

Fall 2006

# Designing with *Web* Standards

## [Marlboro College Graduate Center, Brattleboro, VT](#)

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This class will help you understand and implement standards in a professional format. You will learn how to use Cascading Style Sheets (CSS), the widely-supported standard for styling web pages; how to transform word processing documents into structured web documents that will work in tomorrow's browsers; how to write cross-browser compatible, standards-compliant code; and how to use the CSS box model and other advanced techniques to lay out pages.

### **Instructor Information:**

Jen Kramer  
E-mail: [jen@focusedconsulting.com](mailto:jen@focusedconsulting.com)  
Course web site: <http://www.learnwebstandards.org/>

### **Required Resources:**

#### **Texts:**

No required textbook. You are asked to [pick your own book](#) according to your learning style.

#### **Software:**

Microsoft Notepad (comes with Windows OS), Macintosh SimpleText (comes with Mac OS), or other simple text editing software. Word or WordPerfect are NOT acceptable. The course lectures will use Dreamweaver 8 in code view, but you are not required to purchase this. You may wish to post a few images on the web pages you design. If so, you may want to use some type of image processing software such as Photoshop. However, we will not cover Photoshop in class, and it is not required for the course.

### **Class Format**

Biweekly lectures will be presented. Examples will be presented at such a pace that the student may follow along. A homework assignment will be given with each lecture for completion before posting of the next lecture for the first 4 classes.

### **Learning Outcomes:**

#### **Students will be able:**

1. To understand the differences between HTML and XHTML, including transitional vs. strict flavors
2. To understand the concept of Cascading Style Sheets and their importance and correct use in web page design and construction
3. To correctly code a web page using XHTML and CSS, such that the page passes validation

4. To use hand-coding to compose a web page.

## Requirements

1. **Class participation.** Regular class attendance online and in person is required. Participation in class discussions and a willingness to help other students is essential.
2. **Research.** The instructor will not present all possible XHTML and CSS techniques and attributes in class. You will be expected to research some of this material yourself and incorporate your learning into your homework assignments and final project.
3. **Homework deliverables** Homework deliverables will be described as we go. It is expected that these will be submitted to the instructor via a course website. Comments and grading will be returned by FirstClass email.
4. **Final Project.** The final deliverable and the end goal of this course is the ability to write a standards-compliant website, which renders quickly and passes validation.

## Course Outline / Content

- **Class 1: Get everyone on the same page**
  - What are web standards?
  - Introduction to CSS and XHTML
  - Doc types and the three flavors of XHTML
  - Three ways to include CSS in a document
  - Styling text with CSS.
- **Class 2: Semantic markup, XHTML syntax**
  - Introduction to Classes and IDs
  - Introduction to document structure
  - Writing clean, well-formed code
  - Validation (both CSS and XHTML)
  - Troubleshooting Methodology
- **Class 3: Box Model**
  - Introduce box model: what is the box model, problems associated with it, etc
  - padding, margins, borders
- **Class 4: Selectors**
  - combining HTML tags with ID's and/or classes to make selectors
  - Why selectors are an advantage... why not just create another class/ID?
  - Pseudoclasses
  - Menu magic
- **Class 5: Positioning I**
  - Talk about flow
  - Everything is relative
  - Position: relative, static, absolute, fixed
- **Class 6: Positioning II**
  - Floating elements
  - Multi-column layouts
  - Clearing floats
- **Class 7: Inheritance and the cascade**
  - Font inheritance example
  - Multiple stylesheets used over several pages/subsites

## Evidence of Accomplishment:

- Participation – 20%
- Biweekly assignments - 30%

- Final Project – 50%

Please turn in all assignments on time. On time is by 5:30 PM on class Fridays. Unless prior arrangements have been made with the instructor, late assignments will be marked down 10 %.

Please do not put off posting your homework until the last possible second. Technology can fail you at the last minute -- and it often does. I encourage you to post your homework earlier than 5:30 PM, just to make sure you can connect to the Internet, your computer didn't crash, FirstClass is up and running, and so forth.

## Miscellaneous

It is recommended that you have at least one current back up of all your work at all times. It is not unheard of to have two or even three back-ups. Storing files on a thumb drive, CD, DVD, external hard drive, or some other external storage device is a fast and economical method for performing frequent back-ups. No matter which method you use, the important thing is to back up often!

## Participation rubric:

<b>Mastery</b>	<b>Above Average</b>	<b>Satisfactory</b>	<b>Emerging</b>
You participated in all of the required activities expertly and independently. Not only did you show evidence of understanding what was required, but you went beyond that expectation and applied these activities to situations outside the course routinely. You assumed leadership responsibilities often and effectively.	You participate in all of the required activities and may have taken the lead in several of them. You often demonstrated that you were well prepared and that you could connect the discussion topics to your own situations. You may have mentored other students or suggested additional materials to the instructor as well.	You participated in most of the required activities exactly as directed. You showed evidence that you understood the activities, but not necessarily that you enjoyed them or applied them further than required. You may also have been reminded to participate actively, either from a teammate or from the instructor.	You participated in some of the activities required, but not all of them. Or, you participated in many of the activities, but you did them hastily or with little preparation. You need to participate more actively or prepare more thoroughly, or write to the instructor for additional guidance on improving your participation.