

Course Description

This course focuses on introducing Internet technologies and providing a foundation for the design and implementation of websites, and client-side scripting. This goal is achieved through development of basic concepts of problem solving, program logic, design techniques, and programming for the internet environment.

Rationale

Websites are a significant part of business today. An understanding of Hypertext Mark-up Language (HTML), Cascading Style Sheets (CSS) and eXtensible HyperText Markup Language (XHTML) concepts is necessary in the design and development of web-based communications.

The course is designed so that students will be as comfortable with web-based document development as they are with traditional word processing.

Prerequisites

There are no prerequisites for this course.

Corequisites

There are no corequisites for this course.

Required For

Graduation from the Information Technology program.

Learning Outcomes

Upon successful completion of this course, students will have demonstrated the ability to:

1. Incorporate HTML, CSS and XHTML concepts in their development of websites based on Standards set out by the World Three Consortium (W3C).
2. Create websites based on a set of criteria provided by the Instructor.
3. Collaborate on a website in a team based project based on a set of criteria provided by the Instructor.
4. Create and present an individual website based on a set of criteria and evaluation rubric.
5. Apply a portfolio approach to the personal management of learning.

Required Text Books

Title: New Perspectives on HTML & XHTML Comprehensive - 5th Edition
Author: Patrick Carey
Publisher: Thompson Course Technology
ISBN: 1423925467

Other Learning Resources

Student Resource Website and handouts provided by the Instructor.

Methods of Assessment & Evaluation

A variety of methods will be used for assessments and evaluation, including but not limited to:

- In-class demonstrations
- Lab exercises
- Group project
- Personal website Project
- Exams
- Research

Evaluation

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|----------------------------|--------------|------|
| • Labs: | 8 @ 5% each | 40% |
| • Group Project | | 10% |
| • Exams: | 2 @ 10% each | 20% |
| • Personal Website Project | | 25% |
| • Topical Research | <u>5%</u> | 100% |

Learning & Teaching Strategies

A variety of methods will be used, including but not limited to:

- lecture/discussion
- topical presentations
- lab tutorial assignments
- collaborative group project

Learning & Teaching Activities

Activities will include:

- class discussion and topical presentations
- hands on exercises
- group project
- development of personal website project
- reflective portfolio assignments

Required Supplies

Materials and supplies required for this course could include, but not be limited to:

- Text book: New Perspectives HTML, XHTML and Dynamic HTML 5th Edition
- Laptop or desk top (not compulsory as computer labs will be available for this course)
- Information storage and retrieval device (e.g. memory stick)

Portfolio

As Canada's 'Portfolio College', NSCC champions learning that is self-directed, provides choices, and places the student at the centre of the learning experience. The ultimate goal of the 'portfolio process' or 'portfolio experience' is to develop the learners' understanding of the importance of knowing themselves, accepting responsibility for managing their own learning, and then defining short and long term life and learning goals. The portfolio approach is reflective, responsive and respectful.

Appeals Process

The College provides a means for a student to question or appeal a grade. The preferred path for dispute resolution is that differences be resolved amicably between the parties through respectful listening and a mutual, co-operative attitude to problem solving. All reasonable efforts should be made to resolve such matters informally at the most direct or local level; therefore, to ensure that complaints are handled in a timely manner, students are urged to discuss the issue with the Faculty Member or College Official involved as soon as possible i.e. within ten (10) business days of receiving notice of evaluation. CCEDP concerns should be addressed to the Manager of Staff Development or the Dean of Organizational Learning.

Safe and Respectful Learning Environment

Nova Scotia Community College is committed to the belief that all students and employees of the Nova Scotia Community College have the right and responsibilities to learn and work in a safe environment that is conducive to learning and teaching. Nova Scotia Community College is committed to ensuring fair and equitable treatment of all members of its community, while maintaining the academic integrity of programs and curriculum and an academic climate conducive to learning and free from disruptive or inappropriate behavior.

Supports for Students with Disabilities

Nova Scotia Community College is committed to providing reasonable, equitable, and safe accessibility to programs and services offered by the College to students with documented disabilities. If you are a student with a disability who would benefit from educational support services, you are strongly encouraged to discuss this with the course facilitator as soon as possible.

Other Course Notes

It is the responsibility of the student to review and understand the Nova Scotia Community College academic. Additional information may also be obtained from the College website: www.nsc.ca. To obtain other policies, or clarification on a policy, you are encouraged to discuss your concerns with the course facilitator, or the Academic Chair.

Required Workplan

A workplan for this course is attached and will be reviewed within the first week of class study.