

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	INTERMEDIATE WEB PAGE DESIGN
VALLEY ROP #:	IT-2455-WebPg2
CDE #:	553
CBEDS TITLE:	Web Page Design
CBEDS NUMBER:	2455
CTE SECTOR:	Information Technology
CTE PATHWAY:	Arts, Media, and Entertainment Technology
JOB TITLE:	Web Page Developer

COURSE DESCRIPTION:

This course is designed to increase the student's knowledge of web page design. More HTML will be learned along with cascading style sheets (CSS), and an introduction to Javascript for some fun animation effects. Students will also be designing Flash versions of their work, and creating both Flash and non-Flash versions of their web sites. Future trends in web page design as well as employment skills will also be discussed.

DATE APPROVED:	February 2005
REVISED DATE:	December 2008; May 2009
HOURS:	180 hours
CREDITS:	10 per year
PREREQUISITES:	Introduction to Web Page Design, or teacher recommendation
TEXTBOOKS:	Macromedia Studio; includes Dreamweaver, Flash, Fireworks and Freehand
RESOURCES:	Adobe Creative Suite; Includes Photoshop, Illustrator, GoLive, InDesign and Acrobat Profesional Photoshop Tutorials on www.tutorialized.com , www.good-tutorials.com and www.plover.com Macromedia Dreamweaver tutorials on www.tutorialized.com Macromedia Flash tutorials on tutorials on www.tutorialized.com

STUDENT OUTCOMES:

Upon completion of this course, the student will:

- A. An advanced skill for coding in HTML
- B. The skill to create a Flash animation
- C. The knowledge to work in and create Cascading Style Sheets
- D. Creation and management of a web site using Macromedia Dreamweaver. And Adobe GoLive
- E. The ability to create web sites based on Flash
- F. More in-depth knowledge of practical and realistic design for business purposes
- G. The ability to utilize some JavaScript in web pages
- H. The ability to create more subtle web graphics in Adobe Photoshop
- I. An increased awareness of security and malware on the Internet

INSTRUCTIONAL METHODS:

1. Lecture
2. Cooperative group learning
3. Demonstration
4. Modeling
5. Multi-media Aids
6. Internet Examples
7. Tutorials available on the Internet
8. Other methods as found by instructor

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:

1. Assignments (Web graphics, parts of DHTML code, parts of CSS code)
2. Quizzes (T/F, short answer, and multiple choice)
3. Tests (recreating a visual web page in HTML)
4. Projects (Web Graphics, Web Sites, Flash Animations)
5. Class Participation (Oral Presentations, constructive criticism of student work by students)

Course Outline:

<u>Hours</u>	<u>Topics</u>
15	Advanced Hypertext Markup Language (HTML) Review HTML More In-Depth Tables Coding A Web Page Entirely In A Table
10	Cascading Style Sheets (CSS) External Internal Inline Embedded
10	Dynamic Hypertext Markup Language (DHTML)
15	Advanced Webpage Graphics Subtitles In Buttons, Logos, and Backgrounds
10	How To Style A Web Site Localization Emotional Feelings Business Style
5	Web Based Tools For Code Checking Valuators
55	Macromedia Flash Flash Components Of A Web Page A Flash Version Of A Web Site
10	Other WYSIWYG Programs Adobe Golive
10	Using JavaScript In A Web Page Changing The Cursor Changing The Scroll Bars
5	Intermediate Forms
15	Multimedia In A Web Page Microsoft Power Point Adobe Acrobat Sound Clips Animations
5	Malicious Software and People on the Internet Current Virus Threats Current email and web-based scams
15	Career Preparation

Addressed throughout course:

CAREER PREPARATION STANDARDS --

- A. **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.
- B. **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.
- C. **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.
- D. **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.
- E. 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.
- F. 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.
- G. 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.
- H. 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.

180 Total Hours