

COURSE SCHEDULE AND SYLLABUS



COURSE CODE: *DICT0121/CICT0115*

COURSE TITLE: *INTERNET APPLICATION DEVELOPMENT/ INTRODUCTION
TO WEB DEVELOPMENT*

COURSE START DATE: *Monday, January, 16th 2023*

COURSE END DATE: *Friday, April, 14th 2023*

INSTRUCTOR: *Carolyn Onkangi*

FACULTY INFORMATION

Instructor/Facilitator: *Carolyn Onkangi*

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Office Location: *Faculty Common Office*

Office Hours: *Monday-Friday-8:00AM-5:00PM*

Consultation Hours: *Monday - Wednesday- 2:00PM-5:00PM*

Thursday & Friday- 9:00AM-12:00Noon

Instructor Availability: *Do not hesitate to contact me. Please let me know how I can better support and challenge you. It is easier to reach me by email. If you prefer to phone you can call the University number, 254-20-8561820, during office hours. Therefore, if you have a direct question for me that you are posting to one of the forums, begin the subject line with a question mark (?).*

COURSE DESCRIPTION

Description

This course presents the fundamental concepts of developing websites. Among the topics covered are: Internet Overview; Networks,internet,TCP-IP, and addressing, World Wide Web,

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packets, Web Design principles; Introduction to HTML; Basic structure of an HTML document, HTML tags.HTML lists; unordered list, ordered list, Description lists. Tables;, colspan and rowspan attributes. Forms; Form attributes, HTML form Controls.HTML links and images; HTML links

GOALS ANDPURPOSE OF THE COURSE

Purpose

The purpose of this course unit is to equip students with the skill and knowledge of developing web site.

Goals

To design and develop dynamic websites using HTML (Hypertext Markup Language)

EXPECTED LEARNING OUTCOMES (ELOS)

Upon successfully completion of this course, students will be able to:

- 1. Understand fundamental tools and technologies for web design.*
- 2. Design and develop internet applications using HTML.*
- 3. Use graphics and tables in Web pages.*
- 4. Link pages so that they create a Web site.*
- 5. Add client and server scripts to web applications.*

REQUIRED COURSE TEXTS/MATERIALS/ADDITIONAL EQUIPMENT

Core Reading Materials:

- 1. Jon Duckett,(2011),HTML and CSS: Design and Build Websites, 1st Ed., John Wiley & Sons, ISBN-13: 978-1118008188*
- 2. Jennifer Niederst Robbins,(2012),Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics, 4th Ed., O'Reilly Media, ISBN-13: 978-1449319274*

Recommended Reference Materials:

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3. *Ethan Marcotte,(2011), Responsive Web Design, 2nd Ed., A Book Apart, ISBN-13: 978-0984442577*
4. *Aaron Gustafson,(2011),Adaptive Web Design ,2nd Ed., ISBN-13: 978-0134216140*
5. *Mark Boulton,(2009),A Practical Guide to Designing for the Web,1st Ed., Mark Boulton Design Ltd, ISBN-10: 0956174019*
6. *Kristina Halvorson,(2009),Content Strategy for the Web,1st Ed., New Riders,ISBN-13: 978-0321620064*
7. *Greenlaw R and Hepp E,(2007),Fundamentals of Internet and www, 2nd Ed., Tata McGrawHill.*

Recommended Journal:

1. *Journal of Web Development and Web Designing; MAT Journals*
2. *International Journal of Web Engineering and Technology;ISSN: 1741-9212*
3. *International Journal of Web Technology (IJWT); Print ISSN:2278-2389*

Instructional Materials and/ or Equipment:

Computers, Software ; Text editor: Notepad++, internet, Chat Room Headset, Web cams, Microphone

ASSIGNMENTS AND DUE DATES

Rubrics

Rubrics for discussions

10	6	3	0
<i>Student responded to teach a member of the group on posted topic/lesson</i>	<i>Students posted minimum of two times to the discussion board, but missed either 1)an original response or b) a reply to classmate</i>	<i>Student posted a minimum of one time during the week to the discussion board.</i>	<i>Student did not post during the week to the discussion board</i>
<i>Comments/questions were responsive to the discussion questions</i>	<i>Comments/questions were reasonably responsive to the discussion questions</i>	<i>Comments/questions were reasonable responsive to the discussion topic</i>	<i>Comments were not reasonably responsive to the discussion topics</i>

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<i>Comments/questions provided evidence that student had read and considered a substantial number of classmates postings before responding</i>	<i>Comments/questions provided evidence that the student had read and considered at least some classmates postings before responding</i>	<i>Comments/questions provided evidence that the student had read and considered at least some classmates' postings before responding</i>	<i>Comments/questions did not provide evidence that the student had read and considered the classmates postings before responding.</i>
<i>Comments or question significantly contributes to the discussion</i>	<i>Comments/questions enhanced quality of discussion</i>		

Rubrics for reflections from compendium

Assignments – *The assignments will be similar to the assignments you have done for other courses. The only difference is that you will be submitting them through the Assignment & tests Folder.*

Weekly Compendium – *Weekly compendiums should cover many concepts – not just one. They should be approximately 100 words and should be based on your interaction with the following: textbook reading, lecture review, discussion questions and response, and general in class dialog. The compendium is to be an analysis of what you have learned from participating in all facets of the course during the week. Weekly compendiums are due according to the course schedule and are to be posted to the Forum.*

Participation – *Your quality participation will make this course a success. You are expected to make a minimum of three substantive commentaries in the Forum each week. (Read weeks and final assignment weeks are the exceptions.) 'Substantive Participation' is described in the next section.*

Course Assessment

Graded Assignments 1: Weekly Compendiums

Course Outcome Fulfilled: *Objective 1-3*

Grading Value: 12%

Due Date: *This assignments are to be submitted weekly by 23:00PM latest.*

Description: *Students are expected to read assigned readings (refer to the discussion forum and schedule) and answer the questions asked each week on the blackboard based on required readings.*

Grading Parameters: *Giving correct answers to the questions based on the assigned following rubrics you can assign appropriate marks as per your discretion.*

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Element	Description
<i>Mechanics</i>	<i>Consistently avoids typographical, spelling and grammatical errors.</i>
<i>Connection to Experience</i>	<i>Makes clear the connection(s) between the experience and the dimension being discussed.</i>
<i>Accuracy</i>	<i>Makes statements of fact that are accurate and supported with evidence; for academic articulated learning statements, accurately identifies, describes, and applies appropriate academic principle(s).</i>
<i>Clarity</i>	<i>Consistently expands on and expresses ideas in alternative ways, provides examples/illustrations.</i>
<i>Relevance</i>	<i>Describes learning that is relevant to the articulated learning statement category and keeps the discussion specific to the learning being articulated.</i>
<i>Depth</i>	<i>Addresses the complexity of the problem; answers important question(s) that are raised; avoids over-simplifying when making connections.</i>
<i>Breadth</i>	<i>Gives meaningful consideration to alternative points of view and interpretations.</i>
<i>Logic</i>	<i>Demonstrates a line of reasoning that is logical, with conclusions or goals that follow clearly from it.</i>
<i>Significance</i>	<i>Draws conclusions, sets goals that address a (the) major issue(s) raised by the experience.</i>

Graded Assignments 2: Classroom Discussions

Course Outcome Fulfilled: *Objective 1-3*

Grading Value: *16% there will be four of these assignments weekly for one mark each (4x4)*

Due Date: *This assignment is to be submitted after weekly (Every Friday) by 23:00PM latest.*

Description: *Students are expected read and answer the questions asked on weekly on the blackboard based on required class texts class text.*

Grading Parameters:

- *Argumentation (0.5 mark);*
- *Clarification of concepts and evidence to have read given readings (0.5 mark);*
- *Correct referencing using the APA system (0.5 mark) and*
- *Systematic presentation and flow of thought (0.5 mark).*

Grade Marks for various Assignments and Exams for the course

ASSIGNMENTS	MARKS
Discussion Questions –	16

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<i>There will be four discussion questions posted to the Forum for response, each 4 marks</i>	
Assignments – <i>There will be two assignments that will need to be completed and handed in through the Assignment Folder, each 10 marks</i>	20
Weekly Compendium – <i>There will be two WC's to reflect on each weeks learning through the course, each 6 marks</i>	12
6 Zoom sessions – participation <i>Marks will be given for your participation in atleast six zoom session of the course. This will be based on adherence to the course procedures (see above) and substantive participation (see below)</i>	12
<i>Continuous Assessment Test</i>	60%
<i>Main Examination</i>	40%
TOTAL	100%

Calculation of Final Grades: Course Requirements:

Assignment Marks calculations

1. 4 weekly discussion questions each at 4 = 16% (4x4)
2. 2 Weekly Compendium each at 6= 12% (2x6)
3. 2 Assignment each at 10= 20%(2x10)
4. 6 Zoom Sessions-Participation = 12%

Total Continuous Assessment 60%

Final Exams = 40%

Total Course Marks = 100%

COURSE SCHEDULE

Date	Topic (Module/Unit)	Outcome(s) to meet	Assigned Readings	Student Activity (DQS/ Compendiums /Assignments)

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16/01/2023	INTERNET INFORMATION ARCHITECTURE	-Networks, TCP-IP, and Addressing -World Wide Web -Web Browsers and Web Server -Client/Server Architectures	Greenlaw R and Hepp E, (2007), Fundamentals of Internet and www	Visiting the library for resource relevant materials. Join in the collaborate session for a live webinar, refer to your announcement and the lecture and notes section to join.
23/01/2023	DESIGN AND IMPLEMENTATION OF INTERNET APPLICATION	Planning a Website, Basic Web Design Principles	Mark Boulton, (2009), A Practical Guide to Designing for the Web	Join in the collaborate session for a live webinar, refer to the lecture and notes section to join.
30/01/2023	WEB PAGE BASICS	The Structure of a Web Page, Working With Basic Page Elements	Chris Bates, (2006), Web Programming: Building Internet Applications	Discussion Questions 1 (DQ1) Join in the collaborate Join in the collaborate session for a live webinar, refer to the lecture and notes section to join.
06/02/2023	HYPERTEXT MARKUP LANGUAGE	- HTML Tags -Heading-Paragraphs -Line Breaks - Elements and attributes	Jon Duckett, (2011), HTML and CSS: Design and Build Websites Chris Bates, (2006), Web Programming: Building Internet Applications	Weekly Compendium1 (WC1) Join in the collaborate session for a live webinar, refer to the lecture and notes section to join.
13/02/2023	HTML	HTML Links	Jon Duckett,	Discussion

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	HYPERLINKS AND IMAGES	-Hyperlinks -HTML Links – Syntax -HTML Images Syntax -The alt Attribute -Image Size Width and Height	(2011),HTML and CSS: Design and Build Websites	Questions 2 (DQ2) Join in the collaborate session for a live webinar, refer to the lecture and notes section to join.
20/02/2023	LISTS	-Unordered List -Ordered List - The Type and start Attribute -Description Lists	Ethan Marcotte, (2011), Responsive Web Design	Weekly Compendium2 (WC2) Join in the collaborate session for a live webinar, refer to the lecture and notes section to join.
27/02/2023	TABLES	-Adding a Border -Cellpadding and Cellspacing Attributes -Colspan and Rowspan Attributes -Table Height and Width	Chris Bates, (2006),Web Programming: Building Internet Applications	Assignment 1 Join in the collaborate session for a live webinar, refer to the lecture and notes section to join.
06/03/2023	FORMS	-Form Attributes -HTML Form Controls -Text Input Controls -Checkboxes Controls -Radio Box Controls	Chris Bates, (2006),Web Programming: Building Internet Applications Jennifer Niederst Robbins, (2012),Learning Web Design: A Beginner's Guide to HTML	Join in the collaborate session for a live webinar, refer to the lecture and notes section to join.
13/03/2023	SEARCH ENGINES AND DEVELOPMENT TOOLS	Components of a Search Engine How search engines work	Chris Bates, (2006),Web Programming: Building Internet Applications	Discussion Questions 3 (DQ3) Join in the collaborate

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			<i>Jennifer Niederst Robbins, (2012), Learning Web Design: A Beginner's Guide to HTML</i>	<i>session for a live webinar, refer to the lecture and notes section to join.</i>
<i>20/03/2023</i>	INTRODUCTI ON TO CSS	<i>-CSS Selectors -Specifying Fonts & Font Sizes</i>	<i>Jennifer Niederst Robbins, (2012), Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics</i>	<i>Join in the collaborate session for a live webinar, refer to the lecture and notes section to join.</i>
<i>27/03/2023</i>	CSS LAYOUT	<i>Normal flow, Flexbox, Grid, Floats, Positioning, Table layout, Multiple- column layout</i>	<i>Jennifer Niederst Robbins, (2012), Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics</i>	<i>Assignment 2 Join in the collaborate session for a live webinar, refer to the lecture and notes section to join.</i>
<i>03/04/2023</i>	EXAMINATION			

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