Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: CAPS/WD 153 **Year: 2025-2026**
Course Title: Advanced Web Page Design **Credit Hours: 1**

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course is designed for the student who can build basic web pages, but would like to incorporate more advanced features into the site. Topics include document types (Strict, Transitional, and Frameset), CSS (Cascading Style Sheets), internet graphics developments, advanced metatags. Prerequisites: WD/CAPS 152; prior completion or concurrent enrollment in ENGL 099, MATH 090, and RDNG 116 if required by placement testing. 1 Cr. (2 Lec., 2 Lab. for 5 weeks) Occasionally.

Course Context/Audience

This course is for students who have experience with HTML (Hypertext Markup Language) and would like to increase their ability to create sophisticated Web sites. It is a required course in the Web Design, A.A.S. degree program.

Basic Skills/Entry Level Expectations

Writing: W1 Student should be taking ENGL 099 (if needed). The course requires very limited writing, e.g., short written responses of a paragraph or less.

Math: M3 Taking MATH 095 (if needed) – Course requires the use of basic mathematical skills plus very limited basic algebra skills.

Reading: R3 Course may be taken concurrently with RDNG 116.

Other: General knowledge and experience with desktop computers and the internet, and knowledge of basic HTML coding.

Course Goals

As a result of successfully completing this course, the student will be able to:

1. Use effective methods to solve site development problems with markup languages and CSS.
2. Plan and produce a Web site, or re-evaluate an existing Web site using the concepts learned in this course.
3. Recognize implicit points and implied relationships in reading material. Solutions and appropriate solution methods will not always be explicitly stated; students will sometimes be expected to determine the appropriate implied information in order to solve the problems.

Course Objectives/Topics

Objective/Topic	% Course
Students will be able to plan and produce a Web site, or re-evaluate an existing Web site using the concepts learned in the course.	100%

Students will be able to express an understanding of the basic concepts underlying the difference between structure and content of Web sites.	10%
Students will be able to understand the importance of CSS, gaining an historical view of the Internet, and how its development has led to the technical need for CSS and evolving markup languages.	5%
Students will be able to use CSS in Web site design and development.	70%
Students will be able to understand and distinguish between the three document types of HTML 4.	10%
Students will be able to understand the significance of the PNG (Portable Network Graphic) format that has been developed for the Web, and use it when appropriate.	10%
Students will be able to use specific Meta-Tags in the creation of Web documents.	10%
*NOTE: The sum of the percentages assigned to each topic will not equal 100%, as many of the goals overlap; in some cases requiring the same activity to accomplish several goals.	

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	**HOW DOES THE COURSE ADDRESS THE OUTCOMES** (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to ➢ develop meaningful questions to address problems or issues. ➢ gather, interpret, and evaluate relevant sources of information. ➢ reach informed conclusions and solutions. ➢ consider analytically the viewpoints of self and others.	Students will discuss current issues in web page design. Students will gather information from various sources for projects, then compare and contract their findings. Group discussion and/or projects will allow students to develop the ability to solve problems effectively and creatively. Projects and/or discussion topics will be assigned.
SOCIAL/GLOBAL AWARENESS OUTCOMES	**HOW DOES THE COURSE ADDRESS THE OUTCOMES** (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
➢ Students will begin to understand how their lives are shaped by the complex world in which they live. ➢ Students will understand that their actions have social, economic and environmental consequences.	Students will compare various opinions including globalization, internationalization, accessibility and/or sustainability. They will have to analyze information from various sources and make web page design recommendations and decisions based on the results. Projects and/or discussion topics will be assigned.

Instructional Methods
Sequence of material:
1. HTML versions and justifications for them
2. Review examples of the use of (CSS) Cascading Style Sheets, discussing its features
3. Learn the four ways in which CSS can be incorporated into HTML code to solve Web design and formatting problems
4. CSS Syntax and application, designing a Web site from scratch, or enhancing an existing Web site

Teaching methods:
1. Students will work on desktop computers in a hands-on manner.
2. Lectures will be provided along with textbook readings and online assignments.
3. Software will be provided to allow students to work from multiples locations.
4. Students will work creatively on the computer to design and implement a new or enhanced Web site, using the coding tools they have learned.

Additional materials:
Students will be encouraged to draw upon the many Web based resources (existing sites, software, articles, tutorials, etc.) that are available both to demonstrate the use of the tools and methods taught, and to acquire technical information about the course content. It is expected that this course will provide students with the ability to continue their learning after the course is completed.

Methods of Assessment/Evaluation

Method	% Course Grade
Assignments, quizzes, and/or written work	40-60%
Final Project	30-50%
Class Participation	10%

Text(s)
Cascading Style Sheets (CSS) by Example, Callihan, Steve, Latest Edition, Que.

Bibliography

Meyer, Eric. A. Cascading Style Sheets: The Definitive Guide. O'Reilley, © 2000.

Meyer, Eric. A. Eric Meyer on CSS, © 2002, New Riders Publishing.

Box, D., Cascading Style Sheets.

Other Learning Resources

Audiovisual No resources specified
Electronic Articles, software, and other materials available through TC3's e-reserves "Cascading Style Sheet Resources", a Web page with links to other Web sites that can be of use for students in this course. http://www.acad.sunytccc.edu/ets/tutorials/css.html The W3C (World Wide Web Consortium) web site, which establishes the standards and recommendations for web languages, and guidelines for the future development of both Web, Web languages, and Web browsers. (http://www.w3c.org)
Other No resources specified