.

Module 3 – JavaScript

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

Module 4 –The DOM and Intermediate JavaScript

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

Module 5 – Advanced JavaScript and Asynchronous JavaScript

- **Advanced JavaScript** – You will learn more about the Object-oriented programming (OOP) features of JavaScript to include namespaces, interfaces, modules, and more.

- **Asynchronous JavaScript** – 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.

Module 6 – Survey of JavaScript Frameworks and Introduction to Vue.js

- **Survey of JavaScript Frameworks** – You will learn three well-known JavaScript frameworks that are used in modern web development.
- **Introduction to Vue.js** – You will learn how to use Vue to power single-page applications.

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 Module 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 Classroom sessions throughout the course.

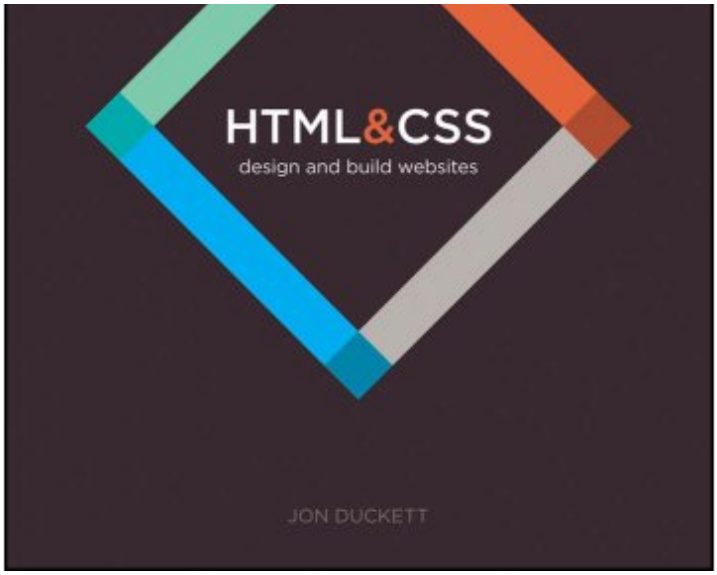
Course Materials

Required Texts

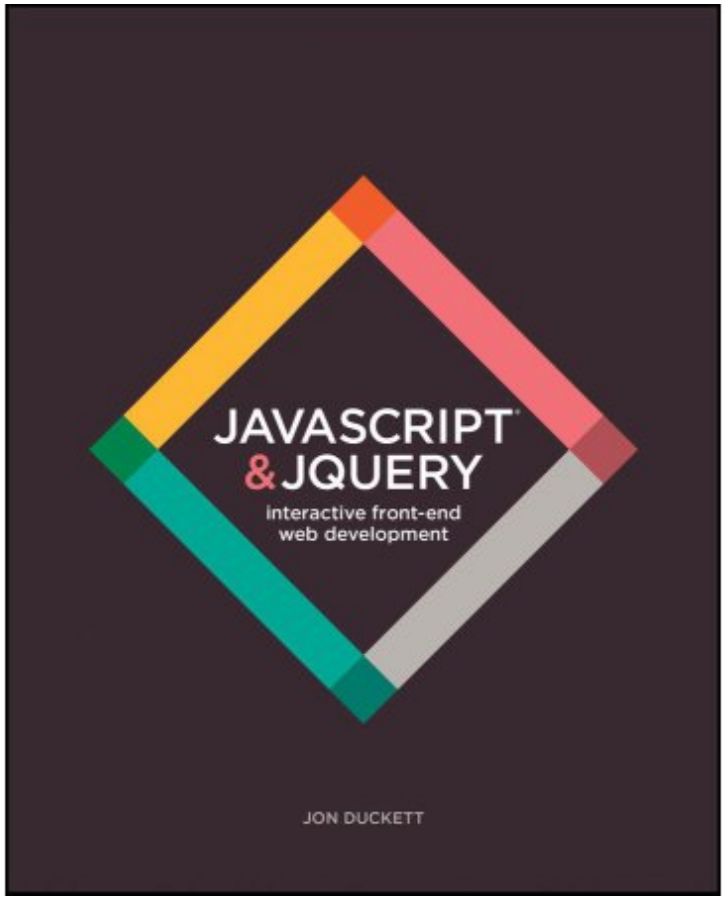
Duckett, J. (2011). *HTML & CSS: Design and Build Websites* (1st ed.).

John Wiley & Sons.

ISBN: 9781118008188



This book can be purchased from Barnes and Noble at Boston University.

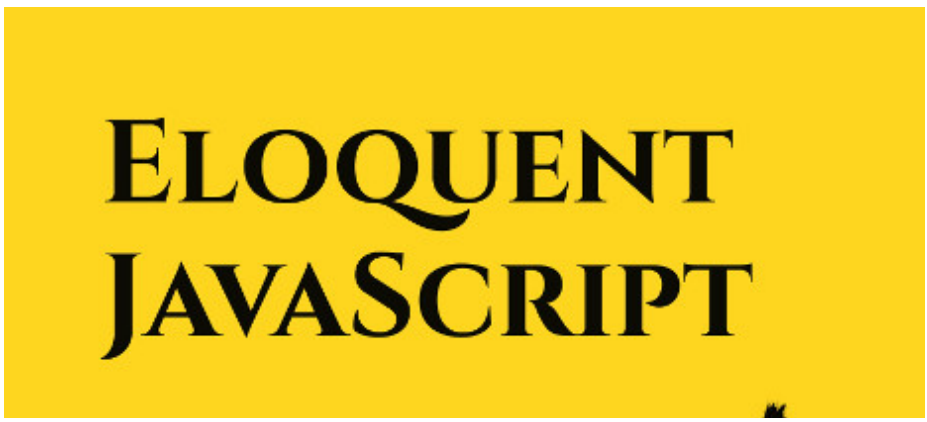


Duckett, J. (2014). *JAVASCRIPT & JQUERY: Interactive Front-end Web Development* (1st ed.).

John Wiley & Sons.

ISBN: 9781118531648

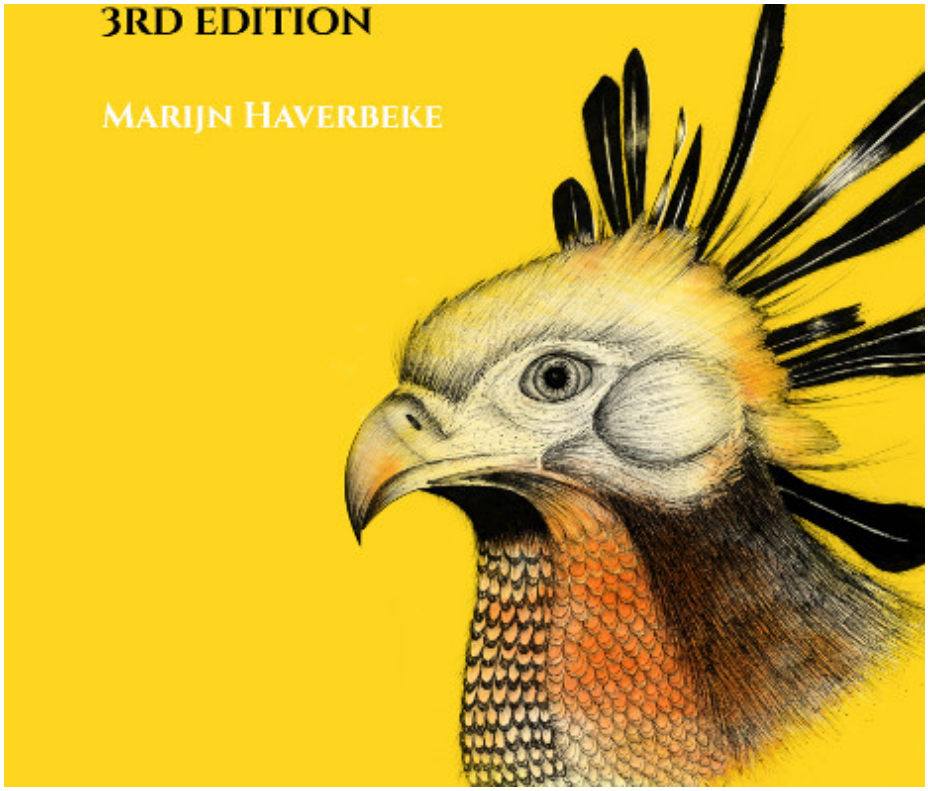
This book can be purchased from Barnes and Noble at Boston University.



Haverbeke, M. (2018). *Eloquent JavaScript: A Modern Introduction to Programming* (3rd ed.).

No Starch Press.

ISBN: 9781593279509



Download the free book in PDF.

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	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://jslint.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:

met_ode_library_14_sp1_00_intro video cannot be displayed here

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 Collections to access eBooks and eJournals directly.

If you have questions about library resources, go to Ask A Librarian to email the library or use the live-chat feature.

To locate course eReserves, go to 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.

Study Guide

Module 1 Study Guide and Deliverables

Readings:	Module 1 online notes HTML & CSS: Design and Build Websites, Duckett • Introduction, Chapters 1-6, 8-9, 17 (pgs 428-442)
Discussions:	Discussion 1 postings
Self-assessment:	Practice Quiz 1
Assignments:	Assignment 1
Classroom Lectures:	Wed 5/25/2022 and 6/1/2022; 6 to 9:30 PM Room B33 in Building MCS

Module 2 Study Guide and Deliverables

Readings: Module 2 online notes

HTML & CSS: Design and Build Websites, Duckett

- Chapters 10-16, 17 (pgs 443-450), 18-19

Discussions: Discussion 2 postings

Self-assessment: Practice Quiz 2

Assignments: Assignment 2

Classroom Lectures: Wed 6/8/2022 and 6/15/2022; 6 to 9:30 PM Room B33 in Building MCS

Module 3 Study Guide and Deliverables

Readings: Module 3 online notes

JAVASCRIPT & JQUERY: Interactive Front-end Web Development, Duckett

- Introduction, Chapters 1-4

Eloquent JavaScript, Haverbeke

- This optional text covers supplementary and more advanced materials related to this week's topics.

Discussions: Discussion 3 postings

Self-assessment: Practice Quiz 3

Assignments: Assignment 3

Classroom Lectures: Wed 6/22/2022 and 6/29/2022; 6 to 9:30 PM Room B33 in Building MCS

Module 4 Study Guide and Deliverables

Readings: Module 4 online notes

JAVASCRIPT & JQUERY: Interactive Front-end Web Development, Duckett

- Chapters 5-6, 10, 13

HTML & CSS: Design and Build Websites, Duckett

- Chapter 7

Eloquent JavaScript, Haverbeke

- This optional text covers supplementary and more advanced materials related to this week's topics.

Discussions:	Discussion 4 postings
Self-assessment:	Practice Quiz 4
Assignments:	Assignment 4
Classroom Lectures:	Wed 7/06/2022 and 7/13/2022; 6 to 9:30 PM Room B33 in Building MCS

Module 5 Study Guide and Deliverables

Readings: Module 5 online notes

JAVASCRIPT & JQUERY: Interactive Front-end Web Development, Duckett

- Chapters 8-9, 12 (optional)

Eloquent JavaScript, Haverbeke

- This optional text covers supplementary and more advanced materials related to this week's topics.

Discussions:	Discussion 5 postings
Self-assessment:	Practice Quiz 5
Assignments:	Assignment 5
Classroom Lectures:	Wed 7/20/2022 and 7/27/2022; 6 to 9:30 PM Room B33 in Building MCS

Module 6 Study Guide and Deliverables

Readings:	Module 6 online notes JAVASCRIPT, JQUERY, and Vue.js: Interactive Front-end Web Development, Duckett • Chapters 7
Discussions:	Discussion 6 postings
Self-assessment:	Practice Quiz 6
Assignments:	• Assignment 6 • Term Project • **Final Exam 8/10/2022; 6 to 9:30 PM Room B33 in Building MCS**
Classroom Lectures:	Wed 8/03/2022; 6 to 9:30 PM Room B33 in Building MCS

Course Grading Information

The course grade will be based on active class participation and discussions, 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.

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

Classroom Lectures

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. To participate discussions, go to the "Discussions" section (left-hand course menu).

Assignments

Students will complete one assignment each module. Check each assignment direction and submit at the "Assignments" section (left-hand course menu).

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. Check the Term Project direction and submit at the "Assignments" section (left-hand course menu).

Proctored Final Exam

There will be a proctored Final Exam in this course. Detailed instructions regarding your proctored exam will be passed later on. Access from the "Assessments" section (left-hand course menu).

Course 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 instructor 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 instructor. 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 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 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, 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 to two paragraphs in length. 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 Wed (EST) that follows after the first lecture of a module, 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.**

Microsoft Azure Dev Tools for Teaching

Microsoft Azure Dev Tools for Teaching 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 Microsoft Azure Dev Tools for Teaching (You may have to enter your personal BU login credentials to access this page.)

Disability and Access Services

In accordance with University policy, every effort will be made to accommodate students with respect to speech, hearing, vision, or other disabilities. Any student who may need an accommodation for a documented disability should contact Disability and Access Services at 617-353-3658 or at access@bu.edu for review and approval of accommodation requests.

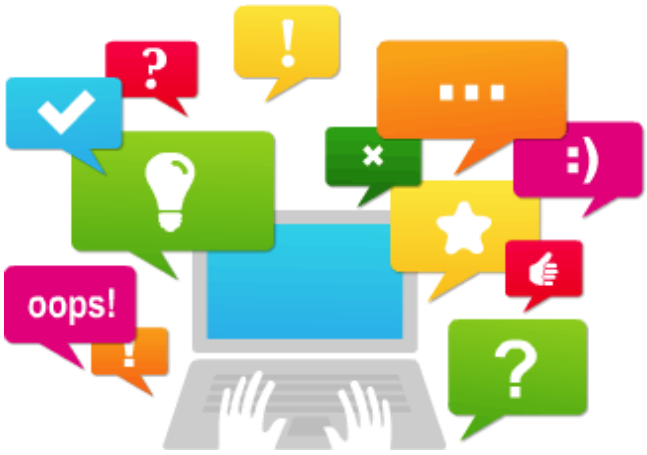
Once a student receives their accommodation letter, they must send it to their instructor and/or facilitator each semester. They must also send a copy to their Faculty & Student Support Administrator, who may need to update the course settings to ensure accommodations are in place. Accommodations cannot be implemented

if the student does not send their letter.

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 an 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 point them out privately and 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.