



**Course Syllabus**

<b>EDTC 5555.W1</b>	Web Page Authoring and Design – Part II Prerequisite: EDTC 5550	<b>Fall 2009</b>
<b>Online</b>	<b>Ralph Olliges, Ph.D.</b> <b>Phone:</b> 314-246-7502 <b>Office Hours:</b> Tues/Thurs., 10-11 am and by appointment. <b>Office:</b> WH 246 <a href="mailto:rolliges@webster.edu">rolliges@webster.edu</a>	<b>2 credit hours</b>

**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 create forms, frames, and cascading style sheets, 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:**

<b>Course Outcomes</b>	<b>Program Goals</b>	<b>SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed</b>
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"> <li>○ Heading tags (H1-H6)</li> <li>○ Break tag, Paragraph tag, Horizontal Rule tag</li> <li>○ Preformatted tag</li> <li>○ Bold, Italic, Underline tags, Superscript, Subscript tags</li> <li>○ List tags (ordered, unordered, definition, and nested)</li> </ul>		MO-STEP 1e, 2d, 4a, 4b, 5a, 5b, 6a

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

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

<b>Module 1</b>	<b>October 25</b>	<ul style="list-style-type: none"> <li>• Creating Forms – read SAMS Ch 18, 19; Williams Ch 1-2</li> <li>• PARC Principles - Proximity</li> </ul>
<b>Module 2</b>	<b>November 1</b>	<ul style="list-style-type: none"> <li>• Processing of Forms – read Williams Ch 3</li> <li>• PARC Principles - Alignment</li> </ul>
<b>Module 3</b>	<b>November 8</b>	<ul style="list-style-type: none"> <li>• Graphical Links and Clickable Image Maps OnMouseOver; OnMouseOut – read SAMS Ch 10, 17; Williams Ch 4</li> <li>• PARC Principles – Repetition</li> <li>• <b>Test #3 (Test #1 for this course)</b></li> </ul>
<b>Module 4</b>	<b>November 15</b>	<ul style="list-style-type: none"> <li>• Style Sheets – read SAMS Ch 12, 13, 14, 15; Williams Ch 5-6</li> <li>• PARC Principles - Contrast</li> </ul>
<b>Module 5</b>	<b>November 22</b>	<ul style="list-style-type: none"> <li>• Frames – read SAMS Ch 16</li> <li>• Gestalt Principles</li> </ul>
<b>Module 6</b>	<b>November 29</b>	<ul style="list-style-type: none"> <li>• Work on Project</li> <li>• <b>Test #4 (Test #2 for this course)</b></li> </ul>
<b>Module 7</b>	<b>December 6</b>	<ul style="list-style-type: none"> <li>• Work on Project</li> <li>• Project Due next week</li> </ul>
<b>Module 8</b>	<b>December 13</b>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• <b>Final Exam</b></li> </ul>

#### 4.) RESOURCES:

- **Textbook:** SAMS Teach Yourself HTML and CSS in 24 hours. 7<sup>th</sup> edition. By: Dick Oliver & Michael Morrison. SAMS Publishing. 2006. ISBN: 0-672-32841-0.
- HTML Pocket Reference. 3<sup>rd</sup> 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. 3<sup>rd</sup> 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)	
Tests (2) (50 pts each)	100
Final Exam	200
Final project	200

**Web Authoring and Design is a key assessment course for the Educational Technology Program. The final project and the rubric used to grade the key assessment (final project) are provided at the end of this syllabus.**

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.**

- **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.

- **Final Exam**

There is a final exam at the end of the term. Since the foundation for this course is the prerequisite course, EDTC 5550, the final exam encompasses some material from both courses. All the questions are multiple choices questions. You can access the final exam once.

- **Storyboarding**

You will follow the storyboard built in the course, EDTC 5550, to build your final project.

- **Final Project:**

You are required to build an instructional website to demonstrate your HTML skills and your understanding in online instructional design. You will post your work online and comment on each other's project.

You will be able to view the project guidelines of the requirements of the final project later.

\*The instructor plans to keep the final project. So if you desire a copy of it, please make one for yourself before turning it into me.

**OTHER EXPECTATIONS:** EDTC 5555 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 5555 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](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.*

## Final Project

The final project will include a home page (index.htm) and a minimum of five supporting pages and at least 3 corresponding or tool pages. Each tool page will then contain several links off of it to information. The main focus should be a useful web page that can be used by you for your own class later.

The home page is a personal home page for your educational web site. The subsequent pages contain teacher personal information, concepts covered or classes taught, assignments/handouts, resource pages, and a calendar or yearly plan. The most important part of it is for it to be functional for yourself and your students. So deviating from the above mentioned pages is possible by discussing it with your instructor.

The web pages you create must include the following:

- It must be functional.
- It must adhere to good design principles.
- It must incorporate the HTML tags that were discussed in class:
  - Tables
  - Graphics appropriate for education
  - Hyperlinks to appropriate educational web sites
  - Lists (ordered, unordered, definition)
  - Date last updated
  - Address tag
  - Comments
  - Anchors
  - HR tag

### **Suggestions for organizing the tool pages:**

- Lessons, Assignments, Communications
- Notes to Parents, Handouts, Activities
- PowerPoint Lessons, Handouts, Assignments
- Forms asking questions to ascertain whether your students are understanding the material.
- Clickable map that takes students either to web sites on the Internet or internal web pages that you have created.

**\*Note:** You are not limited to the above suggestions. Also, you may choose to place 4 or 5 tool pages instead of 3. Since a good portion of the course was based on forms and clickable image maps, I am looking for either several form pages or several clickable image map pages used within a lesson.

**The activities should demonstrate the use of complex thinking skills (Bloom's Taxonomy). I will look at the questions on the form pages. I will look at the questions and see if they are mainly low level questions or if there is a good mix of questions with regards to Bloom's Taxonomy.**

**Ideas to incorporate on the pages include the following:**

- A series of forms that ascertain whether your students are grasping the material that you are requiring of them. Please use the formhandler.php program to send email to yourself. You may use the generic thank you if you wish.
- A clickable image map that includes at least three clicks to different web sites on the internet or web pages that you have created. The clickable image map needs to have a sense of where the students are going before they click on each part.
- Style sheets may be used to provide a consistent style to your work
- A nested table.

**\*Note:** You are not limited to these ideas!

### **Lesson Plan**

You are to write a lesson plan to accompany the web site. The lesson plan should include the following: Please cover:

1. Why you chose to organize it the way you did?
2. Who your audience is?
3. What you did? And why?
4. Any pertinent links that we should click on.

Also, address the standards covered in the key assessment as outlined below:

- 1.) Identify and locate technology resources and evaluate them for accuracy and suitability. (ISTE II c)
- 2.) Plan for the management of technology resources within the context of learning activities. (ISTE II d)
- 3.) Plan strategies to manage student learning in a technology-enhanced environment.(ISTE II e)
- 4.) Facilitate technology-enhanced experiences that address content standards and student technology standards. (ISTE III a)
- 5.) Use technology to support learner-centered strategies that address the diverse needs of students. (ISTE III b)

See the rubric at the end of the syllabus for more information.

When finished:

1. Save the home page file as index.htm. Please remember that any previous work that was saved as index.htm must be renamed to something else with the .htm extension.
2. Upload the file to the Webster Server following the "How To FTP" instructions link from the homepage.
3. Submit any one single file to the Final Project Assignment Dropbox. This will inform me that you have completed the assignment and allow me to enter a grade for the project. Please note the Availability Dates that are listed for this assignment in the Assignment Tool, and submit the file on time.

**Grading: Your grade will be based upon:**

- Unity of design
- Clarity of design
- Usefulness of Home Page for a Class
- Links that work
- Quality of links
- Number of links to outside resources
- Number of links to local files
- Quality of links to outside resources
- Graphics should be included
- Files (PowerPoint, Word, Excel, etc.) that exist and function possibly from other courses.
- Files with proper extensions (.html, .gif, .jpg, .ppt, .doc, .xls)

**Home Page Presentation**

In the Discussions area, I would like you to present a brief write-up (about a page) of what you tried to accomplish with the web site.

Please cover:

- 1.) Why you chose to organize it the way you did?
- 2.) Who your audience is?
- 3.) What you did? And why?
- 4.) Any pertinent links that we should click on.

Your group members will then have a chance to read your description and check your web site out. They will provide comments on it. Each group member will comment on the web sites of the other group members.

## Self Checklist of Key Elements of Your Web Site

Items	Check ("x")	
All links are working.		
Users can easily go from one page to another page.		
All pages have use PARC design principles.	Proximity	
	Alignment	
	Repetition	
	Contrast	
All pages are supporting learning objectives.		
Learning objectives have been put up on the site (either as a section on certain page or as a separate page whatever appropriate.)		
All pages have taken care of learners' characteristics.		
All text is displayed properly.		
All graphics are displayed properly.		
All audio(s) or audio links are working if any.		
All video(s) or video links are working if any.		
The first page of your site (index.html) tells the learners what your site is about and gives a big picture.		
If you have embedded graphics and cited text from others' web sites, you will need to have a page called "Credits" or "Resources" to give credits to those web sites.		

**RUBRIC****KEY ASSESSMENT**

Student Name:

Assignment: Final Project

<b>CRITERIA</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Nearing Proficiency</b>	<b>Unsatisfactory</b>	<b>Points Earned</b>
<b>Relevance of Content to Students and Parents / Appropriate to the Classroom ISTE II c, II d, II e, III a, III b</b>	50 points	45 points	40 points	0 points	
<b>Tools, Nuts, Bolts: HTML Coding</b>	10 points	8 points	5 points	0 points	
<b>Tools, Nuts, Bolts: Writing Mechanics</b>	10 points	8 points	5 points	0 points	
<b>Tools, Nuts, Bolts: Fair Use Guidelines Contact Person, Copyright and Update Information</b>	10 points	8 points	5 points	0 points	
<b>Tools, Nuts, Bolts: Layout and Text Elements</b>	10 points	8 points	5 points	0 points	
<b>Tools, Nuts, Bolts: Internal and External Navigation</b>	10 points	8 points	5 points	0 points	

<b>Design: Proximity</b>	20 points	15 points	10 points	0 points	
<b>Design: Alignment</b>	20 points	15 points	10 points	0 points	
<b>Design: Repetition</b>	20 points	15 points	10 points	0 points	
<b>Design: Contrast</b>	20 points	15 points	10 points	0 points	
<b>Design: Overall / Unified Web Site</b>	20 points	15 points	10 points	0 points	
<b>TOTAL POINTS</b>					<b>200 possible</b>
<b>For each criteria points are assigned according to how well the item is covered on the web site.</b>					
<b>Comments:</b>					

**Rubric ISTE II C, D, E & III A, B (For use in EDTC 5555 Web Authoring & Design) Lesson Plan**

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

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

III. TEACHING, LEARNING, AND THE CURRICULUM.

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

NETS.T Standard	Performance Indicator	Measure	Pts	
II. c	Identify and locate technology resources and evaluate them for accuracy and suitability.	Identify, evaluate, and select specific technology resources available at the school site and district level to support a coherent lesson sequence	>= 10 online instructional resources which are available at school, district & national level.	1 - 3
			< 10 online instructional resources available at school, district & national level.	
			List inadequate no focus on educational resources	
II. d	Plan for the management of technology resources within the context of learning activities.	Design, implement, and assess learner-centered lessons that are based on the current best practices on teaching and learning with technology and that engage, motivate, and encourage self-directed student learning.	Lesson plan contains high learner centered focus and full use of research based best practices.	1 - 3
			Lesson plan contains marginal learner centered focus and marginal use of research based best practices.	
			Lesson plan does not provide accommodations for learner focus or best practices.	
II. e	Plan strategies to manage student learning in a technology-enhanced environment.	Use multiple measures to analyze instructional practices that employ technology to improve planning, instruction, and management.	Storyboard of website based on observation and rubric	1 - 3
III. a	Facilitate technology-enhanced experiences that address content standards and student technology standards.	design and teach a coherent sequence of learning activities that integrates appropriate use of technology resources to enhance student academic achievement and technology proficiency by connecting district, state, and national curriculum standards with student technology standards (as defined in the ISTE NETS for Students).	Lesson plan contains ISTE NETS for student standards along with State standards (e.g. MoSTEP) in relation to the objectives of the lesson.	1 - 3
III. b	Use technology to support learner-centered strategies that address the diverse needs of students.	Identify specific technology applications and resources that maximize student learning, address learner needs, and affirm diversity.	Student artifacts & discussions include focus on the Bobby accessibility site. Web projects are assessed with Bobby and include ALT tags for images.	1 - 3