



# COURSE OUTLINE

## CSD0120

Prepared: Bazlur Rasheed Approved: Corey Meunier

<b>Course Code: Title</b>	CSD0120: INTRODUCTION TO WEB DEVELOPMENT
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semester/Term:</b>	17F
<b>Course Description:</b>	A student in this course will learn the basics of the World Wide Web and creating Web Pages. The fundamentals of Web Page creation will be covered including how to: create anchors, attach relative and absolute hyperlinks, linking to other types of documents (such as Word, Excel, Powerpoint, PDF), work with fonts, colours, and graphics as well as a variety of tools to enhance web pages. The web development will be enhanced by the use of: tables, newspaper style layouts, Cascading Style Sheets, dynamic HTML, and forms. If time permits, we will explore JavaScripting and using other enhancing features such as sound, video, Java Applets, and animated features.
<b>Total Credits:</b>	5
<b>Hours/Week:</b>	4
<b>Total Hours:</b>	60
<b>This course is a pre-requisite for:</b>	CSD0212
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>



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<b>Course Evaluation:</b>	Passing Grade: 50%, D										
<b>Other Course Evaluation &amp; Assessment Requirements:</b>	To successfully pass this course, the student must receive passing grades for both the Test and Evaluation portion of the class AND the Laboratory portion.										
<b>Evaluation Process and Grading System:</b>	<table border="1"> <thead> <tr> <th>Evaluation Type</th> <th>Evaluation Weight</th> </tr> </thead> <tbody> <tr> <td>Assignments and Attendance</td> <td>10%</td> </tr> <tr> <td>Labs and Final Web Project</td> <td>40%</td> </tr> <tr> <td>Quizzes</td> <td>10%</td> </tr> <tr> <td>Theory and Lab Tests</td> <td>40%</td> </tr> </tbody> </table>	Evaluation Type	Evaluation Weight	Assignments and Attendance	10%	Labs and Final Web Project	40%	Quizzes	10%	Theory and Lab Tests	40%
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<b>Books and Required Resources:</b>	<p>Basics of Web Design: HTML5 &amp; CSS3, 4th Edition, 2018 by Terry Felke-Morris                      Publisher: Pearson Education, Inc. Edition: 4th                      ISBN: 9780134444338                      The student may choose to purchase this hardcopy of the text or an electronic copy of the text (eText).</p> <p>Basics of Web Design: HTML5 &amp; CSS3 -- Instant Access, 4th Edition, 2018 by Terry Felke-Morris                      Publisher: Pearson Education, Inc. Edition: 4th                      ISBN: 9780134489216                      The student may choose to purchase this electronic copy of the text (eText) or a hardcopy of the text.</p>										
<b>Course Outcomes and Learning Objectives:</b>	<p>Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:</p> <p><b>Course Outcome 1.</b></p> <p>Internet and Web Basics</p> <p><b>Learning Objectives 1.</b></p> <ul style="list-style-type: none"> <li>describe the evolution of the Internet and the Web</li> <li>explain the need for web standards</li> </ul>										



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- describe universal design
- identify benefits of accessible web design
- identify reliable resources of information on the Web
- identify ethical uses of the Web
- describe the purpose of web browsers and web servers
- identify Internet protocols
- define URIs and domain names
- describe HTML, XHTML, and HTML5
- create your first web page
- use the body, head, title, and meta elements
- name, save, and test a web page

### **Course Outcome 2.**

HTML Basics

### **Learning Objectives 2.**

- configure the body of a web page with headings, paragraphs, divs, lists, and blockquotes
- configure special entity characters, line breaks, and horizontal rules
- configure text with phrase elements
- test a web page for valid syntax
- configure a web page using new HTML5 header, nav, and footer elements
- use the anchor element to link from page to page
- configure absolute, relative, and e-mail hyperlinks

### **Course Outcome 3.**

Web Design Basics

### **Learning Objectives 3.**

- describe the most common types of web-site organization
- describe principles of visual design
- design for your target audience
- create clear, easy-to-use navigation
- improve the readability of the text on your web pages



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- use graphics appropriately on web pages
- apply the concept of universal design to web pages
- describe web page layout design techniques
- describe the concept of responsive web design
- apply best practices of web design

### **Course Outcome 4.**

Cascading Style Sheets Basics

### **Learning Objectives 4.**

- describe the purpose of Cascading Style Sheets
- list advantages of using Cascading Style Sheets
- configure color on web pages with Cascading Style Sheets
- configure inline styles
- configure embedded style sheets
- configure external style sheets
- configure web page areas with element name, class, id, and descendant selectors
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### **Course Outcome 5.**

Graphics & Text Styling Basics

### **Learning Objectives 5.**

- describe types of graphics used on the Web
- apply the image element to add graphics to web pages
- configure images as backgrounds on web pages
- configure images as hyperlinks
- configure image maps
- configure bullets in unordered lists with images
- configure multiple background images with CSS3

### **Course Outcome 6.**





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More CSS Basics

### **Learning Objectives 6.**

- configure text typeface, size, weight, and style with CSS
- align and indent text with CSS
- describe and apply the CSS box model
- configure width and height with CSS
- configure margin, border, and padding with CSS
- center web page content with CSS
- apply shadows with CSS3
- configure rounded corners with CSS3
- apply CSS3 properties to background images
- configure opacity, RGBA color, HSLA color, and gradients with CSS3

### **Course Outcome 7.**

Page Layout Basics

### **Learning Objectives 7.**

- configure float with CSS
- configure fixed positioning with CSS
- configure relative positioning with CSS
- configure absolute positioning with CSS
- create two-column page layouts with CSS
- configure navigation in unordered lists and style with CSS
- add interactivity to hyperlinks with CSS pseudo-classes
- configure CSS sprites

### **Course Outcome 8.**

More on Links, Layout, and Mobile

### **Learning Objectives 8.**



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- code relative hyperlinks to web pages in folders within a website
- configure a hyperlink to a named fragment internal to a web page
- configure images with captions using the HTML5 figure and figcaption elements
- configure a collection of images to float across a web page
- configure web pages with new HTML5 section, hgroup, article, and time elements
- apply techniques to ensure backward compatibility with older browsers
- configure web pages for printing with CSS
- describe mobile web design best practices
- configure web pages for mobile display using the viewport meta tag
- apply responsive web design techniques with CSS3 media queries and flexible images

### Course Outcome 9.

Table Basics

#### Learning Objectives 9.

- describe the recommended use of a table on a web page
- configure a basic table with the table, table row, table header, and table cell elements
- configure table sections with the thead, tbody, and tfoot elements
- increase the accessibility of a table
- style an HTML table with CSS
- describe the purpose of CSS structural pseudo-classes

### Course Outcome 10.

Form Basics

#### Learning Objectives 10.

- describe common uses of forms on web pages
- create forms on web pages using the form, input, textarea, and select elements
- associate form controls and groups using label, fieldset, and legend elements
- use CSS to style a form
- describe the features and common uses of server-side processing
- invoke server-side processing to handle form data



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- configure new HTML5 form controls including the e-mail, URL, datalist, range, spinner, calendar, and color-well controls

### **Course Outcome 11.**

Media and Interactivity Basics

### **Learning Objectives 11.**

- describe types of multimedia files used on the Web
- configure hyperlinks to multimedia files
- configure audio and video on a web page with HTML5 elements
- configure a Flash animation on a web page
- use the CSS3 transform property
- use the CSS3 transition property
- describe the purpose of the HTML5 canvas element

### **Course Outcome 12.**

Web Publishing Basics

### **Learning Objectives 12.**

- describe criteria to consider when you're selecting a web host
- obtain a domain name for your website
- publish a website using FTP
- design web pages that are friendly to search engines
- submit a website for inclusion in a search engine
- determine whether a website meets accessibility requirements
- evaluate the usability of a website

#### **CICE Modifications:**

#### **Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)



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3. Study notes will be geared to test content and style which will match with modified learning outcomes.

4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format





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2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

### **E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

Wednesday, September 6, 2017

Please refer to the course outline addendum on the Learning Management System for further information.