

2016-17 Web Design Syllabus

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Room 220

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Web Design Course Description

Web Publishing and Media design students study digital imaging, develop websites using HyperText Markup Language (HTML5) and Cascading Style Sheets (CSS), create e-books, use Geographic Information Systems (GIS) to create web map applications, author animations, and instantiate JQuery and JavaScript (JS) code to enable interactive on-screen displays. Students use industry standard concepts unique to web publishing and media design such as interface design, enhanced interactions with motion graphics, and user-centered design. An emphasis is on the use of design principles to guide the development of web pages of optimal functionality, on multiple platforms and devices. Careers as a Creative in digital art, web design, communications, e-journalism, media design, and graphic design are explored by developing projects related to the corresponding fields. Students present their studies by developing a diverse online electronic portfolio, that highlights their web publishing and media design skills.

Domains of knowledge

Students in Web Publishing and Media Design develop FIVE domains of knowledge:

1. Technical user knowledge of existing web development hardware, software, and open source code including CSS, HTML5, functionality of web browsers, web page editors (Dreamweaver), Content Management Systems (Weebly, Google sites, Blogger), graphic design and digital imaging applications (Photoshop and Illustrator), and 2-D animation authoring programs (FLASH).
2. Information design knowledge for publishing on computers, phones, handheld devices and on screen displays including resolution considerations, screen orientations, interface design, site design, navigation, chunking of information, emphasis, and editorial style.
3. Project management knowledge of website development process including working with clients, negotiating features, developing timelines, preparing Functionality Requirements documents, reporting and establishing update process reports.
4. Graphic Design knowledge including page layout for the Internet, typography, the principles of design, elements of art, and user-based design. Throughout the course, an emphasis is placed on the creative process. Effective design principles are discussed as they apply to graphic communications and graphic user interfaces. Students produce electronic data that can be repurposed for print publications.
5. SEO & Marketing Strategies
The prevalent, pervasive and influential advertising strategies of the commercial world are analyzed. Teenagers are actively targeted by advertisers. Students will identify tactics used to target their demographic group. Applying this knowledge, students will design graphics, web pages and media presentations to target specific groups. Online marketing and Search Engine Optimization techniques will be implemented. Using some of the same strategies that advertisers use to influence groups, students will write and create persuasive content.

Presentation Quality Checklist Portfolios

During the course each student will create a portfolio website in Dreamweaver that will be published to the Internet. Project, exercises, assignments, Photoshop artwork, web pages, and animations will be published as individual web page of the site. At course completion, each student will have created a professional quality electronic portfolio site which they can present to a prospective employer, client, college or University.

Blog site

Writing will be done online in your own weblog, using the Blogger.com associated with your student VUSD Google e-mail, and in our shared Google Drive. Blog topics will be posted on Tlachac Dot Com and assigned a point value (generally from 10-50 points). You will have the opportunity to choose the topic(s) from the list provided, and post blog topics in your own Web Publishing blog. Student will earn points based on the quality of your blog postings. Your posts will be in an open forum, and therefore available for both the benefit and critique and comments of your classmates.

Participation

This is primarily a project based, hands on course, where course work simulates current industry standards and practices. We will use instructor led demonstrations to introduce new concepts. Class exercises teach the students to use the software skills needed to create computer graphics, animations and web sites that present clear visual messages. The curriculum is presented as an applied art and technology course.

Attendance is vital for success!

Since classroom activities play a major part in each student's success in the class, attendance is critical. When a student is absent, it is his or her responsibility to make up the assignments that were missed.

Projects & Assignments

Projects and assignments are assigned a value in points and are scored according to: adherence to project guidelines, quality, creativity, and ingenuity. Student may earn points per finished exercise, assignment, or project. Students who perform above and beyond minimal expectations will feel personally rewarded by their successful publications.

Critiques, Presentations & 220 Digital Art shows

Each Project is followed by a student self-assessment or critique of your own work. This gives you a chance to reflect on the creative process, explain how you used the principles of art to arrange the elements of art, demonstrate the functionality of your app, page or movie, and write about your experience. Finally, at each project's completion, students will present their work to the class.

Q. How do you turn in Web Pages and Electronic Assignments such as movies, apps, and animations?

Web page assignments are published on your student web site on the Internet and therefore can be viewed from anywhere in the world. If you publish your work correctly on the Internet, the entire web page and its interactive content will function properly. Think of your website on the Internet as my "digital inbox" for turning in your work.

I look for these types of functionality on your web page assignments:

The assignment is linked from your portfolio home page and a return link is provided.	Technical Functionality: Links function properly on all pages Images are displayed (no 404 errors)
A short description is written for each assignment on the home page that describes the project and the techniques used, functionality demonstrated or topic learned in the activity.	Correct Spelling, punctuation, and semantic markup is used to write and present the information in on-screen display across Platforms.
Responsive Design: Graphics are the proper resolution for multiple formats (Tablet, phone, computer screen)	Links to resource materials are cited and presented
Proper SEO: Visual elements support the content of the page	Page elements, typography, and hyperlinks are controlled by an EXTERNAL style sheet
User Centered Design: Navigation elements change appearance on mouse over	ADA communication technology compliance: Images have alternative tags and pages have titles
Browser fixes or specifications: Pages display property on most browsers unless stated.	Video and sound files will open in the proper media players FLASH movies download and play as expected

Q. What is the grading criteria and the competency scale?

Students will receive a grade for work completed during each progress report period. A cumulative grade is assigned at the end of each semester. A percentage system is used based on the total points received for all work completed. Workplace and trade related competencies are also evaluated for certification purposes according to the following criterion-based system.

A = 90 –100	All major and minor goals achieved. ALL assignments are turned in on time
B = 80 – 89	All major goals achieved; some minor ones not
C = 70 – 79	All major goals achieved; many minor ones not
D = 60 – 69	A few major goals achieved, but student is not prepared for advanced work
F = 0 – 59	None of the major goals achieved. Most assignments are turned in late or not at all Materials were not uploaded and/or a copy was not placed in the student common data server

Q. Will I get credit of late work?

Assignments are due on time! Partial credit may be given at the Instructor's discretion. Students should not rely on this concession. It is impossible to receive an A on an assignment that is turned in late. Electronic assignments considered turned in when they are uploaded to the web server and linked to your home page on the Internet or printed as a pdf in the homework directory on the data server.

What Can I EARN in Web Design Class?

Earn College Credit while in High School College

Palomar Community College can award 3 transferrable college credits earned to each student who earns an A or B during both semesters. Elective credit at Community college level is for Web Design I - Dreamweaver. This elective credit, can be transferred as Fine Arts credit to the UC/CSU systems.

RBHVS Fine Arts Credit - University of California – Fine Arts Credit Transferable

Graphic Design is aligned with National Core Art Standards, Common Core State Standards, CTE model Curriculum Standards and CTE Arts, Media and Entertainment (AME) pathway standards. Students who successfully complete CTE Web Publishing and Media Design will receive fine art credit that can be used towards high school A-G graduation requirements. The University of California recognizes credits earned for these courses toward Fine Arts requirements.

CTE Certificated Competency Based Course

Upon the successful completion of the course each student will receive a Career Technical Education CTE Certificate.

Conduct Students are expected to produce original work and conduct themselves as upright digital citizens. Plagiarism may result in a failing grade and other consequences. A student may not use or copy, by any means, another's work (or portions of it) and represent it as his/her own. Therefore, quotations, photographs, or other artwork used by a student should be given appropriate credit or reference. A proper decorum is expected at all times.

Expectations

It is my pleasure to be your teacher this year. I look forward to getting to know you and look forward to watching you succeed. A respectful decorum is appreciated at all times. I respect you as young adults who are taking advantage of this CTE Class to benefit yourselves in the future by developing communication and publishing skills that will last a lifetime. I believe that abundant creativity flows in a classroom full of people who mutually respect each other. I have witnessed this personally year after year. Together we have grown and produced some amazing e-art.

Some of the best students in the world walk through the door of RBV room 220. Welcome!!!