

The New School
Eugene Lang College for Liberal Arts
Journalism + Design
Web Fundamentals, Section B
LLSJ 2241, Spring 2016
Thursdays 4-5:50pm, 6 East 16th Street Room 703 (7th floor)

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Office hours by appointment only

Course Description This class is specially designed for people who think code, math, and computers in general are intimidating. Through a series of playful challenges, you will learn how computers, code, and the Web actually work. Along the way, you will pick up valuable skills and knowledge that will allow you to do more complex interactive projects in the future. It's strongly recommended that this class be taken along with the appropriate News, Narrative & Design class.

Learning Outcomes

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

1. Create, structure and style websites using HTML and CSS
2. Understand and apply the fundamentals of JavaScript to create interactive web-based experiences
3. Independently learn frontend libraries like jQuery and Bootstrap
4. Have a basic understanding of how the World Wide Web works
5. Be comfortable reading and dissecting someone else's code

Course Requirements/Graded Activities

Students will be required to complete all in-class and homework assignments. Assignments must be posted on GitHub for grading. In addition to weekly assignments, students will be responsible for completing supplemental readings. Midterm and final projects make up a large portion of grading and are to be completed on-time for in-class demos.

Midterm assignment

Students will build and host on GitHub Pages a mock newspaper website. They must use HTML and CSS to structure and style a homepage, section and article for the newspaper. Students will be graded based on completion of the requirements, creativity, hierarchy of information and design. The website must include:

- Homepage

- ☐ Title of newspaper
- ☐ Navigation bar with sections (NY, politics, opinion, tech, etc.)
- ☐ List of articles
- Section
 - ☐ Title of newspaper
 - ☐ Title of section
 - ☐ Related articles
- Article
 - ☐ Headline
 - ☐ Byline
 - ☐ Date published
 - ☐ Body text
 - ☐ Image

Final assignment

Students will reimagine a feature article—to be hosted on their portfolio website, which will be built and maintained throughout the duration of the course. Students will not be expected to report a new feature article, but to bring to life a previously published piece. They are expected to treat this article as if it were to be published online in a publication such as the New York Times, New Yorker, NPR, The Guardian—today. The feature should contain:

- A captivating introduction (hero image, video, etc.)
 - ☐ NYTimes - Rural voters can swing the iowa caucuses
 - ☐ NPR - Life after death
 - ☐ NSFP - Lonely, lazy, stoned & broke
- Written body
- At least three images
- Pull quotes (blockquotes)
- An interactive component - Map, audio, video, form inputs from user, or chart

Suggested articles will be provided, though students are encouraged to submit pre-written pieces.

Final Grade Calculation

Participation & Attendance	15%
Assignments	30%
Midterm	20%
Final Project	35%
Total	100%

Course Readings and Materials

- iTerm
- Text editor (suggested: Atom, Sublime Text)
- Access to a computer
- GitHub account
- *HTML & CSS: Design and Build Websites* - Jon Duckett
- *JavaScript & jQuery: Interactive Front-end Web Development* - Jon Duckett (suggested)

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.

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/provost/academic-honesty-and-integrity-policy.pdf>

Resources regarding what plagiarism is and how to avoid it can be found on the Learning Center's website: <http://www.newschool.edu/learning-center/virtual-handout-drawer/>

Intellectual Property Rights: <http://www.newschool.edu/leadership/provost/policies/>

Attendance

Absences may justify some grade reduction and more than three absences mandate a failing grade for the course, unless there are extenuating circumstances, such as the following:

- an extended illness requiring hospitalization or visit to a physician (with documentation);
- a family emergency, e.g. serious illness (with written explanation)
- observance of a religious holiday

The attendance and lateness policies are enforced as of the first day of classes for all registered students. If registered during the first week of the add/drop period, the student is responsible for any missed assignments and coursework.

For significant lateness, the instructor may consider the tardiness as an absence for the day. Students failing a course due to attendance should consult with an academic advisor to discuss options. Divisional and/or departmental/program policies serve as minimal guidelines, but policies may contain additional elements determined by the faculty member.”

Course Policies

Responsibility

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

Participation

Class participation is an essential part of class and includes: keeping up with reading and in-class exercises, contributing meaningfully to class discussions, active participation in group work, and coming to class regularly and on time.

Technology

During class, you will be required to use computers or cellphones to complete exercises; however, the use of these technologies during lectures is prohibited. If you wish to take notes, please use a notebook—additionally, you may find notes on all lectures and assignments on GitHub.

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 fifteen 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.

Other Course Information

Student Course Ratings

During the last two weeks of the semester, students are asked to provide feedback for each of their courses through an online survey and cannot view grades until providing feedback or officially declining to do so. 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.

Note: Assignments are subject to change based on the speed of the course. All assignments will be posted on the class GitHub repository. For an updated list of requirements, visit: <https://github.com/newschool-webfundamentals/newschool-webfundamentals.github.io/wiki>

Course Outline

Assignments

Due following class period

WEEK 1	Feb 4	Introduction, syllabus handed out <i>What is code? What is GitHub?</i>	300-500 word written assignment, prompt provided Read "How the World Wide Web Works"
WEEK 2	Feb 11	Command line basics, git and introduction to HTML <i>Get up and running like a coder</i>	Create simple About Me webpage and host it on GitHub Pages Read <i>HTML & CSS</i> , chapters 1-5
WEEK 3	Feb 18	HTML in-depth and adding basic style with CSS	Add more content/style to your portfolio and start midterm project Read <i>HTML & CSS</i> , chapters 10-14
WEEK 4	Feb 25	CSS foundations and the "box model"	Complete midterm Read <i>HTML & CSS</i> , chapters 15-17
WEEK 5**	Mar 3	Demo midterm assignments Wireframes, prototypes and design principles <i>Mid Term Evaluations</i>	Brainstorm and prototype/wireframe/write about what your final project will focus on
WEEK 6	Mar 10	CSS media queries and responsive design <i>Make it mobile</i>	Make your portfolio look good on a phone

WEEK 7	Mar 17	Front-end design frameworks <i>Bootstrap, Materialize, Foundation, oh my!</i>	Use a framework of your choice to build a website
WEEK 8	Mar 24	<i>SPRING BREAK</i>	
WEEK 9	Mar 31	Introduction to JavaScript <i>A language bringing the web to life</i>	Build a program that evaluates user input Read <i>JavaScript & jQuery</i> chapters 1-2
WEEK 10	Apr 7	JavaScript & jQuery <i>write less, do more</i>	Make a function that builds a webpage with jQuery Read <i>JavaScript & jQuery</i> chapters 3-4
WEEK 11	Apr 14	Navigating and manipulating the DOM, events and jQuery <i>Click, hover, keyup</i>	Build trillo (a not-quite Trello) Read <i>JavaScript & jQuery</i> chapter 5-7
WEEK 12	Apr 21	JSON and APIs <i>working with data</i>	Use Open Weather Map API to build weather data into your website Read <i>JavaScript & jQuery</i> chapter 8-9
WEEK 13	Apr 28	Charts and maps with JavaScript	Build a bar and pie chart using Chart.js
WEEK 14	May 5	Final project lab <i>Fill out online course ratings survey</i>	Complete final project, due in-class May 19
WEEK 15	May 12	Final project demos <i>Last Class</i>	Show off your awesome work