

Academy for the Arts, Science, & Technology
Web and Digital Communications I
Syllabus for SY 2014 – 2015

Units of Credit: Image Editing 1, Web Page Design & Development 1, and Foundations of Animation (3 credits)

Prerequisite(s): Students entering the Digital Communications major must be in the 11th grade; have a strong work ethic; participate in an interview session; and have a sincere interest in the major curriculum. There is no requirement to purchase any software or a computer for the major program, however students may use personally obtained equipment in the completion of projects assigned by the instructor. It is highly recommended that students have access to the Internet and an email they check regularly at home, and use Google Drive for the purpose of backing up important files. All students will benefit from having a sketchbook to improve drawing skills and to sketch design ideas at school and home.

The following information is tentative and subject to change. Some “real world” projects as well as other integrated assignments/contests are not included in the content outline. It is normal for students to have the opportunity to design for the school and for local businesses when opportunity presents itself.

First Semester (Image Editing 1 & Foundations of Animation)

Introduction to Apple iMac Computers/File Management
Introduction to Edublogs and Weekly Blogging (reflection)
Introduction to AAST Junior Service Learning Project
Research Projects and Presentations
Introduction to Graphic Design (Elements & Principles of Design)
Adobe Illustrator (Chapters 1 – 6)
Holiday Card Design Project
Service Learning Hours/Logs due (December)
Service Learning Essays & presentations
Adobe Photoshop (Chapters 1 -9)
Package Redesign Project
Adobe Flash Animation (Chapters 1 – 10)
Job Shadowing (if possible)
Semester Project (for the exam)

Second Semester (Web Design & Development 1)

Introduction to HTML
Adobe Dreamweaver (Chapters 1 -6)
You Can Make a Difference poster contest
Weekly Blogging (reflection)
Online Portfolio Design
Doodle 4 Google Contest

Evaluation of Students:

Individualized Learning – Students will be involved in small group and individualized assignments, activities, and projects based on content-area knowledge and application, interdisciplinary application of knowledge, and application of knowledge to real-world situations. Students will work throughout the year toward mastery of the school's Core Competencies and 21st Century Skills.

Forms of Assessment – Forms of assessment will include learning logs, study guides, literacy journals, assignments, portfolios, essays, projects, presentations, mastery of AAST competencies, and performance based tasks. Large mastery projects will be broken down into smaller components for grading.

Grading or Performance Levels – All student work will be evaluated based on scoring guides or rubrics presented to the student in advance or developed with the student prior to beginning the task or assignment. Any student who does not demonstrate proficiency or satisfactorily complete the assignment could be required to continue to work until he/she reaches proficiency. Work not turned in by due date will be penalized 10 points each day that it is late based on a 100 point scale. If an assignment is valued at 400 points it would be penalized 40 points for each day that the assignment is turned in late. Students are required to complete all assignments regardless of the due date. All students have additional opportunities for academic assistance through before-school, after-school, and during lunch tutorial sessions.

Grading Components

- Study Guides (Points vary from 50 – 100 points)
- Mastery of Skills Projects (Points vary from 100 – 500 points)
- Weekly blogging (includes: (30 points)
- Class Projects/Writing Assignments (Points vary)
- Integrated Assignments (Points vary)
- Shadowing Assignments (Points vary)
- Presentations (Points vary)

Make-up Assignments:

If a student is absent, he/she must ask the teacher what was missed. It is the STUDENT'S responsibility to check for his/her missed assignments. The student will have the number of days they were absent to turn in make-up work. For example if the student was absent 2 days, they will have 2 days to turn in make-up work. If a student has extenuating circumstances, adjustments will be made per the teacher's discretion.

INSTRUCTIONAL PHILOSOPHY:

My first priority is providing the student the opportunity to learn. I will treat you with respect and I will be fair. I will make sure you are provided all content necessary to successfully meet the standards for this course. Therefore, I will provide challenging assignments and projects that attempt to simulate typical findings in the industry. High quality work is expected. Classroom activities will include: reading, writing, research, problem solving, skill demonstration, and projects. Students will occasionally work in teams, but will be expected to complete individual assignments in relation to the team's work. I will challenge you; and I expect you to challenge me. **Best work, first time, on time.**

Technology Student Association (TSA) <http://www.tsaweb.org/>:

DC students are encouraged to join and participate in TSA. Members of TSA have the opportunity to enhance technological skills along with leadership skills. They will have the opportunity to compete on the local, state, and national level in many areas of interest. This organization is also highly valued on college admission applications. Students new to TSA must pay a \$35.00 membership fee annually, which will cover their registration/transportation for the SC state conference. They also need to purchase a TSA shirt at the cost of \$28.00 (a one time fee). Meetings will be held afterschool. Therefore, TSA members will have to arrange transportation if he/she is a bus rider.

Contact:

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Horry County Schools does not discriminate on the basis of race, sex, color, religion, national origin, age, disability, immigrant status, English-speaking status, or any other characteristic protected by applicable federal or S.C. law in its programs or activities.

Selection of Reading Materials

The district provides access to a wide variety of reading materials and resources in promoting literacy for students. In selecting the materials and resources for classroom libraries and media centers, teachers and media specialist follow the general procedures that may be found on the district webpage at <http://www.horrycountyschools.net/cms/One.aspx?portalId=743462&pageId=1199932> and media center and classroom library procedures that may be found at <http://www.horrycountyschools.net/cms/One.aspx?portalId=743462&pageId=1392268>.

One of our schools' primary goals is to develop lifelong learners, with literacy being a key component in this process. Reading a wide range of materials helps our students develop these literacy skills. While our school's classrooms and media centers make every effort to provide only the highest quality reading materials, we understand that parents want to help their children make a wise choice as it pertains to what their child reads. Parents who may have questions about their child's reading material may contact their school media specialist to request additional information regarding the title, including possible professional reviews of the title. The school media specialist will work collaboratively with parents to identify titles that will help develop a love of reading.

Field Experience Policy:

According to AAST policy, the students who elect to participate in field experiences must be academically eligible at the time of the trip and cannot be in jeopardy of losing credit due to attendance issues. Additionally, the student can have no outstanding discipline issues. Many of our trips require a non-refundable deposit up to 3 months in advance. If your son/daughter is unable to participate for ANY reason after making a payment, we will not be able to provide a refund.