



Course Syllabus

EDTC 5560-W2	Internet Applications Advanced Web Pages	Fall 2005 – Term 2
Online	Ralph Olliges, Ph.D. Office Phone: 314-961-2660 x7502 Office Hours: Webster Hall, rm. 246 Tues, 3-4 pm. If possible, please schedule appointments. rolliges@webster.edu	2 credit hours

1. COURSE DESCRIPTION:

This course provides a more in-depth knowledge of web pages. Students will gain additional experience creating web pages for use in an educational setting. *Prerequisite: Building Web Pages*

2. LEARNING OUTCOMES:

- Students will be able to determine what components make up a good educational (school) web site.
- Students will gain knowledge of how to build web pages with HTML.
- Students will develop strategies for integrating web pages into their classroom curriculum.
- Demonstrate knowledge of and used of the following HTML tags:
 - Table tags
 - Form tags
 - Frame tags
 - Style Sheets
 - OnMouseOver; OnMouseOut
 - Graphical Links

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

Module 1	Week starting October 23	Introduction to Course/WebCT Orientation Nested Tables – Ch 13
Module 2	Week starting October 30	Creating Forms – Ch 19
Module 3	Week starting November 6	Processing of Forms – Test #1 on Weeks 1-3
Module 4	Week starting November 13	Graphical Links and Clickable Image Maps OnMouseOver; OnMouseOut – Ch 11, 12, 17, 20
Module 5	Week starting November 20	Style Sheets – Ch 14, 15
Module 6	Week starting November 27	Frames – Ch 16 – Test #2 on Weeks 4-5
Module 7	Week starting December 4	Work on Project
Module 8	Week starting December 11	Presentation of Project/Final Exam

4. RESOURCES:

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

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

HTML Pocket Reference. 2nd ed. By: Jennifer Niederst. O'Reilly Publishing, 2002. ISBN: 0-596-00296-3.

Library Readings:

- The one-room schoolhouse (Internet portal) for K-12 schools. John W Collins Jr. *Campus-Wide Information Systems*, Volume 20, Number 5 (November 18, 2003), pp. 176-181
- Web-Based Lessons Using Municipal Government Sites. Cackley, Philip, 2003 (ED476122)
- Crossing the Great Divide with Networks, teaching and Interactivity. By: Gillan, Bud. *Library Media Connection*. Nov/Dec. 2003, p. 38-42.
- Accessible Web Sites: Why They're Important And Where To Begin. By: Corcoran, Charmane K.; Corcoran, Shawn D. *About Campus*, Mar2002, Vol. 7 Issue 1, p21
- Designing Web Pages That Are Usable and Accessible to All. Wheaton, Joe E.; Granello, Paul F., 2003 (ED481130)
- Effect of Computer-Mediated Communications on Teachers' Attitudes Toward Using Web Resources in the Classroom. By: Koszalka, Tiffany A.. *Journal of Instructional Psychology*, Jun2001, Vol. 28 Issue 2, p95
- Copyright Resources. By: Langran, Elizabeth; Bull, Glen. *Leading and Learning with Technology*. V 32, N 7, p 22-26.
- The Skeptical Surfer: Web Research. By: Harris, Joanne. *Green Teacher*. No. 70, p 21-24.

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.