

Sul Ross State University
Course Syllabus
CSA 2328: Web Page Development
Fall 2026

Instructor: Dr. Bushra Sajid
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Office Hours: 3:00 pm - 5:00 pm TTR, others by appointment
Equivalency: CSAT 2308 (through Summer 2023)
Time and Place of Class Meetings: Online anytime

Course Description

Layout and design of web pages, including structuring the page with proper alignment, consistency and site navigation; visual appeal of color and concepts for choosing color schemes that best represent the purpose of the website; and consideration of copyright law as applied to web page technology.

Required Technology and Software

Students will need regular access to a computer with a modern web browser and an Internet connection.

The following software and services may be used:

- **Visual Studio Code** – recommended source-code editor.
- **Google Chrome, Mozilla Firefox, Microsoft Edge, or another modern browser** – for testing and debugging websites.
- **Browser Developer Tools** – for inspecting HTML, testing CSS, debugging JavaScript, and evaluating responsive layouts.
- **Blackboard** – for announcements, assignments, course materials, and submission of coursework.

Students are responsible for maintaining backup copies of all website files and projects. Students should organize project folders carefully, including HTML documents, stylesheets, scripts, images, and other digital assets.

Marketable Skills

Upon successful completion of the course, students will develop marketable skills applicable to web development, software development, digital media, information technology, and related careers.

- Design and develop standards-based web pages using HTML5.
- Create professional page layouts and visual designs using CSS.
- Apply responsive web design techniques for desktop, tablet, and mobile devices.
- Apply typography, color theory, alignment, spacing, consistency, and visual hierarchy to web interfaces.
- Design intuitive website navigation and information architecture.
- Use browser developer tools to inspect, test, and debug websites.
- Apply introductory JavaScript to add basic interactivity to web pages.
- Evaluate websites for usability, accessibility, responsiveness, and standards compliance.
- Use GitHub and basic version-control practices to organize and publish web projects.
- Apply copyright, licensing, attribution, privacy, and ethical principles when using online content.
- Use generative AI tools responsibly during web development.
- Review, test, modify, and verify AI-generated HTML, CSS, and JavaScript rather than accepting generated code without evaluation.
- Communicate web design decisions and present completed websites professionally.

BS Computer Science Student Learning Outcomes

- Students will be able to comprehend the fundamental concepts of computer science, including the binary number system, string operations, data types, branching, looping, input/output (I/O) operations, basic algorithms, and common data structures.
- Students will be able to demonstrate knowledge of modern computer systems, databases, and networking.
- Students will demonstrate mastery of and the ability to implement modern object-oriented programming methodologies and will be able to design and implement a basic Unified Modeling Language (UML) application design.

Course Learning Outcomes

Upon successful completion of CSA 2328, students should be able to:

1. Explain how websites, web browsers, web servers, URLs, HTTP, HTML, CSS, and JavaScript work together to deliver web content.
2. Organize text, headings, lists, hyperlinks, images, tables, forms, and other common web content.
3. Apply CSS selectors, properties, inheritance, the cascade, and the box model to control webpage presentation.

4. Develop responsive websites that adapt to different screen sizes and devices.
5. Apply introductory JavaScript concepts to create basic interactive webpage behavior.
6. Explain copyright, licensing, fair use, attribution, and ethical considerations associated with web content.
7. Evaluate websites for usability, accessibility, visual design, responsiveness, navigation, and technical quality.
8. Evaluate AI-generated HTML, CSS, JavaScript, and web-design recommendations for correctness, accessibility, security, and maintainability.
9. Design, implement, test, document, and present a complete multi-page website.

Teaching Philosophy for the Course

Web development is learned by designing, building, testing, evaluating, and improving websites. Although this course has no separate laboratory component, students will regularly complete hands-on web development activities as part of course assignments.

Students should not simply memorize HTML tags or CSS properties. They should learn how to make appropriate design decisions, identify problems, use documentation, test solutions, and explain why their website works.

Generative AI may assist the development process when permitted, but students remain responsible for understanding, testing, verifying, and explaining all submitted work.

Grading Scale

90–100 A
 80–89 B
 70–79 C
 60–69 D
 Below 60 F

Grading Policy

The final course grade will be determined using the following weights:

Assessment Category	Weight
Web Development Assignments	30%
Quizzes / Design and Code Reviews	10%
Midterm Examination / Project	20%
Final Website Project	30%
Final Presentation and Code/Design Defense	10%
Total	100%

Assignments with their due dates will be posted on Blackboard.

No make-up exams will be given. If there is a valid reason for missing an exam, then the grade for the missed exam will be replaced by the grade on the final exam. Otherwise, a missed exam will be a zero. Exams will be closed notes, closed book, and no calculator will be allowed unless otherwise stated. Any restroom breaks need to be taken before an exam starts. You cannot leave the classroom in the middle of an exam under any circumstances.

Attendance Policy

Students are expected to attend every class. If class must be missed, the student is expected to get the notes from a classmate and to check with me or on Blackboard for announcements and updated assignments.

Students are expected to arrive to class on time. If a student is perpetually late, they will be asked not to attend class unless they can arrive on time. If tardiness becomes a problem for the class as a whole, people who arrive late will not be permitted to enter the class. If this stricter policy becomes necessary, there will be an announcement made in class.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using OpenAI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Copyright and Web Content

Copyright is an important component of professional web development. The technical ability to download an image, video, graphic, font, source-code example, or other digital resource does not automatically grant permission to reuse or redistribute that material.

Students will learn to distinguish among original content, copyrighted material, public-domain resources, open-source software, and content distributed under licenses such as Creative Commons.

Students are responsible for appropriately attributing and documenting third-party content used in course projects.

Generative Artificial Intelligence (AI)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Americans With Disabilities Act

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the Accommodation Request Form located on our website. Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. Our mailing address is PO Box C-122; Alpine, TX; 79832.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/SRSU). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Library Services

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Student Responsibilities

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis

of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Tutoring

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

Drop-in and Scheduled Appointments: Flexible options to fit your needs. Hours of Operation: Monday–Friday, 8:00 AM – 5:00 PM. Workshops: Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty. Location: BWML Room 128. Contact Us: For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726. Looking for additional support?

Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors. Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere. Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

Important Dates:

October 20	Midterm Examination
November 23–27	Thanksgiving Break – no class
December 1	Final project demonstrations and code defense
December 2	End of course instructional period

Additional official university deadlines regarding registration, census dates, withdrawals, and final examinations should be verified against the Fall 2026 Sul Ross State University Academic Calendar.

1 Tentative Course Schedule

Week	Topics	Activities / Deliverables
1	How the Web Works – Internet vs. Web, browsers, servers, URLs, HTTP/HTTPS, websites vs. web applications, developer tools	First HTML page; inspect an existing website.
2	HTML5 Fundamentals – Document structure, headings, paragraphs, lists, links, images, and paths	HTML coding exercises.
3	Semantic HTML – <code>header</code> , <code>nav</code> , <code>main</code> , <code>section</code> , <code>article</code> , and <code>footer</code> ; organizing multi-page websites	Build a multi-page website.
4	CSS Fundamentals – Selectors, properties, values, cascade, inheritance, colors, and units	Style the Week 3 website.
5	Web Design Principles – Typography, color theory, whitespace, visual hierarchy, consistency, and alignment	Design exercise / style guide.

Week	Topics	Activities / Deliverables
6	CSS Box Model and Layout – Margin, padding, borders, display, sizing, and positioning	Layout challenge.
7	Modern CSS Layout – Flexbox and CSS Grid	Responsive layout exercises.
8	Responsive Web Design – Media queries, mobile-first design, and responsive images	Website Project Due .
9	Forms and User Input – Forms, input types, labels, validation, and usability	Build an accessible form.
10	Accessibility and Inclusive Design – Semantic HTML, alternative text, keyboard access, contrast, and WCAG concepts	Accessibility audit.
11	Introduction to JavaScript – Variables, events, functions, and DOM concepts	JavaScript exercises.
12	Interactive Web Pages – DOM manipulation, event handling, and basic interactive components	Website Project Due.
13	Website Performance and Optimization – Page-load performance, image optimization, appropriate file formats, code organization and Core Web Vitals awareness	Analyze and optimize an existing website for faster loading and improved user experience.
14	Copyright, Ethics, Privacy, and Web Security Awareness	Copyright / licensing activity.
15	Generative AI for Web Development – Prompting, AI-generated HTML/CSS/JavaScript, debugging AI output, hallucinations, security, accessibility, and verification	AI code-review challenge; final project development.
16	Final Website Project – Testing, debugging, accessibility, responsive testing, deployment, and presentation/reflection	Final Website Project Due.

Tentative Nature of the Syllabus

This syllabus and course schedule are subject to change when necessary to improve instruction, accommodate University scheduling, or respond to the progress and needs of the class.

Changes will be communicated through Blackboard, Sul Ross email, and/or class announcements.

The goal of Web Page Development is not simply to learn HTML and CSS.

The goal is to learn how to transform information and ideas into accessible, usable, responsive, visually effective, and technically sound web experiences—and to understand, test, evaluate, and explain the technology and design decisions behind them.

AI can generate a webpage. A web developer must determine whether that webpage is actually good.