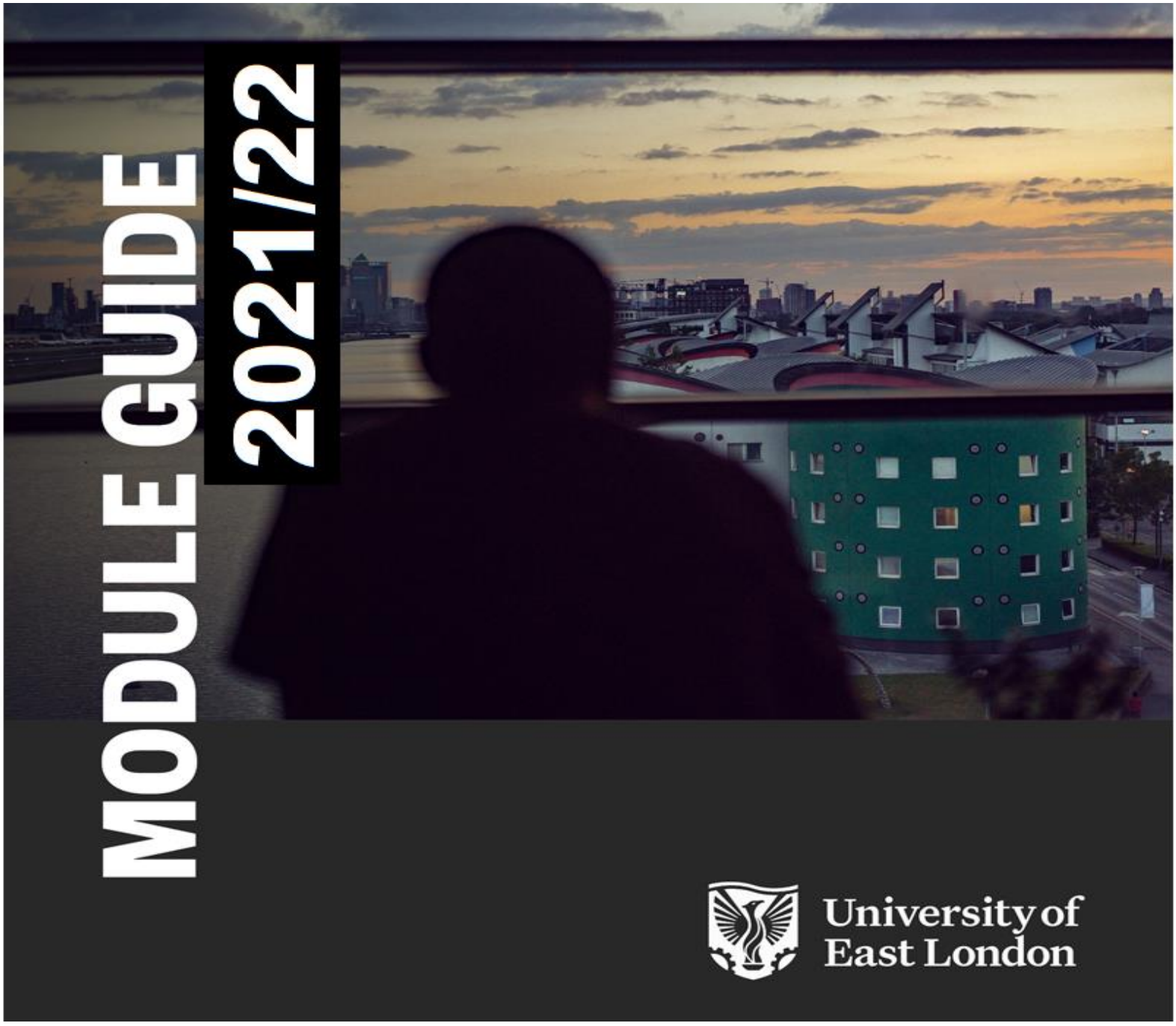


CN4003 & CD4003

Web Technologies

Term(s): 2021/22

School of Architecture, Computing and Engineering

CONTACT INFORMATION

MODULE LEADER

Name: Dr Fadi Safieddine

Email: fadi@uel.ac.uk

Tel: Please use MS Teams during office hours (Mondays 9:00- 10:00; 14:00-15:00).

Room Number: EB 1.104

ADDITIONAL CONTACT(S)

Name	Email Contact
Dr Fahimeh Jafari	f.jafari@uel.ac.uk
Dr Mohammad Amirhosseini	M.H.Amirhosseini@uel.ac.uk
Mr Mansoor Bhatti	Manbhatti@hotmail.com
Dr Nabeela Altrabsheh	n.altrabsheh@uel.ac.uk

The Module Leader/Other Tutors and Contact Details were correct at point of publication. You will be notified of any changes.

MODULE INTRODUCTION

This is a 20- credit level four module within the Computer Science and Informatics subject area.

The module will be delivered through a combination of lectures and laboratory-based tutorial and practical work.

Lectures will be two hours a week in length and will be used to introduce both the theoretical and practical aspects of the course.

There will be two hours of tutorials/practical sessions per week that will take place within computer labs. These will be used to reinforce the lecture material covered. You will be involved in an assortment of the group and individual tasks including discussions and problem-solving.

The majority of your time on this module will be spent in private study. You are expected to use this private study time to read widely, beyond the essential reading, and prepare for tutorials/practical as requested by teaching staff.

Extensive use of Moodle will be made during this module. The Moodle site will contain a variety of information and resources including teaching and learning materials (lecture slides, tutorial exercise, lab demonstration exercises), a calendar of important events and coursework deadlines and important news regarding the operation of this module. Please note that printed copies of the lecture slides, tutorial and lab demonstration exercises will NOT be provided, as they will be uploaded on Moodle for you to access. You should check Moodle regularly.

You should access the Moodle site by going to http://moodle.uel.ac.uk

Your UEL DIRECT ID is the same as your normal login name for the UEL system. If you have not used UELDirect before, your initial password will be your six-digit date of birth.

Once you have logged on, choose **Term 2 CN4003 – Web Technologies (2021)**.

Your Rights and Responsibilities

As a student registered on this module, you are a member of a large and vibrant learning community. As a member of that community, you have certain rights. You can expect:

- To be treated with respect by the teaching staff at all times.
- To receive a response from teaching staff to emails and telephone messages within five working days.
- To receive coursework feedback within a maximum of four teaching weeks after submission.
- Classes to run at the scheduled times and in the advertised rooms and to be informed, in sufficient time, when this is not possible.
- Teaching staff to help you achieve the learning outcomes of this module.
- Teaching staff to do what they say they are going to do.

In addition to the above rights, you also have certain responsibilities, which you must fulfil. You are expected:

- To treat both the teaching staff and your fellow students with respect at all times.
- To attend all classes and arrive for them punctually.
- To notify your module leader by email when you are unable to attend classes.
- To submit your coursework by the published deadline.
- To use your University email account for all correspondence with your module leader.
- To respond to all correspondence (via telephone and email) from your module leader within five working days.
- To prepare for all tutorials and lab sessions as requested

Getting Help

Inevitably, there will be times when you will require help in studying for this module. There are many ways in which you can get help including the following:

1. If you have a problem or want to discuss an issue with your fellow students, then post a message in the appropriate discussion forum on Moodle.

2. If you find information that you think would be helpful to your fellow students, please post details in the appropriate forum.

3. If you wish to discuss a personal (rather than general) matter, then you should email or telephone your module leader. Please note that enquiries of a general nature should always be posted to Moodle. The chances are that other students have similar enquiries and a response will, therefore, be of benefit to all students.

MODULE AIMS

This module aims:

- To examine the requirements for web applications and to select appropriate tools and techniques with which to design and build them.

- To use those selected tools and techniques to design, implement and test web pages.

- To provide professional documentation for the web pages produced.

- To use appropriate tools and techniques for the development of web pages.

- To develop and demonstrate a web project.

- To discuss the legal aspects in web development.

MODULE LEARNING OUTCOMES

On completion of this module, you will be able to:

1. Demonstrate an understanding of the key principles in the design and implementation of web pages and the associated technologies, standards and legal requirements.
2. Elicit, identify, analyse and specify the requirements for business-oriented projects.
3. Select appropriate techniques for building a web site.
4. Design and implement a business-oriented web site.
5. Evaluate, document and present a multimedia website.
6. Demonstrate evidence of reflection on academic performance by implementing the feedback given.
7. Demonstrate appropriate use of technology to facilitate studies e.g. use of information resources, production of coursework, communication with tutors and peers. Find solutions to complex problems.

READING AND RESOURCES LIST

You should read the following core textbooks:

Duckett, J. (2011) *HTML & CSS: design and build websites.* Indianapolis: John Wiley & Sons, Inc

Recommended textbooks

- Sarris, S. (2013) *HTML5 Unleashed.* Washington: Pearson Education, Inc.
-Castro, E. and Hyslop, B. (2013) *HTML and CSS: Visual QuickStart Guide (Visual QuickStart Guides)*. 8th ed. London: Pearson Education.

KEY INFORMATION

Module Title: Web Technologies	**Module Code:** CN4003 **Level:** 4 **Credit:** 20 **ECTS credit: 10**	**Module Leader**: Dr Fadi Safieddine
Pre-requisite: N/A	**Pre-cursor:** N/A	
Co-requisite: N/A	**Excluded combinations :** N/A	**Suitable for incoming study abroad?** Y
Location of delivery: UEL		

Summary of module for applicants:

The module will allow learners to examine the requirements for web applications and to select appropriate tools and techniques with which to design and build them. They will be able to use those selected tools and techniques to design, implement and test web pages. They will be able to provide professional documentation for the web pages produced.

Main topics of study:

- Web standards: W3C technologies
- Working with mark-up languages
- Web development tools
- Designing, implementing, testing and evaluating web pages
- Documentation requirements
- Legal and ethical issues associated with development

This module will be able to demonstrate at least one of the following examples/ exposures

Live, applied project ☒
Company/engagement visits ☐
Company/industry sector endorsement/badging/sponsorship/award ☒

Learning Outcomes for the module

- *Digital Proficiency - Code = (DP)*
- *Industry Connections - Code = (IC)*
- *Emotional Intelligence Development - Code = (EID)*
- *Social Intelligence Development - Code = (SID)*
- *Physical Intelligence Development - Code = (PID)*
- *Cultural Intelligence Development - Code = (CID)*

- *Cognitive Intelligence Development – Code = (COI)*
- *Community Connections - Code = (CC)*
- *UEL Give-Back - Code = (UGB)*

At the end of this module, students will be able to:

Knowledge

1. Demonstrate an understanding of the key principles in the design and implementation of web pages and the associated technologies, standards and legal requirements. (DP)

Thinking skills

2. Elicit, identify, analyse and specify the requirements for business-oriented projects (CC) (COI)
3. Select appropriate techniques for building web site (COI)

Subject-based practical skills

4. Design and implement a business-oriented web site. (CC)

Skills for life and work (general skills)

5. Evaluate, document and present a multimedia website. (DP)
6. Demonstrate evidence of reflection on academic performance by implementing feedback given.
7. Demonstrate appropriate use of technology to facilitate studies e.g. use of information resources, production of coursework, communication with tutors and peers. Find solutions to complex problems

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:
For on campus students:

This is intended to be a practical 'hands-on' approach enabling Level 4 students to learn through doing and to work at their own pace but within the weekly framework of planned milestones. Lectures, practical sessions and other directed practical tasks based on a workshop approach will be used. Feedback will be provided throughout the module in the form of both formative and summative work

Assessment methods which enable students to demonstrate the learning outcomes for the module; please define as necessary:	**Weighting:**	**Learning Outcomes demonstrated:**
Coursework Individual assignment– develop, evaluate and document a prototype website (50 hours of student effort)	100%	1-7

Reading and resources for the module:

Core

Duckett, J. (2011) HTML & CSS: design and build websites. Indianapolis: John Wiley & Sons, Inc

Recommended

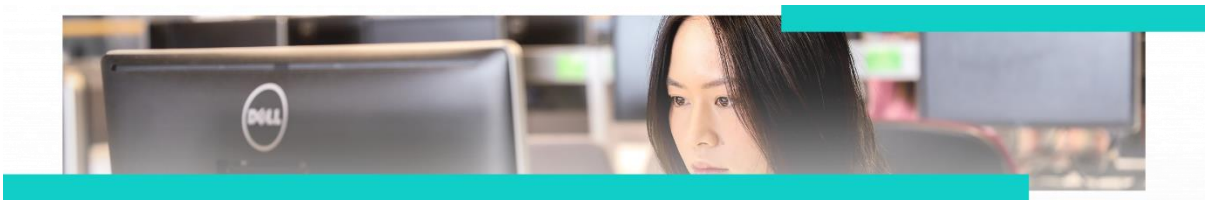
- Sarris, S. (2013) HTML5 Unleashed. Washington: Pearson Education, Inc.
- Castro, E. and Hyslop, B. (2013) HTML and CSS: Visual QuickStart Guide (Visual QuickStart Guides). 8th ed. London: Pearson Education.

Live, applied project **:** *Projects linked to client.*

Company/industry sector endorsement/badging/sponsorship/award : *Company sponsorship for end of module awards*

Indicative learning and teaching time (10 hrs per credit):	**Activity**
1. Student/tutor interaction: 24 hrs 24 hrs	 Lectures Practicals
2. Student learning time: 152 hours	 Essential and background reading, private study, practical work and assessment preparation. .
Total hours (1 and 2):	200 hours

ASSESSMENT INFORMATION



Assessment

Weighting:

Presentations 20%	Report 80%
Week 11 and 12 labs **Please check Moodle for further information**	**Monday 10th of May 2021** **Please check Moodle for further information**

Due date / time:

Please refer to the Moodle links for submission

Learning outcomes assessed:

Assessment methods that enable students to demonstrate the learning outcomes for the module: **Report**	**Weighting:** 100%	**Learning Outcomes demonstrated:** 1-7

Assessment criteria:

Please refer to the coursework for details

How to submit your work:

All submissions for this component(s) of this Module must be submitted according to these instructions. If you fail to submit this component as directed, in accordance with the guidance provided on the Virtual Learning Environment (Moodle), a mark of 0 will be awarded for the component.

Turnitin is required for coursework assessments, such as report/research papers or projects in Microsoft Word, PowerPoint, and in PDF format. There are two main reasons we want you to use Turnitin:

- Turnitin can help you avoid academic breaches and plagiarism. When you use Turnitin ***before*** a submission deadline, you can use the Originality Report feature to compare your work to thousands of other sources (like websites, Wikipedia, and even other student papers). Anything in your work that identically matches another source is highlighted for you to see. When you use this feature ***before the deadline,*** you will have time to revise your work to avoid an instance of academic breach/plagiarism.
- Turnitin saves paper. When using Turnitin to electronically submit your work, you will almost never have to submit a paper copy.

REASSESSMENT ARRANGEMENTS

- In case you fail in the first attempt, re-sit opportunity will be proved which is normally capped at 40%.
- the assessment details and dates will be provided by the Module Leader.

LATE SUBMISSIONS

We strongly suggest that you try to submit all coursework by the deadline set as meeting deadlines is expected in employment. However, in our regulations, UEL has permitted students to be able to submit their coursework up to 24 hours after the deadline. The deadline will be published in your module guide. Coursework which is submitted late, but within 24 hours of the deadline, will be assessed but subjected to a fixed penalty of 5% of the total marks available (as opposed to marks obtained). However, you have to **be very careful when you are submitting your assessment**. If you submit your work twice, once using the original deadline link and then again using the late submission link, your assignment will be graded as late with the 5% deduction.

Please note that if you submit twice, once before the deadline and once during the 24-hour late period, then the second submission will be marked and 5% deducted.

This rule only applies to coursework. It does not apply to examinations, presentations, performances, practical assessments or viva voce examinations. If you miss these for a genuine reason, then you will need to apply for **extenuating circumstances**, or accept that you will receive a zero mark.

Extenuating Circumstances are circumstances which:

- impair your examination performance prevent you from attending examinations or other types of assessment, or
- prevent you from submitting coursework or other assessed work by the scheduled deadline date, or within 24 hours of the deadline date

Such circumstances rarely occur and would normally be:

- **unforeseeable** - in that you could have no prior knowledge of the event concerned, and
- **unpreventable** - in that you could do nothing reasonably in your power to prevent such an event, and
- expected to have a **serious impact** on performance

You can make an application for extenuating circumstances by following this link: https://uelac.sharepoint.com/StudentSupport/Pages/Extenuation-information.aspx

RETURN OF WORK AND FEEDBACK

Arrangements for the publication of results is stated in the Course Handbook. Formal results are ONLY available in UEL Direct, and will be published within 8 working days of the Board, where results are formally confirmed. Any other results are provisional / indicative but not approved.

You will receive feedback throughout your course through the following:

	one-to-one or individualised *(i.e. tutorials, conversations with supervisors, or individualised comments on assignments)*
	generic feedback *(i.e. use of rubrics, 'Quickmarks' in Turnitin or standardised forms)*
	peer feedback *(i.e. feedback from other students)*
	informal feedback *(i.e. through in-class discussions or online forums)*
	self-evaluation *(i.e. online checklists or reflective submissions)*
	other *(see below)*

Feedback and students' marks should be provided within 15 working days of the due date for summative work (i.e. work that counts towards the final course grade) and formative work (i.e. work that is developmental and designed to help you improve).

Whilst feedback will be given on draft/formative work, it shouldn't be assumed that every aspect will be identified.

ONLINE SYSTEM FAILURES

If you experience a problem submitting your work online, you should notify your lecturer/tutor by email immediately. However, deadlines are not extended unless there is a significant systems problem with Turnitin. UEL has specific plans in place to address these issues. If UEL finds that the issue with the system was significant, you will receive an email notifying you of the issue and that you have been given a 24-hour extension. **If you don't receive an email that specifically states you have been given an extension, then the original deadline has not been changed**.

Best advice: Don't wait until the last minute to submit your assessments electronically.

MORE INFORMATION

A guide to submitting your work through **Turnitin**:
https://moodle.uel.ac.uk/mod/book/view.php?id=762499&chapterid=46648

A guide to viewing and understanding the similarity report in **Turnitin**:
https://moodle.uel.ac.uk/mod/book/view.php?id=793923&chapterid=46752

Guide to **Extenuating Circumstances**:
https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Extenuation.aspx

Assessment & Feedback Policy:
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies (click on other policies)

TEACHING SCHEDULE

Undermentioned is the list of topics to be covered during the teaching period. However, sequence of delivery may vary.

Week	Topic	Book Chapter	
1	**Introduction to the module and module structure.** • Introduction to module and module outline. • Introduction to Web software development. • Collecting names and password for Web accounts. • (All tutorials/ Practicals will not run in week one).	1 & Online Resources	
2	**Essential HTML** • Introduction to HTML programming • Essential HTML Coding • Using HTML tables	2, 3, & 4.	**CW HAND OUT**

	Assessment – The start date. Please make sure you check UEL plus for the assignment.		
3	**Introduction to CSS** • Basic CSS syntax • Using in-line, internal and external stylesheets Validating CSS	10, 11, 12	
4	**Modelling Web sites and Web applications.** • Why is modelling important? • What modelling tools are available for the Internet. • Elaboration of a specific Web modelling language. • Internet Service Providers • Publishing website online.	Online Resources	
5	**Advanced HTML** • Advanced use of tables and frames for layout design. • Use of forms for input collection. • Designing navigational menus	5,6,7	
6	**Advanced HTML (part 2)** • force line breaks • link into the middle of pages • use preformatted text • flow text around images • define clickable regions within images • use roll-overs • enable users to listen to sound files	13, 14	
7	**Advanced CSS** • Advanced design with CSS • Creating animation in CSS	14, 16, 15	
8	**Client-Side Scripting:**	Online Resources	

	• Basic JavaScript Instructions		
9	**Advanced client-side Scripting** • Functions, Methods & Objects with JavaScript • Decision & Loops & DOM with JavaScript	Online Resources	
10	**Accessibility, compatibility, and website security:** • Different multimedia elements • Colour balance • Accessibility • Compatibility • Validating documents with the W3C validator	Online Resources	**Formative Feedback opportunity**
11	**Maintaining and promoting a website.** • Search engine optimisation • Social media exposure • Online advertising • Copyright and Intellectual Property Rights. • Review of assignment requirements	Online Resources	
12	**Module Review and reflection on best practices.**	Online Resources	**CW SUBMISSION**

TEACHING SCHEDULE, Detailed

Teaching and Learning Schedule

Topic 1	
Subject	**Introduction to the module and module structure**
Aims	• To introduce students to the module and assessment.

Lecture Content	The following topics will be addressed: • An introduction to the module material overall • An introduction to Web Site development • Collecting names and passwords for Web accounts.
Supervised lab Session	Lab not running in week 1.
Learning Outcomes	On completion, students should be able to: • Appreciate the contents and structure of this unit • Brief understanding of what is involved in Web Site development process. • Understand the different assessments associated with this unit.
Essential Reading	Module Guide and Moodle.

Topic 2	
Subject	**Essential HTML**
Aims	• To introduce students to HTML
Lecture Content	The following topics will be addressed: • Introduction to HTML programming • Essential HTML Coding • Using HTML tables • Using hyperlinks and anchors • Inserting images • Inserting objects • Introducing the assignment
Supervised lab session	Get introduced to your tutor and review of the handbook and its content. Demonstrating the ability to access the module's materials online from UEL Plus. The tutorial will focus on technologies explained during the first lecture and review of the handbook.
Learning Outcomes	On completion, students should have: • A basic understanding of HTML • A good understanding of the use of Handbook
Essential Reading	Chapters 2,3 & 4 of the book.
	Assignment (Project) is given out in the Lecture.

Topic 3	
Subject	**Introduction to CSS**
Aims	To show students how to use CSS to separate structure and semantics
Lecture Content	The following topics will be covered: • Understanding structure and semantics • Basic CSS syntax • Using in-line, internal and external stylesheets • Validating CSS
Supervised lab session	During the practicals, students will focus on technologies explained during the lecture and tutorial. Student to use the folder on Moodle to create their first practice website. Students should build their first HTML page using Notepad++.
Learning Outcomes	On completion, students should be able to: • Write short HTML codes • Create a basic Web page • Explain purpose of CSS code
Essential Reading	To be confirmed

Topic 4	
Subject	**Modelling Web site and Web applications**
Aims	To build students knowledge in how to design and model a Web application as part of the Web application development process.
Lecture Content	Modelling Web Applications: • Why is modelling important? • What modelling tools are available for the Internet? • Elaborate of a specific Web modelling language. • Internet Service Providers • Publishing website online.
Supervised lab session	During the practicals, students will focus on technologies explained during the lecture and tutorial. Student to use the folder on Moodle to create their CSS linked web page. Students should build their first CSS file and link these to an HTML page using Notepad++. Students can get started with their assignment work. ***Students to register to select an assignment website idea with their tutor.***
Learning Outcomes	On completion, students should: • Have an understanding on the importance of modelling for Web applications • Have a basic understanding of a specific Web modelling language.
Essential Reading	***Check handbook notes appendix***

Topic 5	
Subject	**Advanced HTML**
Aims	To allow students to advance their understanding of HTML
Lecture Content	The following topics will be addressed: • Advanced use of tables and frames for layout design. • Use of forms for input collection. • Designing navigational menus
Supervised lab session	Implementing the code practised during the tutorial in the lab. Use www.draw.io to create wireframe design and navigational design for their assignment case study. Students to publish a test page on the server using their login and password[1]. Review of the assignment requirements.
Learning Outcomes	On completion, students should be able to: ▪ Incorporate tables and frames in layout design. ▪ Use forms for designing input collection.
Essential Reading	Assignment and Chapters

[1] Please note that because of UEL firework, students cannot use UEL systems to publish their website. They can use mobile hotspot with their laptop or publish the web page from home.

Topic 6	
Subject	**Advanced HTML (2)**
Aims	To allow the student to use the more complex features in HTML.
Lecture Content	The following topics will be addressed: ▪ force line breaks ▪ link into the middle of pages ▪ use preformatted text ▪ flow text around images ▪ define clickable regions within images ▪ use roll-overs ▪ enable users to listen to sound files
Supervised lab session	There will be a folder with a set of practices for students to do. Incorporate HTML codes and form elements studied during the tutorial into a Web page and publish it during the practical. Continue work on the assignment. Publish the work so far on the server.
Learning Outcomes	On completion, students should have: • A clear understanding of advance HTML coding and how to incorporate it into a Web site. • A clear understanding of how to use forms and form elements.
Essential Reading	

Topic 7	
Subject	**Advanced CSS**
Aims	To show students how to use CSS to create advanced designs
Lecture Content	The following topics will be covered: • Advanced design with CSS • Creating animation in CSS
Supervised lab session	During the practicals, students will focus on technologies explained during the lecture and tutorial. Students to demonstrate advance HTML features in their website design practice. Students to publish their web page on the server.
Learning Outcomes	On completion, students should be able to: • Write valid CSS code. • Integrate CSS code with HTML. • Demonstrate animation in CSS.
Essential Reading	To be confirmed

Topic 8	
Subject	**Issues with enhancing web design**
Aims	To discuss a variety of accessibility, compatibility, testing, and security in web design.
Lecture Content	The following topics will be covered: • Using Photoshop • Different multimedia elements • Colour balance • Accessibility • Compatibility • Validating documents with the W3C validator
Supervised lab session	Class practice on Photoshop to include: - Resizing images without pixelation. - Removing background. - Changing storage size by changing their format. - Creating buttons. - Creating enhanced backgrounds.
Learning Outcomes	On completion, students should be able to: • Appreciate a variety of issues related to accessibility, compatibility, testing, and security in web design. • Apply key accessibility, compatibility, testing, and security in web design.
Essential Reading	To be confirmed

Topic 9	
Subject	**Client-Side Scripting: Introduction to JavaScript**
Aims	To allow students to create client-side interactivity and validation checks.

Lecture Content	The following topics will be covered:
	• Difference between Client-side Scripting and Server-side scripting.
	• Introduction to JavaScripting
	  ○ Print to the screen.
	  ○ Pop up messages.
	  ○ Taking input using pop up messages.
	  ○ Using If and loop statements in JavaScript.

Supervised lab session	During the practicals, students will focus on technologies explained during the lecture and tutorial. There will be a folder with a set of practices for students to do. Incorporating advanced CSS into the student's assignment. Publish the work on the server.
Learning Outcomes	On completion, students should be able to: • Appreciate the importance of client-side scripting. • Differentiate between client-side and server-side scripting.
Essential Reading	To be confirmed

Topic 10	
Subject	**Advanced Client-side scripting:**
Aims	To show students how to use functions, methods, objects with JavaScript, including ways to validate input on a form.
Lecture Content	The following topics will be covered: • Use of functions and methods. • Use of data validation of forms. • Completion of data on a form. • Submission of form as an email.
Supervised lab session	There will be a folder with a set of practices for students to do in Client-side scripting. During the practicals, students will focus on technologies explained during the lecture and tutorial.
Learning Outcomes	On completion, students should be able to: • Incorporate advanced client-side scripting to a page. • Appreciate the variety of advance client-side scripting for a web page.
Essential Reading	To be confirmed

Topic 11	
Subject	**Maintaining and promoting a website**
Aims	To help students develop plans in promoting and maintaining a website.
Lecture Content	The following topics will be covered: • Search engine optimisation • Social media exposure • Online advertising • Copyright and Intellectual Property Rights. • Review of assignment requirements
Supervised lab session	Students to get last-minute support in uploading their work. Demonstrate a variety of testing approaches taken on their website.
Learning Outcomes	On completion, students should be able to: • Develop an appreciation for requirements to promote a website. • Develop an appreciation for requirements for maintaining a website. • Identify copyright and intellectual rights concerns in web design.
Essential Reading	To be confirmed

Topic 12	
Subject	**Module Review and reflection on best practices.**
Aims	Help students focus on the requirements of the assignment and reflection on skills learned this term.
Lecture Content	The following topics will be addressed: ▪ The requirements of the project documentation ▪ Reflect on what was learned this term. ▪ Discuss the next stage in web design and app design.
Supervised lab session	Q&A session and last opportunity for feedback and support in fixing problems with their assignment.
Learning Outcomes	On completion, students should be able to: • Complete their assignment work and submission successfully.
Essential Reading	

ATTENDANCE REQUIREMENTS

As a UEL student, you are expected to attend all scheduled sessions, including lectures, seminars, group work and tutorials – whether online or face to face. You are also expected to be punctual, to be respectful of others' time as well as your own, to participate whilst present, to put in the time to study between classes, to prepare for taught sessions and to be active participants in both group work and your own learning experience.

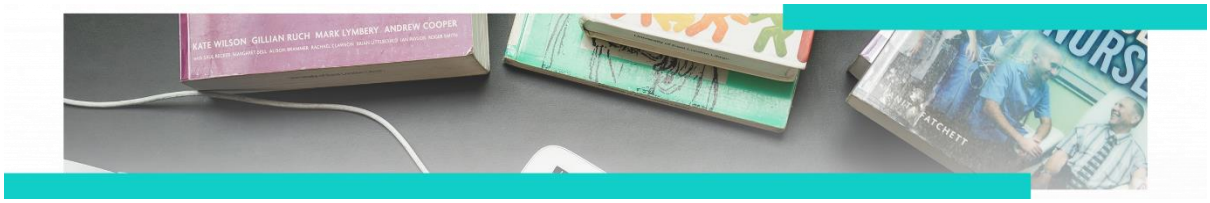
MORE INFORMATION

Link to your **personal timetable**:
https://uelac.sharepoint.com/students/Pages/Timetable-and-Attendance.aspx

Link to the **University of East London Campus Maps**:
https://uelac.sharepoint.com/Pages/Maps-and-key-buildings-at-UEL.aspx

Link to the **Guide to Room Numbers:**
https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Guide-to-Room-Numbers.aspx

REFERENCING



As a student you will be taught how to write correctly referenced essays. UEL's standard **Harvard referencing** system is from *Cite Them Right*. Cite them Right is the standard Harvard referencing style at UEL for all Schools, however professional body requirements will take precedence for instance the School of Psychology which uses the APA system.

MORE INFORMATION

Link to the Student Handbook page on *Cite Them Right*:
https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Cite-Them-Right.aspx

Video guide to using referencing software Zotero: https://youtu.be/WXGdRBN1Ovk

Link to the Student Handbook page on Academic Misconduct and Plagiarism: https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/Academic-Misconduct-and-Plagiarism-Home.aspx

ASSESSMENT FEEDBACK

WHAT IS FEEDBACK?

Feedback is crucial for your learning, and it is an important part of the academic cycle. It tells you what the strengths are of your work, what its weaknesses are and how it can be improved.

WHY IS FEEDBACK IMPORTANT?

Feedback is the most effective way to: Help you understand how to succeed in your assessments; Help you produce better work for the future; Signpost you to other resources for assistance.

If you pay attention to feedback, particularly where the same comment is made in several modules, you can use the information to improve.

WHERE DO I GET FEEDBACK?

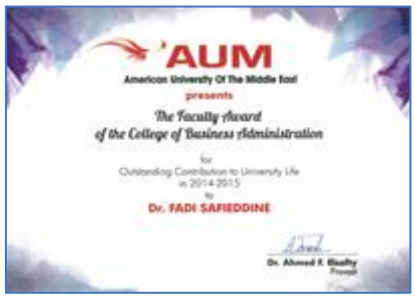
- When a tutor comments on your answers in seminars/lectures/workshops
- General comment on assessment performance in lectures and seminars
- General comment on questions prepared for seminars
- When another student makes comments on your presentation
- When you produce practice questions for a tutor who gives comments
- When you receive written comments on your work submitted either as coursework or exam
- When you look at general feedback on module performance on UEL Direct.
- When you see your Academic Adviser with all your assessment feedback for general advice. You should always do this after each assessment period.

STUDENT FEEDBACK

UEL values student feedback, and there are lots of channels for gathering your views. Module evaluation is your opportunity to provide feedback on your learning and teaching experience of studying on your modules. All undergraduate and taught postgraduate students are provided with the opportunity to contribute feedback on their experience for each taught module that they study.

a) Dr Fadi Safieddine was nominated for the "Best UEL Lecturer" award (http://www.uel.ac.uk/aple/awards/) in 2013 and 2014.

In 2016, Dr Fadi Safieddine won the "Outstanding Contribution to University Life" Award at the American University of the Middle East.



b) Opportunities for student feedback on the module

Students can provide feedback at programme committee meetings and by making use of feedback questionnaires throughout the module.

MORE INFORMATION

Link to information about the **Centre for Student Success**:
https://uelac.sharepoint.com/sites/studenthandbooks/SitePages/The-Centre-for-Student-Success.aspx

READING AND RESOURCES

CORE:

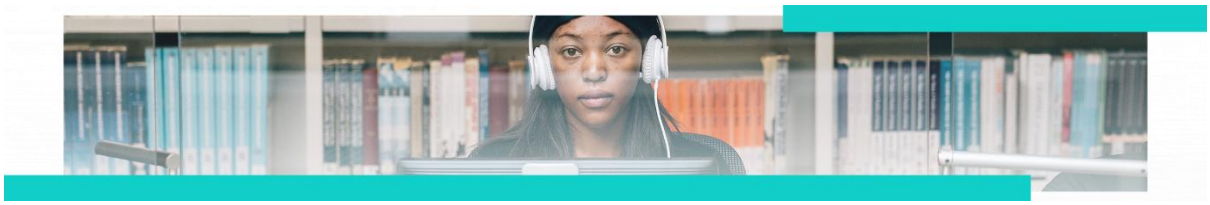
- Duckett, J. (2011) HTML & CSS: design and build websites. Indianapolis: John Wiley & Sons, Inc

OTHER RESOURCES AND FORMS:

Recommended

- Sarris, S. (2013) HTML5 Unleashed. Washington: Pearson Education, Inc.
-Castro, E. and Hyslop, B. (2013) HTML and CSS: Visual QuickStart Guide (Visual QuickStart Guides). 8th ed. London: Pearson Education.

KEY LINKS



Academic Appeals
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Student-Appeals

Academic Integrity
https://uelac.sharepoint.com/LibraryandLearningServices/Pages/Academic-integrity.aspx

Academic Tutoring
https://www.uel.ac.uk/centre-for-student-success/academic-tutoring

Assessment and Feedback Policy
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies (click on other policies)

Bus Timetable
https://uelac.sharepoint.com/EstatesandFacilitiesServices/Pages/Timetable.aspx

Centre for Student Success
https://www.uel.ac.uk/centre-for-student-success

Civic Engagement
https://www.uel.ac.uk/Connect/Civic-Engagement

Complaints procedure
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Student-Complaint-Procedure

Counselling
https://uelac.sharepoint.com/StudentSupport/Pages/Health-And-Wellbeing.aspx

Disability support
https://uelac.sharepoint.com/StudentSupport/Pages/Disability-And-Dyslexia.aspx

Engagement & Attendance Policy
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies (click on other policies)

Equality and Diversity Strategy
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies (click on other policies)

Extenuation Procedures
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Extenuation-Procedures

Frequently-Asked Questions
https://uelac.sharepoint.com/sites/studenthandbooks/ModuleGuides/SitePages/Frequently-Asked-Questions.aspx

Health and Safety
https://uelac.sharepoint.com/EstatesandFacilitiesServices/Pages/health-&-safety.aspx

IT Support
https://uelac.sharepoint.com/sites/ITServices/SitePages/Problem_Reporting/Reporting-Problems.aspx

Library Archives and Learning Services
https://www.uel.ac.uk/lls/

Manual of General Regulations
https://www.uel.ac.uk/Discover/Governance/Policies-Regulations-Corporate-documents/Student-Policies/Manual-of-General-Regulations

Mentoring
https://www.uel.ac.uk/centre-for-student-success/mentoring

APPENDIX B: ASSESSMENT FEEDBACK

Feedback - This aims to answer a few questions you may have about feedback.

1. What is feedback?
2. Why is feedback important to students?
3. What forms does feedback come in?

4. The feedback Loop.

1. What is feedback?
Feedback is crucial for your learning, and it is an important part of the academic cycle. It tells you what the strengths are of your work, what its weaknesses are and how it can be improved.

2. Why is feedback important to students?
Its purpose is to help you: understand how questions, essays or problems should be answered. This will help you produce better work for the future.

It might suggest alternative sources of assistance such as support available from the Centre for Student Success in order to help you produce work which is better expressed or structured. It may also signpost you to online resources which provide assistance in this area.

It might tell you that you need to change the content of your work, e.g. in law you do not provide sufficient cases or analysis. In all disciplines within the School, you might be told that you need to reference correctly, use more source materials or ensure that you answer the question set.

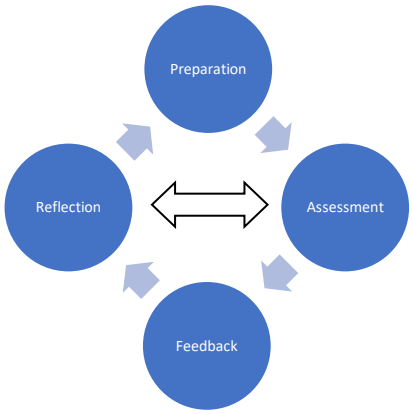
If you pay attention to feedback, particularly where the same comment is made in several modules, you can use the information to improve.

3. What forms does feedbacl come in?

- When a tutor comments on your answers in seminars/lectures/workshops
- General comment on assesment performance in lectures and seminars
- General comment on questions prepared for seminars
- When another student makes comments on your presentation
- When you produce practice questions for a tutor who gives comments
- When you receive written comments on your work submitted either as coursework or exam
- When you look at general feedback on module performance on UEL Direct.
- When you see your Academic Adviser with all your assessment feedback for general advice. You should always do this after each assessment period.

4. THE FEEDBACK LOOP

Feedback Feed forward



Instead of thinking about FEEDBACK as the end of a process, think of it as the start of another one.

Appendix C: Tutorial and practical material:

(Weeks 11 and 12 practicals are semi-structured sessions focusing on helping students to finish assignment)

Week Two:

The first part of the lab:

In groups of two, discuss in the class:

1- What constitutes a good Website or App design? Are there differences between those two?
2- How do you measure a successful App?
3- How do you measure a successful website? Is there a difference between those two?
4- Name ten apps you use on a regular basis. Name ten websites you use on a regular basis. Any reason you prefer to use these sites on your computer or laptop instead of your phone?
5- What is more important, the design or functionality when using an App or a website?
6- Looking back at the ten most commonly used websites/apps, how do you believe they make money?
7- What is the difference between the terms ‘Web site’ and ‘Web application’?
8- What are the programming languages that are used to develop Static Web applications?
9- What are the programming languages that are used to develop dynamic Web applications?
10- Given that we have VB and Java scripts for programming, what are the two types of scripts we can create on a Web page? Give examples from your experience using online Web applications such as Hotmail or Yahoo.
11- What are cookies? Give examples of areas on the Internet where you have experienced the use of cookies.
12- What is session management? Give examples of areas on the Internet where you have experienced the use of sessions
13- Animation on a Web site is it good or bad?

Try answering the following questions in groups of two and later discuss these technologies with your tutor:

Week Three:

First 30 mins of the class:

Discuss the layout of HTML based on the lesson’s slides.

Practical:

Students will be asked to open Notepad++ during the lab class and try to code using HTML and create their first pages.

Week Four: Project

Students would discuss the assignment with their tutor and would use the tutorial time to plan and design their assignment. Students to decide what case study they will be using for their first part of the assignment. **No two students can use the same case study in one single tutorial.** The tutor has the final say in what case study a student can use for their first part—approved ideas to be registered on Moodle.

PLEASE NOTE THE DEADLINE IS WEEK 12, but there is a milestone check on week 7. Students failing to provide to their tutor documentation showing their plans and case study by that week will be penalised by a deduction of 10 points of their overall final grade.

During your practical:
Students will be asked to open Notepad++ during the lab class and try to code using HTML and CSS. Students should demonstrate their ability to build a basic website. The student to publish their work on the server. Note that because of the firewall at UEL, you will not be able to publish your work from UEL labs. You can use a mobile hotspot or publish your work from home.

Week Five:

Tutorial Practice:
During this tutorial, the tutor would review the progress of students on their assignments. Students should have completed task 1 of the assignment by now. Formative feedback on the case study will be provided in the lesson.

Then tutors would discuss with students lecture content regarding web designing and modelling. Then in groups of three, students design three distinctive pages for a website. These pages could contain images, text, videos, hyperlinks, navigation, forms and scripts in them using the case study of a tourist board website for a made-up country. Remind students that they can use the week four lecture slides to help them with the modelling. Students to use www.draw.io to create a wireframe and navigational design for their website. In the final 30 mins of the practical, students to showcase their Wireframe designs to other students and get feedback on their design.

Week Six:

Tutorial Practice:
During this tutorial, the tutor would review the progress of students on their assignment. Students should have completed task 2 by now—formative feedback to be given in the lesson.

Then tutors would discuss with students lecture content regarding advanced HTML. Students to use the online folder to practice Advance HTML codes.

Then in groups of three, students are then given 30 mins to design an HTML page that contains forms and scripts in them using the case study of a tourist board website for a made-up country. Remind students that they can use the week four lecture slides to help them with the codes.
Theoretically, you have a page that is connected to a database (but don't worry about the connection just yet). From the drop-down menu, the Web user rates your website between 0 – 9. An alert message should come up when the user has selected a rating and have clicked 'Submit', thanking the user for their rating. Students can write whatever text, paragraphs, and headers they find suitable for the Web page.

Week Seven:

Class practice on Photoshop:

- Resizing images without pixelation.
- Removing background.
- Changing storage size by changing their format.
- Creating buttons.
- Creating enhanced backgrounds.
- Add text over a photo.

Week Eight:

The tutor will be allowing students to model their assignment work and complete task 3 before the end of the day. Students will get feedback on their work.

Where student completes their task 3 work, they can continue practising further advance HTML codes from the week before.

The tutor will be returning feedback as Very Good, Good, Satisfactory, or incomplete/missing. Students who receive incomplete or missing will have a 10 points deduction recorded against their ID. Tutors will email the module leaders with their feedbacks.

Use the folder on Moodle to practice CSS3 designs and coding. To apply some of these designs, where appropriate, in the students' assignment.

Task 4: students to demonstrate they have made some progress on task 4 with their tutor.

Week Nine:

Class practice in client-side scripting. The student to use the folder given on Moodle to practice several client-side scripting in a variety of scenarios.

The students use whatever is left of the lab time to plan and design some scripting for their website.

Week Ten:

Students to show progress on their assignments and website. Best websites to be selected for the purpose of showcasing these to our students in the foundation year.

Task 5: feedback.

Week Eleven and Twelve:

The tutorial focuses on the project, and that students have completed the website's design and implementation. This will give the students a chance to finalise their design structure. Discussing HCI issues may also present an interesting issue. Tutor to check the layout, navigations buttons, images, logo, and animations. Students are reminded that they cannot publish their work from university because of the firewall. A firewall is software that protects the network from hackers. However, the FTP documents can be used from their mobile hotspot or home and are available to download from UEL Plus.

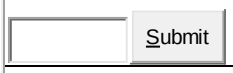
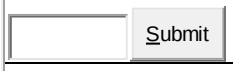
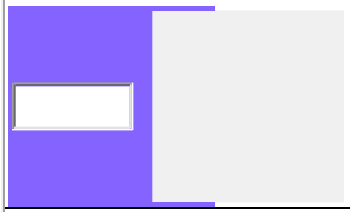
1. Appendix A: Handouts

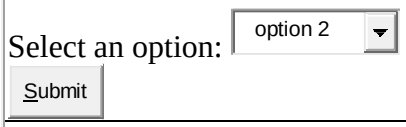
1.1. HTML Summary of Codes:

HTML Tags Chart			
Tag	**Name**	**Code Example**	**Browser View**
<!--	comment	**<!--**This can be viewed in the HTML part of a document**-->**	Nothing will show
<A -	anchor	**<A** HREF="http://www.yourdomain.com/">Visit Our Site**</A>**	Visit Our Site
<B>	bold	**<B>**Example**</B>**	**Example**
<BIG>	big (text)	**<BIG>**Example**</BIG>**	Example
<BODY>	body of document	**<BODY>**The content of your page**</BODY>**	Contents of your webpage
 	line break	The contents of your page** **The contents of your page	The contents of your page The contents of your page
<CENTER>	center	**<CENTER>**This will center your contents**</CENTER>**	This will center your contents
<DD>	definition description	<DL> <DT>Definition Term **<DD>Definition of the term** <DT>Definition Term **<DD>Definition of the term** </DL>	Definition Term **Definition of the term** Definition Term **Definition of the term**
<DL>	definition list	**<DL>** <DT>Definition Term <DD>Definition of the term <DT>Definition Term <DD>Definition of the term **</DL>**	Definition Term Definition of the term Definition Term Definition of the term

<DT>	definition term	<DL> **<DT>Definition Term** <DD>Definition of the term **<DT>Definition Term** <DD>Definition of the term </DL>	**Definition Term** Definition of the term **Definition Term** Definition of the term
<EM>	emphasis	This is an **<EM>**Example**</EM>** of using the emphasis tag	This is an *Example* of using the emphasis tag
<EMBED>	embed object	**<EMBED** src="yourfile.mid" width="100%" height="60" align="center">	
<EMBED>	embed object	<**EMBED** src="yourfile.mid" autostart="true" hidden="false" loop="false"> <noembed><bgsound src="yourfile.mid" loop="1"></noembed>	 Music will begin playing when your page is loaded and will only play one time. A control panel will be displayed to enable your visitors to stop the music.
<FONT>	font	**<FONT** FACE="Times New Roman">Example**</FONT>**	Example
<FONT>	font	**<FONT** FACE="Times New Roman" SIZE="4">Example**</FONT>**	Example
<FONT>	font	**<FONT** FACE="Times New Roman" SIZE="+3" COLOR="#FF0000">Example**</FONT>**	Example
<FORM>	form	**<FORM** action="mailto:you@yourdomain.com"> Name: <INPUT name="Name" value="" size="10"> Email: <INPUT name="Email" value="" size="10"> <CENTER><INPUT type="submit"></CENTE	Name: Email: Submit Query

		R> **</FORM>**	
<H1>	heading 1	**<H1>**Heading 1 Example**</H1>**	**1. Heading 1 Example**
<H2>	heading 2	**<H2>**Heading 2 Example**</H2>**	*2. Heading 2 Example*
<H3>	heading 3	**<H3>**Heading 3 Example**</H3>**	3. Heading 3 Example
<H4>	heading 4	**<H4>**Heading 4 Example**</H4>**	4. Heading 4 Example
<HEAD>	heading of document	**<HEAD>**Contains elements describing the document**</HEAD>**	Nothing will show
<HR>	horizontal rule	**<HR>**	Contents of your webpage Contents of your webpage
<HR>	horizontal rule	**<HR** WIDTH="50%" SIZE="3">	Contents of your webpage Contents of your webpage
<HR>	horizontal rule	**<HR** WIDTH="50%" SIZE="3" NOSHADE>	Contents of your webpage Contents of your webpage
<HR> (Internet Explorer)	horizontal rule	**<HR** WIDTH="75%" COLOR="#FF0000" SIZE="4">	Contents of your webpage Contents of your webpage
<HR> (Internet Explorer)	horizontal rule	**<HR** WIDTH="25%" COLOR="#6699FF" SIZE="6">	Contents of your webpage Contents of your webpage
<HTML>	hypertext markup language	**<HTML>**<HEAD><META><TITLE>Title of your webpage</TITLE></HEAD><BODY>Webpage contents</BODY>**</HTML>**	Contents of your webpage
<I>	italic	**<I>**Example**</I>**	*Example*
<IMG>	image	**<IMG** SRC="Earth.gif" WIDTH="41" HEIGHT="41" BORDER="0" ALT="a sentence about your site">	

<INPUT>	input field	Example 1: <FORM METHOD=post ACTION="/cgi-bin/example.cgi"> **<INPUT** type="text" size="10" maxlength="30"> **<INPUT** type="Submit" VALUE="Submit"> </FORM>	Example 1: 
<INPUT> (Internet Explorer)	input field	Example 2: <FORM METHOD=post ACTION="/cgi-bin/example.cgi"> **<INPUT** type="text" STYLE="color: #FFFFFF; font-family: Verdana; font-weight: bold; font-size: 12px; background-color: #72A4D2;" size="10" maxlength="30"> **<INPUT** type="Submit" VALUE="Submit"> </FORM>	Example 2: 
<INPUT>	input field	Example 3: <FORM METHOD=post ACTION="/cgi-bin/example.cgi"> <TABLE BORDER="0" CELLSPACING="0" CELLPADDING="2"><TR><TD BGCOLOR="#8463FF"> <INPUT type="text" size="10" MAXLENGTH="30"></TD><TD BGCOLOR="#8463FF" VALIGN="Middle"> <INPUT type="image" name="submit" src="yourimage.gif"></TD></TR> </TABLE> </FORM>	Example 3: 

<INPUT>	input field	Example 4: <FORM METHOD=post ACTION="/cgi-bin/example.cgi"> Enter Your Comments: <TEXTAREA wrap="virtual" name="Comments" rows=3 cols=20 MAXLENGTH=100></TEXTAREA> **<INPUT** type="Submit" VALUE="Submit"> **<INPUT** type="Reset" VALUE="Clear"> </FORM>	Example 4: 
<INPUT>	input field	Example 5: <FORM METHOD=post ACTION="/cgi-bin/example.cgi"> <CENTER> Select an option: <SELECT> <OPTION >option 1 <OPTION SELECTED>option 2 <OPTION>option 3 <OPTION>option 4 <OPTION>option 5 <OPTION>option 6 </SELECT> **<INPUT** type="Submit" VALUE="Submit"></CENTER> </FORM>	Example 5: 
<INPUT>	input field	Example 6: <FORM METHOD=post ACTION="/cgi-bin/example.cgi"> Select an option: **<INPUT** type="radio" name="option"> Option 1 **<INPUT** type="radio" name="option" CHECKED> Option 2	Example 6: Select an option: Option 1 Option 2 Option 3 Select an option: Selection 1

		<INPUT type="radio" name="option"> Option 3 Select an option: **<INPUT** type="checkbox" name="selection"> Selection 1 **<INPUT** type="checkbox" name="selection" CHECKED> Selection 2 **<INPUT** type="checkbox" name="selection"> Selection 3 **<INPUT** type="Submit" VALUE="Submit"> </FORM>	☑ Selection 2 ☐ Selection 3 Submit
<LI>	list item	Example 1: <MENU> **<LI** type="disc">List item 1 **<LI** type="circle">List item 2 **<LI** type="square">List item 3 </MENU> Example 2: <OL type="i"> **<LI>**List item 1 **<LI>**List item 2 **<LI>**List item 3 **<LI>**List item 4 </OL>	Example 1: (Tip) • **List item 1** ○ **List item 2** ▪ **List item 3** Example 2: i. **List item 1** ii. **List item 2** iii. **List item 3** iv. **List item 4**
<LINK>	link	Visit our **<A HREF="http://www.yourdomain.com/">site</A>**	Visit our site
<MARQUEE> (Internet Explorer)	scrolling text	**<MARQUEE** bgcolor="#CCCCCC" loop="-1" scrollamount="2" width="100%">Example Marquee**</MARQUEE>**	Scrolling name…. cannot be demonstrated Scrolling Text
<MENU>	menu	**<MENU>** <LI type="disc">List item	• List item 1 ○ List item 2

		1 <LI type="circle">List item 2 <LI type="square">List item 3 **</MENU>**	▪ List item 3
<META>	meta	**<META** name="Description" content="Description of your site">**<META** name="keywords" content="keywords describing your site">	Nothing will show
<META>	meta	**<META** HTTP-EQUIV="Refresh" CONTENT="4;URL=http://www.yourdomain.com/">	Nothing will show
<META>	meta	**<META** http-equiv="Pragma" content="no-cache">	Nothing will show
<META>	meta	**<META** name="rating" content="General">	Nothing will show
<META>	meta	**<META** name="ROBOTS" content="ALL">	Nothing will show
<META>	meta	**<META** NAME="ROBOTS" content="NOINDEX,FOLLOW">	Nothing will show
<OL>	ordered list	Example 1: **<OL>** <LI>List item 1 <LI>List item 2 <LI>List item 3 <LI>List item 4 **</OL>** Example 2: **<OL type="a">** <LI>List item 1 <LI>List item 2 <LI>List item 3 <LI>List item 4 **</OL>**	Example 1: 1. List item 1 2. List item 2 3. List item 3 4. List item 4 Example 2: a. List item 1 b. List item 2 c. List item 3 d. List item 4

<OPTION>	listbox option	<FORM METHOD=post ACTION="/cgi-bin/example.cgi"> <CENTER> Select an option: <SELECT> **<OPTION>**option 1 **<OPTION SELECTED>**option 2 **<OPTION>**option 3 **<OPTION>**option 4 **<OPTION>**option 5 **<OPTION>**option 6 </SELECT> </CENTER> </FORM>	Select an option: option 2
<P>	paragraph	This is an example displaying the use of the paragraph tag. <P> This will create a line break and a space between lines. Attributes: Example 1: **<P align="left">** This is an example displaying the use of the paragraph tag. Example 2: **<P align="right">** This is an example displaying the use of the paragraph tag. Example 3: **<P align="center">** This is an example displaying the use of the paragraph tag.	This is an example displaying the use of the paragraph tag. This will create a line break and a space between lines. Attributes: Example 1: This is an example displaying the use of the paragraph tag. Example 2: This is an example displaying the use of the paragraph tag. Example 3: This is an example displaying the use of the paragraph tag.
<SMALL>	small (text)	**<SMALL>**Example**</SMALL>**	Example

<table>
<tr><td><STRONG></td><td>strong emphasis</td><td><STRONG>Example</STRONG></td><td>Example</td></tr>
<tr><td><TABLE></td><td>table</td><td>Example 1:

<TABLE BORDER="4" CELLPADDING="2" CELLSPACING="2" WIDTH="100%">
<TR>
<TD>Column 1</TD>
<TD>Column 2</TD>
</TR>
</TABLE>

Example 2: (Internet Explorer)

<TABLE BORDER="2" BORDERCOLOR="#336699" CELLPADDING="2" CELLSPACING="2" WIDTH="100%">
<TR>
<TD>Column 1</TD>
<TD>Column 2</TD>
</TR>
</TABLE>

Example 3:

<TABLE
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WIDTH="100%">
<TR>
<TD
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>Column 1</TD>
<TD
BGCOLOR="#CCCCCC"
>Column 2</TD>
</TR>
<TR>
<TD>Row 2</TD>
<TD>Row 2</TD>
</TR>
</TABLE></td><td>Example 1:
<table><tr><td>Column 1</td><td>Column 2</td></tr></table>
Example 2:
<table><tr><td>Column 1</td><td>Column 2</td></tr></table>
Example 3:
<table><tr><td>Column 1</td><td>Column 2</td></tr><tr><td>Row 2</td><td>Row 2</td></tr></table></td></tr>
</table>

<table>
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<TD>Column 2</TD>
</TR>
</TABLE></td><td><table><tr><td>Column 1</td><td>Column 2</td></tr></table></td></tr>
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align="center"><TABLE>
<TR>
<TH>Column 1</TH>
<TH>Column 2</TH>
<TH>Column 3</TH>
</TR>
<TR>
<TD>Row 2</TD>
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</TABLE>
</DIV></td><td><table><tr><th>Column 1</th><th>Column 2</th><th>Column 3</th></tr><tr><td>Row 2</td><td>Row 2</td><td>Row 2</td></tr><tr><td>Row 3</td><td>Row 3</td><td>Row 3</td></tr><tr><td>Row 4</td><td>Row 4</td><td>Row 4</td></tr></table></td></tr>
<tr><td><TITLE></td><td>document title</td><td><TITLE>Title of your webpage</TITLE></td><td>Title of your webpage will be viewable in the title bar.</td></tr>
<tr><td><TR></td><td>table row</td><td><TABLE BORDER="2"
CELLPADDING="2"
CELLSPACING="2"
WIDTH="100%">
<TR>
<TD>Column 1</TD>
<TD>Column 2</TD>
</TR>
</TABLE></td><td><table><tr><td>Column 1</td><td>Column 2</td></tr></table></td></tr>
<tr><td><TT></td><td>teletype</td><td><TT>Example</TT></td><td><tt>Example</tt></td></tr>
</table>

<U>	underline	<U>Example</U>	<u>Example</u>

<UL>	unordered list	Example 1:
		
		<UL>
		<LI>List item 1
		<LI>List item 2
		</UL>
		
		Example 2:
		
		<UL type="disc">
		<LI>List item 1
		<LI>List item 2
		<UL type="circle">
		<LI>List item 3
		<LI>List item 4
		</UL>
		</UL>
			Example 1:
			
			• List item 1
			• List item 2
			
			Example 2:
			
			• List item 1
			• List item 2
			  ○ List item 3
			  ○ List item

Web Source (n.d). *HTML Code Chart*, http://www.web-source.net/html_codes_chart.htm (Last Accessed 7th of August 2019)