

JAMES S. RICKARDS HIGH SCHOOL

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COURSE SYLLABUS

Course Name	Course Number
Digital Design 1,2,3	82095100, 82095200, 82095200
Web Design	90011100

COURSE INSTRUCTOR	NAME	Cecile Washington, Ph.D.
	EMAIL ADDRESS	washingtonc2@leonschools.net
	WEBSITE	NA
	TELEPHONE CONTACT	Please leave your telephone number and a brief message with the school receptionist. Your request for a call back will be forwarded to the teacher by the end of each school day, and your call returned within 24 hours.
COURSE DESCRIPTION	<p><i>What is a student expected to learn in this course?</i></p> <p><u>This course is designed to develop basic entry-level skills required for careers in the digital design industry.</u> These courses are designed to expose student to practical examples of the computer as a useful tool and acquaint useful knowledge for the workforce and post-secondary. The Entrepreneurship and Small Business certification program covers the essential concepts and principles associated with launching and maintaining a successful business and The Intuit Design for Delight Innovator Certification helps individuals validate their knowledge of design thinking principles and the tools needed to identify problems, gain customer empathy, brainstorm solutions, run experiments, test assumptions, pivot, and much more. This type of thinking promotes creativity, critical thinking, complex problem solving, and other skills that are much needed and valued in today's workforce. Industry Certifications in IT Specialist (HTML and CSS, JavaScript, Python, Network Security, Cybersecurity, AI, and Adobe also taught in the Digital Design 1,2,3 courses). <i>*EVERY STUDENT MUST TAKE AND COMPLETE THE INDUSTRY CERTIFICATION EXAMS IN THIS COURSE TO BE SUCCESSFUL*</i></p> <p><u>1. Entrepreneurial and Small Business Concepts</u></p> <p>1.1 Identify the foundational concepts of entrepreneurship and small business ownership</p> <p>1.1.1 Define entrepreneurship and small business</p> <p>1.1.2 Classify types of businesses</p> <p>1.1.3 Identify various legal structures of a business</p> <p>1.1.4 Identify roles and responsibilities within a business</p> <p>1.1.5 Define business compensation structures</p> <p>1.1.6 Define business life cycle stages</p>	

- 1.1.7 Identify elements of the design thinking process
- 1.2 Identify knowledge and skills of a successful entrepreneur
 - 1.2.1 Identify characteristics of an entrepreneurial mindset
 - 1.2.2 Identify the risks, benefits, opportunities, and drawbacks of being an entrepreneur
- 1.3 Recognize potential business opportunities
 - 1.3.1 Identify characteristics of a business opportunity
 - 1.3.2 Determine the viability of a business opportunity
- 1.4 Identify the elements of a business plan
 - 1.4.1 Identify the purposes and value of a business plan, pitch deck, and lean canvas
 - 1.4.2 Define the key components of a business plan and pitch deck
- 1.5 Identify intellectual property concepts
 - 1.5.1 Differentiate between trademarks, trade secrets, copyrights, and patents
 - 1.5.2 Identify the value, risks, and guidelines associated with using licensed materials

2. Marketing and Sales

- 2.1 Interpret market research
 - 2.1.1 Define target market, value proposition, and pricing
 - 2.1.2 Distinguish between primary and secondary data
 - 2.1.3 Evaluate competition
 - 2.1.4 Complete a SWOT analysis
- 2.2 Analyze aspects of marketing processes
 - 2.2.1 Identify marketing platforms
 - 2.2.2 Apply marketing methods
 - 2.2.3 Analyze market reactions and sales data
 - 2.2.4 Analyze customer acquisition costs and retention costs
 - 2.2.5 Identify elements of a marketing plan
- 2.3 Identify sales channel strategies
 - 2.3.1 Identify elements of a sales process
 - 2.3.2 Identify key characteristics of digital and physical sales channels
 - 2.3.3 Define various types of sales channels
 - 2.3.4 Identify the role of customer service and support in sales strategies

3. Production and Distribution

- 3.1 Identify the value of a Minimum Viable Product
 - 3.1.1 Define elements of product/market fit hypothesis
 - 3.1.2 Define performance/quality criteria
- 3.2 Identify supply chain and production processes
 - 3.2.1 Identify the knowledge and materials needed to create a product or service
 - 3.2.2 Identify production options for digital and physical products and services
 - 3.2.3 Identify quality control testing processes for digital and physical products and services, including adherence to government regulatory and safety requirements
- 3.3 Identify distribution channels
 - 3.3.1 Identify types and factors in the selection of distribution channels
 - 3.3.2 Identify differences between direct distribution and fulfillment services

4. Business Financials

- 4.1 Analyze business financials
 - 4.1.1 Determine the selling price of a product or service
 - 4.1.2 Interpret basic financial statements such as income sheets and balance sheets
 - 4.1.3 Differentiate between fixed and variable costs

4.1.4 Analyze a company's cash flow

4.1.5 Calculate the ROI of a product or service

4.2 Analyze funding options

4.2.1 Determine operating budget and start-up costs

4.2.2 Identify various funding options

4.2.3 Identify requirements for obtaining funding

Intuit Design for Delight Innovator Certification

1. Design for Delight Concepts

1.1 Identify and define key principles of the Design for Delight mindset

1.1.1 Identify and define the Deep Customer Empathy principle

1.1.2 Identify and define the Go Broad to Go Narrow principle

1.1.3 Identify and define the Rapid Experiments with Customers principle

1.2 Define core concepts of the Design for Delight principles

1.2.1 Identify the three metrics of customer delight

1.2.2 Identify the role of the customer

1.2.3 Describe the relationship between the customer problem, the solution, and the customer benefit

1.2.4 Describe looping concepts

1.2.5 Define and describe prototyping and experimentation

2. Develop deep customer empathy

2.1 Define and describe the process of developing deep customer empathy

2.1.1 Learn about customers through observation

2.1.2 Identify the customer challenge

2.1.3 Summarize what you learned

2.1.4 Define the customer problem statement

2.1.5 Conceptualize the ideal customer state

2.2 Learn about customers through observing their behavior

2.2.1 Identify and describe customer observation methods

2.2.2 Identify customer observation best practices

2.2.3 Identify important takeaways from customer observation

2.3 Examine what you learned

2.3.1 Identify the most important results of customer observations

2.3.2 Identify surprises and pain points

2.4 Define the customer problem

2.4.1 Identify the components of a customer problem statement

2.4.2 Given a situation, create or complete a customer problem statement

2.5 Conceptualize the ideal customer state

2.5.1 Identify the components of an ideal state statement

2.5.2 Given a situation, create or complete an ideal state statement

3. Brainstorm and narrow

3.1 Identify the purposes of brainstorming and narrowing

3.1.1 Identify the purpose of brainstorming

3.1.2 Identify the purpose of narrowing

3.2 Identify methods of brainstorming and narrowing (specific methods)

3.2.1 Identify methods of brainstorming

3.2.2 Identify methods of narrowing

3.3 Identify best practices for brainstorming and narrowing (general concepts)

3.3.1 Identify best practices for brainstorming

3.3.2 Identify best practices for narrowing

3.4 Identify methods of making ideas into concrete solutions

3.4.1 Identify methods of representing ideas

3.4.2 Identify the information necessary in a representation

4. Perform rapid customer experiments

4.1 Identify the purpose and principles of rapid experiments

4.1.1 Describe the rapid experiment process

4.1.2 Identify the purposes of rapid customer experiments

4.2 Generate a list of assumptions

4.2.1 Define and identify assumptions

4.2.2 Describe experiment assumptions and importance

4.3 Prioritize customer behavior assumptions

4.3.1 Given a set of assumptions, identify the most-crucial assumptions

4.3.2 Given a set of assumptions, identify the least-proven assumptions

4.3.3 Given a set of assumptions, identify the Leap of Faith assumptions

4.4 Create an experiment to test the “leap of faith” assumption

4.4.1 Identify the components of a good experiment

4.4.2 Identify the components of a hypothesis statement

4.4.3 Given a situation, create or complete a hypothesis statement

4.5 Prototype your experiment internally

4.5.1 Identify prototyping methods

4.5.2 Identify requirements of a successful experiment

4.6 Evaluate test results and identify next steps

4.6.1 Evaluate the success of a test

4.6.2 Identify what you learned from the test

4.6.3 Describe how to identify the next steps

EVERY STUDENT MUST TAKE AND COMPLETE THE INDUSTRY CERTIFICATION EXAMS IN THIS COURSE TO BE SUCCESSFUL

REQUIRED COURSE RESOURCES	TEXTBOOK(S)	None
	MATERIALS	Folder with pockets and prongs Pen (Blue or Black Ink only), No. 2 Pencil USB Flash Drive (optional)
	FEES	None
	WEBSITES	NA
	REQUIRED READINGS	None

COURSE/SCHOOL BEHAVIORAL EXPECTATIONS

All James S. Rickards High School teachers expect students to adhere to the Leon County Schools Attendance Policy and Student Code of Conduct, which includes the dress code, and expectations of academic integrity such as cheating and plagiarism. These policies can be found on the Leon County Schools website at www.leonschools.net, the school website at www.leonschools.net/rickards, and in the agenda book distributed to each student.

Specific Teacher Expectations:
Be Prepared and on Time

GRADING POLICY

How and to what extent are assignments weighted toward determining the quarterly grade in this class?

POINTS PER ASSIGNMENT	TYPE OF ASSIGNMENT
25%	Daily Work/Gmetrix SMS
35%	Tests
40%	ESB and Delight Certification
	Click here to enter text.
	Click here to enter text.
	Click here to enter text.

Student classroom performance can be accessed through an on-line system, "FOCUS". This on-line grade reporting service is **updated by the teacher weekly**. To use this convenient feature, the student information and a password are required. See **the student's counselor for this information**.

GRADING SCALE

In accordance with Leon County School Board policy, 9-week grades will be assigned as described below.

LETTER GRADE	NUMERICAL GRADE	MEANING OF GRADE
A	90 – 100	Student displays mastery of course content.
B	80 – 89	Student has a good understanding of course content. There is room for student improvement.
C	70 – 79	Student is successful with most assignments. Gaps may exist in the understanding of difficult topics. Tutorials and/or attention to good study habits may be necessary.
D	60 – 69	Student is having difficulty with course content, assistance is necessary for student improvement.
F	0 – 59	Student has major difficulty with course content. Immediate intervention is necessary.

HOMEWORK

How often and to what extent should students expect homework in this course? How is homework evaluated?

No formal homework is assigned. Students can complete all of their assignments in class.

MAKE-UP WORK PROCEDURE

Leon County School Board Policy allows students to make up work within a reasonable amount of time after returning to school following an excused absence. The allotted time will be determined by district policy and communicated by the teacher to both parent(s) and the student.

What procedure do students use when making up assignments due to an excused absence? How is the process different if the student has been "Pre-Excused" from school?

	Students who have excused absences will have one day per absence to make-up assignments/tests. In addition, make-up days will be held throughout each nine-week grading period for students to complete make-up work.
LATE WORK POLICY	<i>What are the consequences for submitting work late? Will late work be accepted?</i> Late assignments may be submitted one school day late with a 30 point deduction once the late assignment has been graded.
ASSIGNMENT RE-DO POLICY/PROCEDURE	<i>Are students allowed to re-do work for a better grade?</i> Students will be permitted to re-do one assignment during each nine-week period. The new grade will be averaged with the grade of the original assignment.
EXTRA HELP OPPORTUNITIES	<i>When can struggling students receive teacher assistance outside of class time?</i> Students can receive extra help during the lunch period or after school. However, students should make an appointment to ensure that I will be available to assist and supervise them.

Please read, sign and return this form to Dr. Washington.

I have read the course syllabus and fully understand the responsibilities of a student. I understand that to be a successful student in this class I must follow all of the classroom guidelines.

Student's Signature

Date

Parent's Signature

Date

Home Phone

Cell Phone

Work Phone

E-mail Address