

COURSE COM3075: CASCADING STYLE SHEETS

Level: Advanced

Prerequisite: COM2055: Web Design 2

Description: Students develop accessible and standards-compliant Web pages using current techniques for advanced cascading style sheets (CSS).

Parameters: Access to a computer work station and the Internet.

Note: Validation of work can be done at <http://validator.w3.org>.

Outcomes: The student will:

- 1. differentiate among the use of inline, embedded and external style sheets**
- 2. demonstrate standard CSS coding practices for design, navigation, images, forms, tables, positioning, accessibility and cross-browser issues**
- 3. show that CSS syntax is made up of selectors and declaration blocks**
 - 3.1 identify commonly used style declarations and selectors; e.g., type, class, id, child, adjacent, pseudo-class, and first-child pseudo-class
 - 3.2 explain when to use appropriate selectors
- 4. determine when to import or link a style sheet**
- 5. understand how the browser differentiates among the different styles; e.g., hierarchy**
- 6. identify and understand the types of rendering; e.g., quirks mode and compliance mode**
- 7. create navigation for a Web site using either a vertical, horizontal or tab-based system**
- 8. determine whether to use inline, embedded and/or external style sheets in a Web site**
 - 8.1 incorporate appropriate properties, values and unit identifiers regarding:
 - 8.1.1 fonts
 - 8.1.2 anchors
 - 8.1.3 text
 - 8.1.4 lists
 - 8.2 create/modify images to be used as both stand-alone and background, using:
 - 8.2.1 borders, background and padding properties
 - 8.2.2 float and margin properties to enhance image
 - 8.3 apply the following properties to tabular data to ensure that what is being viewed is accessible and attractive:
 - 8.3.1 border
 - 8.3.2 caption
 - 8.3.3 font
 - 8.3.4 text
 - 8.3.5 padding
 - 8.3.6 colour
 - 8.3.7 the :nth-child pseudo-class notation
 - 8.3.8 the “hover” value applied to the “tr” tag
 - 8.4 modify/create a form that accepts user input using input and text areas, radio button, check boxes, drop-down lists and buttons, considering:
 - 8.4.1 labels
 - 8.4.2 fieldset
 - 8.4.3 legends

- 8.5 use appropriate styles on each of the form elements to ensure the form is accessible and attractive to the user/client
- 8.6 test the Web site in more than one browser, or in a different version of the current browser, to check for cross-browser compatibility and fix all incompatibility issues using appropriate cross-browser techniques; e.g., getting .png image transparency in IE6
- 8.7 use appropriate id and class attributes appropriately
- 8.8 use enhanced layout properties: clear and position
- 9. identify copyright restrictions and permissions and put them into practice**
- 10. present a selection of work completed in this course to an audience**
 - 10.1 assess work regarding:
 - 10.1.1 how the elements and principles of design help facilitate good composition in his or her work
 - 10.1.2 the technical and creative aspects of the work; e.g., clean coding, attractive
 - 10.1.3 areas of concern/difficulty (if applicable)
 - 10.1.4 meeting school and community standards; e.g., appropriate language
 - 10.1.5 the use of tools and equipment
 - 10.2 participate in peer/teacher assessment
 - 10.3 add the selected work to a portfolio
- 11. apply consistent and appropriate work station routines**
 - 11.1 demonstrate good health and safety practices; e.g., posture, positioning of hardware and furniture
 - 11.2 demonstrate security for hardware, software, supplies and personal work
- 12. demonstrate basic competencies**
 - 12.1 demonstrate fundamental skills to:
 - 12.1.1 communicate
 - 12.1.2 manage information
 - 12.1.3 use numbers
 - 12.1.4 think and solve problems
 - 12.2 demonstrate personal management skills to:
 - 12.2.1 demonstrate positive attitudes and behaviours
 - 12.2.2 be responsible
 - 12.2.3 be adaptable
 - 12.2.4 learn continuously
 - 12.2.5 work safely
 - 12.3 demonstrate teamwork skills to:
 - 12.3.1 work with others
 - 12.3.2 participate in projects and tasks
- 13. create a transitional strategy to accommodate personal changes and build personal values**
 - 13.1 identify short-term and long-term goals
 - 13.2 identify steps to achieve goals