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

PSAM 1028 Section B

CD FOUNDATIONS: INTERACTION

PSAM 1028 Section A CRN 1329
Day: Wednesday
Time: 4:00pm - 6:40pm
Building: 2 W 13 | Room 1111

Fall 2025 Course Syllabus

Complete Syllabus Overview

Instructor Information

Onno de Jong

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

Learning Outcomes

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

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

1. Design, build and maintain standards compliant web sites.
2. Hand-code 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 CSS and HTML.
7. Use PHP and/or Javascript/jQuery.
8. Create Forms and be familiar with how a CMS (WordPress) works.
9. Use Artificial Intelligence to help achieve these ends.

Shared Capacities

Shared capacities exercised in this course: critical analysis, communication, research literacy, authorship, creative making, cross-disciplinary thinking, flexibility and resiliency, working in complex systems, and ethical reasoning.

Assessable Assignments

TASKS / ACTIVITIES	DATE	REQUIREMENTS / INDICATORS
Marking-up Content	Week 1	Is the markup valid and **semantically** correct **HTML5**? Are images the correct **format** and size?
User Experience	Week 2	Are **UX** concerns driving the design process?
Design Process	Week 2	Are all **8 steps** articulated? Are they reflected in the portfolio and final?
Styling the Content	Week 3	Is the CSS **valid**, **clean**, **external**, and using **structural selectors** wherever possible?
Layout out the Content	Week 4	Are multiple **layout strategies** used to construct the website? **Document Flow**? **Positioning**? **Floats**? **Flex Box**? **Grid**?
Constructing the Portfolio Site	Week 5	Is the site **logically** organized? Is it **SEO** friendly? Is it tracked using **Google Analytics**? (only for non-Parsons hosted websites)
Is the web site Future Proof?	Week 3-6	Is the website **responsive** to a change in viewport size, from smart phones to 4K Screens?
Does the typography communicate?	Week 6	Does the typography promote **legibility**? **Accessibility**? Does it communicate the messaging, tone, sentiment, and aesthetics?
Exploring CSS3 and beyond	Week 9-11	Are advanced CSS modules used to create the look, feel, and functionality of the website? Does it stand out?
Modularity and Interactivity	Week 12	Are **PHP** and **Javascript** used in the final website?
CMS: Wordpress	Week 9-13	Are You capable of creating a site using **Wordpress**?
Forms	Week 14	Are **forms** used in the final website?

We recommend that you use Canvas to encourage different kinds of participation. Many of our students thrived in the online learning environment during the 2021-2022 academic year during which alternative ways to participate were offered.

Evaluation and Final Grade Calculation

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%

Meaningful Participation and Attendance

The Final Grade is cumulatively determined by the grades received for the individual assignments and by the student's participation in class.
Assignments will be assessed if they exceed, meet or fail to meet expectations, and whether or not they were handed in on time.
I will be answering any and all of your questions throughout the semester but I will assess your Work and let you know where you stand four times during the semester, as indicated. Completed assignments can be improved by updating them for the final assessment at the end of the course.
The workload gets easier as the second half of the course builds on everything learned in the first half. There is a lot of information to cover but know that once you understand, which should happen by the midterm, the work is not nearly as hard as it first appears. Avoid procrastinating, as cramming everything in at the last moment is not how you learn to code. You have to do a little at a time and learn from your mistakes.
Missing a class does not alter the due date of the assignments, and is to be avoided, particularly in the first five sessions, as each class builds on the information and skills covered in the previous class. Students are responsible for making up the information missed when unable to attend class.
You can track your own progress and more or less know where you stand. Adjustments will, of course, be made to accommodate everyone, and class participation and attendance will be considered in addition to the graded assignment.
The two main projects are a portfolio site and a final site. These projects are broken into individual assignments, of which two can be dropped making for a total of 100%.

Course Readings, Materials, and Technology Requirements

Students in need of sharpening graphic and design abilities read the visual literacy page. For all of you who think you can design but have never taken a design course, read the The VIGNELLI Canon Lynda.com video instruction is available through the school.

Departmental Suggested Reading

1. Casey Reas, Chandler McWilliams, and LUST, Form+Code in Design, Art, and Architecture
2. Kimberly Elam, Geometry of Design
3. Armin Hofmann, Graphic Design Manual
4. Robert Bringhurst, The Elements of Typographic Style
5. Frank Chimero, The Shape of Design
6. Leah Buley, The User Experience Team of One

7. Compiled by Laurel Schwulst, Very Interactive Library
8. Paul Ford, What is Code?
9. Emil Ruder, Typographie

Materials, Supplies, and Technology

Access to the internet.

Use of Generative Artificial Intelligence (AI) Tools.

AI are required in completing final project.

Course Outline

WEEK 1	8/27	**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. Mark up the assignment. **Due**: next week
WEEK 2	9/3	**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	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	9/10	**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	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	9/17	**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
WEEK 5	9/24	**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.	Develop your portfolio website. **The Midterm Assignment is Due:** Next week for review and midterm evaluation. Have it ready for
WEEK 6	10/1	**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	Watch the videos on and by Carson. Create typography assignment. **Due**: In two weeks.
WEEK 7	10/8	**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 midterm grade. **Due**: The
WEEK 8	10/15	**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 evaluation**: Have your midterm up by Wednesday

WEEK 9	10/22	**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.
WEEK 10	10/29	**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 11	11/5	**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:**
WEEK 12	11/12	**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 Worksheet including all 7 steps, photoshop comp and
WEEK 13	11/19	**Content Management Systems** We will explore the Wordpress CMS. **Activity**: In Class Help Session to go over your work in preparation for final.	You will be working on your final and other assignments. If you have extra time on your hands, you can build a

WEEK 14	12/3	**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 other's web sites. **Activity**: 15 minutes will be taken to	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	12/10	**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	

University, College, School, and Program Policies

Academic 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, doing research, and using Artificial Intelligence. 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 here.

Resources regarding what plagiarism is and how to avoid it can be found at the University Learning Center.

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.

TNS Student Disability 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.

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.

Additional University-wide Policies

- Intellectual Property Rights
- TNS Grading Policies
- Title IX Policy

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

Course-specific Policies

The aim of the course is to become fluent in creating web sites by writing code. Whatever that takes.

Responsibility

Students are responsible for all assignments, even if they are absent. Late papers, failure to complete the readings assigned for class discussion, and lack of preparedness for in-class discussions and presentations will significantly impact your successful completion of this course.

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.

Resources

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

- The University 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 ULC webpage.
- 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.