

Meridian Technical Charter High School

Web 2 & 3: Junior Web Design Semester I

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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

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

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

You 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 Assessment Feedback Rubric. (Next page)

**Portfolio Tech Skill Assessment Feedback Rubric**

(Bloom's)		1 remember 2 understand	2 understand 3 apply	4 analyze 5 evaluate	5 evaluate 6 create
				SkillStack Badge Earned	SkillStack Badge Earned
	IWS	E	N	PA	J
Performance Level	Insufficient Work Shown	Exposure Only	Novice	Proficient/Apprentice	Journeyman/Trainer
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 significant 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 prompting</i> 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.

<b>Rubric Criteria</b>	There is no skill completion evident and/or a demonstration of knowledge, Disjointed, Limited range of words.	Completion of skill or demonstration of knowledge occurs only with the assistance of students/teacher, Evidence of knowledge is unstructured or simply reproduced from class material. (Limited experience-focus is learning like on-the-job experience)	Rote transfer of skills or knowledge present, Recall information with minimal hints from students/teacher, Match or reproduce a skill, Identify skill/knowledge from a list. (Focus is on applying and enhancing knowledge and skill to work toward independence)	Employment of skills or knowledge to create or formulate new concepts is present, but demonstrates no consistency in the application of knowledge or skills use. (Focus is on broader strategic issues and moving toward self-knowledge)	Business/Professional, Ability to teach/model skills or knowledge, Create something "new" with the presented material or skills, Apply the skills or knowledge to garner results in a different way, the "WOW" factor (Focus is on continued learning and ever-increasing self-knowledge goals)
<b>Examples</b>	EX: Incomplete work, lack of clarity, one-word answers	EX: Instructions have not been followed, some questions have not been answered, answers may not be in complete sentences, and there is clearly a lack of basic grammar/usage skills.	EX: Instructions have been mostly followed, but there is no evidence of understanding. Written work lacks evidence of basic usage concepts or may lack structure	EX: Instructions have been followed and completed with correct information, but there is little evidence of analysis, creativity, comparing, assessing, etc. Written work is composed and shows evidence of skilled usage concepts, but may not be consistent.	EX: Instructions have been followed and completed with correct information and there is clear demonstration of evidence showing analysis, creativity, comparing, assessing, etc.

**MTCHS late work policy** will be followed. Some classwork assignments cannot be late or made up. Late work will not be accepted after 2 school days unless prior arrangements are made with the instructor.