

**The New School**  
Eugene Lang College for Liberal Arts  
Journalism + Design  
**Web Fundamentals, Section B**  
LLSJ 2241, Fall 2016  
Thursdays 4-5:50pm, Arnhold Hall 55 W 13th St Room 804

Alexandra Ackerman  
ackea040@newschool.edu  
Office hours by appointment only

### **Course Description**

This class is 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:

- Build and style websites using HTML and CSS
- Use JavaScript to create interactive web-based experiences
- Independently learn frontend libraries like jQuery and Bootstrap
- Understand and explain of how the World Wide Web works
- Be comfortable reading and dissecting someone else's code

### **Course Requirements/Graded Activities**

Students must complete all in-class and homework assignments. Assignments should be posted on their GitHub profile 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 a mock newspaper website on GitHub Pages. 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 (index.html)
  - Title of newspaper

- Navigation bar with sections (e.g. NY, politics, opinion, tech...)
- One link must lead to the section you build, the others can be dummy links
- List of articles
- Section (e.g. politics.html)
  - Title of newspaper
  - Title of section
  - Related articles
  - One article must link to the article you build, the others can be dummy articles
- Article (article.html)
  - Headline
  - Byline
  - Date published
  - Body text
  - Image

### Final assignment

Students will reimagine a feature article—to be hosted on their Github Pages 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, etc. The feature should contain:

- A captivating introduction (hero image, video, etc). Examples:
  - NYTimes: [Rural voters can swing the iowa caucuses](#)
  - NPR: [Life after death](#)
  - NYTimes: [A Gift for New York, in Time for the Pope](#)
  - NSFP: [Lonely, lazy, stoned & broke](#)
- Written body
- At least two images
- Pull quotes (blockquotes)
- An interactive component: map, audio, video, form inputs, or chart

### Technology requirements

- Should include an index.html file, a style.css file, and app.js file

- Should incorporate a grid system (Bootstrap, materialize) to make site mobile-responsive
- Should use at least one jQuery component
- Should be hosted github pages account

### Final Grade Calculation

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

### Course Readings and Materials

- Text editor (suggested: Sublime Text or Atom)
- GitHub account
- Access to a computer
- *HTML & CSS: Design and Build Websites* - Jon Duckett
- Recommended: iTerm

### 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/](http://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 learning throughout the course. All assignments will be updated and posted on Canvas.*

### **Course Outline**

### **Assignments**

*Due following class period*

WEEK 1	Sep 1	Introduction, syllabus handed out <i>What's this class? What is code?</i>	300-500 word written assignment, prompt provided Read "How the World Wide Web Works"
WEEK 2	Sep 8	Introduction to GitHub, your text editor, and HTML <i>Get up and running like a coder</i>	Create simple About Me webpage and host it on GitHub Pages Suggested reading <i>HTML &amp; CSS</i> , chapters 1-5
WEEK 3	Sep 15	Ins and outs of HTML <i>Learn how to structure a web page</i>	Turn a takeout menu into a webpage Suggested reading <i>HTML &amp; CSS</i> , chapters 10-14

WEEK 4	Sep 22	Introduction to CSS <i>Style your website like the early 2000s</i>	Add style to your About Me page Suggested reading <i>HTML &amp; CSS</i> , chapters 15-17
WEEK 5	Sep 29	CSS effects <i>Learn CSS techniques that make your website stand out</i>	Complete midterm Suggested reading <i>HTML &amp; CSS</i> , chapters 15-17
WEEK 6	Oct 6	Demo midterm assignments Intro to design principles <i>Mid-term Evaluations</i>	Brainstorm and write about your final project
WEEK 7	Oct 13	CSS media queries and responsive design <i>Make websites mobile again</i>	Make your About Me site look good on a phone
WEEK 8	Oct 20	Front-end design frameworks <i>Bootstrap, Materialize, Skeleton, oh my!</i>	Use a framework of your choice to turn the takeout menu into a responsive restaurant website
WEEK 9	Oct 27	Introduction to JavaScript & jQuery <i>Make your websites dance</i>	Write 300-500 word response to JS & jQuery prompt Additional reading provided
WEEK 10	Nov 3	Navigating and manipulating the DOM with jQuery <i>Write less, do more</i>	Built a website using only jQuery
WEEK 11	Nov 10	Listening and reacting to events with jQuery <i>Click, hover, keyup</i>	Complete jQuery calculators lab
WEEK 12	Nov 17	Maps, charts, embedded content <i>Add interactive components to your website</i>	Build a web page that evaluates user input to build a chart

WEEK 13	Nov 24	<i>THANKSGIVING BREAK</i>	Create a paper prototype of your final project
WEEK 14	Dec 1	Final project lab <i>Fill out online course ratings</i>	Complete final project, due in-class December 8
WEEK 15	Dec 8	Final project demos <i>Last day of class</i>	Show off your awesome work!