

**Digital Web Design  
Syllabus/Online Course Plan**

Certificated Teacher:

Date: 2015-2016

**Desired Results**

**Digital Web Design: Grades 9 – 12**

**Credit:**   X   one semester (.5)                             two semesters (1)

**Estimate of hours per week engaged in learning activities**

5 hours of class work per week.

**Prerequisites and/or recommended preparation:**

Students will have a basic understanding of Windows operating system, proficient with keyboard skills, and able to negotiate their way on the Internet.

**Instructional Materials**

All learning activity resources and folders are contained within the student online course. Online course is accessed via login and password assigned by student's school (web account) or emailed directly to student upon enrollment, with the login website address. For this course you will need Adobe Photoshop CS4 and Adobe Dreamweaver (or newer.) There are 60-day trials for each program at Adobe.com.

**Course Overview:**

Web Design    1 Semester                      Grades 9 - 12

This 1 semester, project-based class teaches the full process of designing, developing, and managing the creation of websites. Students create multimedia websites, web graphics, and digital photography using Adobe software, in addition to evaluating existing websites. As the semester progresses and you gain more knowledge and understanding about websites, you will look more critically at the web design, use, navigation, structure, timeliness, architecture, and topography. At the end of this course, you will have produced a functioning, multi-paged Web site to specific criteria that will communicate information to a target market. Students interested in the area of web development are encouraged to take this class.

**Enduring Understandings for Course:**

The skills needed to develop a quality Web site are in great demand by employers.  
The effective use of technology is vital for success in the information age.  
Technology enhances your ability to gather, manipulate and communicate information.  
The practice of employability skills leads to personal and workplace success.

**List external resources and include cost for each.**

At present, there are no hidden costs for this course as all necessary software to complete the course is available online for a 60-day trial at [www.Adobe.com](http://www.Adobe.com).

**Establish Goals:**

By the end of the course, the student will have had opportunity to learn:

- How to build a simple web site consisting of a home page and at least four supporting pages
- Basic vocabulary associated with web page design
- The importance of understanding and adhering to copyright laws
- How to properly cite Internet resources when building web pages
- How to arrange folders and files when creating web pages

- How to design effective educational web pages and web sites
- The importance of sound educational web page and web site content
- How to evaluate classroom web pages and web sites
- How to locate, create and use GIF (still and animated) and JPG images in web pages
- The use of web page authoring programs to create web pages and web sites
- How to use hypertext/hyperlinks, image maps, anchors, tables and other useful web design tools
- How to view your newly created web pages in web browsers
- Resources needed to publish web pages to the Internet

**Understandings:**

What will students understand (about what big ideas) as a result of the unit? "Students will understand . . ."

What are the characteristics of a quality website.

What opportunities are available to students who have mastered the basic technologies of creating a quality webpage.

What are the necessary skills needed for the student to be a quality employee.

What skills are necessary for the student to be able to collaborate successfully with their fellow students.

**Essential Questions:**

What arguable, recurring, and thought provoking questions will guide inquiry and point toward the big ideas of the unit?

How do I learn the skills required to produce a Web site?

What are employers looking for in a Web developer?

How does the use of technology create opportunity?

What are the relationships between employability skills and success in life?

What are the basic skills and understandings needed for students to successfully collaborate on student projects.

**Students will know:**

Identify legal and ethical implications of misuse of the Internet.

How to develop an electronic plan for their work on Web development.

How to work as a team and design a website for another person or business.

How to use graphic design principles, information design, and Macromedia Fireworks to create interactive images.

How to develop electronic portfolios to showcase their Web development work.

Applying graphic design principles, students will produce and edit quality digital images.

**Students will be able to:**

Identify the consequences surrounding inappropriate behavior and use of the Internet in their school and district.

Students will design and create the basic parts of a project plan, including a task list, schedule and list of deliverables.

In collaboration with a business person, organization or any viable out-of-class contact, students will design a web site for the client using the professional web design process.

Students will demonstrate the planning and creation of interactive objects that will be/ could be used in the development of a website.

Students will plan, design, and create a portfolio that includes a homepage, linked pages, web photo album and a graphical navigation bar.

Students will identify and use basic features of web graphics.

**Evidence of Assessment**

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

**Performance Tasks:**

Students will design and create their own web photo album.  
 Students will design and create their own electronic portfolio.  
 Students will design and create their own interactive web graphics.  
 Students will compare and critique usability, consistency, look and feel, and content.  
 Students will design and create simple animations which can be posted on a website.  
 Create a career plan that includes the required steps to transition from high school to postsecondary education/training or workplace in the field of computers/Web Design

**Other Evidence (self-assessments, observations, work samples, quizzes, tests and so on):**

In collaboration with a business person, organization or any viable out-of-class contact, students will design a web site for the client using the professional web design process.

**Types of Learning Activities**

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
<input type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Mini presentation <input checked="" type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Demonstrations <input type="checkbox"/> Other (List)	<input type="checkbox"/> Problem-based <input checked="" type="checkbox"/> Case Studies <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Practice <input checked="" type="checkbox"/> Project <input type="checkbox"/> Paper <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Other (List)	<input type="checkbox"/> Virt. Field Trip <input type="checkbox"/> Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input checked="" type="checkbox"/> Field Observ. <input type="checkbox"/> Role-playing <input checked="" type="checkbox"/> Model Bldg. <input type="checkbox"/> Surveys <input type="checkbox"/> Other (List)	<input type="checkbox"/> Essays <input checked="" type="checkbox"/> Self-paced computer <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Directed Study <input checked="" type="checkbox"/> Research Projects <input type="checkbox"/> Other (List)	<input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Project team <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input checked="" type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing <input type="checkbox"/> Other (List)

**Learning Activities:**

In Digital Web Design 1 you will learn how to create your own graphics for the Web, create web pages and web sites. At the end of this semester, you will have created a Web site that is a portfolio of all the work you have completed in Digital Web Design 1. Your Web site will have the following links: Assignments, HTML, Vacation, About Me, Journal, Work, Fireworks, Dreamweaver, Photo Album and Interactivity.

**Week 1:**

- Read Announcement
- Welcome Email
- Welcome Blog
- Download Adobe Software (if necessary)
- Let's communicate

- Set up Blackboard IM

**Week 2:** Intro to the Internet

- Acceptable Use Policy background info
  - Sample Scenarios
  - Sample Acceptable use Policies
- Activity 1.1
  - Assignment - Acceptable Use Policy
- Usability Wiki (post)

**Week 3:**

- Read Announcement
- Photoshop and Graphic Design using Photoshop CS4 or CS5
  - Introduction to graphics and copyright
    - Student Files
    - Copyright and Citation Blog
      - Assignment - File type search
      - Assignment - Citation and Copyright
  - Intro to scanning
    - Assignment - First Scan
    - Assignment - Non-Scanner Option
    - Assignment - Optimize
  - Optimizing graphics for the web
    - Worksheet and Guide
      - Assignment - Lg. vs. Small
      - Assignment - Optimize time

**Week 4:**

- Read Announcement
- Photoshop and Graphic Design (continued)
  - Making a nameplate
    - Creating A nameplate
    - Worksheet: Photoshop tools
    - Guide: Photoshop panels
    - Guide: How to build a nameplate
    - Guide: How to create effects
    - Worksheet: Nameplate interview
      - Assignment: Build a nameplate
  - Planning a logo
    - Assignment - Logo Graphic Design
    - Assignment - Storyboarding
  - Building a logo
    - Assignment - Build your logo
  - Logo review and redesign
    - Assignment - Review & Redesign

**Week 5:**

- Read Announcement
- Photoshop and Graphic Design (continued)
  - Planning a page banner
    - Why a Page Banner
    - Rule of Thirds
    - Principle of Proximity
  - Building a page banner

- What you will need
  - **Assignment - Create your page banner**
- Page banner review and redesign
  - Blogging time!
  - Page Banner Post
  - Page Banner Review
    - **Assignment - Redesign?**

#### **Week 6:**

- Read Announcement
- Intro to Dreamweaver
  - What you need for this unit
    - Adobe Dreamweaver (trial version at minimum)
    - Guide: How to setup a local root folder and site structure
    - Worksheet: The Dreamweaver interface
    - Guide: The Dreamweaver interface
    - Worksheet: The Dreamweaver insert bar
    - Guide: The Dreamweaver insert bar
  - Intro to Dreamweaver Presentation
    - **Assignment - Site Setup**
  - First Website – you MUST complete one of the following options:
    - Option 1: School web page
    - Option 2: Student Schedule
    - Option 3: Seasons
      - **Assignment - Turn it in!**

#### **Week 7:**

- Read Announcement
- HTML Basics
  - Presentation
    - **Assignment - Tag usage**
    - **Assignment - Tag usage 2**
  - Analyzing Websites
    - What you need for this unit
      - Worksheet: Analyzing websites
      - Guide: Understanding Cascading Style Sheets (CSS)
      - Guide: CSS styles panel
      - Worksheet: CSS styles panel
      - Electronic assets: example\_dw\_page.htm
    - **Assignment - Analyzing a website**
  - Presentation on Cascading Style Sheets
    - **Assignment - CSS Panels in Dreamweaver**
    - **Assignment - Your style**

#### **Week 8:**

- Read Announcement
- HTML Basics
  - Planning a Portfolio
    - What you need for this unit
      - Guide: Student Portfolios
    - Who is your target?
    - What is a portfolio?
      - **Assignment - Portfolio**

**Week 9:**

- Read Announcement
- HTML Basics (continued)
  - File Management
    - What you will need for this unit
      - Guide: Naming conventions
      - Worksheet: File management folders
      - Worksheet: File management
    - What is file management
    - Naming conventions
      - Assignment – file Management
    - Reflection

**Week 10:**

- Read Announcement
- HTML Basics
  - Planning a Homepage
    - What you will need for this unit
      - Guide: Planning a home page
  - What is a homepage?
    - Assignment - Wireframes
  - Creating a Homepage
    - What you need for this unit
      - Guide: How to lay out a web page w/ CSS
    - Assignment - Homepage creation w/div tags

**Week 11:**

- Read Announcement
- HTML Basics
  - Creating content Pages
    - What you will need for this unit
      - Guide: Creating consistent content pgs
      - Guide: How to set document properties
      - Guide: How to create lists
      - Guide: How to add text from another document
      - Guide: How to create data tables
    - Consistency
    - Reflection
    - Assignment – Creating your pages
  - Linking Pages
    - What you will need for this unit
      - Guide: How to check links
    - Links in Dreamweaver
    - Link Options
    - Assignment – Home Page Links

**Week 12:**

- Read Announcement
- HTML Basics (continued)
  - Making a graphical navigation bar
    - What you will need for this unit
      - Guide: How to create buttons and navigation bars
    - What is a button?

- Assignment – Navigation Buttons
- Quality assurance I: Technical testing
  - What you will need for this unit
    - Guide: How to check links
  - What does it mean to check a website?
  - Assignment – Checking your site

**Week 13:**

- Read Announcement
- HTML Basics (continued)
  - Quality assurance II: Usability testing
    - Usability
    - Assignment – Usability Checklist
  - Publishing a website
    - Getting your own web server
    - What you will need for this unit
      - Guide: How to publish web files
      - Guide: Managing files and links by using the Files panel
    - Terminology
    - Assignment – Publish your site

**Week 14:**

- Read Announcement
- Building a basic client website
  - Choose a client
  - Defining a client website project
    - What you will need for this unit
      - Presentation: Website production phases
      - Guide: Professional web design and development process
      - Worksheet: Client interview
    - Interviews
    - Assignment - Conclusions
  - Planning a client project
    - What you will need for this unit
      - Worksheet: Project plan
    - Project Phases
    - Assignment - Dates

**Week 15:**

- Read Announcement
- Building a basic client website (continued)
  - Structuring a client website
    - What you need for this unit
      - GG\_Bridge-wireframe\_1.png
      - GG\_Bridge-wireframe\_2.png
      - GG\_Bridge-wireframe\_3.png
    - Organize and Review
    - Assignment – Wireframe
    - Assignment - Revision
  - Designing a client website
    - What you need for this unit
      - GG\_Bridge-rough\_comp\_1.png
      - GG\_Bridge-rough\_comp\_2.png

- GG\_Bridge-rough\_comp\_3.png
- Presentation: Page design principles
- Design comp
- Kuler
- Assignment - Comps

#### **Week 16:**

- Read Announcement
  - Reviewing and revising to client specifications
    - What you will need for this unit
      - Guide: Production storyboard
      - Worksheet: Production storyboard
    - Assignment - Revision of comps
    - Storyboards
    - Assignment - Storyboard
  - Implementing a reusable design
    - What you need for this unit
      - Guide: Production storyboard
      - Worksheet: Production storyboard
    - Creating your style sheets

#### **Week 17:**

- Read Announcement
- Building a client website
  - Overview
  - What you need for this unit
    - Guide: How to use templates
    - Guide: How to use libraries
    - Guide: How to add Flash movies and Flash video to a website
    - Guide: How to check files in and out
    - Guide: How to create a calendar
    - Guide: How to create forms
    - Guide: How to create image maps
    - Guide: How to create rollover images
    - Guide: How to create pop-up menus
    - Guide: How to prepare photographs
    - Sample Adobe Flash CS4 movie file: Sample\_Flash-Movie.swf
    - Sample Flash video file: Sample\_Flash-Video.flv
  - Assignment – client Website Creation

#### **Week 18:**

- Read Announcement
- Building a client website
  - Testing a client website
    - Assignment – Testing of the client’s site
  - Launching a client website
    - What you will do for this unit
      - Worksheet: How to promote a website
    - Assignment - Marketing Plan

Adapted from Understanding by Design Template available online and the Understanding by Design: Professional Development Workbook.

#### References:

Wiggins, G., & McTighe, J. (n.d.). Understanding by Design Exchange. Retrieved November 2, 2004 from <http://www.ubdexchange.org/>  
 Wiggins, G., & McTighe, J. (2004). Understanding by design: Professional development workbook. Alexandria, VA: Association for Supervision and Curriculum Development.)