Web Design

South Eugene High School

2017-2018

Faculty Name:	Mary Taylor
Contact:	taylor_m@4j.lane.edu
Room:	9 (Computer Center)
IA time:	Ms. Taylor is always available via email (taylor_m@4j.lane.edu) and by appointment.
Credits:	.5 credit, Applied Arts (elective)
College Credits:	Aligns with Art 288 (Intro to Web Design) at LCC for 3 Art credits
Course website:	eugene4j.edmodo.com
Grade updates:	staff.4j.lane.edu/~taylor_m login with last name (username) and student ID number (password)

Course Description

The field of web design and development changes rapidly, as does this course. Currently, students taking the course begin by exploring principles of design and composition, typography, color, file organization and graphics for the Web. Then, students participate in the first eight sections of a Web Developer Bootcamp to learn how to code in HTML5 and CSS3, the basic languages informing all web pages. They learn how to work with Bootstrap, and to create sites with various tools, such as WordPress, Google Sites, and a drag-and-drop builder. They use their new skills for an "Icky Site Makeover" and finish with a portfolio and/or client site.

Learning Objectives

Upon completion of this course you should be able to:
- ❖ Identify characteristics of a poorly designed web site.
- ❖ Describe attributes of a well-designed web site.
- ❖ Demonstrate effective use of design principles in web design.
- ❖ Identify basic principles of typography as they pertain to the web.
- ❖ Demonstrate understanding of legibility and readability issues on the web.
- ❖ Demonstrate ability to define site goals.
- ❖ Demonstrate ability to develop site architecture. Identify basic principles of interface design.
- ❖ Identify basic principles of navigation.
- ❖ Define page layout issues in web design.
- ❖ Create a Web Site consisting of images, type and links (and basic HTML/CSS web authoring).
- ❖ Use various tools for creating functional websites.

Textbooks and Learning Materials

All learning materials are provided online, with the HTML/CSS instruction occurring through the Udemy course titled "Web Developer Bootcamp" taught by Colt Steele.

Dual (College Now) Credit

Advanced Wed Design is one of a number of courses for which Ms. Taylor has an articulation agreement with Lane Community College, through the High School Connections/College Now program. When it has become clear that the student is going to succeed in completing the course and earning an A or B, Ms. Taylor guides them through admission as a College Now student at Lane, and, with their "L number" they enroll in the corresponding course and term. At the end of the term, Ms. Taylor inputs grades via LCC, so the student receives college credit on their Lane transcript. The credit is good at almost every college/university in the U.S.

Web Design Course Schedule

Week	Course Activities
1	Presentation 1: **Elements of Design and Principles of Composition** Presentation 2: **Page Layouts: Grids, Tables and Positioning** Presentation 3: **Color for the Web**
2	Presentation 4: **Web Typography** Presentation 5: **Imagery for the Web** Presentation 6: **File Organization and Navigation**
3	**WEB DEVELOPER BOOTCAMP** **Unit 1: Introduction to this Course** **Unit 2: Introduction to Front End Development** • Setup developer environment (Google Chrome, Sublime Text). • Compare and contrast frontend and backend. • Define roles of HTML, CSS, and JavaScript.
4	**Unit 3: Introduction to HTML** • Write properly structured HTML documents. • Write common closing and self-closing tags. • Recreate a simple website based on a provided photo.
5	**Unit 4: Intermediate HTML** • Write valid HTML tables. • Write validated HTML forms using <form>, <input>, <select>, and <label> tags.
6	**Unit 5: Introduction to CSS** • Define the "general rule" of CSS. • Correctly include CSS in your HTML files. • Select elements by tag name, class, and ID. • Style elements with basic properties like color and background. • Use Chrome CSS Inspector to debug HTML and CSS.
7	**Unit 6: Intermediate CSS** • Manipulate common font and text properties using CSS. • Include external fonts using Google Fonts. • Define and manipulate the components of the Box Model.
8	**Unit 7: Bootstrap** • Define Bootstrap and explain why we use it. • Include Bootstrap locally and by using a CDN. • Use common Bootstrap components like navs and buttons. • Build a layout using the Bootstrap grid system.
9	Building with Various Website Tools – **WordPress, Google Sites, Weebly**
10	**Icky Site Makeover Project**
11-12	**Portfolio/Client Site: Plan, Execute, Improve**

Teaching Methods Employed

Differentiated (Individualized) Instruction. In an attempt to maximize course offerings and learning at SEHS, Ms. Taylor offers all nine (9) computer courses every period she teaches. Seven of these are "College Now" courses (see below). The curriculum for each course is broken into weekly chunks and students are expected to keep their eye on each weekly Due Date. If they are unable to complete the week's work by that date, students are welcome to work during free periods, lunch, and/or to take learning materials home and work there. Late work is not penalized; the Due Dates exist to ensure that each student will have the greatest chance of successfully completing the course by the end of the term.

If students wish to move more quickly through the material, they are welcome to do so.

Work revision. Each assignment/product receives close attention by Ms. Taylor. Scoring is as described in "Grading Policies" below. If a top score was not reached, Ms. Taylor gives specific feedback as to what was missed, and students are invited to learn these additional skills/concepts and re-submit the assignment.

Peer support. The lab (Room 9) has 40 computers, and classes are generally full. At the start of each term, each student is invited to choose one of the eight course offerings, and they are assigned a computer, usually in proximity with other students taking the same course. Cross-fertilization of ideas and learning is encouraged.

Online course management. The "Edmodo" online tool is used to deliver course content. There, students find each assignment – organized by due date – turn in their work, and make comments. Ms. Taylor receives, grades, and comments on each assignment via Edmodo, as well. Overall grades are posted on an almost-daily basis (see above for link).

Special Needs

Appropriate modifications and accommodations will be made for students with identified special needs. Identified IEP, 504, and TAG students generally feel at home in this classroom environment, since learning is pursued without comparisons of any sort being made, and distractions are minimized. Each student is encouraged to take the time they need for the activities of this course, which they have elected to take.

Grading Policies

Activities not submitted by due dates receive Missing (zero points); a score which is updated when the work is received. Late work is not penalized, for the length of the trimester. Performance feedback is available on each assignment, on Edmodo; grade impact/feedback is available online (see top of syllabus for link).

Level of Mastery	Indicated by	Score given
Complete	Product shows complete understanding of concepts and use of pertinent new skills/methods.	4
Approaching	Product shows slightly less than complete understanding of concepts and use of pertinent new skills/methods.	3
More work needed	Product shows significantly less than complete understanding of concepts and use of pertinent new skills/methods.	2
Much work needed	Product shows little understanding of concepts and use of pertinent new skills/methods.	1

Classroom/Behavioral Expectations

1. Students are expected to arrive on time. Attendance is reported within the first 10 minutes of class.

2. Students are expected to use their assigned computer and to report any difficulties to Ms. Taylor.

3. Students are expected to ask for help ANY time a direction is not clear or there is any other hindrance to their learning. It is not acceptable to skip over anything that is not understood.

4. Students are expected to work consistently for the duration of the class; when one lesson is finished, the next one should be started. (Likewise, if a course is finished, another is begun!)

5. Games of any kind are not allowed (except as they are being tested by Game Dev students).

6. Students are expected to save ALL work on in their school server (files1) account, instead of the particular computer (hard drive) where they sit and work. This is a much safer place for the files.

7. Students in this class are not allowed to use the Internet for anything other than logging into Edmodo and completing course activities.

8. Students may not have food (including candy) or drink at the computers, except for water in closed containers. They may keep other drinks, in closed containers, at the computer-less tables, and visit them there.

9. Students are expected to check in with Ms. Taylor if they need to leave the room for a short period of time (bathroom, drink, etc.).

10. Students are expected to take breaks when and if they are needed; staring at a monitor for 70 minutes straight is not encouraged. Simple exercises to relieve eyes, wrists, etc. are encouraged.

11. Students may not socialize (talk) during class, other than to help each other understand the computer concepts at hand.

12. Cell phones should not be seen or heard, with the exception of their use with headphones for providing music, if it helps the student work.

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After reviewing the information and policies detailed above, please detach this portion of the syllabus, sign it, and bring the signature portion (only!) to Ms. Taylor. Thank you!

I have read the syllabus: _____

 Print Parent Name Parent Signature Date

I have read the syllabus: _____

 Print Student Name Student Signature Date