SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

CICE COURSE OUTLINE

COURSE TITLE: Introduction to Web Development

CODE NO. :	CSD120	**SEMESTER:**	Fall
MODIFIED CODE:	CSD0120		

PROGRAM: IT Studies

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DATE: Sept 2013   **PREVIOUS OUTLINE DATED:** Sept 2012

APPROVED: "Angelique Lemay"   Sept 2013
_____   _____
                        Dean, School of Community Services   **DATE**
                          and Interdisciplinary Studies

TOTAL CREDITS: 5

PREREQUISITE(S): N/A

HOURS/WEEK: 4

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I.   COURSE DESCRIPTION:

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.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student along with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1.   Basics of the World Wide Web and HTML (Tutorial 1)

Potential Elements of the Performance:

- explore the history of the World Wide Web and HTML
- compare different versions of HTML
- become familiar with the syntax of HTML tags and attributes
- define a Web page head, body and title
- work with HTML5 structural elements
- create page headings, paragraphs, block quotes and addresses
- create ordered and unordered lists
- apply external style sheets
- use text-level elements
- inserting inline images, line breaks and special characters

2.   Developing a Web Site (Tutorial 2)

Potential Elements of the Performance:

- create navigation lists
- create links among documents
- understand absolute and relative folder paths
- set a base path
- mark locations with id attributes
- create a link to an id
- mark an image as a link
- create an image map

- link to a resource on the Web
- link to an email address
- incorporate hypertext attributes and metadata

3.   Working with Cascading Style Sheets (CSS) (Tutorial 3)

Potential Elements of the Performance:

- explore the history of CSS
- define a style rule
- apply style precedence and inheritance
- apply colour and colour extensions
- use contextual and attribute selectors
- apply text and style fonts
- define style lists
- use pseudo-classes and pseudo-elements
- create rollover effects

4.   Creating Page Layouts with CSS (Tutorial 4)

Potential Elements of the Performance:

- set display properties
- create a reset style sheet
- define a background image
- set background image properties
- use browser extension styles
- understand fixed, fluid and elastic layouts
- float elements
- set margin and padding spaces
- format an element border
- create rounded corners
- display an element outline
- use absolute and relative positioning
- adapt overflow content
- use clipped objects
- stack objects in a page

5.   Working with Tables and Columns (Tutorials 5)

Potential Elements of the Performance:

- understand the structure of a Web table
- create table headings and cells
- create cells spanning multiple rows and columns
- incorporate table captions

- create row and column groups
- incorporate table summaries
- format tables using HTML attributes and CSS styles
- collapse table borders
- display page elements in tabular form
- create a multi-column layout

6. **Working with Web Forms (Tutorials 6)**

Potential Elements of the Performance:

- understand how Web forms interact with Web servers
- create form elements
- create field sets and legends
- create input boxes and form labels
- create option buttons
- create text area boxes
- create check boxes
- apply styles to Web forms
- understand HTML5 data types
- create spinners and range sliders
- create form buttons
- validate form data

7. **Working with Multimedia (Tutorial 7)**

Potential Elements of the Performance:

- understand sound file formats and properties
- embed a sound clip using both *audio* and *embed* elements
- understand video file formats and properties
- embed a sound clip using both *video* and *object* elements
- use Shockwave Flash players
- embed YouTube videos
- embed a Java applet and other Objects

8. **Enhancing web Sites with Advanced CSS (Tutorial 8)**

Potential Elements of the Performance:

- create text and box shadows
- incorporate IE filters
- rotate objects
- create linear gradients
- apply border images
- understand fixed, fluid and elastic layouts

- set the opacity of a page object
- apply styles to media devices
- create and apply print styles
- define the visual viewpoint
- create a media query
- create styles for mobile devices in both portrait and landscape modes

9.   Working with XHTML (Tutorial 9)

Potential Elements of the Performance:

- understand the theory of XHTML
- understand the rules for creating valid XHTML documents
- apply a DTD to an XHTML document
- understand the relationship between HTML5 and XHTML
- test an XHTML document under both the *transitional* and *strict* DTDs
- use both the *character* and *parsed character* data

III.   TOPICS:

1. Developing a Web Page
2. Developing a Web Site
3. Working with Cascading Style Sheets
4. Creating Page Layouts with CSS
5. Working with Web Tables and Web Forms
6. Working with Multimedia
6. Working with Advanced CSS
7. Working with XHTML

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

The specific book information for this course text is as follows:

Title: New Perspectives on HTML and CSS: Comprehensive,
                6th Edition
                Author: Patrick Carey
ISBN-13:   978-1-1115-2644-3

Option 1: Purchase a hardcopy.

The student may choose to purchase a hardcopy of the text from the
above sites or from the bookstore.

Option 2: Purchase a subscription to a digital copy (eBook).
The student can purchase a web version or a downloadable version. The
most common subscription timeframe is 180 days but this varies
depending on the text, publisher and/or web site. After the subscription
timeframe has expired, the student no longer can access the text unless
they extend/renew the subscription. If the bookstore offers an e-version of
the text, the subscription timeframe is unlimited, but the subscription cost
may be greater.
The advantages of the eBook version over the hardcopy version are
twofold: savings of approximately 40% – 60%, and, no physical text to
carry.

eBook Links:
        1)http://instructors.coursesmart.com/9781423925460?__professorview=false&__instructor=1732365
        2) http://www.nelsonbrain.com/shop/isbn/9781423925460
        3) see student portal for availability of e-book version from bookstore (bookstore offers an
        "unlimited" timeframe on subscriptions)

eBook Help:
        http://support.coursesmart.com/ics/support/default.asp?deptID=8070&task=knowledge&folderID=53

Other Relevant Information:

The following link provides valuable information related to the Sault
College computer lab environment:

http://student.saultcollege.ca/ComputerLabs.asp

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V.   EVALUATION PROCESS/GRADING SYSTEM:

- ♦ **Quizzes**   **16%**
- ♦ **Tests**   **60%**
- ♦ **Labs/Assignments**   **24%**

Some minor modifications to the above percentages may be necessary. The
professor reserves the right to adjust the mark based upon leadership,
creativity and whether there is an improving trend.

- Students must achieve an average grade of **50%** on both the test
  and assignment portions of the course in order to pass the entire
  course.
- Assignments must be completed satisfactorily to complete the
  course.
  Late hand in penalties will be 10% per day. Assignments will not be
  accepted past one week late unless there are extenuating and
  legitimate circumstances.
- The professor reserves the right to adjust the number of tests,
  practical
  tests and quizzes based on unforeseen circumstances. The students
  will be given sufficient notice to any changes and the reasons thereof.

The following semester grades will be assigned to students in
postsecondary courses.

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	Below 50%	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a

                     student additional time to complete the
                     requirements for a course.

     NR   Grade not reported to Registrar's office.

     W   Student has withdrawn from the course
                     without academic penalty.

VI.   OTHER EVALUATION CONSIDERATIONS:

1.   In order to pass this course the student must obtain an overall test/quiz average of **50%** or better, as well as, an overall assignment average of **50%** or better. A student who is not present to write a particular test/quiz, and does not notify the professor beforehand of their intended absence, may be subject to a zero grade on that test/quiz.

2.   There will be **no** supplemental or make-up quizzes/tests in this course unless there are extenuating circumstances.

3.   Assignments must be submitted by the due date according to the specifications of the professor. Late assignments will normally be given a mark of zero. Late assignments will only be marked at the discretion of the professor in cases where there were extenuating circumstances.

4.   Any assignment/projects submissions, deemed to be copied, will result in a **zero** grade being assigned to **all** students involved in that particular incident.

5.   It is the responsibility of the student to ask the professor to clarify any assignment requirements.

6.   The professor reserves the right to modify the assessment process to meet any changing needs of the class.

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VII.   SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers may not be granted admission to the room.*

Absences due to medical or other unavoidable circumstances should be discussed with the professor, otherwise a penalty may be assessed. The penalty depends on course hours and will be applied as follows:

Course Hours
Deduction
5 hrs/week (75 hrs)
1.0% /hr
4 hrs/week (60 hrs)
1.5% /hr
3 hrs/week (45 hrs)
2.0% /hr
2 hrs/week (30 hrs)
3.0% /hr

VIII.   COURSE OUTLINE ADDENDUM

1.   Course Outline Amendments:
      The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2.   Retention of Course Outlines:
      It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3.   <u>Prior Learning Assessment</u>**:**
      Students who wish to apply for advance credit transfer (advanced
      standing) should obtain an Application for Advance Credit from the
      program coordinator (or the course coordinator regarding a general
      education transfer request) or academic assistant. Students will be
      required to provide an unofficial transcript and course outline related to the
      course in question. Please refer to the Student Academic Calendar of Events
      for the deadline date by which application must be made for advance standing.

      Credit for prior learning will also be given upon successful completion of a
      challenge exam or portfolio.

      Substitute course information is available in the Registrar's office.

4.   <u>Accessibility Services</u>:
      If you are a student with a disability (e.g. physical limitations, visual
      impairments, hearing impairments, or learning disabilities), you are
      encouraged to discuss required accommodations with your professor
      and/or the Accessibility Services office. Visit Room E1101 or call
      Extension 2703 so that support services can be arranged for you.

5.   <u>Communication</u>:
      The College considers ***Desire2Learn (D2L)*** as the primary channel of
      communication for each course. Regularly checking this software platform
      is critical as it will keep you directly connected with faculty and current
      course information. Success in this course may be directly related to your
      willingness to take advantage of this Learning Management System (LMS)
      communication tool.

6.   <u>Plagiarism</u>:
      Students should refer to the definition of "academic dishonesty" in *Student
      Code of Conduct*. Students who engage in academic dishonesty will
      receive an automatic failure for that submission and/or such other penalty,
      up to and including expulsion from the course/program, as may be decided
      by the professor/dean. In order to protect students from inadvertent
      plagiarism, to protect the copyright of the material referenced, and to credit
      the author of the material, it is the policy of the department to employ a
      documentation format for referencing source material.

7.   Tuition Default:
      Students who have defaulted on the payment of tuition (tuition has not
      been paid in full, payments were not deferred or payment plan not
      honoured) as of the first week of *November* will be removed from
      placement and clinical activities due to liability issues. This may result in
      loss of mandatory hours or incomplete course work. Sault College will not
      be responsible for incomplete hours or outcomes that are not achieved or
      any other academic requirement not met as of the result of tuition default.
      Students are encouraged to communicate with Financial Services with
      regard to the status of their tuition prior to this deadline to ensure that their
      financial status does not interfere with academic progress.

8.   Student Portal:
      The Sault College portal allows you to view all your student information in
      one place. **mysaultcollege** gives you personalized access to online
      resources seven days a week from your home or school computer. Single
      log-in access allows you to see your personal and financial information,
      timetable, grades, records of achievement, unofficial transcript, and
      outstanding obligations, in addition to announcements, news, academic
      calendar of events, class cancellations, your learning management system
      (LMS), and much more. Go to https://my.saultcollege.ca.

9.   Electronic Devices in the Classroom:
      Students who wish to use electronic devices in the classroom will seek
      permission of the faculty member before proceeding to record
      instruction. With the exception of issues related to accommodations of
      disability, the decision to approve or refuse the request is the responsibility
      of the faculty member. Recorded classroom instruction will be used only
      for personal use and will not be used for any other purpose. Recorded
      classroom instruction will be destroyed at the end of the course. To
      ensure this, the student is required to return all copies of recorded material
      to the faculty member by the last day of class in the semester. Where the
      use of an electronic device has been approved, the student agrees that
      materials recorded are for his/her use only, are not for distribution, and are
      the sole property of the College.

Addendum:

Further modifications may be required as needed as the semester progresses
based on individual student(s) ability. All modifications to evaluation components
and/or assessments must be discussed and agreed upon by the instructor and
the learning specialist in advanced of assigned competition date

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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.)
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. 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.

B. 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.

C. 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
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

D. Evaluation:

Is reflective of modified learning outcomes.