



Course Syllabus

EDTC 5560-W1	Internet Applications Building Web Pages	Fall 2005-Term 1
Online	Ralph Olliges, Ph.D. Office Phone: 314-961-2660 x7502 Office Hours: Tues., 3-4 pm. If possible, please schedule appointments. rolliges@webster.edu	2 credit hours

1. COURSE DESCRIPTION:

This course is designed to teach educators how to use hypertext markup language (HTML) to design and create web pages for use in educational settings. Students will learn how to use HTML, tags, links, and attributes for a basic understanding of publishing HTML documents.

2. LEARNING OUTCOMES:

- Students will be able to determine what components make up a good educational (school) web site (MO-STEP 1e, 2d, 4a, 4b, 5a, 5b, 6a).
- Students will gain knowledge of how to build web pages with HTML.
- Students will develop strategies for integrating web pages into their classroom curriculum video).
- Demonstrate knowledge of and used of the following HTML tags:
 - Heading tags (H1-H6)
 - Break tag, Paragraph tag, Horizontal Rule tag
 - Preformatted tag
 - Bold, Italic, Underline tags, Superscript, Subscript tags
 - List tags (ordered, unordered, definition, and nested)
 - Link tags to outside web sites and local files
 - Image Source tags
 - Alignment tags
 - Hexadecimal Code (Basic Understanding)
 - Table tags

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

Module 1	Week starting August 21	Introduction to Course/WebCT orientation/ “What makes a good educational web site?”
Module	Week starting	Text tags – read SAMS Ch 1, 2, 4

2	August 28	
Module 3	Week starting September 4	Special Characters Lists, Nested Lists – read SAMS Ch 5, 6
Module 4	Week starting September 11	Links, Relative and Absolute – read SAMS Ch 3, 7 Test #1
Module 5	Week starting September 18	Graphics, Alt tag, Alignment Hexadecimal Code, Background Colors and Images – read SAMS Ch 9, 10
Module 6	Week starting September 25	Intro to Tables – read SAMS Ch 13 Test #2
Module 7	Week starting October 2	Work on Project
Module 8	Week starting October 9	Project Completed / Final Exam due

4. RESOURCES:

Textbook: SAMS Teach Yourself HTML and XHTML in 24 hours. 6th edition.

By: Dick Oliver & Michael Morrison. SAMS Publishing. 2003. ISBN: 0-672-32520-9.

HTML Pocket Reference. 2nd edition. By: Jennifer Niederst. O'Reilly Publishing. 2002. 98 pages. ISBN: 9780596002961.

Library Readings:

- [Web site evaluation: how would your school's web site measure up?](#) By: Riccardi, Megan; Easton, D'Anne; Small, Ruth. *Teacher Librarian*, Feb2004, Vol. 31 Issue 3, p19, 4p
- [School Net Access Up; Digital Divide Remains](#) *American Libraries*, Jan2004, Vol. 35 Issue 1, p38, 1/3p; (AN 11867866)
- [Flat Stanley goes cyber: easy web projects motivate kids to use new technologies to read, write, and go global](#) Donald Leu Jr.. *Instructor* (1990) Jan-Feb 2003 v112 i5 p28(3)
- [Homework site lets parents know what's up](#) *Pro Principal*, Jan2004, Vol. 16 Issue 4, p1, 2p
- [The Learning Power of WebQuests](#) By: March, Tom. *Educational Leadership*, Dec2003, Vol. 61 Issue 4, p42, 6p, 2c, 1bw

5. EVALUATION / GRADING SCALE:

93-100 = A

90-92 = A-

86-89 = B+

83-85 = B

80-82 = B-

76-79 = C+

Weekly Readings/Writings	80
Weekly assignments	120
Lesson plan	200
Tests (2) (100 pts each)	200
Final project	200
Final exam	200

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

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

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>).

As we learn how to build web pages it is often advantageous to look at other websites and see what they have done, sometimes mimicking what other people do is helpful, let me caution you though, that if you copy another web site (multiple links, multiple graphics, or the same themes and backgrounds) we may be guilty of plagiarism. Therefore, you may need to provide credit for either graphics or backgrounds used. Sometimes similar themes and links may be used, but please try to limit the number of links that you use from other sites to no more than five.

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 online courses. This means that a student is expected to login to the course several times during each week.

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. It is important to actively participate each week in the course.

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

Expectations: EDTC 5560 is a graduate class. A graduate class includes readings from the textbook as well as library articles. It is expected that the students will write as part of the course requirements. In building web pages that meet the technical requirements of the assignment each week, it is expected that there will be considerable writing involved on each page that is designed. Further writing is expected on the discussion list each week based upon the readings assigned. Finally, a lesson plan is required at the end of the course as part of the final project. The lesson plan should include extensive writing illustrating how the web pages will be utilized in their course.

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.