Parsons School for Design
Communication Design, Core Lab Interaction

COURSE DESCRIPTION

In this course we will provide a thorough and elaborate study of interactive concepts and techniques for applications. 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. This course will provide students with the tools to conceive, plan, and develop an interactive system, and they will become aware of the importance of their role in the development of interactive media.

LEARNING OUTCOMES

At the completion of this course you should be able to:

1   Use a basic vocabulary of interaction design to both give and respond to critique productively.
2   Demonstrate an understanding of the iterative making process in interaction design, including an ability to incorporate feedback into your work, using incremental methods to build toward more advanced work.
3   Conceptualize and realize, through coding, a product and its context for the web.
4   Evaluate the difference in designing interfaces for different kinds of media, their limitations and specific user situation, including responsive websites and apps for mobile.
5   Evaluate the elements that make up interactive systems to facilitate orientation, support usability and create consistency.
6   Research historic and current design precedents, not necessarily canonical precedents, to contextualize your own work
7   Clearly articulate your design process within the context of web-based projects
8   Be able to populate and maintain a living document with work that is printed, on screen, or time based in a reflective manner

9   Critically engage with interactive projects at different levels: from a single element to complete websites, from form to content, from idea to context, etc.
10   Demonstrate a comprehension of skills, methods, techniques and processes to realize and manage interactive systems

COURSE OUTLINE

Below is a rough outline of the semester, subject to change

1	1/21-1/25	Authorship & Graphic Design / Git
2	1/28-2/1	Starting Points / Basic HTML
3	2/4-2/8	The Long Tail / Intro to CSS
	2/4	*Last day to drop class*
4	2/11-2/15	Post-internet / Positioning, Box Model
	2/18	*President's Day Holiday*
5	2/22	Spirit Surfing / Advanced Selectors
6	2/25-3/1	Designers I / Adding Media
7	3/4-3/8	Designers II / Responsive Design
8	3/11-3/15	Infrastructure / Transforms & Animations
	3/18-3/24	*Spring Break*
9	3/25-3/29	Change Over Time / Review HTML & CSS
10	4/1-4/5	Performance & Browser / Logic Basics
11	4/8-4/12	Affect Online / Javascript I
12	4/15-4/19	Laws and Design / jQuery I
13	4/22-4/26	Digital Systems I / jQuery II
14	4/29-5/3	Digital Systems II / Frameworks, APIs
15	5/6-5/10	Technical Review
16	5/13	Final Critique

ASSESSABLE TASKS

Studio will focus on concept, design, presentation, and execution. Lab will focus more in depth on programming. You will receive a grade from both professors. Full descriptions of each project will be posted online.

Assignment 1, Digital Reissue

This assignment looks to explore idiosyncrasy by means of the digital re-printing of a historical text of your choice, and reimagining its visual properties in the form of a new standalone digital publication.

Assignment 2, CSS Typeface

In this project, you will experiment formally in HTML, CSS and Javascript through the creation of a bespoke typeface. Your typeface should somehow take advantage of the unique medium of the web. How is a typeface on-line (on a screen) different than one in a book (on a printed page)? How do the media differ? What are the dynamic properties of the web that printed matter lacks? And vice-versa: is there anything that printed matter has that the web doesn't? The concept for your typeface should come across formally and also allude to the way it was created (HTML, CSS and Javascript).

Assignment 3, TBD

ONGOING PROJECTS

Occasional Workshops

In addition to these three major projects you will have a set of shorter assignments that will be assigned throughout the semester. These will typically last one to two weeks and will compliment the technical skills being taught.

MATERIALS

We'll be working primarily in Sublime Text, a text editor designed for writing code. Additionally we'll be exploring the command line through Terminal, an application that comes with all Macintosh computers. We'll save and archive our work through a version control system called Git and share our projects with one another using Github an online platform for sharing code. For showing design we'll use Sketch, a tool similar to Adobe Indesign but tailored to designing websites. Finally, we'll use Principle to prototype interactions. Laptops are required in class.

REQUIRED READING

There is no specific textbook for the course, but occasionally readings will be assigned that will be discussed the following week. Readings will be posted to the course homepage in PDF format.

RESOURCES

Sketch, https://www.sketchapp.com
Sublime Text, http://www.sublimetext.com
Github, https://pages.github.com
Principle, http://principleformac.com
iTerm, https://www.iterm2.com

Learning

Code Academy, https://www.codecademy.com
Eloquent Javascript, http://eloquentjavascript.net
Code School, https://www.codeschool.com
Learn to Code, http://learn.shayhowe.com

Programming

Stack Overflow, https://stackoverflow.com

Inspiration

Arena, https://www.are.na
Hover States, https://hoverstat.es
Many Stuff, https://www.manystuff.org
Rhizome, http://rhizome.org

PARTICIPATION

Class participation is an essential part of class and includes:
—Keeping up with readings, assignments, and projects
—Contributing meaningfully to discussions and critiques
—Helping your classmates
—Participating in group work
—Being present and on time
—Asking questions

ASSIGNMENTS

Assignments are always to be posted to your website before arriving at class.

GRADING

Final grades are based on meeting deadlines, your execution of tasks given, and on your participation in class.

25%	Attendance
25%	Participation and Effort
50%	Projects and Assignments

—Is it on time?
—Did you challenge yourself technically & conceptually
—Did you follow the prompt?
—Are your ideas original, memorable, and thoughtful?
—Typography
—Execution

A	Exceptional quality, above and beyond
A-	Very high quality work
B+	High quality work demonstrating substantially higher than average abilities
B	Very good work that satisfies all requirements
B-	Good
C+	Above-average work
C	Average work, passable
C-	Below average, passing work but below academicstanding

D	Poor quality work, no demonstration of understanding or abilities
F	Failure, no credit

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
The grade of Z is issued by an instructor to a student who has not attended or not completed all required work in a course but did not officially withdraw before the withdrawal deadline. It differs from an "F," which would indicate that the student technically completed requirements but that the level of work did not qualify for a passing grade.

Grade 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 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: 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.

ATTENDANCE
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 the 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 by the instructor 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. Members of the faculty are expected to provide syllabi in which course objectives and assessment criteria are described, in writing, at the beginning of the term. The syllabus should also articulate how attendance is assessed with respect to active participation. At Parsons, attendance and lateness are assessed as of the first day of classes. Students who register after a class has begun are responsible for any missed assignments and coursework. Students who must miss a class session should notify the instructor and arrange to make up any missed work as soon as possible. A student who anticipates an extended absence should immediately inform the faculty and his or her program advisor. Advance approval for an extended absence is required to ensure successful completion of the course. Withdrawal from the course may be recommended if the proposed absence would compromise a student's ability to meet course objectives. Finally, faculty are asked to notify the student's advisor for any student who misses two consecutive class sessions without explanation or who otherwise miss a significant portion of class time. Following two absences, students may be asked to speak with their advisor to review any impediments to their successful performance in class and, if so, to provide confirmation to the faculty member that such a conversation took place.

RELIGIOUS ABSENCES AND EQUIVALENT OPPORTUNITY
Pursuant to Section 224a of the New York State Education Laws, any student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements which he or she may have missed because of such absence on any particular day or days. The student must inform the instructor at the beginning of the course of any anticipated absences due to religious observance.

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.

CANVAS
All assignments and class resources will be posted to the class website at parsons-core-interaction-2019.online.

ELECTRONIC DEVICES
Use of electronic devices (phones, tablets, laptops) 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.

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 & HONESTY

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.

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.

STUDENT DISABILITY SERVICES (SDS)

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. SDS assists students with disabilities in need of academic and programmatic accommodations as required by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Federal Rehabilitation Act of 1973.

http://www.newschool.edu/studentservices/disability/