George Mason University
College of Education and Human Development
Instructional Design and Technology (IDT) Program

EDIT 530.DL1 – Scripting and Programming: HTML 5
2 Credits, Spring 2021
Jan 25 – Mar 13, 2021 Course meets online via MyMasonPortal/Courses

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Prerequisites/Corequisites

None

University Catalog Course Description

Enables development of computer-based educational materials using widely known educational scripting language. Students explore basic authoring capabilities, and learn to apply those capabilities by designing and producing materials using commands, procedures, and functions of scripting language.

Course Overview

Students will utilize the features, elements and attributes of the web page markup language HTML to design, render and publish a web-based product.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Saturday Jan 23, 2021.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Sunday, and finish on Saturday.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:
1. Demonstrate an understanding of HTML structure and elements by generating HTML code.
2. Identify standards-based best practices utilizing HTML code.
3. Discover the enhanced capability available through HTML5 with multimedia and interactive elements.
4. Recognize the multiple platforms for implementing HTML code.

Professional Standards (World Wide Web Consortium – W3C)

The World Wide Web Consortium (W3C) is an international community incorporating member organizations that collaborate to develop web standards. W3C publishes documents that define Web technologies. These documents are recommendations designed to promote consensus, fairness, public accountability, and quality. These published recommendations are considered Web

standards. This course adheres to the W3C published standards. The W3C standard for Web Design and Applications is concerned with the building and rendering of web pages, including HTML/HTML5, CSS3, SVG, device APIs, and other technologies for web applications. The standard identifies HTML (Hypertext Markup Language) and CSS (Cascading Style Sheets) as two of the core technologies for building web pages. The complete list of W3C standards is located at http://www.w3.org/standards/.

Required Text

Casabona, Joe. *Visual QuickStart Guide HTML and CSS* 9th Edition. San Francisco, CA Pearson Education Peachtree Press 2021. ISBN 978-0-13-670256-6.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

The Blackboard feature, called SAFE HTML, is designed to keep the learning environment safer by preventing HTML file uploads that could contain tags that may insert malicious script or codes. Therefore, all coding files (.html, .css) must be submitted within a zipped file to the Assignment Folder.

- **Assignments and Examinations**
    1. **Contribute to Course Wiki Topic Pages – Web Standards and Best Practices (total possible points: 10) Due by 2/20/21**

        Each student is expected to submit at least two entries to both WiKi topic pages – **Web Standards** and **Best Practices**. Responses should reflect an integration of the course readings and practical applications of concepts addressed in the course content. Submission occurs through the Blackboard Assignment link. The webpage code will be evaluated based on participation, relevance and collaborative value.

    2. **Develop Curriculum Vita (CV) Webpage (total possible points: 10) Due 2/6/21**

        Create your Curriculum Vita (CV). With a text editor (i.e. Notepad for Windows, TextEdit for macOS) use HTML5 elements to render the layout for a website page. At the minimum, the webpage should include these general requirements: HTML5 basic page components (i.e., declaration, html, head, title, meta and body tags) and HTML5 elements for two levels of headers, a paragraph, a list, and a link. Submit zipped HTML file through the Assignments folder on the Blackboard course site. The webpage markup will be evaluated based on accurate representation, inclusion of required elements and semantic presentation.

3. **Create Webpage with Page Segment Elements (total possible points: 15) Due 2/13/21**

   Develop a website page with HTML5 page segment elements. With a text editor use the page segment elements to render the layout for a website page. At the minimum, the homepage should include these general requirements: HTML5 basic webpage components and HTML5 elements: <header>, <nav>, <article>. <section>, <aside> <footer>. Use a text editor to code the HTML and a web browser to test your work. Submit zipped HTML file through the Assignments folder on the Blackboard course site. The webpage markup will be evaluated based on accurate representation, inclusion of required elements and semantic presentation.

4. **Build Accessible Complex Table (total possible points: 15) Due 2/20/21**

   Develop an accessible complex table for the six **DC Circulator** bus routes. See http://www.dccirculator.com/ . With a text editor, use HTML to render a single table structure for the six (6) DC Circulator routes. The table should label each route, the stops for each route (one-way only), and the corresponding times of operation. Then use a Web browser to test the result. Submit zipped HTML file through the Assignments folder on the Blackboard course site. The table markup will be evaluated based on accurate representation, semantic presentation and accessibility conformity.

5. **Develop HTML Form (total possible points: 15) Due 2/27/21**

   Develop an accessible form using HTML elements and attributes. With a text editor, render the layout for a web-based form of your choosing. At the minimum, the form should include these general requirements: Basic HTML5 webpage components and HTML5 elements <form>, <label> and at least three <input> types. Submit zipped HTML file through the Assignments folder on the Blackboard course site. The form markup will be evaluated based on accurate representation, semantic presentation and accessibility conformity.

6. **Webpage with Internal Style Sheet (total possible points: 15)**

   Apply some style to the webpage with page sections created in Week 3. With a text editor add CSS coding to target the HTML elements in the body of your webpage. Review the HTML code and address any accessibility omissions. Submit the zipped HTML file through the Assignments folder on the Blackboard course site. The webpage markup will be evaluated based on accurate representation, effective use of styling techniques and accessibility conformity.

7. **External Style Sheet for Curriculum Vita (CV) Webpage (total possible points: 20)**

Enhance the Curriculum Vita webpage created in Week 2. Develop an External Style Sheet and apply to the HTML file elements. Upgrade your HTML file by adding a Responsive Image (2 sizes). Add a Print Media Query in the CSS file. Review your code and address any accessibility omissions. Submit the zipped HTML, CSS, and Image files through the Assignments folder on the Blackboard course site. The webpage markup will be evaluated based on accurate representation, effective use of styling techniques and accessibility conformity.

Total Possible Points for all Deliverables: 100
For more information on how these assignments are evaluated, please consult the Assessment Rubrics at the end of this document.

- **Other Requirements**
Other assigned readings are web-based and identified on the Class Schedule section of this syllabus.

All assignments are due by 11:59 PM Eastern time of the date indicated in each week's assignments published in the Class Schedule section of this syllabus. Due dates are also posted in the Calendar section of the Blackboard course site.

Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10% for each day that the assignment is late. No late submissions will be accepted after the course end-date.

- **Grading**
Grading Policies: The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective grading rubrics at the end of this syllabus and on the Blackboard course site.

Grading scale: The grading scale used in this course is the official George Mason University scale for graduate-level courses. Decimal percentage values ≥.5 will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values <.5 will be rounded down (e.g., 92.4% will be rounded down to 92%).

Letter Grade	Total Percentage Points Earned
A	93%-100%
A-	90%-92%
B+	88%-89%
B	83%-87%

B-	80%-82%
C	70%-79%
F	<70%

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Date	Topics/Learning Experiences	Readings/Activities/Assignments
Week 1 1/24 – 1/30	HTML & CSS Introduction Website Components HTML Page Structure DOCTYPE Declaration Web Standards Best Practices	Read *HTML & CSS Quick Start Guide* Ch 1: What are HTML and CSS. Read *HTML & CSS Quick Start Guide* Ch 2: Creating Website on Your Computer. Read *HTML & CSS Quick Start Guide* Ch 3: HTML Syntax. Read about strict vs. transitional DOCTYPE declarations. See http://www.w3schools.com/tags/tag_doctype.asp. Read *HTML Style Guide and Coding Conventions*. See http://w3schools.com/html/html5_syntax.asp **Additional Resource**: online Linked In Learning course: *HTML Essential Training*, Chapter 2 – Formatting Text. See https://www.linkedin.com/learning/html-essential-training-2017/exploring-an-html-document?u=42290089 **Assignment due by 2/20/21: Contribute to Course WiKi Topic Pages** • Wiki – Based on the readings, post two web standards and two best practices.
Week 2 1/31 – 2/6	Elements with Semantic Meaning Hyperlinks	Read *HTML & CSS Quick Start Guide* Ch 4: Basic HTML Elements. Read *HTML & CSS Quick Start Guide* Ch 5: Links. **Assignment due by 2/6/21: Develop CV webpage** • Create your Curriculum Vita (CV). With a text editor (i.e. Notepad for Windows, TextEdit for macOS) use HTML5 elements to render the layout for a website page. At the minimum, the webpage should include these general requirements: HTML5 basic page components (i.e., declaration, html, head, title, meta and body tags) and HTML5 elements for two levels of headers, paragraph, a list, and link. Post zipped file to the Graded Assignment link on the navigation panel.
Week 3 2/7 – 2/13	Semantic Elements for Webpage Layout Media Elements – Images, Video, Audio	Read *HTML & CSS Quick Start Guide* Ch 6: Structure and Layout with HTML. Read *HTML & CSS Quick Start Guide* Ch 7: Media. **Assignments due by 2/13/21: Create Webpage with Page Segment Elements**

		• Develop a website page with HTML5 Page Segment Elements. With a text editor use the page segment elements to render the layout for a website page. Select a topic of your choice, along with page layout and web content. At the minimum, the webpage should include these general requirements: HTML5 basic page components and HTML5 elements <header>, <article>, <nav>, <section>, <aside>, <footer>. **Note**: the <nav> elements do not need to be functional. Post zipped file to the Graded Assignment link on the navigation panel.
Week 4 2/14 – 2/20	Tables Description Lists Web Accessibility	Read *HTML & CSS Quick Start Guide* Ch 8: Tables and Other Structured Data Elements. Read *HTML & CSS Quick Start Guide* Ch 24: Web Accessibility. Read *GMU Guide to Creating Accessible Electronic Materials* Section III: Web Accessibility. See http://ati.gmu.edu/wp-content/uploads/Guide-to-Creating-Accessible-Electronic-Materials-7-MB-pdf.pdf Engage in the online *HTML Accessibility tutorial*. Review the material and try the practice exercise. See https://www.w3schools.com/html/html_accessibility.asp **Assignments due by 2/20/21: Build Accessible Complex table** • Build a complex table in HTML for the 6 DC Circulator Bus Route Schedules. Refer to http://www.dccirculator.com/. With a text editor use HTML to render an **accessible complex table** structure that identifies the stop schedule for the 6 DC Circulator Bus Routes. The table should label each route, the stops for each route (one-way only), and the corresponding times of operation. Post zipped file to the Graded Assignment link on the navigation panel.
Week 5 2/21 – 2/27	HTML5 Form-related Elements Advanced Elements Experimental Features	Read *HTML & CSS Quick Start Guide* Ch 9: Web Forms Read *HTML & CSS Quick Start Guide* Ch 10: Advanced and Experimental Features. **Assignment due by 2/27/21: Create HTML Form** Develop an **accessible form** using HTML elements and attributes. With a text editor render the layout for a web-based form of your choosing. (Make it more interesting by selecting a topic of interest to you.) At the minimum, the form should include these general requirements: HTML5 basic page components and HTML5 elements <form>, <label> and at least three <input> types. Post zipped file to the Graded Assignment link on the navigation panel.

| Week 6

2/28 - 3/6 | CSS Syntax

Internal Style Sheet

External Style Sheet

Targeting Elements | Read *HTML & CSS Quick Start Guide* Ch 11: Introduction to CSS.

Read *HTML & CSS Quick Start Guide* Ch 12: Targeting Elements

Engage in the online CSS tutorial. Review the material and try the practice exercises. See http://www.w3schools.com/html/html_css.asp

Additional Resource: Online Linked In Learning course: Introduction to CSS See https://www.linkedin.com/learning-login/share?forceAccount=true&redirect=https%3A%2F%2Fwww.linkedin.com%2Flearning%2Fcollections%2F6719037642719285248%3Ftrk%3Dshare_collection_url&account=42290089

NOTE: You will need to sign in with your GMU Net ID and Password. For an Introduction to the Linked In Learning courses available at GMU see https://lil.gmu.edu/

Assignment due by 3/6/21: Webpage with Internal Style Sheet

Apply some style to your webpage with page sections (Week 3 assignment). With a text editor add an Internal Style Sheet to target the HTML elements in the body of your webpage. Review your code and address any accessibility omissions. Post zipped file to the Graded Assignment link on the navigation panel. |
| Week 7

3/7 - 3/13 | Responsive Images

Embedding Audio

Media Queries

Responsive Layouts | Review *HTML & CSS Quick Start Guide* Ch 7: Media.

Read *HTML & CSS Quick Start Guide* Ch 17: Responsive Design and Media Queries.

Engage in the online *CSS Responsive Tutorial*. Review the material and try the practice exercise. See https://www.w3schools.com/css/css_rwd_intro.asp

Engage in the online *HTML Responsive Tutorial*. Review the material and try the practice exercise. See http://www.w3schools.com/html/html_responsive.asp

Assignment due by 3/13/21: Webpage with External Style Sheet

Enhance your Curriculum Vita (CV) – Week 2 Assignment. Develop an External Style Sheet and apply to your HTML file elements. Upgrade your HTML file by adding a Responsive Image (2 sizes). Add a Print Media Query in your CSS file. Review your code and address any accessibility omissions. Post zipped file containing HTML, CSS and image files to the Graded Assignment link on the navigation panel. |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-

1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

ASSESSMENT RUBRICS

1. **Wiki (total possible points: 10 points)**

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Participation	Number of submissions does not meet minimum requirement. *Point Value: 0 - .9*	Number of submissions meets minimum requirement. *Point Value: 1 - 2.9*	Number of submissions meets or exceeds minimum requirement. *Point Value: 3*
Relevance	Content is minimal and/or contains factual errors. *Point Value: 0 - .9*	Content is logically presented and accurate. *Point Value: 1 - 2.9*	Content reflects accurate and meaningful observations. *Point Value: 3*
Collaborative Value	Content does not have enough information to adequately inform. *Point Value: 0 - 1.9*	Content provides details of general interest to the reader. *Point Value: 2 – 3.9*	Content offers insight and conveys knowledge. *Point Value: 4*

2. **Develop CV Webpage (total possible points: 10)**

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Accurate Representation	Webpage lacks structure and segments.	Webpage elements are formatted correctly.	Formatted text provides for an informative and interesting webpage.

	Point Value 0 - .9	*Point Value:* 1 - 2.9	*Point Value:* 3
Required Elements	Mark up data does not utilize appropriate elements. *Point Value:* 0 - .9	Webpage includes the minimum required elements. *Point Value:* 1 - 2.9	Webpage incorporates elements and attributes beyond the required minimum. *Point Value:* 3
Semantic Presentation	HTML elements used do not reflect the nature of the intended content. *Point Value:* *0 – 1.9*	HTML elements are used appropriately within the webpage. *Point Value:* 2 – 3.9	HTML elements are used effectively and pass validation for syntax errors. *Point Value:* 4

3. Create webpage with Page Segment Elements (total possible points: 15)

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Accurate Representation	Webpage lacks structure and segments. *Point Value 0 - 1.9*	Webpage is suitable for a website homepage. *Point Value: 2 - 4.9*	Webpage provides for an informative and interesting website homepage. *Point Value: 5*
Required Elements	Mark up of data does not utilize appropriate elements. *Point Value: 0 - 1.9*	Webpage outline includes the minimum required elements. *Point Value: 2 - 4.9*	Webpage outline is an effective template that incorporates elements and attributes beyond the required minimum. *Point Value: 5*
Semantic Presentation	HTML elements used do not reflect the nature of the intended content. *Point Value: 0 - 1.9*	HTML elements are used appropriately within the webpage outline. *Point Value: 2 – 4.9*	HTML elements are used effectively and pass validation for syntax errors. *Point Value: 5*

4. Build Complex Table in HTML (total possible points: 15)

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Accurate Representation	Table does not accurately replicate the schedule information. *Point Value: 0 - 1.9*	Table conveys the schedule information correctly. *Point Value: 2 - 4.9*	Table design is graphically appealing. Table data is presented correctly and easy to decipher. *Point Value: 5*
Semantic Presentation	Mark up of tabular data does not utilize appropriate table elements. *Point Value: 0 - 1.9*	Mark up of tabular data results in an adequate table structure. *Point Value: 2 - 4.9*	Tabular data elements and attributes are utilized to effectively structure the table presentation. *Point Value: 5*
Accessibility Conformity	Table structure does not address accessibility. *Point Value: 0 - 1.9*	Table structure adheres to some accessibility concepts. *Point Value: 2 – 4.9*	Table structure incorporates features resulting in a fully accessible table. *Point Value: 5*

5. Develop Accessible Form in HTML (total possible points: 15)

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Accurate Representation	Form does not include the required elements. *Point Value:* 0 - 1.9	Form provides required elements correctly. *Point Value:* 2 - 4.9	Form layout is graphically appealing. Form data is presented correctly and easy to decipher. *Point Value:* 5
Semantic Presentation	Mark up of form data does not utilize appropriate form elements. *Point Value:* 0 - 1.9	Mark up of form data results in an adequate form structure. *Point Value:* 2 - 4.9	Form elements and attributes are utilized to effectively structure the form presentation. *Point Value:* 5
Accessibility Conformity	Form structure does not address accessibility. *Point Value:* 0 - 1.9	Form structure adheres to some accessibility concepts. *Point Value:* 2 – 4.9	Form structure incorporates features resulting in a fully accessible form. *Point Value:* 5

6. **Webpage with Internal Stylesheet** (**total possible points: 15)**

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Accurate Representation	Webpage lacks structure and segments. *Point Value 0 - 1.9*	Webpage is suitable for a website homepage. *Point Value: 2 - 4.9*	Webpage provides for an informative and interesting website homepage. *Point Value: 5*
Effective Use of Styling Technique	Mark up of data does not utilize appropriate rulesets. *Point Value: 0 - 1.9*	Webpage includes appropriate rulesets. *Point Value: 2 - 4.9*	Webpage incorporates targeting elements utilizing the class attribute. *Point Value: 5*
Accessibility Conformity	Webpage layout does not address accessibility. *Point Value: 0 - 1.9*	Webpage layout adheres to some accessibility concepts. *Point Value: 2 – 4.9*	HTML elements are used effectively and pass validation for syntax errors. *Point Value: 5*

7. **Webpage with External Stylesheet** (**total possible points: 20**)

Criteria	Does Not Meet Standard	Meets Standard	Exceeds Standard
Accurate Representation	Webpage and Stylesheet lack required elements. *Point Value 0 - 2.9*	Webpage and Stylesheet include required elements. *Point Value: 3 - 6.9*	Webpage provides for an informative and interesting website homepage. *Point Value: 7*
Effective Use of Styling Technique	Mark up of data does not utilize appropriate rulesets. *Point Value: 0 - 2.9*	Webpage includes appropriate rulesets. *Point Value: 3 - 6.9*	Webpage incorporates targeting elements utilizing the class attribute. *Point Value: 7*
Accessibility Conformity	Webpage layout does not address accessibility. *Point Value: 0 - 1.9*	Webpage layout adheres to some accessibility concepts. *Point Value: 2 – 5.9*	HTML elements are used effectively and pass validation for syntax errors. *Point Value: 6*