

Meridian Technical Charter High School

Web Design 2,3: Junior Semester 1

Instructor: Ben Taylor

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Course Description:

This course is offered as a dual credit course with CWI. We are aligned with their COMM 259 Communicating with Web Design course. This course provides a recap of web design principles and techniques learned freshman and sophomore years, leading to a more in depth and well rounded understanding of front end web development, specializing in visual and user experience design. Students will learn more advanced HTML and CSS, web page layout, design principles, and the process of creating a website from concept, through researching, wireframing, prototyping, developing and testing their site/apps. Through lectures, and hands-on projects, students will develop the skills needed to design and build websites. They will have a strong grasp of ux/ui design principles, and a basic understanding of the role of javascript on the client side.

Learning Objectives:

- Understand the basics of HTML and CSS
- Learn how to create a website layout
- Apply design & ux/ui principles to web design
- Understand the product development life cycle
- Understand the importance and implementation of accessibility
- Understand basic Javascript and a few major libraries for future exploration
- Explore the future of web, apps, and the growing no-code web workflow

*Students will need to study and complete homework, **this is the capstone web design course and will be challenging.***

*Students will be required to pass the **Idaho Web Design TSA***

Students will be required to pass an Industry Certification related to web app development or UX/UI design.

The following is a rough outline of units. Be aware the field changes quickly and we will modify curriculum to pursue current best practices and learning objectives.

Unit 1 (Review): Building the User Interface by Using HTML5: Text, Graphics, and Media

- Introduction to UX/UI Design
- Web Careers

- Product Development Life Cycle

Unit 2: Building the User Interface by Using HTML5: Organization, Input, and Validation

- DOM, Javascript behind the scenes, and passing around data
- Variables & functions
- Adobe XD & Figma

Unit 3: First Major Project: Website Redesign

- CSS Content Flow, Positioning, and Styling
- Research
- Wireframe
- XD Mockup & prototype
- Testing
- Redesign
- XD to code

Unit 4: Midterm Project

- Introduction to Figma

Unit 5: Design thinking in Web

Unit 6: Javascript Objects

- Understanding Javascript's role on the client side

Unit 7: Interactive & Responsive Web Design

- CSS transitions & animations
- Storing & Accessing User Data/Preferences
- Intro to JQuery

Unit 8: Final Project

Unit 9: CMS Wordpress & Portfolio Development.

- Installing Wordpress
- Brief Overview

You will gain proficiency in all topics by lecture, live coding, projects, and study.

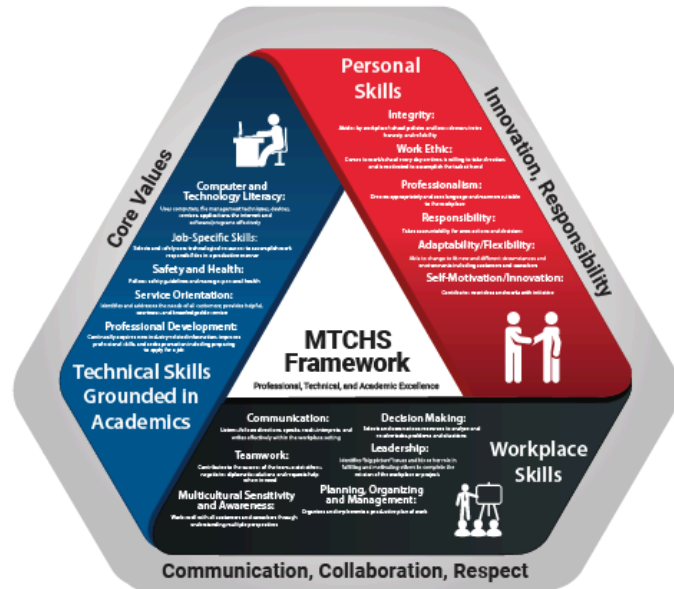
You will be required to have a positive attitude, to ask for help from your teacher and your peers.

You will be required to turn in assignments on time. Late work receives an automatic 70% grade unless sick or absent. (See MTCHS late work policy)

Remember to have fun learning on your last semester of web design!

You will be graded on an Exposure, Novice, Proficient, and Journeyman grading rubric, AKA Tech Skill

Students will be graded on their MTCHS Framework Skills
This grade will be up to 10% of their overall grades. Framework skills will be graded by interviews and a professionalism log kept throughout the year. Checkups will be monthly. Assessment Feedback Rubric. (Next page)



Formative Assessment Rubric

	IWS	E	N	PA/Apprentice	J/Teach
Performance Level	Insufficient Work Shown	Exposure	Novice	Proficient	Journeyman/Teach
Definition of Performance Level	The student does not provide sufficient work to evaluate the essential content, knowledge, and/or skills needed to demonstrate proficiency.	With <i>significant</i> supervision and/or prompting the student can demonstrate, apply, or transfer the essential content, knowledge, and/or skills needed to demonstrate proficiency.	With <i>minimal</i> prompting and/or assistance the student can demonstrate, apply, or transfer the essential content, knowledge and/or skills needed to demonstrate proficiency.	The student can <i>independently</i> demonstrate, apply, or transfer the essential content, knowledge, and/or skills on a new task or in a new situation.	The student <i>consistently and independently</i> demonstrates the ability to analyze, integrate, or formulate progressive or new knowledge and/or skills on a new task or in a new situation.