Clackamas Community College

Online Course/Outline Submission System

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Section #1 General Course Information

Department: Business & Computer Science: Computer Science

Submitter

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Course Prefix and Number: CS - 125H

 # Credits: 4

Contact hours

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: HTML & Web Site Design

Course Description:

Hands-on approach to planning, design, and developing published web sites using HTML tags in a text editor. The class focuses on basic HTML coding using HTML 5 models. Hyperlinks, images, cascading style sheets, forms, accessibility and design principles will be covered, as well as tools such as site management, validators, and page editors.

Type of Course: Lower Division Collegiate

Is this class challengeable?

Yes

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

No

Does this course map to any general education outcome(s)?

Yes

Check which General Education requirement:

✓ Oral Communication

✓ Science & Computer Science

Is this course part of an AAS or related certificate of completion?

Yes

Name of degree(s) and/or certificate(s): Computer Science AAS & Certificates

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: CS-120 or equivalent experience

Requirements:

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

No

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

✓ **Summer**
✓ **Fall**
✓ **Winter**
✓ **Spring**

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. describe the different types of web page editing applications including tag editors, WYSIWYG editors, and converters;
2. design and edit web pages using HTML coding including basic tags, lists, tables, hypertext links (relative, absolute, internal, and graphical);
3. format web pages via the use of cascading style sheets;
4. transfer files (FTP) to a server;
5. copy/download existing files from the Internet and discuss the significance of copyright and fair-use laws;
6. discuss and analyze web pages for effective, accessible design techniques;
7. develop an understanding of intellectual property issues including free speech, censorship, cross-cultural publishing, and responsibility.

AAOT/ASOT GENERAL EDUCATION OUTCOMES

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COURSE OUTLINE MAPPING CHART

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.

2. Locate, evaluate, and ethically utilize information to communicate effectively.

3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

P　1. Engage in ethical communication processes that accomplish goals.

2. Respond to the needs of diverse audiences and contexts.

3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.

2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.

2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.

2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

P　1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.

P　2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

Outcomes Assessment Strategies:

:

Major Topic Outline:

1. Designing a web site.
a. Story boarding.
b. Organizing files.
c. Understanding your audience.
2. HTML building blocks.
a. HTML tags.
a1. Block tags.
a2. Inline tags.
a3. Lists.
b. Special symbols.
c. Hosting of web sites.
3. Links.
a. Absolute vs. relative.
b. External links.
c. Internal links.
d. Anchors.
4. Page design.
a. Working with images.
b. Working with colors.
c. Working with typographical styles.
5. Cascading style sheets.
a. Motivation for content/presentation markup separation.
b. Creating local, embedded, external styles.
c. Create CSS-based page layouts.
c1. Use of the div tag.
c2. Use of float.
c3. Static vs. fluid layouts.
d. Style resources & validators.
6. Tables.
a. Headers.
b. Captions.
c. Column and row groups.
d. Spanning.
e. Changing width and height.
f. Aligning cell contents.
g. Table, row, and cell formatting.
7. Forms.
a. The FORM tag.
b. Basic form elements.
c. Form design.
d. Form actions.
8. Multimedia & publishing.
a. Adding sound and video files.
b. Register with search engines.
c. MetaTags.
d. Advertising.
9. Frames.

a. Creating a basic frameset.
b. Creating nested framesets.
c. Targeting links.
10. Scripts.
a. Understanding scripting languages.
b. JavaScript tutorials.
c. Using JavaScript with forms.
c1. Calculations.
c2. Validation.
c3. Dates.
d. JavaScript resources.

Does the content of this class relate to job skills in any of the following areas:

1. Increased energy efficiency	**No**	
2. Produce renewable energy	**No**	
3. Prevent environmental degradation	**No**	
4. Clean up natural environment	**No**	
5. Supports green services	**No**	

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

Identify comparable course(s) at OUS school(s)

How does it transfer? (Check all that apply)

:

Provide evidence of transferability: (minimum one, more preferred)

First term to be offered:

Next available term after approval

: