



Course Syllabus

IMED 1416 -- Web Page Design I

Instruction in web page design and related graphic design issues including mark-up languages, web sites and browsers. Students will identify how the Internet functions with specific attention to the World Wide Web, e-mail and file transfer; apply design techniques in the creation and optimization of graphics, and other embedded elements for use in a web page; demonstrate the use of lists, tables, frames and forms to create interactive web pages; create, design, test and debug a web site and identify the benefits and limitations of various web page development software. Lecture hours = 3, Lab hours = 3

Prerequisites: None

Semester Credit Hours: 4

Lecture Hours per Week: 3

Contact Hours per Semester: 96

State Approval Code: 1108010000

Course Subject/Catalog Number: IMED 1416

Course Title: Web Page Design I

Course Rationale: Computer skills are imperative in today's workforce. Having a broad knowledge of application packages, including web page design software, increases one's marketability in the 21st century workforce.

Instructional Goals and Purposes: The purpose of this course is to:

1. Provide learners with a foundation of web page design concepts and terms.
2. Provide learners with fundamental skills necessary to use web page design software.

Learning Objectives:

1. Identify terms and concepts used in web page design.
2. Create a web site.
3. Modify a web site using graphics and hyperlinks.
4. Modify a web site using lists, anchors and web site views.
5. Modify a web site using graphics and hyperlinks.
6. Modify a web site using shared borders and themes.
7. Modify a web site using tables and frames.
8. Publish a web site.

Specific Course Objectives (includes SCANS):

After studying the material presented in the text and online, the learner should be able to complete all behavioral/learning objectives listed below with a minimum competency of 70% on assignments and exams.

1. Given a definition, the learner will identify the matching term as it relates to web page design or web page design software. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)
2. Given a description, the learner will identify the matching concept as it relates to web page design or web page design software. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)
3. Given a description of the desired results, the learner will demonstrate skills required to create a web site. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)
4. Given a description of the desired results, the learner will demonstrate skills required to modify a web site using graphics and hyperlinks. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)
5. Given a description of the desired results, the learner will demonstrate skills required to modify a web site using lists, anchors and web site views. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)
6. Given a description of the desired results, the learner will demonstrate skills required to modify a web site using graphics and hyperlinks. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)
7. Given a description of the desired results, the learner will demonstrate skills required to modify a web site using shared borders and themes. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)
8. Given a description of the desired results, the learner will demonstrate skills required to modify a web site using tables and frames. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)
9. Given a description of the desired results, the learner will demonstrate skills required to publish a web site. (1a-i, 1a-ii, 1b-ii, 1b-v, 1c-i, 1c-ii, 2a-iii, 2c-i, 2c-ii, 2c-iv, 2e-ii)

SCANS learned indirectly: 1a-iv, 1a-v, 1c-iii, 1c-iv, 1c-v, 2a-i, 2b-ii, 2b-iv, 2b-vi

Course Grade:

- Exams – 600
 - ✓ **Skills/Application Exam:** provide the learner an opportunity to demonstrate mastery of database skills introduced in textbook. This type of exam is similar to a case problem included as an assignment
 - ✓ **Concepts Exam:** provide the learner an opportunity to demonstrate mastery of database terms and concepts introduced in the textbook. This type of exam may include multiple-choice, true-false, short-answer, and matching questions randomly selected from a pool of test bank questions.
 - ✓ A minimum of two (2) exams will be **proctored**. Information regarding the testing sites available as well as the dates and times of the exams is available on the course website. Others exams may not be proctored. Information necessary to determine which exams are proctored is available on the website. Learners enrolled in the course through the **Virtual College of Texas (VCT)** may complete the proctored exam at the testing center of the 'home' college.
 - ✓ **Due dates** are provided on the course website.
- Assignments – 400 points
 - ✓ Assignments may **include** but are not limited to self-paced tutorials, CheckPoints, discussion question, and cases.
 - ✓ Instructions for **submission** of assignments are provided on the course website.

- ✓ Some assignments are **self-assessed**. **Solutions** for self-assessed assignments are available on the course website or in the textbook.
- ✓ Some assignments do **not** include a point value.
- ✓ **Due dates** for assignments are available on the course website.

Grades will be posted to My Grades in WebCT.

Grade Distribution:

Total Points Earned	Letter Grade
900-1000	A
800-899	B
700-799	C
600-699	D
000-599	F

Texts, Materials, and Supplies:

NOTE: If you purchase the text from a source other than the Panola College Store, you are responsible for obtaining the materials included in the **BUNDLE**.

New Perspectives, MS FrontPage, Comprehensive—CourseCard Edition Jessica Evans, Course Technology, **BUNDLE** ISBN: 0324811012.

BUNDLE INCLUDES:

- ✓ SOFTWARE: MICROSOFT OFFICE FRONTPAGE 2003 120-DAY EVALUATN
 - ✓ USB COURSEDRIVE-1G- 4E
- USB drive
 - Access to a computer and the Internet (dial-up not recommended).
 - Access to Microsoft FrontPage 2003.
 - Data files: Information regarding downloading the required data files is provided by the instructor.

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panola.edu/collegestore.htm>
- For testing services, use the following link: <http://www.panola.edu/dl/testing.html>

SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

- a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v) Speaking: Organize ideas and communicate orally.

- b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - i) Creative Thinking: generate new ideas.
 - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii) Problem Solving: recognize problems and devise and implement plan of action.
 - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

- c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
 - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v) Integrity and Honesty: choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

- a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
 - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

- b) **Interpersonal Skills:** A worker must work with others effectively.
 - i) Participate as a Member of a Team: contribute to group effort.
 - ii) Teach Others New Skills.
 - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.