

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

PSAM 1028 Section A

**CD FOUNDATIONS: INTERACTION**

PSAM 1028 Section A CRN 3129

Day: Wednesday

Time: 4:00pm - 6:40pm

Academic Entrance 63 Fifth Ave | Room L106

Date Range: 8/26/2026 - 12/14/2026

# Fall 2026 Course Syllabus

## Part 1: Complete Syllabus Overview

---

### Instructor Information

Onno de Jong

[onno@newschool.edu](mailto:onno@newschool.edu)

Office Hours after class, 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 <b>semantically</b> correct <b>HTML5</b> ? Are images the correct <b>format</b> and size?                                                                                   |
| User Experience                  | Week 2    | Are <b>UX</b> concerns driving the design process?                                                                                                                                                  |
| Design Process                   | Week 2    | Are all <b>8 steps</b> articulated? Are they reflected in the portfolio and final?                                                                                                                  |
| Styling the Content              | Week 3    | Is the CSS <b>valid, clean, external</b> , and using <b>structural selectors</b> wherever possible?                                                                                                 |
| Layout out the Content           | Week 4    | Are multiple <b>layout strategies</b> used to construct the website? <b>Document Flow?</b>                                                                                                          |
| Constructing the Portfolio Site  | Week 5    | <b>Positioning? Floats? Flex Box? Grid?</b> Is the site <b>logically</b> organized? Is it <b>SEO</b> friendly? Is it tracked using <b>Google Analytics</b> ? (only for non-Parsons hosted websites) |
| Is the web site Future Proof?    | Week 3-6  | Is the website <b>responsive</b> to a change in viewport size, from smart phones to 4K Screens?                                                                                                     |
| Does the typography communicate? | Week 6    | Does the typography promote <b>legibility? Accessibility?</b> 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 <b>PHP</b> and <b>Javascript</b> used in the final website?                                                                                                                                     |
| CMS: Wordpress                   | Week 9-13 | Are You capable of creating a site using <b>Wordpress</b> ?                                                                                                                                         |
| Forms                            | Week 14   | Are <b>forms</b> used in the final website?                                                                                                                                                         |

## Evaluation and Final Grade Calculation

Website Analysis

5%

|                             |      |
|-----------------------------|------|
| Midterm Worksheet (7 Steps) | 5%   |
| Responsive Mockup           | 5%   |
| CSS selections Exercise     | 5%   |
| Grid Exercise               | 5%   |
| <b>First Quarter Grade</b>  | 25%  |
| Code Responsive Wireframe   | 5%   |
| Quiz:                       |      |
| Code Portfolio Front Page   | 5%   |
| Typography Poster           | 5%   |
| Current Topics Website      | 5%   |
| Portfolio Presentation      | 5%   |
| <b>Second Quarter Grade</b> | 25%  |
| Final: Worksheet            | 5%   |
| Final: CSS3 Collateral      | 5%   |
| Final: CSS3 Animatic 1      | 5%   |
| Final: HTML/CSS             | 5%   |
| Final: Modular Navigation   | 5%   |
| <b>Third Quarter Grade</b>  | 25%  |
| Final: HTML5 Multimedia     | 5%   |
| Final: Alternative          | 5%   |
| Final: Peer Review          | 5%   |
| Final: Forms                | 5%   |
| Final: Alternative          | 5%   |
| <b>Final Quarter Grade</b>  | 25%  |
| Final: Presentation         | 10%  |
| Two assignments dropped:    | -10% |
| Total:                      | 100% |

| <b>Grade</b> | <b>Description</b>                                                              | <b>Percentage</b> | <b>GPA analog</b> |
|--------------|---------------------------------------------------------------------------------|-------------------|-------------------|
| <b>A</b>     | Work of exceptional quality, which often goes beyond stated goals of the course | 95% - 100%        | 4.0               |
| <b>A-</b>    | Work of very high quality                                                       | 90% - <95%        | 3.7               |
| <b>B+</b>    | Work of high quality; Higher than average abilities                             | 87% - <90%        | 3.3               |
| <b>B</b>     | Very good work; satisfies the goals of the course                               | 83% - <87%        | 3.0               |
| <b>B-</b>    | Average work; average understanding of course material                          | 80% - <83%        | 2.7               |
| <b>C+</b>    | Below average work; understanding of course material                            | 77% - <80%        | 2.3               |
| <b>C</b>     | Acceptable work; passable                                                       | 73% - <77%        | 2.0               |
| <b>C-</b>    | Passable work but below good academic standing                                  | 70% - <73%        | 1.7               |
| <b>D</b>     | Well below good academic standing                                               | 60% - <70%        | 1.0               |
| <b>F</b>     | Failure, no credit                                                              | 0% - <60%         | 0                 |

## 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.

The 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.

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 suggested to complete final project.

## Part 2: Course Outline

|        |      |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                  |
|--------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WEEK 1 | 8/26 | <p><b>Introductions.</b> Overview of course, course objectives, outcomes and expectations. Go over syllabus. Introduce hypertext markup language.</p> <p><b>Activity:</b> Analyze website and create HTML file, start first assignment in class.</p> | <p>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. <b>Due:</b> next week</p> |
|--------|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|        |      |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                            |
|--------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WEEK 2 | 9/2  | <b>User Experience Design, Semantic HTML5, Developing Content &amp; Preparing Images.</b><br>Learn to upload files using FTP client and organize server space. <b>Activity:</b> Create HTML page for website you analyzed with eye on making your own portfolio.<br><b>Activity:</b> 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. <b>Due:</b> next week.              |
| WEEK 3 | 9/9  | <b>Introduction to CSS (cascading style sheets)</b><br>Cover the Mechanics of CSS: how CSS integrates with HTML. Demonstrate most-used properties. <b>Activity:</b> Highlight content using CSS selectors. <b>Activity:</b> Create selectors targeting markup. Make page look like Photoshop comp.<br><br><b>Responsive Design.</b> 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. <b>Due:</b> The following week. |
| WEEK 4 | 9/16 | <b>CSS layout strategies.</b> Block, inline, relative and absolute positioning, floats and floating layouts and CSS3 Flex property and grids. <b>Activity:</b> Begin translating Photoshop Comps into HTML/ CSS using multiple layout strategies.                                                                                                                                                                                      | Using different layout strategies build your portfolio following your Photoshop comp. <b>Due:</b> The following week.<br><b>First Quarter Assessment:</b> Have your landing page, first                                    |
| WEEK 5 | 9/23 | <b>Complete the Web Site.</b> Styling navigation, site architecture, optimize site for search engines and implement Google Analytics to track users. <b>Activity:</b> Build website using HTML5 Boilerplate.                                                                                                                                                                                                                           | Develop your portfolio website. <b>The Midterm Assignment is Due:</b> Next week for review and midterm evaluation. Have it ready for                                                                                       |
| WEEK 6 | 9/30 | <b>Type has exploded on the web.</b><br>Principles of typography, formatting text and using type for effective communication when designing for the web. <b>Activity:</b> Practice using Typefaces from different sources. <b>Activity:</b> Work on                                                                                                                                                                                    | Watch the videos on and by Carson. Create typography assignment. <b>Due:</b> In two weeks.                                                                                                                                 |
| WEEK 7 | 10/7 | <b>In Class Help Session to go over your work in preparation for presentation next week.</b><br><b>Responsive Web Design</b>                                                                                                                                                                                                                                                                                                           | 1) Design midterm to be responsive and use media queries to target different devices. 2) Publish midterm for midterm grade. <b>Due:</b> The                                                                                |

|         |       |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                |
|---------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WEEK 8  | 10/14 | <b>Presentation and Critique of Portfolio</b><br>Development of the Final Assignment/<br>website<br><b>Mid-Term Evaluations</b>                                                                                                                                                                         | <b>Final assignment:</b> create a site that sells something. <b>Due:</b> at the end of the course. <b>Topic is Due:</b> next week. <b>Second quarter evaluation:</b> Have your midterm up by Wednesday                                                                                                                                                                         |
| WEEK 9  | 10/21 | <b>CSS3 part 1.</b> An examination of new CSS3 properties: color, opacity, box shadow, border radius, multiple backgrounds, picture borders and gradients. <b>Activity:</b> 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.<br><br>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 | 10/28 | <b>CSS3 part 2.</b> More CSS3 properties: 2-D transforms, transitions, animations, multicolumn layout and Compositing and Blending properties.<br><b>Activity:</b> Use these properties in class. <b>Activity:</b> 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. <b>Due:</b> The following                                                                                                                                        |
| WEEK 11 | 11/4  | <b>Programming on the web.</b> Scripts on the server and the client create the modern web experience. 1. Introduction to PHP. <b>Activity:</b> Use PHP includes to make final website modular. 2. JQuery as a way to create dynamic web pages. <b>Activity:</b> 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.<br>2) For the final: finish the remaining page for your website for peer review. <b>Due:</b>                                                                                                                                                                |

|         |       |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                         |
|---------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WEEK 12 | 11/11 | <b>Multimedia features of HTML5.</b> HTML5 introduces a host of new features, the most visible are sound, video and the canvas element. <b>Activity:</b> Incorporate multimedia.<br><b>Activity:</b> 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. <b>Due:</b> The following week. <b>Third quarter Assessment:</b> Have your Final Worksheet including all 7 steps, photoshop comp and |
| WEEK 13 | 11/18 | <b>Content Management Systems</b> We will explore the Wordpress CMS. <b>Activity:</b> 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 | 12/2  | <b>Forms and Peer Review.</b> HTML forms are a standard way to collect information from the user. <b>Activity:</b> Create a simple PHP form. Your final project should be a functional web site by this time. <b>Activity:</b> Peer Review: Students split up into pairs and review each other's web sites.<br><b>Activity:</b> 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 | 12/9  | <b>Final exhibition of your work.</b> 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                                                                        |                                                                                                                                                                                                                                                                         |

## Part 3: University, College, School, and Program Policies

### Academic Integrity: REQUIRED

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](#).

### **Use of Generative Artificial Intelligence (AI) Tools: REQUIRED**

Faculty must provide a statement describing whether and how AI tools may be used in this course. Faculty are encouraged to consider how students might, or might not, purposefully use AI to support and demonstrate their learning, and to specify which tools are permitted, restricted, or prohibited; how AI use must be disclosed; and how these expectations align with course learning objectives. Unless explicitly permitted by the instructor, using AI to complete academic work is prohibited and constitutes an academic integrity violation, which makes a clear course statement essential.

### **Intellectual Property Rights: REQUIRED**

### **TNS Grading Policies: REQUIRED**

### **Title IX Policy: REQUIRED**

### **Narwhal Pledge: REQUIRED**

In accordance with its mission, The New School strives to prepare students to be active and participatory members in a diverse global society. This requires New School students to intentionally cultivate, through words and actions, a learning environment that is dynamic and inclusive. These principles will guide the ways our community works with, cares for, and engages with members with a range of backgrounds, perspectives, and experiences.

To support our educational community, students who have chosen to join The New School agree to abide by the following principles:

- Dignity: We affirm that recognizing the inherent dignity of all students is necessary to maintain a climate of justice and safety.
- Empowerment: We strive to consciously create empowered spaces both inside and outside of the classroom for people of all races, ethnicities, sexual orientations, gender identities, socio-economic statuses, ages, abilities, and beliefs.
- Anti-Discrimination: We agree that discrimination of any kind has no place at The New School.
- Expression: We acknowledge that each member of our community has the right to freely express their thoughts, ideas, and beliefs with an understanding that disagreement and unpopular or controversial opinions are a part of an enriching learning experience.
- Responsibility: We understand that each of us is accountable for our words, choices, and actions and the impact they may have on the large community. The responsibility for upholding the above principles, as well as abiding by [existing policies](#), rules, and procedures, is shared by all members of the campus community. Students may contact the [Office of Student Advocacy](#) for more information.

### **Course-specific Policies: OPTIONAL**

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

### **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.

### **Canvas**

Canvas is the university's primary learning management system and official platform for course-related communications and instructional materials.

Faculty are expected to post the syllabus to Canvas by the first class meeting and maintain an active Canvas page. Instructors are encouraged to use Canvas to organize course materials, communicate with students, and, where appropriate for the course, distribute and collect assignments and provide feedback. Note: your college or program may require a more robust use of Canvas. If so, you will hear from them directly.

Students are responsible for monitoring Canvas regularly for course announcements, assignments, instructional materials, and other course communications. Canvas is now also the official system of record for taking attendance. Refer to the [Canvas Attendance Overview card](#) for detailed instructions for taking attendance in Canvas. If you have attendance concerns about a student, you should utilize Stellic to submit a Note that will be accessible to their advisor; you can refer to the [Stellic Understanding Notes card](#) for step by step instructions.

### **TNS Student [Disability Services](#): REQUIRED**

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 Stellic and find a time to meet with Nick Faranda, Gaby Thorne or Chloe Mendez, at a time of mutual convenience. If you have any questions or concerns, please contact the Student Disability Services (SDS) at [studentdisability@newschool.edu](mailto:studentdisability@newschool.edu), or 212-229-5626.

### **Student Course Ratings (Course Evaluations): REQUIRED**

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 at <https://drive.google.com/file/d/1UyzfjvYzOkN3iF5kDbk75li8piEKqKLc/view>.

### **Other Resources: OPTIONAL**

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

- **University Libraries** provide access to print and electronic resources, offer research appointments, research guides and tutorials as well as spaces for study and collaboration. View the Course Reserves tab in Canvas to see any materials that may have been placed on reserve by your instructor. For more information or to live chat with a librarian, visit <http://library.newschool.edu>.
- **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](mailto:archivist@newschool.edu) to get started or visit <https://archives.newschool.edu/>; <https://digital.archives.newschool.edu/>

- **University Learning Center** provides free online and in-person tutoring sessions in writing, software, coding, ESL services, math and economics, time management, and ADHD coaching. Students can book appointments through [WCONLINE](#) or set up a [by-request](#) appointment using [this form](#).. For more information, please visit [www.newschool.edu/learning-center](http://www.newschool.edu/learning-center) or contact [learningcenter@newschool.edu](mailto:learningcenter@newschool.edu).
- **The New School Food Assistance:** Visit <https://www.newschool.edu/student-support-crisis-management/student-food-pantry-faq/>
- **Health and Wellness:** Visit <https://www.newschool.edu/campus-community/health-wellness-support/>

For more information on institutional academic policies, visit the current Academic Catalog.