



Course Syllabus

EDTC 5550.W1	Web Page Authoring and Design – Part I	Fall 2009
Online	Ralph Olliges, Ph.D. Phone: 314-246-7502 Office Hours: Tues/Thurs., 10-11 am and by appointment. Office: WH 246 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 instructional web pages for use in educational settings. Students will learn how to use HTML, tags, links, graphics, and tables, etc. Students will also learn about storyboarding skills, apply instructional message design principles (PARC), and explore web navigation and usability issues in educational settings.

2.) LEARNING OUTCOMES:

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
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 ISTE II c, ISTE II d, ISTE III a, ISTE III b
Students will gain knowledge of how to build web pages with HTML.		MO-STEP 1e, 2d, 4a, 4b, 5a, 5b, 6a
Students will develop strategies for integrating web pages into their classroom curriculum (video).		MO-STEP 1e, 2d, 4a, 4b, 5a, 5b, 6a
Students will demonstrate knowledge of and used of the following HTML tags: <ul style="list-style-type: none"> ○ 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) 		MO-STEP 1e, 2d, 4a, 4b, 5a, 5b, 6a

<ul style="list-style-type: none"> ○ Link tags to outside web sites and local files ○ Image Source tags ○ Alignment tags ○ Hexadecimal Code (Basic Understanding) ○ Table tags ○ Form tags ○ Frame tags ○ Style Sheets ○ OnMouseOver; OnMouseOut ○ Graphical Links 		
<p>Create storyboard for developing audio/video and web project</p>		<ul style="list-style-type: none"> • SOE Goals 1.4, 1.2,1.1,2.1,3,3.1,4.1, 4.3 • SOE Dispositions 1.1, 1.2,2.1,3.1 • MoStep 1.2.11.3 • ISTE IIe
<p>Apply PARC (proximity, alignment, repetition, contrast) message design principles to best present your instructions for the web.</p>		<ul style="list-style-type: none"> • SOE Goals 1.3, 1.4,2.3 • SOE Dispositions 1.1, 1.2,2.1 • MoStep 1.2.11.2 • ISTE II c, ISTE II d, ISTE II e, III a, ISTE III b
<p>Develop professional skills to collaborate with each other to design instructions.</p>		<ul style="list-style-type: none"> • SOE Goals 3.2, 4.2 • SOE Dispositions 2.1,1.1,3.1 • MoStep 1.3.11.4 • ISTE III a
<p>Develop reflective skills in designing instructions.</p>		<ul style="list-style-type: none"> • SOE Goals 2.4, 3.1 • SOE Disposition 1.4, 2.4 • MoStep 1.2.11.1

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

Module 1	August 23	<ul style="list-style-type: none"> • Overview • Introduction to Course/BlackBoard Vista orientation/ "What makes a good educational web site?"
Module 2	August 30	<ul style="list-style-type: none"> • Text tags – read SAMS Ch 1, 2, 4
Module 3	September 6	<ul style="list-style-type: none"> • Special Characters Lists, Nested Lists – read SAMS Ch 5, Williams Ch 7-14 • Storyboarding session (I)
Module 4	September 13	<ul style="list-style-type: none"> • Links, Relative and Absolute – read SAMS Ch 3, 6 • Test #1 • Storyboarding session (II)
Module 5	September 20	<ul style="list-style-type: none"> • Graphics, Alt tag, Alignment Hexadecimal Code, Background Colors and Images – read SAMS Ch 7, 8, 9 • Storyboarding session (III)
Module 6	September 27	<ul style="list-style-type: none"> • Intro to Tables – read SAMS Ch 11 • Storyboarding session (IV)
Module 7	October 4	<ul style="list-style-type: none"> • Storyboard Due • Test #2
Module 8	October 11	<ul style="list-style-type: none"> • Nested Tables – read SAMS Ch 11, 22 • Discussions about storyboard

4.) RESOURCES:

- **Textbook:** SAMS Teach Yourself HTML and CSS in 24 hours. 7th edition. By: Dick Oliver & Michael Morrison. SAMS Publishing. 2006. ISBN: 0-672-32841-0.
- HTML Pocket Reference. 3rd edition. By: Jennifer Niederst. O'Reilly Publishing. 2006. 97 pages. ISBN: 0-596-52727-6.
- Robin Williams (2008). Non-Designer's Design Book. Peachpit Press. 3rd edition. ISBN# 0-301-53404-2.
- Additional reading materials will be posted via [Webster Library E-reserves](#).

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
- 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 (8)	40
(5 pts each)	100
Weekly assignments(5) (20 pts each)	
Storyboarding	100
Tests (2) (50 pts each)	100

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 (storyboard). So if you desire a copy of it, please make one for yourself before turning it into me.

- **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.

- **Weekly discussion participation:**

You are required to actively participate in weekly online discussions. Ideally, you are recommended to log on the course site every day for 15-30 minutes to join class discussions.

Grading criteria for online discussions are based on both quality and quantity of your postings. Your quality feedback and active participation will be valuable for us to build a good online learning community. The instructor will look for insights and how you apply knowledge you have learned during the week in the discussions.

Test

There will be 2 tests in this course. They are made up of multiple choices questions. The objectives are to help you review the key concepts/terms of HTML. You can take the tests once.

- **Storyboarding**

You are required to storyboard your project before you actually hand code files with HTML. The storyboard outlines the essential design elements of your project in a Microsoft Word (or any other program application you choose). The storyboard will be due by the end of Week 7 and we will have a discussion about each other's website storyboard during Week 8. You will follow the storyboard to build your final project in part II of the course.

OTHER EXPECTATIONS: EDTC 5550 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.

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

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](#).

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:

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Academic Resource Center as soon as possible to ensure that such accommodations can be implemented in a timely fashion.

8. ATTENDANCE Effect on Grades/Incompletes:

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 5550 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.

The progress of students in this course toward ISTE Nets or School of Education goals may be recorded for the purpose of program evaluation, not for student assessment. If you have any questions about this, please contact your instructor.

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