

WEB:INTERACTION SYLLABUS

Parsons School of Design

School of Art Media and Technology BFA Communication Design

PSAM 2120.A—CRN: 5278

Fall 2018—Thursdays, 7:00–9:40pm

63 5th Ave, Room L101

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OVERVIEW—

What can a website be? From a showcase to a performance—a website has no fixed format. This course will focus on what a website can be for an individual as an alternative to the frameworks prescribed to us. Students will exercise skills in HTML, CSS and Javascript to create meaningful and contemporary interactive spaces while exploring how websites can compliment their practice. They will be given guidance to conceptualize ideas, strategize content, design frameworks and develop websites with unique point of views.

STRUCTURE—

The class will meet 15 times. Students will utilize a *class site* using GitHub to host and submit reading responses, homework exercises and final projects. The first 6 classes will be dedicated to learning skills in HTML, CSS and Javascript while the last 9 classes will be dedicated to critiques and work sessions for projects 1 and 2.

READINGS—

Readings are assigned each class (excluding classes 14&15). Students are expected to complete each reading and upload 2 questions or topics for discussion by Wed 12:00AM before each class.

EXERCISES—

Classes (1-6) will have assigned exercises based on the demonstration that week. Exercises are to be uploaded to the *class site* by WED 12:00AM before each class.

Students are to share exercises each class while discussing thoughts and questions of the technology learned.

PROJECT #1—(WEBSITE AS TOOL) 3 WEEKS

PROJECT #2—(WEBSITE AS IDENTITY) 6 WEEKS

**Project descriptions to come*

REQUIRED TOOLS

- GOOGLE CHROME
- BRACKETS OR SUBLIME TEXT
- GITHUB
- GOOGLE DOCS + SLIDES

QUICK RESOURCES

- HTML CSS <https://learn.shayhowe.com/>
- HTML CSS <http://learnlayout.com/>
- HTML CSS JAVASCRIPT <https://www.codecademy.com/>
- CSS SHAPES <https://css-tricks.com/examples/ShapesOfCSS/>
- CSS ANIMATIONS <https://css-tricks.com/almanac/properties/a/animation/>
- JAVASCRIPT <http://jsforcats.com/>
- GITHUB <https://www.learnenough.com/git-tutorial>

LEARNING OUTCOMES—

- Use a basic vocabulary of interactive media to both give and respond to critique productively.
- An understanding of how to develop working code and have the skills to problem solve bugs through troubleshooting and research.
- Conceptualize a website for the browser and realize it through coding and conceptual thinking.
- Evaluate the difference in designing interfaces for different kinds of devices and browsers.
- Demonstrate an open-mindedness to combine artistic creativity with technology.

- Using the tools and strategies discussed in class and apply them to final projects
- Research historic and current design precedents to contextualize own work.

GRADING STANDARDS—

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

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. 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:

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 & 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](#).

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.

SEMESTER SCHEDULE

- CLASS 1 (8.30) *INTRODUCTION + HTML*
 - HW: reading #1, exercise #1
- CLASS 2 (9.06) *CSS STYLING*
 - HW: reading #2, exercise #2
- CLASS 3 (9.13) *RESPONSIVE*
 - HW: reading #3, exercise #3
- CLASS 4 (9.20) *INTERACTIVITY + ANIMATION*
 - HW: reading #4, exercise #4
- CLASS 5 (9.27) *JAVASCRIPT + JQUERY*
 - HW: reading #5, exercise #5
- CLASS 6 (10.04) *MATH.RANDOM() + GETTIME()*
 - HW: reading #6, exercise #6, tool concepts
- CLASS 7 (10.11) *TOOL*
 - HW: reading #7, tool sketches
- CLASS 8 (10.18) *TOOL*
 - HW: reading #8, tool development
- CLASS 9 (10.25) *TOOL FINAL CRIT*
 - HW: reading #9, identity concepts
- CLASS 10 (11.01) *IDENTITY*
 - HW: reading #10, identity sketches
- CLASS 11 (11.08) *IDENTITY*
 - HW: reading #11, identity development
- CLASS 12 (11.15) *IDENTITY*
 - HW: reading #12, identity development
- CLASS 13 (11.29) *IDENTITY*
 - HW: reading #12, identity development
- CLASS 14 (12.06) *IDENTITY*
 - HW: reading #9, identity development
- CLASS 15 (12.13) *IDENTITY FINAL CRIT*

READINGS ASSIGNED PER WEEK

1. [Skim Scroll Stare](#) — Orit Gat
2. [Exercises in style](#) — Raymond Queneau
3. [Designing Programmes](#) — Karl Gerstner
4. [Research and Destroy](#) — Daniel van der Velden
5. [Fuck Content](#) — Michael Rock
6. [A-Note-on-the-Type](#) — David Reinfurt
7. [Interview](#) — Jurg Lehn
8. [Conditional Design](#) — Luna Maurer
9. [Design As Art](#) — Bruno Munari
10. [A Handmade Web](#) — Carpenter
11. [My website is a shifting house...](#) — Laurel Schwulst
12. [Relational aesthetics](#) — Nicolas Bourriaud
13. [Captives of the cloud](#) — Metahaven
14. *none
15. *none