

Advanced Web Topics I – Advanced Web Design

Course COM6338 Section 12F5

4 Credits

Fall 2012

"If you can imagine it, you can create it."

Class Location: Virtual

Class Meeting Times: Although the class is virtual, students will be expected to check into the classroom each week for lectures and assignments. There will be a mid-term presentation that will require a live presence via webcam.

Instructor: Peggi Rodgers

Contact Info

707-861-3159

Email: marodgers@ufl.edu - Questions may be submitted at any time.

Skype: mistywood

Virtual office hours: Wednesday, 9:00-10:00 p.m. EST, Sunday 1:00 2:00 p.m. EST

Course Communications:

The best way to communicate with me is via email to marodgers@ufl.edu. I check email daily. During office hours, I will be available via Skype.

Required Textbook(s)

Web Accessibility: Web Standards and Regulatory Compliance

Author(s): Richard Rutter, Patrick H. Lauke, Cynthia Waddell, Jim Thatcher, Shawn Lawton Henry, Bruce Lawson, Andrew Kirkpatrick, Christian Heilmann, Michael R. Burks, Bob Regan, Mark Urban

Publisher: Apress; 1 edition (July 24, 2006)

Language: English

ISBN-10: 1590596382

ISBN-13: 978-1590596388

Available for Kindle and Nook

The Design of Sites: Patterns for Creating Winning Web Sites (Second or latest edition)

Author(s): Douglas K. van Duyne, James A. Landay, Jason I. Hong

Publisher: Prentice Hall

Language: English
ISBN-10: 0131345559
ISBN-13: 978-0131345553

Introducing HTML5 (2nd Edition)

Author(s): Bruce Lawson, Remy Sharp
Publisher: New Riders Press; 2 edition (October 28, 2011)
Language: English
ISBN-10: 0321784421
ISBN-13: 978-0321784421
Available for Kindle and Nook

Beginning HTML, XHTML, CSS and JavaScript (Latest Edition)

Author(s): John Duckett
Publisher: Wrox Press, Inc. (December 30, 2009)
Language: English
ISBN-13: 9780470540701
Available on Kindle and Nook (by Wiley & Sons Publisher)

Recommended Books

Beginning JavaScript (4th Edition or later)

Author(s) Paul Wilton, Jeremy McPeak
Publisher: Wiley Publishing, Inc.
Language: English
ISBN-10: 0470525932
ISBN-13: 978-0-470-52593-7
Available for Kindle and Nook

HTML5: Up and Running

Author: Mark Pilgrimi
Publisher: O'Reilly Media; 1 edition (August 24, 2010)
Language: English
ISBN-10: 0596806027
ISBN-13: 978-0596806026
Available for Kindle and Nook

Transcending CSS: The Fine Art of Web Design

Author: Andy Clarke

Publisher: New Riders Press; 1 edition (November 25, 2006)

Language: English

ISBN-10: 0321410971

ISBN-13: 978-0321410979

Universal Principles of Design

Author(s): William Lidwell, Kritian Holden, Jill Butler

Publisher: Rockport Publishers Ltd

ISBN-10: 1-59253-587-9

ISBN-13: 978-1-59253-587-3

Available for Kindle

Books for those interested in further personal study (not required):

HTML5 Animation with JavaScript

Author(s): Billy Lamberta, Keith Peters

Publisher: Friends of Foundation

ISBN-13: 978-1-4302-3665-8

ISBN-13 Electronic: 978-1-4302-3666-5

Available for Kindle and Nook

DOM Scripting – Web Design with JavaScript and the Document Object Model

Author(s): Jeremy Keith

Publisher: Friends of Foundation

ISBN-13: 9781430233893

Available for Kindle and Nook

Supercharged JavaScript Graphics

Author(s): Raffaele Crecco

Publisher: O'Reilly

ISBN-13: 9781449393632

Available for Kindle and Nook

Required Software and Hardware:

- FTP software for uploading assignments, such as WS_FTP at <http://wsftp.com>
- HTML editor such as Dreamweaver or a text editor such as Notepad or Notepad++ (PC) or TextEdit (Mac) for hand coding.
- MS Word for preparation of written materials

- For PC users, you will need the following browsers: Opera, Safari, IE, Chrome and Firefox
- For Mac users, you will need the following browsers: Opera, Safari, Firefox and Chrome
- If you want to utilize an iPad or similar mobile device **as well as** the browsers you're welcome to do that. However, mobile devices **will not** be an acceptable substitute for computer-resident browsers.
- Webcam
- Skype

Pre-requisites

- Completion of an HTML or XHTML and CSS course or equivalent experience.
- Students must have access to the Internet and ad-free webspace to which they can post assignments
- Student browsers should be equipped with a Flash Player and be able to play Quicktime movies.
- Students must have the ability to complete each assignment in high quality English.

Course Description

In the first part of this course, students will delve more deeply into the processes of website design. We will be looking at design concepts, working with clients, accessibility and site management. In the second five weeks of the class, students will be introduced to basic JavaScript. The class will give hands-on experience in writing small programs, programming terminology, concepts, and best practices. Students will learn to write programs using such constructs as loops, statements, variables, and functions. Good programming habits will be covered, as well as program design, flow charting and architecture, and debugging techniques. We'll also take a quick look at jQuery although no jQuery programming will be taught.

The final five weeks of class will be devoted to HTML5. We'll look at structure and background, video, audio, canvas and caching. Additional topics will be geolocation and forms (both HTML5 and HTML4).

Course Objectives

This course will delve more deeply into the processes of website design. Students may expect to come away from the course with a thorough understanding of issues specific to web-based presentations such as accessibility standards, site management techniques, HTML5 and basic JavaScript programming skills. At the end of the class, everyone will have a portfolio website which demonstrates the skill learned in this class (as well as previous courses) to offer to potential clients.

Student Expectations

This course is an online class and will be taught using the University's e-learning system. Lectures will cover a different aspect of web design each week and there will be reading assignments and independent research required which will supplement the lecture materials. Online resources will be provided to assist students in developing a fuller understanding of each concept. Students may expect to spend at least three to five hours each week going over the presented lecture materials and book/online resource reading assignments. Another two to three hours per week should be planned to address homework assignments.

Teaching Philosophy

My goal is to give students the highest quality learning experience that I am able to give. I utilize a combination of life experience and education to offer materials that are current and pertinent to the degree program. I try to create assignments that will give students practical experience with the technique or technology on offer which they will then be able to apply to real-life situations in the work place.

Classroom Etiquette

Weekly lectures will be provided in video format. In addition, hard copy materials will be available including a hard copy of the lecture, the PowerPoint presentation from which the video was made, glossaries, assignments and resource lists.

There is no on-campus classroom for this course. However, there may be one or two class meetings required on one or two Saturdays during the duration of the class. During those meetings, students will be expected to adhere to appropriate classroom etiquette.

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

The use of cell phones is prohibited in the classroom and phones should be turned off during the time students are in class.

Students will be expected to attend every class, arrive to class on time and demonstrate behavior which is courteous and polite to the instructor and their fellow students. Students will also be expected to abide by the University's regulations regarding Student Rights and Responsibilities. These may be found on the University's website at

<http://www.dso.ufl.edu/studentguide/studentrights.php>. Special attention should be paid to the Academic Honesty Guidelines as they relate to plagiarism.

Copyright Information

All course materials are copyrighted to their author and may not be reproduced or distributed without explicit written permission.

Getting Help

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Exams, Make-up Exams, Assignments and Grades

There are no exams for this class. Assessment will be based upon completion of homework assignments, a mid-term presentation and a final project.

Assignments must be submitted no later than 3:00 p.m. EST on the day specified and should be submitted to me via email. Late assignments will not be accepted. However, in the case of extraordinary circumstances, late assignments that are accepted will lose 10% for each day they are late. University guidelines apply and students should inquire in the department office as to the appropriate procedure for turning in late work due to special circumstances.

All assignment due dates will be given in the classroom each week and must be completed with a satisfactory mark in order to pass the class. For additional information regarding the University's grading policies, please visit the website at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Grades are based on the University's graduate grading schedule which may be obtained from your school's office.

Grades will be comprised of a combination of completed assignments, a mid-term presentation and a final project. Grade values are as follows:

- 50% assignments
- 25% Mid-term presentation
- 25% Final project

Each assignment will be worth a total of 15 points (12 assignments in total) and those points will be based upon the course assessment criteria.

- Evidence of knowledge
- Evidence of sufficient reading
- Evidence of analysis and evaluation
- Clarity of argument
- Grammar, punctuation, spelling, vocabulary and adherence to department guidelines

Your performance in each of the above categories will be rated on a 1 through 5 point scale; one representing poorest possible performance and five representing the best possible performance.

The mid-term presentation and the final project are each worth 50 points.

There are 282 points possible and your final grade will be based on your cumulative point total.

Point-to-grade equivalents:

- 250 – 282 points = A
- 220 - 249 points = B+
- 200 - 219 points = B
- 180 - 199 points = C+
- 150 – 179 points = C
- 120 - 149 points = D+

100 – 119 points = D
Below 100 points = F

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

Netiquette: Communication Courtesy

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Students are expected to avoid the use of offensive language (swear words etc) and refrain from personal attacks on others. Students displaying this behavior will be subject to penalty point deductions of 5 points for each event to be taken from their final grades. Should the behavior continue, students will be reported to the Dean's office for further disciplinary action. For more information <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

Course Schedule

Week 1 Basic Design Principles

- What is Design?
- Basics of Design
- Elements of Design
- eCommerce Design

Assignment:

Take a look on the web and identify three sites that are examples of three different design patterns given in your book *The Design of Sites*. *You are free to choose whichever patterns you would like. I'd like you to analyze the sites, please.*

- Provide the URLs and write a short piece (no less than 500 words for each example) on each site you review.
- Your work should discuss which patterns they fit
- Why you feel they are good examples of those patterns
- Analyze the sites for design elements
 - What concepts did they employ?

- How do those concepts affect the sites? i.e. How did the colors make you feel? Excited? Relaxed? Did any one element catch your attention? Did they use isolation to achieve that?

Reading Assignment in the book Design of Sites

- Read Chapter 2, pages 23 to 37 - this will help understand how to use this book
- Read Chapter 4, *Involving Customers with Interactive Design*
- Read Chapter 5, *Processes for Developing Customer-Centered Sites*
- Skim through Parts I and II to familiarize yourself with what's there. No need to read in depth.
- Look through Pattern Groups F and G pertaining to eCommerce design

Week 2 – Working with Clients

- Focus on the Customer
- Design Process
- Development Criteria
- Don't Forget the Trends

Assignment:

- Task 1**
 - I'm your client and I want a website. I would like you to:
 - Put together a list of questions which I will answer. This should be pretty comprehensive because the mid-term for this class is going to be based upon my answers. Questions are due in one week. This is due in one week.
- Task 2**
 - Begin to formulate a design for your own portfolio website and prepare a wireframe, taxonomy and site map.

Reading Assignment in the book Design of Sites

- Read Chapter 4, *Involving Customers with Interactive Design*
- Read Chapter 5, *Processes for Developing Customer-Centered Sites*

Other Reading Assignments

- <http://www.smashingmagazine.com/2009/10/15/identifying-and-dealing-with-different-types-of-clients/> - *Identifying types of clients*
- <http://www.smashingmagazine.com/2011/01/24/how-to-remain-productive-when-working-with-clients/> - *Guidelines for successful communication with clients*
- <http://www.smashingmagazine.com/useful-business-advice-web-designers/> - *How to explain to a client they're wrong*
- <http://www.smashingmagazine.com/2011/12/23/how-do-you-deal-with-overstressed-irrational-clients-entrepreneur-view/> - *How to deal with irrational clients*

Week 3 – Site Management

- Site Organization
- Version Control
- Testing Your Site

Assignment:

Task 1

- As your client I have decided that I want you to set up the site organization for me and train my personnel in proper management techniques. I project that my site will require:
 - 7 first level topics and 14 secondary level topics
 - We've got loads of supporting documents, probably 60 or 70 spread across the **secondary** topics and
 - there will be photos for all 21 topics.
- Write a short essay telling me how you would propose organizing the files in my site (at least 200 words, no more than 500). Feel free to use diagrams or images to help demonstrate your proposal.

Task 2

The final exam for this class will be the completion of your own portfolio website. You'll be asked to include elements from the course to demonstrate your understanding and ability to use them in practice. This site will give you something to show your potential clients so keep that in

mind when you design it. You are advertising YOU and clients will spend time looking at your portfolio website.

- Remember the design principles and don't forget to think about tone
- Don't put everything AND the kitchen sink into it.
- The site will be expected to be fully compliant with W3C accessibility requirements.

Reading Assignment in the book Design of Sites

- Appendix A, page 825
- Pattern Group M, page 793

Week 4 – Accessibility

- Understanding Web Accessibility
- Assistive Technologies

Assignment:

Task 1

- Download the NVDA screenreader.
 - Select any website and use the screenreader to view it.
 - Write 300 words on your experience:
 - How easy was it to understand the web page when it was read?
 - How easy did you find it to use the screenreader?
 - What kinds of errors did you notice (if any)? Redundant URLs? Empty paragraph tags?

Reading Assignment in the book Web Accessibility: Web Standards and Regulatory Compliance

- Read the sections entitled 'Why should you care?' and 'What accessibility isn't.' in the Introduction, p xxxvii-xxxxix
- Read Chapter 1 - The Impact of Web Accessibility

- Skim through Chapter 4, Overview of Accessible Technologies and Chapter 5, Assistive Technology: Screen Readers and Browsers. You want to become familiar with these technologies and what they do. So keep that in mind as you skim through these chapters
- Have a look at Appendix B: Guide to the Section 508 Standards for Electronic and Information Technology
- Read <http://www.w3.org/standards/webdesign/accessibility>
- Read <http://www.w3.org/WAI/intro/accessibility.php>

There are a lot of chapters associated with this topic and I won't make you read through them thoroughly. But you will need to become familiar with what is and is not appropriate accessibility coding. So I would ask that you

- READ Chapter 6, Accessible Content and then skim through Chapters 7 – 12 (all of which relate to accessible content).

Optional Reading

- Chapters 10 and 11 (HTML & XHTML: The Definitive Guide)

Week 5 – Beginning JavaScript Programming

- Programming in General
- Syntax
- Program Elements
- Program Flow

Assignment:

Task 1 – only one this week

- Create a program plan similar to the example of making tea. You can use either of the following two scenarios, or create one of your own:
 - Preparing a gift - List all of the steps you would do to wrap a gift.
 - OR Fixing a meal - list all the steps you would do to create a special dish.
- Outline the processes, decisions and possibly loops** that you would use to fulfill that scenario. You must include at least one decision, one loop and one process.
- Note which parts of your outline are processes, decisions or loops and why.**

- Be sure to include the **object** of your scenario - the **desired outcome**.
- Use as much detail as necessary to cover every process and decision that's required in your scenario but no more than 20 steps.
- It's not necessary to use a flow chart or graphic representation for this exercise, but you may do so if you'd like.

If you don't use a flow chart, **use formatting** to note how the processes and decisions fit into the plan hierarchy .

Reading Assignment in Beginning HTML, XHTML, CSS and JavaScript

- Chapter 11 - Learning JavaScript, **Page 481 - 500**
- Chapter 12 - Working with JavaScript, Page 533 - 534

Optional Reading Assignment in Beginning JavaScript

- Chapter 1 - Introduction to JavaScript and the Web
- Chapter 5 - JavaScript - An Object-Based Language, **Page 133 - 139**

Week 6 - Beginning JavaScript Programming

- Syntax
- Punctuation
- Operators
- Values
- Reserved Words
- Operators
- Concatenation
- Expressions
- Statements

Assignment:

Task 1

1. Using `document.write()` to write a value, and an HTML new line ("`
`" – remember literal!) create a short program that does the following:

1. Use operators to add, subtract, multiply and divide. I'd like to see at LEAST one example of each operator, please.

Example:

**document.write(4 + 3 + "
 "); //This will add 4 and 3, & write the result of 7 and a line break.**

Task 2

1. Using a document.write() statement, write a value and an HTML new line by concatenating two or more strings. The strings should consist of text **and** numeric strings.

Example:

**document.write("4" + "is my age." + "
 "); //This will concatenate the number 4 and the text string 'is my age'.**

1. Next, concatenate two or more numbers without using the quotes and tell me what happens.
2. Now concatenate them using the quotes and tell me what happens.
3. Answer this question: What purpose do the quotes serve?

Task 3

1. Now, please create two variables. Remember the naming conventions!
2. Assign values to the variables.
3. Use document.write() to write those variables to your page.
4. Concatenate one variable with a text or numeric string.
5. Concatenate the first and second variables.
6. Now, use document.write to display the results of that concatenation.

Example:

**document.write(first_variable + second_variable + "
 "); //This concatenates the first & second variable.**

Task 4

1. Create a variable.
2. Give the variable a value (you'll want to use a number for this one, not a string).

3. Increment the variable and display the result.
4. Decrement the variable and display the result.
5. Don't do this exercise by using the addition operator! Remember the increment/decrement operators.

Reading Assignment - HTML, XHTML, CSS and JavaScript

- Chapter 11 - Conditional Statements and Looping, **Page 508 - 514** AND
- Writing JavaScript, **Page 528 - 530**

Optional Reading Assignment - Beginning JavaScript

- Chapter 3, Decisions, Loops and Functions - **Focus on Decisions and Loops**
- Chapter 4, Common Mistakes, Debugging, and Error Handling

Week 7 Beginning JavaScript Programming

- Conditional Statements
- Comparison Operators
- Compound Statements
- Iterative Statements (loops)

Assignment:

Task 1

- Make up some numeric condition you can test for and write an *if/else* statement that checks for that condition and displays a result.
 - Use `document.write()` in your statement and have your program write two different messages:
 - One message if the condition is met and another if it is not.

Task 2

- Again, using `document.write()` to display the results, write a *for* loop that will display all odd numbers that are greater than 0 and less than 10 in ascending order.

- Then reverse that: write a *for* loop that will display all odd numbers that are less than 10 and greater than 0 and use `document.write()` to display the results in descending (reverse) order.

Hint: Look at the *for* statements in the lecture's example. To make this work, you'll only need to change the arguments.

Remember that the adjust portion of the *for* argument must be a complete *statement*. If you put in `+2 loop_control`, what you have is two expressions. The first one simply evaluates to 2 and the second one evaluates to whatever value is in `loop_control`. There is no complete statement. This is a syntax error. Think about the what operators would be the most efficient way to do this task.

Task 3

- You guessed it :O) - write a *while* loop that will display all the even numbers that are greater than 0 and less than 11 in ascending order.
- Use a `document.write()` to display the results in ascending order.
- Then reverse that: write a *while* loop that will display all even numbers that are less than 11 and greater than 0
- Use `document.write()` to display the results in descending (reverse) order.
- Optional Bonus Task:** Use several of the comparison operators to test for a condition and display the results.

Reading Assignment - HTML, XHTML, CSS and JavaScript

- Chapter 11 - Conditional Statements and Looping, **Page 508 - 514 AND**
- Writing JavaScript, **Page 528 - 530**

Optional Reading Assignment - Beginning JavaScript

- Chapter 3, Decisions, Loops and Functions - **Focus on Decisions and Loops**
- Chapter 4, Common Mistakes, Debugging, and Error Handling

Week 8 - Beginning JavaScript Programming

- Functions
- Nested Conditionals

Assignment:

Task 1

1. Write a function that will display a result to the page.
2. Then invoke (or call) the function so it performs it's intended task.
3. Do not use an event handler, alert, prompt or any other device to call this function. Invoke it from your "main" code.

Task 2

1. This task will utilize variables, functions and conditional tests. Please do the following (in the order cited):
2. Write a function
3. Put a conditional statement inside the function. Use either:
 1. simple *if* structure OR
 2. an *else if* structure OR
 3. a switch statement
4. Your function should use a parameter
5. You should call the function with different values to exercise the various branches of the included conditional
6. Again, no forms, alerts, prompts - just the invocation, please.

Task 3

1. Finally a form!!! Yes, this time round please use a form to gather user input.
2. Ask your user a question and write a function that will process their answer and display something.
3. Use either an *else if* statement or a *switch* statement to achieve this.
4. You can code the resulting display to be given via a document.write() statement or use another form field to display the results. The choice is yours.
5. Use an onClick event handler to trigger your function.

Reading Assignment - HTML, XHTML, CSS and JavaScript

- Chapter 11 - Functions, **Page 506 - 507**
- AND Events, Page 514**

Optional Reading Assignment - Beginning JavaScript

- Chapter 3, Decisions, Loops, and Functions - **Focus on Functions**
- Chapter 7, HTML Forms, Interacting with the User
- Chapter 4, Common Mistakes, Debugging, and Error Handling

Week 9 - Beginning JavaScript Programming

- Logical Operators
- Arrays
- Multi-dimensional Arrays
- Recap

Assignment:

Task 1

- Do the following for **each of the three logical operators**:
 1. Write a small function
 1. That gathers user input
 2. Checks to see if that input matches a condition
 3. Displays a message using `document.write()` or form and output box to display the results of its findings
- You can put them all into one function or do a separate function for each - whatever works the easiest for you.

Task 2

- Write an array that contains 5 elements (**remember in JavaScript your array starts with 0**)
- Make one of those elements a special word
- Write a loop to find that word

- Use **document.write()** to display the word and the number of the element that holds that word

Task 3

- In this final task, we'll fill array elements with user input and then display the number of elements in the array.
- If you look back at the example from the lecture, you'll recall that this code utilizes two textboxes.
 - One box gathers the user input, passes that input to the function when the button is clicked
 - The function adds an element to the array and continues until the user stops putting entries in the box.
 - To end the program, the user must leave the input box empty and click the button one final time. Because there is nothing in the entry box, the function displays the number of elements in the array and the array contents in the second box.
- **Your assignment is to write a similar function that does the same thing.**
- Declare two global variables - one of which should be a new array. **Do not declare elements for the array.**
- Write a function that:
 - Takes the user input and creates a new array element each time the user inputs data & clicks the button
 - Stops when the user leaves the box empty and clicks the button
 - Then displays the number of elements and their values that were gathered from the user in the either the second textbox or by using a `document.write()` statement (will open a new window).

Reading Assignment - HTML, XHTML, CSS and JavaScript

- Chapter 11 - Built-in Objects, **Page 516 - 526**
- Chapter 12 - Form Validation through Form Enhancements, **Page 535 - 562**

Optional Reading Assignment - Beginning JavaScript

- Chapter 2, Data Types and Variables - **Page 40 - 49, Arrays and Multi-dimensional arrays**
- Chapter 3, Decisions, Loops, and Functions - **Page 58 - 60, Logical Operators**
- Chapter 5, JavaScript - An Object-Based Language - **Page 156 - 158, New Array Methods AND Page 144 - 149, Converting Case and Selecting Characters**
- Chapter 9, String Manipulation - for more information about working with strings

Week 10 – jQuery

- An examination of jQuery

Assignment:

No homework this week.

Week 11 – HTML5

- Background and Structure
- Working with Text

Assignment:

Task I

- Build a webpage similar to my HTML5 example that will serve as your assignment page for this part of the course.
 - You may do as little or as much design work on this as you like. I'm not looking for layout, just functionality.**
- Add some content to the page and use appropriate HTML5 coding (i.e. <article>, <nav>, etc)
- Make sure your code includes:
 - section
 - article
 - add at least one article and
 - one blog post with a comment (as in this week's example page)

- header
 - footer
 - time
 - small form utilizing WAI-ARIA coding - this **will not validate** so don't worry about it when you receive error messages relating to the aria coding.
- Run your page through the HTML5 validator and the outliner.
 - The outliner result is for your information only
 - I will be running your code through the HTML5 validator

Reading Assignment in HTML5

- Chapter 1 - Main Structure
- Chapter 2 - Text

Week 12 – HTML5

- HTML Forms
- Validating User Input Using HTML5

Assignment:

Task I

- Add the following elements to the webpage you started last week
 - date
 - form
 - include required fields
 - include validation coding for required field (HTML5, **not** JavaScript)
 - place a form object outside of the form and associate it with the form
 - utilize the pattern attribute
 - utilize any other attribute that strikes your fancy

- datalist
- Run it through the validator - this is an FYI for you only.
- Tell me which browsers/platforms worked best in terms of displaying your page - what worked and what didn't.
- Test your page before turning it in to ensure everything is displayed as you intended.

Reading Assignment in HTML5

- Chapter 3 - Forms

Week 13 – HTML5

- Canvas
- Video and Audio

Assignment:

Task I

- Have some fun with <canvas>!
- Add a canvas to your page. It should:
 - Draw a rectangle and fill it - solid or gradient, your choice
 - Draw something on the rectangle (as I've done with my pink object)
- Add a second canvas to your page. It should:
 - Contain an image
 - Contain some animation (**optional**)
- Tell me which browsers worked best in terms of displaying your page - what worked and what didn't.
- Test your page before turning it in to ensure everything is displayed as you intended.

Reading Assignment in HTML5

- Chapter 4, Video and Audio
- Chapter 5, Canvas (**your focus should be on this chapter**)

Week 14 – HTML5

- Web Storage
- Offline Web Applications

Assignment:

Task 1

- Build a little cache for yourself and post a copy of your cache manifest for me to see
 - In order to work on your cache manifest (especially in Dreamweaver), you may need to add a .txt extension to it. For example: myCache.appcache.txt. When you upload it to the server, simply rename it and remove the .txt extension (myCache.appcache).

Task 2

- Quiz

Reading assignment in HTML5

- Chapter 6 - Data Storage
- Chapter 7 - Offline (**your focus should be on this chapter**)

Week 15 – HTML5

- Geolocation, Messaging and Sockets

Assignment:

No written assignment this week.

Reading Assignment in HTML5

- Chapter 9 - Geolocation

Mid-term Assignment

Create and present a website design proposal to me, your client.

Final Assignment

Utilizing everything that you've learned in this course, create a portfolio website.

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.