**Web Design & Interactive Websites 35s**

**Teacher:** Ms. B. Hammond

**Contact Information:** [bhammond@bpsd.mb.ca](mailto:bhammond@pwsd.ca)

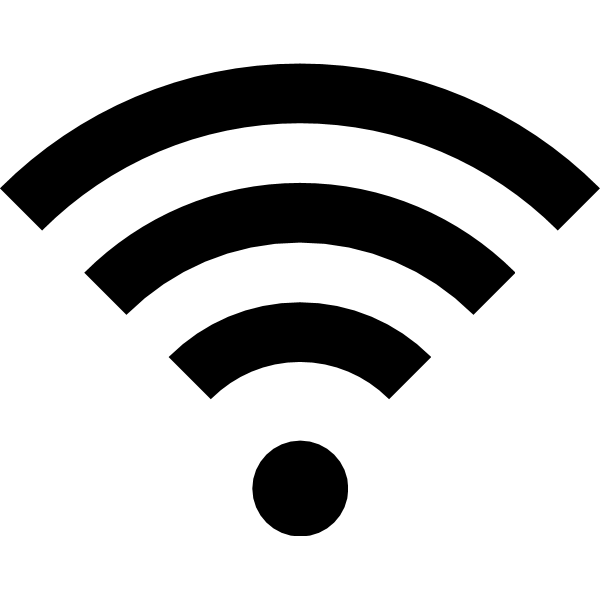
**Class Website:** www.mshammondsclass.weebly.com

**Remind101 Info:** Text Code: @naciwdiw *to* Phone Number: 204 800 4184

**Period 5-6 Semester Two Room 206**

Course Overview:

Welcome to Web Design & Interactive Websites 35S! The purpose of this course is to provide you with the skills and knowledge necessary to create design, develop, and publish simple websites. In addition to the specific skill of web design, an emphasis will also be placed on more general ICT skills, including inquiry, communication, digital citizenship, evaluation, problem-solving, and teamwork.



Supply List Program List

8GB Flashdrive/USB Stick Weebly Education

Earphones/Earbuds Notepad

Writing Utensil & Notebook Dreamweaver

Classroom Tools & Procedures

It is my goal to run an almost entirely paper-free course. This means two things: **1)** You will **not need a binder** for this course (everything you create will be stored in website form), and **2)** There are some **important tools and procedures:**

1. The S Drive: You will hand most of your assignments in to the “Hammond” 🡪 “Hand in” folder located in this drive
2. Ms. Hammond’s Website: You will retrieve most of your assignments, instructions, and missed assignments here
3. Remind101: I will send out homework reminders to your cell phone or email using this app (which we will set up together). This is a way communicate outside the classroom without getting personal phone numbers involved.

Classroom Rules & Expectations

**All members** of the classroom will…

1. **Commit to making the classroom a safe space**. Therefore:
   1. All members of the classroom will **be respectful of the opinions, ideas, culture**, and overall person of other members of the classroom, whether they agree with them or not.
2. **Respect their classmates’ right to learn & work within a school environment.** Therefore:
   1. There will be no talking during instruction, and no distracting behaviour during work time.
3. **Use technology in a relevant and respectful manner.**
   1. The use of electronic devices is essential to this course. However, access to them is a privilege and not a right. Therefore, these devices (desktops, cameras, cell phones, etc.) must be used **only** for academic purposes during class time (and **not at all** during instruction), or this privilege will be taken away.
4. **Come prepared for class** by bringing any tools and materials necessary for class, and saving your work.
   1. Students **must bring their flashdrives/USB sticks to class every day.**
   2. Students are also **responsible for saving their work frequently, and in multiple places.** If any work is lost or is not saved, it is the **student’s responsibility** to redo this work outside of class time.
   3. **Folder organization** is paramount to hassle-free file access and navigation.

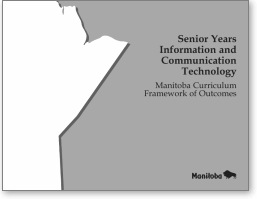
Assessment Guidelines

* **Assignments** are due at the beginning of class on the predetermined due date.
  + If this is a problem, you are expected to discuss this with me ahead of time.
* **Late assignments** will receive a zero until the assignment is handed in.
  + If assignments are continually handed in late, a parent-teacher-student conference will occur.
  + Once a unit of study has been completed, you may no longer hand in assignments for that unit.
* **Plagiarized assignments** will receive a zero until the assignment is redone and resubmitted, and will warrant a serious discussion with Ms. Hammond, your parents, and possibly administration.
* **Bombed assignments** may be redone and resubmitted…as long as the original copy was submitted on the original due date. If you are willing to put in the effort, I am willing to help you succeed.
* **If you miss a class** or come in late, it is your responsibility to find out what you missed and access the materials. I will keep them archived on the class website.

Course Learning Outcomes

1. Define the purpose and audience for a website
2. Develop a prototype navigational and visual design for a website using basic design principles
3. Set up a directory and file management system for storing, sharing, and publishing documents
4. Create a website that includes multiple pages, formatting, content objects, and navigation
5. Create and use style sheets, metatags, scripts and forms
6. Publish a website to an local or remote server
7. Critique and accept critique on websites given specific criteria

\*For more information visit: *http://www.edu.gov.mb.ca/k12/cur/ict/framework.pd*



Course Overview

Introduction to Web Design (~0.5 weeks) 05% of Course Grade

During this brief introductory unit, students will study the context behind web design, including the origins and everyday uses of the internet, careers in web design, and digital citizenship in an online environment. They will also create, their first website using Weebly. Later on in the course students will get a chance to code a website from the ground up, but it is important for them to understand the popularity and appeal of drag-and-drop site editors for the common consumer. Assignments may include:

* Goals: Reflection on students’ current skillset, and what they hope to gain from the course
* **The Meta-Webpage: A Weebly webpage about websites**

Planning & Designing a Website (~2 weeks) 15% of Course Grade

Before students learn to code, it is critical that they understand the basic principles of web design: organization, navigation, and file management. It is just as important that they are aware of their website’s central idea, purpose, and audience, and that they plan their overall design with these variables in mind. During this unit students will study these principles, then apply them by building their Weebly website around a topic of their choice. Assignments may include:

* Exercise Questions: Centering on planning, evaluation and design topics
* Paper Planning: Content, layout, and navigational prototypes for future website
* **The Design Website: A Weebly website focused on the elements of design**

Notepad: Coding from the Ground Up (~6 weeks) 30% of Course Grade

During this unit, students will learn the basics of HTML coding from the ground up using the free and simple Notepad program available on all Windows computers. They will learn how to create an HTML skeleton, write simple code, alter their layout using tables and style sheets, and add more complex elements like forms and frames. Once they have learned the basics, students will work towards adding complex graphics like GIFs, animations, banners, buttons and photo albums. Assignments may include:

* Learning Exercises: Centered around HTML coding
* Review Assignments: Centered on applying the skills learned during exercises
* **The Autobiographical Website: An original website focused on who the student is**

Dreamweaver: Coding using Web Authoring Software & CSS (~7 weeks) 30% of Course Grade

After developing a strong foundation in HTML coding, students will learn about the advantages of working with a web authoring program like Adobe Dreamweaver when it comes to aspects like quick design, incorporating external style sheets, real-time editing, file management, file transfer protocol. Assignments may include:

* Learning Exercises: Centered around web authoring tools, organization, and file management
* Review Assignments: Centered on applying the skills learned during exercises
* The Check Magazine Website: An complete website created using step- by-step instructions
* **The Cafe Website: An original website designed based upon a student’s culinary interests**

Interactive Websites: Niche Website (~2 weeks) 20% of Course Grade

Now that they know how to design a functional website, students will get an opportunity to work with the more interactive components of web design including flash animations, media, scripts (such as counters, hover buttons, slideshows, mouse-overs, etc.), and JavaScript (an advanced scripting language). Assignments may include:

* Learning Exercises: Centered around JavaScript and Flash
* Review Assignments: Centered around applying the skills learned during Exercises
* **A Niche Website (Student Choice)** or **Create-Your-Own Adventure Game**

Final Note for Students:

It is no secret that I am relatively new to the world of ICT, as I have been an English teacher in previous years. However, I look forward to working together as we continue to learn about **Web Design & Interactive Websites 35S**, which I know will grow to be one of my favorite subjects (and I hope yours, as well). I want you to know that, above all, I am dedicated to helping you succeed in this class, and will do my very best to make myself available during noon hours and after school, should you need any assistance outside of class. If you are a social savant, extra-curricular extraordinaire, or plain ol’ workaholic, and you don’t have time to meet, DO NOT be afraid to shoot me an email or shoot up your hand in class. Best wishes heading into **Web Design & Interactive Websites 35S** – here’s to a fantastic semester!

Final Note for Parents:

I look forward to working with your teen, and helping to explore his/her identity, goals, and creativity. Just as I welcome your son or daughter to be a part of the classroom community, I welcome you as well! I encourage you to call, email, or stop by the classroom as much as you like. If you have any questions, comments, or concerns – however large or small – please, do not hesitate to contact me. On that note, it is important for me to provide you with progress reports, and email is an easy way to do this. If possible, please provide me with your email address in the section below. If you do not have an email address, I will keep you updated via phone or standard mail.

**After BOTH you AND your parents have read through this course outline:**

1. Throw down your signatures.
2. Rip this sheet off the course outline.
3. Hand it in to me for a chance to win a SWEET PRIZE.

I have read the **Web Design & Interactive Websites 35S** course outline and am familiar with its contents. I have reviewed the classroom rules and expectations and am prepared to participate in a positive way according to these rules and expectations. I understand that this is a classroom contract and will try my best uphold it.

Date Read: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Parent/Guardian’s Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any initial comments or concerns: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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