

Syllabus

Parsons School for Design

Art, Media & Technology
Design and Technology (BFA)

[Web Design Basics](#)

PSAM 1028 A- ACRN 4059

PSAM 1028 C - ACRN 4061

Spring 2016

6 East 16th Street 1109

Jan 29, 2016 - May 13, 2016

Onno de Jong

dejongo@newschool.edu

Office Hours by email

Course Description

This course is an introduction to web design and development within an overview of current web environments. Projects will cover planning and implementation of websites that offer common functionality as well as adhere to good usability, accessibility, compatibility, and validation practices. HTML, XHTML, CSS, interactivity, information architecture and navigational structures will be explored, as well as usability and web design strategies.

Course Outline

WEEK 1	Jan 29	Introduction to Hyper Text Markup Language. Brief history and overview of the web. 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?	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 means due at 9am the following Tuesday (that way I can look over the assignments and provide feedback on your markup).
--------	--------	---	--

WEEK 2	Feb 5	<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	Feb 12	<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	Feb 19	<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 grade: 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 next Friday.</p>
WEEK 5	Feb 26	<p>Complete 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 6	March 4	<p>Midterm Homework Due! I will make rounds and provide feedback in class or through email. 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: In class help with midterm projects. Activity:In-class midterm workshop.</p>	<p>Watch the videos on and by Carson. Create typography assignment. Read chapter 13. Due: In two weeks.</p>

WEEK 7	March 11	<p>Activity: Presentation and Critique of portfolio. Quiz on comprehension of reading material (book and all portal links in the materials section whose link is red).</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 grade: Have your midterm up by Wednesday Night. So I can grade them by next Friday.</p>
WEEK 8	March 18	<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 class: 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 9	April 1	<p>CSS3 part 1. An examination of new CSS3 properties: color, opacity, box shadow, border radius, multiple backgrounds, picture borders and gradients. Activity: Use these properties in class.</p>	<p>1) For the class: 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	April 8	<p>CSS3 part 2. Detailed examination of more CSS3 properties: 2-D transforms, transitions, animations and multicolumn layout. Activity: Use these properties in class. Activity: In-class Workshop.</p>	<p>1) For the class: 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	April 15	<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 class: 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	April 22	<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.</p> <p>Activity: In-class final Workshop #2</p>	<p>1) For the class: 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 grade: 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 next Friday.</p>
WEEK 13	April 29	<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 class: 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>
WEEK 14	May 3	<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: In-class 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>
WEEK 15	May 10	<p>Final exhibition of your work. Class 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 grade: You will have an extra 5 days to complete all of your assignments. I will hand grades in exactly one week after the last class.</p>

Learning Outcomes

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

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

Marking up the content	Week 2	Is the markup valid and semantically correct HTML5 ?
Styling the Content	Week 4	Is the CSS valid, clean, external and using structural selectors when possible? Are various layout strategies used to construct the pages?
Constructing the Portfolio Site	Week 6	Information Architecture: Is the site logically laid out? Is it SEO friendly? Is it tracked using Google Analytics ?
Is the site Future Proof?	Week 8	Is the website responsive to a change in viewport size, from an iPhone to the standard web browser?
Explore CSS3 and HTML5	Week 9	Are CSS3 & HTML5 being used to create the final website?
Modularity and Interactivity	Week 11	Are PHP and Javascript being used in the final website?
HTML5 Multimedia	Week 12	Does the web site use Audio, Video or Canvas ?
Forms	Week 14	Are forms used in the final website?

Final Grade Calculation

Website Analysis	5%
Midterm Worksheet	5%
HTML markup	5%
PhotoShop Comp	5%
CSS selections	5%
First Quarter Grade	25%

CSS Layout Strategies	5%
Typography Poster	5%
Portfolio: Midterm	10%
class Presentation	5%
Second Quarter Grade	25%
Quiz:	
Responsive Redesign of Portfolio	5%
CSS3 Collateral	5%
CSS3 Animatic	5%
Final: Rough	5%
Final: Modular Navigation	5%
Third Quarter Grade	25%
HTML5 Multimedia	5%
Final: User Testing	5%
Final: Peer Review	5%
Forms	5%
WordPress CMS	5%
Final Quarter Grade	25%
Final: Presentation	10%
Two assignments dropped:	-10%
Total:	100%

Required Reading

Class portal lecture notes. <http://b.parsons.edu/~dejongo/>

Recommended Reading

Links located in the Class portal.

[HTML5 & CSS3 Visual QuickStart Guide \(8th Edition\)](#) by [Elizabeth Castro](#) and Bruce Hyslop (Dec 31, 2011)

Video: Lynda.com

Resources

The Web

Class Portal <http://b.parsons.edu/~dejongo/>

Lynda.com

Materials and Supplies

Web space will be provided by Parsons B Server. I recommend getting your own.

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 communicates, with the expectation that the technical aspects of how it is coded for the web not stand in the way of the communicative efficacy.

F

Failing grades are given for required work that is not submitted and for incomplete final projects. Make-up work may be permitted only with the approval of the instructor and the program director. The code does not work.

D

When the work barely adheres to the assignments, or if most of the aforementioned assessable tasks are incomplete or unsatisfactory, and the work demonstrates poor control over the use of HTML or CSS.

C/C+

This is for average work. The work will demonstrate completion in engaging the assessable tasks, but the quality is below what is expected or at the expectation level. If the quality of the work surpasses expectations, it was probably turned in late. The code may have problems, is too simple or the solutions are incomplete and do not reflect the breadth of the material covered in class. The document may or may not validate.

B/B+

Good work is when the majority of the assessable tasks are not just met, but are completed above expectations. The web site shows the student's strengths in a professional light, clearly demonstrating mastery of the many of the tasks involved in creating a web site as covered in the course. The code validates and is mostly error free.

A

Excellent work results in websites that are professional and excel in the presentation of the content. Assignments also exceed expectations. The code is clean, well organized, documented and error free, so that it validates.

Official Policy:

A [4.0; 96–100%]

Work of exceptional quality, which often goes beyond the stated goals of the course

A- [3.7; 91–95%]

Work of very high quality

B+ [3.3; 86–90%]

Work of high quality that indicates substantially higher than average abilities

B [3.0; 81–85%]

Very good work that satisfies the goals of the course

B- [2.7; 76–80%]

Good work

C+ [2.3; 71–75%]

Above-average work

C [2.0; 66–70%]

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; 61–65%]

Passing work but below good academic standing

D [1.0; 46–60%]

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

F [0.0; 0–45%]

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. A grade of W may also be issued by an instructor to a graduate student (except at Parsons and Mannes) who has not completed course requirements nor arranged for an Incomplete.

Grade of Z

The grade of Z is issued by an instructor to a student who has not attended or not completed all required work in a course but did not officially withdraw before the withdrawal deadline. It differs from an “F,” which would indicate that the student technically completed requirements but that the level of work did not qualify for a passing grade.

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:

Undergraduate students: Work must be completed no later than the seventh week of the following fall semester for spring or summer term incomplete and no later than the seventh week of the following spring semester for fall term incomplete. Grades of “I” not revised in the prescribed time will be recorded as a final grade of “F” by the Registrar’s Office.

Divisional, Program and Class Policies

- 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.

- Participation

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.

- Attendance

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 the 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 by the instructor 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. Members of the faculty are expected to provide syllabi in which course objectives and assessment criteria are described, in writing, at the beginning of the term. The syllabus should also articulate how attendance is assessed with respect to active participation.

At Parsons, attendance and lateness are assessed as of the first day of classes. Students who register after a class has begun are responsible for any missed assignments and coursework. Students who must miss a class session should notify the instructor and arrange to make up any missed work as soon as possible. A student who anticipates an extended absence should immediately inform the faculty and his or her program advisor. Advance approval for an extended absence is required to ensure successful completion of the course. Withdrawal from the course may be recommended if the proposed absence would compromise a student's ability to meet course objectives.

Finally, faculty are asked to notify the student's advisor for any student who misses two consecutive class sessions without explanation or who otherwise miss a significant portion of class time. Following two absences, students may be asked to speak with their advisor to review any impediments to their successful performance in class and, if so, to provide confirmation to the faculty member that such a conversation took place.

Religious Absences and Equivalent Opportunity

Pursuant to Section 224-a of the New York State Education Laws, any student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements which he or she may have missed because of

such absence on any particular day or days. The student must inform the instructor at the beginning of the course of any anticipated absences due to religious observance.

- Canvas

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

- Delays

In rare instances, I may be delayed arriving to class. If I have not arrived by the time class is scheduled to start, you must wait a minimum of thirty minutes for my arrival. In the event that I will miss class entirely, a sign will be posted at the classroom indicating your assignment for the next class meeting.

- 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.

- Academic Honesty and Integrity

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.

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. 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.

- Student Disability Services (SDS)

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 meet with Jason Luchs in the Office of Student Disability Services, who will conduct an intake, and if appropriate, provide an academic accommodation notification letter to you to bring to me. SDS assists students with 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. <http://www.newschool.edu/student-services/disability/>.