ISYS1001 WEB DEVELOPMENT 1

Summary

Title	Assessment 1
Type	Website
Due Date	**28th March 2025 11:59 pm AEST/AEDT (Friday of Week 3)**
Length	N/A
Weighting	20%
Academic Integrity	GenAI may be used for this assessment (see the academic integrity section below for more details).
Submission	Follow the instructions under Task Submission section.
Unit Learning Outcomes	This assessment task maps to the following ULOs: ULO1: identify the components of, and use markup languages for web development ULO3: demonstrate the ability to plan and develop efficient and usable websites

Rationale

In today's digital age, learning to build websites is a highly valuable skill for various reasons. Firstly, it opens up a wide range of career opportunities in fields like web development, UX design, and digital marketing. Additionally, it empowers individuals to pursue entrepreneurial ventures, offers flexibility with remote work options, and provides a platform for creative expression and continuous learning. Contributing to the digital world through website creation enables individuals to have a meaningful impact on society while also fostering personal development through problem-solving, creativity, and self-improvement. Acquiring web development skills not only enhances professional prospects but also facilitates personal growth and societal contributions in the ever-evolving digital age.

In this unit, *you will learn to plan, design and build* an efficient and usable website and publish it to the world through the Internet. As the world will see your website, you should try your best to demonstrate not just your technical ability but also your cultural background, ethics, taste of visual art, and communication skills. Building a website is not hard, but it requires you to master several technical facets, which you will learn step-by-step.

In this assignment, you will learn to master a very important component of the web – its language. In particular, *you will learn HTML*, the HyperText Markup Language, and use it to communicate your web design ideas to web browsers. Obviously, you will not need to "speak" in HTML fluently at the beginning. Instead, you will learn to speak simple sentences first.

Task Description

For this assignment, you are required to **plan** and **develop** a simple **personal website** with a minimum of **2 pages** – a **home page** and a **webdev1 page**.

The home page:

You have freedom to choose what your website is about, but at this stage you will only be creating the front page. The home page will provide visitors with a clear understanding of what the website offers and how to navigate it effectively. A typical home page of a simple website includes a header with the logo and a navigation menu. The body often features sections highlighting key content, services, or products offered, along with testimonials or reviews to build trust with visitors. The footer

includes additional navigation links, copyright information, privacy policy links, and sometimes social media icons for easy access to social media profiles.

The webdev1 page

This page will be an "extra" page which should be in the same style as your home page, but will demonstrate your HTML and CSS skills that you learn each week. Show what you have learnt with appropriate examples. It is recommended that you update this page daily as you study the daily learning content.

Your website should also meet the following requirements:

1. **Design and layout**: The design of the web pages should be simple and you can choose to use a one-column layout. You should use different font sizes, white space, contrast, and complementary colours to enhance readability and draw attention to important elements.

2. **Consistency**: Ensure that the website has a consistent design across all pages including a consistent use of colours, fonts, imagery, and navigation. This helps reinforce the website identity and creates a cohesive user experience.

3. **Navigation**: Implement intuitive navigation menus and links that allow users to easily find their way around the website and access relevant content. Consistency is important in navigation so do not change menu location unless it is needed to achieve some effect. For this part you can add in some links to extra pages that are not yet completed.

4. **Content**: Use compelling and relevant content to capture users' attention and communicate your message effectively. This may include concise and descriptive text, high-quality images or graphics, and multimedia elements such as videos or interactive elements.

You have freedom to choose what your website is about, but you must follow the following rules:

- As your website will be accessible to the public, <u>you are accountable</u> for the content you choose to publish on the site. Therefore,
    - Do not use content you don't have ownership of, including copyrighted images, photos, text, music, etc.
    - Do not put sensitive information on the website such as bank accounts, personal mobile numbers, emails.
    - Do not put censored content on the site, such as pornography or content that can offend people from different cultural backgrounds.
- Do not use the website for other purposes besides learning web development. For example, you cannot create and host a business site that you use during the term.

Follow the below task instructions to understand what you have to do to complete this assignment.

Task Instructions

Study the content, complete all activities, and attend weekly workshops and tutorials to complete the task. Given that this task necessitates demonstrating your level of achievement in accordance with the assessed learning outcomes, ensure that your website clearly showcases this.

As you plan and create the website, consider the following points to complete this task:

1. Create a wireframe design for a simple website, outlining the website's layouts, structures, and user interface according to the task description. You can use a design tool such as Figma to improve the design speed and quality.
2. Use basic HTML tags such as `<html>, <head>, <body>, <p>, <div>,` and `<span>` to create a web page using a text/html editor such as notepad++.
3. Apply basic styling to a web page:
   - Style text (e.g., font-family, font-size, font-weight, text-align).
   - Style a webpage (e.g., background, border, margin, padding, etc.).
   - Use simple CSS selectors.
   - Use CSS box model to enhance visual communication on the website.
4. Populate the website with usable content that is easy to read and understand, with clear language, well-organised structure, and appropriate typography.
5. Ensure that the website adheres to copyright laws and data protection regulations.
6. Setup and deploy a static website on a webserver using cPanel.
7. Validate your website, fix any broken links due to incorrect path to resources and any other issues.

Read the marking rubric to understand how your work will be assessed. If you have questions, use the Discussion Board or Discord to ask.

Resources
To complete the task, you are recommended to:

- Study modules 1- 3 materials and complete all learning activities.
- Use Figma to design your website UI
- Use w3schools.com markup languages validator to validate your website

Task Submission
Submit the work to the provided submission link on the Blackboard learning site. You will submit:
- The link to your website on the Internet using the Blackboard submission text field.
- A zip file that contains all files of your website including the design document. If you design your website on paper, scan or take a good photo of it. If you design on Figma, export the design to PDF. Name the zip file using the following naming convention: Your_StudentID_ISYS1001_A1.zip

Academic Integrity
At Southern Cross University, academic integrity means behaving with the values of honesty, fairness, trustworthiness, courage, responsibility and respect in relation to academic work.

The Southern Cross University Academic Integrity Framework aims to develop a holistic, systematic and consistent approach to addressing academic integrity across the entire University. For more information, see: SCU Academic Integrity Framework

NOTE: **Academic Integrity breaches include** unacceptable use of generative artificial intelligence (GenAI) tools, the use of GenAI has not been appropriately acknowledged or is beyond the acceptable limit as defined in the assessment, poor referencing, not identifying direct quotations correctly, close paraphrasing, plagiarism, recycling, misrepresentation, collusion, cheating, contract cheating, fabricating information.

At SCU the use of GenAI tools is acceptable, *unless it is beyond the acceptable limit as defined in the Assessment Item by the Unit Assessor*.
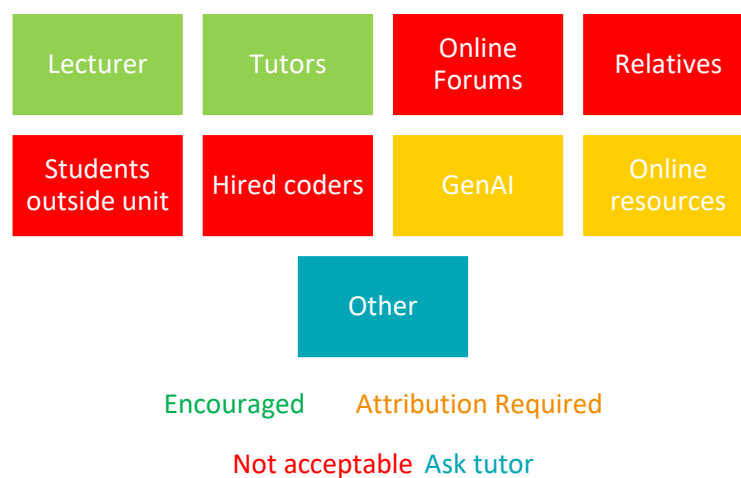
GenAI May be Used
Generative artificial intelligence (GenAI) tools, such as ChatGPT, **may be used** for this assessment task. **You may use GenAI to produce content (that is, pictures and text) to include in your webpage.**
If you use GenAI tools, you must use these ethically and acknowledge their use. To find out how to reference GenAI in your work, consult the referencing style for your unit via the Library referencing guides. If you are not sure how to, or how much, you can use GenAI tools in your studies, contact your Unit Assessor. If you use GenAI tools without acknowledgment, it may result in an academic integrity breach against you, as described in the Student Academic and Non-Academic Misconduct Rules, Section 3.

Getting Help
This diagram will help you understand where you can get help:

Lecturer	Tutors	Online Forums	Relatives
Students outside unit	Hired coders	GenAI	Online resources
	Other		

Encouraged   Attribution Required

Not acceptable Ask tutor

Be aware that if you do get help from one of the red sources, you will be reported for academic misconduct, which may have serious penalties. Please visit the following link for the guidelines: **https://bit.ly/scuAcadMisconduct**

Special Consideration
Please refer to the Special Consideration section of Policy.
https://policies.scu.edu.au/document/view-current.php?id=140

Late Submissions & Penalties
Please refer to the Late Submission & Penalties section of Policy.
https://policies.scu.edu.au/view.current.php?id=00255

Grades & Feedback
Assessments that have been submitted by the due date will receive an SCU grade. Grades and feedback will be posted to the 'Grades and 'Feedback' section on the Blackboard unit site. Please allow 7 days for marks to be posted.

Marking Criteria and % allocation	High Distinction (85–100%)	Distinction (75–84%)	Credit (65–74%)	Pass (50–64%)	Fail 0–49%
Demonstrates ability to plan simple websites 30%	Provides a prototype design that outlines all necessary information for the website development, including a sitemap, hierarchical structure, page prototypes with high attention to details and precision. The content is rich, highly relevant and interesting.	Provides a prototype design that outlines all necessary information for the website development, including a sitemap, hierarchical structure, page prototypes. The content is relevant and useful in general.	Provides a basic wireframe design using a designer tool that outlines all necessary information for the website development including styling details for the website such as fonts and colour schemes. The content is relevant and useful in general.	Provides a basic paper-based wireframe design that outlines the basic information for website development, including sitemap, hierarchical structure, and page layouts. The content is relevant and somewhat usable.	Struggles or fails to design a wireframe that meets the necessary requirements for website development such as lack of the sitemap, hierarchical structure, or page layouts. The content is not usable.
Demonstrates ability to use the markup languages to for web development. 30%	Uses html and CSS styling techniques including complex CSS selectors and CSS box models with high attention to details, resulting in a well-structured visually-pleasing website with good user accessibility. The website validation shows no warnings nor errors.	Uses more advanced styling techniques e.g., CSS selectors to significantly enhance usability and the visual appearance of the website. The website validation may show a warning.	Uses basic styling techniques to enhance the visual appearance of the website. The website validation may show some warnings.	Uses the most basic html tags to create a functional website with little or no styling. The website validation may show few minor errors and warnings.	Struggles or fails to use basic html tags to create a functional website.

| **Demonstrates ability to create and deploy websites on webservers**

30% | Distinction plus:

A systematic application of web development best practices, resulting in a efficient and well-structured website with well-organised reusable html documents.

The content is highly useful and interesting information for web development practices, demonstrated by examples. | Credit plus:

A consistent application of web development best practices, reflecting in a consistent structure across all webpages, an appropriate use of absolute and relative paths, external, inline, and embedded, CSS.

The content provides useful information for web development practices. | Pass plus:

Applies some best practices for naming convention, in-page commenting, and using html semantic tags for structuring web pages but the application is not consistent.

The content is generally usable for web development practices and has no broken links. | Successfully creates the website folder structure, creates, edits and store html documents using html/text editors according to the website structure.

Uploads html documents and related resources to the correct location on web server.

The website is functional with relevant content but may contain some broken links. | Struggles or fails to create the correct website folder structure, html documents and/or upload the documents and resources to the correct location on web server.

The website is non-functional or contains many broken links. |
|---|---|---|---|---|---|
| **Adheres to Rules and Regulations**

10% | Adheres to privacy and copyright laws, demonstrated by the meticulous use of and citation of copyrighted resources and careful handling of sensitive information.

Provides information to educate visitors | Adheres well to privacy and copyright laws, evident in the proper use and citation of copyrighted resources and handling of sensitive information. | Generally, follows copyright laws with accuracy in using and citing copyrighted resources. Occasional, minor lapses in managing sensitive information, but overall, demonstrates a good understanding of | Attempts to adhere to privacy and copyright laws with some effort to use and cite copyrighted resources correctly. Minor issues in citing copyrighted resources and managing information that could potentially | Fails to observe rules and regulations regarding privacy and copyright laws. Lack of proper citation of copyrighted resources and mishandling of sensitive information, indicating a disregard for legal and ethical standards. |

	about privacy and copyright laws.		privacy and copyright regulations.	lead to privacy and security concerns.	

Description of SCU Grades

High Distinction:

The 'student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows exceptional ability to synthesise, integrate and evaluate knowledge. The 'student's performance could be described as outstanding in relation to the learning requirements specified.

Distinction:

The 'student's performance, in addition to satisfying all of the basic learning requirements, demonstrates distinctive insight and ability in researching, analysing and applying relevant skills and concepts, and shows a well-developed ability to synthesise, integrate and evaluate knowledge. The 'student's performance could be described as distinguished in relation to the learning requirements specified.

Credit:

The 'student's performance, in addition to satisfying all of the basic learning requirements specified, demonstrates insight and ability in researching, analysing and applying relevant skills and concepts. The 'student's performance could be described as competent in relation to the learning requirements specified.

Pass:

The 'student's performance satisfies all of the basic learning requirements specified and provides a sound basis for proceeding to higher-level studies in the subject area. The 'student's performance could be described as satisfactory in relation to the learning requirements specified.

Fail:

The 'student's performance fails to satisfy the learning requirements specified.