

IT161 – Web Authoring I, OL (Fully Online, Credits = 5)**Instructor: Sara Newman**

Contact Sara: Via [Canvas' INBOX](#) application., onlyCourse Learning Management System [LMS] = <https://canvas.seattlecentral.edu>**Voluntary Online Labs, 2 hours per week****Course Description**

IT161 covers beginner web page production fundamentals starting with absolute basics. Topics include HTML(5) document structure, hierarchy, tags and attributes. Students learn to code using a free text editors and free/secure File Transfer Protocol (FTP) software. Emphasis is placed on writing valid HTML(5) and CSS using W3C tools; managing directory structures and industry file naming conventions; applying basic Media Queries CSS for responsive web design layouts, using form objects and handlers, optimizing images elements for speedy page load; identifying ADA and Section 508 web standards, Searching Engine (SEO) and Social Media Optimization (SMO) basics and more. Students also learn how to use the W3C's validator tools to troubleshoot their web pages *Website (WYSIWYG) editors, such as Dreamweaver, are **not to be used in IT161** - coding is best learned when editing by hand with simple editors.*

NOTE: This course has been called WEB110 for the past 20 years so you may see the occasional mention of it in videos, etc. in this course as I'm in the process of updating that title throughout years of materials. They are the same course, just a new name. :)

Prerequisites

- ☐ MIC 101 with 2.0 or better or ability to use Microsoft Office applications
- ☐ Familiarity with your computer's OS, knowing how to save, copy, delete, move files and work between multiple windows
- ☐ Know how to navigate the Internet and use a variety of current/popular Internet browsers
- ☐ No prior programming knowledge or programming experience is required
- ☐ Access to computers (on and off campus) with Internet access
- ☐ Approximately **10-15 hours per week for this class** (that's 2-3 hrs per credit)

Outcomes and Competencies

1. Construct basic and responsive HTML web pages with basic Cascading Stylesheets (CSS) formatting, understand how legacy tables were used for layout vs correct use of divs and CSS for layout and responsive web design, use an online form handler and apply ready-made apps (i.e. calendars, videos, etc.) to web pages.
2. Recognize and apply fundamental mechanics of web development tools and resources
3. Identify, write, test and demonstrate basic HTML & CSS code
4. Utilize industry standard web directory structure and file naming conventions
5. Transfer files to and from your computer and a server
6. Identify web accessibility ADA and Section 508 web standards

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7. Identify Search Engine Optimization (SEO) strategies
8. Construct a contact form and apply reCAPTCHA
9. Work with a live client to build a functional website with contact form to client specification

Required Technology and Materials

- ☐ **10-15 hours, per week**, for research, study and assignment work outside instruction
- ☐ A Computer (PC or MAC)
- ☐ Internet Access to accomplish assignments
- ☐ **LinkedIn Learning (Online) Training Video Library**
- ☐ **Student Server Space:** Students need to provide a (non-microsoft) email address to the teacher to receive the login credentials for this quarter's web-students.net server space.
- ☐ **Hardware/Software** (Based upon Mac or PC, your choice)
IMPORTANT: Get these on your home computer (PC or Mac) as soon as possible. We will talk about these applications on our first day of class and throughout our quarter together
 - **PC & MAC: Visual Studio Code** (Editor), **FileZilla** (FTP), Safari (Browser), FireFox (Browser), Chrome (Browser) and image editing application (like Aviary.com or Gimp.com)
- ☐ A headset with microphone (to be used during for live webinars, online meetings and LinkedIn Learning training videos). [\\$20 headset-mics can be found on Amazon.](#)

The following are provided to registered IT Program students upon payment of the SCC Computer Lab Fee using MySeattleColleges credentials

- ☐ On Campus access to classroom and computer center PC/MAC computers, associated printers, campus WiFi and the campus Student Network software.

NOT REQUIRED but here are two (print and digital) books I can recommend to rent or own for those who enjoy additional text resources:

1. ["HTML5 and CSS 3 \(4th Edition\)"](#) by Anne Boehm and Zak Ruvalcaba
 2. ["HTML and CSS: Visual Quickstart Guide"](#) by Elizabeth Castro and Bruce Hyslop
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Assignments and Exams

Weekly assigned reading, coding assignments, online quizzes, **a final project (requiring a live client)** and an online final exam. All assignments will be turned in as one or more combinations of the following formats: posted as a web page to a server and linked to from your student portal page (you're taught to do this), live google docs, uploaded files to our learning management system, discussion forum work

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Assignments typically involve ...

- ➔ Creating HTML coded web page(s) based upon class assigned reading and weekly lectures with coding exercises
- ➔ A type of 'Where's Waldo' HTML messed up code that has things wrong with it - some obvious, some subtle. Find the problem code, correct it - documenting the changes made within the code with comment tags.
- ➔ All assignments (HTML code) are written "by hand". Meaning, [WYSIWYG](#)'s are NOT allowed at this level of web development. This course uses very simple editing tools like Adobe's Brackets (works on both PC and Mac), Crimson Editor, Notepad (on a PC), Textwrangler or TextEdit (on a Mac) to write code to gain a mastery of web coding skills.
- ➔ Researching the Internet to learn more about website usability practices and web standards - our ever-evolving topics!

The instructor/TA(s) will be viewing your portal web page (Assignment #1) all quarter to access/grade your posted assignments -- as well as your submitted links, digital files, discussion forum work and quizzes.

Knowledge/skills acquired through instruction, study materials, research and class assignments:

1. How to access and use LinkedIn Learning's online professional development training library
2. How to use Google Suite for Education (GS4E) Drive docs to produce and share weekly notes
3. Basic website folder and file management
4. Basic and current HTML and CSS file structure
5. Basic HTML, CSS and responsive design coding techniques
6. How to use FileZilla - our File Transfer Protocol (FTP) application
7. Coding web pages with semantically valuable HTML structure, creating lists, applying links and images, etc.
8. Coding web pages with basic and CSS rules to achieve responsive web design behavior
9. Coding a web page with 2 tables to share website client, audience, issues and approach info
10. Applying includes to produce contact forms and using ReCAPTCHA security to help prevent SPAM
11. Applying a responsive Google Calendar to achieve table and agenda views
12. Apply a responsive search engine optimization (SEO) YouTube video to a web page

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13. Apply responsive navigation (top level and dropdown) to websites
14. Research and cite accessibility and social media optimization (SMO)
15. Applying responsive a Lightbox2 (Photo Gallery) and simple Photoshop optimizing image techniques
16. [Final project website](#)
 - a. Students must find their own client for their class final project by no later than week 2 of the quarter. Examples of past IT161 (previously known as WEB110) clients will be shared.
 - b. Each student must create a 3 minute presentation video of their finished final project.

Evaluation Guidelines (how to keep your 4.0)

ALL assignments MUST be uploaded to your server space BEFORE the beginning of class (on its due date), unless otherwise specified. *Choose from server (host) options listed in "required technology materials".* **All students in this class begin with a GPA of 4.0 and to maintain it, a student must fulfill/understand the following:**

1. Participate weekly in the class website and respond to all teacher correspondence
2. Obtain all required course materials immediately
3. Read regularly the class website and assigned online resources
4. Complete all assignments, scoring a cumulative of 98% or above
5. No assignments are EVER accepted by email. *Web developers post their code to the Internet!* A zero is recorded for inaccessible assignments (a dead link to assigned work on your portal) upon due date.
6. Regrade requests (one request, per assignment) are accepted
7. Late submission of assignments will be accepted up until the 6th week of the quarter, only
8. Complete all LinkedIn Learning review questions, scoring a cumulative of 98% or above
9. Complete a Final Project website for live client [you cannot be your own client], scoring 98% or above
 - Present Final Project website to demonstrated via a recording the student creates
10. Complete Online Final Exam, scoring a cumulative of 98% or above.
11. Your grades are available to you throughout the quarter on our (secured) class website (log-in/password required).

Grading Structure

Assignment Groups Weight

This syllabus is a guideline and is subject to change

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- Throughout the quarter, your student portal website's must be functional and assignments accessible
- All online quizzes are typically a review of our lessons and course content
- All online exams are graded automatically and report a score privately and instantly to its owner
- All assignments are graded typically within a week or sooner, of their due date and the grades are posted to our secure (personal login required) class learning management system (LMS) on the Internet

Seattle Colleges District (SCD)

[Student Rules](#), [Progress & Grades](#), and [Academic Calendar](#)

Grading Scale

Percentage	GPA	Letter Grade
95-100	4.0	A
94	3.9	A
93	3.8	A-
92	3.7	A-
91	3.6	A-
90	3.5	A-
89	3.4	B+
88	3.3	B+
87	3.2	B+
86	3.1	B
85	3.0	B

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84	2.9	B
83	2.8	B-
82	2.7	B-
81	2.6	B-
80	2.5	B-
79	2.4	C+
78	2.3	C+
77	2.2	C+
76	2.1	C
75	2.0	C
74	1.9	C
73	1.8	C-
72	1.7	C-
71	1.6	C-
70	1.5	C-
69	1.4	D+
68	1.3	D+
67	1.2	D+
66	1.1	D
65	1.0	D
64-0	0.0	F

Non-Decimal Grades and Grade Replacement (W, I, NC, etc.)

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If you are in danger of not passing a course, you may choose to request a non-decimal grade from your instructor prior to final exams.

- You may “Withdraw” (W) through the eighth week of the quarter (except in Summer quarter).
- To receive a “No Credit” (NC) or “Incomplete” (I) grade, you may request one from your instructor prior to final exams. It is up to the instructor whether they grant you one of these grade options, so these are not guarantees.
 - To be eligible for an “NC”, you must be in good standing.
 - To be eligible for an “I,” you must be in good standing and currently passing the course. You should have completed most course requirements to be eligible.

You may request an “I” to finish a course for which you need no further instructional support. Once you complete the missing work, your instructor submits a “grade change” request, and the “I” is replaced with a grade on your transcript. Missing work must be completed the following quarter (Summer quarter is exempt; Spring quarter “I” grades are due at end of Fall quarter).).

“NC” and “W” grades do not negatively impact your GPA but may impact financial aid or status from other programs (Running Start, Seattle Promise, International Programs, Veterans' benefits, etc.) “NC” and “W” notations remain on your transcript.

While not a requirement, you are strongly encouraged to meet with a financial aid and/or academic advisor for information prior to requesting an “NC” or “I.”

Grade Replacement

Any decimal grade may be replaced if you retake a course. You must then request the grade replacement through the Registrar, at which point, the original grade is no longer computed in your GPA.

Note: Most IT courses require a 2.0+ grade point to meet prerequisites

Course/Classroom Policies

- Polite business like behavior is expected in online course correspondence
- If you need course adaptations of accommodation because of a disability, if you have emergency medical information to share with your Instructor, please make an appointment with the Instructor as soon as possible.

Tutoring

<https://seattlecentral.edu/campus-life/student-support-and-services/learning-support-and-tutoring>

Instructor Responsibilities

- Provide a secure class website (or learning management system ‘LMS’) with class announcements,

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current lesson plans, assignments, quizzes, final exam, personalized grades, printable handouts and resource links (log-in/password, required.)

- Post assignments and quizzes to the class website at least one week before their due date.
- When possible, provide digital recordings of class webinars and lectures and posted to the class website. **IMPORTANT: There are no guarantees of live webinar recordings. My webinar recordings are an added bonus to my instruction style and I try to provide them to you when I am able, only. They are NOT a requirement of instruction in this course.**
- Post grades for assignments/exams/final project within a reasonable timeline (usually within one week after its due date).
- Respond to all class-related email within 1-2 business days (not on weekends), if a reply is required.
- *Not offered: "one on one" lectures for instruction missed - see 'Student Responsibilities and Expectations'.*

Student Responsibilities and Expectations

- Acquire all required course materials within the first week of the quarter
- It is the student's responsibility to be aware of any changes by reviewing the course website and its materials daily
- Understand the terms and expectations of each assignment, quiz and final project.
- Because our lessons typically build upon each other it is extremely important the student reviews webinars identified by the teacher) to keep up with assignment and acquire a passing grade
- **Start assignments early!** They require a tremendous amount of time and questions typically arise due to the effort put into them. *A college student can expect 2-3 hours of homework, per credit, for a college-level course. This equates to approximately 10-15 hours of homework, per week, for a 5 credit course*
- Students are expected to have regular access to a functional computer, server space and Internet access
- FTP all HTML coded assignments to a server space. I provide server space to IT161 students for one quarter. Student's may use their own hosting space if approved by the instructor. NOTE: Students are required to purchase their own server space in WEB120
- Contact the instructor well in advance of an assignment's due date, if unable to complete work on time and provide a plan.
- Keep aware of your grades via our class website (log-in/password required) throughout the quarter.
- Provide a portal website. On it provide accurate links to your assignments for your instructor to easily find.

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- Students are encouraged to work and problem-solve together but **MUST** turn in their own work. Students found cheating will receive no credit and will be subject to college disciplinary action. For more information, refer to [SCC's Student Conduct](#)
- Assignments (code) may never, ever be emailed to the instructor. *Web developers do not email code, they post their work to the Internet on a server and provide a link to their code. In IT161 students are required to build a portal website where they then provide a navigation menu for each of their assignments once completed.*
- It is extremely important students put aside quiet study time each week as ours is a **very fast, lecture and homework-heavy course**.

Disability Support Services

Students with documented disabilities requesting class accommodations, requiring special arrangements or have emergency medical information the instructor should know about are asked to contact the Disability Support Services office (DSS).

Land Acknowledgement Statement

On behalf of Seattle Central College, I acknowledge the land on which we stand today as the traditional home of the Coast Salish people, the traditional home of all tribes and bands within the Duwamish, Suquamish, Tulalip and Muckleshoot nations. Without them, we would not have access to this gathering and to this dialogue. I ask that we take this opportunity to thank the original caretakers of this land who are still here and may even be in this space.

<https://www.realrentduwamish.org/>

Technology Equipment Checkout

All students in need of technology can check out items on a quarterly basis. Students can complete the online [IT Tech Request Form](#) and the student will be contacted directly to make individual arrangements when equipment is available.

Remote Access to Computer Labs for Students

<https://itservices.seattlecolleges.edu/access-computer-labs-campus> Students can remotely log into computer labs from off-campus and use the software on these computers as if they were there in person. Available computer labs include specialty software computer labs and a subset of open lab/general use computers.

BIRST: Bias Incident Response Support Team

A Bias Motivated Incident is an action in which a person or group is intentionally targeted and subjected to harassment because of their actual or perceived disability; race, ethnicity, or national origin; religion; sexual orientation, and, for the purposes of this plan, sex, gender, gender identity, and gender expression, but the offense does not rise to the level of a crime. Any person, including Seattle Central College students, faculty, staff, and visitors, who witnesses, becomes aware of, or is subject to bias-based expression should immediately report the incident.

Reporting Options

1. Seattle Central Safety and Security **206-934-5442**
2. Submit an online report via the Seattle Central Bias Incident Report Form
https://cm.maxient.com/reportingform.php?SeattleColleges&layout_id=6
3. Office of EDI Edi-mcs.Central@SeattleColleges.Edu

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Reasonable Accommodations for Religion/Conscience

Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made *in writing* within the first two weeks of the quarter and should follow the procedures listed in the Student Rights & Responsibilities section of the Academic Catalog (Seattle Colleges Policy 336).

(<http://seattlecolleges.edu/district/catalog/ccrights.aspx>)

Title IX Statement

Seattle College District has a zero-tolerance policy on sexual harassment, discrimination, sexual violence, rape, bullying, or hazing. Please see District Policy and Procedure 419 for our process on investigating and responding to reports of sexual harassment and sexual discrimination. If you have experienced sexual harassment or discrimination, sexual violence, or bullying, or are aware of an incident involving these violations, report it immediately to the Human Resources Department at Seattle Central (hr.central@seattlecolleges.edu 206.934.4017, BE 4180) or to the District Compliance Officer (Jennie Chen at 206.934.3873, jennie.chen@seattlecolleges.edu).

All Seattle Colleges faculty and staff are required to report incidents of sexual misconduct to the Title IX Coordinator.

Equal & Equitable Opportunity Statement

Seattle Central College is committed to the concept and practice of **equal & equitable opportunity** for all its students and employees in education and employment, and does not discriminate on the basis of race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, veteran status, political affiliation or belief, citizenship/immigrant status, or presence of any physical, sensory, or mental disability.

Statement from the President & Civic Engagement Resources:

<https://www.seattlecentral.edu/about/leadership/campus-civic-engagement>

Americans with Disability Act (ADA) (BE1112)

Students needing accommodations, requiring special arrangements in case of building evacuation, or have emergency medical information the instructor should know about, are asked to contact the Access Resource Center (ARC, formerly Disability Support Services) in BE1140 (206) 934-4185 (arc.central@seattlecolleges.edu). Once the accommodation(s) is/are verified with ARC, this information will be shared with the instructor.

Accommodation Process:

- If a student contacts the instructor about an accommodation request, the instructor will refer the student to the Access Resource Center office for an appointment to discuss accommodation needs.
- If the ARC office determines the student does need an accommodation, the student will be given a letter of accommodation (LOA) that will state the accommodation to be implemented.

Student Complaint Process

The Dean of Student Development is the designated campus complaints officer and is available to meet with students to discuss issues, devise problem-solving strategies, and if necessary, guide them through the formal complaints process. Make an appointment (206.934.3840) to meet for assistance, support and advice. *For more information:*

<https://www.seattlecentral.edu/campus-life/student-support-and-services/student-rights-and-responsibilities/complaint-process>

Reflection Room (BE 3215B)

The purpose of the room is to support self-reflective practice for developing a healthy campus community by providing a safe and accessible space for meditation and reflection for students, staff and faculty. The Reflection Room is open from 8:00 a.m. – 5:00 p.m., Monday through Friday on a first come, first served basis. Please view the Reflection Room - Community Expectations.

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For more information: 206.934.3133

Undocumented Student Support (BE3111)

The Multicultural Services (MCS) office in BE3111 offers support for undocumented students at Seattle Central College. Students may contact DREAMer Support Navigator, Sahira Barajas, for more information at 206.934.4005 or by visiting the MCS office.

For more information: <https://seattlecentral.edu/campus-life/student-support-and-services/dreamers>

Veteran Support Services & Center (BE3201C)

As a veteran, member of active duty military personnel or dependent, you may qualify for a variety of resources to help you pay for your education as well as other services that may help you to achieve your educational goals. Students may go to the Veteran's Support Center or visit the VetCorp Navigator in BE3204 to learn more information. This center assists veteran students, their dependents and partners with the tools and resources to successfully navigate the transition from military to college life. studentsupport@seattlecolleges.edu

Re-Entry Support Program (BE3215)

The Re-Entry support program welcomes, supports, and creates a responsive learning environment for all currently and formerly incarcerated students. This center offers a peer mentoring program for re-entry students, advocates for racial equity to address institutional racism within higher education, educates the campus community regarding the unique challenges faced by currently and formerly incarcerated students, and creates community through a student-led, organized club for re-entry students who experience barriers associated with having been in prison or jail. For more information: Maria Kang at 206.934.4018 or Maria.Kang@seattlecolleges.edu

MESA Center (BE3221)

MESA offers academic and professional support services to qualifying students who intend to transfer to 4-year universities in pursuit of STEM majors. Our overriding aim is to diversify the STEM workforce by addressing the challenges underserved students face in their educational and career development.

Resources available for students include: online orientation, career advising, transfer assistance, professional development & academic excellence workshops, and a study center.

For more information:

<https://seattlecentral.edu/campus-life/student-support-and-services/mesa>

The Learning Support Network

The Learning Support Network provides accessible and quality academic support to Seattle Central students by improving comprehension, increasing competence, instilling confidence and promoting success. The Network is comprised of multiple learning centers and satellite tutoring locations that offer knowledgeable peer and expert tutors to assist students in their academic coursework.

The BE (Broadway Edison Building) Learning Center

We offer appointment & drop-in synchronous (real-time) online tutoring, through Zoom, in the following subjects:

English, Humanities & Social Sciences: -writing/organization/content -grammar, mechanics -understanding assignments – getting started	Mathematics for Humanities & Business (MATH 107, 116, 148)
Arabic	Statistics
American Sign Language	Accounting
French	Economics

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Japanese	Pre-college English for int'l students
Spanish	SHS, CFS, Applied Behavioral Sciences

For more details, dates and hours of operation, and instructions on how to access remote tutoring, visit our [BE Learning Center webpage](#)

BE Zoom Link: <https://zoom.us/j/7454236165>

BE password: belsn

The SAM (Science and Mathematics Building) Learning Center

We offer drop-in synchronous (real-time) online tutoring, through Zoom, in the following subjects:

Biology	Mathematics (pre-college & college level)
Chemistry	Physics
Computer Science	Statistics
Engineering	

For more details, dates and hours of operation, and instructions on how to access remote tutoring, visit our [SAM Learning Center webpage](#)

SAM Zoom Link: <https://zoom.us/j/8052103187>

SAM password: samlsn1