

## CTIM287 – HTML5 for Websites and Applications

### OUTCOMES BASED LEARNILNG MATRIX

**Course:** CTIM287– HTML5 for Websites and Applications (3 credits, 45 hours)  
**Department:** Computer Technology and Information Management

#### Description:

**This course combines theory and practice in introducing the student to the fundamental elements that make up a web page and for developing web applications. The student will understand how a web page is structured, organized, and presented in a browser. The student will learn how to use HTML5 (the language of the web) to create a range of web pages and for developing web applications. Students should be familiar with a personal computer, Windows, and the Internet.**

**Prerequisite:** None

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

<b>*COURSE OUTCOMES</b>	<b>OUTCOMES ACTIVITIES</b>	<b>ASSESSMENT TOOLS</b>
After completing this course, students will be able to structure, organize, and publish a website using HTML5 and CSS including:  1. how to view a site's HTML and understand its structure, purpose,	1. a. view various published sites in a browser to view the site structure (CCT, OC, WC, IG, IL)  b. view HTML tags in various published sites and describe	1. quiz/test on terminology, tags, structure and content (CCT, OC, WC, IG, IL) 2. presentation on best and worst sites (CCT, OC, WC, IG, IL)

and functionality	<p>the function of basic tags (CCT, OC, WC, IG, IL)</p> <p>c. discuss the pros and cons of published sites' structure, organization, and functionality (CCT, OC, WC, IG, IL)</p>	Referenced above
2. structure and create a web page using a wireframe structure and HTML5 tags	<p>2.</p> <p>d. create a template and wireframe for a web page (CCT, IG, IL, OC, WC)</p> <p>e. add appropriate head and body tags to a web page (CCT, IG, IL, OC, WC)</p> <p>f. save the page with the html extension and view it in a browser (CCT, IG, IL, OC, WC)</p>	create, save, and submit a template with wireframe to be used as basic page throughout site (CCT, IG, IL, OC, WC)
3. set up a folder structure for a website	<p>3.</p> <p>g. define a folder structure for a website (CCT, IG, IL, OC, WC)</p> <p>h. explain the purpose for each folder and what it contains (CCT, IG, OC, WC)</p>	submit folder structure for website with written explanation of folders and contents (CCT, IG, IL, OC, WC)
4. create an index page for a website	<p>4.</p> <p>i. using a wireframe create the index page for a site (CCT,</p>	submit zipped folder containing website with template and completed index page (CCT, IG, IL,

	<p>IG, OC, WC, IL)</p> <p>j. consider and explain how this wireframe will be used to create the other pages in the site (CCT, IG, OC, WC, IL)</p> <p>k. add header image and/or text, navigation, and footer to template that will be used for all pages in site (CCT, IG, OC, WC, IL)</p> <p>l. save the page as a template (CCT, IG, WC, IL)</p> <p>m. use the saved template to create the index page (CCT, IG, WC, IL)</p>	OC, WC)
5. create various pages in website using the site's template	<p>5.</p> <p>n. open the template and save it with the appropriate name for a new page (CCT, IG, IL, WC)</p> <p>o. add the information for the particular page (CCT, IG, IL, OC, WC)</p> <p>p. check site in browser to test the functionality and accuracy of all pages (CCT, IG, WC, IL)</p>	Referenced above
6. validate pages in the World Wide Web validator	<p>6.</p> <p>q. upload pages to validator to</p>	Referenced above

	<p>check code (CCT, IG, OC, WC, IL)</p> <p>r. make any necessary corrections to code to comply with HTML5 standards (CCT, IG, OC, IL, WC)</p>	
7. image considerations	<p>7.</p> <p>s. discuss appropriate images for the web (CCT, IG, OC, WC, IL)</p> <p>t. discuss legal considerations for using images((CCT, IG, OC, WC, IL)</p> <p>u. code images to comply with Section 508 of the Rehabilitation Act (CCT, IG, OC, WC, GL, CE)</p>	Referenced above
8. html5 tags	<p>8.</p> <p>s. display ability to create web pages using HTML5 tags for headings, paragraphs, line breaks, lists, blockquotes, anchors, links, images, special characters, tables, and forms (CCT, IG, OC, IL, WC)</p> <p>t. discuss and give examples of deprecated tags (CCT, IG, IL, OC, WC)</p> <p>u. research in W3C changes in</p>	Referenced above

	tags from various stages in web development (CCT, IL, IG, OC, WC, GL)	
9. css	9. v. discuss and examine various css styles; such as, inline, embedded, and cascading style sheets (CCT, OC, WC, IL) w. add css styles to a website	Referenced above
10. page layout	10. x. discuss and use the box model (CCT, OC, WC, IL) y. discuss and use floats, column page layout, and positioning with css (CCT, OC, WC, IL)	Referenced above
11. designing websites for various viewports; such as, mobile, tablet, and monitor	z. discuss and design for various viewports (CCT, IG, OC, WC, IL)	Referenced above.
12. forms	aa. discuss and design forms (CCT, IG, OC, WC, IL, CE)	Referenced above
13. web multimedia and interactivity	bb. discuss and add audio and video elements to a website (CCT, IG, OC, WC, IL, CE) cc. add a flash element to a	

	website (CCT, IG, OC, WC, IL) dd. add a Java applet to a web page (CCT, IG, OC, WC, IL) ee. discuss and add a JavaScript element to a website (CCT, IG, OC, WC, IL)	
14. publish a site	ff. discuss the acquiring of a domain name (CCT, IG, OC, WC, IL, GL) gg. discuss how to publish a site (CCT, IG, OC, WC, IL)	

\*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

\*\*Indicate the Core Competencies that apply to the outcomes activities and assessment tools: critical and creative thinking (CCT); oral communications (OC); quantitative literacy (QL); information literacy (IL); written communication (WC); civic engagement (CE); integrative learning (IG); global learning (GL).