



South Central College

COMP 1140 Web for Business

Instructor and Class Information

Instructor Name	Joel Roggenkamp
Email	Joel.roggenkamp@southcentral.edu
Office Location	C157a (Shared Office)
Office Hours	Mondays and Wednesdays 2:00 – 3:00 by appointment one day in advance
Section Number	02
Start Date	1/8/2018
End Date	5/9/2018
Meeting Times	MW 3:00 – 4:30
Meeting Location	Main Bldg - Mankato C160

Course Information

Course Number	COMP 1140
Course Title	Web for Business
Total Credits	3.00

Pre/Corequisites

Prerequisite	None
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Textbooks

Learning Web Design Fourth Edition. A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics

Author: Jennifer Niederst Robbins

Publisher: O'Reilly, 2012

ISBN: 978-1-449-31927-4

From the Description:

"Do you want to build web pages, but have no previous experience? This friendly guide is the perfect place to start. You'll begin at square one, learning how the Web and web pages work, and then steadily build from there. By the end of the book, you'll have the skills to create a simple site with multi-column pages that adapt for mobile devices. Learn how to use the latest techniques, best practices, and current web standards—including HTML5 and CSS3."

You will get access to this book in the electronic format for free through D2L, so you don't have to purchase it.

Should you want a printed copy, you can purchase it on Amazon or from other book retailers.

Learner Supplies

Flash drive. Please have a backup routine in place and backup your files on a regular basis.

I. Rationale:

The Web for Business class is for students who would like to gain the web development skills needed to design, build, publish and maintain web sites that utilize HTML and CSS languages. Those who complete this course will be able to create and edit static web pages, or further their studies in the web-oriented programming classes, which include client- and server-side scripting languages.

II. Course Aims and Outcomes:

Aims

This course approaches developing websites from a business point of view. As a result of this course, students will understand the underlining of the web technology and be able to create and publish web pages according to the World Wide Web Consortium standards. Students will utilize Hyper-Text Markup Language (HTML) and Cascading Style Sheets (CSS) to build, and Search Engine Optimization (SEO) methods to promote a website. No previous experience with HTML or programming is required.

Specific Learning Outcomes:

By the end of this course, students will:

- Utilize good file management skills to organize files and folders.
- Identify the interaction between a browser, web pages and the world wide web at large.
- Set up and use adequate web development work environment.
- Identify, classify and use common HTML elements according to their purpose, including headings, paragraphs, lists, generic elements and special characters, also identifying sources of information for further study.
- Create modern web pages according to the W3C standards.
- Choose, manipulate, use and assess the quality of images in a web page, understanding the copy rights.
- Identify, classify, apply and judge the proper use of tables to display information on a web page.
- Build web forms, identifying, classifying and using proper form elements.
- Identify and apply video, audio, and APIs on a website.
- Identify, classify and use common Cascading Style Sheets (CSS) rules to design websites, critiquing CSS usage when needed, also identifying sources of information for further study.
- Know about and recommend various of the web pages publishing methods, and apply at least one.
- Know about, select and apply the best Search Engine Optimization (SEO) methods and web advertising to promote a web site.

III. Format and Procedures:

The course is delivered in person, with work to be completed outside of class times.

We will introduce a new module on a weekly basis. All the learning materials for this course, including assigned readings, and graded assessments are posted online, on D2L Brightspace site at <https://southcentral.ims.mnscu.edu/>.

Once you log in to D2L and choose my class from the list of your courses, you will see the main page for this course. Places to focus on that site include:

1. Announcements section where I briefly talk about which module opened that week and what assessments are due.
2. Also, every week go to Materials --> Content to find information about that week's module, including details of the assigned readings, graded assignments for that week and supplemental learning activities.

Each module usually has a graded assessment to be submitted before a specific, obligatory deadline. Please refer to the D2L Brightspace "Content" section for this class for the details.

IV. My Assumptions

To be successful in my course, you ought to:

- Read and work-through assigned materials in the "Content" section of D2L Brightspace online.
- Complete and submit graded assessments before or by the deadline.
- Seek help as soon as possible if you don't understand something:
 - * *Contact me with questions or stop by my office during the office hours, or*
 - * *check with the Academic Support Center (ASC) on either campus or with me how to meet with a tutor.*

V. Course Requirements:

1. Class attendance and participation policy:

You are expected to attend each class session. We will conduct demonstrations detailing how to complete each week's assignment, and classes will contain important information not in your textbook. You will not be graded directly on attendance, but attending classes will help you complete graded assignments and quizzes.

2. Course readings:

You are required to read all the assigned materials to be able to participate in the learning process actively. The course readings are posted in the "Content" section of D2L, in the respective modules.

3. Assignments:

There is a variety of assignments throughout the semester, including short projects, quizzes, and online discussions posting. The assignments that involve creating web pages are often cumulative. For example, one week you will be asked to build a basic web page, and the next week you will be asked to add lists and hyperlinks, or images to that basic web page. So, if you skip one week, you will have to do more work the week later.

All graded assignments have a due date. There is a one-week window for late work (with an automatic 10% reduction in points). No work will be accepted more than one week late.

Assignment Name	Assignment Start Date	Assignment Due Date	Total Points
Module 1 Worksheet	Jan 8	Jan 15	33
Infographic on how the Web works	Jan 15	Jan 22	16
My first web page assignment	Jan 22	Jan 29	24
Lists & links assignment	Jan 29	Feb 5	30
HTML image quiz	Feb 5	Feb 12	15
HTML table assignment	Feb 12	Feb 21	18
HTML form quiz	Feb 21	Feb 26	14
Discussion post on the API discovery and use case.	Feb 26	Mar 12	9
CSS color assignment	Mar 12	Mar 26	33
CSS text assignment	Mar 19		
CSS blocks assignment	Mar 26	Apr 2	12
CSS layout assignment	Apr 2	Apr 16	27
Capstone project	Apr 30	May 7	51

VI. Grading Procedures:

1. Final Grade

The final grade is calculated as follows: The sum of all the points from all the assignments is applied to the grading scale below to establish the final letter grade.

2. Grading Scale

The grading scale will be based on a percentage of total points possible as follows:

- A 100% - 90% of total points possible
- B 89% - 80%
- C 79% - 70%
- D 69%- 60%
- F 59% or below

VII. Academic Integrity:

Any work submitted by a student in this course for academic credit will be the student's work.

You are encouraged to study together and to discuss information and concepts covered in the online sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. The penalty for violation of this can also be extended to include failure of the course and College disciplinary action.

Source: cte.cornell.edu

VIII. Tentative Course Schedule:

Course activities listed in this syllabus are subject to change under certain circumstances such as by agreement or to enhance student learning.

Week	Week Of	Topics
1	Jan 8	File management
2	Jan 15	How the Web Works? Assignment due on Jan 15: Module 1 Worksheet
3	Jan 22	Essential Elements in HTML Assignment due on Jan 22: Infographic on how the Web works
4	Jan 29	Lists and Links Assignments due on Jan 29: My first web page assignment
5	Feb 5	Images Assignment due on Feb 5: Lists & links assignment
6	Feb 12	Tables Assignments due on Feb 12: HTML image assignment
7	Feb 19	Forms NO CLASS FEB 19 . Assignment due on Feb 21: HTML table assignment
8	Feb 26	Multimedia Assignment due on Feb 26: HTML form quiz
-	<i>Mar 5</i>	<i>Spring Break</i>
9	Mar 12	CSS & Color Assignment due on Mar 12: Discussion post on the API discovery and use case
10	Mar 19	CSS & Text Assignment due on Mar 19: CSS color assignment
11	Mar 26	CSS & Blocks Assignment due on Mar 26: CSS text assignment
12	April 2	CSS: Floating & Positioning Assignment due on Apr 2: CSS blocks assignment

13	April 9	CSS & Images Layout
14	April 16	Web Design Assignment due on Apr 16: CSS layout assignment
15	April 23	SEO & FTP
16	April 30	Capstone project
17	May 7	Finals Capstone due today, May 7

IX. Course Competencies:

1. Utilize good file management skills to organize files and folders.

Learning Objectives

Create new folders using a consistent file naming scheme.

Move and copy files to different folders and/or to different devices.

Demonstrate how the file path shows the computer where files are located in the file structure.

2. Communicate how a browser works with web pages using text and drawings.

Learning Objectives

Draw a diagram showing how the Web works.

Explain what parsing is and how the browser uses parsing to convert HTML text and image files into a web page.

Demonstrate how image files are handled separately from the HTML text files.

3. Use HTML commands to create a web page.

Learning Objectives

Create a web page using the essential HTML commands common to every web page.

Display the web page using a browser without being connected to the Internet.

Incorporate effective commenting on a web page.

Create a useful skeleton (template) to speed web page development.

Establish a working system for developing and viewing a web page.

4. Determine the correct list element to use on a page.

Learning Objectives

Demonstrate how to display a bulleted list on a web page.

Demonstrate how to display a lettered list on a web page.

Utilize at least three special characters on a web page.

Add a horizontal rule to a web page to increase readability and page organization.

5. Validate the HTML code used on a web page.

Learning Objectives

Describe why standardization of HTML and CSS code is crucial.

Utilize a validation tool to ensure HTML code meets the web standards.

Justify situations when the HTML standards can be ignored.

6. Incorporate various HTML elements to make a page more interesting.

Learning Objectives

Incorporate comments on each web page to assist in future code maintenance.

Utilize at least three different heading elements on a web page.

Point out the difference between an attribute, a tag, and an element.

Use the div and span elements to customize blocks of text.

7. Incorporate images into a web page.

Learning Objectives

Incorporate a thumbnail image that will display a larger image when clicked.

Format images on a page so text wraps around the image.
Discuss the ethics of using other people's images from the Web.
Describe what Creative Commons is and why it is useful for web development.

8. Utilize Cascading Style Sheets (CSS) to make it more unique.

Learning Objectives

Add CSS to format standard HTML elements.
Utilize CSS to create a web page with two or three columns.
Add background images to pages and buttons.
Use CSS and unordered lists to create a menu system.

9. Publish web pages out on the Web using File Transfer Protocol (FTP).

Learning Objectives

Organize web pages on a local computer as the source for a published web site.
Publish a web page by making a copy of local files out on a web server.
Demonstrate workflow including editing local files, displaying them in a browser, and FTPing them out to a server to be published.

10. Select the best Search Engine Optimization (SEO) methods and web advertising to promote a web site.

Learning Objectives

Show three features of Google Analytics that will help you track the effectiveness of a web site.
Decide on three techniques that can be incorporate into a web page to increase the SEO of the page.
Determine two different ways a site can be marketed.

11. Promote a product, service, or idea using social media.

Learning Objectives

Describe three different social media sites highlighting the demographics of each.
Research how a social media site can be used to market a product, service, or an idea.

12. Display tabular data on a web page using HTML tables.

Learning Objectives

Analyze when a table should be used vs. using CSS.
Use the HTML table elements to create a table with rows and columns.
Use the th element to add headings as part of a table.
Utilize CSS to style the table for greater readability.

13. Incorporate multimedia to make a page more effective.

Learning Objectives

Embed online videos on a web page.
Add sound files to a web page.
Add a Google map link to a web page to show a specific location.

X. SCC Accessibility Statement:

South Central College strives to make all learning experiences as accessible as possible. If you have a disability and need accommodations for access to this class, contact the Academic Support Center to request and discuss accommodations. North Mankato: Room B-132, (507) 389-7222; Faribault: Room A-116, (507) 332-7222.

Additional information and forms can be found at: www.southcentral.edu/disability

This material can be made available in alternative formats by contacting the Academic Support Center at 507-389-7222.

XI. Campus Closing:

If it is determined by the college administration or the governor that emergency conditions have developed which change the college's normal operating times, an announcement will be made via radio and television broadcasts over the following stations: KTOE (AM 1230), KEEZ (FM 99.1), KXLP (FM 93), KNUJ (AM 860), KDOG (FM 96.7), KSTP (channel 5), KEYC-TV (channel 12), KDHL (AM 920), KQLC (FM 95.9), and WCCO (AM 830). Please note that the closing may be specific to the facility, South Central College - North Mankato or Faribault.

We recommend that you register for the Star Alert system so you will know if the college closes. Directions can be found at <http://southcentral.edu/campus-security/star-alert.html>

In an emergency, Star Alert will send a text message to the cell number(s) and/or e-mail address(es) you provide. Notifications identified as "Star Alert" messages will note the nature of the emergency, what action, if any, you are to take, and where to find more information. Star Alert also will let you know if a campus is closed or if classes are delayed or canceled.

XII. Institutional Core Competencies:

Institutional Core Competencies are broad outcomes or skills that every graduate of a South Central College program is expected to achieve. These skills go beyond the context of a specific course or program and are the skills employers tell us they expect employees to have. South Central College has identified Institutional Core Competencies that are important in every area of learning.

Civic Engagement and Social Responsibility – Students will be able to demonstrate the ability to engage in the social responsibilities expected of a community member.

Communication – Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Critical and Creative Thinking – Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.

Cultural Competence – Students will be able to demonstrate an attitude of personal curiosity, a rising knowledge of cultures, and an evolving range of skills for living and working among others with other worldviews and ways of life.