

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
- basically define a Web page head, body and title
- work with HTML5 structural elements
- create a basic page headings, paragraphs, block quotes and addresses
- create a basic 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 a basic navigation lists
- create links among documents
- basically understand absolute and relative folder paths
- set a basic base path
- mark locations with id attributes
- create a link to an id
- mark an image as a link

Potential Elements of the Performance (cont'd):

- create a basic 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
- basically define a style rule
- apply a basic style precedence and inheritance
- apply a basic colour and colour extensions
- use contextual and attribute selectors
- apply text and style fonts
- basically define style lists
- use basic pseudo-classes and pseudo-elements
- create basic rollover effects

4. Creating Page Layouts with CSS (Tutorial 4)

Potential Elements of the Performance:

- set display properties
- create a basic reset style sheet
- basically define a background image
- set background image properties
- use browser extension styles
- understand basic 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:

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

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

7. Working with Multimedia (Tutorial 7)

Potential Elements of the Performance:

- basically understand sound file formats and properties
- embed a sound clip using both *audio* and *embed* elements
- basically 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 basic text and box shadows
- incorporate IE filters
- rotate objects
- create basic linear gradients
- apply border images
- basically understand fixed, fluid and elastic layouts
- set the opacity of a page object
- apply styles to media devices
- create basic and apply print styles
- basically define the visual viewpoint
- create a basic media query
- create basic styles for mobile devices in both portrait and landscape modes

9. Working with XHTML (Tutorial 9)

Potential Elements of the Performance:

- basically understand the theory of XHTML
- basically understand the rules for creating valid XHTML documents
- apply a basic DTD to an XHTML document
- basically 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>

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.

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.

VII. SPECIAL NOTES:

Communication:

The professor reserves the right to use tools other than **WebCT/LMS**, such as Microsoft Outlook, for the primary channel of communication.

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

Absentee reports will be discussed with each student. Final penalties will be reviewed and assessed at the discretion of the professor.

VIII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

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.