

# PSAM 2090

## CD Studio: Dynamic Content

Last Updated: Jan. 20, 2026

<b>Program</b>	School of Art, Media, and Technology: Communication Design
<b>CRN</b>	2588
<b>Semester</b>	Spring 2026
<b>Meeting Day</b>	Thursdays
<b>Meeting Time</b>	4:00pm - 6:40pm
<b>Room</b>	602
<b>Instructor &amp; Email</b>	Andrés Cuervo cuervora@newschool.edu
<b>Class Website</b>	<a href="https://cwervo.github.io/cdsdc26/">cwervo.github.io/cdsdc26/</a>

### Course Description

Building on top of the past learning in typography and interaction, students will learn practices of creating designs for dynamic content in this course. Interactive, print, or time-based projects will be made through collecting, organizing, and representing information. Computational methods of working with data will be discussed along with established visual structures to represent quantitative information, but the emphasis is put on the creative exploration of visual systems with data, logic, and user input.

### Course Outline

#### A Map (Collect and Analyze) (Week 1-4)

- **Unit Summary**

Students are introduced to the collection and analysis of data through the creation of a map. For their first project, students will gather data first-hand in a location of their choosing and represent it using abstraction: icons, shapes, textures, lines. An emphasis is placed on consistency and clarity of representation of the original data set.

## **A Diagram (Structure and Storytelling) (Week 5-8)**

- **Unit Summary**

For their second project, students will choose an object and create a diagram which shows all of its parts, and explains how the object functions. The goal is to use as few words as possible to tell the story of the object, its function, and its history.

## **Interactive Information (Computation and Logic) (Week 9-15)**

- **Unit Summary**

For their final project, students will create an interactive infographic which deploys dynamic content and allows users to engage with and manipulate a visualization of said content in an interactive manner. Students will collect and catalogue content around a topic of their choice and will create a visual system to represent their content in a way that reflects their chosen subject matter.

## **Learning Outcomes**

By the end of the semester, students will be able to:

1. Be able to conceptualize and implement designs working with dynamic input.
2. Be able to transcode data in multiple formats.
3. Be able to identify and work creatively with structures, hierarchies, patterns, and relationships within data.
4. Be comfortable working with emerging tools and techniques, and manage expectations.
5. Collect your own data and understand the implications and biases implicit in the collection process.
6. Research historic and current design precedents to contextualize their work

## **Assessment Criteria**

10%	Active participation
20%	Project 1: A Map
30%	Project 2: A Diagram
40%	Project 3: Interactive Information

# Attendance, Grading and Work Submission Standards, Program Policies, Making Resources, and University Policies

All CD classes adhere to the same program and university policies: <https://bit.ly/2LHztsW>

**Attendance Policy:** For classes meeting once a week, students are allowed **2 absences**. Any absence beyond the allowed absences will result in an automatic failure (F) for the course. There are no excused absences, and doctor's notes are not necessary.

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.

## Materials and Supplies

- **Laptop**
- Dropbox Paper
- Figma Figma is a modern interface design tool that is collaborative online. We will be using Figma exclusively for creating your design mockups. Sign up with your newschool.edu email for a free education account.
- Camera (cell phone camera is fine)

## Fair use disclaimer about using ChatGPT

Learning a new skill can often be challenging. Give yourself time to experience this challenge and work, step-by-step, through issues as you gain new knowledge. Don't let LLMs (like ChatGPT) take this away from you. Instead, use them mindfully to assist you in your growth.

### Do

- Proofread code you already wrote
- Add an explanation for why the code is or isn't working so that you can understand it better
- Debug and catch typos
- As part of the design process as demonstrated by your faculty

### Don't

- Generate new code from scratch that you copy/paste
- Write a complete program for you

# Assignments

## **Project 1: A Map**

Make one trip on foot within NYC. Start in your living space (dorm, apartment etc) and go somewhere that you haven't been before, and gather 10 discrete pieces of data about your walk. Some of them could be quantitative: for example time elapsed or steps taken. Some could be more experiential: What was the weather like? What did you smell? How many dogs did you count? Collect visual references as you walk with a camera or phone.

Next: think of another trip, this one from your living space, to somewhere overseas (your home, a vacation, etc.) Come up with 10 pieces of data about that trip. For example: What modes of transport did you use? How did you entertain yourself along the way? What flora and fauna did you see? Historical data about the places. Things you ate or drank.

Design a map/diagram which shows the routes. Plot both trips on a single poster. For each journey, use colour, texture, marks, and symbols to note the 20+ pieces of information. Your visual design should relate to the visual material that you gather.

## **Project 2: A Diagram**

Choose a web platform (Yelp, Wikipedia, Google Street View etc). Where can you write a comment, upload a JPEG, add custom code? You will be annotating this platform, with metadata about the platform. Choose three pieces of numerical metadata about that platform (for example page load time, cost of the service, number of lines of underlying code, cookies installed on your computer, the number of ads served). Visualise that metadata using charts and graphs and serve your visualisations on that platform. The graphic language of the three visualisations should relate to each other, and to the platform. Document your intervention. Due will be a five minute presentation of your goals, data, platform and documentation.

# Schedule

<b>Week 1</b>	
Lecture	Class Introductions; Introduction to Dynamic Content
Activity	Student introductions (in pairs) + discussion
Homework	<b>A Map: Research (Walk / Collect)</b> <b>Reading:</b> Georgia Lupi, <a href="#">Data Humanism</a>

<b>Week 2</b>	
Lecture	Collecting and Mapping
Activity	Reading Review Student introductions (in pairs) + discussion; Small groups: cataloging data
Homework	<b>A Map: Sketches</b> <b>Reading:</b> James Corner, <a href="#">The Agency of Mapping</a>

<b>Week 3</b>	
Lecture	Data and Art
Activity	Reading Review Project #1 Progress Review (Small Groups)
Homework	<b>A Map: Final</b>

<b>Week 4</b>	
Lecture	Diagrams
Activity	Project #1 Final Crit Kickoff Project #2: A Diagram
Homework	<b>Bring three options for objects</b>

<b>Week 5</b>	
Lecture	
Activity	Small groups: Review project #2 data and 100% sketches

Homework	<b>Gather Project #2 data. Sketch multiple possible solutions.</b> <b>Reading:</b> Stan Allen, <a href="#">Diagrams Matter</a>
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<b>Week 6</b>	
Lecture	
Activity	Reading Review Small groups: Crit Diagram progress
Homework	<b>Make 100% sketches of Project #2</b>

<b>Week 7</b>	
Lecture	
Activity	In-Class: Review project #2 data and 100% sketches (small groups)
Homework	<b>Finish project #2</b>

<b>Week 8</b>	
Lecture	
Activity	Project #2 Final Presentation Introduce Project #3: Interactive Information
Homework	<b>Sketching for Interactive Information project</b>

<b>Week 9</b>	
Lecture	Lecture: Data in Flux
Activity	
Homework	<b>Progress the Interactive Information project</b> <b>Read:</b> Linked by Air, <a href="#">Change Over Time</a> <b>Write up 10 bullet points of things you learned from the essay</b>

<b>Week 10</b>	
Lecture	Technical demo TBD
Activity	Small groups: Crit Interactive Information sketches

Homework	<b>Final project data collection / sketch refinement</b> Read: <a href="#"><i>The Architecture of a Data Visualization</i></a>
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<b>Week 11</b>	
Lecture	
Activity	Small groups: Refining Interactive Information sketches Small groups: Review information architecture for Interactive Information project
Homework	<b>Prototyping Interactive Information</b>

<b>Week 12</b>	
Lecture	
Activity	Crit: Interactive Information prototypes
Homework	<b>Interactive Information final build</b>

<b>Week 13</b>	
Lecture	
Activity	Discussion: What's the future of information design? Crit: Interactive Information final prototype
Homework	<b>Interactive Information case study &amp; presentation</b>

<b>Week 14</b>	
Lecture	Lecture: Professional Practice
Activity	Crit: Interactive Information progress
Homework	<b>Final presentation</b>

<b>Week 15</b>	
Lecture	
Activity	Final Presentations Course Assessment

Homework	Have a good summer!
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