

CS-125 Web Site Development

Quest III section

Explore Society (3 Credits)

Instructor: Kathleen Lynch

Office: Halsey 215

Email: lynchk@uwosh.edu

Text

“Basics of Web Design HTML5 & CSS3”, Terry Felke Morris

Course Description

This is an introductory course on website design and online branding. It covers elementary aspects of popular web development software packages. You will learn to create complete websites using responsive design and web services. The expectations for prerequisite knowledge are only basic computer skills.

This section of CS125 fulfills the Quest III requirement for UW Oshkosh’s **University Studies Program (USP)**. Quest III courses are taken in the third or fourth semester before a student may enroll in Connect. They are unique because they engage every student with the campus or the wider community. In CS 125 you will assist a local non-profit organization to improve its online presence within the community. You will work closely with this organization to fully understand their mission statement and to help get that message across in their website.

You will apply what you have learned in CS125 to assess a local community organization’s current website and work with them to develop their online brand. As a group you will meet with an organization’s representative at the beginning of the course to set goals. They will meet with you again at least once during the semester for you to demonstrate your prototype site. Students will work in groups of five or six to design and incorporate what they have learned. Then present your final project to the organization at the end of the semester.

Signature Question

This course addresses the signature question: “How do people understand and engage in community life?” This is in the realm of *Civic Learning*, which entails understanding political and nonpolitical processes that influence a local, state, national or global community and applying skills and strategies that can affect the life of a community in positive ways.

Civic knowledge consists of an awareness and understanding of the various political and social processes that impact the nature and quality of life in local, state, national, or global communities. It also encompasses the cultivation of skills which may be useful in public life, like effective communication and ethical reasoning. Civic engagement means having an appreciation for and applying the values gained from civic knowledge in real world settings, directed at improving the quality of life in the communities of which one is a part. Civic knowledge and civic engagement emphasize learning, reflection, and action in order to create better communities.

Liberal Education

The USP is intended to provide a *liberal education*. In this context, “liberal” means broad and varied—so that you leave this campus with wide-ranging knowledge that is not just limited to your major. Liberal education gives you a foundation for success in any major or career path by helping you build important skills like communication and problem solving.

Learning Outcomes

Learning outcomes are statements of what the student will be able to do following successful completion of the course. The learning outcomes for Website Development are listed below:

1. Students will apply principles of good website design to encourage and be able to make use of these principles on the websites they create for their community partner.
2. Students will gain an understanding of their community partner organization.
3. Students will demonstrate the ability to effectively use search engines to increase their community partner's outreach to the community.
4. Students will develop skills in deliberation, dialogue, and community building.
5. Students will be able to critique online sites and recommend design techniques to their community partner in order to promote their website.
6. Students will be able to utilize and interpret HTML code.
7. Students will be able to create cascading style sheets.
8. Students will develop a curiosity to learn about the diversity of groups locally and globally.
9. Students will demonstrate the ability to express one's voice to effect change.
10. Students will learn how to implement web services for a local nonprofit organization.
11. Students will learn to communicate with a community organization in order to design an appropriate website for their civic goals.
12. Students will build their knowledge in basic multimedia software, such as Photoshop, WordPress, and Web Applications linked to social media.
13. Students will find out about the importance of keeping the information on a web site secure. This ties into the civic learning recognition that knowledge content is dynamic, changing, and needs to be consistently reevaluated.
14. Students will find out about W3C Accessibility standards, which will be implemented on all sites produced in this course so that every community member will be able to view the site.
15. Students will develop their problem solving skills along with improving their creativity.
16. Students will learn about group presentations through demonstrating their organization's website to the class.

Topics

- The Hypertext Markup Language HTML5 and CSS
- Reaching and engaging with a target audience from a civic prospective
- Quality Web Design Layout
 - Mobile and Responsive Design
 - Form Layout
 - E-Commerce and promoting your content
- Photoshop skills
- The File Transfer Protocol FTP
- Web Services and website development platforms
- Working with JavaScript code
- Human Computer Interaction

Resources for Students

Disability accommodations

If you would benefit from any disability-related accommodations or assistance in this classroom, let me know as soon as possible and I will do everything I can to help. You will want to contact Disability Services (Dean of Students Office, 125 Dempsey Hall, 424-3100) for the University accommodation request form and documentation requirements if you have not already done so.

Early Alert

After the third week of class, you will receive a grade for your overall progress in this course and each of the courses you are taking in the University Studies Program. This process is called “Early Alert.” You will receive this information in an email during the 5th week of classes. Early Alert is designed to help you evaluate your study skills and your class attendance so that you know if you are on the right track. If you need to make some changes, there are resources available to support your academic success. These Early Alert grades are not permanent and will not appear on your transcript. You will receive Early Alert notification from your instructor in Week 5.

English Language Tutoring

Non-native English speakers can receive help with processing course materials, speaking and writing English, and understanding English grammar. To set up an appointment send email to Amy Jacobson (jacobsoa@uwosh.edu) or call 424-2304.

Polk Library

Polk Library offers many professional librarians who can help you find library resources for your research. Specifically, Ted Mulvey, the Information Literacy Librarian, is available to assist you as you access, evaluate, and use information in University Studies Program classes. Phone: 920-424-7329; email: mulveyt@uwosh.edu. You may also set up a research advisory session with a librarian at: rap@uwosh.edu.

Reading Study Center

The Reading Study Center is an all-university service whose mission is to facilitate the development of efficient college-level learning strategies in students of all abilities. The center offers strategies for improved textbook study, time management, note-taking, test preparation, and test-taking. For more information, email readingstudy@uwosh.edu, view the website (www.uwosh.edu/readingstudycenter), visit them in Nursing Ed Room 201, or call 424-1031.

Writing Center

The Writing Center helps students of all ability levels improve their writing. Trained peer consultants help writers understand an assignment, envision possibilities for a draft, and improve their writing process. They even help writers learn to identify their own proofreading errors. Students can make a free appointment or stop by to see whether a consultant is available. For more information, view their website (www.uwosh.edu/wcenter), call 920-424-1152, email wcenter@uwosh.edu, or visit them in Suite 102 of the Student Success Center.

Grading

Two exams each worth 25% of the course grade. The community web site project which is worth 25% of the course grade and individual lab assignments that together are worth 25% of the course grade. There will also be online discussions during the course to reflect on what you will have learned. These are included in the assignment grade. Final letter grades are based on the following scale:

93 – 100	A	78 – 79	C+
90 – 92	A–	73 – 77	C
88 – 89	B+	70 – 72	C–
83 – 77	B	60 – 69	D
80 – 82	B–	59 – below	F

The two exams will have short answer or multiple choice questions with some programming questions. These will come from the textbook, lab assignments, and class power point slides or video lectures.

Almost every week you will have a lab due which will be used to get a sense of how you are doing in this class. You will also have a graded class discussion assignment and will be watching online videos to help you understand the material. These videos will be incorporated in your class assignment grade.

Assignments

1. **Toolbox:** The student will complete the HTML tutorial at the w3schools website along with finding resources for JavaScript, clip art, and mobile. Then select five websites to review what was effective and what could be improved on the website. Find two competitor websites of your group's assigned organization.
2. **Personal Website:** Create a four page personal website including both absolute and relative links, multiple graphic images, a table and an unordered list to gain experience with CSS, DIVs, and Forms. Incorporate a YouTube video that could be used in your organizational website.
3. **Target Audience research:** The web has become the medium on which people engage in local civic life. Information is more accessible and easily shared. Read the following article on the Civic Web, <http://www.jodml.org/2013/02/01/design-for-civic-web/> . Then determine what civic content gets created and shared from your group's target audience. What content should be placed on your website to reach and engage with them? Find at least twenty keywords to use effectively on your websites.
4. **Organizational Website:** The group will develop a website for a local community partner that will include at least one of the elements in the following areas with the organization's approval: consistent theme, ordered or unordered lists, various fonts, unique backgrounds, relative and absolute links, tables, embedded styles, a form, a site map, demonstrate a rollover, a slideshow, and use of Java Script animation. Analytics will be added to the website to learn about how their online community is using the site.
5. **Search Engine Optimization:** Students will enhance the organizational website to ensure that it is mobile friendly with human computer interface principles to correspond with your organization's desired civic website project. How did the content on your website attract and promote civic engagement in the community? What could be added in the future to promote the organization's desired goals?

Discussions

There will be online discussions on current community building topics. Social media will be discussed as well as search engine optimization techniques. To get credit for participating please post at least one response to the instructor's question and at least one response to other student's comments. Your posts will go toward your assignment grade as extra credit.

Community Partners

The students will be required to contact their community partner at least twice during the semester in addition to a final project presentation in person or via some other form of collaboration software to review their organization's design. The students will need to show how they modified their website using their suggestions.

Deb Martin Enterprises – Email will be given in class.

Community Engagement Requirements

Students are expected to abide by the UW Oshkosh Student Academic and Non-Academic Disciplinary Procedures during their Quest III Community Experience. All students will be asked to acknowledge in writing that they have been made aware of these policies. Other policies that may be relevant to the community experience in this course are described in the online Quest III handbook available at the link below.

<https://www.uwosh.edu/usp/for-students/courses/quest-3/quest-iii-pdfs/quest-iii-handbook.pdf>

In this class “field based” experimental learning with a community partner is a requirement for the course. The idea is to give students direct experience with issues they are studying in the curriculum and ongoing efforts to analyze and solve problems in the community. A key element in this class is the opportunity that students have to both apply what they have learned in a real world setting.

“...universities offer an intellectual and public commons where it is possible not only to theorize about what education for democratic citizenship might require in a diverse society, but also to rehearse that citizenship daily in the fertile, roiling context of pedagogic inquiry and hands-on experiences.” *A Crucible Moment*, AAC&U (2012).

Tentative Course Timeline

Day 1 - Read Chapter 1: Introduction to Webpages and Community Organization

Lab 1 – Toolbox Assignment and website research. Meet with your community partner.

Discuss & Reflect: How does your community partner's website portray the diversity of groups locally and globally? How could it be more effective?

Day 2 – Read Chapter 2: HTML Basics

Lab 2 – Complete HTML tutorial and Website Introduction sections zybooks. Evaluate your personal knowledge and the knowledge of your group.

Day 3 – Read Chapter 3: CSS Introduction

Lab 3 - Personal website assigned. Meet with your community partner.

Discuss & Reflect: How does your website represent skills in deliberation, dialogue, and community building.

Day 4 – Read Chapter 4: Images and Graphics – Open lab

Lab 4 – Photoshop basics. Include your organization's logo in last week's website

Discuss & Reflect: Does your images work well across multiple different cultures?

Day 5 – Read Chapter 5: Good Web Design and CSS – Guest Instructor

Lab 5 –Cascading Style Sheets – Div lab – Quiz 1

Day 6 – Read Chapter 6&7: Page Layout and Wireframes – Guest Instructor

Lab 6 – Add your organization's requirements to your group's website. Wire Frame Design Assignment.

Day 7 – Review & Exam I – May 29

Day 8 – Read Chapter 8: Forms

Lab 7 – Students will learn the basics of JavaScript forms and how it is used in interacting with an organization's visitors via their websites.

Day 9 – Read Chapter 9: WordPress

Lab 8 – Students will be introduced to the Word Press platform and create an image slideshow to place on their organization's website.

Day 10 – Read Chapter 10&11: Web Site Project Management and Multimedia

Lab 9 – Students will learn audio and video basics

Discuss & Reflect: How can the organization and the student's personal values be used in the context of promoting the public good shown through this media?

Day 11 – Read Chapter 12: E-Commerce & Promoting your website

Lab 10 – Meet with your organization this week.

Discuss & Reflect: How can the organization promote civic learning with their websites.

Day 12 – Read Chapter 13: Mobile Development

Lab 11 – Students will enhance for mobile the website for their respective organization. This website will include good keyword use and usability principles.

Day 13 – Read Chapter 14: Advanced JavaScript and PHP website databases

Lab 12 – Final meeting with your organization and final updates

Discuss & Reflect: How did your interaction with the community and your organization promote your understanding of democratic aspirations of equality, opportunity, liberty, and justice and how it relates to increasing the knowledge of the general public?

Day 14 – Exam II & Organization Meeting Presentations – June 5