

Dynamic Interfaces

PSAM-5155-A

<who>

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<where>

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<when>

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Mondays, 7:00PM – 9:40PM

Be on time. If you're late three times you fail the class.

<why>

The rise and fall of user interface paradigms is fascinating. A new device, gesture or button seems to materialize and instantly get copied as an understood mental model instantly. Auto-scrolling web pages, pull to refresh, pinch swipe & shake... it's almost like these things are on every experience the instant they get invented.

Why does that happen? Are new approaches in UI the result of research and experience, gut instinct or just random chance? Dynamic Interfaces is about looking at how we use digital things with a critical eye. We'll talk about why things are the way they are, make some assumptions and then prototype to see if those assumptions are true or not.

<what>

This advanced-level elective will focus on designing and developing digital user interfaces that are tightly integrated into dynamic data driven sources of content or information. The course will

support research and development surrounding so-called rich internet applications, interactive data visualizations and experimental interfaces that offer new approaches to engaging with content. Special attention will be paid to integrating with public APIs, private databases and proprietary services such as multi-user real-time interaction and media streaming integration. In addition, the course will explore multi-touch and gestural controls and resolving distribution across a fragmented landscape of platforms and systems.

...my expectations are:

- Waiting until the last minute for anything is unacceptable.
- You to combine these assignments or incorporate aspects of the class with thesis.
- A positive, constructive attitude.
- An open dialogue with me about how you're getting along.

...you'll learn (aka Learning Outcomes):

- To challenge basic assumptions on what good or bad user interface is.
- An introduction to a few forward thinking approaches to new technologies available to make with.
- To make better presentations.
- A sprinkling of server side programming and frontend programming.
 - Less advanced students will be provided instructions on specific programming languages to help further their understanding of code.
 - More advanced students will be encouraged to break out and teach themselves something they don't already know.

...we'll cover (aka Schedule of Events)

Week 1 (1/28): Course description. Class discussion: The anatomy of innovation.

Week 2 (2/4): Using a new technology to do something new, part 1. Project assigned.

Week 3 (2/11): Using a new technology to do something new, part 2

Week 4 (2/25): Workshop.

Week 5 (3/4): Workshop.

Week 6 (3/11): Special guest: Johnnie Hallman*

Week 7 (3/18): Project presentations.

Week 8 (4/1): Class discussion: Storytelling w/ interface

Week 9 (4/8): Doing something the engineers never intended, part 1. Project assigned.

Week 10 (4/15): Special guest: Stacey Mulcahy*

Week 11 (4/22): Doing something the engineers never intended, part 2.

Week 12 (4/29): Workshop.

Week 13 (5/6): Special guest: Red Paper Heart*

Week 14 (5/13): Workshop

Week 15 (5/20): Project presentations.

*tentative dates for special guests. May be subject to change.

<how>

...I'll grade:

Collaboration, comprehension and participation are the three components to your grade.

Collaboration means working well in teams, helping your peers out if you're more advanced, requesting help from others if you're less.

Comprehension means you're getting better as we go. Everyone in the class is starting at a different place on the ladder. I want to see you all move up a rung or two.

Participation means actively communicating with me and your peers, leveraging class resources (Lore, Dropbox) and *taking the initiative* to communicate with me how you see fit.

Each week is worth 100 points. Here's how you earn 'em:

- 10 points: Show up on time.
- 45 points: Pay attention during any lecture time.
- 45 points: Participate in your class exercise.

Assignments ladder up to 2 completed projects worth an additional 250 points each. There are 15 weeks in the semester. There are 2000 points total.

Assignments must work and be of the highest fidelity code + design within your abilities unless otherwise noted.

Points will be docked for every week you're late.

Points will be docked if you turn in an assignment at the last minute.

Points will be docked if you are a coder superstar who never helps their peers get better.

Points will be docked if you're not using workshop time to workshop.

All classwork and assignments will be shared via Github.

GRADING STANDARDS

F. Failing grades are given for required work that is not submitted, for incomplete final projects or for examinations that are not taken (without prior notification and approval). Fs are given to students who show no comprehension whatsoever of the topics discussed in class and no forthcomingness to attempt to comprehend. Make-up work or completion of missed examinations may be permitted only with the approval of the instructor and the program director.

D. D grades are given for required work that is consistently received late or incomplete and a lack of comprehension of the topics discussed in class. D students turn assignments in late and typically do not function correctly or required heavy assistance from their peers to function at all. This is visibly demonstrated by comparing one students' assignment to the next.

C/C+. Average grades will be given to students who fail to collaborate in the point system described above. This may include showing up late for class or expressing visible disdain for the assignments, including failing to help struggling peers or request help if they are struggling themselves. C+ students will often be quiet during lecture time rather than articulating confusion or challenging the topic at hand.

B/B+. Does everything a C/C+ assignment would do with a more enthusiastic approach to the overall class. A B+ student will complete the assignments on time and enthusiastically discuss the topics during class time.

A. An A student does exceptional work. They may not be the best programmer, but they demonstrate comprehension by submitting multiple iterations of their progression through problems with each assignment. A students contribute to the larger class by helping struggling students out in and outside of class time. A students are active in course discussions and even in shaping what they want to take out of the class time.

I. A grade of I (Incomplete), signifying a temporary deferment of a regular grade, may be assigned when coursework has been delayed at the end of the semester for unavoidable and legitimate reasons. Incomplete grades are given only with the written approval of the instructor and the program director. The Request for an Incomplete Grade form must be filled out by the student and instructor prior to the end of the semester.

For undergraduate students, if a grade of incomplete is approved, outstanding work must be submitted by the seventh week of the following Fall semester (for Spring and Summer courses) or by the seventh week of the following Spring semester (for Fall courses). Otherwise, a grade of I will automatically convert to a permanent unofficial withdrawal (WF) after a period of four weeks. For graduate students, the maximum deadline for completion of an incomplete is one year though a shorter period may be imposed at the discretion of the instructor.

Divisional, Program and Class Policies

- 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 jeopardize your successful completion of this course.

- Participation

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

- Attendance

Faculty members may fail any student who is absent for a significant portion of class time. A significant portion of class time is defined as three absences for classes that meet once per week and four absences for classes that meet two or more times per week. During intensive summer sessions a significant portion of class time is defined as two absences. Lateness or early departure from class may also translate into one full absence.

- Blackboard and Lore

We will not be using Blackboard during class. In it's place we'll be using Lore. **Students are required to request a Lore account if they have not already received one and actively use it during the course of the semester.**

- 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.

- Academic Integrity

This is the university's Statement on Academic Integrity: "Plagiarism and cheating of any kind in the course of academic work will not be tolerated. Academic honesty 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 instructors and other students). These standards of academic honesty and citation of sources apply to all forms of academic work (examinations, essays, theses, computer work, art and design work, oral presentations, and other projects)."

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.

Every student at Parsons signs an Academic Integrity Statement as a part of the registration process. Thus, you are held responsible for being familiar with, understanding, adhering to and upholding the spirit and standards of academic integrity as set forth by the Parsons Student Handbook.

Guidelines for Written Assignments

Plagiarism is the use of another person's words or ideas in any academic work using books, journals, internet postings, or other student papers without proper acknowledgment. For further information on proper acknowledgment and plagiarism, including expectations for paraphrasing source material and proper forms of citation in research and writing, students should consult the Chicago Manual of Style (cf. Turabian, 6th edition). The University Writing Center also provides useful online resources to help students understand and avoid plagiarism. See <http://www.newschool.edu/admin/writingcenter/>.

Students must receive prior permission from instructors to submit the same or substantially overlapping material for two different assignments. Submission of the same work for two assignments without the prior permission of instructors is plagiarism.

Guidelines for Studio Assignments

Work from other visual sources may be imitated or incorporated into studio work if the fact of imitation or incorporation and the identity of the original source are properly acknowledged. There must be no intent to deceive; the work must make clear that it emulates or comments on the source as a source. Referencing a style or concept in otherwise original work does not constitute plagiarism. The originality of studio work that presents itself as “in the manner of” or as playing with “variations on” a particular source should be evaluated by the individual faculty member in the context of a critique.

Incorporating ready-made materials into studio work as in a collage, synthesized photograph or paste-up is not plagiarism in the educational context. In the commercial world, however, such appropriation is prohibited by copyright laws and may result in legal consequences.

● 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 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. At that point I will review the letter with you and discuss these accommodations in relation to this course. Mr. Luchs' office is located in 79 Fifth Avenue, 5th floor. His direct line is (212) 229-5626 x3135. You may also access more information through the University's web site at <http://www.newschool.edu/student-services/disability/>.