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CIS195 Web-01: Web Authoring I  
Online Course

**Instructor:** Rosie Converse  
**Office Hours:** Digital Zoom Office:

9am to 12pm  -- Monday/Tuesday

1pm to 4pm Wednesday/Thursday

No appointment needed.  If you need help with any item, jump on Zoom and I will be happy to help.

Zoom Office Link   Password: Fall

**E-mail:** [mconverse@roguecc.edu](mailto:mconverse@roguecc.edu)**Text Messages:** 719.649.5701 (8:30am - 5pm)

Course Description  
Introduces students to web page and website development using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets). Web standards, accessibility, and best practices in Web design are emphasized throughout the course. Students create web pages and websites using the concept of progressive enhancement to separate the structural elements of a web page from the presentational elements of a web page. Students learn to use an HTML and CSS validator to ensure conformance to web standards. Page layout techniques will be covered to include methods for designing for different display resolutions and for accessibility.

Course Prerequisites  
CS120 Concepts In Computing I or CS101 PC Fundamentals

WR121 English Composition I (May be taken concurrently)

MTH60 Fundamentals of Algebra I

CS140 Operating Systems recommended

Required Textbook  
*HTML5 and CSS3 Comprehensive, 7th Edition by Patrick Carey, (ISBN*: 978-1-305-57820-3)

Please consider purchasing the One Year Access to Cengage for $179.  This will give you access to all Cengage products for one year.

Textbook link found in Blackboard.

## Institutional Learning Outcomes (ILO)

Institutional Learning Outcomes (ILOs) are skills that will contribute to your success in life beyond RCC. Rogue’s ILOs are: Application of Knowledge (AK), Approach to Learning (AL), Communication (COM) and Critical Thinking (CT).

Why are they important?

* Employers call these soft skills or employability skills. They may help you get and keep a job.
* These are skills that will help you complete a 4-year degree.
* They are skills for success in your life as a family member, worker, citizen, life-long learner, and more.

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| **Application of Knowledge (AK)** | Students will synthesize and use knowledge in familiar and unfamiliar situations to effectively solve problems and complete tasks. |
| **Approach to Learning (AL)** | Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide their continuous and independent development, and adapt to new situations. |
| **Communication (COM)** | Students will engage in quality communication using active listening and reading skills and expressing ideas appropriately in oral, written, and visual work. |
| **Critical Thinking (CT)** | Students can recognize own and others’ assumptions and cultural contexts, raise significant and relevant questions, demonstrate an ability to seek, organize, analyze, and interpret data, foresee consequences of actions, and engage in behaviors that support sustainability. |

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| **Intended Outcomes:** | **Key ISLO Indicators:** | **Assessment Methods:** |
| 1. Understand the purpose, nature and history of web site design and creation. | ***CT 3*** - Locate, organize, analyze, and interpret data  ***AK 1*** - Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks. | 1. Students will describe the general nature of a web site and its component parts. Proficiency will be measured through quizzes which will assess conceptual understanding. |
| 2. Demonstrate a functional understanding of the syntax of the HTML and XHTML markup languages. | ***CT 4*** - Envision creative approaches to issues and problems.  ***AK 1*** - Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks.  ***AK 2*** - Integrate previous and new learning, along with practical skills, to solve problems. | 2. Students will create websites that offer interactive and dynamic functionality. Layout flow and appropriate use of syntax will be assessed.  Proficiency will be measured through instructor evaluation of the appropriateness of the design for lab assignments and the final project. Quizzes will be used to assess understanding of appropriate use for various types of control objects. |
| 3. Prepare the appropriate plans for webpage and website development projects. | ***AL 5*** - Use technological tools to research new information, solve problems, and communicate effectively.  ***CT 4*** - Envision creative approaches to issues and problems.  ***AK 1*** - Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks.  ***AK 2*** - Integrate previous and new learning, along with practical skills, to solve problems. | 3. Students will submit plans for all lab assignments and the final project.  Proficiency will be measured through instructor evaluation of the completeness and appropriateness of the plans for the project. Quizzes and lab assignments will be used to assess a complete understanding of the ongoing nature of the planning process in a custom website development exercise. |
| 4. Demonstrate a functional understanding of Cascading Style Sheets, Web Tables, Web Forms, the use of Multimedia, and Frame design. | ***AL 5*** - Use technological tools to research new information, solve problems, and communicate effectively.  ***AK 4*** - Use numeracy skills for interpretation, synthesis, and analysis of data.  ***AK 1*** - Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks.  ***AK 2*** - Integrate previous and new learning, along with practical skills, to solve problems. | 4. Students will use CSS, Web Tables, Web Forms, Multimedia, and Frames in their lab assignments and on their final project.  Proficiency will be measured through instructor evaluation of the appropriate use of these various tools. Quizzes and lab assignments will be used to assess a complete understanding of the use of these tools in web design and development. |
| 5. Demonstrate a functional understanding of the document object model (DOM), the event model and form validation. | ***AK 4*** - Use numeracy skills for interpretation, synthesis, and analysis of data.  ***AK 1*** - Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks.  ***AK 2*** - Integrate previous and new learning, along with practical skills, to solve problems. | 5. Students will include the use of the document and event models in their lab assignments and in the final project.  Proficiency will be measured through instructor evaluation of the efficient and appropriate use of these models. Quizzes and lab assignments will be used to assess a complete understanding of the use of the models in all their variations. |
| 6. Demonstrate an understanding of regular expressions, operators, arrays, loops and conditional statements using JavaScript. | ***AK 1*** - Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks.  ***AK 2*** - Integrate previous and new learning, along with practical skills, to solve problems.  ***AL 5*** - Use technological tools to research new information, solve problems, and communicate effectively. | 6. Students will include the use of JavaScript based expressions, operators, arrays, loops, and conditional statements in their lab assignments and final project.  Proficiency will be measured through instructor evaluation of the efficient and appropriate use of these procedures. Quizzes and lab assignments will be used to assess a complete understanding of the use of the procedures in all their variations. |
| 7. Function efficiently in a group programming assignment requiring analysis, definition of logic, implementation, and evaluation of a program. | ***AK 1*** - Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks.  ***AK 2*** - Integrate previous and new learning, along with practical skills, to solve problems. | 9. Students will work in teams during in-class exercises as well as one lab assignment.  Proficiency will be measured through instructor observation of working methodology as well as peer feedback. |
| 8. Demonstrate the ability to use text, manuals, help, and tutorials for continued learning after formal instruction. | ***AL 5*** - Use technological tools to research new information, solve problems, and communicate effectively.  ***CT 4*** - Envision creative approaches to issues and problems. | 10. Students will add to their basic understanding of the course material through independent exploration of help files and online materials.  Proficiency will be measured by instructor as part of the final project where student creativity and exploration of new material are required. |
| 9. Use debugging techniques to troubleshoot markup language development and understand common mistakes made when designing web sites. | ***AK 1*** - Demonstrate ability to transfer learning in familiar and unfamiliar contexts in order to complete tasks.  ***AK 2*** - Integrate previous and new learning, along with practical skills, to solve problems.  ***AL 5*** - Use technological tools to research new information, solve problems, and communicate effectively. | 11. Students will debug and troubleshoot their web pages and web sites during the development process.  Proficiency will be demonstrated through successful completion of the lab assignments and the final project. |

Assignments, Quizzes and Exams.  
  
Assignments: There will be several assignments in the course.  Assignments dates are listed on the course calendar and detailed requirements for each are available in the weekly lessons.  Late assignments will be accepted up to one week late.  The late penalty is a 50% reduction.  **Assignments will not be accepted after 12/3/2020 at 5:00PM.**

Quizzes:  There will be several open book timed quizzes during the course.  Each quiz may be taken up to 2 times\*\*.  I will use the highest score when computing grades.  Quiz dates are listed on the course calendar.  Quizzes cannot be made up.  Remember you have an entire week to take the quiz so plan your time accordingly.   Quizzes can be done ahead of time as well so if you think you may not be able to complete one during its assigned week, feel free to complete it earlier in the term.    
  
Tests & Projects: Dates are listed on the course calendar.  Tests cannot be made up.  Specific information on test contents will be posted in Blackboard

Extra Credit: will not be accepted past the due date.  Please plan according to get this item submitted before the due date.

## Due Dates

Apart from the last week of the term and the very first discussion board assignment, all work that is assigned each week is due Sunday at 11:59PM.  If I set it to actual midnight, the date changes to Monday and creates too much confusion as to what Sunday at midnight means thus the 11:59PM deadline.  Assignments must be turned in prior to that deadline to be counted as received on time.  Quizzes cannot be started after 11:59PM either.

## Grading Scale

Homework (Assignments) 25%  
Quizzes 25%  
Exams & Projects 50%

A 90-100%  
B 80-89%  
C 70-79%  
D 60-69%  
F below 60%

Communication and Grading  
As a general rule, if you email me during the week (Monday through Friday), you will receive a response within 24 hours and in most cases less than that.  Occasionally, it may take a bit longer if there is a holiday or other activity that prevents frequent access to a computer.  If you send an email late Friday or anytime on the weekend, there is no guarantee you will get a response until Monday.   While I often to check and respond to messages on the weekend, you can't count on getting a response so please make sure you've reviewed all assignments prior to the weekend so if you have questions, they can get answered before the Sunday at 11:59PM deadline.

I try to grade all assignments within 1 or 2 days of their due date.  If time permits, I will grade work early that is submitted early, but if you work far ahead in the class, it may take a bit longer to get feedback on assignments due in the future.

The Computer Science Department's Integrity Policy  
The Computer Science department seeks to promote professional, academic, and personal honesty. Therefore, any student found cheating, plagiarizing, stealing examinations or course materials, inappropriately accessing and/or using another individual's work, or deliberately misrepresenting someone else's work for their own will be temporarily removed and failed from the class where the infraction takes place. Additionally, the Computer Science department may recommend that the individual be removed from the college.

Each homework assignment, written activity, and test should be your own work, unless otherwise indicated by the instructor.

Cheating is the unauthorized use or sharing of answers, information, tools or technologies on tests, quizzes, assignments, or other class activities. (For instance, sharing test questions with other students, texting others the answers to tests, notes written on your hand or phone, using calculators when they are prohibited, etc).

Plagiarism is using, summarizing, or paraphrasing part or all of someone else’s work; or cutting, copying and pasting someone else’s work from web or digital sources directly into your work, without properly identifying the actual author and source. If you do not identify the source of ideas and writings that you’ve used in your work, or if you claim to have written something that is not your own work, you are plagiarizing.

Attendance   
If you are unable to attend a class, please notify me via email. 

* **Administrative Drop**: Students in face-to-face classes who do not attend the first day of class or have an excused absence will be dropped. For online classes, students who do not submit an assignment by *Wednesday of the first week* of the term will be dropped.
* **60% Term Attendance:** Attendance will be taken during the seventh week in the term for fall, winter and spring classes and during the fifth week of the term for summer classes. Students last date of attendance will be used to track for potential return of financial aid repayment calculations.
* **End of Term Attendance**: Attendance will be taken at the end of the term for students who have non-passing grades. Students who stop attending but do not officially drop, withdraw or notify Enrollment Services will receive the grade that they earned based on syllabus requirements. If that grade is D, F, Incomplete, or NP the last date of attendance will be used for potential financial aid repayment calculations.
* **Refund policy:**  Students dropping a class by 11:59 p.m. on Wednesday of the second week of the term get a full refund. After that there is no refund.
* **Withdrawal from class:** A student may withdraw from a class between the Thursday of Week 2 and the Friday of Week 8 at 11:59 pm. A grade of W will be assigned.

Student Disabilities  
Any student who feels that they may need academic accommodations for a disability, such as vision, hearing, orthopedic, learning disabilities, psychological or other medical conditions, should make an appointment with the Disability Services Office.

**Redwood Campus (Wiseman Tutoring Center):**

Phone: 541-956-7337; Fax: 541-471-3550; Oregon Relay Service: 7-1-1

**Riverside and Table Rock Campuses (main office: Riverside Campus B-9):**

Phone: 541-245-7537; Fax: 541-245-7649; Oregon Relay Service: 7-1-1

For more information, go to Disability Services

To report a barrier, go to [Report a Barrier](https://web.roguecc.edu/disability-services/report-disability-related-barrier)

Discrimination, Harassment and Sexual Violence Policies   
Rogue Community College does not discriminate in any programs, activities, or employment practices on the basis of race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender identity, marital status, veteran status, disability, age, pregnancy, or any other status protected under applicable federal, state, or local laws. For further policy information and for a full list of regulatory specific contact persons visit the following webpage: www.roguecc.edu/nondiscrimination.

The following person has been designated to handle inquiries regarding the non-discrimination policies unless otherwise listed below.  
  
Chief Human Resources Officer,   
Jamee Harrington  
541-956-7017  
jharrington@roguecc.edu  
Redwood Campus, M-2. The following persons are responsible for coordinating Title IX (gender discrimination), Title II (ADA reasonable accommodations) and Section 504 (discrimination against individuals with disabilities):

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| **Lead Title IX coordinator/ Equity, Diversity and Inclusion Coordinator:** **Amy Peterson** **aspeterson@roguecc.edu** **541-956-7329** **Redwood Campus, M Building** | **Deputy Title IX coordinator for students:** **Chauncey Kieley** **ckieley@roguecc.edu** **541-245-7632** **Riverside Campus, G-223** |
| **Dean of Student Success:** **August Farnsworth** **afarnsworth@roguecc.edu** **541-245-7728** **Riverside Campus G Building – 2**nd Floor | **Deputy Title IX coordinator for employees:** **Wendy Jones** **wjones@roguecc.edu** **541-956-7146** **Redwood Campus, C Building** |
| **ADA coordinator for students:** **Andrew Childress** **achildress@roguecc.edu** **541-245-7692** **Riverside Campus, B-9** | **ADA coordinator for employees and applicants:** **Kathryn Averyt** **kaveryt@roguecc.edu** **541-956-7346** **Redwood Campus, M-2** |

In addition, RCC has a zero tolerance for sexual assault, stalking, intimate partner or domestic violence, dating violence and workplace violence. Anyone found participating in any of these activities will be subject to disciplinary action and prosecuted in accordance with RCC policies and procedures and Oregon state laws. For more information, go to http://web.roguecc.edu/title-ix-and-sexual-misconduct

## Basic Needs

RCC wants your time with us to be successful, productive, and even fun. We understand that many things can interfere with your ability to learn effectively. You must have your basic needs met including a roof over your head, a safe place to sleep, enough food to eat, and stable mental health.  If you are struggling to meet any of these basic needs, a list of resources and ways to contact a Counselor can be found at https://web.roguecc.edu/counseling

Safety   
The College assists in keeping the campus safe, but a safe campus can only be achieved through the efforts and cooperation of all students, faculty, and staff. For information on safety services, go to <https://www.roguecc.edu/safety/>

Student Evaluations of this Course: “What Do You Think?”  
Students enrolled in all credit (and some non-credit) courses will receive an RCC email around the 8th week of each term to complete online evaluations on each course they are enrolled in. Full instructions for accessing and completing the evaluations will be in the reminder email. These evaluations are anonymous and will not be released to the teachers until after the term is over. They provide valuable feedback to faculty about your experiences in and impressions of the course.

External Links  
Throughout the course, there are a variety of links that point to external sites.  At the time of creation, all these links were functioning, however those sites may change at any time and thus a link may become "broken" or point to a site that no longer may seem applicable.  If you think you find a link that is in error, please notify me via email.  While I test these links frequently, they are still susceptible to change at any time so if you catch it before me, just let me know and I will provide an alternate link or repair the one that is now "broken".

Classroom Behavior  
Expectations for classroom behavior are outlined in the Student Code of Conduct, available in the catalog, schedule, and online. Students may not engage in any activity which the instructor deems disruptive or counterproductive to the goals of the class. Instructors have the right to remove students from class for not following the Code of Conduct or other specified classroom rules. Expectations for behavior in online classes are similar to what is required in the classroom.

Smoking Restrictions  
Smoking is not permitted on the premises of Rogue Community College except in designated areas. For more information go to [www.roguecc.edu/TPTF](http://www.roguecc.edu/TPTF).

Test Conditions and Technical Support  
In the event of a technical problem with Blackboard contact your instructor as soon as possible to resolve issues. Your instructor will assist in troubleshooting or point you in the right direction to solve challenges. Instructor will assess whether a reset of assessment is warranted.

Additional support is Rogue Online Help Desk with limited hours. Reasons to contact the Help Desk. Examples: Logging in issues, submission errors, Browser compatibility concerns.  
  
**Rogue Online Help Desk**  
541-245-7514  
1-800-411-6508 x. 7514  
[RO@roguecc.edu](mailto:RO@roguecc.edu)Self-Support for Students: <https://roguecc.blackboard.com/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_148_1>Course Copyright

This syllabus and course content (discussions, tests, assignment, lecture, etc.) are the property of the instructor and/or RCC and may not be copied or published without expressed permission.

## Tutoring Center

Tutoring Centers provide free tutoring service if you are registered in credit courses at Rogue Community College. The primary areas of tutoring are math, writing and science; however, tutors are prepared to cover most subjects. There is also online tutoring available. Please visit the tutoring center webpage for more details: <http://www.roguecc.edu/AcademicSkills/Tutoring.asp>

## Tentative Course Schedule Fall 2020

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| **Week** | **Topic and Reading** | **Tasks to be submitted** |
| **Week 1** **9/21** | **Course Introduction**  Syllabus & Course Outline  Internet and the World Wide Web  Sublime Setup  Website Setup | **Readings:**  Tutorial 1, pgs. 2-7 only  **Major Assignments:**  Discussion: Student Introductions  Assignment: Using Sublime  Assignment: Learning HTML |
| **Week 2** **9/28** | **HTML5 Basics**  Code Organization  Basic HTML Tags  HTML Lists Special Characters  HTML Validation | **Readings:**  Tutorial 1, pgs. 7-68  Review Appendix B  **Major Assignments:**  Tutorial 1 Quiz  Assignment: HTML Basics |
| **Week 3** **10/5** | **Cascading Style Sheets (CSS)**  CSS Style Rules, Selectors  Working with Fonts and Color  Margins and Padding  Style Precedence  CSS Validation | **Readings:**  Tutorial 2  Review Appendix C  **Major Assignments:**  Tutorial 2 Quiz  Assignment: Using CSS |
| **Week 4** **10/12** | **Page Layout**  Fixed vs. Fluid Layouts  Floating Elements  Grid Layouts  2-Column Layout  CSS Positioning | **Reading:**  Tutorial 3  **Major Assignments:**  Tutorial 3 Quiz  Assignment: Page Layout |
| **Week 5** **10/19** | **Graphic Design**  Image Formats  Image Maps  Background Images  Shadow, Borders, and Opacity Figure Boxes | **Reading:**  Tutorial 4  **Major Assignments:**  Tutorial 4 Quiz  Assignment: Images |
| **Week 6** **10/26** | **Midterm**  Exam  Midterm Project  Final Project Introduction | **Major Assignments:**  ***Midterm Exam*** ***Due 11/1/2020 before 11:59pm***  ***Midterm Project***  Due 11/1/2020 before 11:59pm |
| **Week 7**  11/2 | **Tables**  Table Basics  Span Rows and Columns  Nesting Tables  Styling with CSS | **Reading:**  Tutorial 6  **Major Assignments:**  Tutorial 6 Quiz  Assignment: Tables  Extra Credit: Tutorial 5 Assignment |
| **Week 8** **11/9** | **Web Forms**  Field sets, labels, and boxes  Buttons and Boxes  Form Layout  Validate Forms | **Reading:**  Tutorial 7  **Major Assignments:**  Tutorial 7 Quiz  Assignment: Web Forms |
| **Week 9** **11/16** | **Web Multimedia and Interactivity**  Audio and Video HTML5 Controls  Embedding YouTube Videos  Copyright and Creative Commons  CSS3 and Interactivity  Final projects due! | **Reading:**  Tutorial 8  **Major Assignments:**  Tutorial 8 Quiz  Assignment: Multimedia |
| **Week 10** **11/23** | **More CSS**  CSS Navigation Menus  CSS print styles  Final Project Review | **Major Assignments:**  Submit final project |
| **Week 11** **11/30** | **Finals Week**  Final Project Presentations (12/1/2020)  Final Exam (12/3/2020) | **Major Assignments:**  Final Exam and Project Discussion  Any assignment not submitted by THURSDAY 12/3/2020 before 5PM will NOT be calculated into your final course grade |