

Syllabus

Parsons School of Design

Art, Media & Technology
Design and Technology (BFA)

Web Design Basics

PSAM 1028 Section A CRN 3914

Fall 2016

7:00 p.m. - 9:40 p.m.

6 East 16th Street room 703

Sept 1, 2016 - Dec 15, 2016

Onno de Jong
dejongo@newschool.edu
Office Hours through email

Course Description

Web Design Basics is designed to introduce students 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..

Learning Outcomes

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

- Demonstrate knowledge of fundamental programming concepts
- Develop several visual & interactive projects
- Objectively present their design process and workflow
- Integrate a variety of media elements into their projects
- Problem solve with other students through reading other students' code
- Demonstrate the ability to research and learn unfamiliar technical topics.
- Concept projects that use code in a creative way
- Research historic and current design precedents to contextualize their work.
- Evaluate how typography and its variables are applied to interactive systems to facilitate orientation, support usability and create consistency

Assessable Tasks

Marking up the content	Week 2	Is markup valid and semantic 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?
CSS3 and HTML5	Week 9	Are CSS3 & HTML5 used in the final website?
Modularity and Interactivity	Week 11	Are PHP and/or 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

Participation /Attendance	10%
Midterm Projects	45%
Final Projects	45%
TOTAL	100%

Course Outline

WEEK 1	9/1	Introduction to Hyper Text Markup Language. Introductions. Syllabus Handed Out. Explain how web pages work. Create HTML file. Analyze Website.	Assignment: 1) Analyze a professional website in your discipline. 2) Create a style guide that explores the intent, voice, tone, brand and persona(s) of the target audience for the site. 3) make copydeck and wireframe of opening page. 4) compare and contrast the site to its competition. 5) Watch introductory videos. Read chapters 1-3. Due: Next Week. Email me or use Canvas if you have questions.
WEEK 2	9/8	User Experience Design, Semantic HTML5, Developing Content & Preparing Images. Create HTML page for website you analyzed with eye on making your own portfolio. Activate the account school provides and upload first assignment.	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. Read chapters 4-6. Due: Next Week.

WEEK 3	9/15	Introduction to CSS (Cascading Style Sheets). Cover the Mechanics of CSS: how CSS integrates with HTML. Demonstrate most-used properties. Highlight content using CSS selectors. Create selectors targeting markup. Make page look like Photoshop comp.	Assignment: 1) Finish Content. 2) Turn Photoshop sketches into HTML / CSS wireframe. 3) Test CSS selectors by targeting each element and change its background color. Read chapters 7-10. Due: The following week.
WEEK 4	9/22	CSS layout strategies. Block, inline, relative and absolute positioning, floats and floating layouts and CSS3 Flex property. Translate Photoshop Comp into HTML/CSS using multiple layout strategies.	Assignment: Using different layout strategies build your web portfolio following your Photoshop comp. Read chapter 11. Due: Have your landing page, first two assignments and portfolio up.
WEEK 5	9/29	Complete the Web Site. Styling navigation, site architecture, optimization of site for search engines and implement Google Analytics to track users. Build website using HTML5 Boilerplate. Style navigation links. Open a Google Analytics account and apply the code to your web pages.	Assignment: Develop your portfolio. website. Read chapter 13. Due: The Midterm Assignment is to be up Next week for review and midterm evaluation. Due: Have it ready for in- class presentation two weeks from now.
WEEK 6	10/6	Administer Mid Term Evaluations I will provide feedback to your published work through email. Typography on the Web. Principles of typography, formatting text and using type for effective communication when designing for the web. Peer Review.	Assignment: Watch the videos on and by Carson. Create typography poster. Send peer review comments to peer and CC me. Due: ASAP so it can be incorporated into the midterm.
WEEK 7	10/13	Responsive Design. Making sites responsive and using media queries to target different devices.	Assignment: 1) Design midterm to be responsive and use media queries to target different devices. 2) Publish midterm for midterm grade. Read chapter 12. Due: Next Week.

WEEK 8	10/20	Presentation and Critique of portfolio. Development of Final.	Assignment: Final assignment: create a site that sells something. Develop a proposal for your final project. Final Assignment is Due: at the end of the course. Topic for final is Due next week.
WEEK 9	10/27	CSS3 part 1. An examination of new CSS3 properties: color, opacity, box shadow, border radius, multiple backgrounds, picture borders and gradients. Use these properties in class.	Assignment: 1) For class: Use CSS3 properties for a collateral piece promoting your project. It can be a sales poster, an online brochure, or an email advertisement. 2) For final: Research, brand and position for the final project, its target audience, write the copy and develop a look that incorporates the CSS3 properties covered this week. Due: The following week.
WEEK 10	11/3	CSS3 part 2. More CSS3 properties: 2-D transforms, transitions, animations, multicolumn layout and Compositing and Blending properties. Use these properties in class.	Assignment: 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. Read chapter 14. Due: The following week.
WEEK 11	11/10	Programming on the web. Scripts on the server and the client create the modern web experience. 1) Introduction to PHP. Use PHP includes to make final website modular. 2) Use JQuery to create dynamic web pages. Create a dynamic web page using jQuery.	Assignment: 1) For class: Implement a PHP include for your navigation and a jQuery script into your final website. 2) For final: Finish home page for the final. Read chapters 19 and 20. Due: The following week.

WEEK 12	11/17	Multimedia features of HTML5. HTML5 introduces a host of new features, the most visible are sound, video and the canvas element.	Assignment: 1) For class: Use audio, video or canvas to sell your final Project. 2) For final: Finish the remaining pages of your website for peer review. Read chapter 17. Due: The following week.
WEEK 13	12/1	Forms and Peer Review. HTML forms are a standard way to collect information from the user. Create a simple form. Peer Review: Your final project should be a functional web site by this time. Students split up into pairs and review each other's web sites.	Assignment: 1) For class: Create a form to collect user information for your site. 2) Write up the web site you reviewed and hand that to the person whose site you reviewed and to me. 3) For the final: Use the feedback from the peer review to finish your website. Read: chapter 16. Due: The following week.
WEEK 14	12/8	Content Management Systems. WordPress pulls together different PHP modules into a single HTML page, CSS controls the look of the site. 15 minutes will be taken to complete on-line student evaluations.	Assignment: Complete your final and other assignments.
WEEK 15	12/15	Final exhibition of your work. Class discussion, critique and celebration of your new found powers to build anything you can dream, on the web.	

Readings

All reading is from:

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

Recommended Reading

The many 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

Materials and Supplies

Web space is provided by Parsons B Server

Resources

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

- The University (and associated) Libraries: <http://library.newschool.edu>
- The University Learning Center: <http://www.newschool.edu/learning-center>
- University Disabilities Service: www.newschool.edu/student-disability-services/

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.

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.

Undergraduate

A student's final grades and GPA are calculated using a 4.0 scale. Please note that while both are listed here, the 4.0 scale does not align mathematically with the numeric scale based on percentages of 100 points.

A [4.0; 95 – 100%]

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

A- [3.7; 90 – <95%]

Work of very high quality

B+ [3.3; 87 – <90%]

Work of high quality that indicates higher than average abilities

B [3.0; 83 – <87%]

Very good work that satisfies the goals of the course

B- [2.7; 80 – <83%]

Good work

C+ [2.3; 77 – <80%]

Above-average work

C [2.0; 73 – <77%]

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; 70 – <73%]

Passing work but below good academic standing

D [1.0; 60 – <70%]

Below-average work that indicates a student does not fully understand the assignments;

Probation level though passing for credit

F [0.0; 0 – <60%]

Failure, no credit

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. 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: [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 "WF" by the Office of the Registrar.

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 "WF" (for Parsons and Mannes graduate students) or "N" (for all other graduate students) by the Office of the Registrar. The grade of "N" does not affect the GPA but does indicate a permanent incomplete.

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 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.

Whether the course is a lecture, seminar or studio, faculty will assess each student's performance against all of the assessment criteria in determining the student's final grade.

- 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

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 at <http://www.newschool.edu/policies/#> Resources regarding what plagiarism is and how to avoid it can be found on the Learning Center's website: <http://www.newschool.edu/university-learning-center/student-resources/>

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: <http://www.newschool.edu/policies/#>

Last updated on 9/1/16