Parsons School of Design
School of Art, Media, and Technology
Communication Design
Spring 2020

PUCD2125 Core Studio Interaction
Instructor: Simone Cutri

Tuesday and Thursday
7:00pm-9:40pm
Room: 205 (Academic Entrance 63 Fifth Ave)

Class Website: *TBA*
Taught in tandem with Core Interaction Lab with Andrew Levinson

Course Description

The course is focused on gaining a deeper understanding of the Internet as creative platform—where did it come from, how does it work, how do you make things for it, and what do you want to say? We will critically examine the web from many angles and we will learn how to turn it upside-down based on our needs as a designers, writers, artists and coder.

We will conduct an extensive investigation into the interface, mechanism, controls, and aims of interactive works. Students will learn how to design and develop complex interactive projects, undertaking comprehensive research and directing their thinking process from brainstorming to final outcome. We will work from an open-ended definition of interactivity: any reciprocal action between two or more parties. With this definition, what a website looks like and how it can function opens up.

Students will learn foundational, front-end languages HTML, CSS, and JavaScript in order to produce creative content for web distribution. Students are required to come to class prepared with questions and concerns. **This is not a tutorial class**. We, all together, will use the class time to solve problem-based questions. Each student is expected to work autonomously at home. There will be a lot of making this semester, both in class and out, and you will be coding everything from scratch.

Learning Outcomes
— Concept projects that use interactivity and code in an unexpected way;
— Present your design process and articulate the reasoning for your decisions;
— Evaluate how typography and its variables are applied to interactive systems to facilitate orientation, support usability and create consistency;
— Demonstrate the ability to gather ideas and make connections between disparate things;
— Problem solve with your peers;
— Be able to archive and document work that is printed, on screen or time based in a

reflective manner.
— Demonstrate a comprehension of skills, methods, techniques and processes to realize interactive systems.
— Develop a strong understanding for the cultural context of interaction design and how it relates to the internet as a medium.

Class Site
The class site (*TBA*) will provide all the readings, assignments, resources and files that you need. Projects and workshop assignments will be added as we go.

Class Structure
Tuesday's class will most likely include:
— reading presentation and questions
— lecture
— exercises
Thursday's class will most likely include:
— working class time
— one-on-one meetings
— in class problem solving
— critique day

Method of Evaluation
25% Attendance, class participation and reading responses/questions
25% Project 01
25% Project 02
25% Project 03

The course projects will be evaluated by three components equally: Creativity, Technical Breadth and Professional Presentation. Completed projects should reflect a sense of ambition and dedication toward the final realization. The main point is to show and understand how to get there, rather than a polish final work.

Total: 100% (100% being an A, 87% being a B, anything below 60% being an F)

Work-load and project
Week 1-5: It's Alive!

Read the first chapter of 'Things: A Story of the Sixties by George Perec' and 'Christopher Alexander, A Pattern Language'. Decided which of the two readings you want to focus on and translate the words into an online website. Week by week, using first HTML, consequently CSS you will translate the printed words of the book into a published website. Your reader will not only be able to read the story but also experience your interpretation of the story. You may use one page or multiple pages to convey this experience.

Week 5-9: Archive

Find a collection of images/texts (or make one) of at least 50 artifacts. Using what you learned in the first project you will start to create your own personal online museum/archive/collection. You need to keep in mind that your design shouldn't be fixed. You're creating a system that can expand and

show the collection growing throughout time. The website doesn't necessary needs to be, yet, accessible for other people that are not you.

Week 9-15: Hand Phone

TBA

Online Reader (throughout the semester)

Weekly-exercise (throughout the semester)

OFF-LINE Workshop (one week during the semester)

Course Outline

Be sure to stay-up to date using the are.na class channel. Every Friday at 1pm, I will post an announcement for the following week. The announcement has vital information regarding the class, exercise and reading. They will be also tutorial and other technical information. Failing to check the are.na channel will consequently make you fail the class.

Week of		Topics and Inquiries	Project
1: 1/21	Studio	No Class! Please review the syllabus. We will discuss all your concerns in the following class	
1/23	Studio	General Introduction + Hierarchy	It's Alive!
2: 1/28	Studio	Structure of a page	it's Alive!
1/30	Studio	History of the web and its use	it's Alive!
3: 2/4	Studio	Navigation	
2/6	Studio	Interface	
4: 2/11	Studio		
2/13	Studio	Intro project 02: Archive	Archive
5: 2/18	Studio	Critique project 'it's alive!'	
2/20	Studio	Archive and system of archivation	
6: 2/25	Studio	Networks and politics	
2/27	Studio	Infrastructure and politics	
7: 3/3	Studio	How computers think	
3/5	Studio	Work-day 1:1 meeting	
8: 3/10	Studio	Work-day 1:1 meeting	
3/12	Studio	Guest Critic: TBA Presentation project 02: Archive	
SPRING BREAK			

9: 3/24	Studio	Intro final project: Mobile Gesture	
3/26	Studio	Hand technology	
10: 3/31	Studio	**OFF-LINE WORKSHOP**	
4/2	Studio	**OFF-LINE WORKSHOP**	
11: 4/7	Studio	Accessibility on the web	
4/9	Studio	responsive website	
12: 4/14	Studio	A brief history of light and screens	
4/16	Studio		
13: 4/21	Studio	Scroll, Swipe, Like, Share	
4/23	Studio	Methodology of interface design	
14: 4/28	Studio	Work-day 1:1 meeting	
4/30	Studio	Work-day 1:1 meeting	
15: 5/5	Studio	How to present	
5/7	Studio	Visiting critic: TBA	

Readings
The readings are meant to stracht the surface of this vast subject. I will do my best to provide every piece as a PDF (please do not print it) so you can grow your own library. By Mondays at 11.59pm submit a question regarding the reading. Each week I will select 1 person to answer these questions. However, you should feel free to bring your own readings and share with the class (including myself). Reading is a practice for yourself, if you are interested in a particular subject, please feel free to ask me and we will work together to find the right text for you. Also be aware that participation in the class is the 15% of your total score to pass this course.

- Laurel Schwulst, My website is a shifting house next to a river of knowledge. What could yours be?
- George Perec, things: a history of the sixty
- Christopher Alexander, A Pattern Language
- Lara Baladi, Archiving a Revolution in the Digital Age, Archiving as an Act of Resistance
- David Reinfurt, I-N-T-E-R-F-A-C-E
- Listen to **https://peer-to-peer-web.com/nyc**
- Helen Taranowsky, Security Switch
- Frank Chimero, what a screen wants (https://frankchimero.com/writing/what-screens-want/)
- Orit Gat, Unbound: The Politics of Scanning
https://rhizome.org/editorial/2014/oct/9/unbound-politics-scanning/
- Benjamin H. Bratton, The interface as a layer

- Keller Easterling, An Internet of Things
https://www.e-flux.com/journal/31/68189/an-internet-of-things/
- Orit Gat, SCROLL, SKIM, STARE http://www.thewhitereview.org/feature/scroll-skim-stare/
- American Artist, BLACK GOOEY UNIVERSE
- John Berger / Ways of Seeing , Episode 1
- Jon Gacnik, On Observing Time (https://jongacnik.com/text/on-observing-time)

and more to come...

Materials and Supplies

Downloads
You should make sure your computers have:
A web browser. We'll use Chrome exclusively for its developer tools.
A code text editor, like Atom, Sublime Text, or Brackets.

Self Help
If you can describe your problem in words, you're already halfway there.
Stack Overflow
Mozilla Developer Network

Getting started
For a good general overview:
Mozilla: Getting started with the web: Dealing with files
Mozilla: So what is HTML, really?
Mozilla: So what is CSS, really?
Mozilla: So what is JavaScript, really?

HTML
HTML stands for Hypertext Markup Language. It's used to structure a webpage and its content. HTML is not a programming language, but a markup language.
Mozilla: HTML
Shay Howe: Building Your First Web Page
Shay Howe: Getting to Know HTML
W3C HTML Validator
Lynda: HTML Essential Training

CSS
CSS stands for Cascading Style Sheets. It's a series of rules used to style a webpage. Like HTML, CSS is not really a programming language—it's a style sheet language.
Mozilla: CSS
Shay Howe: Getting to Know CSS
CSS Specificity
Shay Howe: Opening the Box Model
The Shapes of CSS

Learn Layout
DevTips on YouTube: CSS Basics
DevTips on YouTube: CSS Positioning, Part 1
DevTips on YouTube: CSS Positioning, Part 2
Flexbox in 5 Minutes
Flexbox Froggy
CSS Tricks
Lynda: Searching for "CSS"

Webfonts
Open Source Web Fonts
Font Squirrel Webfont Generator
Type Sample
Google Fonts

Debugging
Learn Chrome's Web Inspector, Chapters 1–4
Chrome Dev Tools
W3C HTML Validator

Online tools
For isolating, testing, and iterating on pieces of code:
jsFiddle
CodePen

General
W3C
Can I use

Lynda.com: HTML, CSS & JavaScript Essential Training
Recommended:
Lynda: HTML Essential Training
Lynda: Searching for "CSS"
Lynda: Searching for "JavaScript"
Lynda: Searching for "jQuery"
Lynda: Learning Git and GitHub
Lynda: UNIX for Mac OS X Users

Advice:
While general overview of skills are given in class, the best learning happens alone through practice over time. Since the web and its constituent code are constantly changing, there is no one resource that is best. Instead, students should aim to absorb resources from a variety of sources, putting them to use through trial and error. If you find yourself stuck while writing code (which is extremely common–even for the best programmers), first try breaking your problem down into smaller, more manageable parts. Search Google or Stack Overflow for how to solve those parts, one at a time. Remember that most of the time spent writing code will be fixing bugs. In fact, learning how to debug is

what programming is all about! (And sometimes bugs will allow you to discover something new and never seen before.)

And remember—sure, it's fine to shut yourself away to learn something new and technical, especially in the beginning when you need a certain skill level merely to get by. But also, balance your study by talking to people! The internet is about connection and support through that network of people. If you feel comfortable, show a classmate or friend something you're making.

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 Service

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.

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. Detailed information about the resources available, as well as schedules, trainings, and policies can be found at resources.parsons.edu.

Grading Standards

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

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.

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.

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:

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.

College, School, Program and Class Policies

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 coming to class 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.

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.

Communication Design Zero Tolerance Attendance Policy

In order to foster a studio learning environment where we all learn from peers and through dialogue, timely and regular attendance is a strict expectation for all Communication Design students. Students who are not present in class are unable to meet the learning outcomes of a Communication Design course. Spring 2020 Core Class Cluster Meeting 7 For classes meeting once a week, students are allowed 2 absences. For classes meeting twice a week, students are allowed 4 absences. Any absence beyond the allowed absences will result in an automatic failure AFB for the course. There are no excused absences. This applies to each and every student. A student is deemed tardy if a student fails to arrive within 15 minutes past the beginning of class. 2 tardies will result in an automatic absence. A student who arrives an hour past the beginning of class will be deemed absent.

No Late Work and Missed Critiques

Work that is submitted past the assignment due date will result in an automatic failure for the assignment. For work presented in critique, absence at the critique will result in an automatic failure for the assignment.

CD App

Information about upcoming CD Lectures, events from AIGA NY/TDC, the CD Library, and the CD Paper Store can be found on the CD App. https://cdparsons.glideapp.io/

To install the app on your phone:
For iOS users:
1. Visit the link in Safari, tap on the "Share" icon located at the bottom of the page
2. Tap the "Add to Home Screen" button
3. Tap the "Add" button at the top right corner of the screen

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For Android users:
1. Tap on the notification banner at the bottom of the page (alternatively, you can tap the "Add to Home Screen" option inside the menu at the top right corner of the screen)
2. Tap the "Add" button on the modal

Mandatory CD Lecture Attendance
Every fortnight, the Communication Design program hosts the CD Lectures Series that brings in practicing designers to share their work and practice with our community. The CD Lecture Series is an important part of achieving an understanding of contemporary design culture. It is mandatory for students in Core Studio Typography and Core Studio Interaction to attend all lectures. Attendance is recorded. Each missed lecture will be recorded as 1 tardy.
Lecture dates can be found on the CD App (https://cdparsons.glideapp.io/).