

Kathleen McNerney  
Department of English and Speech  
Chicago State University

## **Module One: Developing an Initial Professional Web Page**

### **Course**

English 360: Methods of Teaching Literature 6-12 (3 credit hours)

*Prerequisites: Admission to the College of Education*

Approaches to teaching literature through reading, writing, and nonprint media. Stresses practical development of teaching material.

### **Description**

In order to more fully communicate with students, parents, colleagues, and administrators, teachers in the schools develop web pages. This activity is designed to introduce preservice teachers to the skills required to develop a professional web page that will be edited and revised as the students continue through their education. Students will also be given the tools needed to teach web page design in the future so that this will become integrated into the English curriculum as an activity promoting authentic communication, publishing of student work, and the integration of technology.

### **Transferability**

It is appropriate and valuable for students in any class encouraging and embracing writing across the disciplines. A web page provides the opportunity for publishing and storing students' written work as well as a useful vehicle for peer and teacher response and evaluation. Additionally, web page design encourages a multiplicity of learning approaches (e.g., linear as well as nonlinear, analytical as well as global, artistic as well as text-oriented), thus allowing for inclusive learning and teaching. This module provides the preservice teacher with the *initial* skills for a professional web page that can later accommodate published writing—scaffolding further skills—all of which can then be taught to students.

### **Faculty Technology Skill**

The ability to use *Netscape Composer*

The ability to use an FTP

The ability to manage the host website

### **Student Technology Skill**

Basic knowledge of word processing

### **Faculty Equipment**

Internet access

Web space sufficient for hosting student web pages

PC with *Netscape*

## **Student Equipment**

Internet access

PC with *Netscape*

Disk space on school server, or another, for housing student sites

## **Costs**

Faculty may need to purchase web hosting service

## **Improvement on Teaching and Learning**

Web page creation and design allow for many learning styles, and this activity can be particularly characterized as hands-on. This module also requires the student to be a critical consumer of Internet resources as well as a careful writer; the Internet is viewed by the widest audience possible and, as such, encourages students to be thoughtful about what is posted. This is an authentic activity, providing motivation because of its intrinsically real world nature. Additionally, web page creation allows for diverse talents and skills in the classroom; the participation of students with web design skills can be enhanced by appointing them as peer tutors or consultants. Student web design teams can be created so that students have a collaborative peer group for feedback and assistance. For students in the Secondary Teaching of English Program, learning web design at this stage of their education prepares them with the skills and experience required to incorporate web design into their teaching.

## **Nontechnology Comparison**

While reading about web design is a useful supplementary activity at a more advanced level, the initial skill learning requires technological presentation and practice.

## **Pertinent Issues**

- Possible copyright violations in material, including graphics, used on web page
- School/university disclaimers or other institutional requirements
- Appropriateness and professionalism of material posted
- Discussion of free sites and their suitability for professional web pages
- Discussion of policies for protection of students (i.e., personal information)

## **Assignment**

Initial Professional Web Page

1. Well-designed splash page (for some examples, see [http://curry.edschool.virginia.edu/curry/class/edlf/589\\_004/student.html](http://curry.edschool.virginia.edu/curry/class/edlf/589_004/student.html))
2. An annotated list of at least ten useful links for students in literature classes
3. An annotated list of at least five useful links for parents
4. An annotated list of at least ten useful links for other teachers of literature

## How To

1. Open *Netscape*
2. Click **Composer** under **Communicator** on the toolbar.
3. Align your cursor to the center.
4. Type:  
Your name  
Your college or the name of the school where you teach
5. Click **Background** from **Format** on the toolbar, and choose a color.
6. Highlight your text, and choose color and font. Click **Apply**, then **Okay**.
7. Click **Preview**. The program will ask you to save this page to your disk in the A drive. Do so and title this page "index."
8. Add a graphic? Go to my one of my favorite free sites:  
<http://www.zeldman.com/icon.html> (You may place these graphics just for fun. You can find your own favorite graphics later). When you find an icon you like, position the cursor over it, and right click the mouse. Save it to your disk with a filename you will remember.
9. Return to your webpage, and position your cursor under your institution. Click **Insert** on the toolbar. Choose **Image**; then choose **File** in the dialog box. Locate your graphics file and click it. Click **Apply**, then **Okay**. Your icon should appear.
10. Link? You should have returned to your index (splash page). Save again. Click **New** under **File**. Now, write three sentences about yourself ("A large and vicious parrot has been living in the basement of my building for the last two years"). Write anything—this is just practice. When you are done, click **Preview**. The program will ask you to save this. Do so, using a filename you will remember. Now return to your index page (use **Open** under **File**). Choose **Edit** under **File**. Highlight your name. Click the small blue chain link icon on the toolbar. A dialogue box will open, asking you to choose a file. Choose the one with the three sentences you wrote about yourself. Click **Apply**, and then **Okay**. Click **Preview**. Save. Now click your name and your brief personal narrative should appear. See?
11. Link a URL? Return to your index. Click **Edit** under **File**. Type a new heading: "Links for Teachers of English" under your graphic. Save. Click **Edit** again. Highlight "Links for Teachers of English," and click the small blue link icon again. In the dialog box, type: <http://www.ncte.org>. Click **Apply** and **Okay**. Click **Preview**. Save. Now, try your link.

12. FTP: Minimize your browser, and click the **FTP icon** on your desktop. If there is no icon, click **Start** and **Programs** and then choose **WS-FTP**. A dialog box will appear asking you to enter your CSU password. Do so and click **Okay**. You will now see two boxes.\*

In the left-hand box, at the top, change the C drive to the A drive. The files you have just created should appear below.

In the right hand box, choose **http:** in the top window of the dialog box. Now, go back to the left hand box, and click your “Index.” Then, click the arrow in the middle—the one pointing to the left box. Repeat this with all of the files you have just created, copying each from the left hand box to the right hand box.

Minimize the FTP window. Go back to *Netscape Navigator* and type in your URL (<http://webs.csu.edu/~yourID>). Your web page should appear! Congratulations! Now that you have the skills, you can begin to design the web page you *really* want, containing the elements required for this class.

\*File Transfer Protocols and URLs will vary according to instructor plan and choice.

### **Assessment**

Students will use the following criteria to respond to and evaluate peers’ work. The instructor will use the criteria for final evaluation.

## Web Page Rubric

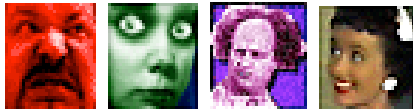
\_\_\_\_ Response to work-in-progress

\_\_\_\_ Response to final project

1. Splash page: professional, achieves purpose, inviting and attractive, logical, edited (1-5).
2. Student links are appropriate; annotations are useful, clear, and edited (1-10).
3. Parent links are appropriate; annotations are useful, clear, and edited (1-5).
4. Teacher links are appropriate; annotations are useful, clear, and edited (1-10).

Comments and suggestions:

In general, this is how I feel about your work so far (circle one):



Editor \_\_\_\_\_

While it would be ideal for a teacher to have a PC projected onto a large screen for this activity, it is possible to present this material with an ancillary handout (hard copy or posted on *Blackboard* or the instructor's web page) outlining the steps required in creating the web page and using an FTP to send text to the URL site.