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

PSAM 1028 Section B & C
[CD FOUNDATIONS: INTERACTION](#)
CRN 3129 & 2102
Fall 2023
Day: Wednesday
Time: 12:10pm - 2:50pm & 7:00pm - 9:40pm
Building: Academic Entrance 63 Fifth Ave Room: L101

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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.

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).
9. Use Artificial Intelligence to help achieve these ends.

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 Quiz:	5%
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	Aug 30	**Introductions.** Overview of course, course objectives, outcomes and expectations. Go over syllabus. Introduce hypertext markup language. **Activity:** Analyze website and create HTML file, start first assignment in class.	Watch introductory videos. 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.
WEEK 2	Sept 6	**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.	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**:
WEEK 3	Sept 13	**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	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	Sept 20	**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	Using different layout strategies build your portfolio following your Photoshop comp. **Due:** The following week. **First Quarter Assessment:** Have your
WEEK 5	Sept 27	**Complete the Web Site.**Styling navigation, site architecture, optimize site for search engines and implement Google Analytics to track users. **Activity**:Build	Develop your portfolio website. **The Midterm Assignment is Due:** Next week for review and midterm evaluation.
WEEK 6	Oct 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	Watch the videos on and by Carson. Create typography assignment. **Due**: In two weeks.
WEEK 7	Oct 11	**In Class Help Session to go over your work in preparation for presentation next week. Responsive Web Design**	1) Design midterm to be responsive and use media queries to target different devices. 2) Publish midterm for
WEEK 8	Oct 18	**Presentation and Critique of Portfolio** Development of the Final Assignment/website **Mid-Term Evaluations**	**Final assignment:** create a site that sells something. **Due**: at the end of the course. **Topic is Due**: next week. **Second quarter**

WEEK 9	Oct 25	**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
WEEK 10	Nov 1	**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
WEEK 11	Nov 8	**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	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
WEEK 12	Nov 15	**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:** Work on Final in class.	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

WEEK 13	Nov 22	**Content Management Systems** We will explore the Wordpress CMS. **Activity**: In Class Help Session to go over your work in	You will be working on your final and other assignments. If you have extra time on your
WEEK 14	Nov 29	**Forms and Peer Review.** HTML forms are a standard way to collect information from the user. **Activity:** Create a simple PHP form. Your final project should be a functional web site by this time. **Activity:** Peer Review: Students split up into pairs and review each	You will be working on your final and other assignments. If you have extra time on your hands, you can build a WordPress site.
WEEK 15	Dec 6	**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/	

Readings

The class portal: http://b.parsons.edu/~dejongo

Recommended Reading

Students in need of sharpening graphic and design abilities: visual literacy page. Read the The VIGNELLI Canon, an introduction to the language of vision and classic graphic design.

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 New School Libraries provide access to a vast array of print and electronic resources as well as personal research consultations, classroom instruction, and spaces for study and collaboration.
- **Archives & Special Collections** and **Digital Collections**
  The New School Archives and Special Collections holds a wide array of collections in many different formats that may be useful in your academic, artistic, and personal projects, including paper and digital records, audiovisual material, artist's books, zines, and records related to the histories of all divisions of the University. Archivists are available to help with your research and to offer guidance for locating resources specific to your topic. Contact archivist@newschool.edu to get started.
- **The University Learning Center**
  For assistance with coursework during the semester, I encourage you to schedule free tutoring sessions at the University Learning Center (ULC). Individual appointments in Writing, Software, Computer Programming, Oral Presentations, Math, Time Management and ADHD Coaching are available from 7am-midnight Monday-Friday and 12-5pm on Saturdays. Online appointments are scheduled via WCONLINE and in person sessions or last minute virtual walk-ins can be requested by emailing learningcenter@newschool.edu. In person sessions are held at 66 W. 12th St. on the 6th floor. The ULC also offers weekly and biweekly sessions. For a complete list of services and general information, please visit the ULEC webpage.
- **Student Disabilities Services**
- If you are a student with a disability/disabled student, or believe you might have a disability that requires accommodations, please head to the SDS website, and complete the Self ID form. Then, head to Starfish and find a time to meet with Nick Faranda, at a time of mutual convenience. If you have any questions or concerns, please contact the Student Disability Services (SDS) at studentdisability@newschool.edu, or 212-229-5626.
- Accommodations for assignments in this course require official SDS documentation, so please ensure I receive that information. If you have not contacted SDS yet, please follow the outlined procedure; or if you are unsure if you are eligible for accommodation, let me know, and I can refer you to SDS to set up a meeting to find out.

- **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.

- **The New School Food Assistance** includes food assistance and additional resources for New School students.
- **Health and Wellness** includes 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.

Undergraduateq

Letter Grade	Grade Points (on a 4.0 scale)	Description
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% -
B+	3.3	Work of high quality that indicates higher than average abilities (87% -
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*

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
F	0.0	Failure, no credit (0% - <60%)

Grade of W

The grade of W will 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.

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 grade of incomplete can be temporarily granted at the discretion of the instructor upon request from the student. 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 automatically convert into a grade of "F" by the Registrar's Office.

Missing Grade

If a grade is not submitted to the Registrar's Office by the appropriate deadline, a grade of "GM" (Missing Grade) will be recorded on the student's record. GMs convert to F's (for undergraduate students) and N's (for

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**.

> **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 significantly impact successful completion of this course.

Meaningful 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 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 meaningful 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 absence or tardiness has a negative impact on the class environment.

I will assess each student's performance according to all of the assessment criteria specified in this syllabus in determining your final grade. [Students are expected to keep up with class activities and requirements each week. Also, describe additional expectations for meaningful participation. If students are unable to join synchronous sessions, how will they access the content and materials covered during the session so that they can keep up and "make-up" this absence? How will faculty and students interact on Zoom? Use the chat feature? Etc.]

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.

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, under University Policies A - Z.**

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.**