



## Web Design Course Syllabus Dutchtown High School

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**Year:** 2015 - 2016

**Room:** 407

**Department:** Career, Technology, and Agricultural Education (Business and Computer Science)

### **Description:**

Web Design is the third course in the Web & Digital Design pathway in the Information Technology cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Digital Design. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.

Various forms of technologies will be used to expose students to resources, software, and applications of web design. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready.

Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course.

**Career Opportunities:** Career opportunities related to the standards reviewed in this class include: Web Designer, Graphic Artist, Programmer, Web Project Manager, Database Administrator, Instructional Designer, Hardware Design Engineer, Digital Graphic Editor, and Web Graphic Animator.

**Professional Dress:** The CTAE department will be promoting department-wide Professional Dress Days again this year. Students are expected to dress in casual business attire. This includes, but is not limited to, a shirt with a collar; black, blue or khaki slacks or skirts; professional shoes. Business attire does not include jeans, shorts, flip flops, or athletic shoes. Scrubs may be worn for appropriate classes. Students will have to wear this attire for the duration of the school day to receive credit. The grading of the Professional Dress will be at the discretion of the teacher.

**End of Pathway Assessment:** Students who have completed all three courses in the Web & Digital Design pathway will complete an end of pathway assessment. The courses in this pathway include Introduction to Digital Technology, Digital Technology, and Web Design. This assessment is not an optional component, but is required by the state of Georgia.

### **Recommended Materials:**

- ❖ USB Drive
- ❖ Notebook Paper
- ❖ Pen or Pencil
- ❖ Ear buds (used as needed)
- ❖ Access to professional dress

**CTAE Bring Your Own Technology Policy:** Students enrolled in courses that meet in a computer lab are expected to complete assignments using the computers provided in the classroom. Students may not use their "personal technology" to complete these assignments. Other CTAE teachers may allow or require use of technology devices in their classrooms on an as needed basis. Teachers reserve the right to determine when technology must be put away.

## Grading Policy:

Classwork / Practice Work / Homework	20%
Projects	45%
Assessments	35%

## Web Design Classroom Rules

You should treat this class much like an actual business environment. Therefore, you should treat all expectations as criteria for evaluation of your performance as an employee. In this class you are expected to:

- ❖ Come to class on time every day. Good employees are rarely late for work and are usually early. (LEADER TIME)
- ❖ Bring required material to class.
- ❖ Stay on task at all times.
- ❖ Attend class unless completely unavoidable. If you are ill and could make others sick, you have reason to miss school. Not feeling 100 percent is not an excuse. Most jobs only allow a certain number of sick days per year.
- ❖ Only surf the net for personal use the last 5 minutes of the period. You don't get to surf the net during free time at work.
- ❖ NO LATE WORK POLICY. When an employer asks for a task to be completed, he/she expects it to be done in a timely manner and submitted on the due date. All assignments for the week must be turned in by Friday. After Friday, late work will not be accepted.
- ❖ Rolling around the room in the chairs is not accepted!
- ❖ Keep workspace clean and tidy. Clean up scrap paper and keep all class materials neatly on your desk. (HOME SWEET HOME)
- ❖ Have a good attitude; everyone has bad days. Don't let a bad day make you a bad person to be around.
- ❖ Respect each other: respect the ideas of others; respect others' property. Don't belittle someone simply because you don't agree. Be polite. Don't bother other people's materials.
- ❖ Plan to complete your Internet research and make your printouts at home or in the media center, not during my class. Printouts for other class assignments are now .05 per page. Funds collected will be used to purchase classroom supplies as needed. Excess funds at the end of the year will be donated to the March of Dimes.
- ❖ **Be your best!**

## Course Standards

### **IT-WD-1 Demonstrate employability skills required by business and industry.**

- 1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.
- 1.2 Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.
- 1.3 Exhibit critical thinking and problem solving skills to locate, analyze, and apply information in career planning and employment situations.
- 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.
- 1.5 Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply teamwork skills.
- 1.6 Present a professional image through appearance, behavior, and language.

### **IT-WD-2 Plan, develop, implement, and resolve ethical issues involved in creating and publishing a web site.**

- 2.1 Define key terms in site development: cloud computing, versions of HTML, CSS, design consistency, deprecated tags, wire framing/layout design, hyperlinks.
- 2.2 Develop a logical argument for using cloud computing and the various web hosting platforms for business and personal use.
- 2.3 Describe and illustrate different versions of HTML and the development of HTML.
- 2.4 Describe the phases of web development (life cycle) and provide specific tasks for each phase.
- 2.5 Use flowcharts/storyboards to design a web site.
- 2.6 Identify essential web site navigation issues that help ensure site usability (consistency, intuitive text/icons, and breadcrumbs).
- 2.7 Describe ethical, government, and accessibility, and copyright issues related to use digital media).
- 2.8 Identify technologies available to enhance the user's experience, including programming languages and multimedia technologies.

### **IT-WD-3 Create documents using a variety of tags following coding practices commonly used to create web pages.**

- 3.1 Identify basic HTML document (web page) layout & tags used to create web pages according to industry standards (e.g. header, footer, side bar, main content, navigation/menu bar, tabs/drop downs).
- 3.2 Demonstrate ability to create a web site utilizing the latest version of HTML (e.g., headings, paragraphs, breaks, lists, links, images, horizontal rules, divs).
- 3.3 Demonstrate ability to format text using proper tags set by the W3C (strong, emphasize).
- 3.4 Demonstrate ability to use tables to control the layout and appearance of data.
- 3.5 Demonstrate ability to create forms that accepts user inputs.
- 3.6 Demonstrate understanding of the importance of validating web sites and tools available for the process.

### **IT-WD-4 Create and use graphics to enhance web pages using a variety of tools.**

- 4.1 Identify and use design and color principles appropriate for graphics and web pages.
- 4.2 Describe the image formats used within a web page (gif, jpg, png, image maps) and describe appropriate use of which format.
- 4.3 Add images to a web page to enhance meaning of web content.
- 4.4 Explore online tools and downloadable software available to create and edit still and animated graphics.

### **IT-WD-5 Define and apply essential aspects of the Cascading Style Sheets to format elements within a web site.**

- 5.1 Use knowledge of how and why style sheets are used in web design to explain design elements of a web site.
- 5.2 Create and modify internal and external style sheets to format the styling of text, layout tables, content flow, positioning of objects.
- 5.3 Design web pages utilizing CSS to manage text flow using regions, columns, and graphical interfaces.

### **IT-WD-6 Use (Graphic User-Interface) GUI-based HTML editing software to create web sites.**

- 6.1 Explain the difference between the types of editing software and when to editing software: text, object, and WYSIWYG (what you see is what you get).
- 6.2 Design web sites using a GUI-based editor following the design principles to enable navigation, usability, and accessibility.
- 6.3 Explore advanced layouts & scripting tools available through GUI-based editors such as widgets, image sliders, etc.
- 6.4 Create a website which implements tables.
- 6.5 Create and use interactive forms on a web site.
- 6.6 Design and implement layers, image maps, and navigation bars.
- 6.7 Enhance a website with media objects and images.

### **IT-WD-7 Develop an understanding of e-commerce practices and related technologies necessary to create a secure, useful interface to conduct business online.**

- 7.1 Develop a working e-commerce vocabulary including e-business, mobile commerce, branding, market space, business model (B2B,B2C), security, payment options.
- 7.2 Explain the importance of branding and establishing a color palette for an e-business to create an online presence.
- 7.3 Explain the importance of using web design principles to meet customer expectations.
- 7.4 Explain the benefits of configuring a site to mobile standards currently used further the accessibility of an e-business.

### **IT-WD-8 Test, analyze, and identify performance issues related to publishing and maintain web sites.**

- 8.1 Identify essential issues in developing and maintaining a web site, including project management, testing legal issues.
- 8.2 Identify strategies commonly used for managing a user's experience and improving site creativity and aesthetic qualities.
- 8.3 Explore options for publishing a web site and web hosting.
- 8.4 Identify the benefits and drawbacks of running your own web server versus using a service provider.
- 8.5 Plan and deliver oral presentations of a web site explaining and developmental process before, during, and after site completion to a potential customer.

### **IT-WD-9 Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events.**

- 9.1 Explain the goals, mission, and objectives of Future Business Leaders of America.
- 9.2 Explore the impact and opportunities a student organization (FBLA) can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs.
- 9.3 Explore the local, state, and national opportunities available to students through participation in related student organization (FBLA) including but not limited to conferences, competitions, community service, philanthropy, and other FBLA activities.
- 9.4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.
- 9.5 Explore the competitive events related to the content of this course and the required competencies, skills, and knowledge for each related event for individual, team, and chapter competitions.

### **Academic Standards**

- ❖ **ELA12W1.** The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
- ❖ **ELA12W2.** The student demonstrates competence in a variety of genres.
- ❖ **ELA12W3.** The student uses research and technology to support writing.
- ❖ **ELA12RC2.** The student participates in discussions related to curricular learning in all subject areas.
- ❖ **ELA12RC3.** The student acquires new vocabulary in each content area and uses it correctly.
- ❖ **ELA12RC4.** The student establishes a context for **information** acquired by reading across subject areas.

- ❖ **ELA12C1.** The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.
- ❖ **MM4P4.** Students will make connections among mathematical ideas and to other disciplines.
- ❖ **ELA12LSV1.** The student participates in student-to-teacher, student-to-student, and group verbal interactions.
- ❖ **ELA12LSV2.** The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.
- ❖ **ELA12RC2.** The student participates in discussions related to curricular learning in all subject areas.
- ❖ **SSCG7.** The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.
- ❖ **SSCG21.** The student will demonstrate knowledge of criminal activity.
- ❖ **SSEF5.** The student will describe the role of government in a market economy.
- ❖ **MM3P4.** Students will make connections among mathematical ideas and to other disciplines.