Course Syllabus (80-day semester)

Days 1 - 4: **Unit 1: Basics** Using a windows based operating system; creating folders, saving files, browser skills, creating bookmarks, search engines, history and vocabulary of the Internet

Days 5 - 9: **Unit 2: Beginning HTML** Basic Web page tags; <HTML>, <HEAD>, <TITLE>, <BODY>, <HI>, <P>, LISTS, comments, Quiz 1

Days 10 - 22: **Unit 3: Gaining HTML Skills** an HTML editor and links; HTML tag attributes, anchor tags, creating links, applying color, HREF, Internet vocabularyII, Quiz2

Days 23 - 27: **Unit 4: Formatting** Formatting text; using <EM>, <CODE>, <DFN>, <STRONG>, <B>, <BIG>, <I>, <S>, <SUB>, <SUP>, <SMALL>, <TT>, <U>,
, <HR>, <ADDRESS>, <PRE>, More attributes including: ALIGN, NOSHADE, SIZE AND WIDTH

Days 28 - 34: **Unit 5: More Formatting** More ways to format text using <MARQUEE>, <FONT> More attributes: HREF, BGCOLOR, TEXT, BEHAVIOR, FACE, DIRECTION, LOOP, SCROLLAMOUNT, SCROLLDELAY, VSPACE, and HSPACE, TEST 1

Days 35 - 45: **Unit 6: Using Images** Creating and saving graphics, optimizing the graphic for the Internet, placing graphics on an HTML document, formatting graphics to enhance appearance. Introduction to Fireworks

Days 46 - 54: **Unit 7: Tables** Using <TABLE>, <CAPTION>, <TR><TH>, <TD> to create tables with and without borders. Table attributes, Quiz 3

Days 55 - 64: **Unit 8: Target Windows** Opening links in new windows using the TARGET attribute, TEST 2

Days 65 - 68: **Unit 9: Graphic Archives** Creating a library of your own; Students take time to search the Internet, find out what resources are out there and download free graphics to create a library of their favorites.

Days 69 - 74: **Unit 10: Frames** Dividing the screen; using <FRAME> and <FRAMESET>, assigning HTML documents to the frames. Quiz 4

Days 75 – 80 **Unit 11: Bringing It All Together** The final project, a review of all important concepts and tags.

A note to the teacher:

Approach this course as a collection of activities that will give your students a wealth of experience creating web pages while guiding them in Web design with the proper use of HTML tags. In my experience, students appreciate every bit of knowledge they acquire in this course. The labs are a perfect blend of guidance and opportunity to create a personalized web page that allows them to say, "It's mine."

You will find that the students learn best by doing and seeing the results. Your job will be to guide them by pointing out the new tags and their role in formatting a Web page. You can demonstrate to explain results, but then you must stand back and let them create. I always tell them that the lab procedures are a minimum and they should feel free to add more than required, as long as they will finish in the allotted time. You must be aware of the climate of the class and be flexible on the number of days a lab should take. Some classes need more time, others may not need as much time on any given topic.

I evaluate their lab work by telling them if it is acceptable or not. If it not acceptable, they will have to correct the errors before they get credit for the lab. I try to evaluate their work as they finish it, while they are beside me, if possible. That is not always possible, especially if you are needed by others for guidance, therefore, each student will need to have disk space on which to save their work. Your facilities will determine what that storage device will be.

Try to have all the students' work evaluated before testing them. They may not realize they are making errors that will count against them on a test if you have not seen their labs.

When finished with a quiz or test, I always have them close down the HTML document when they are sure it is complete to their satisfaction. When they hand in the quiz or test paper, that is my cue to remove the file from their storage device and save it to mine, probably using the "cut 'n paste" method. I correct the class's tests only when they are all finished and I can correct them as a group. I do not correct the tests with the students present, so I write comments or circle errors on the actual quiz or test paper and give them an opportunity to see the comments so they will understand their grade. If they want to see the actual document again, we sit down and review it together.

Unless you are very familiar with the HTML tags and what can go wrong in a document, I would strongly suggest that you try the labs yourself before asking the students to do them so you will be familiar with the common errors and pitfalls that need to be avoided. You are the one who will be expected to debug their pages when they will not work. If you have done it yourself, it will increase the chances that you will recognize their errors. You should also insist that they use spacing and indenting on their documents to make debugging possible. To assist you, encourage the students to help each other with problems, because you will not always have the time to get to everyone.

HOW TO USE THE MATERIALS INCLUDED WITH THIS BOOK:
Please be aware that everything you need, except the software, computers and Internet access are included in the lesson plans, student labs or CD. There are some software programs to which you will need access; like a text editor such as Wordpad or a simple HTML editor. When you get to the graphics part of the course, a program like Adobe Photoshop's ImageReady or Macromedia's Fireworks is ideal, but you can use the Window's Paint program for most of it if you had to.

If you handle the materials in this order you will find it works best...

IN THE LESSONS SECTION:
This book assumes you have basic skills using Microsoft Windows, an Internet browser and a word processor. You should know how to save a file and save the same file again using a different filename.
If you are unsure how to demonstrate a lesson, you should do the lesson yourself first. All labs have step-by-step directions for the students that you could use to teach yourself.
This book also assumes you have Internet access for the students. If not, lessons where they need to get materials from the Internet will have to be done at home or at the library.

1. Look at the syllabus for each unit so you will know what is being taught in that unit.

2. Read the "Suggested Lesson Plans" for the unit you are about to delve into. It gives detailed instructions on how to approach the material with the students and what lab to assign.

IN THE STUDENT SECTION:
3. If you look at the student section of the teacher materials, you will see that the students are given step-by-step directions to complete each lab.
In the labs that need to be preceded by a lesson, the lesson is given right in the labs or has been given by you using suggested overhead notes that are in the "NOTES SECTION" or PowerPoint presentations that are on the CD.
Look, for example, at the amount of notes that are included in lab 1.2. That is because they are needed to explain and give background information. Sometimes, the best learning comes from doing the lab and seeing the result. It is better to see it than to read about it. Each lab has in it what it needs.
It is STRONGLY suggested that you complete these labs before trying to present them to the students to avoid misunderstandings and so that you will know the pitfalls of the language and be ready to help them with questions that may arise.

IN THE TEACHER SECTION:
4. If you are having any problems getting the lab to work, you can use the teacher version of the student labs to see solutions that work. It will make it easier for you to debug.

I know that the book looks very complicated because of the "<" and ">" that must surround each tag, but if you take it one step at a time and do the labs yourself, well before the students, it will become very clear. It is actually one of the simplest computer languages.
You will be surprised how fast the students pick it up and go beyond. They actually do homework when there is none assigned because they want to learn more and do more because it is so much fun. Soon, they will be helping each other.

My last piece of advice is to have fun with it. It is not a course with required standards. You can modify it to fit your class, if they seem interested in a certain unit, expand it with extra activities that are relevant to them. As with any new course, it will take a couple of years for you to feel completely comfortable with it, but try to relax and enjoy it, the students will take their cue from you.