COMP CO710: Assignment 3 – Promotion
Nathan Rowbottom, Sam Scott, Bernadette Summers, 2023

This is an important handout. Please ask your teachers lots of questions about it to make sure you understand. If you have trouble reading it, consider finding someone in the school, at home, or in your community who can help you. Even if you can read it fine, it's a good idea to have someone else look at it with you to make sure you haven't missed something important.

Tell the World!

For this assignment, your teachers would like you to make a responsive web site that promotes something that is fun or important to you. The thing that you are promoting could be:

- a social or political cause that is important to you or your community,
- an upcoming cultural or community event,
- a club or activity you are involved in,
- a product or service you are offering,
- or anything else that you want to promote to the world!

The thing you are promoting could be something that actually exists now or it could be something you wish existed or want to create in the future.

The assignment has two goals:

1. To find out what you have learned so far about presenting content to desktop and mobile users.
2. To allow you to share something that is important to you and make the case for why teachers, classmates, and others in the community should support it.

An Exchange of Knowledge

Just like the portfolio assignment, your teachers would like you to think of this as an **exchange of knowledge**. Your teachers would like you to use what you have **learned** in this course to **teach** them about something that is important to you (even if it's something that doesn't exist yet!)

A Call to Action

Since this is a promotional web site, it's a good idea to include a "call to action". This is a section of the web site that asks the user to do something.

What you ask the user to do in the call to action depends on what you are promoting, but it could be:

- a call to join an organization,
- a request to donate to a cause,

- an invitation to come to an event such as a party, meeting, or protest,
- an invitation to order a product or service
- Etc.

The exact nature of the call to action is up to you, but to be most effective, it should be detailed and should come with a button or link that the user can tap to take the action you want them to take.

If you're promoting something that costs money or isn't real (yet), you might not be able to make the link actually take the user somewhere useful. In that case, have the link go to a page that says "more information coming soon" or something like that.

Responsive Design

Your teachers would like you to use some of the skills and knowledge they have offered about big screen and responsive design. They would like you to use as much of this learning as you can when you make your portfolio.

In this unit of the course, your teachers told you about:

Desktop Design
This includes headers and footers, side-by-side layouts, grid layouts, and other large screen designs.

Responsive Design
This includes using media queries to make sure the web site becomes suitable for phone users when it finds itself on a small screen.

Multiple Content Sections

It's a good idea to think about this web site in terms of sections:

- A header section that introduces the thing you're promoting with a big headline, images, etc.
- A content section with multiple subsections, each in their own HTML element. Sections could include:
    - A section of basic facts about the thing you're promoting.
    - Sections with reasons why the audience should care about thing you're promoting.
    - Sections with specific examples of why the cause is important, what the club can offer, what the product or service can do for you, etc.
    - A section with a clear call to action.
- A footer section with copyright information, contact info, and/or related links

On a wide screen, some of these sections should appear side-by-side. On smaller screens they should be arranged vertically.

Student Reflection

When you are finished making your portfolio page, please take a moment to reflect on the learning you **accepted** and the knowledge you **offered** on your page. You should write a short reflection (up to three paragraphs) in a text or Word document and include a link to your Portfolio page in the document.

You can write a free form reflection, or you can answer the following questions:

1. How has the process of learning HTML and CSS and completing this assignment helped you to grow as a web developer and/or as a person?
2. What is more important to you about this assignment – the thing you're promoting or the knowledge and skills you used to promote it?
3. How could you improve the page? What do you wish you had done (or wish you knew how to do) so that you could make it even better?

Teacher Reflection

When the teachers evaluate your work, they will also reflect on what they have learned from it and on the teaching and learning process so far. They will write reflections for you and include them in their feedback. They might choose to address one or more of the following in their reflections.

1. What did you learn about your student or about the thing they are promoting on their web page?
2. Of all the reasons the student offered on their page to support what they are promoting, what resonated with you or moved you the most?
3. What changes could you make to your teaching practice to help students learn more effectively about HTML and CSS?

Evaluation

You should make your portfolio page using **repl.it** and hand in your student reflection (including a link to the page you made) on **D2L**.

The content of the page is up to you, and it's also up to you how much you make use of the basic elements of HTML and CSS. But please keep in mind that your teachers' job is to evaluate the web page as evidence for how well you have achieved the course learning outcomes.

That means they will be looking for the following:

- An attractive, responsive design that makes effective use of HTML and CSS
- Effective use of header, content and footer sections.
- Effective use of media queries to use a side-by-side layout on wide screens and a vertical layout on small screens.
- Effective and correct use of images, links, grids and/or flexboxes.
- Correct structure, indenting, and commenting of the HTML and CSS code.

Rubric

Performance (4 marks): Pages load and run with no errors. All links work. The page has a well-designed and responsive look and feel that includes images. The page looks good on a wide screen and a narrow screen.

Structure (4 marks): No syntax errors in HTML or CSS. Brackets and tags are closed, property and attribute names are correct, semicolons and colons used effectively, all CSS rules are working. Box model, flexbox, grid, media queries and other CSS and HTML features are used effectively.

Code Style (1 mark): The index.html pages and CSS files have a comment at the top with your name. Text and image sources are noted in comments. The HTML and CSS files are indented consistently for easy reading.

Student Reflection (1 mark): Student has handed in a thoughtful reflection on the learning process.