

IML 400
Creative Coding for the Web
Spring 2013

Professor: Luis Blackaller
Email: blackall@usc.edu
Teacher assistant: Adam Liszkiewicz
Email: liskiewicz@gmail.com
Course wiki: on the IML portal
Course website: <http://storm.usc.edu/~black/IML-400/>

Tuesday, 4:00 – 6:50 pm

4 units Graduate Student Standing
(exceptions with dept approval)

Course Overview

IML400 is a practical foundational course on creative web development and analysis. It provides a conceptual framework to understand, analyze, and design for the web of today, and it serves as a practical introduction to HTML, CSS and Javascript as building blocks.

The class will be divided in two sections: discussion and workshop.

Discussion time will serve to review and analyze previous assignments, as well as to study the web as a participatory rich media platform, and to introduce and explore key concepts in web design.

Introduction of new techniques, and the technical nuances presented by the implementation of assignments will be explored during workshop time.

Grading

- Class Participation 10%
- Workshop Participation and Performance 10%
- Assignments (this includes reading reports) 30%
- Final Project 50%

Assignments

Assignment delivery is every Monday unless a different deadline is specified. The inability to meet deadlines will have a negative impact on grades. For team assignments each member of the team should have a page with the assignment in their storm accounts.

Workshop

Students should upload the result of each workshop session to their storm accounts every time.

Readings

Some weeks there will be readings. Students are expected to upload a brief essay about each reading in their storm accounts.



Uploading Work

Students are expected to follow the proposed organization schema for their online projects:

1.- Index file:

<http://storm.usc.edu/~username/IML-400.html>

This file should feature a list of links to all the work made by the student.

2.- Image directory:

<http://storm.usc.edu/~username/images>

All images used by webpages located in the root directory should be located there.

3.- Stylesheet directory:

<http://storm.usc.edu/~username/css>

All CSS files should be located there.

4.- Javascript directory:

<http://storm.usc.edu/~username/js>

All javascript files should be located there.

5.- Assignment files:

<http://storm.usc.edu/~username/assignment-x.html>

The main html file for each assignment should be named assignment-x.html, where x corresponds to the number of this assignment. All secondary files (html, CSS, javascript or images can have arbitrary names).

6.- Workshop session files:

<http://storm.usc.edu/~username/workshop-x.html>

Same as with assignment files.

7.- Reading report files:

<http://storm.usc.edu/~username/reading-x.html>

Same as with assignment files.

8.- Final project directory and files:

<http://storm.usc.edu/~username/final/>

POLICIES

Fair Use and Citation Guidelines

We assert that all of our course work is covered under the Doctrine of Fair Use which is based on four considerations: the purpose of the use, the transformative nature of the use, the amount of the original used and the impact on the market. In order to make this claim, however, all projects will need to include academically appropriate citations in the form of a Works Cited section, which covers all sources, in order to receive a passing grade. The Works Cited is either included in the project or as a separate document, as appropriate to your project. The style we use is APA 5th edition and you may refer to these guidelines: <http://owl.english.purdue.edu/owl/resource/560/01/>

Statement on Academic Integrity: USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Scampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Statement for Students with Disabilities: Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday.

Emergency Plan

In the event of an emergency, all attempts will be made to continue IML courses as usual. If we cannot meet synchronously, we will continue with our asynchronous work. In addition, all course materials are backed up on a secondary site (usually Blackboard) in the event that the primary wiki site should go down.

Topical Presentation Each student will take responsibility for preparing and facilitating one week's main course text or topic. Starting in Week 5, students will guide the first part of class, presenting an overview of the thematic concerns raised by the reading (using rich media), before facilitating a lively discussion. Each week's presenters will issue instructions for class preparation during the week prior. Instructions can include: a required blog post, consideration of key questions for class discussion or some appropriate combination thereof. This exercise not only gives students practice at teaching, it can serve as an incubator for experimenting with the digital applications we encounter.

Digital Notebook. Each student will keep a digital journal with text, image, links and video (if appropriate) that documents the topics and readings of the week. Written in an appropriate voice within a scholarly context, this notebook will help to feed the final project.

Research/Teaching Portfolio, Peer Review & Revisions. Increasingly, academic jobs require evidence of teaching excellence, which can include a statement of teaching philosophy, a sample syllabus, course evaluations and assignment examples. Each student in IML555 will craft a teaching or digital portfolio project using the software of his/her choice. The Portfolio Presentation will offer an outline of its contents, as well as the rationale for the project. Students will give each other written peer review based and will be allowed to revise based on this feedback, for final submission.

All projects completed in course are gauged by a set of criteria and parameters that include (a) attention to a project's conceptual core, (b) the quality of research and choice of research methodology, (c) the relationship between form and content, and (d) the project's creative realization. See the attached parameters for further guidance.

Weekly Schedule: *subject to change as necessary to enhance the course*

1.- January 15, 2013

Discussion:

Lecturer - Students intro. Scoping the class. Student skill survey. The web in our lives. Class mechanics: syllabus, assignments, deadlines, grading. Tools and resources. Intro to Web Coding: HTML, CSS and Javascript today. Chrome and Chrome developer tools. Previous class websites and projects.

Readings-1:

- ★ [Vannevar Bush: As we may think](#)
- ★ Introduction to [10 PRINT CHR\\$\(205.5+RND\(1\)\);](#)

Assignment-1 (Team Assignment):

Research and 15 minute Presentation.

Make a web page with the presentation content.

Team 1: The web in 1996.

Team 2: The web in 2000.

Team 3: The web in 2006.

Team 4: The web in 2012.

Workshop-1:

Hello World - Intro to HTML.

Storm setup.

2.- January 22, 2013**Discussion:**

Vannevar Bush: Science Fiction and Innovation.

Imagine The web in the future.

Preparation for the 10Print event.

Readings-2:

★ [Tim Berners Lee et al: The world-wide web](#)

Assignment-2 (Individual assignment):

Choose five HTML tags and five CSS properties.

Build a webpage where you:

- Write definitions of these tags and properties
- Code an example where you use all of them (and none other)

Workshop-2:

Storm directory structure Review. Assignments, workshop exercises, reading essays, and Github (maybe).

Intro to HTML. The div tag.

Intro to CSS. Ids versus classes.

Reading source code from pages online. Learning to search for tools and resources. Learning to steal.

Using Chrome's Developer Tools to investigate other websites.

3.- January 29, 2013**Discussion:**

Assignment-1 and Assignment-2 presentations and discussion.

Intro to Visual Design.

Layout and grids. Navigation. Links to other pages.

Interactivity. Introduction to User Interfaces. Human Interface Principles. The importance of animated effects and transitions. Pages and buttons.

Readings-3:

★ [Ordering Disorder](#) - An introduction to Grid Systems in Graphic Design

Assignment-3 (Cover page):

Student's storm class cover page, first iteration. Implement a simple first iteration of a cover page to hold links to class assignments and reading reports.

Workshop-3:

Dive into HTML and CSS from a layout perspective: Position, Margins, Floats, etc.

4.- February 5, 2013

Discussion:

Assignment-3 presentations and discussion.
The web as a medium to tell stories.
What's your story?

Readings-4:

★ [Ted Nelson and The Curse of Xanadu](#)

Assignment-4 (Individual assignment):

Tell an illustrated story on a webpage or a series of webpages linked together.

Workshop-4:

Cover page reviews.

5.- February 12, 2013

Discussion:

Assignment-4 presentations and discussion. Pages and hyperlinks. What are the advantages? What are the limitations? The web versus print.

Readings-5:

★ [4chan and /b/: An Analysis of Anonymity and Ephemerality in a Large Online Community](#)

Assignment-5 (Individual assignment):

Redo the same illustrated story (it's ok to change it if you want) using simple animated interface effects and transitions with Javascript.

Workshop-5:

Introduction to Javascript. Introduction to JQuery and JQueryUI. Fades, wipes and slideshows. Using Chrome's Developer Tools to test and debug Javascript.

6.- February 19, 2013

Discussion:

Assignment-5 presentations and discussion. Do the effects and animated transitions enhance or cripple the reading experience? Introduction to design thinking. Design Patterns and the web. Process, iterations. Modularity.

Readings-6:

★ [Lawrence Lessig: Free Culture \(Preface and Intro\)](#)

Assignment-6 (Individual assignment):

Make a significant improvement to your index page using Javascript.

Workshop-6:

Web services and APIs. Embedding external data to your page. Github.

7.- February 26, 2013

Discussion:

Assignment-6 presentations and discussion. Art direction. Styles of representation. Analytical review of key website types like stores, social media sites, etc. Importance of visual consistency. Readability versus eye candy, where is the balance?

Readings-7:

★ [Jonathan Zittrain: The Future of the Internet \(Battle of the Boxes and Battle of the Networks\)](#)

Assignment-7 (Individual Assignment):

Choose an existing website of your liking. It can be anything from facebook to amazon, twitter, a tumblr blog you like, or anything else out there.

You can use this assignment as research for your final project. Look at inspirational examples, figure out how they work, begin taking notes about what you might want to do.

View the source code and run a comparative analysis between the website and the source. Based on this analysis, write a simple description of how you think the website works, and choose three attributes that you will change using the chrome developer toolkit. These changes should be inspired by something you wish the developers of your site of choice made different.

Take screenshots of the original website and your modified version, and explain the reasons for your changes.

Build a webpage to host a description of your process and your results.

Workshop-7:

CSS rendering effects. CSS transitions.
jQueryUI and other extension libraries.

8.- March 5, 2013

Discussion:

Assignment-7 presentations and discussion. Continuation to design thinking. Review of Design Patterns and the web. Review of Process, iterations. Modularity. Form versus function. Review of UI design and Wireframes: visualizing user experience flows.

Readings-8: To be specified.

Assignment-6 (Individual assignment):

Create a fake brand, product, institution or intellectual property, and design a landing page for their website. Choose from the categories listed below. Implement this page using HTML and CSS. Javascript is optional. Create all the fake content you will need to make it feel real. It is ok to parody and it is ok to simplify as long as the result looks real enough. Don't use the provided examples as a starting point. Use your imagination. You don't need to reference any real website, unless you deliberately intend to do so.

- ★ Entertainment Studio. [Example.](#)
- ★ Online store. [Example.](#)
- ★ Technology Startup. [Example.](#)
- ★ Official Movie Website. [Example.](#)
- ★ Food Chain Website. [Example.](#)
- ★ Online Magazine. [Example.](#)
- ★ University Website. [Example.](#)

Ask if you would like to work with another category. Chances are it will be ok to do it, especially if this category is related to a possible final project.

Workshop-6:

Previous assignments review and troubleshooting.

9.- March 12, 2013

Discussion:

Final Project Discussion. Theme and scope.

Readings-9: To be specified.

Assignment-9:

Final Project Concept Proposal.

Workshop-9: To be specified.

10.- March 26, 2013

Discussion:

Final Project Discussion. Design and Planning. Technical resources.

Readings-10: To be specified.

Assignment-10:

Final Project Design and Tech Proposal.

Workshop-10: To be specified.

11.- April 2, 2013

Discussion:

Project proposal approval. Design and Concept feedback to final project proposals.

Readings-11:

To be specified.

Assignment-11:

Final Project Iteration 1.

Workshop-11:

Technical feedback to final project proposals. Final Project kick off.

12.- April 9, 2013

Discussion:

Design and Concept feedback to final project first iteration.

Readings-12: To be specified.

Assignment-12:

Final Project Iteration 2.

Workshop-12:

Technical feedback to final project first iteration.

13.- April 16, 2013

Discussion:

Design and Concept feedback to final project Second iteration.

Readings-10: To be specified.

Assignment-10:

Final Project Iteration 3.

14.- April 23, 2013**Discussion:**

Design and Concept feedback to final project Third iteration.

Readings-10: To be specified.

Assignment-10: none

15.- April 30, 2013**Discussion:**

Design and Concept feedback to final project.

Readings-10: To be specified.

Assignment-10:

Final Project.

16.- May 14, 2013**Discussion:**

Final Project Presentations and Discussion

Readings: None.

Assignments: None.

Workshop: Open.

THE END