The New School
Eugene Lang College for Liberal Arts
Journalism + Design
Web Fundamentals, Section A
LLSJ 2241, Spring 2017
Tuesdays 6-7:50 pm, University Center 63 Fifth Ave Room L106

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

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

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.

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 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	Jan 24	Introduction, syllabus handed out *What's this class? What is code?*	300-500 word written assignment, prompt provided Read "How the World Wide Web Works"
WEEK 2	Jan 31	Introduction to GitHub, your text editor, and HTML *Get up and running like a coder*	Paper prototype and build the foundation of your portfolio website Suggested reading *HTML & CSS*, chapters 1-5
WEEK 3	Feb 7	Ins-and-outs of HTML *Learn how to structure a web page*	Structure your portfolio website using HTML and host it on GitHub Pages Suggested reading *HTML & CSS,* chapters 10-14
WEEK 4	Feb 14	Introduction to CSS *Style your website like the early 2000s*	Add style to your portfolio page using CSS Suggested reading *HTML & CSS,* chapters 15-17

WEEK 5	Feb 21	CSS effects *Learn CSS techniques that make your website stand out*	Complete midterm Suggested reading *HTML & CSS,* chapters 15-17
WEEK 6	Feb 28	Demo midterm assignments Intro to design principles *Mid-term Evaluations*	Brainstorm and write proposal for your final project
WEEK 7	Mar 7	CSS media queries and responsive design *Make websites mobile again*	Make your portfolio look good on a phone Review provided mobile design tutorial videos
WEEK 8	Mar 14	Front-end design frameworks *Bootstrap, Materialize, Skeleton, oh my!*	Create a responsive newspaper homepage using Materialize
WEEK 9	Mar 21	*SPRING BREAK*	
WEEK 10	Mar 28	Introduction to JavaScript & programming *Make your websites dance*	Write 300-500 word response to JS & jQuery prompt Additional reading provided
WEEK 11	Apr 4	Navigating and manipulating the DOM with jQuery *Write less, do more*	Create a webpage that evaluates a user's input
WEEK 12	Apr 11	Listening and reacting to events with jQuery *Click, hover, keyup*	Build a web page that evaluates user input to build a chart
WEEK 13	Apr 18	Maps, charts, embedded content *Add interactive components to your website*	Create a paper prototype of your final project

WEEK 14	Apr 25	Final project lab *Fill out online course ratings*	Complete final project, due in-class May 2
WEEK 15	May 2	Final project demos *Last day of class*	Show off your work!