Parsons School of Design
Art, Media & Technology (PSAM)
Design and Technology (BFA)

PSAM 1028 Section A&C
CD FOUNDATIONS: INTERACTION
CRN 2020&2022
Spring 2022
Day: Friday
Time: 9:00am - 11:40am&12:10pm - 2:50pm
Building: Academic Entrance 63 Fifth Ave
Room: L106
Date Range: 1/24/2022– 5/16/2022

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Office Hours by email and zoom

Course Description
In this course students will be introduced to programming as a creative medium— as a way of making and exploring. The coursework focuses on developing a vocabulary of interaction design principles which can then be applied across a range of platforms. Students are encouraged to experiment with various media, tools, and techniques, ultimately producing a portfolio of interactive and visual projects designed for the screen. An emphasis is placed on typography as it applies to a screen context, research-based problem solving and a learning-through-making approach to technical skill building. Historical and current interaction design precedents will be discussed. This course is intended for non-communication design majors, as an introduction to the discipline.
Note: this course was previously offered under the title Web Design Basics and content is similar. Open to: All university undergraduate degree students, except BFA Communication Design majors.

Covid-19 Accommodations
The Covid-19 virus continues to impact teaching, and the school is accommodating the newest surge with the first two weeks being virtual on zoom. I will continue to record

classes during the semester, for anyone not able to make it to class, because of covid-19 issues. Do not come to class is you are unwell, have been told to isolate/ quarantine because of Covid issues, or cannot enter a New School building because of entry issues.
It is imperative that you take part in class even if you cannot be physically present. I expect any work done during class to be made up and handed in, as well as questions that you may have, as a demonstration of class participation. The volume should be on and I will hear you. If audio does not work, I will not be monitoring the zoom portal and will not respond to questions asked on the chat. Email me the questions and I will respond once class is over.

Learning Outcomes

By the successful completion of this course, students will be able to:

1. Create compelling interactive experiences.
2. Use iterative making process in interaction design including user research, prototyping, XU development, and evaluation to build your web experiences.
3. Conceptualize a product, object, or experience for the web and realize it through coding.
4. Use responsive interfaces for different kinds of devices.
5. Evaluate how typography and its variables are applied to interactive systems to facilitate orientation, support, usability and create consistency.
6. Research historic and current design precedents to contextualize your own work.
7. Combine your artistic creativity with technology related to the internet.
8. The expectation is that the technical aspects of how the work is coded for the web be transparent and not stand in the way of the communicative efficacy.

Specifically:

1. Design, build and maintain standards compliant web sites.
2. Handcode semantic HTML.
3. Use CSS to Implement Design, separating form from content.
4. Incorporate the various layout strategies to effectively realize their designs.
5. Create responsive web sites designed for multiple devices using media queries.
6. Incorporate the latest in CSS3 and HTML5.
7. Use PHP and/or Javascript/jQuery.
8. Create Forms and be familiar with how a CMS works (WordPress).

Assessable Tasks

Midterm Portfolio website for the midterm. Final website due at the end of the semester demonstrating the following assessable tasks:

TASKS / ACTIVITIES	DATE	REQUIREMENTS / INDICATORS
Marking-up Content	Week 2	Is the markup valid and **semantically** correct **HTML5** ? Are images the correct **format** and size ?
User Experience	Week 3	Are **UX** concerns driving the design process ?
Design Process	Week 4	Are all **7 steps** articulated in the **design process** for portfolio and final ?
Styling the Content	Week 5	Is the CSS **valid**, **clean**, **external**, and using **structural selectors** wherever possible ?
Layout out the Content	Week 6	Are various **layout strategies** used to construct the **layout** ? **Document Flow** ? **Positioning** ? **Floats** ? **Flex Box** ? **Grid** ?
Constructing the Portfolio Site	Week 7	Is the site **logically** organized ? Is it **SEO** friendly ? Is it tracked using **Google Analytics** ? (only on non-Parsons hosted websites)
Is the web site Future Proof ?	Week 8	Is the website **responsive** to a change in viewport size, from smart phone to the standard web browser ?
Exploring CSS3	Week 9-11	Is **CSS 3** used to create the final website: **border-radius** and **box shadow** ? **backgrounds** and **borders** ? **animation** ? **transitions** ? **shapes** ? **transforms** ? **composting** and **blending** ?
Modularity and Interactivity	Week 12	Are **PHP** and **Javascript** used in the final website ?
HTML 5 Multimedia	Week 13	Are **Audio** & **Video** or **Canvas** used ?
Forms	Week 14	Are **forms** used in the final website ?

Evaluation and Final Grade Calculation

Attendance : two absences max, with makeup required.

Website Analysis	5%
Midterm Worksheet (7 Steps)	5%
Responsive Mockup	5%
CSS selections Exercise	5%
Grid Exercise	5%
First Quarter Grade	25%
Code Responsive Wireframe	5%
Quiz:	
Code Portfolio Front Page	5%
Typography Poster	5%
Current Topics Website	5%
Portfolio Presentation	5%
Second Quarter Grade	25%
Final: Worksheet	5%
Final: CSS3 Collateral	5%
Final: CSS3 Animatic 1	5%
Final: HTML/CSS	5%
Final: Modular Navigation	5%
Third Quarter Grade	25%
Final: HTML5 Multimedia	5%
Final: Alternative	5%
Final: Peer Review	5%

Final: Forms	5%
Final: Alternative	5%
Final Quarter Grade	25%
Final: Presentation	10%
Two assignments dropped:	-10%
Total:	100%

Course Outline

WEEK 1	Jan 28	**Introduction to Hyper Text Markup Language.** Brief history and overview of the web. Overview of course, course objectives, outcomes and expectations. **Activity:** Analyze a professional website in your discipline that you can take it apart. **Activity/Homework:** Make a copydeck, style guide and wireframe for the site and compare and contrast the site to its competition. Why does it work for you, and why does the competition's websites not work as well for you?	Analyze the elements of a website. Create a content sheet for the main page of a site that epitomizes the design field you are in. Write down the goals of the site. Use images. Mark up the assignment. Watch introductory videos.. **Due**: next week Email me or use Canvas if you have questions.

WEEK 2	Feb 4	**User Experience Design, Semantic HTML5, Developing Content & Preparing Images.** Learn to upload files using FTP client and organize server space. **Activity:** Create HTML page for website you analyzed with eye on making your own portfolio. **Activity:** Activate the account school provides and upload first assignment.	1) Create landing page with links to assignment and worksheet. 2) Watch XU videos. 3) Create work page for portfolio site (7 steps). 4) Create content and markup your portfolio site. **Due**: next week.
WEEK 3	Feb 11	**Introduction to CSS (cascading style sheets)** Cover the Mechanics of CSS: how CSS integrates with HTML. Demonstrate most-used properties. **Activity**: Highlight content using CSS selectors. **Activity**: Create selectors targeting markup. Make page look like Photoshop comp. **Responsive Design**. The web is on display on iPhone and iPad screens to desktop computers. CSS media queries allow you to target each of these devices in one style sheet. **Activity**: Using media queries to target different devices.	1) Finish Content. 2) Turn Photoshop sketches into HTML / CSS wireframe. 3) Test CSS selectors by targeting each element and change its background color. 4) Follow exercise instructions. **Due:** The following week.

WEEK 4	Feb 18	**CSS layout strategies.** Block, inline, relative and absolute positioning, floats and floating layouts and CSS3 Flex property and grids. **Activity**: Begin translating Photoshop Comps into HTML/CSS using multiple layout strategies.	Using different layout strategies build your portfolio following your Photoshop comp. **Due:** The following week. **First Quarter Assessment:** Have your landing page, first two assignments and portfolio up.
WEEK 5	Feb 25	**Complete the Web Site**.Styling navigation, site architecture, optimize site for search engines and implement Google Analytics to track users. **Activity**:Build website using HTML5 Boilerplate. **Activity**: Style navigation links.	Develop your portfolio website. **The Midterm Assignment is Due:** Next week for review and midterm evaluation. Have it ready for in-class presentation two weeks from now.
WEEK 6	March 4	**Type has exploded on the web.** Principles of typography, formatting text and using type for effective communication when designing for the web. **Activity**: Practice using Typefaces from different sources. **Activity**: Work on Website in class/Peer Review light discussion.	Watch the videos on and by Carson. Create typography assignment. **Due**: In two weeks.
WEEK 7	March 11	**Responsive Design** The web is on display on iPhone and iPad screens to desktop computers. CSS media queries allow you to target each of these devices in one style sheet. **Activity**: Using media queries to target different devices. Provide Mid-Term Evaluations	1) Design midterm to be responsive and use media queries to target different devices. 2) Publish midterm for midterm grade. **Due**: The following week

WEEK 8	March 25	**Presentation and Critique of Portfolio** Development of the Final Assignment/website	**Final assignment:** create a site that sells something. **Due**: at the end of the course. **Topic is Due**: next week. **Second quarter evaluation**: Have your midterm up by Wednesday Night so I can grade your work.
WEEK 9	April 1	**CSS3 part 1.** An examination of new CSS3 properties: color, opacity, box shadow, border radius, multiple backgrounds, picture borders and gradients. **Activity:** Experiment with these properties in class	1) For the current topic: Use the CSS3 properties covered in a collateral piece for your project. It can be a sales poster, an online brochure, or an email advertisement. 2) For the final: Research, brand and position the final project in terms of its target audience, write the copy and develop a look that incorporates the CSS3 properties covered this week. **Due:** The following week.

WEEK 10	April 8	**CSS3 part 2.** More CSS3 properties: 2-D transforms, transitions, animations, multicolumn layout and Compositing and Blending properties. **Activity:** Use these properties in class.**Activity:** In-class Workshop	1) For class: Use the new CSS3 properties to create a simple animatic for your final project. Animate elements created in the previous homework. 2) For final: Finish wireframe and Photoshop Comp for Final. **Due**: The following week.
WEEK 11	April 15	**Programming on the web.** Scrips on the server and the client create the modern web experience. 1. Introduction to PHP. **Activity:** Use PHP includes to make final website modular. 2. JQuery as a way to create dynamic web pages. **Activity:** Create a dynamic web page using jQuery.	1) For the current topic: Implement a PHP include for your navigation and a jQuery script into your final website. 2) For the final: finish the remaining page for your website for peer review. **Due:** The following week.
WEEK 12	April 22	**Multimedia features of HTML5.** HTML5 introduces a host of new features, the most visible are sound, video and the canvas element. **Activity:** Incorporate multimedia. **Activity:** Zoom final Workshop #2	1) For the current topic: Use audio, video or canvas to sell your final Project. 2) For the final: Create home page for the final. **Due**: The following week. **Third quarter Assessment**: Have your Final Worksheet including all 7 steps, photoshop comp and opening page ready and uploaded.

WEEK 13	April 29	**Forms and Peer Review.** HTML forms are a standard way to collect information from the user. **Activity:** Create a simple form. Your final project should be a functional web site by this time. **Activity:** Peer Review: Students split up into pairs and review each other's web sites.	You will be working on your final and other assignments. If you have extra time on your hands, you can build a WordPress template.
WEEK 14	May 6	**Content Management Systems** The basis of most professional websites is a CMS. We will take a look at how a WordPress template pulls together different PHP modules into a single HTML page, and how the CSS controls the look of the site. **Activity**: Modify a WordPress template, using it as the basis for our own design. **Activity**: 15 minutes will be taken to complete on-line student evaluations. **Activity**: In-class final Workshop #3. ***Set aside time for Course Evaluations.*	You will be working on your final and other assignments. If you have extra time on your hands, you can build a WordPress template.
WEEK 15	May 13	**Final exhibition of your work**. Class discussion, critique and celebration of your new found powers to build anything you can dream of, on the web. Show your final, walk us through your code. What was the most difficult/ frustrating part of the project? What was the most rewarding?	Assignment: Reading for next class XXX Due:

Readings

The class portal contains both readings and links to external articles. http://b.parsons.edu/~dejongo/

Recommended Reading

Not all students are designers with skills that make web design what it is. If you feel unsure about your graphic and design abilities, please follow the links in the visual literacy page. Read the The VIGNELLI Canon, an introduction to the language of vision and classic graphic design. Topics in the Second Class go over seven steps to design a website and User Experience .

Video instruction on Lynda.com

Additional Reading

Kimberly Elam, Geometry of Design
Armin Hofmann, Graphic Design Manual
Robert Bringhurst, The Elements of Typographic Style
Frank Chimero, The Shape of Design
Leah Buley, The User Experience Team of One
Paul Ford, What is Code?

Materials and Supplies

Access to the internet.

Resources

The university provides many resources to help students achieve academic and artistic excellence. These resources include:

The University (and associated) Libraries

The University Learning Center
University Disabilities Service

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Student Disability Service (SDS). SDS will conduct an intake and, if appropriate, the Director will provide an academic accommodation notification letter for you to bring to me. At that point, I will review the letter with you and discuss these accommodations in relation to this course.

Making Center

The Making Center is a constellation of shops, labs, and open workspaces that are situated across the New School to help students express their ideas in a variety of materials and methods. We have resources to help support woodworking, metalworking, ceramics and pottery work, photography and film, textiles, printmaking, 3D printing, manual and CNC machining, and more. A staff of technicians and student workers provide expertise and maintain the different shops and labs. Safety is a primary concern, so each area has policies for access, training, and etiquette with which students and faculty should be familiar. Many areas require specific orientations or trainings before access is granted.

Health and Wellness

additional services and support available to New School students.

Grading Standards

I value most when students express their strength in the creation of their assignments. This varies greatly from student to student, depending on the major and general level of expertise. I grade the work according to how well it is executed, with the expectation that the technical aspects of how it is coded for the web be transparent and not stand in the way of the communicative efficacy.

Undergraduate

A student's final grades and GPA are calculated using a 4.0 scale.

A [4.0] Work of exceptional quality, which often goes beyond the stated goals of the course (95-100%)
A- [3.7] Work of very high quality (90% - <95%)
B+ [3.3] Work of high quality that indicates higher than average abilities (87% - <90%)
B [3.0] Very good work that satisfies the goals of the course (83% - <87%)
B- [2.7] Good work (80% - <83%)
C+ [2.3] Above-average work (77% - <80%)
C [2.0] Average work that indicates an understanding of the course material; passable (73% - <77%);
Satisfactory completion of a course is considered to be a grade of C or higher.
C- [1.7] Passing work but below good academic standing (70% - <73%)
D [1.0] Below-average work that indicates a student does not fully understand the assignments (60% - <70%); Probation level though passing for credit
F [0.0] Failure, no credit (0% - <60%)
GM Grade missing for an individual

Graduate

A Work of exceptional quality
A- Work of high quality
B+ Very good work
B Good work; satisfies course requirements

Satisfactory completion of a course is considered to be a grade of B or higher.

B- Below-average work
C+ Less than adequate work
C Well below average work
C- Poor work; lowest possible passing grade
F Failure
GM Grade missing for an individual
Grades of D are not used in graduate level courses.

Grade of W

The grade of W may be issued by the Office of the Registrar to a student who officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student transcript.

Unofficial Withdrawal (Grade of Z)

This grade is to be assigned to students who have **never attended or stopped attending** classes. Exceptions can be made if the student has completed enough work to warrant a grade (including a failing grade), and arrangements have been made with the instructor(s) and the Dean's Office prior to grade submission. The Z grade does not calculate into the student's GPA. Though a Z grade does not have a failing penalty it still carries a myriad of consequences for students on visas or receiving financial aid. Only issue the Z grade when a student meets the above criteria.

Grades of Incomplete

The grade of I, or temporary incomplete, may be granted to a student under unusual and extenuating circumstances, such as when the student's academic life is interrupted by a medical or personal emergency. This mark is not given automatically but only upon the student's request and at the discretion of the instructor. A Request for Incomplete form must be completed and signed by the student and instructor. The time allowed for completion of the work and removal of the "I" mark will be set by the instructor with the following limitations: [You should include one of the following standards, depending on the level of your course].

Undergraduate students: Work must be completed no later than the seventh week of the following fall semester for spring or summer term incompletes

and no later than the seventh week of the following spring semester for fall term incompletes. Grades of "I" not revised in the prescribed time will be recorded as a final grade of "F" by the Registrar's Office.

Graduate students: Work must be completed no later than one year following the end of the class. Grades of "I" not revised in the prescribed time will be recorded as a final grade of "N" by the Registrar's Office.

College, School, Program and Class Policies

You should include the following headings with the recommended text. Any policy specific to your class must also be clearly written in the syllabus. For example, many instructors create their own policies to cover a variety of classroom situations, such as late assignments, rewrites and extra credit; the use of cellphones, laptops, and other technology in the classroom; your expectations should you be delayed, or makeup exams/absence on exam days.

A comprehensive overview of policy may be found under Policies: A to Z. Students are also encouraged to consult the Academic Catalog for Parsons.

Canvas

Use of Canvas may be an important resource for this class. Students should check it for announcements before coming to class each week.

Electronic Devices

The use of electronic devices (phones, tablets, laptops, cameras, etc.) is permitted when the device is being used in relation to the course's work. All other uses are prohibited in the classroom and devices should be turned off before class starts.

Responsibility

Students are responsible for all assignments, even if they are absent. Late assignments, failure to complete the assignments for class discussion and/or critique, and lack of preparedness for in-class discussions, presentations and/or critiques will jeopardize your successful completion of this course.

Active Participation and Attendance

Class participation is an essential part of class and includes: keeping up with reading, assignments, projects, contributing meaningfully to class discussions, active participation in group work, and attending synchronous sessions regularly and on time.

Parsons' attendance guidelines were developed to encourage students' success in all aspects of their academic programs. Full participation is essential to the successful completion of coursework and enhances the quality of the educational experience for all, particularly in courses where group work is integral; thus, Parsons promotes high levels of attendance. Students are expected to attend classes regularly and promptly and in compliance with the standards stated in this course syllabus.

While attendance is just one aspect of active participation, absence from a significant portion of class time may prevent the successful attainment of course objectives. A significant portion of class time is generally defined as the equivalent of three weeks, or 20%, of class time. Lateness or early departure from class may be recorded as one full absence. Students may be asked to withdraw from a course if habitual absenteeism or tardiness has a negative impact on the class environment.

I will assess each student's performance against all of the assessment criteria in determining your final grade.

Recording Synchronous Sessions
Faculty should describe their plans for recording. Guidelines for recording synchronous sessions can be found here.

Academic Honesty and Integrity
Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university.

Students are responsible for understanding the University's policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. It is the responsibility of students to

learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. The full text of the policy, including adjudication procedures, is found on the university website under Policies: A to Z. Resources regarding what plagiarism is and how to avoid it can be found on the Learning Center's website.

The New School views "academic honesty and integrity" as the duty of every member of an academic community to claim authorship for his or her own work and only for that work, and to recognize the contributions of others accurately and completely. This obligation is fundamental to the integrity of intellectual debate, and creative and academic pursuits. Academic honesty and integrity includes accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research findings or any aspect of the work of others (including that of faculty members and other students). Academic dishonesty results from infractions of this "accurate use". The standards of academic honesty and integrity, and citation of sources, apply to all forms of academic work, including submissions of drafts of final papers or projects. All members of the University community are expected to conduct themselves in accord with the standards of academic honesty and integrity. Please see the complete policy in the Parsons Catalog.

Intellectual Property Rights

The New School (the "university") seeks to encourage creativity and invention among its faculty members and students. In doing so, the University affirms its traditional commitment to the personal ownership by its faculty members and students of Intellectual Property Rights in works they create. The complete policy governing Intellectual Property Rights may be seen on the university website, on the Provost's page.

Student Course Ratings (Course Evaluations)

During the last two weeks of the semester, students are asked to provide feedback for each of their courses through an online survey. They cannot view grades until providing feedback or officially declining to do so. Course evaluations are a vital space where students can speak about the learning experience. It is an important process which provides valuable data about the successful delivery and support of a course or topic to both the faculty and administrators. Instructors rely on course rating surveys for feedback on the

course and teaching methods, so they can understand what aspects of the class are most successful in teaching students, and what aspects might be improved or changed in future. Without this information, it can be difficult for an instructor to reflect upon and improve teaching methods and course design. In addition, program/department chairs and other administrators review course surveys. Instructions are available online here.