Parsons School for Design

Core Lab Interaction
PUCD 2126 G; CRN 6180
Spring 2016
7:00pm – 9:40pm, 63 Fifth Ave – ROOM 306

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Office Hours by Email

Course Description
This course serves as a complement to Core Studio Interaction. The assignments are build to work in tandem with the projects students are developing in the studio class. The lab is designed around a series of small workshops that teach beginning and intermediate interaction design through a hands-on engagement with HTML and CSS.

Course Outline

WEEK 1	1/27/2016	Introducing web development and building your very first page. Primary skills focus will be on the basics of creating your very first website, and what the internet is.	Styling Simple Page HTML&CSS 1,2,3,4,5,6
WEEK 2	2/3/2016	Primary page styling and uploading your site to the internet. Primary skill focus will be introduction to CSS and learning the basics of FTP.	Layout a simple page HTML&CSS 10,11,12,
WEEK 3	2/10/2016	Learning the basics of page flow and layout. Primary skill focus will be on DIV's and simple layouts. Primary skill focus will be on Divs, Floats and Table layouts.	relayout page using a gird, and divs HTML&CSS 7, 13, 14
WEEK 4	2/17/2016	Further evolving pay layouts, and understanding the basics of responsive layouts and mobile friendly webpages.	Build Mobile App Landing Page HTML&CSS 15,16
WEEK 5	2/24/2016	In class work sessions for Mid Term project.	
WEEK 6**	3/2/2016	Exploration into HTML 5 features and functionality, including web media and truly responsive design	Create an fluid page, Create an adapative page HTML&CSS 16, 17
WEEK 7	2/9/2016	Introduction to Javascript and the Dynamic Web. Primary skill focus will be on Javascript basics	Create a button that, on key press makes a div say "hello world"

			JavaScript & jQuery 1, 2
WEEK 8	3/16/2016	Manipulating the Dom and Binding events to the page. Primary skill focus will be on more advanced javascript techniques and concepts.	Create a simple page that swaps content in a box and changes the style of the box JavaScript & jQuery 3,4,5, 6
WEEK 9	3/30/2016	Introduction to Jquery. Primary skill focus will be on using Jquery.	Animate content on button press JavaScript & jQuery 7
WEEK 10	4/6/2016	Modern Web - understanding more complex techniques such as AJAX and dynamic content. Primary skill focus will be on AJAX and dynamic content	Make a page that load content from another page JavaScript & jQuery 8
WEEK 11	4/13/2016	CSS Animations and Grid Frameworks. Understanding grids, tools and how animations on the modern web work. Primary skill focus will be on css frameworks and animations.	Implement a page with animations using on CSS
WEEK 12	4/20/2016	Advanced JavaScript, libraries tools and approaches	JavaScript & jQuery 1, 2 Final
WEEK 13	4/27/2016	In Class Work on Final	FINAL
WEEK 14	5/4/2016	In Class Work on Final	FINAL
WEEK 15	5/11/2016	Critique	

Learning Outcomes

Upon the completion of this studio students are expected to have an understanding of the following key concepts / technology

1. Apply skills in HTML
   a. Standards: W3C, the World Wide Web Consortium: W3C recommendations as standards
   b. Understand the difference between programming and markup
   c. Title, Meta (keywords/descriptions); !DOCTYPE and Document Type Definition
   d. HTML tags and the HTML Element Syntax including opening/closing tags, nested structures.
   e. HTML Attributes: class, id, style, title
   f. Headings, Paragraphs and Formatting
   g. Links, lists, forms and images
   h. The Box Model
   i. HTML5 Semantic/Structural elements
   j. HTML5 Media Elements
2. Apply skills in CSS

   a. Cascading Style Sheets, their storage in external CSS files and reference in HTML
   b. Styling backgrounds, text, links, lists and forms
   c. Styling the Box Model: border, outline, margin, padding
   d. Working with dimensions, positioning, display, floating and align
   e. Color systems
   f. Manipulating images with CSS
   g. Using Webfonts
   h. Using CSS to create interactive elements
   i. Media queries and responsive design

3. Understand the meaning of JavaScript/JQuery
   a. Basic idea of JavaScript and JQuery
4. Prepare Images for the Web
   a. Digital Image Formats - what are they for and how are they created professionally: GIF, JPG, PNG
   b. Working for different resolutions
5. Understand Web Environments
   a. Getting it online: Purchasing URL/Webspace
   b. Use FTP to upload files
   c. Use in-browser tools to troubleshoot and amend HTML/CSS
   d. Search engine optimization
   e. The role of content management systems / blog systems

Assessable Tasks

Weekly Assignments
There will be approximately 8 assignments over the course of this studio to help re-inforce core techniques and concepts that are demonstrated in this studio. These assignments will make up 25% of your grade.

Project 1 | HTML Fundamentals
The first project will be assigned the week of February 17th[th] and be expected due the end of the week of February 26th, with one in studio working session. This project will focus on HTML layout and design and relate to the core studio. This project will be worth 25% of your grade and will be judged based on source code review.

Project 2 | Finals
The second project will be in tandem with the Core Interactive studio. You will be expected to implement the project you design for Core Interactive Studio. Grading will be based off visual matching with design comps and code quality. It will be worth 30% of your grade.

Final Grade Calculation
Class attendance is required. Readings and assignments will be provided and discussed in class and requires active participation.

Item	Criteria	% of Grade

Attendance and Participation	*Showing up and being active in class discussions and studio work*	20%
Class Assignments	*Completion of assignments demonstrating understanding of concepts*	25%
Project 1	*Completion of project demonstrating cumulative understanding of concepts covered to date*	25%
Project 2	*Completion of project, demonstrating matching to designs and code quality , with a demonstrative understanding of concepts covered in class*	30%

Required Reading

HTML & CSS: Design and Build Web Sites
John Ducket

Javascript & Jquery: Interactive Frontend Web Development
John Ducket

Materials and Supplies
Students are required to have and bring a computer to class each session. Computers should be updated to the most recent version

Grading Standards
Grading will be based on participation in class and application of coding lessons taken through the class. This includes
- Creation of clear and readable code with proper indentation
- Comments in code where necessary
- End user experience against code i.e proper functionality and usability

Undergraduate

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

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:

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 "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.

● <u>Student Disability Services (SDS)</u>
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/studentservices/disability/.