COM 116-003
Developing Web Pages

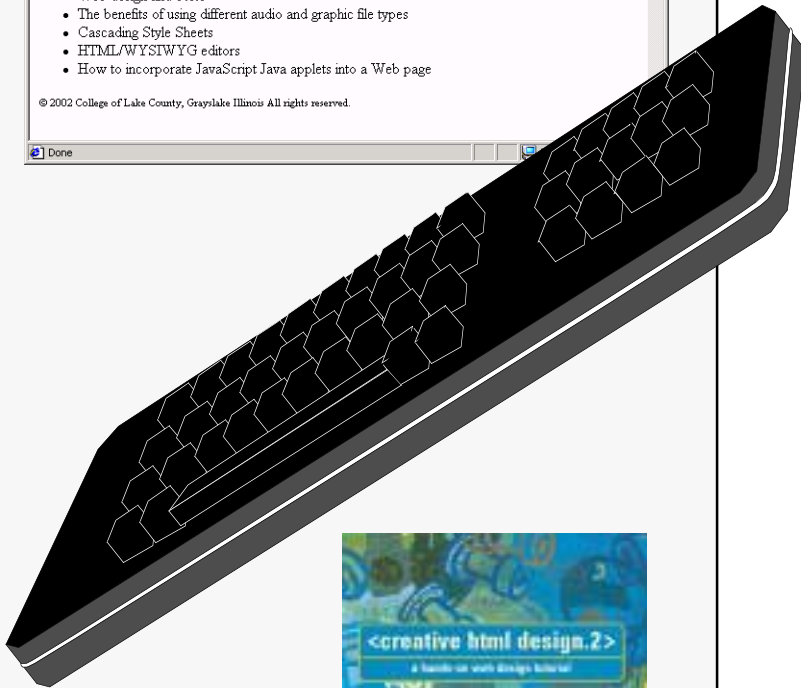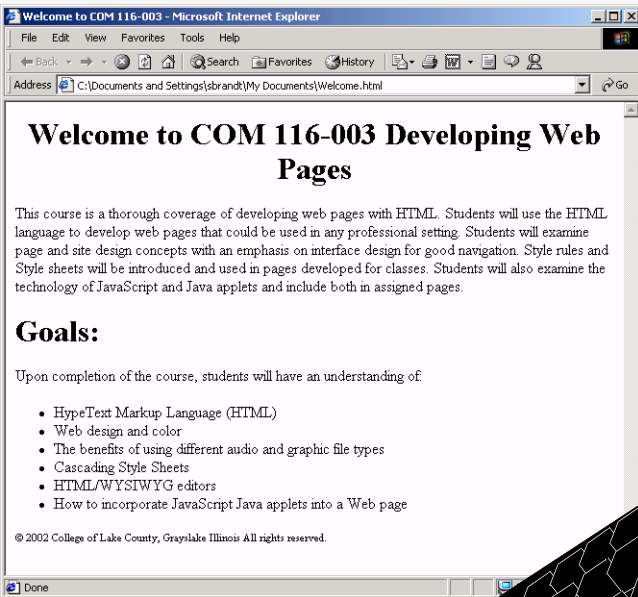**Lesson Plans**

Instructor: Bob Leahy

Term: Spring 2002

Welcome to COM 116-003 - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back | Search | Favorites | History |

Address | C:\Documents and Settings\sbrandt\My Documents\Welcome.html | Go

Welcome to COM 116-003 Developing Web Pages

This course is a thorough coverage of developing web pages with HTML. Students will use the HTML language to develop web pages that could be used in any professional setting. Students will examine page and site design concepts with an emphasis on interface design for good navigation. Style rules and Style sheets will be introduced and used in pages developed for classes. Students will also examine the technology of JavaScript and Java applets and include both in assigned pages.

Goals:

Upon completion of the course, students will have an understanding of:

- HypeText Markup Language (HTML)
- Web design and color
- The benefits of using different audio and graphic file types
- Cascading Style Sheets
- HTML/WYSIWYG editors
- How to incorporate JavaScript Java applets into a Web page

© 2002 College of Lake County, Grayslake Illinois All rights reserved.

Done

<creative html design.2>
a hands-on web design tutorial

Table of Contents

Week: 1 Introduction and Learning the Basics of Hyper Text Mark-Up Language (HTML)

Objectives:

- Student will introduce themselves and learn about their fellow classmates and the instructor.
- Student will learn about the requirements of the course.
- Student will learn what is expected of their conduct in the classroom and in the college.
- Students will learn about very basic HTML.
- Students will have an opportunity to practice HTML.

Student Learning:

- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:

- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:

- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.
- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page

URL	Site
www.about.com/	A information web site (enter HTML in the search box).
http://hotwired.lycos.com/webmonkey/teach-ingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.

Instructions

Motivation:

This is a course where you will be learning the basic commands for making and designing your own web page. It will not make you a web expert. But it will lay the foundation of which you can build on and offer you a creative outlet. This is true whether you are taking this course for "fun", career development or a future career.

- Past students have taken this course for fun. An example is they have created personal web sites with family pictures and information so that their relatives all over the world can keep up to date.
- Many realize that their current careers could benefit with knowledge of web page development. An example is in technical writing. More and more documents are being distributed in mediums other than paper. On-line and CD-ROM manuals are becoming very commonplace.
- You may be starting out on your first career, or even changing to one. Multimedia is an exciting field, and knowing HTML is another "tool" in your multimedia "toolbox".

This is also a course that builds on itself from week to week. Lessons you learned in the first week contains information you will need for the last week. But not to worry. It is not a "memorization" course. Just as in real life, you will have access to reference materials. However, you have to know where to find the information as well as what to do with it.

Teaching Practice:

1. Have each student stand up and introduce themselves (no more than a few minutes per student):
   - Name
   - What they do for a living.
   - Why they are taking the course (job, fun, part of degree, etc.).
2. Go over course syllabus and answer questions.

3. Use a computer that everyone can see and demonstrate to the student what HTML can do:
   - Show web site examples.
   - Build simple page in front of students.
4. Have student pull up a web page and view the source.
5. Introduce the students to the following tags:

Tag	Tag	Tag
<html> </html>	...	<dt>
<head> </head>		<dd>
<title> </title>		<a>
<body> </body>		
	<dl> </dl>	

6. Have students build a page in class (Portfolio 1).

Assignment:

1. Have the students practice what they have learned in class. Allow the student to experiment with their pages.
   Portfolio 1 - Basic Web Page
2. Take home assignment due the next class meeting:
   Portfolio 2 - How To Web Page
3. Reading assignment to be completed by next class meeting:
   Chapters 2, 7, 10 and 19.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   - Have students read/reread the uncovered objectives in their textbooks.
   - Attempt to make up at beginning of next class.
2. If extra time is available after all objectives are met:
   - Review previous material for reinforcement.
   - Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).

- Have students surf web sites that are examples of objectives covered in the day's lesson.
- Give students opportunity to use the time to work on their portfolio assignments.

Week: 2   Typography/Links/Good HTML

Objectives:

The instructor will:

- Give a synopsis of the previous week's lesson.
- Present a lesson to cover the Student's objectives

Students will learn about:

- HTML's limited control over typography.
- Using and selecting fonts in web pages.
- Various tags that control fonts.
- Internal and external links.
- "Good HTML".
- Basic HTML terminology.
- Bulleted lists
- Numbered lists
- Definition lists
- Changing the numbering format and bullet format
- Nested lists
- Changing the appearance of text using the <font> and <basefont> tags
- Using escape sequences to get special characters
- Using comments in source code
- Changing the appearance of text using a style parameter within tags
- Accessing style rules from the W3C
- Students will have an opportunity to practice HTML.

Student Learning:

- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:

- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:

- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.
- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page
www.about.com	A information web site (enter HTML in the search box).
http://hotwired.lycos.com/webmonkey/teachingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.

Instructions

Motivation:

OK...in the first week, you learned how to put text up on a web page. Kind of plain huh? But just like in print media, there are a number of fonts available to "spice" up the text on a web page. This week, we'll learn how to control font type, size and style using various tags. We will also talk about linking, giving us the ability to navigate between pages or even on a single page. Plus we will discuss "good HTML". It's not just the page that the web audience sees that needs to follow good style and format.

Teaching Practice:

1. Use a computer that everyone can see and:
    - Show web site examples of different fonts and their usage.
    - Build simple page in front of students using various fonts, sizes and styles.

2. Introduce/reintroduce the students to the following tags:

Tag	Tag	Tag
<html> </html>	...	<dt>
<head> </head>		<dd>
<title> </title>		<a>
<body> </body>		
	<dl> </dl>	
<blink> </blink>	 	
<i> </i>	 	<center> </center>
<pre> </pre>	<tt> </tt>	<cite> </cite>
 	 	
		
  (with size, face and color attributes)		
(with align = right/left/center/justify attributes)		
(with align = right/left/center/justify attributes)		

Assignment:

1. Take home assignment due the next class meeting:
   Portfolio 3 - Internal/External Links
2. Reading assignment to be completed by next class meeting:
   Chapters 3, and 4.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   • Have students read/reread the uncovered objectives in their textbooks.
   • Attempt to make up at beginning of next class.
2. If extra time is available after all objectives are met:
   • Review previous material for reinforcement.
   • Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).

- Have students surf web sites that are examples of objectives covered in the day's lesson.
- Give students opportunity to use the time to work on their portfolio assignments.

Week: 3   Color/Graphics

Objectives:

The instructor will:

- Give a synopsis of the previous week's lesson.
- Present a lesson to cover the Student's objectives

Students will learn about:

- Distinctions between GIF and JPEG files
- The options in creating JPEG files with different depths
- Color depth
- How hardware affects appearance of images
- How a browser affects the appearance of images
- How operating system affects the appearance of images
- Palettes
- Using hexadecimal RGB indicators to designate color
- When text names for colors can be used
- Finding and using a color wheel or color aid on the web
- The effect of bit-depth on a range of colors, image quality, and file size

Student Learning:

- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:

- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:

- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.

- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page
www.about.com/	A information web site (enter HTML in the search box).
http://hotwired.lycos.com/webmonkey/teachingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.

Instructions

Motivation:

OK...enough of the words already! How about some color other than black and white! What about some pictures! Yes, the internet has evolved over the years from a text only medium to a multimedia, graphic intensive one. It may be true that a picture is worth a thousand words...but on the web, it my be worth several thousand bytes or more. Graphics definitely can make or break a site.

Graphics come with their own set of advantages and disadvantages. Today we will talk about the various graphic formats. We will discuss their advantages and disadvantages. We will discuss color as well.

Teaching Practice:

1. Use a computer that everyone can see and:
   - Show web site examples of different gifs and jpegs.
   - Show the difference when a graphic is sized properly outside the browser and the difference when using HTML to size it.
2. Introduce/reintroduce the students to the following tags:

Tag	Tag	Tag
<html> </html>	<h1> </h1>...	<dt>
<head> </head>	 	<dd>
<title> </title>	 	
<a> 	 	<center> </center>
<p> </p>	<dl> </dl>	<cite> </cite>
<blink> </blink>	 	
<body> </body> (with bgcolor=, text=, link=, vlink=, and alink= attributes)		
<i> </i>	 	
<pre> </pre>	<tt> </tt>	
 	 	
		
  (with size, face and color attributes)		
<p> </p> (with align = right/left/center/justify attributes)		
<div> </div> (with align = right/left/center/justify attributes)		
<a img src="NAME"> (with align = right/left/center/bottom/top/middle, width=, height=, border=, vspace=, hspace=, and alt= attributes)		
<hr> (with size=, width=, and noshade attributes)		

Assignment:

1. Study for quiz. Material covered in weeks 1 through 3. Chapters 2, 3, 4,7,10 and 19.
2. Take home assignment due the next class meeting:
   Portfolio 4 - Graphics 1
3. Reading assignment to be completed by next class meeting:
   Chapters 5, and 6.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   - Have students read/reread the uncovered objectives in their textbooks.
   - Attempt to make up at beginning of next class.
2. If extra time is available after all objectives are met:
   - Review previous material for reinforcement.
   - Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).
   - Have students surf web sites that are examples of objectives covered in the day's lesson.
   - Give students opportunity to use the time to work on their portfolio assignments.

Week: 4   Quiz 1/Tiling/Graphic Links/Image Mapping

Objectives:

The instructor will:

- Give a synopsis of the previous week's lesson.
- Answer questions (but not giving the quiz away).
- Administer the quiz.
- Present a lesson to cover the Student's objectives.

Students will:

- Take the quiz.
- Learn about using graphic tiles.
- Learn about creating graphic links.
- Learn about image mapping.

Student Learning:
- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:
- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:
- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.
- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- MapDesigner Image Mapping Software

- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page
www.about.com/	A information web site (enter HTML in the search box).
http://hotwired.lycos.com/webmonkey/teach-ingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.
http://mapdes.hypermart.net	Download site for MapDesigner

Instructions

Motivation:

More fun with graphics. Sometimes you want to use a graphic as a means for your users to navigate to other pages or sites. For instance, a map of the United States can be constructed with each state being a link to another page or site. This can be done with image mapping. We will also see how to use graphics as the background of our page and how to use them as links.

Teaching Practice:

1. Use a computer that everyone can see and:
   - Have students download MapDesigner Pro from the internet and install on their computers.
   - Instruct students on how to do image mapping with the MapDesigner software.
   - Construct a version of Portfolio 5 with class explaining the tags as the page is being constructed.
2. Introduce/reintroduce the students to the following tags:
   - See COM 116-003 HTM Cheatsheet, Updated 2/18/02, pages 1 through 4.

Assignment:

1. Take home assignment due the next class meeting:
   Portfolio 5 - Graphics 2 Image Maps and Linked Images.
2. Reading assignment to be completed by next class meeting:
   Chapter 17.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   - Have students read/reread the uncovered objectives in their textbooks.
   - Attempt to make up at beginning of next class.
2. If extra time is available after all objectives are met:
   - Review previous material for reinforcement.
   - Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).
   - Have students surf web sites that are examples of objectives covered in the day's lesson.
   - Give students opportunity to use the time to work on their portfolio assignments.

Week: 5   Animation & Sound

Objectives:

The instructor will:

- Give a synopsis of the previous week's lesson.
- Present a lesson to cover the Student's objectives

Students will learn about:

- Adding sound to a page using the <a href> tag
- Adding sound to a page using the <embed> tag
- Adding video to a page using the <a href> tag
- Adding Macromedia created animation to a page
- Streaming audio and video data transfer
- The problems associated with rich media web sites
- The differences in AU, WAV, AIF, and MIDI files
- The differences in animation and video

Student Learning:

- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:

- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:

- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.

- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page
www.about.com/	A information web site (enter HTML in the search box).
http://hotwired.lycos.com/webmonkey/teachingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.

Instructions

Motivation:

Static pictures are fine. But the web is now multimedia. How about spicing up your pages with animation (moving pictures) and sound. Some people learn better with pictures and some with sound. So, incorporating both can make your web pages informative and entertaining. You want people to keep coming back to your site. But don't over do it.

Teaching Practice:

1. Use a computer that everyone can see and demonstrate how to use the various tags associated with sound.
2. Introduce/reintroduce the students to the following tags:
   - See COM 116-003 HTM Cheatsheet, Updated 2/18/02, pages 1 through 4.

Assignment:

1. Take home assignment due the next class meeting:
   Portfolio 6 - Sound Page
2. Reading assignment to be completed by next class meeting:
   Chapter 9.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   - Have students read/reread the uncovered objectives in their textbooks.
   - Attempt to make up at beginning of next class.
2. If extra time is available after all objectives are met:
   - Review previous material for reinforcement.
   - Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).
   - Have students surf web sites that are examples of objectives covered in the day's lesson.
   - Give students opportunity to use the time to work on their portfolio assignments.

Week: 6   Tables

Objectives:

The instructor will:

- Give a synopsis of the previous week's lesson.
- Present a lesson to cover the Student's objectives

Students will learn about:

- Creating Tables
- Creating spanned rows and columns
- Controlling the appearance of tables with table, row, and cell parameters
- How to use tables for effective page layout

Student Learning:

- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:

- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:

- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.
- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page

URL	Site
www.about.com/	A information web site (enter HTML in the search box).
http://hotwired.lycos.com/webmonkey/teachingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.

Instructions

Motivation:

We have a lot of "stuff" we have been putting on our web pages. Sometimes laying out this information is not so easy. Tables are one of the answers to our problems. Besides using tables to effectively display information (e.g. a matrix or a multiplication table), they can be used to format the look of your web page. They can be used to set up your menu and make designing the navigation portion of your pages easier and consistent.

Teaching Practice:

1. Use a computer that everyone can see and demonstrate how to use the various tags associated with tables
2. Have students practice on their workstations.
3. Introduce/reintroduce the students to the following tags:
   - See COM 116-003 HTM Cheatsheet, Updated 2/18/02, pages 1 through 5.

Assignment:

1. Take home assignment due the next class meeting:
   Portfolio 7 - Table Page
2. Reading assignment to be completed by next class meeting:
   Chapter 14.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   - Have students read/reread the uncovered objectives in their textbooks.
   - Attempt to make up at beginning of next class.

2. If extra time is available after all objectives are met:
   - Review previous material for reinforcement.
   - Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).
   - Have students surf web sites that are examples of objectives covered in the day's lesson.
   - Give students opportunity to use the time to work on their portfolio assignments.

Week: 7   Frames

Objectives:

The instructor will:

- Give a synopsis of the previous week's lesson.
- Present a lesson to cover the Student's objectives

Students will learn about:

- Creating a framed web site
- Controlling the appearance of frames with the frame and frameset parameters
- Creating links which target different frames
- Creating links which open new windows and load a page into the entire window
- Using javascript to prevent a page from loading within a frame

Student Learning:

- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:

- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:

- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.
- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*

- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page
www.about.com/	A information web site (enter HTML in the search box).
http://hotwired.lycos.com/webmonkey/teachingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.

Instructions

Motivation:

Before we go any further, you must stop and think about style and design. We are about to learn a method of laying out pages that is usually one of the worst tools to use in design. We will cover the reasons why frames are not acceptable in most situations as well as some other style guidelines. The usage of frames and browsers that support frames is growing, so we will discuss some of the do's and don'ts of frames.

Teaching Practice:

1. Use a computer that everyone can see and demonstrate how to use the various tags associated with tables
2. Have students practice on their workstations.
3. Introduce/reintroduce the students to the following tags:
   - See COM 116-003 HTM Cheatsheet, Updated 2/18/02, pages 1 through 6.

Assignment:

1. Study for midterm. Material covered in weeks 1 through 7. Chapters 2 through 7, 9, 10, 14 and 19.
2. Take home assignment due the next class meeting:
   Portfolio 8 - Framed Page
3. Reading assignment to be completed by next class meeting:
   Chapter 13.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   - Have students read/reread the uncovered objectives in their textbooks.
   - Attempt to make up at beginning of next class.
2. If extra time is available after all objectives are met:
   - Review previous material for reinforcement.
   - Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).
   - Have students surf web sites that are examples of objectives covered in the day's lesson.
   - Give students opportunity to use the time to work on their portfolio assignments.

Week: 8   Midterm/Style Sheets

Objectives:

The instructor will:

- Give a synopsis of the previous week's lesson.
- Answer questions (but not give the test away)
- Administer the Midterm Exam
- Present a lesson to cover the Student's objectives

Students will:

- Demonstrate how to use set margins, justify, set text and color with style sheets
- Use simple internal and external style sheets

Student Learning:

- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:

- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:

- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.
- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.

URL	Site
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page
www.about.com/	A information web site (enter HTML in the search box).
http://hotwired.lycos.com/webmonkey/teachingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.

Instructions

Motivation:

A scenario: You've finished your website for your client/company. Weeks of work coding and editing. 40 separate html pages make up the site. Your client/company comes back at the last minute and wants some "minor" (in their eyes) changes. "We need you to make all the headings in red and in a different type font than you have now. But we're not sure of which type to use. So we want to see it in examples of Verdana, Arial and Times Roman." "And, oh yeah, be prepared to switch it again when the president of the company gets back off of his vacation in case he doesn't like it. And we need this done right away..."

This could now mean many hours of re-coding. Going through all 40 pages and redefining the attributes of some of the tags. What if the president doesn't like red or the shade of red that appears? What if they select another font? Is there a way to make global changes over a web site?

The answer is yes (sort of). By designing web sites using Cascading Style Sheets (CSS), changes affecting an entire site can be made on one file (the .css file) that would affect all the html pages in the web site. It's not to late for our web designer in the scenario. It will take some work. But not as much as changing every H1, H2, H3... tag in the 40 page site.

Teaching Practice:

1. Use a computer that everyone can see and demonstrate a basic CSS.
2. Have students practice on their workstations.
3. Have students browse various web sites on CSS.

Assignment:

1. Take home assignment due the next class meeting:
   Portfolio 9 - Style Sheets
2. Reading assignment to be completed by next class meeting:
   Chapter 16.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   - Have students read/reread the uncovered objectives in their textbooks.
   - Attempt to make up at beginning of next class.
2. If extra time is available after all objectives are met:
   - Review previous material for reinforcement.
   - Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).
   - Have students surf web sites that are examples of objectives covered in the day's lesson.
   - Give students opportunity to use the time to work on their portfolio assignments.

Week: 9   Forms

Objectives:

The instructor will:

- Give a synopsis of the previous week's lesson.
- Present a lesson to cover the Student's objectives

Students will learn about:

- Creating forms on a web page
- Describing three ways that form data is handled
- Receiving form data in an e-mail message
- Using all of the form HTML 4.0 tags

Student Learning:

- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:

- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:

- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.
- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page

URL	Site
www.about.com/	A information web site (enter HTML in the search box).
http://hotwired.lycos.com/webmonkey/teachingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.

Instructions

Motivation:

One of the most fundamental ways to interact with users is to ask questions and collect responses. HTML provides the ability to create a variety ways to do this. It could be with text boxes, radio buttons, drop down lists and other graphical devices.

Teaching Practice:

1. Use a computer that everyone can see and demonstrate forms.
2. Have students practice on their workstations.
3. Have students browse various web sites and discuss use of forms.

Assignment:

1. Take home assignment due the next class meeting:
   Portfolio 10 - Forms
2. Reading assignment to be completed by next class meeting:
   Chapter 15.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   - Have students read/reread the uncovered objectives in their textbooks.
   - Attempt to make up at beginning of next class.
2. If extra time is available after all objectives are met:
   - Review previous material for reinforcement.
   - Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).

- Have students surf web sites that are examples of objectives covered in the day's lesson.
- Give students opportunity to use the time to work on their portfolio assignments.

Week: 10 Java/Java Script

Objectives:

The instructor will:

- Give a synopsis of the previous week's lesson.
- Present a lesson to cover the Student's objectives

Students will learn about:

- Identifying features of Java
- Using Java applets in a Web page
- Identifying where Java Applets can be located on the Web server
- Identifying features and appropriate uses of JavaScript
- Embedding JavaScripts in HTML code
- Identifying JavaScript Language concepts
- Comparing JavaScript and Java

Student Learning:
- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:
- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:
- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.

- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page
www.about.com/	A information web site (enter HTML in the search box).
http://hotwired.lycos.com/webmonkey/teachingtool/html.html	A web developer's resource site.

Instructions

Motivation:

JavaScript is a scripting language that is used to create small sets of instructions which interact with a user on a web page. It was used initially to enhance sites with "cool stuff." JavaScript has become the tool to build sophisticated interaction into a web page. JavaScript was first developed by Netscape and called LiveScript. Sun Microsystems, the developer of Java, worked with Netscape to create the current JavaScript.

Teaching Practice:

1. Use a computer that everyone can see and demonstrate copying JavaScript and putting it into their own web pages.
2. Have students practice on their workstations.
3. Have students browse various web sites for sources of Java applets and JavaScript.

Assignment:

1. Take home assignment due the next class meeting:
   Portfolio 11 - Java & Java Script
2. Reading assignment to be completed by next class meeting:
   Chapters 11 and 12.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   - Have students read/reread the uncovered objectives in their textbooks.
   - Attempt to make up at beginning of next class.
2. If extra time is available after all objectives are met:
   - Review previous material for reinforcement.
   - Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).
   - Have students surf web sites that are examples of objectives covered in the day's lesson.
   - Give students opportunity to use the time to work on their portfolio assignments.

Week: 11 Planning/Organization

Objectives:

The instructor will:

- Give a synopsis of the previous week's lesson.
- Present a lesson to cover the Student's objectives.

Students will learn about:

- Planning and organizing their web sites.
- Storyboarding and flowcharting web sites.

Student Learning:

- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:

- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:

- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.
- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page
www.about.com/	A information web site (enter HTML in the search box).

URL	Site
http://hotwired.lycos.com/webmonkey/teach-ingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.
http://info.med.yale.edu/caim/manual/con-tents.html	Yale Style Guide
http://www.useit.com/alertbox/9605.html	Top Ten Mistakes in Web Design
http://www-3.ibm.com/ibm/easy/eou_ext.nsf/publish/558	IBM's **Ease of Use website**

Instructions

Motivation:

Some people can just site down, mentally visualize what they want their web site to be, and start coding. And some are fairly successful at it. But for most of us, there really should be some sort of plan...a rhyme and reason...to our sites. Proper planning and organization can help us be more productive and help to reduce wasted time and energy.

If you will be developing web pages for others (individuals or businesses), many times they may want, or require, some sort of idea of what the site will be before you get started. You may have to conform to some sort of "corporate style" or look. You may actually have to sell your client (or boss) on your ideas for the site. This is where storyboarding and flow charting aid you in developing your site and giving others an idea of what it will be like.

Teaching Practice:

1. Use a computer that everyone can see and demonstrate ways to storyboard and flowchart.
2. Discuss various ways to plan and organize websites and how to overcome pitfalls.
3. Have students browse various web sites for sources of website planning and organization.

Assignment:

1. Study for quiz. Material covered in weeks 8 through 11. Chapters 11 through 13, 15 and 16.
2. Take home assignment due the next class meeting:

Portfolio 12 - Storyboard/Flowchart
3. Reading assignment to be completed by next class meeting:
Chapter 18.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   - Have students read/reread the uncovered objectives in their textbooks.
   - Attempt to make up at beginning of next class.
2. If extra time is available after all objectives are met:
   - Review previous material for reinforcement.
   - Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).
   - Have students surf web sites that are examples of objectives covered in the day's lesson.
   - Give students opportunity to use the time to work on their portfolio assignments.

Week: 12 Quiz 2/Meta Tags/Style Guides

Objectives:

The instructor will:

- Give a synopsis of the previous week's lesson.
- Answer questions (but not giving the quiz away).
- Administer the quiz.
- Present a lesson to cover the Student's objectives

Students will be able to:

- Describe what Meta tags are used for.
- Incorporate Meta tags in their HTML files.
- State the two Meta tags that always should be in their HTML files.
- Describe what a "search engines", "robots" and "spiders" are.

Student Learning:
- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:
- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:
- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.
- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.

URL	Site
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page
www.about.com/	A information web site (enter HTML in the search box).
http://hotwired.lycos.com/webmonkey/teachingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.
http://www.searchenginewatch.com/webmasters/meta.html	A site about getting your pages to show in searches
http://vancouver-webpages.com/META/mk-metas.html	A Meta tag generator site
http://www.webpromote.com/tools/metatag.asp	A Meta tag generator site

Instructions

Motivation:

<meta> tags do not change the appearance or content of your page. But they have an important part on you web page. <meta> tags describe the page -- they give information about your page like:

- Who made it
- What it is about
- What search terms will match it and pull it up in a search engine

Browsers look at this information in the <meta> tag, search engines look at this information, and sometimes, people look at it too.

Teaching Practice:

1. Use a computer that everyone can see and show examples of Meta tags.
2. Discuss various ways to plan and organize websites and how to overcome pitfalls.
3. Have students browse various web sites for sources of website planning and organization.

Assignment:

1. Take home assignment due Week 14:
   Portfolio 13 - Your Web Page

2. Reading assignment to be completed by next class meeting:
FTP Handout.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   • Have students read/reread the uncovered objectives in their textbooks.
   • Attempt to make up at beginning of next class.
2. If extra time is available after all objectives are met:
   • Review previous material for reinforcement.
   • Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).
   • Have students surf web sites that are examples of objectives covered in the day's lesson.
   • Give students opportunity to use the time to work on their portfolio assignments.

Week: 13 File Transfer Protocol (FTP)/Composers/HTML Testing

Objectives:

The instructor will:

- Give a synopsis of the previous week's lesson.
- Go over last week's quiz.
- Present a lesson to cover the Student's objectives

Students will learn about:

- Using a Web site development tool to develop a Web page and update HTML links.
- Testing a web page at an HTML web tester site
- Uploading a page to a web site

Student Learning:

- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:

- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:

- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.
- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.

URL	Site
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page
www.about.com/	A information web site (enter HTML in the search box).
http://hotwired.lycos.com/webmonkey/teachingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.

Instructions

Motivation:

We've gone through the semester so far by hand-coding our html. Many are saying "there has to be an easier way", and they are right...well, almost. HTML editors and composers can simplify many things in constructing HTML pages. But they too have their limitations.

Even then, is there a way to "check" our HTML pages? Yes, there are testing "services out on the web that can check your HTML. We will explore some of them. And after all that, we need to actually get our pages to the server so the world can see. This is where File Transfer Protocol (FTP) programs come into play.

Teaching Practice:

1. Use a computer that everyone can see and show examples of FTP programs.
2. Use a computer that everyone can see and show examples of composers and HTML Editor programs.
3. Have students browse various web sites for sources of FTP programs.

Assignment:

1. Take home assignment due Week 14:

   Portfolio 13 - Your Web Page
2. Reading assignment to be completed by next class meeting:

   Review all chapters for upcoming final exam.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   - Have students read/reread the uncovered objectives in their textbooks.
   - Attempt to make up at beginning of next class.
2. If extra time is available after all objectives are met:
   - Review previous material for reinforcement.
   - Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).
   - Have students surf web sites that are examples of objectives covered in the day's lesson.
   - Give students opportunity to use the time to work on their portfolio assignments.

Week: 14 Miscellaneous/Review/Show & Tell

Objectives:

The instructor will:

- Give a synopsis of the previous week's lesson.
- Conduct a review for the Final Exam

Students will:

- Ask questions
- Show & Tell about their personal web site (Portfolio 13)

Student Learning:

- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:

- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:

- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.
- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page
www.about.com/	A information web site (enter HTML in the search box).

URL	Site
http://hotwired.lycos.com/webmonkey/teachingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.

Instructions

Motivation:

Show and tell time! You've been working hard all semester and it is time to show your fellow students what you've learned. I don't want to keep it a secret any longer.

OK, so you are also worried about the final exam. We will also do a review.

Teaching Practice:

1. Use a computer that everyone can see and have students show and explain their websites.
2. Inform students which areas will be covered on the final.
3. Answer questions and review material.

Assignment:

1. Study for Final Exam. Material covered in weeks 8 through 14.
2. Take home assignment due the next class meeting:
   None
3. Reading assignment to be completed by next class meeting:
   Review chapters 11 through 13, 15, 16, 18 and handouts.

Contingencies:

These contingencies are a guideline of what to do if time runs short or if extra time is available. They are flexible and should be based on how the class is progressing.

1. If time runs short (not all objectives completed in class session):
   • Have students read/reread the uncovered objectives in their textbooks.
   • Attempt to make up at beginning of next class.
2. If extra time is available after all objectives are met:
   • Review previous material for reinforcement.
   • Give students additional information that enhances what they have covered already (e.g. other tag attributes not covered).

- Have students surf web sites that are examples of objectives covered in the day's lesson.
- Give students opportunity to use the time to work on their portfolio assignments.

Week: 15 Final Exam

Objectives:

The instructor will:

- Answer questions (but not give the test away)
- Administer the Final Exam
- Encourage Student to take more Multimedia courses

The Students will:

- Take Final Exam
- Show & Tell about their personal web site (Portfolio 13)

Student Learning:

- Writing skills.
- Computer skills.
- Web design skills.
- Interpersonal skills.

Teaching Strategy:

- Direct instruction
- Group discussion
- Hand-on instruction

Lesson Support Materials:

- Courses Syllabus
- Portfolio Assignment Sheets
- Computers with a web browser and text editing software.
- The course textbook: <creative html desigh.2>, *Lynda Weinman & William Weinman, New Riders, 2001*
- Web sites:

URL	Site
www.webopedia.com	Webopedia - Dictionary and search engine for computer and Internet technology.
www.w3c.org/MarkUp/	W3C HyperText Markup Language Home Page

URL	Site
www.about.com/	A information web site (enter HTML in the search box).
http://hotwired.lycos.com/webmonkey/teach-ingtool/html.html	A web developer's resource site.
www.jalfrezi.com	Sizzling HTML Jalfrezi is a comprehensive guide to writing web sites.

Instructions

Motivation:

This is it, the whole enchilada, the whole ball of wax...the finale. But like Yogi Berra (not Yogi Bear) said, "It ain't over til it's over". You are now all web experts. All this semester's hard work comes to a close...for now. The final will demonstrate the knowledge you have accumulated over the past 15 weeks. Your personal web sites demonstrate this as well. Make me proud!

Teaching Practice:

- Answer student questions regarding HTML (but don't give the test away).
- Administer the Final Exam
- Have students display their personal web sites (Portfolio 13)
- Promote further multimedia courses

Assignment:

Encourage students to continue their multimedia experience:

- **COM 111 - Introduction to Multimedia**. Designed for beginners, course content is geared toward potential producers, educators, business people, and home-based users. We'll explore the variety of hardware and software now used to produce multimedia, from simple audience-oriented presentations to highly interactive CD ROM programs. Through lectures, demonstrations, and hands-on laboratory experience, we'll examine the production techniques, application uses, trends, business and legal concerns, design elements, and the product evaluation standards currently used in the multimedia industry. Students will develop the design, storyboards, and prototype for a project. 3 units min / 3 units max, Lecture

- **COM 112 - Multimedia Platforms**. Multimedia Platforms is a "start here" course for anyone interested in an umbrella introduction to the latest in multimedia hardware, software, and operating systems. Designed for first time home users, students, or business people, this course offers a hands-on overview of the basics in how personal computer systems work, major software genres, PC information resources, and multimedia peripherals. Hardware topics include computer-system terminology, monitors, printers, scanners, CD ROMs, modems, networks, sound and video cards, mouse operations, multimedia equipment, and utility accessories. Software topics include basic operating systems (DOS and Windows), and major types of special application and utility programs. We'll also cover system maintenance, networks, BBS access, desktop conferencing and how to customize, integrate, and manage exactly the type of computer system for your needs. 3 units min / 3 units max, Lecture/Lab

- **COM 216 - Advanced Online Publishing**. This course is geared toward web page designers who need to incorporate advanced control management and interactive elements into their web pages through scripting languages. Students will use the Java Script to write their own scripts for their web pages which will provide functions such as interactivity, create software to read and manipulate forms, and set "Cookies" to record information on users visiting a site. Advanced features of Netscape and Microsoft Internet Explorer will be introduced and used in web pages. Prerequisite: COM 116

- **COM 217 - Multimedia Authoring**. This course is geared toward multimedia designers who will be creating kiosks, CD ROM software, marketing and educational software, and interactive sites. Students will use a popular authoring software package to create an interactive multimedia presentation. The design, storyboarding, prototyping, testing and production techniques for creating a multimedia package will be followed with the final project. Prerequisite: COM 115 and COM116 and COM 215 3 units min / 3 units max, Lecture

- **COM 218 - Building Commercial Websites**. This course provides information and skills for students seeking to create web sites with secure transactions, information transfer, and promotions. Students will set up sites using commercial software designed specifically for Online Commerce and can decide to continue the portfolio assignment as an actual presence for an organization. Students must already have web page development skills. Prerequisite: COM 116 3 units min / 3 units max, Lecture

- **COM 219 - Building Instructional Websites.** Students will examine the application of instructional design to teaching through an Internet or Intranet. Students will be creating advanced web pages for use in a training or educational setting, examining methods of creating interactive learning experiences and examining methods to integrate learning strategies into online course material. Prerequisite: COM 111 and COM 115 and COM 116 3 units min / 3 units max, Lecture

Contingencies:

Last day of class.