

**Teacher:** Mrs. Theresa Smith

**Teacher's email:** [thsmith@pvschools.net](mailto:thsmith@pvschools.net)

**Course Name:** Graphic Design 5-6

**Course Number:** 350

**Days:** Monday – Friday

**Period:** 4th; 55-minute class period

**Textbook:** Teacher-provided readers

**Materials Needed:** 3-ring binder and **EARBUDS**

**Room:** F-218

**Pinnacle High School:** Fall 2016 – Spring 2017



### **Course Description**

**Graphic Design 5-6** at Pinnacle High School provides visual communication (graphic design) students with an overview of the history, technologies, and resources of the Internet and the World Wide Web. Students will receive hands-on experience with various Internet/WWW communication, resource-discovery, and information-retrieval tools. Web page development is also included, with a **focus on HTML and CSS** hand-coding, and an introduction to Dreamweaver and Javascript. Throughout the course, students are challenged to apply complex methods, techniques and concepts—utilizing relevant technology—to create effective solutions to satisfy clients' communication needs, with an emphasis on a digital environment. Additionally, this course continues to prepare interested students for careers in the creative, diverse and growing visual communication industry.

**Prerequisite Course:** Graphic Design 3-4

**Course fee:** \$35

### **Course Objectives**

- To develop basic skills and knowledge in visual language.
- To apply acquired skills and knowledge in the methodologies of visual communication through various projects and assignments.

### **Grading Standards**

Grades for this class will be primarily based on the following 3 factors:

- 1.) Ability to Follow Directions — that is, how well the project's guidelines and/or client's requests are satisfied.
- 2.) Craftsmanship — that is, how well the project is made.
- 3.) Creativity — that is, the quality of ideas and utilization of design concepts.

Grades of **A's** and **B's** will be earned through sustained hard work and accomplishment in all three areas. **C's** are typically earned simply for fulfilling the minimum requirements. Those who struggle or fail to attain the course curriculum will earn **D's** and **F's**.

Attendance in this class is immensely important to a student's success. Students who fall behind may find it hard to catch up. If you have any questions about how you are doing in the class, or if you are having difficulty understanding the material, please feel free to talk to me individually. It will be extremely difficult for me to seek you out.

Pinnacle's online Infinite Campus grade book can be found at: <https://ic.pvschools.net/campus/paradisevalley.jsp>. It is recommended that students and parents check grades on a weekly basis.

<b>Grading Scale</b>	90% – 100%	A
	80% – 89%	B
	70% – 79%	C
	60% – 69%	D
	Less than 60%	F

### **Deadlines**

All assignment deadlines are mandatory. Late assignments will **not** be accepted for credit. Make-up assignments that become late will **not** be accepted for credit. Students must make-up any assignments missed due to an excused absence **within** the allotted time frame. Additionally, deadlines on long-range assignments will not be extended due to an absence(s)—excused or otherwise.

### **Attendance**

All of Pinnacle's design courses are fast-paced, technology-driven courses. Attendance is crucial to a student's success in any of the design classes, as each new lesson builds on the previous lesson(s)—much as in the case of a math class, for instance. Students who are absent run the risk of missing crucial in-class demonstrations and lectures that, unfortunately—due to time constraints and logistics—cannot be recreated for any given student.

**Absence Policy:** If a student is absent, and the absence is excused through the attendance office, that student may make-up any missed in-class assignments, homework or tests for full credit. A student returning from an excused absence will have an extra amount of time—in the form of open labs—to complete work assigned during the absence **equivalent to the number of days**

**absent.** If a student is absent, and the absence is unexcused (truant), that student will **not** be allowed to make up any missed in-class assignments, homework or tests for credit. Due to time constraints and logistics, students will not be granted class time in which to complete make-up work.

**Tardy Policy:** It is imperative that students arrive to class on time, as instruction starts once the tardy bell has stopped ringing. It is *my* policy that each student will be allowed 3 “free” unexcused tardies **per semester** (*not* quarter). Upon accruing the 4th unexcused tardy, a tardy referral will be generated in the student’s name and submitted to the Attendance Dean, who—in turn—will assign lunch detention(s) and/or suspension.

### **Open Labs**

The F-218 Mac lab is open daily before school (6:45–7:30am) and daily during lunch in order for students to work. This “open lab” time is an excellent opportunity for students needing additional time *outside* of the class period in order to complete projects. **Open labs are also the time during which students returning from excused absences will be given an extra amount of time to complete “make-up” assignments equivalent to the number of days absent.** No appointment is necessary to take advantage of open lab time; simply show up and work. ☺ Please Note: The lab is closed after school.

### **About this Class**

- Due to the computer technology needed to complete assigned projects, all PHS design courses are relatively low in homework. However, students can anticipate working the entire 55-minute class period on a daily basis.
- Students will hand-in project files electronically and/or in the form of hardcopy. Again, late submissions will **not** be eligible for credit.
- Students will be able to *temporarily* store **school appropriate** files on Pinnacle’s server and on a teacher-issued USB flash drive, and *permanently* store files by burning them to CD or DVD—all of which will be provided to students out of class fees.
- Graphic Design students will be able to print out portfolio quality hardcopy of their projects—the supplies for which will also come out of class fees.

### **Computer Use & Care**

Since this class is conducted in a computer lab containing fragile and expensive technology, students will be required to behave in a safe and responsible fashion. Intentionally misusing or destroying equipment will result in removal from the class. Please immediately report to the teacher any broken or malfunctioning equipment that you encounter, so that it can be repaired or replaced quickly. Additionally, students are encouraged to always save his or her **school appropriate** files to their personal folder on the school’s CTE server—since it is password protected, it is the *most* secure place to save files. **Note: Anything saved to the hard drive or on the desktop is 1) not password protected and 2) will be deleted upon restart of the computer.**

### **Copyright Infringement & Image Appropriateness**

In this class, students will modify images and create designs using industry-standard technology. The following two points address the appropriate creation and content of images and designs for this class:

- To plagiarize or to commit copyright infringement is to take the ideas, writings, images, and so on, from a source (classmate, book, Web site, etc.) and try to pass them off as originals. Cheating, plagiarism and copyright infringement will not be tolerated. Students who are caught cheating on an assignment, project or test, or plagiarize or infringe upon someone else’s intellectual property, will receive zero credit for that assignment, project or test, and the parent(s) will be notified. **My advice to design students? Please make absolutely sure that all of your design projects are 100% the product of your own mind and hand.**
- Additionally, student-generated images and designs that are violent in nature, sexual in nature, contain drug, tobacco or alcohol references or profanity, or are deemed offensive and inappropriate in ways not listed, will result in an automatic conduct referral and possible suspension. Each student must be responsible and make sure that the images he or she chooses to modify, and the designs he or she chooses to create, in this **public high school computer lab** are appropriate to this environment (a high school level class) and for this audience (consisting primarily of minors).

### **Classroom Rules**

1. Follow directions the first time they are given.
2. Do not talk while the teacher is speaking.
3. Do not use offensive or inappropriate language.
4. Be in the classroom **before the tardy bell STOPS ringing.**
5. Food, drinks (including water) and gum are not allowed in this computer lab.
6. All cell phones, music devices (MP3 players, etc.), and electronic games must be turned off and put away **BEFORE** entering the computer lab.

### **Music Policy**

*To be discussed.*

### **Seating Chart**

There is assigned seating in this computer lab. Since I want students to work with the same computer as often as possible, I create a seating chart that can be adhered to for the entire semester—if not year. The benefit from having an assigned computer is that each student can immediately report to the teacher any broken or malfunctioning equipment or software he or she encounters, so that it may be repaired or replaced as quickly as possible.

### **Food & Drinks**

Since this class is conducted in a computer lab brimming with thousands of dollars worth of expensive and fragile **electronic** equipment, food, drinks and gum are **NOT** allowed. This policy includes bottled water.

### **Cell Phones**

**\*\*\*All Students must turn off—and put away—their cell phones before entering the F-218 classroom.\*\*\***

These are the consequences implemented when a student is found accessing or using a cell phone inside the classroom, during class time (for example, texting, “turning off the ringer,” accessing the Internet, and so on):

- **1st Infraction:** Verbal warning.
- **2nd Infraction:** A conduct referral is generated in the student’s name and submitted to Administration, parents are notified and student loses ability to submit unused restroom passes for extra credit at the end of the quarter.
- **3rd Infraction & Beyond:** A conduct referral is generated in the student’s name and submitted to Administration. (Don’t forget: once a student accrues 5 conduct referrals, he or she is no longer eligible for a PHS parking pass.)

Additionally, if a student is found accessing or using a cell phone during class time while a test is being administered—regardless of whether or not that student has turned in his or her test—these are the following consequences: 1) the student will receive **zero credit** for the test, 2) the parent(s) will be notified, and 3) a conduct referral will be generated in the student’s name and submitted to Administration.

### **Restroom Breaks**

Each student in my class will be allowed to access the restroom during class time up to 3 times during a single quarter. Restroom break procedures:

1. Restroom breaks are done with **teacher permission only**.
2. Restroom breaks **must be performed in 5 minutes or less** and only one student at a time may leave the class for a restroom break.
3. If a student loses or forgets his or her restroom passes, the student will **NOT** be granted permission to go to the restroom, **NOR** will they be issued a new sheet of restroom passes.
4. If a student chooses to access the vending machines during his or her restroom break, the student will **automatically** lose ALL of their remaining restroom break passes for that quarter.
5. If a student is (1) issued a tardy **or** conduct referral in this class, or (2) has chosen to behave inappropriately for a substitute teacher, then that student’s privilege to use the restroom or to receive extra credit for unused restroom passes will be revoked.
6. The good news? If (1) you do not use your restroom passes, (2) you do not lose them, and (3) you choose to behave appropriately, then (4) you can earn up to 15 points of extra credit at the end of each quarter simply for being responsible and using the restroom on your time and not mine. **Please Note: Your overall grade in the class must be 70% or higher at the end of each quarter in order for you to be eligible to earn extra credit, as I do not allow students with grades lower than 70% to submit any kind of extra credit.**

### **Last Word**

Finally, I always do all that I can to make my classroom a safe, positive and enjoyable environment. As a student in my classroom, I ask that you do everything within your power to help me achieve this goal. I will always treat my students with the utmost respect, and in return I ask that you treat yourself, your classmates, and me—the teacher—with that same kind of respect. If a problem arises in my classroom that you are unable to solve, **please** bring it to my attention **immediately** and I will do all that I can to remedy the situation.

—Mrs. Smith

Pinnacle High School, Graphic Design 5-6, Fall 2016 Schedule					
Week 1	• Discuss course overview	• Go over course syllabus	• Review safety procedures	• Go over consent form packet	• Set-up USB flash drive
Week 2	Start intro to history, technologies & resources of the Internet and World Wide Web				
Week 3	Finish intro to history, technologies & resources of the Internet and World Wide Web				
Week 4	<b>Completion of HTML and CSS hand-coding tutorials and exercises including:</b> <ul style="list-style-type: none"> <li>• Mock-ups, wireframes and Web site structure</li> <li>• Working with code, understanding URLs and anchors</li> <li>• Attributes and the DIV element</li> <li>• Headers, footers and navigation</li> <li>• Internal and external links</li> <li>• Validating Web pages</li> <li>• Selectors, classes and pseudo classes</li> <li>• Managing CSS and external style sheets</li> <li>• Understanding fonts and font properties</li> <li>• Understanding color on the Web</li> <li>• Image formats, elements and attributes</li> </ul>				
Week 5					
Week 6					
Week 7					
Week 8	Start Javascript tutorials: Object-oriented programming, concepts, terms & methods				
Week 9	Finish Javascript tutorials: Object-oriented programming, concepts, terms & methods				
Week 10	Complete “ <b>Web Browsers Compared</b> ” Web Site Project; Submit HTML Web Site				
Week 11	Complete “ <b>Movie Review</b> ” Web Site Project; Submit HTML Web Site				
Week 12	Start “Site of Student’s Choice #1” Project	<b>Steps:</b> <ul style="list-style-type: none"> <li>✓ Project’s instructions</li> <li>✓ Submit topic for approval</li> <li>✓ Create wireframe</li> <li>✓ Submit image, sound &amp; video files for approval</li> <li>✓ Submit HTML website</li> </ul>			
Week 13	Cont. “Site of Student’s Choice #1” Project				
Week 14	Cont. “Site of Student’s Choice #1” Project				
Week 15	Finish “Site of Student’s Choice #1” Project				
Week 16	Start “Site of Student’s Choice #2” Project	<b>Steps:</b> <ul style="list-style-type: none"> <li>✓ Project’s instructions</li> <li>✓ Submit topic for approval</li> <li>✓ Create wireframe</li> <li>✓ Submit image, sound &amp; video files for approval</li> <li>✓ Submit HTML website</li> </ul>			
Week 17	Cont. “Site of Student’s Choice #2” Project				
Week 18	Cont. “Site of Student’s Choice #2” Project				
Week 19	Finish “Site of Student’s Choice #2” Project				
Week 20	Review for and take written Fall Final Exam, <b>60-question</b> test				

**Note:** The teacher reserves the right to alter day-to-day scheduled activities, assignments, project details and point values as—and when—deemed necessary, in order to cover the State standards in the allotted time frame. Changes will be announced in class.

During the spring of 2017, PHS students enrolled in the Graphic Design 5-6 class will be afforded the opportunity of establishing his or her goals for the semester. Chosen projects must focus on the digital environment—that is, 2-D digital animation, Web design, or a mixture of both. Since the curriculum is individualized for each GD 5-6 student, each student will follow an unique assignment calendar.

Pinnacle High School, Graphic Design 5-6, Spring 2017 Schedule	
Week 1	School Resumes
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Week 16	
Week 17	
Week 18	
Week 19	
Week 20	Final Exams

**Note:** The teacher reserves the right to alter day-to-day scheduled activities, assignments, project details and point values as—and when—deemed necessary, in order to cover the State standards in the allotted time frame. Changes will be announced in class.

**Arizona CTE Career Preparation Standards & Measurement Criteria: Web Design 10.0200.30**

- 1.0 – 1.12 Analyze the media industry, its business practices, and its role in the economy.  
**1.11:** Identify and practice industry **safety** standards
- 2.0 – 2.7 Investigate intellectual property law and rights management.
- 3.0 – 3.4 Demonstrate verbal and nonverbal communication skills required by the media industry.
- 4.0 – 4.9 Demonstrate written communication skills required by the media industry.
- 5.0 – 5.8 Utilize computer applications to manage media.  
**5.6:** Use and **care** for equipment and related accessories
- 6.0 – 6.4 Apply knowledge of data capture and manipulation.
- 7.0 – 7.18 Engage in pre-production/planning phase of product creation in web design.
- 8.0 – 8.11 Implement plans for acquiring or creating a product in accordance with production phase tasks in web design.
- 9.0 – 9.4 Perform tasks in post-production phase of product refinement in web design.
- 10.0 – 10.6 Deliver/distribute products using various media in accordance with consumer expectations in web design.
- 11.0 – 11.2 Monitor quality assurance of product creation concurrent with all phases of production in web design.
- 12.0 – 12.4 Present products to selected audiences using media in web design.

**Arizona CTE Career Preparation Standards & Measurement Criteria: Animation 10.0200.60**

- 1.0 – 1.12 Analyze the media industry, its business practices, and its role in the economy.  
**1.11:** Identify and practice industry **safety** standards
- 2.0 – 2.7 Investigate intellectual property law and rights management.
- 3.0 – 3.4 Demonstrate verbal and nonverbal communication skills required by the media industry.
- 4.0 – 4.9 Demonstrate written communication skills required by the media industry.
- 5.0 – 5.8 Utilize computer applications to manage media.  
**5.6:** Use and **care** for equipment and related accessories
- 6.0 – 6.4 Apply knowledge of data capture and manipulation.
- 7.0 – 7.3 Engage in pre-production/planning phase of product creation in animation.
- 8.0 – 8.5 Implement plans for acquiring or creating a product in accordance with production phase tasks in animation.
- 9.0 – 9.4 Perform tasks in post-production phase of product refinement in animation.
- 10.0 – 10.1 Deliver/distribute products using various media in accordance with consumer expectations in animation.
- 11.0 – 11.3 Monitor quality assurance of product creation concurrent with all phases of production in animation.
- 12.0 – 12.4 Present products to selected audiences using animation.

Arizona CTE Career Preparation Standards & Measurement Criteria: **Workplace Employability Skills**

- 1.0 – 1.C** Complex Communication: Employs complex communication skills in a manner that adds to organizational productivity.  
**1.C:** Exercises **care** and competence in using technology
- 2.0 – 2.C** Collaboration: Collaborates, in person and virtually, to complete tasks aimed at organizational goals.
- 3.0 – 3.E** Thinking & Innovation: Integrates expertise in technical knowledge and skills with thinking and reasoning strategies to create, innovate, and devise solutions.
- 4.0 – 4.F** Professionalism: Conducts oneself in a professional manner appropriate to organizational expectations.  
**4.A:** Adheres to organizational protocol related to **safety**, behavior, appearance, and communication.
- 5.0 – 5.E** Initiative & Self-Direction: Exercises initiative and self-direction in the workplace.
- 6.0 – 6.C** Intergenerational & Cross-Cultural Competence: Interacts effectively with different cultures and generations to achieve organizational mission, goals, and objectives.
- 7.0 – 7.C** Organizational Culture: Functions effectively within an organizational culture.
- 8.0 – 8.I** Legal & Ethical Practices: Observes laws, rules, and ethical practices in the workplace.
- 9.0 – 9.C** Financial Practices: Applies knowledge of finances for the profitability and viability of the organization.