Western Oregon University
Center for Academic Innovation
Syllabus

Web Coding
ED 638
1 Graduate Credit

Sponsored by Oregon Computer Science Teachers' Association

June 27, 28, 29 2016

Instructor: Chris Winikka

Course Description

Looking to build or refine a Web Design or Web Development course or unit of study? Want to enhance your own front-end development skills? The goal: expand a Professional Learning Community of Web Design/Development teachers and afficionados. Bring your personal and professional web-related goals, and we will provide the environment and dedicated time to meet your own needs. Possible topics include: HTML, CSS, Layouts, jQuery, frameworks, JavaScript, Web Apps, and more.
NOTE: Participants wanting course credit will need to develop and submit course materials for the classroom.

Course Objectives

Participants Will:

1) Identify and use the following elements according to their semantic meaning: html, head, title, body, a, p, blockquote, br, div, span, strong, em, acronym, abbr, ul, li, ol, dl, dt, dd, img, table, caption, summary, thead, tfoot, tbody, tr, td, comment.
2) Apply the following CSS properties: background, border, clear, color, float, font, height, line-height, list-style, margin, overflow, padding, position, text-align, text-indent, width.
3) Identify and apply advanced CSS selectors
4) Explore and assess the importance of the following Web Coding concepts: semantic markup, code validity, the CSS cascade, CSS inheritance, the following elements of design: typography, use of contrast, and use of space
5) Identify two to three other web technologies of interest and importance to participants and collaborate on projects to acquire knowledge and apply to one or more smaller web projects.
6) Identify, then engage in discourse about problems of practice and weigh the various possible solutions
7) Reflect on their own practice.

Instructional Format

Instruction will be in these forms: Group discussions, individual work, small group work, readings, discussion, and reflection. Participants will attend 3 professional development sessions from 9:00 – 4:00 on the dates indicated below. They will complete an additional project independently after the three sessions.

Course Outline

Session 1: June 27	• Introduction of course outcomes
	• Introductory survey of topics teachers want to explore: pedagogy and web technologies
	• Discourse on practices among participants who are currently teaching a unit or more of Web Design:
	  o What units do they teach?
	  o What concepts do they teach?
	  o How do they approach instruction?
	• Select a Technology and identify online resources for the technology (e.g. HTML, HTML5, CSS, CSS3, JavaScript)
	• Afternoon Breakout Sessions: Generate project ideas and break out to practice project

Session 2: June 28	• Survey on previous day: what worked? What questions remain? What would you like to do today?
	• Morning Coding Session to continue projects from previous afternoon
	• Problem of Practice: teachers identify problems of practice, select top problem and generate discourse on possible solutions
	• Afternoon breakout sessions: Pick a web technology (options may vary based on surveys)
	  o Markup
	  o CSS
	  o JavaScript/jQuery
	  o Other

Session 3: June 29	• Survey • Problem of Practice Discourse • Coding Breakout Sessions (participants may delve further or choose a new topic) • Goal Setting for the next year • Reflections
Independent Project: To be completed and submitted by 8/26	Possible Projects - Choose 1 or more that represent about 12 hours of additional work • Apply new and existing web coding skills and techniques into a new project to stretch your current web coding skills • Develop a multi-day unit of study for a Web Coding unit you have not taught before (include learning targets, essential questions, any resources, scoring

	guides, and assessment/s) ● Develop one or more new web coding assessments ● Create and edit one or more video tutorials and post to YouTube or Vimeo

Course Requirements

1) Attend all three days
2) Be an active participant in the lessons, activities, and group discussions.
3) Complete independent curriculum investigation/planning project

Evaluation

Grades will be issued on an A-F scale.

Participants will be evaluated on:

a) Attending all 3 professional development days.
b) Participating in the lessons, activities, and group discussions.
c) Submitting projects developed during breakout sessions
d) Independent project to be completed after class sessions end.