Parsons School
of Design:
Communication
Design

Core Studio
Interaction
[PUCD 2125]

Tu, 7–9.40pm:
63 Fifth Ave,
Rm 619

Th, 7–9.40pm:
63 Fifth Ave,
Rm 306

spring 2018, core studio interaction

studio: Tue 7:00–9:40 PM, 63 Fifth Ave <u>Rm 619</u>
              Thu 7:00–9:40 PM, 63 Fifth Ave <u>Rm 306</u>
lab: Wed 7:00–9:40 PM
course homepage: specific-making.com

studio:

Marvin de Jong
dejongm@newschool.edu

lab:

Eric Nylund
nylunde@newschool.com

course description

In this course we will provide a thorough and elaborate study of inter-active concepts and techniques for applications. We will conduct an extensive investigation into the interface, mechanism, controls, and aims of interactive works. You will learn how to design and develop complex interactive projects, undertaking comprehensive research and directing your thinking process from brainstorming to final out-come. This course will provide you with the tools to conceive, plan, and develop an interactive system, and you will become aware of the importance of their role in the development of interactive media.

required readings

There won't be specific textbooks for the course but I will assign texts and videos that we will discuss in class the following week. These texts and videos will be linked to on the course homepage. All "read-ings" must be completed before class.

goals

During this semester we'll look to define a point of view. Instead of looking at single expressions or conversation starters we're going to look into points of view, perspectives, platforms, dialogues, and sys-tems of thought that you will develop and express throughout the semester.

assessable tasks

Throughout the semester we will try to define certain ways of thinking

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around design. Participation will be evaluated based on how the assignments given have been executed, critically engaged with, and the growth shown during the making of the assignment.

research assignment
There is an informal, or perhaps it's formal, canon of graphic design. This includes people like El Lissitzky, Piet Zwart, Josef Müller-Brockmann, and more recently Irma Boom. For this research I want you to start forming your own canon of design. You will create a pdf, present on the designer, and distribute the pdf in class after your presentation. It's up to you who to choose to present on. I will provide a list of options but you can suggest your own designer, or influence. There is a Google Doc in which you will let us know which topic you will present on. The document containts some suggestions on the second sheet as well. You can also look at lastbutnotliste.com or Alliance Graphique International for more options.

assignment 1—remake
The first half of the semester we will spend exploring the translation of a publication of your choice into a digital platform. The publication that you choose can reflect an interest of yours, a history, a memory, or a passing encounter. The choice made will have to be articulated in a small presentation. Choose a publication that you believe can carry a variety of messages in an interesting way. The platform we're looking to create should be able to carry the different media formats that the internet has to offer.

As the semester progresses we'll infuse this new platform with new points of view and new expressions. We will work on it becoming a complete expression that has your thoughts on typography, color, images, content, etc.

assignment 2—a systematic approach
The first assignment after Spring Break will revolve around an item you have chosen from your surroundings. Again the choice will have to

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be articulated in a small presentation. We will work on breaking down the different elements of the chosen item and creating a system that would allow us to work rapidly on rethinking the design of the item or applying the design of the item to other expressions. The entire system will be contained on a website.

assignment 3—the interpreter
As machine learning takes over a lot of menial tasks, the role of the interpreter is becoming increasingly important. You as a designer can function as an art director, reader, recipient, author, and communicator. For this assignment you will take an already existing website and modify it according to what you want from it. This assignment revolves around the articulation of desired changes and what the results are of those changes when followed through rigorously.

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

Week	Date	Topic, Activity, and Assignments
1	1/23	Review Syllabus / Kick-Off Assignment 1: Remake Watch 1st Hour: Rafaël Rozendaal, Websites 2001 - 2016
	1/25	Present on Chosen Publications Watch 2nd Hour: Rafaël Rozendaal, Websites 2001 - 2016 Assignment: Remake
2	1/30	Critical Engagement with Chosen Material Readings: Excerpt from *What is a Designer?*
	2/1	Crit Session Readings: Excerpt from Sei Shonagon's *The Pillow Book* Exercise 1: Typography
3	2/6	Present on Chosen Direction Watch: Mauren Mooren, Slidelive
	2/8	Crit Session Readings: Excerpt from *24 Ideas About Pictures* Due: Exercise 1
4	2/13	Iterate Design

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2/15 Crit Session

Exercise 2: TBD

5   2/20 Create Self-Authored Brief
    2/22 Crit Session

    Due: Exercise 2

6   2/27 Compare Design with Original Publication
         Reading: Excerpt from *Landmarks* by Robert MacFarlane
    3/1 Crit Session
         Watch: [Sulki & Min, Walker Art Center: Insights 2017](#)

    3/2 last day to drop a class

7   3/6 Working Session
         Watch: [Bart de Baets, Walker Art Center: Insights 2017](#)
    3/8 Crit Session

8   3/13 Midterm Review of Remake Assignment
    3/15 Brief Assignment 2: A Systematic Approach
         Read: *Uncreative Writing* by Kenneth Goldsmith

—   *3/20 No class (Spring Break)*
    3/22 No class (Spring Break)

9   3/27 Discuss Systematic Working Processes
         Watch: [Hito Steyerl. How Not to Be Seen](#)

    3/29 Present System Logic
         Exercise 4: Mapping
         Read: TBD reading on Mono-ha

10 4/3 Present Progress on System Expressions
    4/5 Crit Session
         Read: Excerpt from *The Doors of Perception* by Aldous Huxley
         Due: Exercise 4

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| 11 | 4/10 | Work Session |
| | 4/12 | Review of Assignment 2 |

12	4/17	Brief Interpreter Assignment
		Watch: [Alvin Lucier, I am Sitting In A Room](#)
	4/19	Discuss Interpreter Assignment: What was Destroyed
		Reading: Excerpt from *The Hedgehog and the Fox* by Isaiah Berlin

13	4/24	Present Interpreter Assignment: What was Added
	4/26	Compare Interpreter Assignment with Remake Assignment
		Reading: Excerpt from *On the Grotesque* by Geoffrey Harpham

| 14 | 5/1 | Work Session |
| | 5/3 | Review of Interpreter Assignment |

| 15 | 5/8 | Work Session |
| | 5/10 | Final Critique |

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learning outcomes
At the completion of this course you should be able to:
— Use a basic vocabulary of interaction design to both give and respond to critique productively.
— Demonstrate an understanding of the iterative making process in interaction design, including an ability to incorporate feedback into your work, using incremental methods to to build toward more advanced work
— Conceptualize and realize, through coding, a product and its context for the web
— Evaluate the difference in designing interfaces for different kinds of media, their limitations and specific user situation including responsive websites and apps for mobile
— Evaluate the elements that that make up interactive systems to facilitate orientation, support usability and create consistency
— Research historic and current design precedents, not necessarily canonical precedents, to contextualize your own work
— Clearly articulate your design process within the context of web-

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based projects
— Be able to populate and maintain a living document, e.g. for learning portfolio, with work that is printed, on screen, or time based in a reflective manner
— Critically engage with interactive projects at different levels: from a single element to complete websites, from form to content, from idea to context, etc.
— Demonstrate a comprehension of skills, methods, techniques and processes to realize and manage interactive systems

final grade calculation

assessment	%
Research Assignment and Takehome Exercises	20%
Inclass Participation and Attitude	20%
Project 1: Remake	30%
Project 2: Systematic Approach	15%
Project 3: Interpreter	15%
Total	100%

tools / educational resources
The class website will have the most up-to-date links to tools to be used.

grading standards

A [4.0; 96–100%]
Work of exceptional quality, which often goes beyond the stated goals of the course

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A [3.7; 91 –95%]
Work of very high quality

B+ [3.3; 86–90%]
Work of high quality that indicates substantially higher than average abilities

B [3.0; 81–85%]
Very good work that satisfies the goals of the course

B[2.7; 76–80%]
Good work

C+ [2.3; 71–75%]
Above average work

C [2.0; 66–70%]
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; 61–65%]
Passing work but below good academic standing

D [1.0; 46–60%]
Belowaverage
work that indicates a student does not fully understand the assignments;
Probation level though passing for credit

F [0.0; 0–45%]
Failure, no credit

Grade of W
The grade of W may be issued by the Office of the Registrar to a student who

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officially withdraws from a course within the applicable deadline. There is no academic penalty, but the grade will appear on the student transcript. A grade of W may also be issued by an instructor to a graduate student (except at Parsons and Mannes) who has not completed course requirements nor arranged for an Incomplete.

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.

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 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.

divisional, program and class policies

Responsibility
Students are responsible for all assignments, even if they are absent. Late assignments, failure to complete the assignments for class dis-

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cussion and/or critique, and lack of preparedness for inclass discussions, presentations and/or critiques will jeopardize your successful completion of this course.

Participation
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.

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 stu-

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dent 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.

Canvas
Use of Canvas may be an important resource for this class. Students should check it for announcements before coming to class each week.

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.

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.

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Academic Honesty and Integrity

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. https://www.newschool.edu/student-disability-services/.