

COURSE SYLLABUS

WEB DESIGN

Course code: 220124

1. General information

<i>Course type</i>		<i>Number of credits</i>	<i>Number of learning periods</i>
General	<input type="checkbox"/>	Theory: 02 Exercise: 00	Theory: 30 Exercise: 00
Basic	<input checked="" type="checkbox"/>		
Specialized	<input type="checkbox"/>	Practice: 01	Practice: 30
Required	<input checked="" type="checkbox"/>		
Elective	<input type="checkbox"/>		

Learners:

Level	Bachelor
Discipline	Information Technology

Course requirements:

Prerequisites	Programming techniques	Course code:
Parallels	N/A	Course code:
Other requirements	<ul style="list-style-type: none">- Using the Internet and its services- Reading and understanding English textbooks- Thinking creatively- Learning actively	

2. Learning resources:

Prescribed textbooks	[1] Đoàn Phước Miên, Phạm Thị Trúc Mai (2014). <i>Tài liệu giảng dạy môn Thiết kế và lập trình web</i> . Trường Đại học Trà Vinh.
Recommended textbooks	[1] Lê Minh Hoàng (2007). <i>Tự học thiết kế web 1, 2</i> . Nhà xuất bản Lao động xã hội.

Other learning materials	https://www.w3schools.com Software: Notepad++, Sublime Text 3, Webserver for Windows (Xampp, Wamp, AppServ...)

3. Course description

The course equips students with basic knowledge of web design. The course also trains students skills for designing webpages with HTML, CSS, handling users' interaction using Javascript, and designing responsive websites. Additionally, the course develops students' appropriate awareness and attitudes on current services provided on the Internet; skills for working in groups as well as individually and for researching and presenting.

4. Course learning outcomes (CLOs)

After finishing the course, students will be able to:

		<i>Satisfy LOs of the program</i>	<i>Satisfy LOs of the ABET</i>
❖ Topic 1: Disciplinary Knowledge and Reasoning			B.1.1 B.1.2 B.1.3 B.1.4 B.1.5 B.1.6
L1.	Determine the operating principles of websites and processes of designing websites	1.2.2, 1.3.6	
L2.	Design webpages with HTML		
L3.	Format the layout of webpages with CSS		
L4.	Utilize Javascript to handle user's interaction		
L5.	Design responsive web using Frameworks		
❖ Topic 2: Personal and Professional Skills and Attributes			
L6.	Apply acquired knowledge in previous courses to practical issues.	2.1.1, 2.1.2, 2.1.4, 2.2.1, 2.3.1, 2.3.2, 2.3.3, 2.4.1, 2.4.2,	

		2.4.3, 2.4.4	
L7.	Demonstrate ethics, integrity and social responsibility in web developments	2.5.1, 2.5.2	
❖ Topic 3: Interpersonal Skills: Teamwork and Communication			
L8.	Work collaboratively in medium size projects.	3.1.2, 3.1.5	
L9.	Demonstrate the ability to communicate, report, and present in public.	3.2.1, 3.2.2, 3.2.3, 3.2.4	
❖ Topic 4: Conceiving, Designing, Implementing and Operating Systems in The Enterprise, Societal and Environmental Context – The Innovation Process			
L10.	Identify the role of web technologies in social life.	4.1.1, 4.1.2, 4.1.3	
L11.	Develop design ideas for intended websites	4.2.1, 4.2.2, 4.2.3, 4.2.4	
L12.	Design websites based on the ideas	4.3.1, 4.3.2, 4.3.3, 4.3.4	
L13.	Test the responsive feature of the designed websites	4.5.1, 4.5.4	

5. Course content:

Course contents	CLOs	Number of learning periods		
		Theory	Practice	Others
Chapter 1. Overview of web design	L1, L7 L10, L11	2		10
1.1. Web working principles		1		
1.1.1. Internet and Websites				

1.1.2. Website addresses				
1.1.3. Analysis of a website				
1.1.4. Web browsers				
1.2. Web design process		1		
1.2.1. Forming ideas				
1.2.2. Creating and organizing contents				
1.2.3. Drafting a sample interface				
1.2.4. Creating an HTML document				
1.2.5. Testing and editing				
1.2.6. Publishing webpages				
<input type="checkbox"/> <i>Personal and Professional Skills and Attributes</i>	L7 (I)			
<input type="checkbox"/> <i>Interpersonal Skills: Teamwork and Communication</i>				
<input type="checkbox"/> <i>CDIO in the enterprise, societal and environmental context</i>	L10 (I), L11(T)			
Chapter 2. HTML	L2, L6, L10, L12	10	11	
2.1. Creating a simple web page		1	2	
2.1.1. History of HTML				
2.1.2. Introduction to HTML tags				
2.1.3. Structures of an HTML document				
2.1.4. Web browser				
2.1.5. Web editor				
2.2. Text formatting with HTML		2	2	
2.2.1. Title formatting				
2.2.2. Text formatting				

2.2.3. List of items				
2.2.4. Note making				
2.3. Adding graphic objects		2	2	
2.3.1. Adding images				
2.3.2. Adding audios				
2.3.3. Adding videos				
2.3.4. Adding plug-ins				
2.3.5. Adding YouTube videos				
2.4. Adding hyperlinks		1	1	
2.4.1. Hyperlinks				
2.4.2. Iframe links				
2.4.3. Image links				
2.5 Forms in HTML		3	2	
2.5.1. Form structure				
2.5.1. Form elements				
2.6. Overview of HTML DOM, Google Fonts, Google Chart, Google Maps		1	2	
<input type="checkbox"/> <i>Personal and Professional Skills and Attributes</i>	L6 (U)			
<input type="checkbox"/> <i>Interpersonal Skills: Teamwork and Communication</i>				
<input type="checkbox"/> <i>CDIO in the enterprise, societal and environmental context</i>	L10 (I), L12 (T)			
Chapter 3. Cascading Style Sheets (CSS)	L3, L6, L7, L12	3	5	
3.1. Introduction to CSS		0.5		
3.2. Style: Definition, Classification, and Use		0.5	1	

3.3. Selector in CSS and the scope of effects		1	1	
3.4. Overview of CSS Icons		1	3	
<input type="checkbox"/> <i>Personal and Professional Skills and Attributes</i>	L6 (U), L7 (I)			
<input type="checkbox"/> <i>Interpersonal Skills: Teamwork and Communication</i>				
<input type="checkbox"/> <i>CDIO in the enterprise, societal and environmental context</i>	L12 (T)			
Chapter 4. Javascript	L4, L6, L7, L12	7	4	
4.1. Introduction to Script and JavaScript		0.5		
4.2. Syntax and conventions		0.5		
4.3. Declaration of variables, data types and operators		1.5	0.5	
4.4. Control structures		2	1	
4.5. Functions		0.5	0.5	
4.6. Data objects in JavaScript		2	2	
<input type="checkbox"/> <i>Personal and Professional Skills and Attributes</i>	L6 (U), L7 (I)			
<input type="checkbox"/> <i>Interpersonal Skills: Teamwork and Communication</i>				
<input type="checkbox"/> <i>CDIO in the enterprise, societal and environmental context</i>	L12 (T)			
Chapter 5. Design of Responsive Web	L5, L6, L7, L8, L9, L12, L13	8	10	
5.1. Introduction to Responsive Web		1		
5.1.1. Concept of Responsive Web				

5.1.2. Frameworks for designing Responsive Web				
5.2. Web Design with Frameworks		7	10	
<input type="checkbox"/> <i>Personal and Professional Skills and Attributes</i>	L6 (U), L7 (I)			
<input type="checkbox"/> <i>Interpersonal Skills: Teamwork and Communication</i>	L8, L9			
<input type="checkbox"/> <i>CDIO in the enterprise, societal and environmental context</i>	L12 (T), L13 (T)			
Summary of skills in course level				
<input type="checkbox"/> <i>Personal and Professional Skills and Attributes</i>	Through the course, students are able to identify the importance of holistic thinking and to apply skills in problems identification and formulation, problems modelling and solving, active learning, and critical thinking to approach to the course contents in order to best achieve learning outcomes.			
<input type="checkbox"/> <i>Interpersonal Skills: Teamwork and Communication</i>	Through the course, students have opportunities to apply and develop skills for groupworks and self-improvements.			
<input type="checkbox"/> <i>CDIO in the enterprise, societal and environmental context</i>	Through the course, students can: - Identify the role of web technologies in social life. - Develop design ideas for intended websites - Design websites based on the ideas - Test the responsive feature of the designed websites			

6. Teaching and learning methods

ID	Teaching method/technique		Description
M1.	Lecturing	<input checked="" type="checkbox"/>	- Being suitable to course contents. - Students can memorise basic knowledge and apply it to address problems on the computer.

M2.	Questions – Answers	<input type="checkbox"/>	
M3.	Group-based Learning	<input checked="" type="checkbox"/>	Helping students develop teamwork skills and other essential skills in groupworks (e.g. listening skills, oral presentation skills, time and task management skills...).
M4.	Problem-based Learning	<input type="checkbox"/>	
M5.	Project-based Learning	<input type="checkbox"/>	
M6.	Case studies	<input type="checkbox"/>	
M7.	Role play	<input type="checkbox"/>	
M8.	Demo	<input checked="" type="checkbox"/>	Helping students visualize how to apply theories to problem solving. Based on sample demonstration, students will know how to solve problems on the computer.
M9.	Simulations	<input type="checkbox"/>	
M10.	Debate	<input type="checkbox"/>	
M11.	Game	<input type="checkbox"/>	
M12.	Brainstorming	<input type="checkbox"/>	
M13.	Think-Pair-Share	<input type="checkbox"/>	

7. Course assessment:

ID	Assessment activity		Quantity	Weight	LOs assessed
T1.	Text-based midterm exam	<input type="checkbox"/>			
T2.	Text-based final exam	<input type="checkbox"/>			
T3.	Practice midterm exam	<input checked="" type="checkbox"/>	2	50%	
T4.	Practice final exam	<input type="checkbox"/>			
T5.	Report	<input type="checkbox"/>			
T6.	In-class exercises	<input type="checkbox"/>			
T7.	Homework assignments	<input type="checkbox"/>			

T8.	Question – Answer	<input type="checkbox"/>			
T9.	Term Project	<input type="checkbox"/>			
T10.	Final Exam	<input checked="" type="checkbox"/>		50%	
Formula for Overall score		$(T3 + T10)/2$			

8. Course requirements and expectations

8.1. Requirements on attendance

- Students are responsible for attending all classes. In case of absence due to force majeure circumstances, there must be sufficient and reasonable evidence.
- Students who do not attend more than 20% of the class sections, whether for reason or not, are deemed not to have completed the course and must re-enroll in the following semester.

8.2. Requirements and expectations on student behaviors

- Students must show their respects for teachers and other learners.
- Students must be on time. Students who are late more than five minutes will not be allowed to attend the class.
- Students should not make noises and interfere with others in the learning process.
- Students should not eat, chew gum, and use devices such as cell phones, music players during class hours.
- Laptops and tablets can only be used in class for the purpose of learning.
- Students who violate the above principles will be asked to leave the class and considered absent from the class.

8.3. Requirements on learning issues

Issues related to applying for score reservation, scoring complaints, scoring, exam disciplines are done according to the Learning Regulation of Tra Vinh University.

9. Tentative course instructor

Nguyễn Ngọc Đan Thanh

DEAN

DEPARTMENT HEAD

LECTURER

Nguyễn Ngọc Đan Thanh