Web Design - A Syllabus

Course Description

Completion of Information & Communication Technology is highly recommended for success in this class. Web publishing is a whole new world! Web Design I introduces you to various web publishing programs used creating Web pages and Web sites. You will also learn how to obtain and manipulate images, graphics, and photos used in your web site using the Internet, digital cameras and various drawing programs.

Course Standards & Indicators

Web Page Design I		
Ninth-Twelfth Grade Nature, Concepts and Systems **Indicator 1:** Students understand the history and progression of technology in relation to the development and design of future technology		
Bloom's Taxonomy	**Standard**	**Examples**
(Evaluation)	**9-12.NC.1.1 Compare and contrast how societal changes mirror innovations and emerging technologies.**	• Emerging technology effects on future legal issues • How downloading music has affected the music industry • Compare how people responded to emergencies in the past as compared to today. • Discuss careers associated with webpages and the impact computers have on all careers. • Science 9-12.S.5.2 • Science9-12.S.2.1
(Evaluation)	**9-12.NC.1.2 Predict how the evolution of technology will influence the design and development of future technology.—**	• Discuss careers associated with webpages and the impact computers have on all careers. • Relate how historical and current events affect the design of new technologies • View the Connections video series or read Pinball Effect by James Burke • Reference the Technological

		Method that provides a standard structure for development of products and/or technologies • The more we e-mail or create electronic documents, the more need there is for digital storage • The FAX machine is an example of the convergence of the telephone, a scanner and a printer • Read magazines such as Business 2.0 and Business Week • Science 9-12.S.2.2

Web Page Design I		
Ninth-Twelfth Grade Nature, Concepts and Systems **Indicator 3:** Students analyze the relationships and the connections between technologies in different fields of study and how they apply to communities		
Bloom's Taxonomy	**Standard**	**Examples**
(Analysis)	**9-12.NC.3.1 Analyze intended and unintended impacts of a system.**	• Social networks (MySpace, FaceBook) impact on society • Cell phones and text messaging in schools • Chat and Blogging

Web Page Design I		
Ninth-Twelfth Grade Social Interactions **Indicator 1:** Students understand the safe, ethical, legal, and societal issues related to technology.		
Bloom's Taxonomy	**Standard**	**Examples**
(Evaluation)	**9-12.SI.1.1 Evaluate the need for acceptable use policies.**	• Identify different types of policies • Review district acceptable use policy • Critique common elements of policies • (compare the bill of rights with acceptable AUP and discuss the correlation to freedom of speech) • (compare the schools policy with a

		business policy) • compare HS to college • Compare the Bill of Rights with acceptable use policy and discuss the correlation to freedom of speech • Discuss careers associated with webpages and the impact computers have on all careers
(Synthesis)	**9-12.SI.1.2 Compile a list of immediate and long-range effects of ethical and unethical uses of technology on individual and society.**	• Personal protection through establishing legal ownership of a creative work • Copyright of work • Cost ($, emotional, criminal) • Research different types of penalties and consequences for misuse or stealing of copyrighted work • Consequences of virus spreading, file pirating, hacking, packet sniffing, identity theft, encryption • Research how the lives of victims and perpetrators (i.e. Kevin Mitnick) are changed due to the above practices. • Analyze how business (i.e. banking, financial) practices have changed to protect information

Web Page Design I		
Ninth-Twelfth Grade Social Interactions **Indicator 2:** Students investigate the advantages and disadvantages of technology.		
Bloom's Taxonomy	**Standard**	**Examples**
(Analysis)	**9-12.SI.2.1 Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.**	• discuss what happens when emergency 911 response computers go down, • How do power outage effects society. • Private company outages vs. publicly controlled power outages

(Evaluation)	**9-12.SI.2.2 compare and contrast society's influence on technology and technology's influence on society.**	• Informational technology vs. production technology • Identify Cultural factors: age, religion, sex, political • Ads on identify theft • Training for businesses, workplaces • Discuss the emergence of new "11" numbers as a result of influence of technology, i.e. 211,511,411 • Science 9-12.S.2.1

Web Page Design I		
Ninth-Twelfth Grade Information and Communication Tools **Indicator 1:** Students recognize and demonstrate skills in operating technological systems.		
Bloom's Taxonomy	**Standard**	**Examples**
(Synthesis)	**9-12.CT.1.1 Incorporate knowledge and enhanced usage skills to create a product.**	• Create or access/retrieve web documents • Create integrated web projects • Create multimedia web documents • Include a data table in a science lab report • Math 9-12.S.1.3 • Writing 9.LVS.1.2 • Science 9-12.N.2.1

Web Page Design I		
Ninth-Twelfth Grade Information and Communication Tools **Indicator 2:** Students use technology to enhance learning, extend capability, and promote creativity.		
Bloom's Taxonomy	**Standard**	**Examples**
(Application)	**9-12.CT.2.1 Utilize a virtual learning environment as a strategy to build 21st century learning skills.**	• critical thinking skills • collaboration • information and literacy skills • decision making • Enroll in an online learning class
(Application)	**9-12.CT. 2.2 Investigate to apply expert systems,**	• Using a virtual chemistry laboratory • Dissect a frog on the computer

	intelligent agents, and simulations in real-world situations.	• Using context sensitive help system with computer software
(Application)	**9-12.CT.2.3 Utilize online information resources routinely and efficiently to meet needs for collaboration, research, publication, communication, and productivity.**	• Demonstrate Internet browser skills • Publish and host web documents • Utilize online reservation systems and ticket booking • Plan a trip using online airline schedules • Writing 9.LVS.1.4 • Writing 11.W.1.2

Web Page Design I		
Ninth-Twelfth Grade Information and Communication Processes **Indicator 2:** Students exchange information and ideas for an identified purpose through Information Technologies.		
Bloom's Taxonomy	**Standard**	**Examples**
(Application)	**9-12.CP.2.1 Adapt delivery of communication based on available information technologies.**	• Edit, manipulate, and format web documents • WebCT, Blackboard, Wiki, Blog, Share drives/Share Points, Tracking changes in documents, Create a tutorial using Flash, Camtasia, or other recording technology • Social Science 9-12.G.1.1 • Social Science 9-12.G.1.2 • Social Science 9-12.G.1.2A • Writing 10.W.1.3 • Writing 12.W.1.1

Web Page Design I		
Ninth-Twelfth Grade Information Literacy and Decision Making **Indicator 2:** Students determine the reliability and relevancy of information.		
Bloom's Taxonomy	**Standard**	**Examples**
(Evaluation)	**9-12.IL.2.1 Independently evaluates the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic**	• Evaluate Internet web pages and sites • Defend the choice of sources in their bibliography (in any assigned project or paper). • Form a panel to discuss the results of

	information sources.	the evaluation, debate the validity of specific electronics resources, prepare a case study and report results , keep a reflective log of research results from various resources, develop a web page or web site that publishes results of evaluations for others to use. • Reading 10.R.5.1 • Reading 11.R.5.1 • Reading 12.R.5.1 • Writing 9.LVS.1.1 • Writing 10.W.1.3 • Writing 10.LVS.1.1 • Writing 11.LVS.1.1 • Writing 11.LVS.1.2 • Social Science 9-12.G.1.1A • Social Science 9-12.C.2.4A

Grading Scale

A 93-100

B 85-92

C 77-84

D 70-76

F 69 and below

Course Policies and Procedures

Attendance

In a hands-on environment such as this, attendance is paramount. Students are expected to be in attendance for class. If students are not present, the absence must be excused in order for the student to receive credit for course work accomplished on the day they were absent. Any unexcused absences will result in a zero for the day. The student will still be responsible for making up the missing work, but will receive no credit. Assignment due dates will not be extended for unexcused absences. Any tests or quizzes taken on the day of an unexcused absence will automatically be assigned a zero point value.

Attendance and Student ID's

Students coming to class without a valid Central High School ID will be automatically counted absent. The student will have a short amount of time (to be set by the Instructor)

to retrieve the ID, or be required to go to the office to get another ID, or a Day Pass. If the student returns to class within the agreed upon period of time, the student will be moved from Absent to Tardy on the Attendance Roster. Students coming to class on a consistent basis without their ID's will be subject to disciplinary action.

Cell Phones
Cell Phones are not allowed in the classroom. Phones brought to class will be confiscated and turned in to the office.

Extra Credit
Extra credit will be provided at the discretion of the instructor. Extra credit will **not** be available for students who have an insufficient grade because of a lack of effort, missing assignments, or unexcused absences. If a student is interested in extra credit to insure a high grade point average in the class, please inform the instructor right away to make the arrangements necessary.

Coursework
Students are expected to complete all components of the courseware for this class by the required due date. Late work may be given reduced, or no credit. Incomplete assignments, projects, or tests will be given no credit. **All assigned work is required for completion of this course. Any missing work will result in a failing grade for this course.**

Missing Assignments and Make-up Work
If a student has an excused absence, they have the day they return to school, plus the number of calendar days they were gone to get make-up work completed. Students must plan on spending time *outside of class time* in the lab to get caught up with coursework. It is not possible for us to send a computer home with a student, and the student will be expected to be on task with the group during the next regular class day. Missing assignments must be completed during the student's open hours, before school, or after school. Please visit with the instructor if one-on-one time is needed, and set up a meeting with that instructor. If a student wishes to work on an assignment in the lab and doesn't require the instructor's assistance, they may work in any lab, at any open computer throughout the day.

Copied Work/Cheating
Copying someone else's work, or cheating on any assigned work of any kind will result in all parties receiving no credit. Parents will be notified by the Instructor if students are caught copying or cheating.

Tardies
Students are expected to be in class on time. Students are given three tardies during the semester. Any further tardies may result in detention, or other assignment designated by, and at the discretion of the instructor.

Behavior
Students are expected to use good manners, and be respectful and tolerant of all in the class. They are expected to be a positive, contributing member to the class. Any infraction may result in detention, or other assignment designated by, and at the discretion of the instructor.

Food and Drink in the Lab
Students are allowed to bring water bottles with a cap that can be closed to the lab. No juices, sodas, sports drinks, carbonated beverages, or other types of drinks will be allowed. Water only! Students are not allowed to have gum, candy, or any type of food in the lab.

Supplies
Any supplies required by the instructor will be announced at the beginning of the class. Students will be expected to bring these supplies to every class throughout the semester/year.

CD's, Portable Storage Devices, and Diskettes
Students bringing any type of storage device from home for the purpose of file transfer for course assignments must be sure to have their virus-protection software installed and up-to-date on their home machines. All storage devices must be scanned for viruses before any file transfer will be allowed. Students must inform the instructor when they have such a device, and the instructor will assist in the virus scanning process.

E-mail and Attachments
E-mail is forbidden in the lab, unless otherwise specified by the instructor. No attachments may be opened by the student on any school computer without the express permission of the classroom instructor, and only if that file was sent by the student themselves as a method of file transfer for required course material.

Music CDs and CD Players
Music CDs and CD players are forbidden in the lab. Any that are discovered by the instructor will be confiscated. Confiscated items will be turned in to the office.

Computer and Internet Games
There will be NO computer or Internet games in the lab. Students need to be prepared with academically engaging material they can utilize if they finish early with an assignment, project, or exam. Students will not be allowed outside of the classroom to retrieve materials, they must bring them to class. Infraction of this guideline may result in disciplinary action.

Course Modules

- Internet vocabulary
- Review and analysis of good design, and design technique
- Programming basics
- Functions and features of DreamWeaver

- Web site creation