

Parsons School of Design (PS)

Art, Media & Technology (PSAM)

Design and Technology (BFA)

PSAM 1028 Section A

[CD FOUNDATIONS: INTERACTION](#)

CRN 2100

Fall 2020

Day: Thursday

Time: 7:00pm - 9:40pm

Zoom Meetings

Date Range: 9/1/2020 – 12/12/2019

Onno de Jong

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Office Hours by email

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. Open to: All university undergraduate degree students, except BFA Communication Design majors.

Learning Outcomes

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

1. Handcode semantic HTML.
2. Use CSS to implement Design, separating form from content.
3. Be familiar with javascript and jQuery
4. Create responsive web sites designed for multiple devices.
5. Incorporate various layout strategies including the new CSS Grid.
6. Design, build and maintain standards compliant web sites.

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 ? CSS 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 ? compositing 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	5%
HTML and CSS Wireframe	5%
First Quarter Grade	25%
CSS Layout Strategies:	5%

Flexbox & CSS grids	5%
Typography Poster	5%
Current Topics Website	5%
Portfolio Presentation	5%
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Second Quarter Grade	25%
Quiz:	
Final: Worksheet	5%
Final: CSS3 Collateral	5%
Final: CSS3 Animatic 1	5%
Final: HTML/CSS	5%
Final: Modular Navigation	5%
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Third Quarter Grade	25%
Final: HTML5 Multimedia	5%
Final: User Testing	5%
Final: Peer Review	5%
Final: Forms	5%
WordPress CMS	5%
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Final Quarter Grade	25%
Final: Presentation	10%
Two assignments dropped:	-10%
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Total:	100%

Course Outline

WEEK 1	September 3	<p>Introduction to Hyper Text Markup Language. Brief history and overview of the web. Overview of course, course objectives, outcomes and expectations.</p> <p>Activity: Analyze a professional website in your discipline that you can take it apart. Activity: 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?</p>	<p>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. Read chapters 1-3. Due: Next week</p>
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WEEK 2	Sept 10	<p>The semantic nature of HTML5 & developing the layout and User Experience. Writing semantic HTML5, preparing images, upload files using FTP client and organize server space. Introduce user experience in developing content and designing layout Activity: Recreate the HTML document for the site homepage you analyzed with an eye on making it your own portfolio. Brand yourself. Activity: Activate the account school provides and upload first assignment.</p>	<p>Create landing page with link to assignment and worksheet. Worksheet is to contain strategy and design considerations. Create wireframe and redesign website with eye to morphing the site into your own, using Photoshop or Illustrator. Make links to these assignments on the worksheet. Read chapters 4-6. Due: The following week.</p>
WEEK 3	Sept 17	<p>Introduction to cascading style sheets (CSS). CSS is the design language for the web. We go over the mechanics of how CSS integrates with HTML and cover the most-used properties. Activity: Highlight content using CSS. Activity: Following your Photoshop comp, style the markup.</p>	<p>Turn your Photoshop sketches into HTML and CSS code. Test your CSS selectors by targeting each element and change its background color. Insert your brand, written content and images to make your portfolio website. Read chapters 7-9. Due: The following week.</p>
WEEK 4	Sept 24	<p>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: Use media queries to target different devices.</p>	<p>1) For the current topic: Redesign the midterm to be responsive to each of these devices. 2) For the final: Develop a proposal for your final project. Read chapter 14. Due: The following week.</p>
WEEK 5	October 1	<p>CSS layout strategies. Various layout strategies including block vs inline, relative positioning, floats and floating layouts and the z-index property. Overview of layout strategies currently used to build pages in web design. Activity: Translate Photoshop Comp into HTML/CSS using different layout strategies.</p>	<p>Use these techniques to build your website. Read chapters 10-11. Due: The following week. First quarter evaluation: Have your landing page, first two assignments and a good stab at coding the last and this assignments up by Wednesday Night. So I can grade them by Friday.</p>

WEEK 6	Oct 8	<p>Create web site. Styling navigation, site architecture, optimizing the site for search engines and implement Google Analytics to track users. Activity: Style navigation links. Activity: Open up a Google Analytics account and apply it to your web pages</p>	<p>Develop your portfolio website. Read chapter 13. This Midterm Assignment is Due: Next week for review and grade. Have it ready for presentation two weeks from now.</p>
WEEK 7	Oct 15	<p>Midterm Homework Due! I will look at your work on your assignment portal and provide feedback. 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: Zoom help with midterm projects. Activity: Zoom midterm workshop.</p>	<p>Watch the videos on and by Carson. Create typography assignment. Read chapter 13. Due: In two weeks.</p>
WEEK 8	Oct 22	<p>Activity: Administer Mid Term Evaluations <i>Presentation and Critique of portfolio.</i> Zoom presentation and discussion of portfolio.</p>	<p>Final assignment: create a site that sells something. Read chapter 12. Final Assignment is 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 them by Friday.</p>
WEEK 9	Oct 29	<p>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 while in Zoom .</p>	<p>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.</p> <p>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.</p>

WEEK 10	November 5	<p>CSS3 part 2. Detailed examination of more CSS3 properties: 2-D transforms, transitions, animations and multicolumn layout. Activity: Use these properties during the zoom session. Activity: Zoom Workshop.</p>	<p>1) For the current topic: Using the new CSS3 properties to create a simple animatic for your final project. Animate elements created in the previous homework. 2) For the final: Finish wireframe and Photoshop Comp for final. Read chapter 17. Due: The following week.</p>
WEEK 11	Nov 12	<p>Programming on the web. Scripts 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.</p>	<p>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. Read chapters 16 and 20. Due: The following week.</p>
WEEK 12	Nov 19	<p>Multimedia features of HTML5. HTML5 introduces a host of new features, the most visible are sound, video and the canvas element. Activity: We will incorporate these elements into a web page. Activity: Zoom final Workshop #2</p>	<p>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. Read chapter 19. Due: The following week. Third quarter evaluation: Have your Final Worksheet including all 7 steps, photoshop comp and first page ready and uploaded by Wednesday Night. So I can grade them by Friday.</p>

<p>WEEK 13 December 3</p>	<p>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. I will also be reviewing everyone's website.</p>	<p>1) For the current topic: Create a form for collecting user information for your site. Write up the web site you reviewed and hand that in both to the person whose site you reviewed and to me. 2) For the final: Use the feedback from the peer review to finish your website. Finish reading the book. Due: The following week.</p>
<p>WEEK 14 Dec 10</p>	<p>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: Zoom final Workshop #3.</p>	<p>You will be working on your final and other assignments. If you have extra time on your hands, you can build a WordPress template.</p>
<p>WEEK 15 Dec17</p>	<p>Final exhibition of your work. Zoom discussion, critique and celebration of your new found powers to build anything you can dream, on the web. Have a great New Year.</p>	<p>Final evaluation: I will grant you an extra 5 days to complete all of your assignments. I will hand grades in exactly one week after the last official zoom meeting.</p>

Readings

Class portal contains both readings and links to external articles. <http://b.parsons.edu/~dejongo/>

Recommended Reading

The many links located on the class portal.

[HTML5 & CSS3 Visual QuickStart Guide \(8th Edition\)](#)

Video instruction on Lynda.com

Materials and Supplies

Web space is provided on the Parsons B Server but may be purchased.

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](#)

For assistance with coursework assigned during the semester, you are encouraged to schedule tutoring sessions at the University Learning Center (ULC). Individual appointments are offered in Writing (all levels), Math, Adobe, Computer Programming, Oral Presentations and Time Management. Sessions are interactive, with both tutor and student participating. Appointments can be scheduled on WCONLINE or you can stop by for a walk-in session. The ULC is located on the 6th floor of 66 West 12th Street. Academic and skill-building workshops are also offered. For a complete list of services, workshops, and general information, visit www.newschool.edu/learning-center.

[University Disabilities Service](#)

In keeping with The New School's policy of providing equal access to individuals with disabilities, instructors are strongly encouraged to include a statement on their syllabus informing students that academic accommodations can be provided on the basis of disability if the student follows the protocol described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. Students Disability Services (SDS) assists students with permanent or temporary disabilities in need of academic and programmatic accommodations as required by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Federal Rehabilitation Act of 1973.

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations must contact SDS. There are several ways for students to contact the office: via email at StudentDisability@newschool.edu, through the Starfish service catalog, or by calling the office at 212.229.5626. A self-ID form can also be completed on the SDS webpage at www.newschool.edu/student-disability-services. Once you contact the office, SDS staff will arrange an intake appointment to discuss your concerns and, if appropriate, provide you with accommodation notices to give to me. Please note that faculty will not work unilaterally with students to provide accommodations. If you inform me of a disability but do not provide any official notification, I must refer you to SDS.

[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 to students.

Health and Wellness:

Additional services and support available to New School

Grading Standards

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

A- [3.7]

Work of very high quality

B+ [3.3]

Work of high quality that indicates higher than average abilities

B [3.0]

Very good work that satisfies the goals of the course

B- [2.7]

Good work

C+ [2.3]

Above-average work

C [2.0]

Average work that indicates an understanding of the course material; passable
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

D [1.0]

Below-average work that indicates a student does not fully understand the assignments;
Probation level though passing for credit

F [0.0]

Failure, no credit

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.

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 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 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.

College, School, Program and Class Policies

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 to silent 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 coming to class 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.

Each student's performance will be assessed against all of the assessment criteria to determine a final grade. The student is expected to meaningfully participate and make all zoom synchronous Zoom sessions. There will be no recordings of the previous session. Student can read lecture notes on web portal if they miss a class.

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](#).