



# Course Outline

Course Name: Workshops in Web Development 1 (HTTP 5114)

Academic Period: 2024 - 2025

**Faculty:**

**Faculty Availability:**

**Associate Dean:**

Ahmed Sagarwala  
ahmed.sagarwala@humber.ca

**Schedule Type Code:**



## Land Acknowledgement

Humber College is located within the traditional and treaty lands of the Mississaugas of the Credit. Known as Adoobiigok [Adoe-bee-goke], the "Place of the Alders" in Michi Saagiig [Mi-Chee Saw-Geeg] language, the region is uniquely situated along Humber River Watershed, which historically provided an integral connection for Anishinaabe [Ah-nish-nah-bay], Haudenosaunee [Hoeden-no-shownee], and Wendat [Wine-Dot] peoples between the Ontario Lakeshore and the Lake Simcoe/Georgian Bay regions. Now home to people of numerous nations, Adoobiigok continues to provide a vital source of interconnection for all.

## Equity, Diversity and Inclusion Statement

Humber College and the University of Guelph-Humber (Humber) are leaders in providing a learning, working and living environment that recognizes and values equity, diversity and inclusion in all its programs and services. Humber commits to reflect the diversity of the communities the College serves. Students, faculty, support and administrative staff feel a sense of belonging and have opportunities to be their authentic selves.

<b>Faculty or Department</b>	Faculty of Media, Creative Arts, and Design
<b>Program(s)</b>	Web Development (11491)
<b>Course Name:</b>	Workshops in Web Development 1 (HTTP 5114)
<b>Pre-Requisites</b>	none
<b>Co-Requisites</b>	none
<b>Equates</b>	none
<b>Restrictions</b>	none
<b>Credit Value</b>	2

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Total Course Hours 21

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Developed By:

Prepared By:

Approved by:

Ahmed Sagarwala



## Humber Learning Outcomes (HLOs) in this course.

The HLOs are a cross-institutional learning outcomes strategy aimed at equipping Humber graduates with the employability skills, mindsets, and values they need to succeed in the future of work. To explore all the HLOs, please consult the [Humber Learning Outcomes framework](#).

-  Equity, Diversity, Inclusion & Belonging
-  Systems Thinking
-  Critical Thinking
-  Collaboration
-  Communication
-  Digital Fluency
-  Innovation
-  Professionalism
-  Strategic Problem-Solving

## Course Description

This course will allow students to access additional support for content delivered in the other classes each semester. Every student in the class will engage in a process of self-assessment to help them identify areas where they would benefit from help, and then the student and teaching team will set up a process for providing support for any areas where the student would benefit from some in-the-moment support. Mentors, tutors and workshops will be available.

## Course Rationale

Creating complex database-driven websites is a relatively new skill. In order to work in a continuously evolving industry, the web developer needs to develop strategies for life-long learning. This is a reflective process into self-directed learning and the mental models of Web development. Students will explore their own development practices and mental models as they learn how to build complex Web applications. Working in student teams, the students will meet with faculty weekly to discuss their progress

## Program Outcomes Emphasized in this Course

### Web Development (11491)

1. Test, troubleshoot and debug web applications to support requirements and meet Quality Assurance objectives.
2. Communicate and collaborate with team members and stakeholders to ensure effective working relationships.
3. Select and apply strategies for personal and professional development to enhance work performance.

## Accreditation Standards

There are no accreditation standards.

## Course Learning Method(s)

- Collaborative Learning

## Course Learning Outcomes (CLO)

Learning Outcome	Learning Objectives	Summative Assessments	Formative Assessments
Troubleshoot their progress during the past week.	<ul style="list-style-type: none"> <li>• Students will discuss their learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Discover resources</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings (x7)</li> </ul>
Discuss their concerns about their learning.	<ul style="list-style-type: none"> <li>• Students will discuss solutions to gaps in their learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Discover resources</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings (x7)</li> </ul>
Evaluate solutions to problems in their understanding of the program.	<ul style="list-style-type: none"> <li>• Students will evaluate several solutions to gaps in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Discover resources</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty meetings (x7)</li> <li>• Faculty meetings (x7)</li> </ul>

## Assessment Weighting

Assessment	Weight
Reflective Activity	
Faculty meetings (x7)	Satisfactory/Unsatisfactory
Self-Assessment	
Discover resources	Satisfactory/Unsatisfactory
Reflective Journal	
Faculty meetings (x7)	Satisfactory/Unsatisfactory

## Modules of Study

Module	Course Learning Outcomes	Resources	Assessments
The importance of a reflective process.	<ul style="list-style-type: none"> <li>• Troubleshoot their progress during the past week.</li> <li>• Discuss their concerns about their learning.</li> </ul>	Material provided by the professor.	<ul style="list-style-type: none"> <li>• Faculty meetings (x7)</li> </ul>

Module	Course Learning Outcomes	Resources	Assessments
The mental models of Web development.	<ul style="list-style-type: none"> <li>Evaluate solutions to problems in their understanding of the program.</li> </ul>	Material provided by the professor.	<ul style="list-style-type: none"> <li>Discover resources</li> </ul>
Troubleshooting and debugging computer code.	<ul style="list-style-type: none"> <li>Troubleshoot their progress during the past week.</li> </ul>	Material provided by the professor.	<ul style="list-style-type: none"> <li>Faculty meetings (x7)</li> </ul>

## Resource(s):

Course material costs can be found through the [Humber Bookstore](#).

## Essential Skills

Section	Skills	Measurement	Details
Critical Thinking and Problem-Solving	<ul style="list-style-type: none"> <li>Analysing</li> <li>Creative and Innovative Thinking</li> </ul>	Reinforce and measure	<ul style="list-style-type: none"> <li>Students will be asked to reflect on their learning and then, with faculty's assistance, devise means to address problems and gaps. This will happen on a weekly basis. The purpose is to develop their mental models about computer programming, Web applications, and the role of the Web developer.</li> <li>Students will be asked to engage with faculty and write out their plans.</li> </ul>
Personal Skills	<ul style="list-style-type: none"> <li>Managing self</li> <li>Engaging in reflective practice</li> <li>Demonstrating personal responsibility</li> </ul>	Teach and measure	<ul style="list-style-type: none"> <li>Students will be provided with resources for developing strategies for self-directed learning.</li> <li>Students will be asked to identify learning objectives and identify suitable resources that will support their learning objectives.</li> </ul>

## Prior Learning Assessment & Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby candidates may obtain credits for prior learning. Prior learning includes the knowledge competencies and skills acquired, in both formal and informal ways, outside of post-secondary education. Candidates may have their prior learning evaluated against the course learning outcomes as defined in the course outline.

To find out if this course is eligible for PLAR, and how this learning would be assessed, please contact the Program Coordinator for more details.

## Academic Regulations

It is the student's responsibility to be aware of the College Academic Regulations. The Academic Regulations apply to all applicants to Humber and all current students enrolled in any program or course offered by Humber, in any location. Information about academic appeals is found in the [Academic Regulations](#).

## Anti-Discrimination Statement

At Humber College, all forms of discrimination and harassment are prohibited. Students and employees have the right to study, live and work in an environment that is free from discrimination and harassment. If you need assistance on concerns related to discrimination and harassment, please contact the [Centre for Human Rights, Equity and Inclusion](#) or the [Office of](#)

[Student Conduct.](#)

## Accessible Learning Services

Humber strives to create a welcoming environment for all students where equity, diversity and inclusion are paramount. Accessible Learning Services facilitates equal access for students with disabilities by coordinating academic accommodations and services. Staff in Accessible Learning Services are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. If you require academic accommodations, contact:

### [Accessible Learning Services](#)

North Campus: (416) 675-6622 X5090

Lakeshore Campus: (416) 675-6622 X3331

## Academic Integrity

Academic integrity is essentially honesty in all academic endeavors. Academic integrity requires that students avoid all forms of academic misconduct or dishonesty, including plagiarism, cheating on tests or exams or any misrepresentation of academic accomplishment.

## Disclaimer

While every effort is made by the professor/faculty to cover all material listed in the outline, the order, content, and/or evaluation may change in the event of special circumstances (e.g. time constraints due to inclement weather, sickness, college closure, technology/equipment problems or changes, etc.). In any such case, students will be given appropriate notification in writing, with approval from the Senior Dean (or designate) of the Faculty.

## Copyright

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See the [Humber Libraries website](#) for additional information regarding copyright and for details on allowable limits.

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