

Course Prefix/Number/Title: CIS 180 Creating Web Pages I

Number of Credits: 3

Course Description: The learner will create basic web sites by manually writing HTML/XHTML and Cascading Style Sheets (CSS) using a text editor. The student will learn the fundamentals of site layout and design, and how to upload completed web sites to a remote server. Other skills used include critical thinking by solving problems with coding syntax and viewing web sites “live” on the World Wide Web.

Pre-/Co-requisites: None

Course Objectives:

- Write HTML code for creating webpages
- Use present knowledge as well as research to solve problems
- Understand the basic format of webpages and sites
- Critique webpages for content and appearance
- Apply concepts learned to independent challenge problems

Instructor: Trisha Haman

Office: Dakota College Downtown, 120 East Burdick Expressway - Minot

Office Hours: 11:00-1:00 and 2:30-4:00 T, Th; Virtual appointments available by appointment

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Lecture/Lab Schedule: M, W, F 11:00-11:50

Textbook(s): None

Course Requirements: : Instruction procedures include lecture, demonstrations, class discussion and research assignments, quizzes and tests.

Tentative Course Outline:

- Introduction to the Internet and Web Design
- Web Page Structural Elements
- Hyperlinks
- Designing Websites
- Introduction to CSS Syntax
- Using Web Graphics
- Using CSS Control Appearance

- Page Layout
- Tables
- Forms
- Media and Interactivity
- Web Publishing

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s): Employ industry-specific skills in preparation for workplace readiness.

Relationship to Campus Focus: The course focuses on knowledge and application of technology.

Classroom Policies:

- Students are required to complete all class activities.
- Attendance is vital to success. Absences and arrangements must be made with the instructor prior to class time.
- The instructor reserves the right to remove anyone causing disruptions or showing disrespect to others. The instructor will interpret and declare what is considered disruptive or disrespectful behavior.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.