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Web Design

North Carolina Agricultural and Technical State University

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NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

COURSE SYLLABUS

College Name: College of Science and Technology
Department Name: Department of Graphic Design Technology
Course Name: Web Design

COURSE INFORMATION

- Course Number/Section: GCS 381
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.

If there's a graduate teaching assistant assigned to work with this course, please include their names also.

STUDENT HOURS

These are times students may visit the professor without an appointment to request the assistance they need.

NOTE: Students are responsible for reading, understanding, and following the syllabus.

: AM ☐ / PM ☐ – : AM ☐ / PM ☐

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

COURSE PREREQUISITES

Course Syllabus (rev 05-15-20 by the Extended Campus)

None

COURSE DESCRIPTION

This course provides integration of graphic communications applications and streamlined workflow for students to design and develop Web sites. This course explores the fundamentals of web authoring for Internet and Intranet use. Major emphasis will be placed on interactive web site development.

STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)

Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.

If the course is a General Education Course, the SLO should be listed and labeled as "General Education."

SLO 1: Communication

Competency: 1.3 The student will be an effective presenter by attending to eye contact, selection of media, visual aids, posture, speaking (including correct grammar), writing, professional attire, organization, main ideas, presentation software, and proper layout of presentation media.

SLO 2: Critical Thinking

Competency: 2.2 The student is able to critique a design based on design criteria; either his or her own design and the designs of others.

SLO 3: Disciplinary Expertise

Competency: 3.7 The student will apply the principles of web development to develop dynamic, interactive and multimedia web sites.

SLO 4: SLO 3.6.0: Disciplinary Expertise – Design

Competency: 3.6.3 The student can apply the elements and principles of design in technical applications.

REQUIRED TEXTBOOKS AND MATERIALS

Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.

REQUIRED TEXTS:

Niederst, R. J. (2018). *Learning web design: A beginner's guide to HTML, CSS, Javascript and web graphics*. (5 edition)
ISBN-13: 978-1491960202
ISBN-10: 1491960205

REQUIRED MATERIALS:

Dreamweaver or Brackets

SUGGESTED COURSE MATERIALS

SUGGESTED READINGS/TEXTS:

SUGGESTED MATERIALS:

GRADING POLICY

ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

For GRADUATE COURSES: See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Introduction Discussion Board	1	1
Synchronous Sessions	14	0
Assignments	10	50
Quizzes	13	26
Projects	3	23
Class Presentation	1	0
Total	42	100%

COURSE POLICIES

USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

Note: Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>

For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54
EXTRA CREDIT

LATE WORK

SPECIAL ASSIGNMENTS

For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)

For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at accessibilityresources@ncat.edu. Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

Please note: Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

TITLE IX

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

TECHNICAL SUPPORT

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES

If applicable:

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER

https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf

OTHER POLICIES (e.g., Copyright Guidelines, Confidentiality, etc.)

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

SEXUAL MISCONDUCT POLICY

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

<https://www.ncat.edu/registrar/ferpa.php>

STUDENT COMPLAINT PROCEDURES

<https://www.ncat.edu/current-students/student-complaint-form.php>

STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;

6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

For GRADUATE STUDENTS: Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)

ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1- Introduction of GCS 381	ULO 1: Navigate the structure, content, and instructional materials in Blackboard. (SLO 3) ULO 2: Describe the course information, course expectations, and student responsibilities. (SLO 3) ULO 3: Prepare required environments/materials for Web Design. (SLO 3)	1. Read: Syllabus 2. Take: Quiz #1: Syllabus Quiz (ULO 1-3) 3. Complete: Discussion Board #1: Introduce Yourself (ULO 1,2)
	Unit 2- Introduction of Web Design	ULO 1: Distinguish web-related disciplines, specialties, software, and equipment. (SLO 3) ULO 2: Explain how the web and web pages works. (SLO 3)	1. Read: Chapter 1-3 2. Take: Quiz #2 (Chapters 1-3) (ULO 1,2)

		ULO 3: Identify progressive enhancement, responsive web design, accessibility, and site performance. (SLO 3)	
	Unit 3- Structure	<p>ULO 1: Identify website structure of an HTML5 document. (SLO 3)</p> <p>ULO 2: Identify the syntax for elements and attributes. (SLO 3)</p> <p>ULO 3: Create a simple webpage with text. (SLO 3)</p>	<ol style="list-style-type: none"> 1. Read: Chapter 4 2. Take: Assignment #1: Ch.4 (ULO 1-3) 3. Take: Quiz #3: Ch. 4 (ULO 1,2)
	Unit 4- Web Planning & Design	<p>ULO 1: Identify the process of web design. (SLO 3)</p> <p>ULO 2: Identify the design tips and principles for creating websites. (SLO 3)</p> <p>ULO 3: Create wireframes for a website. (SLO 3)</p>	<ol style="list-style-type: none"> 1. Take: Assignment #2: Project 1-1 (Phase 1: Website Wireframe) (ULO 1-3)
	Unit 5- Text and Lists	<p>ULO 1: Identify the elements for creating text content. (SLO 3)</p> <p>ULO 2: Set up headings and paragraphs. (SLO 3)</p> <p>ULO 3: Create unordered, ordered, and description lists. (SLO 3)</p> <p>ULO 4: Apply page organizing elements, inline elements, and generic elements into webpages. (SLO 3)</p>	<ol style="list-style-type: none"> 1. Read: Jennifer Robbins (2018) <i>Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics</i> (5 edition) Jennifer Robbins <ol style="list-style-type: none"> a. Chapter 5 Text and Lists 2. Take: Assignment #2 (Ch 5) (ULO 1) 3. Take: Quiz #4 (Ch 5) (ULO 2-4)
	Unit 6- Links	<p>ULO 1: Identify the elements to create various links. (SLO 3)</p> <p>ULO 2: Create links to external pages. (SLO 3)</p> <p>ULO 3: Create links to web pages on your own server. (SLO 3)</p>	<ol style="list-style-type: none"> 1. Read: Jennifer Robbins (2018) <i>Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics</i> (5 edition) Jennifer Robbins <ol style="list-style-type: none"> a. Chapter 6 Links 2. Take: Assignment #3: Assignment #3 (Ch 6) (ULO 1) 3. Take: Quiz #5 (ULO 2-5)

		<p>ULO 4: Create links within a page. (SLO 3)</p> <p>ULO 5: Create email links. (SLO 3)</p>	
	Unit 7- Images	<p>ULO 1: Identify the HTML elements regarding images. (SLO 3)</p> <p>ULO 2: Add images with right formats. (SLO 3)</p> <p>ULO 3: Optimize images for the web. (SLO 3)</p> <p>ULO 4: Create responsive images. (SLO 3)</p>	<ol style="list-style-type: none"> 1. Read: Jennifer Robbins (2018) <i>Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics</i> (5 edition) Jennifer Robbins a. Chapter 7 2. Take: Assignment #4: Assignment #4 (Ch 7) (ULO 2,3) 3. Take: Quiz #6 (ULO 1-4)
	Unit 8- Embedded Media	<p>ULO 1: Identify HTML elements and attributes regarding adding media. (SLO 3)</p> <p>ULO 2: Add video and audio in web pages. (SLO 3)</p>	<ol style="list-style-type: none"> 1. Read: Jennifer Robbins (2018) <i>Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics</i> (5 edition) Jennifer Robbins a. Chapter 10 2. Complete: Assignment #5 (Ch 10) (ULO 2) 3. Take: Quiz #7 (Ch 10) (ULO 1-2) 4. Complete: Project #2: Project 1-2 (Phase 1: Functional Website) (ULO 1-2)
	Unit 9- Introduction of CSS	<p>ULO 1: Identify what CSS does and how CSS works. (SLO 3)</p> <p>ULO 2: Attach styles to the HTML document. (SLO 3)</p> <p>ULO 3: Identify inheritance, the cascade, properties, and values. (SLO 3)</p>	<ol style="list-style-type: none"> 1. Read: Robbins, J. R. (2018). <i>Learning web design: A beginner's guide to HTML, CSS, Javascript, and web graphics</i>. O'Reilly Media. a. Chapter 11 2. Complete: Assignment #6: Assignment #6 (Ch 11) (ULO 2) 3. Complete: Quiz #8 (Ch 11) (ULO 1-3)
	Unit 10- Formatting Text Fonts/ color/ marks Style	<p>ULO 1: Identify properties related to formatting text elements. (SLO 3)</p> <p>ULO 2: Format and style text content. (SLO 3)</p> <p>ULO 3: Apply style for lists. (SLO 3)</p>	<ol style="list-style-type: none"> 1. Read: Robbins, J. R. (2018). <i>Learning web design: A beginner's guide to HTML, CSS, Javascript, and web graphics</i>. O'Reilly Media. a. Chapter 12

			<p>2. Complete: Assignment #7: Assignment #7 (Ch 12) (ULO 2-3)</p> <p>3. Complete: Quiz #9 (Ch 11) (ULO 1-3)</p>
	Unit 11- Colors and Backgrounds	<p>ULO 1: Identify the elements, attributes, properties, and selectors for adding colors. (SLO 3)</p> <p>ULO 2: Identify the use of color values. (SLO 3)</p> <p>ULO 3: Add foreground and background colors. (SLO 3)</p> <p>ULO 4: Create color gradients. (SLO 3)</p>	<p>1. Read: Robbins, J. R. (2018). <i>Learning wWeb dDesign: A beginner's guide to HTML, CSS, Javascript, and web graphics</i>. O'Reilly Media. a. Chapter 13</p> <p>2. Complete: Assignment #8: Assignment #8 (Ch 13) (ULO 3,4)</p> <p>3. Complete: Quiz #10 (Ch 13) (ULO 1-4)</p>
	Unit 12- Box	<p>ULO 1: Identify the box model and box-related properties. (SLO 3)</p> <p>ULO 2: Organize website content with boxes. (SLO 3)</p> <p>ULO 3: Apply boxes in web pages. (SLO 3)</p> <p>ULO 4: Style boxes in web pages. (SLO 3)</p>	<p>1. Read: Robbins, J. R. (2018). <i>Learning wWeb dDesign: A beginner's guide to HTML, CSS, Javascript, and web graphics</i>. O'Reilly Media. a. Chapter 14</p> <p>2. Complete: Assignment #9: Assignment #9 (Ch 14) (ULO 2-4)</p> <p>3. Complete: Quiz #11 (Ch 14) (ULO 1-4)</p>
	Unit 13- Floating and Positioning	<p>ULO 1: Identify the types and properties of floating and positioning (SLO 3)</p> <p>ULO 2: Control the position of elements in web pages. (SLO 3)</p>	<p>1. Read: Niederst, R. J. (2018). <i>Learning web design: A beginner's guide to HTML, CSS, Javascript, and Web Graphics</i>. a. Chapter 15</p> <p>2. Complete: Assignment #10: Assignment #10 (Ch 15) (ULO 2)</p> <p>3. Complete: Quiz #12 (Ch 15) (ULO 1-2)</p>
	Unit 14- Responsive Design	<p>ULO 1: Identify what RWD is and why it is used. (SLO 3)</p> <p>ULO 2: Apply media queries to make</p>	<p>1. Read: Niederst, R. J. (2018). <i>Learning web design: A beginner's guide to HTML, CSS, Javascript, and Web Graphics</i>. a. Chapter 17</p>

		website responsive. (SLO 3)	2. Complete: Project 1-3 (Phase 3: Styling Website) (ULO 1-2) 3. Complete: Quiz #13 (Ch 17) (ULO 1-2)
	Unit 15- Presentations	ULO 1: Create an interactive and multimedia website. (SLO 3,4) ULO 2: Present their website via appropriate media and visual aids. (SLO 1) ULO 3: Articulate their web design clearly. (SLO 1)	1. Complete: Project 1-3 (Phase 3: Styling Website (ULO 1-3)

** These descriptions and timelines are subject to change at the discretion of the instructor.*