

Parsons School of Design

MFA Design and Technology

Web Advanced, JavaScript PGTE 5505 CRN 7792

Section B

Fall 2020

Mondays, 7:00pm – 9:40pm

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Course Description

Most web applications are coded in some form of JavaScript. JS is a scripting language that is continuously evolving, with a large community continually building libraries and frameworks for it.

In this course, we will learn JavaScript properly. Then, we will learn useful design patterns. Then we will pick up useful tools for making cool things better.

Learning Outcomes

1. Strongly understand JavaScript programming language and its applications.
2. Ability to leverage various types of Web APIs available to client browsers.
3. Understanding of different JavaScript frameworks widely use in the industry.
4. Clear insight on Client/Server Architecture, communication with Web Servers.
5. Establish an industry standard workflow for building web applications.

Assessable Tasks

The goal of the course is to work to the best of the students' ability. The grades will reflect that effort.

Attendance, Participation, and short assignments will serve as the way to measure student engagement with the class.

Evaluation and Final Grade Calculation

Active Participation / Attendance	40%
Short Assignments	30%
Final Project	30%
TOTAL	100%

Course Outline

WEEK 1	10/26	Introductions and Syllabus Handed Out JavaScript Syntax (variables, expressions, operators, statements, functions and objects)	Assignment: Intro to JS - Codecademy. Create a flow diagram on a decision-based activity and create small quiz or text adventure. Due: 11/2
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WEEK 2	11/2	Responsive Web: Media Queries		<p>Assignment:</p> <p>Lay out your profesional portfolio</p> <p>Implement the landing page design using Media Queries, ensuring that it is responsive.</p> <p>Due: 11/9</p>
WEEK 3	11/9	Introduction to jQuery Introduction to JSON		<p>Assignment:</p> <p>Create a JSON file with the information of your projects (from 3-5 projects) and pull the information into your application.</p> <p>Due: 11/16</p>
WEEK 4	11/16	API Calls		<p>Assignment:</p> <p>Select a public API. Create a simple application that makes calls to the selected API.</p> <p>Due: 11/23</p>
WEEK 5	11/23	Introduction to Node.js		<p>Assignment:</p> <p>Insert and Get Data with MongoDB using Node.js and Express</p> <p>Due: 11/30</p>
WEEK 6	11/30	Introduction to React.js		<p>Assignment:</p> <p>Create a new project using React.js Implement some of your portfolio website styles and functionalities into Angular.js</p> <p>Due: 12/7</p>

WEEK 7	12/7	Introduction to Angular.js		Assignment: Work on your Final Project and presentation Submit your final project and documentation. Due: 12/21
Final Submission	12/21	Final Project Submission (This day we won't have classes. All students have until 11:59pm ET to submit their final assignment)		—

Recommended Reading

1. Eloquent JavaScript 3rd edition: <http://eloquentjavascript.net/>
2. You Might Not Need JQuery: <http://youmightnotneedjquery.com/>
3. ECMAScript Guide: <https://flaviocopes.com/ecmascript/>
4. Javascript Design Patterns: <https://addyosmani.com/resources/essentialjsdesignpatterns/book/>
5. Additional handouts, downloads, and resources will be provided where required.

Resources

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

- [The University \(and associated\) Libraries](#)
- [The University Learning Center](#)
- [University Disabilities Services](#)

In keeping with The New School's policy of providing equal access to individuals with disabilities, instructors are strongly encouraged to include a statement on their syllabus informing students that academic accommodations can be provided on the basis of disability if the student follows the protocol described. The following statement contains all of the elements that should be present. Instructors may want to make changes based on style preference or particular course content. Students Disability Services (SDS) assists students with permanent or temporary 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.

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations must contact SDS. There are several ways for students to contact the office: via email at StudentDisability@newschool.edu, through the Starfish service catalog, or by calling the office at 212.229.5626. A self-ID form can also be completed on the SDS webpage at www.newschool.edu/student-disability-services. Once you contact the office, SDS staff will arrange an intake appointment to discuss your concerns and, if appropriate, provide you with accommodation notices to give to me. Please note that

faculty will not work unilaterally with students to provide accommodations. If you inform me of a disability but do not provide any official notification, I must refer you to SDS.

- **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.

- **Health and Wellness**: additional services and support available to New School students.

Grading Standards

What follows is Parsons' grading standards. You should articulate your own policy for work taking other forms (e.g. presentations, critiques, visuals). Use clear criteria, specifying how both you and your students will know whether they have achieved the learning outcomes. The full grading policies and procedures may be found [here](#).

Undergraduate

A student's final grades and GPA are calculated using a 4.0 scale.

- A [4.0] Work of exceptional quality, which often goes beyond the stated goals of the course
- A- [3.7] Work of very high quality
- B+ [3.3] Work of high quality that indicates higher than average abilities
- B [3.0] Very good work that satisfies the goals of the course
- B- [2.7] Good work
- C+ [2.3] Above-average work
- C [2.0] 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] Passing work but below good academic standing
- D [1.0] Below-average work that indicates a student does not fully understand the assignments; Probation level though passing for credit
- F [0.0] Failure, no credit
- GM Grade missing for an individual

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.

Unofficial Withdrawal (Grade of Z)

This grade is to be assigned to students who have **never attended or stopped attending** classes. Exceptions can be made if the student has completed enough work to warrant a grade (including a failing grade), and arrangements have been made with the instructor(s) and the Dean's Office prior to grade submission. The Z grade does not calculate into the student's GPA. Though a Z grade does not have a failing penalty it still carries a myriad of consequences for students on visas or receiving financial aid. Only issue the Z grade when a student meets the above criteria.

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 the 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 of 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 "F" by the Registrar's Office.

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 "N" by the Registrar's Office.

College, School, Program and Class Policies

You should include the following headings with the recommended text. Any policy specific to your class must also be clearly written in the syllabus. For example, many instructors create their own policies to cover a variety of classroom situations, such as late assignments, rewrites and extra credit; the use of cellphones, laptops, and other technology in the classroom; your expectations should you be delayed, or makeup exams/absence on exam days.

A comprehensive overview of policy may be found under [Policies: A to Z](#). Students are also encouraged to consult the [Academic Catalog for Parsons](#).

Canvas

Use of Canvas may be an important resource for this class. Students should check it for announcements before coming to class each week.

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.

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.

Active 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 synchronous sessions regularly and on time.

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.

I will assess each student's performance against all of the assessment criteria in determining your final grade. [Students are expected to keep up with class activities and requirements each week. Also, describe additional expectations for [meaningful participation](#). If students are unable to join synchronous sessions, how will they access the content and materials covered during the session so that they can keep up and "make-up" this absence? How will faculty and students interact on Zoom? Use the chat feature? Etc.]

Recording Synchronous Sessions

Faculty should describe their plans for recording. Guidelines for recording synchronous sessions can be found [here](#).

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 on the university website under [Policies: A to Z](#). Resources regarding what plagiarism is and how to avoid it can be found on the [Learning Center's website](#).

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

The New School (the "university") seeks to encourage creativity and invention among its faculty members and students. In doing so, the University affirms its traditional commitment to the personal ownership by its faculty members and students of Intellectual Property Rights in works they create. The complete policy governing Intellectual Property Rights may be seen on the [university website, on the Provost's page](#).

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](#).