

**Course Outline**

**COURSE:** DM 6                      **DIVISION:** 50                      **ALSO LISTED AS:** CSIS 6

**TERM EFFECTIVE:** Summer 2016                      **CURRICULUM APPROVAL DATE:** 11/23/2015

**SHORT TITLE:** WEBPAGE AUTHORIZING

**LONG TITLE:** Webpage Authoring

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
3	18	Lecture:	3	Lecture:	54
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	3	Total:	54

**COURSE DESCRIPTION:**

An introduction to using Hypertext Mark-Up Language (HTML) to create web pages which can be uploaded and displayed on the World Wide Web. Students will use HTML to create web pages with text in various sizes and colors, links to other sites, lists, background color or patterns, graphics, tables and email links. Interactive forms, scripting languages (jQuery for simple animation) and css media queries to make a web page responsive to multiple devices sizes will also be covered. This course has the option of a letter grade or pass/no pass. Also listed as CSIS 6. **ADVISORY:** CSIS 1 or CSIS 2 or CSIS 3/LIB 3 advised.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

- L - Standard Letter Grade
- P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

1. Create web pages with different font sizes, types, and faces, considering usability and aesthetic impact.

Measure of assessment: Homework, projects, lab exercises

2. Create web pages with lists and tables and different types of forms. Have users test the web pages and analyze the responses.

Measure of assessment: Homework, projects, lab exercises

3. Design personal website with multiple pages, all with a coherent look and style.

Measure of assessment: Homework, projects, exercises

4. Create web pages with links and anchors. Have users test the web pages and analyze the responses.

Measure of assessment: Homework, projects, exercises

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 11/23/2015

### **WEEK HOURS CONTENT**

Wk: 1-3 Hours: 9 Lecture: HTML syntax overview. Ten basic HTML tags including opening and closing html, head and body tags, lists (ordered, unordered and definition), header tags, image tags, interior and exterior anchor tags. Attributes including alignment, color, type face and size, type and start attributes for lists.

Upload pages to a host site.

**HOMEWORK:** Read the lecture material. Using the material covered in class set up some web pages. Use physical and logical commands for controlling text. Upload html documents and image files to a host site. Short quiz on html basic tags.

**PERFORMANCE OBJECTIVES:** The students will set up web pages using all the basic HTML commands and attributes. The students will design web pages and upload them to a host site.

Wk: 4-6 Hours: 9 Lecture: More Image coding: borders, links, background tiles. Introduction to tables - u for tabular information and as a design tool. Images, lists, links, headers in table cells. Table and cell background colors and tiles, cell padding and spacing. Design issues such as color blindness, ADA compliance, readability to consider when designing a website.

**HOMEWORK:** Read the lecture material. Using the material covered, add more images to a webpage, images that have borders, link to other sites. Create another html document with a table containing images, background tiles, headers, lists, and plain text. Take a short quiz on basic design and color issues to consider in the development of a website.

**PERFORMANCE OBJECTIVES:** The students use modified image coding (borders, links, background tiles) on their webpages, create another page with tables that include links, borders, a background tile in one or more of the cells. Upload new html documents and image files to the host site.

Wk: 7-9 Hours: 9 Lecture: Cascading Style Sheets. Embedded, inline and external. Navigation and content divisions. Body margins, background, text color codes. Header font weight, color, size, leading. Individual tag styles vs class styles. Image and text floating elements. HTML coding to use the styles, link to stylesheets. The box model and floating elements vs tedious table tags.

**HOMEWORK:** Read the lecture material. Use storyboarding or flowcharts to map out your site organization. Create a separate CSS document with body, header, link styles, plus two divisions for navigation and content areas. Set up a front page of your project using the CSS document. Create a second page that uses the same CSS document, same navigation panel. Upload all new documents and image files created. Take a short quiz on CSS basics.

**PERFORMANCE OBJECTIVES:** The students create a rough outline of their website project. The students create an external stylesheet with styles defined for certain elements covered in the material. Using their project flowchart and the stylesheet they have created, students create a front page and secondary page using the same styles, and the same navigation panel. Students understand the affect of inheritance with different levels of style controls. They upload all new pages and image files to the host site.

Wk: 10-12 Hours: 9 Lecture: Validation of HTML through W3Schools. Presentation of student websites, midterm exam. Adding metatags to the site. Forms - as questionnaire, survey, feedback from readers. Radio questions, checkboxes, submit and reset buttons, text fields and text areas.

HOMEWORK: Present website, take a midterm quiz. Read the lecture material. Validate individual files with the W3Schools.com site. Add metatags to the front page of the website. Add another webpage to the site called survey.html that solicits information from the readers, including radio and checkbox questions, text boxes and text areas. Upload any new pages or images to the host site.

PERFORMANCE OBJECTIVES: The students use W3Schools.com site to validate their coding, add metatags to their sites, add a survey form to their websites. Upload all new files to the host site.

Wk: 13-15 Hours: 9 Lecture: Introduction to JavaScript. Using JavaScript variables, decision statements, and loops. Use JS to do initial form processing and error checking. Using JS to manage events.

HOMEWORK: Read the lecture material. Create a web page that uses JS to check for form input errors. Create a web page that does calculations using user input. Create a web page that uses JS to manage events. Take a short quiz on JavaScript.

PERFORMANCE OBJECTIVES: The students use JavaScript variables, decisions, and loops. The student uses JS to process form data and to manage events.

Wk: 16-17 Hours: 7 How to use a stylesheet to read the dimensions of a reader's device and arrange the display to fit those dimensions. How to use jQuery to create simple animation for websites.

Wk: 18 Hours: 2 Final Project presentations and the final exam.

HOMEWORK: Read the lecture material. Create a style to read the dimensions of a reader's device and arrange the display to fit those dimensions. Add simple animation using jQuery. Present final project and take the final exam.

PERFORMANCE OBJECTIVES: The students use CSS to create a style that reads the dimensions of a reader's device and arranges the display to fit those dimensions. The students add simple animation to their website using jQuery.

#### **METHODS OF INSTRUCTION:**

Lecture, computer demonstrations, web page, and web searches.

## **METHODS OF EVALUATION:**

The types of writing assignments required:

Written homework

Reading reports

The problem-solving assignments required:

Homework problems

Quizzes

Exams

The types of skill demonstrations required:

Class performance

Performance exams

The types of objective examinations used in the course:

Multiple choice

True/false

Matching items

Completion

Other category:

None

The basis for assigning students grades in the course:

Writing assignments: 5% - 20%

Problem-solving demonstrations: 10% - 50%

Skill demonstrations: 15% - 50%

Objective examinations: 10% - 40%

Other methods of evaluation: 0% - 0%

## **REPRESENTATIVE TEXTBOOKS:**

Required:

Shelly/Woods. HTML, XHTML and CSS. Boston MA: Cengage Learning, 2011. Or other appropriate college level text.

ISBN: 978-0-5387-4746-2

Reading level of text, Grade: 10 Verified by: Peggy Mayfield, Librarian

## **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV E2, effective 200770

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200770

UC TRANSFER:

Not Transferable

### **SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: DM

CSU Crosswalk Course Number: 6

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000568974

Sports/Physical Education Course: N

Taxonomy of Program: 061430