



Course Syllabus

EDTC 5560 01	Internet Applications: Web Editing	FA 2 2005
WEBH 221	R. Browne & R. Cifarelli rbrowne727@yahoo.com , rena_cifarelli@clayton.k12.mo.us	2 credit hours

1. COURSE DESCRIPTION:

This course addresses the use of web editing software (Dreamweaver) instead of coding HTML to create quick and simple websites. Basics of site definition, structure, good design, and graphics manipulation will be included; students will also explore teacher-friendly free or nearly-free options which provide web hosting and templates. Participants should have basic computer/operating system skills, and be comfortable using the Internet.

2. LEARNING OUTCOMES:

- Students will be able to utilize principles of information architecture to plan instructionally effective websites (MOSStep 4: The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards).
- Students will utilize principles of good web design to create attractive, user-friendly websites which support instructional objectives (MOSStep 4).
- Students will utilize readily available, robust web-editing software to develop simple websites (MOSStep 5: The pre-service teacher uses a variety of critical thinking, problem solving, and performance skills).
- Students will evaluate and maintain websites to reflect learner needs and instructional objectives (MOSStep 9: The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others).

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

Module 1	Introductions, overview of the Internet, information architecture
Module 2	Design basics, graphics and file formats, introduction to Dreamweaver basics
Module 3	Continuation of Dreamweaver basics
Module 4	Reports on free/nearly-free web hosting, review of design principles, quiz on design principles
Module 5	Guided practice in building websites

Module 6	Presentation of works in progress, collegial feedback
Module 7	Completion of website
Module 8	Reflective assignment

4. RESOURCES:

Textbook: Williams & Tollett, The Non-Designer's Web Book, 3rd edition

Supplemental resource: www.webmonkey.com

5. EVALUATION / GRADING SCALE:

93-100 = A

90-92 = A-

86-89 = B+

83-85 = B

80-82 = B-

70-79 = C

Class Participation	30%
Report on free/nearly free web hosting	10%
Information architecture plan	10%
Design quiz	10%
Final project	30%
Reflective assignment	10%

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation.

We plan to keep the final project. So if you desire a copy of it, please make one for yourself before turning it in.

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>).

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability, please notify your instructor as soon as possible to discuss your accommodation needs.

8. ATTENDANCE:

Attendance is crucial in all weekend courses. You are expected to attend the full time each weekend, and you are expected to arrive on time. Class participation comprises a substantial part of the grade.

Attendance at all classes is required. If a student anticipates missing a class or a portion of a class, the instructor must be notified prior to the class. Students will be required to complete the work assigned and to make up any missed work by the next class. **Please note that we only meet on two weekends; hence each meeting is crucial.**

The instructor reserves the right to lower the final grade by a letter grade for absences.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. Incompletes are not awarded except in emergencies, as defined by the instructor.

NB: An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

9. **OTHER**

Students are expected to exhibit professional and collegial behavior at all times.

Student Expectations

Students should read the material designated for this class. Reading assignments from the required texts and supplemental will be posted in weekly assignment area. It is your responsibility to read everything that is provided in the course and keep up with the location of these areas or print all of the assigned readings and tasks for your organization, time management, and learning. To support a learning atmosphere, we encourage participation and involvement. But we also expect a professional attitude in your approach to the course. Students will be evaluated on their professional demeanor in the classroom. As such, students should not disrupt face-to-face class sessions with personal conversations with their colleagues, or by accepting phone calls. Pagers should be turned off or set to a silent mode. Likewise, students should not be checking or writing email, playing computer games, watching DVDs or CD-ROMS, or participating in a online class during lecture or demonstration sessions of the course. IF you are using your computer it should be for taking notes or reviewing the material shown by the instructor. In online class sessions personal conversations with their colleagues should be conducted in the email area and not in the class discussions or during class scheduled chats. Responses to discussion questions and responses to others discussion correspondence needs to be timely.

If you have questions about these standards, please see or email the instructor. It is the student's responsibility to ask questions about the parts of the course and syllabus that seem unclear.

ALL MATERIAL FOR THIS COURSE MUST BE TYPED WITH A HEADING WITH YOUR NAME, DATE, AND EMAIL ADDRESS.

One final expectation: you should approach this course with the high ethical standards, which are the foundation of education at Webster University.

Attendance for our online courses

WebCT allows for instructors to track your attendance and frequency of visiting the different course areas. Our online courses are not independent study courses where you can set your own deadlines. We expect active participation, checking in the course once a week is not acceptable.

Grade Lobbying

Students certainly have the right to protest grades, challenge, grades, or ask for reconsideration. Such questioning is encouraged by Webster University. However, in recent years, some students have crossed the line into something excessive that demeans the entire evaluation process. First, there is a proper and professional way to challenge a grade. That is not done in a loud voice in front of the class or with other students in the class. Our policy is only to discuss grading in front of the class on the first day of the course. We will discuss grades via email for online courses or at a pre-arranged time in private for face-to-face classes. That is out of respect for your privacy.

Students who promote a particular grade for themselves before a project is even submitted are crossing the lines of what is acceptable. Likewise, students need to understand that performance is what we are asked to evaluate projects, not effort. Our estimation of your effort is included in your professionalism/particular grade.

Finally, the university has placed your instructor(s) in a position to evaluate performance based upon years of academic experience. That experience by its nature may give the instructor a different perspective on your work. Please be aware that excessive efforts to lobby for higher grades are often counter-productive.

10. STANDARDS / GOALS:

International Society for Technology in Education (**ISTE**) - National Educational Technology Standards for Teachers (**NETS**) – http://cnets.iste.org/teachers/t_stands.html

ISTE NET Standards:

1. Technology operations and concepts.

Teachers demonstrate a sound understanding of technology operations and concepts.

2. Planning and designing learning environments and experiences.

Teachers plan and design effective learning environments and experiences supported by technology.

3. Teaching, learning, and the curriculum.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

4. Assessment and evaluation.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

5. Productivity and professional practice.

Teachers use technology to enhance their productivity and professional practice.

6. Social, ethical, legal, and human issues.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

The School of Education (SOE) Goals:

1. The knowledgeable learner:

Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

2. **The informed instructor:**

Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

3. **The reflective collaborator:**

Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

4. **The responsive educator:**

Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

This syllabus is subject to change at the discretion of the instructor.