Course Syllabus

IMED 1416 – Web Design I

Revision Date: January 10, 2017

Catalog Description: Instruction in web design and related graphic design issues including mark-up languages, web sites, and browsers.

Lecture hours = 3, **Lab hours** = 3

Prerequisites: none

Semester Credit Hours: 4
Lecture Hours per Week: 3
Lab Hours per Week: 3
Contact Hours per Semester: 96

State Approval Code: 11.0801

Instructional Goals and Purposes: The purpose of this course is to provide an introduction to Expression Web 3. A basic understanding of the Internet, computers, data entry, and program tools such as dialog boxes and menu bars is assumed. The goals of this class are to teach the fundamentals of Microsoft Expression Web 3. To expose students to the planning and decision-making process involved in creating Web pages, Web sites, and style sheets. To acquaint students with the proper procedures to create Web pages and Web sites that includes text, images, and hyperlinks, and are suitable for coursework, professional purposes, and personal use. To help students use the Expression Web tools and user interface to create Web pages, Web sites, and style sheets that are easy to create, maintain, and use and to develop an exercise-oriented approach that allows learning by doing.

Learning Outcomes:
1. Identify how the Internet functions with specific attention to the World Wide Web and file transfer
2. Apply design techniques in the creation and optimization of graphics and other embedded elements
3. Demonstrate the use of World Wide Web Consortium (W3C) formatting and layout standards
4. Design, create, test, and maintain a web site.

Specific Course Objectives (includes SCANS):
After studying all materials and resources presented in the course, the student will be able to:

1. Given a definition, the learner will identify the matching term as it relates to web page design or web page design software. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)

2. Given a description, the learner will identify the matching concept as it relates to web page design or web page design software. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)

3. Given a description of the desired results, the learner will demonstrate skills required to create a web site. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)

4. Given a description of the desired results, the learner will demonstrate skills required to modify a web site using graphics and hyperlinks. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)

5. Given a description of the desired results, the learner will demonstrate skills required to modify a web site using lists, anchors and web site views. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)

6. Given a description of the desired results, the learner will demonstrate skills required to modify a web site using graphics and hyperlinks. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)

7. Given a description of the desired results, the learner will demonstrate skills required to modify a web site using shared borders and themes. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)

8. Given a description of the desired results, the learner will demonstrate skills required to modify a web site using tables and frames. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)

9. Given a description of the desired results, the learner will demonstrate skills required to publish a web site. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)

SCANS learned indirectly: 1a-iv, 1a-v, 1c-iii, 1c-iv, 1c-v, 2a-i, 2b-ii, 2b-iv, 2b-vi

Course Content:
Students in all sections of this course will be required to do the following:

1. To discover the fundamentals of Microsoft Expression Web 3
2. To be exposed to the planning and decision-making process involved in creating Web pages, Web sites, and style sheets
3. To acquaint themselves with the proper procedures to create Web pages and Web sites that include text, images, and hyperlinks, and are suitable for coursework, professional purposes, and personal use
4. To use the Expression Web tools and user interface to create Web pages, Web sites, and style sheets that are easy to create, maintain, and use
5. To develop an exercise-oriented approach that allows learning by doing

Methods of Instruction/Course Format/Delivery:

1. Lectures: Important material from the text and outside sources will be covered in class. Students should plan to take careful notes as not all material can be found in the texts or readings. Discussion is encouraged as is student-procured outside material relevant to topics being covered.
2. Assignments: End of chapter activities and online activities will be assigned weekly to reinforce material in the text. These assignments may require the application of various software packages.
3. Quizzes: Occasional unannounced quizzes will be given to help ensure students stay up with assigned material.
4. Exams: Three exams will be given. The exams will be closed book/notes and will test assigned readings and material discussed in class. Review sheets will be provided prior to the exam day. The final exam will not be comprehensive in nature. However, the instructor reserves the right to retest on material that was not appropriately comprehended. These items will be noted on exam review sheets.
5. Participation: Student participation will be graded by the level of class participation and attendance.

Assessment:
The following items will be assigned during the semester and used to calculate the student's final grade:

- ***EXAMS***
  All four exams will be multiple choice tests given through Canvas and MUST be taken in a proctored environment, either with the instructor or in one of our official testing centers.

- ***QUIZZES***
  Chapter Quizzes are not proctored and will be set to record the highest of three attempts. Each quiz will have approximately ten multiple choice questions and should be taken at the end of each chapter studied.

- ***PORTFOLIO***
  Portfolio grades will consist of end of chapter assignments designated with a P before the name in Canvas (ex. P1, P2, etc.) These are projects demonstrating the skills learned from the chapter and will require the completion of one or more web pages.

- **ASSIGNMENTS**
  This will include assigned labs from the end of each chapter, discussion questions and any other graded assignments.

- **ATTENDANCE**
  Attendance grades will be assigned according to class participation. If the assignments are submitted each week as required, the student will be given points for attendance for that week. If the quizzes, portfolio project and assignment due that week are not ALL submitted on time then points will be deducted from the attendance grade.

Course Grade:
The grading scale for this course is as follows:

- Exams – 30%
- Quizzes – 20%
- Portfolio – 25%
- Assignments – 20%
- Attendance – 5%

Texts, Materials, and Supplies:
- *Textbook: Microsoft Expression Web 3: Comprehensive,*
  ISBN-13: 978-0-538-47444-3; ISBN-10: 0-538-47444-0
- USB drive to save work files
- Access to a computer on the internet
- Access to Microsoft Expression Web 3 (or higher) software

Other:
- For current texts and materials, use the following link to access bookstore listings:
  http://www.panolacollegestore.com
- For testing services, use the following link: http://www.panola.edu/elearning/testing.html
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder:* http://www.panola.edu/student-success/documents/pathfinder.pdf

SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

   a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
      v) Speaking: Organize ideas and communicate orally.

   b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) Creative Thinking: generate new ideas.
      ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) Problem Solving: recognize problems and devise and implement plan of action.
      iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
      v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities**: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) Responsibility: exert a high level of effort and persevere toward goal attainment.
      ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
      iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) Integrity and Honesty: choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

   a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
      i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
      ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
      iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
      Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) **Interpersonal Skills**: A worker must work with others effectively.
      i) Participate as a Member of a Team: contribute to group effort.
      ii) Teach Others New Skills.
      iii) Serve Clients/Customers: work to satisfy customer's expectations.

iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.

v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.

vi) Work with Diversity: work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information**: A worker must be able to acquire and use information.

i) Acquire and Evaluate Information.

ii) Organize and Maintain Information.

iii) Interpret and Communicate Information.

iv) Use Computers to Process Information.

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems**: A worker must understand complex interrelationships.

i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.

ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.

iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.

i) Select Technology: choose procedures, tools or equipment including computers and related technologies.

ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.

iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.