Course Description
The class introduce the development the contents of the web sites by using major content management systems (CMS). Student will learn using those systems to instantly and dynamically update web pages and properties as new content becomes available so that every visit to a site is engaging, informative, and meaningful. Students explore the fundamentals of planning dynamic websites, CMS database management, developing CSS-controlled site templates, and creating database-driven websites through the planning and creation of their own topic-based sites.

Objectives

Palmer School Learning Objectives
Students will
• 2B: Use system for organizing and structuring information and knowledge (also for LIU Outcomes Assessment)
• 3A: Evaluate and use information resources and services to meet the needs of specific users and communities.

The outcomes expected for a student passing this course are:
• Experience developing web sites with popular content management systems in the LIS community.
• Understanding the strengths and weakness of available functions of the four systems to optimize the design of the web content.
• Understanding the benefits of working with a server-side database and the power it brings to creating and managing web content.
• Creating and editing content, adding functionality, and creating custom templates and themes.
• Understanding ongoing web content maintenance considerations.

Textbooks and Readings
• Readings are available online (URLs is listed in the course schedule on page 4-5) or at BlackBoard (Content>>Course Readings).
• Optional reference books (available at LIU Post Library’s Reserves)
  ➢ Drupal 7 Explained: Your Step-by-Step Guide, Stephen Burge
  ➢ LibGuide online demos
Course Assignments
Students choose their own topic to develop a series of webpages for a hypothetical library/information service web site.

Option A: a student chooses “online library tutorials” as the topic for all four CMS. The student learn how to use the four CMS’ functions to develop online library tutorials.

Option B: a student chooses “library book clubs” as the topic for all four CMS. The student learn how to use the four CMS’ functions to develop different components of the book clubs (i.e., weekly blogs on book recommendations, summer reading programs, online forum).

In the learning process, a student will experience different functions/web templates/web modules with the four CMS. He/she will learn how pick right functions to optimize the design of the web content.

There are 5 course assignments:
1. Wordpress website (Palmer SLA 2B)
2. Drupal website (Palmer SLA 2B)
3. Joolma! website (Palmer SLA 2B)
4. LibGuide website (Palmer SLA 2B)

Assignment 1-4 must be a set of finished and functioning webpages.

5. A CMS comparison report (5-10 pages, Palmer SLA 3A)
   - a written report, 8-10 pages (double-spaced, single sided)
   - Required elements for the comparison:
     ➢ Each CMS’s strength for your project
     ➢ Each CMS’s weakness for your project
     ➢ Your CMS selection strategies
     ➢ Key screen shots supporting your observations and discussion
     ➢ References
   - Students are free to choose the following three writing styles:
     ➢ APA (American Psychological Association)
     ➢ MLA (Modern Language Association)
     ➢ Chicago (The Chicago Manual of Style)
   - Tutorials for the styles are available at https://owl.english.purdue.edu/ow/

Grading
1. Assignment #1: 15%, (due date: Tuesday, 7/15)
2. Assignment #2: 15%, (due date: Tuesday, 7/29)
3. Assignment #3: 15%, (due date: Tuesday, 8/12)
4. Assignment #4: 15%, (due date: Tuesday, 8/26)
5. Assignment #5: 20%, (due date: Tuesday, 8/26)
Class participation: 20%
Total: 100%

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>GPA</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and shows a high level of originality and/or creativity that far</td>
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<tr>
<td>Grade</td>
<td>Average</td>
<td>Description</td>
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<tr>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>Very good work. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner; grammatical errors, misspellings, and typos are minimal (average one-two per page) or non-existent.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus; grammatical errors, misspellings, and typos are present (average two-three per page).</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Adequate work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level; grammatical errors, misspellings, and typos are present (average four-five per page).</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average six-ten per page).</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are very frequent (average 11-14 per page) and adversely affect the structure and flow of the narrative.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Unacceptable work. Student performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are ubiquitous (average 15 or more per page) and adversely affect the structure and flow of the narrative.</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failing. Student failed to turn in an assignment or plagiarized.</td>
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</table>

New York State Education Department (NYSED) Regulations Breakdown

Students should understand that from week to week, regular reading requirements will be expected of them, regardless of whether or not any written assignment is due. Completion of class readings will be necessary in order to master competencies identified for this course. As indicated on the following pages of this syllabus, students will be expected to lead and/or participate in group discussions of course readings in order to demonstrate their familiarity with the material. It is therefore imperative to keep “on top” of class readings in order to be able to comprehend class discussions and materials in subsequent weeks during the semester. The following breakdown should serve as a guide for students in completing their required work according to the weekly schedule included in this syllabus.

Expected Levels of Student Work as per NYSED Requirements: 150 hours

30 hours: Class meetings  
(3 hr. meeting for 10 weeks)

20 hours: Required readings, research, data collection  
(approx. 10 weeks @ 2 hrs./wk)

70 hours: Assignment #1: 15 hours  
Assignment #2: 15 hours  
Assignment #3: 15 hours  
Assignment #4: 15 hours  
Assignment #5: 10 hours

Plagiarism and Academic Misconduct

Students must fully understand the gravity of copyright and plagiarism issues. Inappropriate activity in
these areas will be handled accordingly. Detailed information is available at:  
http://www2.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm

**Late Submissions**
In fairness to students who turn in assignments on time, late papers will be penalized. The earned grade will be lowered one grade level (e.g., from A- to B+) for each day that the assignment is late.

**Students with Disabilities or Special Needs**
Please feel free to contact the instructor via email or in person early in the semester to discuss any modifications that may be necessary to accommodate special needs.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 7/1</td>
<td><strong>Wordpress I: basic functions</strong>&lt;br&gt;• Basic tutorials (<a href="https://www.siteground.com/tutorials/wordpress/">https://www.siteground.com/tutorials/wordpress/</a>)&lt;br&gt;• WordPress Tutorial for Beginners 2014: Step by Step Build Your Website (<a href="https://www.youtube.com/watch?v=wiaT4bR3xGA">https://www.youtube.com/watch?v=wiaT4bR3xGA</a>)</td>
<td></td>
</tr>
<tr>
<td>3, 7/7</td>
<td><strong>Wordpress II: advanced functions</strong>&lt;br&gt;• WordPress: Linking to Media Library Content (<a href="https://www.youtube.com/watch?v=nR6s9e4lCQA">https://www.youtube.com/watch?v=nR6s9e4lCQA</a>)&lt;br&gt;• Additional readings at Blackboard (<a href="https://www.youtube.com/watch?v=nR6s9e4lCQA">Content &gt; Course Readings &gt;&gt; WordPress Readings</a>)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reference</td>
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<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>4, 7/15</td>
<td>Wordpress project presentation&lt;br&gt;Joomla!, I: basic functions&lt;br&gt;• The Basics Joomla 3 Lessons&lt;br&gt;<a href="http://www.buildajoomlawebsite.com/joomla-tutorials/the-basics/">http://www.buildajoomlawebsite.com/joomla-tutorials/the-basics/</a>&lt;br&gt;• Additional readings at Blackboard (Content &gt;&gt; Course Readings &gt;&gt; Joomla Readings)</td>
<td>Assignment #1</td>
</tr>
<tr>
<td>6, 7/29</td>
<td>Joomla! project presentation&lt;br&gt;Drupal I: basic functions&lt;br&gt;• Drupal beginner tutorials&lt;br&gt;<a href="https://www.youtube.com/watch?v=uLcS7u1lqPo&amp;index=1&amp;list=PLtaXuX0nEZk_nhzuwLAqdZTqTqPPA6Z">https://www.youtube.com/watch?v=uLcS7u1lqPo&amp;index=1&amp;list=PLtaXuX0nEZk_nhzuwLAqdZTqTqPPA6Z</a>&lt;br&gt;• Introduction to Drupal Modules&lt;br&gt;<a href="https://www.youtube.com/watch?v=Q47jJoA1OXo">https://www.youtube.com/watch?v=Q47jJoA1OXo</a></td>
<td>Assignment #2</td>
</tr>
<tr>
<td>7, 8/5</td>
<td>Drupal II: advanced functions&lt;br&gt;• Additional readings at Blackboard (Content &gt;&gt; Course Readings &gt;&gt; Drupal Readings)</td>
<td>Assignment #3</td>
</tr>
<tr>
<td>8, 8/12</td>
<td>Drupal project presentation&lt;br&gt;LibGuide I: basic functions&lt;br&gt;• LibGuide Readings (Content &gt;&gt; Course Readings &gt;&gt; LibGuide Readings)</td>
<td>Assignment #3</td>
</tr>
<tr>
<td>9, 8/19</td>
<td>LibGuide II: advanced functions&lt;br&gt;• Advanced topics (<a href="http://help.springshare.com/introcg">http://help.springshare.com/introcg</a>)</td>
<td>Assignment #4 Assignment #5</td>
</tr>
<tr>
<td>10, 8/26</td>
<td>LibGuide project presentation&lt;br&gt;Final review on four CMS</td>
<td>Assignment #5</td>
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