INFORMATION TECHNOLOGY ACADEMY

DIGITAL ARTS DESIGNS FOR THE WEB1
BASICS OF NEW MEDIA, WEB DESIGN

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Location: Virtual
De Anza High School
Room 3-115

WORDS OF WELCOME

WELCOME TO OUR NEW NORMAL! I have a passion for e-learning and I know that it will be a significant part of our future. This is a web authoring course that teaches web design techniques and also covers HTML, creating device- and platform independent websites using responsive web design techniques, CSS, and SEO. I look forward to working with you in this class!

~Ms. Miller

INSTRUCTOR AVAILABILITY

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM	By email only 8:15-9:05am	By email only 8:15-10:00am	By email only 8:15-9:05am	By email only 8:15-10:00am	By email only 8:15-9:00am
9:00 AM	Office Hours Drop-in 9:05-10:00am		Office Hours Drop-in 9:05-10:00am		Family Outreach 9:00-10:00am
9:30 AM					
10:00 AM	Period 1: 10:00-10:55am	Period 1: 10:00-10:55am	Period 1: 10:00-10:55am	Period 1: 10:00-10:55am	Homeroom 10:00-10:25am
10:30 AM					By email only 10:25-11:00am
11:00 AM	Period 3: 11:00-11:55am	Period 3: 11:00-11:55am	Period 3: 11:00-11:55am	Period 3: 11:00-11:55am	Not Available 11:00-12:30pm
11:30 AM					
12:00 PM	Homeroom 12:00-12:25am	Homeroom 12:00-12:25am	Homeroom 12:00-12:25am	Homeroom 12:00-12:25am	
12:30 PM	Lunch 12:25 - 1:05	Lunch 12:25 - 1:05	Lunch 12:25 - 1:05	Lunch 12:25 - 1:05	Lunch 12:30 - 1:30pm
1:00 PM	Period 5: 1:05-2:00pm	Period 5: 1:05-2:00pm	Period 5: 1:05-2:00pm	Period 5: 1:05-2:00pm	
1:30 PM					
2:00 PM	Period 7: 2:05-3:00pm	Period 7: 2:05-3:00pm	Period 7: 2:05-3:00pm	Period 7: 2:05-3:00pm	Not Available 1:30-3:00pm
2:30 PM					
3:00 PM		By Appointment 3:05 - 4:00pm		By Appointment 3:05 - 4:00pm	

I am always pleased to receive your personal emails with updates, questions or concerns. Don't hesitate to use email to notify me of any problems that you are having. I should be able to reply to you within 24 hours. I am also happy to receive your phone calls until about 9PM (Eastern Time). My backup email address is: danyllemiller@gmail.com

Monday and Wednesday 9:05-10:00am
Drop-in Office Hours Zoom Meeting
https://wccusd.zoom.us/j/8094081051?pwd=cTZIL2JpcFJkRTRRbGtrY0pRZ2h6QT09
Meeting ID: 809 408 1051
Passcode: HR2021

COURSE SITE

We will use Gmail, Google Drive, and Google Classroom extensively to obtain any necessary material for this class. We will also be using tools like https://edpuzzle.com/ to obtain class lectures and Kami (google chrome app) or penzu.com for taking notes that you will share with me. It is your responsibility to check school Gmail and Google Classroom regularly for announcements, assignments, emails, and other things which I'll direct your attention to. It is your responsibility to ensure that you've completed and turned in all of your coursework.

LIVE SESSIONS/VIRTUAL CLASSES

All students are required to attend the scheduled live virtual class sessions. We will use Zoom for these sessions. You will be able to access the link (and all recordings) through Google Classroom.

Join Zoom Meeting
https://wccusd.zoom.us/j/97510439478?pwd=K2hiQ0VYL3U4YTQ2R3F3OWdubzAvZz09
Meeting ID: 975 1043 9478
Passcode: DA1P3

Join Zoom Meeting
https://wccusd.zoom.us/j/93320788987?pwd=N3FHTVpUUlkzdmd2VWdueWpGRUFKQT09
Meeting ID: 933 2078 8987
Passcode: DA1P7

COURSE DESCRIPTION:

Web Design: Introductory, Sixth Edition is intended for a one-unit introductory web design course, or a web authoring course that teaches web design techniques Quarter 1 and also HTML, CSS, and SEO Quarter 2. The objectives of this book are to:

- Present a practical approach to web design using a blend of traditional development guidelines with current technologies and trends, including responsive web design
- Give students an in-depth understanding of web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining web sites
- Define and describe in detail the six steps in developing a solid web design plan: identify the website's purpose and target audience; determine the website's general content; select the website's structure; specify the website's navigation system; design the look and feel of the website; and test, publish, and maintain the website
- Present the material in a full-color, visually appealing and exciting, easy-to-read manner with a format that invites students to learn
- Provide students with Toolkit marginal elements that indicate related content available in the appendices
- Direct students to the web to do additional research and allow them to evaluate and assess the design techniques and technologies discussed in the book by providing them with search terms in the Q&A marginal elements, Your Turn exercises, and end- of-chapter exercises
- Provide an ongoing case study and assignments that promote student participation in learning about web design

TEXTS

Text:

- Web Design: Introductory, Sixth Edition (provided to you in Google Classroom and EdPuzzle videos).
- HTML & CSS boot to be determined (provided to you in Google Classroom and EdPuzzle videos).

TEACHING METHODS:

Lecture Videos: Important material from the text and outside sources will be covered in the lectures. Students should plan to take careful notes as not all material can be found in the texts or readings. Discussion is highly encouraged as is student-procured outside material relevant to topics being covered.

Assignments: End-of-chapter activities and online activities will be assigned weekly to reinforce material in the text. These assignments may require the application of various software packages.

Quizzes: Occasional unannounced quizzes will be given to help ensure students stay up with assigned material.

Individual and Group Projects: Creating your own website using the content covered in this class

Participation: Student participation will be graded by the level of class online participation and attendance.

CLASS PARTICIPATION

You are required to contribute to the class discussion by posting two quality responses to organized discussion questions each week/each module. You are expected to review responses by classmates and reply to their ideas in an insightful way. This type of class participation enables the learning process through your reflections, questions, linkages to applications, and explanations to others. If you relate this to a traditional classroom experience, your participation is your involvement in the discussion just as raising your hand to ask a question or contributing to the learning process. See details in your Assignment Guidelines (description of quality responses and insightful ideas).

COURSE GRADES

Class participants earn their grades through close reading, reflective thinking and active engagement. Students are responsible for checking the online course site frequently for announcements and opportunities to connect.

The total points for quizzes, cases, and assignments may vary.

GRADING SCALE

A 94-100	B 84-86	C 74-76	F 59 and below
A- 90-93	B- 80-83	C- 70-73	
B+ 87-89	C+ 77-79	D 60-69	

OURSE OUTLINE

ASSIGNMENT DESCRIPTIONS:

- Test Your Knowledge: Provides matching term and short answer questions to help solidify what students learned in the chapter.
- Trends: Encourages students to explore the latest developments in the Web design technologies and concepts introduced in the chapter.
- @ Issue: Offers two web-based research exercises that challenge students' perspective of web design and surrounding technologies.
- Hands On: Provides two assignments that challenge students to both browse and search the World Wide Web for more information about chapter concepts.
- Team Approach: Presents two assignments that reinforce the chapter concepts while encouraging teamwork and collaboration.
- Case Study: An ongoing development process in web design in which students apply the concepts discussed in the chapter to the design and development of their own website.

Reading	Lab	Assignments/Homework
Chapter 1: The Environment and the Tools	Learn It Online Hands On Team Approach	Test Your Knowledge Trends @ Issue Case Study
Chapter 2: Web Publishing Fundamentals	Learn It Online Hands On Team Approach	Test Your Knowledge Trends @ Issue Case Study
Chapter 3: Planning a Successful Website: Part 1	Learn It Online Hands On Team Approach	Test Your Knowledge Trends @ Issue Case Study
Chapter 4: Planning a Successful Website: Part 2	Learn It Online Hands On Team Approach	Test Your Knowledge Trends @ Issue Case Study
Chapter 5: Typography and Images	Learn It Online Hands On Team Approach	Test Your Knowledge Trends @ Issue Case Study
Chapter 6: Multimedia and Interactivity Elements	Learn It Online Hands On Team Approach	Test Your Knowledge Trends @ Issue Case Study
Chapter 7: Promoting and Maintaining a Website	Learn It Online Hands On Team Approach	Test Your Knowledge Trends @ Issue Case Study
REVIEW	REVIEW	FINAL Presentation of websites

ACADEMIC DISHONESTY AND PROPER USE OF INTELLECTUAL PROPERTY (CODE SNIPPETS AND SAMPLING)

Really familiarize yourself with the School's policies on academic dishonesty. Saying "I didn't know!" is never a viable excuse and being branded a cheater will travel with you forever. Regarding intellectual property let me be clear:

You are prohibited from using the work of others unless you can provide proof that you have a proper license or permission for said work. We reserve the right at any time to ask you to provide proof of such a license or permission. Violation of this policy will be considered an academically dishonest act on the level of plagiarism and you will suffer serious consequences, not the least of which include a failing grade and being reported to the Administration. You are encouraged to seek out and use creative commons licensed works provided the artist specifically states that you may use their work for educational use (which this would be). As well, you must cite the source for any paraphrased or quoted text and list sites where any imagery was taken from. In the case of code taken from another patch or example, you must include a comment as to the author of the code snippet used and a URL where said code snipped can be traced back to.

PLAGIARISM/COPYRIGHT

ACADEMIC HONESTY

All academic work is the legitimate, authentic work of the student. Students submit tests, essays, projects, and homework that are free from fraud or deception. When completing any kind of assessment or assignment, students rely on their own knowledge and preparation unless collaboration is directed. Students credit all sources used.

ACADEMIC DISHONESTY

CHEATING

- Giving or using outside help on an assessment without permission
- Copying any work or allowing another student to copy one's work; all work submitted must be that of the individual student.
- Falsifying or inventing any academic work.
- Having another student, parent, or other adult write or make major changes to student work.
- Unauthorized collaboration: collaborative work will be at the direction of the teacher and be documented according to assignment guidelines.
- Plagiarizing: presenting another's ideas, words, or work as one's own.
- Unauthorized altering, taking, or publishing of any student, teacher, or school materials.

POSSIBLE CONSEQUENCES FOR ANY OFFENSE OF ACADEMIC DISHONESTY:

- Zero on the assignment with no option to resubmit
- Confiscation of assignment by teacher (included in student record) Parents contacted
- Referral to administration and/or counselors Teacher consequence

STUDENTS WITH DISABILITIES

If you have a documented disability and wish to discuss academic accommodations, or if you would need assistance in the event of an emergency, please contact me.

I HAVE READ ALL OF THE ABOVE AND UNDERSTAND WHAT IS EXPECTED OF ME

Sign using https://tools.pdf24.org/en/sign-pdf

This video will show you how to sign this syllabus

This video will show you how to add a signature and download to turn in

Return to Google Classroom assignment.

Your name (First and Last):	
Your signature:	
Your Email Address:	
Your Parent's or Guardian's Name:	
Your Parent's or Guardian's Signature:	
Your Parent's or Guardian's Phone Number:	
Your Parent's or Guardian's Email Address:	