

# Course Syllabus

## COURSE NAME

Designing for Web Standards 1

## CONTACT INFORMATION

Catalog Course Code:	WDD 242
Three-Letter Course Abbreviation:	DWS1
Instructor:	Christopher Vincze
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Hours:	Check with WDD administrator for office hours Email contact is preferred

## COURSE DESCRIPTION

Designing for Web Standards I examines the process of creating functional, standards-based content for the Internet. Students will learn how to use HTML along with other standards to develop websites, and will explore the correct usage of semantic markup elements to ensure that Web page content is well-formed and easily understood.

## COURSE MATERIALS

- *HTML and CSS Design and Build Websites* by Jon Duckett
- Laptop Computer

## COURSE OBJECTIVES

Through the various components of study and application, students will realize these objectives by completing the following milestones:

- Understand what web standards are and why they are important

- Describe the benefits of using web standards
- Create valid HTML documents that use structural and semantic markup
  - Install and use a plain text editor
  - Describe an HTML element
  - Describe a basic HTML document
  - Define id and class attributes
  - Describe block level and inline elements
  - Describe code formatting best practices
  - Understand and use the W3C Markup Validation Service
- Understand directory structure
  - Describe how to organize files and folders
  - Understand how to link between different folders
- Understand how to add links to web pages
  - Understand the <a> element
  - Compare absolute and relative URLs
- Add images to an HTML document
  - Understand the <img /> element
  - Define image formats for the web
- Create valid CSS documents
  - Define the anatomy of a CSS rule
  - Describe the ways to apply CSS to a webpage
  - Understand inheritance, specificity, and the cascade
  - Understand and use the W3C CSS Validation Service
- Add colors to web pages and style text using CSS
  - Understand color styling properties
  - Understand text styling properties
- Layout web pages using CSS
  - Define the Box Model
  - Understand float properties
  - Compare fixed width and liquid layouts
- Add backgrounds to web pages using CSS
  - Understand background image properties
  - Understand gradient properties

- Add HTML5 layout to web pages
  - Understand HTML5 layout elements
- Add tables to an HTML document and style them
  - Describe the proper use of tables in HTML
  - Understand table elements
  - Understand table styling properties
- Add forms to an HTML document and style them
  - Describe how forms work in a browser
  - Understand form elements
  - Understand how to contain form elements
  - Understand form styling properties

## COURSE OUTCOMES

- Utilize basic HTML elements to add markup and semantics to a web page
- Ensure web pages validate to web standards set by the World Wide Web Consortium
- Implement common CSS rules to add layout and design to a web page
- Incorporate web accessibility techniques to include tables and forms on a web page

## GENERAL EDUCATION COMPONENT

The students will use the General Education course English Composition, to help them contemplate and articulate constructive critiques they receive and give to their fellow students.

## DEGREE CONNECTION

Designing for Web Standards 1 introduces students to coding for the web and techniques used to develop standards-based websites. Courses that precede DWS1 provide a solid base for the knowledge they will gain in this class, such as being able to organize ideas and clearly present them to a client before starting to design a website. This class will prepare students for future courses by introducing basic coding concepts and best practices, which they will use and built upon throughout the WDD degree program.

## INDUSTRY CONNECTION

All web-based content relies on HTML for structure and all web languages have their own syntax rules and coding best practices, concepts that are introduced in DWS1. No matter which path a student decides to follow, the coding skills introduced in DWS1 are fundamental in any career in the web design and development industry.

## RESEARCH COMPONENT

An important component of DWS1 is student research. Activities include reading and viewing activities requiring research from online articles, blogs, videos, and tutorials to compliment the knowledge gained from the textbook.

## ADDITIONAL RESOURCES

The following books and online references are great resources to further your education in the web design and development:

- <http://www.htmldog.com/>
- <http://html5doctor.com>
- <http://css-tricks.com/>
- <http://www.css3files.com/>
- <http://www.smashingmagazine.com/>
- *Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics* by Jennifer Nierderst Robbins
- *HTML5: The Missing Manual* by Matthew MacDonald
- *CSS3: The Missing Manual* by David Sawyer McFarland
- *Head First HTML and CSS* by Elisabeth Robson and Eric Freeman
- *HTML and CSS Web Standards Solutions: A Web Standardistas' Approach* by Christopher Murphy & Nicklas Persson
- *Build Your Own Web Site The Right Way Using HTML & CSS* by Ian Lloyd

## TOPICS COVERED

- Web Standards
- Tools
- Introduction to HTML
- Structural Markup
- Semantic Markup
- Lists
- Validation
- Extra Markup
- Directory Structure
- Links
- Images

- Image Formats
- Introducing CSS
- Applying CSS
- CSS Selectors
- The Cascade in CSS
- CSS Color
- Styling Text
- Styling Links
- Styling Lists
- Box Model
- Centering Content
- Display
- Floating Element
- Multi-Column, Fixed Width, and Liquid Layouts
- Background Images
- Gradients
- HTML5 Layout
- Tables
- Styling Tables
- Forms and HTML5 Form Controls
- Styling Forms

## LEARNING ACTIVITIES

### Assignments

Students will read HTML and CSS Design and Build Websites by Jon Duckett. Students will also view various instructional videos. The chapters in the textbook and the videos have been selected to closely follow the subjects covered in the course.

### Projects

Students will complete self-assessment activities to demonstrate they understand the material covered in the course and can apply this knowledge to create standards-compliant web pages.

Students will also create a project from start to finish in an ongoing progressive project. Each installment of the progressive project will require the student to implement his or her acquired knowledge of the various topics learned throughout the course.

### Grade Weights

Quizzes (3)	15%
Project (4)	75%
Professionalism / GPS	10%
Total	100%

## STRATEGIES FOR SUCCESSFUL LEARNING

- Take notes, ask questions, and actively participate in the course.
- Don't wait until the last minute to complete assignments.
- Learn by doing, try out some code and don't be afraid to make mistakes.
- Don't forget to have fun!

## COURSE-SPECIFIC RUBRICS

Project 1 Grading Rubric			
Criteria	Performance Quality		
	0 points	1 point	2 points
HTML	Markup is not semantic, is poorly organized, and is more verbose than necessary.	Markup makes basic use of semantics, is poorly organized, and is moderately more verbose than necessary.	Markup semantically meaningful, is well organized, and uses elements only as necessary.
Links	Links are not present and there is no navigation.	Links are present, navigation does not work for every link and the destination is difficult to determine.	Links are present, navigation works properly for every link and the destination is immediately apparent.

<b>Images</b>	There are no images.	Images are in HTML but do not appear in the browser.	Images are used to add content and meaning to the page.
<b>Validation</b>	Markup fails W3C validation, with many errors.	Markup fails W3C validation, with a few errors.	Markup passes W3C validation with no errors.
<b>Content and Requirements</b>	Page contains little or no content. All or most required elements are missing.	Page contains content adequate to demonstrate use of a limited number of the required elements.	Page contains exemplary content to demonstrate use of all required elements.

<b>Project 2 Grading Rubric</b>			
<b>Criteria</b>	<b>Performance Quality</b>		
	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>
<b>HTML</b>	Markup is not semantic, is poorly organized, and is more verbose than necessary.	Markup makes basic use of semantics, is poorly organized, and is moderately more verbose than necessary.	Markup semantically meaningful, is well organized, and uses elements only as necessary.
<b>CSS</b>	No external stylesheet is linked.	A minimal stylesheet is present and the link to it works. Minimal rules, for example, would include basic element selectors instead of id, class, or descendant selectors.	An exemplary stylesheet is linked properly. A number of CSS selectors and properties are demonstrated effectively. The stylesheet is well organized and CSS is cleanly and efficiently written.

<b>Design</b>	There is no design plan or design elements are used inconsistently.	Design is appropriate to communicate the nature and communication objectives of the web page and demonstrates a hierarchy of information.	Design demonstrates thoughtful attention to design details. Design clearly communicates the nature and communication objectives of the web page, creates an attractive presentation, and clearly communicates information hierarchy.
<b>Validation</b>	Markup fails W3C validation, with many errors.	Markup fails W3C validation, with a few errors.	Markup passes W3C validation with no errors.
<b>Styling and Requirements</b>	Page contains little or no styling. All or most required properties are missing.	Page contains styling adequate to demonstrate use of a limited number of the required properties.	Page contains exemplary styling to demonstrate use of all required properties.

<b>Project 3 Grading Rubric</b>			
<b>Criteria</b>	<b>Performance Quality</b>		
	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>
<b>HTML</b>	Markup is not semantic, is poorly organized, and is more verbose than necessary.	Markup makes basic use of semantics, is poorly organized, and is moderately more verbose than necessary.	Markup semantically meaningful, is well organized, and uses elements only as necessary.
<b>CSS</b>	No external stylesheet is linked.	A minimal stylesheet is present and the link to it works. Minimal rules, for example, would include basic element selectors instead of id, class, or	An exemplary stylesheet is linked properly. A number of CSS selectors and properties are demonstrated effectively. The stylesheet is well organized and CSS is cleanly and



		descendant selectors.	efficiently written.
<b>Design</b>	There is no design plan or design elements are used inconsistently.	Design is appropriate to communicate the nature and communication objectives of the web page and demonstrates a hierarchy of information.	Design demonstrates thoughtful attention to design details. Design clearly communicates the nature and communication objectives of the web page, creates an attractive presentation, and clearly communicates information hierarchy.
<b>Validation</b>	Markup fails W3C validation, with many errors.	Markup fails W3C validation, with a few errors.	Markup passes W3C validation with no errors.
<b>Styling and Requirements</b>	Page contains little or no styling. All or most required properties are missing.	Page contains styling adequate to demonstrate use of a limited number of the required properties.	Page contains exemplary styling to demonstrate use of all required properties.

<b>Project 4 Grading Rubric</b>			
<b>Criteria</b>	<b>Performance Quality</b>		
	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>
<b>HTML</b>	Markup is not semantic, is poorly organized, and is more verbose than necessary.	Markup makes basic use of semantics, is poorly organized, and is moderately more verbose than necessary.	Markup semantically meaningful, is well organized, and uses elements only as necessary.

<b>CSS</b>	No external stylesheet is linked.	A minimal stylesheet is present and the link to it works. Minimal rules, for example, would include basic element selectors instead of id, class, or descendant selectors.	An exemplary stylesheet is linked properly. A number of CSS selectors and properties are demonstrated effectively. The stylesheet is well organized and CSS is cleanly and efficiently written.
<b>Design</b>	There is no design plan or design elements are used inconsistently.	Design is appropriate to communicate the nature and communication objectives of the web page and demonstrates a hierarchy of information.	Design demonstrates thoughtful attention to design details. Design clearly communicates the nature and communication objectives of the web page, creates an attractive presentation, and clearly communicates information hierarchy.
<b>Validation</b>	Markup fails W3C validation, with many errors.	Markup fails W3C validation, with a few errors.	Markup passes W3C validation with no errors.
<b>Content, Styling and Requirements</b>	Page contains little or no content and/or styling. All or most required elements and/or properties are missing.	Page contains content and/or styling adequate to demonstrate use of a limited number of the required elements and/or properties.	Page contains exemplary content and/or styling to demonstrate use of all required elements and/or properties.