

VROP COURSE OUTLINE

COURSE TITLE: Web Page Design/Desktop Publishing

VALLEY ROP #: IT-2455-WebPg
CDE #: 1507

CBEDS TITLE: Web Page Design
CBEDS NUMBER: 2455

CTE SECTOR: Information Technology
CTE PATHWAY: Media Support & Services

JOB TITLES:	Web Developers	15-1099.04
	Desktop Publisher	43-9031.00
	Graphic Designers	27-1024.00
	Production, Planning & Expediting Clerk	43-5061.00
	Editors	27-3041.00

COURSE DESCRIPTION:

This course is designed to teach students how to create web pages. The course introduces students to the Internet (browsers, searching the Internet, Internet tools, and email). Students learn the mechanics of creating a home page and the structure of a web page (HTML). Students also learn publishing skills through the use of PageMaker and Word. They create flyers, newsletters, brochures, letterhead, business cards, etc.

DATE APPROVED: September 1999
REVISED DATE(S): January 2006 / December 2008 / March 2009 / Nov 2009

HOURS: 180
CREDITS: 10

PREREQUISITES: None

GRADE LEVEL: 11-12

ARTICULATION(S): None

RESOURCES: Macromedia Dreamweaver
Publisher 2000
Adobe Photoshop

COURSE COMPETENCIES:

Upon completion of this course, the student will:

Content Objectives:

- Produce desktop publications.
- Create business documents.
- Identify and understand the different types of web browsers.
- Search the Internet using search engines to research various subjects.
- Understand and utilize electronic mail.
- Understand and identify the components of a web page by creating a web page using simple and complex features.
- Understand the storage of web pages by an Internet Provider by researching costs, size, features, security, uploading, etc.

Basic Personal Skills:

- Demonstrate such traits as positive attitude, self-confidence, perseverance, and self-discipline.
- Demonstrate the ability to follow directions, read, write, perform computations, and communicate ideas in a business-like manner.
- Interpret and respond to verbal messages and other cues through active listening.
- Read, interprets, and follows written directions.
- Organize ideas and communicates orally using effective speaking techniques.
- Read to locate, understand, and interpret written information in documents such as manuals, graphs, and schedules.
- Write to communicate thoughts, ideas, information, and messages by creating documents such as letters, directions, manuals, reports, graphs and tables.
- Demonstrate a capacity for lifelong learning.
- Understand the job application process, develops personal career goals, and understands individual potential.
- Understand career paths and strategies for obtaining employment within their chosen fields.

Personal/Interpersonal Skills:

- Demonstrate such traits as integrity, honesty, punctuality and accountability.
- Demonstrates the ability to balance priorities, and use time skills management. Manually or electronically applies organizational and time-management principles to increase productivity.
- Participate as team member, contributing to group efforts.
- Demonstrate leadership skills, including teaching others new skills.
- Work cooperatively with people from diverse backgrounds.

Thinking/Information Processing Skills:

- Recognize problems; devises and implements plans of action.
- Generate new ideas through creative thinking.
- Make decisions by specifying goals and constraints, considering alternatives and risks, and evaluating and choosing the best alternatives.
- Organize, maintain, interpret, and communicate information, using computers to aid in this task when appropriate.
- Acquire and applies new knowledge and skills using appropriate learning and reasoning strategies.

Communications:

- Demonstrate effective speaking skills; using appropriate tone, speed, volume, pitch, grammar, and word usage.
- Use appropriate grammar, punctuation, proofreaders' marks, tone, degree of formality, and reading level when creating a written message.
- Compose messages that are clear, concise, complete, consistent, correct, and courteous.
- Listen attentively to instructions and request clarification or additional information as needed.

All Aspects of Industry:

- Demonstrate and understanding of occupational safety issues including the avoidance of physical hazards in the work environment.
- Demonstrate how to operate equipment safely so as not to endanger themselves or others, and also demonstrate proper handling of hazardous materials.
- Demonstrate an understanding of the roles of support staff, supervisors, managers, and technology in achieving business goals.

Information and Technology Skills:

- Adapt to changing technology by identifying, learning and applying new skills to improve job performance.
- Use telecommunications and network terminology.
- Utilize electronic mail, electronic bulletin boards, telephone, and FAX equipment.
- Use technologies relevant to their fields.
- Select the appropriate tools or equipment for a task, including computers and related technologies.
- Understand task specific functions and proper procedures for technologies related to a task.
- Identify and solve problems using computers and other technologies.
- Understand basic safety and security precautions and takes measures to implement them.

INSTRUCTIONAL METHODS:

- Lecture
- Demonstration
- Modeling
- Cooperative learning groups
- Business simulations
- Multi-media aids
- Internet
- Programmed Instruction

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Productivity points (time management, self-motivation, etc...)
- Employability points (absences/tardies, assisting others, etc...)
- Daily assignments (exercises, simulations, and problems)
- Class participation (attendance, discussions, group participation)
- Tests, quizzes, and Final (T/F, short answer, multiple choice, and computer assignments)
- Web Page

COURSE OUTLINE (Desktop Publishing):

Unit of Instruction

Estimated Hours

Desktop Basics

8

- Students while producing a desktop publication will be able to:
 - open a publication
 - use the drawing tools
 - text tool
- create a layout grid
- place, move and resize graphics
- use story editor to rethread or combine stories
- work with columns and text flow options
- create master pages;
- control vertical and horizontal spacing;
- use table editor for tabs;
- use graphic formats for cropping, panning and rotating graphic images
- create and apply styles to paragraphs; and apply color in publications.

Simulations

8

- Students will be able to use desktop publishing principles in creating:
 - flyers,
 - brochures,
 - newsletters,
 - flowcharts,
 - advertisements.
- Students will be able to place graphic images from a scan, Internet site, and other clip art from other software programs in their desktop publication.

Word Processing

8

- Students will be able to create business documents
 - using word processing for transition into their desktop publishing program. (Letters, letterheads, memorandums, reports, agendas, news releases, resumes invitations, announcements, flyer, brochures, menus, and newsletters.)
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Desktop Publishing

8

- Students will be able to create a new publication,
- change the appearance of the text,
- use drawing tools and fill (shades),
- work with imported text,
- work with graphics, work with special effects,
- and enhance work processed documents.
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Simulations

8

- Students will be able to create their own desktop publication for:
 - resume, letterhead/stationery, book cover, report cover,
 - invitations, flyer, fax cover sheet, certificate/award,
 - and newsletter.

CONTENT OUTLINE (Webpage Design):

Unit of Instruction	Estimated Hours
Introduction to the Internet	8
<ul style="list-style-type: none">• Evolution• Structure• Internet connections<ul style="list-style-type: none">▪ Hardware▪ Internet Service Providers• Etiquette• Ethics• Security	
Browsers	4
<ul style="list-style-type: none">• Names and domains• Internet Protocol Addresses (IP numbers)• Uniform Resource Locators (URL's)• Bookmarks• Netscape vs. Microsoft Internet Explorer	
Searching The Internet	4
<ul style="list-style-type: none">• Search engines• Research<ul style="list-style-type: none">▪ Electronic libraries▪ Reference citing	
Other Internet Tools	4
<ul style="list-style-type: none">• File Transfer Protocol (FTP)• Telnet• Usenet• Plug-ins and helper applications	
Electronic Mail	8
<ul style="list-style-type: none">• E-mail programs• Sending and receiving e-mail• E-mail etiquette• Mail management• Mailing lists<ul style="list-style-type: none">▪ Listserve▪ Mailing addresses	
Mechanics of Creating a Home Page File	14
<ul style="list-style-type: none">• Text editors (word processing software)• Commercial word processing software with HTML extensions• HTML editors• What-You-See-Is-What-You-Get programs• WYSIWYG)	
Design Elements of a Home Page	12
<ul style="list-style-type: none">• Storyboarding• Customer accessibility	
Structure of a Web Page (Elements of HTML)	8
<ul style="list-style-type: none">• Headline• Title• Body	

- Headings
- Paragraphs
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Creating Simple HTML Pages **10**

- Lists
- Linking
 - Within a given page or document
 - To addresses of other Web pages
 - To files on the local computer
 - E-mail contact to Web page author
- Images
 - Inline
 - External
 - Background
- Text formatting and alignment
- Special characters
- Downloading exemplary home pages and changing the content

Intermediate HTML Features **8**

- Tables
- Multimedia
 - Audio and video
 - Animation

WYSIWYG Programs (Dreamweaver) **18**

- Features
- Creating
- Comparisons of text editors, html edit

Graphics and Images **8**

- File types (GIF, JPEG...)
- Size and download times
- Color consistency when displayed on various monitors
- Use of palettes and color
- Background images
- Navigation graphics
- Banners
- Image maps
- Transparency
- Animated GIF's

Adobe Photoshop **20**

- Advanced Graphics and Images
- Vector and raster images
- Digital versus print images
- Resolution
- Monitor calibration
- Selections
- Layers
- Painting, drawing and fills
- Blends

- Gradients
- Masks and channels
- Filters
- Photo retouching

Storage of Web Pages By An Internet Provider (IAP) 8

- Costs
- Size
- Features
- Security
- Uploading through FTP
- Alternatives to HTML
 - Dynamic HTML
- Macromedia Flash
- Embedding downloadable viewers and players inside Web Pages (e.g. Java)

Career Preparation 14

Total Hours 180 Total Hours

Key Assignments with CTE Standards Integrated:

1. Desktop Publishing - Creating publications like flyers, newsletters, and brochures by inserting graphics, applying tools, and using writing skills CTE Standards: FS W2.2 (1.8), CW(2.5), (1.7), CWO2.3 (1.1), (1.2), TKS 10.1
2. Graphic Design/Editing – Students use Adobe Photoshop to create graphics and manipulate photos in accordance with copyright laws.
CTE Standards: FS 8.2, TKS10.1, 10.5, PS IT MeSS B1.2
3. Web Page Design – Students use industry-level software to design web pages. Use of the internet, web browsers, and other programs to combine items as necessary to build a web site and display important information in a organized fashion.
CTE Standards: FS W2.2 (1.8), (2.6), (1.7), CWO2.3 (1.1), (1.2), T4.2, 4.3, 4.4, ELR8.2, TKS10.1, PS IT MeSS B1.6, B5.1, B5.5
4. Career Preparation – Focuses on preparing students for job acquisition including business documents and interviewing techniques.
CTE Standards: FS W2.2 (2.5), LS2.4 (2.3), CPS3.0, 3.1, 3.2, 3.3, 3.6, ELR8.3, LTW9.1, 9.5

CAREER PREPARATION STANDARDS

PERSONAL SKILLS - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.

1. Demonstrate an understanding of classroom policies and procedures.
2. Discuss importance of the following personal skills in the business environment:
 - a. Positive attitude
 - b. Self-confidence
 - c. Honesty
 - d. Perseverance
 - e. Self-management/work ethic
 - f. Pride in product/work
 - g. Dependability
3. Identify acceptable work attire.
4. Establish goals for self-improvement and further education/training.
5. Prioritize tasks and meet deadlines.
6. Understand the importance of initiative and leadership.
7. Understand the importance of lifelong learning in a world of constantly changing technology.

INTERPERSONAL SKILLS - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.

1. Identify and discuss behaviors of an effective team.
2. Explain the central importance of mutual respect in the workplace relations.
3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.

THINKING AND PROBLEM-SOLVING SKILLS - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.

1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
2. Read, write, and give directions.
3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.
 - d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.

COMMUNICATION SKILLS - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.

1. Use communication concepts in application of skills, techniques, and operations.
 - a. Prepare written material.
 - b. Analyze written material.
2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
4. Demonstrate active listening through oral and written feedback.
5. Give and receive feedback.
6. Demonstrate assertive communications (both oral and written).
7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
8. Demonstrate writing/editing skills as follows:
 - a. Write, proofread, and edit work.
 - b. Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c. Select and use appropriate forms of technology for communication.
9. Exhibit a proficiency in the use of reference books.
10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.

OCCUPATIONAL SAFETY - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.

1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. Personal
 - b. Lab
 - c. Fire
 - d. Electrical
 - e. Equipment
 - f. Tools
 - g. Interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
2. Apply sound ergonomic principles in organizing one's work space.

EMPLOYMENT LITERACY - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.

1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
2. Identify steps for setting goals and writing personal goals and objectives.
3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
4. Develop a career portfolio, including the following documents:
 - a. Job application
 - b. Resume(s)
 - c. Appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.

TECHNOLOGY LITERACY - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.

1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
3. Understand the importance of lifelong learning in adapting to changing technology.

IMPORTANCE OF ETHICS – Students will understand proper ethics in the workplace.

1. Discuss social and ethical responsibilities in the industry.
2. Demonstrate ethical choices in workplace situations.