



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1621ICT</b>
<b>Course Name:</b>	<b>Web Design and Development</b>
<b>Trimester:</b>	<b>Trimester 2, 2020</b>
<b>Program:</b>	Diploma of Information Technology
<b>Credit Points:</b>	10
<b>Course Coordinator:</b>	Dr Rob Baltrusch
<b>Document modified:</b>	29/05/2020

### Course Description

This course builds an understanding of interactive technology applications, and production considerations. The course places an emphasis on the World Wide Web (including HTML, CSS, JavaScript, and PHP) and provides the tools, both practical and conceptual, with which to produce and evaluate Web-based multimedia works.

IT applications are increasingly web-based. Web technology has grown to include a variety of business, academic, organisational, and social applications. Diverse multi-cultural and multi-lingual user communities now depend on Web technology. This course covers the design, implementation, and testing of web-based applications including related client and server-side software, interfaces, and digital media.

### Assumed Knowledge

There are no prerequisites for this course

### 1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Dr Rob Baltrusch	<a href="mailto:rob.baltrusch@staff.griffithcollege.edu.au">rob.baltrusch@staff.griffithcollege.edu.au</a>

### 1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be available on the Moodle Course Site.

### 1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

### 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

The World Wide Web has become a major platform for the delivery of interactive multimedia products. For successful participation of graduates in the Information Technology and Multimedia industries, the development of practical and conceptual knowledge related to interactive multimedia on the World Wide Web is essential. The knowledge and skills developed in this course relate specifically to the World Wide Web and aims to equip students with both practical knowledge of tools (HTML 5, CSS 3, Javascript, PHP, and SQL) and conceptual knowledge required to design, produce and evaluate Web-based works.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

#### 1. Understand web technologies and apply this knowledge to create web based content:

- Create and validate HTML documents and use presentation technologies, such as Cascading Style Sheets
- Understand the characteristics that enhance usability of a web site and explain why accessibility issues are an important consideration in web page development
- Understand issues relating to client-side and server-side security

#### 2. Apply information design practices and create a multipage web site:

- Build a simple web site that organizes information effectively
- Create a web site that uses an underlying database
- Generate dynamic server-side content using PHP

#### 3. Apply search engine optimization techniques to a web site:

- Understand ways to increase search engine visibility of a web site
- Implement SEO techniques such as creating additional site metadata, robot rules, and site maps



## 2.3 Generic skills and capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration			✓	✓
Self-directed and active learning			✓	
Creative and future thinking			✓	
Social responsibility and ethical awareness			✓	
Cultural competence and awareness in a culturally diverse environment			✓	



## 3. Learning Resources

### 3.1 Required Learning Resources

Vodnik, Sasha (2016) HTML 5 and CSS3 - Illustrated Complete, Second Edition. Course Technology.

### 3.2 Recommended Learning Resources

- [w3schools.com](https://www.w3schools.com)
- [codecademy.com](https://www.codecademy.com)

### 3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

### 3.4 Other Learning Information

#### **Attendance**

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

#### **Preparation and Participation in Class**

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### **Consultation Sessions**

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

#### **Course Materials**

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

#### **Self-Directed Learning**

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

## Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].






## Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning content, learning activities and learning experiences

### 4.1 Modules for learning and weekly learning content, learning activities and learning experience





	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
<b>Module 1</b> Web technologies and creating web based content					
<b>1</b>	<b>Introduction</b>  Vodnik, S. (Unit A, B)	<ul style="list-style-type: none"> <li>Weekly lesson plan activities</li> </ul>	<ul style="list-style-type: none"> <li>Online tutorial</li> <li>Online workshop</li> </ul> Discussion forum	<ul style="list-style-type: none"> <li>Weekly activities</li> </ul>	<b>1</b>
<b>2</b>	<b>Links and images</b>  Vodnik, S. (Unit C)	Weekly lesson plan activities	<ul style="list-style-type: none"> <li>Online tutorial</li> <li>Online workshop</li> </ul> Discussion forum	Weekly activities	<b>1</b>
<b>3</b>	<b>CSS</b>  Vodnik, S. (Unit D)	Weekly lesson plan activities	<ul style="list-style-type: none"> <li>Online tutorial</li> <li>Online workshop</li> </ul> Discussion forum	Weekly activities	<b>1</b>
<b>Module 2</b> Designing web sites					
<b>4</b>	<b>Lists and tables</b>  Vodnik, S. (Unit E)	Weekly lesson plan activities	<ul style="list-style-type: none"> <li>Online tutorial</li> <li>Online workshop</li> </ul> Discussion forum	Weekly activities	<b>2</b>
<b>5</b>	<b>Page layout with CSS</b>  Vodnik, S. (Unit G)	Weekly lesson plan activities	<ul style="list-style-type: none"> <li>Online tutorial</li> <li>Online workshop</li> </ul> Discussion forum	Weekly activities	<b>2</b>
<b>6</b>	<b>Advanced CSS</b>  Vodnik, S. (Unit F)	Weekly lesson plan activities	<ul style="list-style-type: none"> <li>Online tutorial</li> <li>Online workshop</li> </ul> Discussion forum	Weekly activities	<b>2</b>

<b>7</b>	<b>Introduction to PHP</b> Vodnik, S. (Unit H)	Weekly lesson plan activities	<ul style="list-style-type: none"> <li>Online tutorial</li> <li>Online workshop</li> </ul> Discussion forum	Weekly activities	<b>2</b>
<b>8</b>	<b>Arrays and loops</b> Vodnik, S. (Unit K)	Weekly lesson plan activities	<ul style="list-style-type: none"> <li>Online tutorial</li> <li>Online workshop</li> </ul> Discussion forum	Weekly activities	<b>2</b>
<b>9</b>	<b>Databases and forms</b> Vodnik, S. (Unit L)	Weekly lesson plan activities	<ul style="list-style-type: none"> <li>Online tutorial</li> <li>Online workshop</li> </ul> Discussion forum	Weekly activities	<b>2</b>
<b>10</b>	<b>Client-side scripting</b> Vodnik, S. (Unit N)	Weekly lesson plan activities	<ul style="list-style-type: none"> <li>Online tutorial</li> <li>Online workshop</li> </ul> Discussion forum	Weekly activities	<b>2</b>
<b>Module 3</b> Search engine optimisation					
<b>11</b>	<b>Search engine optimisation</b> Vodnik, S. (Unit N)	Weekly lesson plan activities	<ul style="list-style-type: none"> <li>Online tutorial</li> <li>Online workshop</li> </ul> Discussion forum	Weekly activities	<b>3</b>
<b>12</b>	<b>Course review</b>	Practice exam questions	Topic overview	Practice exam questions completed	1, 2, 3



## 5. Evidence of learning (Assessment plan)

### 5.1 Evidence of learning summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
<b>1</b>	Workshop 1	5%	1	3
<b>2</b>	Workshop 2	5%	1	5
<b>3</b>	Workshop 3	5%	2	7
<b>4</b>	Workshop 4	5%	2	10
<b>5</b>	Quiz 1	5%	1	6
<b>6</b>	Quiz 2	5%	2	9
<b>7</b>	Project: website planning document	10%	1, 2	6
<b>8</b>	Project: web site implementation	20%	1, 2	11
<b>9</b>	Final exam	40%	1, 2, 3	Exam week

## 5.2 Evidence of learning task detail

### **Quizzes:**

**Title:** Quizzes

**Type:** Test or quiz

**Learning Outcomes Assessed:** 1, 2

**Due Date:**

Held in weeks 6 and 9

**Weight:** 5%

**Marked out of:** 5

**Task Description:**

This will be run in the lecture. The quizzes will test your understanding of key topics delivered in the lectures. There are 2 (two) quizzes in total each worth 5%.

### **Criteria & Marking:**

This exam will test your knowledge and skill level in HTML, CSS, Javascript, and PHP.

**Submission:** On Paper

### **This assessment item:**

- is a supervised activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

### **Workshops:**

**Title:** Weekly workshops

**Type:** Assignment - Laboratory/Laboratory Report

**Learning Outcomes Assessed:** 1, 2

**Due Date:**

Due in workshops in weeks 3, 5, 7 and 10. Each worth 5%.

**Weight:** 20%

**Marked out of:** 20

**Task Description:**

Workshop cases will provide students with small, staged submission of work to enable both students' and instructors to track progress in the semester. The workshop cases will focus on the technical skills developed in workshop sessions and will address some of the design issues discussed in lectures. Workshop cases are individual assessment items due in weeks 3, 5, 7, and 10 and are worth 5% each.

### **Criteria & Marking:**

The workshop demonstrator will mark the workshop exercise during the relevant workshop.

### **This assessment item:**

- is an online activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

### **Website Design and Development Document:**

**Title:** Website design and development document

**Type:** Assignment - Planning Document

**Learning Outcomes Assessed:** 1, 2

**Due Date:**

End of Week 6

**Weight:** 10%

**Marked out of:** 10

**Task Description:**

In this assignment, you will need to produce the design for a website for a fictitious client. Your client could be a small local business, a government agency, a volunteer organisation or any other entity that needs an online presence. Use of an existing real business or organisation is not appropriate for this assignment. The aim of the website is to facilitate your client's online needs which you should describe in your design document.

**Criteria & Marking:**

Specific assessment details (specifications in full and marking criteria) will be available on the portal.

**Submission:** Online electronic submission using the portal.

**This assessment item:**

- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

**Website Design and Development Implementation (Site):**

**Title:** Web site project implementation

**Type:** Assignment - Problem Solving Assignment

**Learning Outcomes Assessed:** 1, 2

**Due Date:**

End of week 11

**Weight:** 20%

**Marked out of:** 20

**Task Description:**

The Website project implementation is aimed at integrating the concepts related to design covered in lectures and the technical skills developed in workshops. The project implementation provides an opportunity for students to engage in development of a web-based project.

**Criteria & Marking:**

Specific assessment details (specifications in full and marking criteria) will be available on the portal.

**Submission:** Electronic submission required, details provided via course website.

**This assessment item:**

- is an individual activity
- does not include a self assessment activity
- does not have a resubmission provision

**Final Examination:**

**Title:** Exam

**Type:** Exam - constructed response

**Learning Outcomes Assessed:** 1, 2, 3

**Due Date:**



Examination Period

**Weight:** 40%

**Marked out of:** 40

**Perusal:** 10 minutes

**Duration:** 180 minutes

**Format:** Closed Book

**Task Description:**

The examination is an individual, closed book exam. It will focus on both conceptual knowledge of design and on knowledge of syntax of HTML, CSS, Javascript, PHP, and SQL. Specific assessment details (specifications in full and marking criteria) will be discussed during the last few lectures.

**Criteria & Marking:**

Exam hints will be given during lectures.

**This assessment item:**

- is a centrally organised activity
- is an individual activity
- does not include a self assessment activity

Specific assessment details (specifications in full and marking criteria) will be provided in class at the start of the semester.

## 5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

## 5.4 Other Assessment Information

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### Requests for extension

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

### Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

*The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

### **Reasonable Adjustments for Assessment – The Disability Services policy**

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

**Risk Assessment Statement**

There are no out of the ordinary risks associated with this course.

---

Copyright © - Griffith College

Note: For all Diploma level programs, Griffith College acknowledges content derived from Griffith University.