



**JOUR 553: Coding and Programming for
Storytelling
2 Units**

Fall 2016 – Friday – 2-3:40 p.m.

Section: 21570D

Location: ANN 305

Instructor: Jennifer de la Fuente

Office: ANN 204A

Office Hours: By appointment only

Contact Info:

Phone: 213.821.1185

Email: jdelafue@usc.edu

I. Course Description

In this course you will learn the basic web technologies (HTML, CSS, JavaScript and jQuery) needed to build modern interactive multimedia projects. In addition, you will use contemporary storytelling skills to create advanced online story packages with multiple elements, including text, visuals (video, photos, graphics, etc.), audio, interactivity and navigation, with heavy emphasis on web development and coding. You will conceive, design, code and produce an advanced multimedia package.

The class will meet once a week for direct instruction, hands-on exercises and more. You will practice your coding skills with focus, bi-weekly assignments. In addition to your bi-weekly assignments, you must pitch and produce one longer project during the semester. This can be an individual project or a group project of no more than three people working together.

While coding is the next crucial skill for creative professionals to incorporate, not everyone will come out of this course as a developer. But no one will be left behind, and at the very least you will understand the role and potential for web development in the present and future of the creative professions. That in itself is invaluable in getting you a job in today's market.

II. Overall Learning Objectives and Assessment

The goal of this course is to teach you how to use front-end Web development to produce engaging and innovative multimedia stories.

By the end of this course you should be able to sketch, design and code a website from scratch, using HTML, CSS, JavaScript and jQuery plug-ins to tell a rich multimedia story. Building on your journalistic storytelling skills, this class focuses solely on the creation and production of stories told only via the Web.

III. Description of Assignments

Assignment 1: Multimedia/interactives examples. Due Week 2

Assignment 2: HTML/CSS problem set. Due Week 5

Assignment 3: JQuery problem set 1. Due Week 9

Assignment 4: JQuery problem set 2. Due Week 13

Final Project: Due on the scheduled date of the final exam.

IV. Grading

a. Breakdown of Grade

Instructor: You do not need to use this table below, but please indicate how students will be graded overall, including the assignments you listed above. Participation should be no more than 15%, unless justified for a higher amount. Must total 100%.

Assignment	Points	% of Grade
Assignment 1: Multimedia/interactives examples	5	5
Assignment 2: HTML/CSS problem set	20	20
Assignment 3: JQuery problem set 1	25	25
Assignment 4: JQuery problem set 2	25	25
Final Project	20	20
Participation	5	5
TOTAL		100%

b. Grading Scale

The final letter grade will be calculated as such:

95 to 100: A	70 to less than 75: C+	45 to less than 50: D-
90 to less than 95: A-	65 to less than 70: C	0 to less than 45: F
85 to less than 90: B+	60 to less than 65: C-	
80 to less than 85: B	55 to less than 60: D+	
75 to less than 80: B-	50 to less than 55: D	

c. Grading Standards

The content of your projects must meet all journalistic standards: adherence to AP style, grammatically correct, well proofed, and most importantly, the work must be your own (see the plagiarism policies below under IX. Policies and Procedures).

This is a coding class, so format, neatness and documentation will be graded. Participation will be graded on a number of criteria, including (but not exclusively) collaboration and helping out classmates if you understand something that they are struggling with. I also grade on effort. Not everyone will find this course material easy, but if you try your hardest (and I can tell), your grade will reflect that.

"A" and "B" projects/assignments should have ALL components; i.e., students should not get higher than a C+ unless everything is turned in.

- “A” project/assignment is submitted on time, has only minor bugs, JS well formatted and documented, and shows exceptional effort and creativity.
- “B” project/assignment is on time, and completed but requires more than minor bug fixes (CSS styling as well as JavaScript/JS functionality) and/or is not documented correctly or is badly formatted. Fulfills all basic requirements, but nothing beyond that.
- “C” project/assignment is late, is not complete and/or functioning. Requires major bug fixes. The student should have requested help from the professor.
- “D” project/assignment is late, incomplete, failed to meet the major criteria of the assignment, has numerous errors. Should not have been submitted.
- “F” project/assignment has not been submitted or is plagiarized from someone else’s code or project. You can use someone else’s code as example or inspiration, but you can not present someone else’s project as your own.

In addition, style errors and other breaches of journalistic standards will result in point deductions. Extra design and creativity is given extra credit.

V. Assignment Submission Policy

- All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.
- Assignments should be submitted by email to pbustamante.usc@gmail.com. All coding assignments should be .zipped up and attached to the submission email with a short explanation/documentation of the submitted files. Please put “J553 Coding – Assignment [number] – Firstname Lastname” in the subject line. NOTE: There may be a new submission process implemented.

VI. Required Readings and Supplementary Materials

While there is no required text in this course, there are a number of websites and tutorials you will be asked to read and work your way through, including:

- HTML tutorial: <http://w3schools.com/html/default.asp>
- CSS tutorial: <http://w3schools.com/css/default.asp>
- Begin Bootstrap tutorials: <http://www.w3resource.com/twitter-bootstrap/tutorial.php> and <http://getbootstrap.com/2.3.2/getting-started.html>
- JavaScript tutorial: <http://w3schools.com/js/default.asp>
- JQuery tutorial: <http://w3schools.com/jquery/default.asp>

These are also good reference and learning sites:

Lynda (<http://www.usc.edu/its/lynda>)

W3Schools (<http://www.w3schools.com/>)

Codecademy (<http://www.codecademy.com>)

VII. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the [Annenberg Virtual Commons](#) for more information. To connect to USC’s Secure Wireless network, please visit USC’s [Information Technology Services](#) website.

VIII. Course Schedule: A Weekly Breakdown

Important note to students: *Be advised that this syllabus is subject to change – and probably will change – based on the progress of the class, news events, and/or guest speaker availability.*

IMPORTANT NOTE: There will be hands-on work every class, so always bring your laptop. Make sure you have a text editor (not a word processor like Microsoft Word) installed on your computer.

Suggested:

Textwrangler for Mac: <http://www.barebones.com/products/textwrangler/>
 Notepad or Sublime text for PC

	Topics/Daily Activities	Readings and Homework	Deliverable/Due Dates
Week 1 Dates: 8/22-8/26	Syllabus, Semester Overview, Intros. Skills assessment. Historical perspective on news presentation. Web development overview. Build basic "Hello, World" page.	Assignment 1: Multimedia/interactives examples. Due Week 2 Reading: HTML tutorial http://www.w3schools.com/html/default.asp	
Week 2 Dates: 8/29-9/2	Intro to HTML & CSS: Discuss interactive/multimedia examples from homework assignment. The basics of HTML and the most important/most used elements.	Assignment 2: HTML/CSS problem set. Due Week 5 Reading: CSS tutorial http://bit.ly/w3css: Sections "CSS Home" through "CSS Tables"	Assignment 1 due
Week 3 Dates: 9/5-9/9	HTML & CSS: Part 2 Overview of CSS. Hands-on: build a navbar and basic photo gallery	Reading: CSS tutorial http://bit.ly/w3css: Sections "CSS Box Model" through "CSS Pseudo-elements"	[Labor Day: Monday, September 5]
Week 4 Dates: 9/12-9/16	HTML & CSS: Part 3 Answer questions and discuss problems you are having with Assignment 2. Review HTML and CSS. Hands-on in class: Build profile page from scratch	Reading: HTML5 tutorial: http://www.w3schools.com/html/html5_intro.asp	
Week 5 Dates: 9/19-9/23	HTML5 and CSS3 – animation and other new features: Review Assignment 2. Answer questions. A look at new tags in HTML5, including audio and video. CSS3 animation for engaging visual interactivity.	Assignment 3: JQuery problem set 1. Due Week 9 Reading: CSS3 tutorial: http://www.w3schools.com/css/css3_intro.asp Intro through fonts	Assignment 2 due

Week 6 Dates: 9/26-9/30	Finish up CSS3 demo projects. Overview of responsive design basic principals.	Reading: CSS3 tutorial: http://www.w3schools.com/css/css3_2dtransforms.asp 2D transforms, 3D transforms and transitions. Responsive design basics: http://www.w3schools.com/html/html_responsive.asp	
Week 7 Dates: 10/3-10/7	JQuery and JavaScript: Part 1 Overview of JavaScript and jQuery, from plugins to actual coding.	Reading: JQuery tutorial: http://w3schools.com/jquery/default.asp . Sections "jQuery Home" through "jQuery Events". JavaScript tutorial: http://www.w3schools.com/js/default.asp . Section "JS Home" through "JS Comments"	
Week 8 Dates: 10/10-10/14	JQuery and JavaScript: Part 2 Feb 24 Covering basic built-in tools and animation jQuery.	Reading: JQuery tutorial: http://w3schools.com/jquery/default.asp . All sections under "jQuery Effects"	Final Project milestone: You should be starting to think about what elements you are going to be adding to your final project.
Week 9 Dates: 10/17-10/21	JQuery and JavaScript: Part 3 Feb 24 Learning to get and set data from forms, attributes and HTML elements. Intro to variables.	Reading: JQuery tutorial: http://w3schools.com/jquery/default.asp . Under "jQuery HTML", sections "jQuery Get" and "jQuery Set". JavaScript tutorial: http://www.w3schools.com/js/default.asp . Section "JS Variables" through "JS Datatypes"	Assignment 3 due

Week 10 Dates: 10/24-10/28	JQuery and JavaScript: Part 4 Feb 24 Dynamically changing HTML elements and CSS.	Assignment 4: JQuery problem set 2. Due Week 12 Reading: JQuery tutorial: http://w3schools.com/jquery/default.asp . Under "JQuery HTML", sections "JQuery Add" through "JQuery Dimensions"	
Week 11 Dates: 10/31-11/4	JavaScript and JQuery: Fun with interactivity A look at what's possible with jQuery plugins, widgets and more.	Reading: Bootstrap tutorials: http://www.w3resource.com/twitter-bootstrap/tutorial.php	Final Project milestone: You should have 70% of your coding done for your final project
Week 12 Dates: 11/7-11/11	JQuery Plugins and useful widgets Part 1: Learning to use the Cycle plugin for photo galleries and other sliding elements. Creating hotspots on an image and using FancyBox for popups.	Reading: JQuery Cycle Plugin: http://jquery.malsup.com/cycle/ Fancybox lightbox plugin: http://fancybox.net/	
Week 13 Dates: 11/14-11/18	JQuery Plugins and useful widgets Part 2: How to make an audio rollover gallery, use HTML5 audio and video tags, and change elements on the page as a user scrolls.	Reading: HTML 5 Media: <audio> and <video> http://w3schools.com/html/html_media.asp	Assignment 4 due
Week 14 Dates: 11/21-11/25	No class		[Thanksgiving Break: Wednesday – Sunday, November 23-27]
Week 15 Dates: 11/28-12/2	Production hackathon		
FINAL EXAM Date: 12/9, 2-4 p.m.			Final Project: Due on date of final exam

IX. Policies and Procedures

Additional Policies

Collaboration and helping out classmates if you understand something that they are struggling with is very important to success in this class. I also grade on effort. Not everyone will find this course material easy, but if you try your hardest (and I can tell), your grade will reflect that.

Each class builds on the previous one, so it is crucial that you do not miss a class or fall behind. If you have to miss a class, let me know in advance so we can discuss how to keep you up to speed. If you are struggling with some concepts or code, let me know and I will meet with you separately to go over it.

This can be complicated material, especially if you are not paying attention. Do not text, chat with your friends on Facebook, or play on your computer during the instruction.

Internships

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism class.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/b/11-00-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

USC School of Journalism Policy on Academic Integrity

The following is the USC Annenberg School of Journalism's policy on academic integrity and repeated in the syllabus for every course in the school:

"Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

b. Support Systems

Equity and Diversity

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://dps.usc.edu/contact/report/>. This is important for the safety of the whole USC community. Another member of the university community - such as a friend, classmate, advisor, or faculty member - can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men*

<http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage <https://sarc.usc.edu/> describes reporting options and other resources.

Support with Scholarly Writing

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://ali.usc.edu/> which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations.

Students requesting test-related accommodations will need to share and discuss their DSP recommended accommodation letter/s with their faculty and/or appropriate departmental contact person at least three weeks before the date the accommodations will be needed. Additional time may be needed for final exams. Reasonable exceptions will be considered during the first three weeks of the semester as well as for temporary injuries and for students recently diagnosed. Please note that a reasonable period of time is still required for DSP to review documentation and to make a determination whether a requested accommodation will be appropriate.

Stress Management

Students are under a lot of pressure. If you start to feel overwhelmed, it is important that you reach out for help. A good place to start is the USC Student Counseling Services office at 213-740-7711. The service is confidential, and there is no charge.

Emergency Information

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

X. About Your Instructor

Jenn de la Fuente is a web designer and developer who has run her own design business, Rosebud Designs, since 2009. She specializes in building custom WordPress sites and has been teaching code to all levels of learners (and a few journalists here and there) for the last eight years. She began teaching at Annenberg in 2014. Before running her own business, she spent 10 years in journalism – almost all of it in sports – as a reporter, copy editor, page designer, web producer, and unofficial IT guru and teacher of all things digital media. Her journalism career includes stops at the Orange County Register, Arizona Daily Star, The News Journal (Wilmington, Del.), and The Sacramento Bee. Jenn is a USC Annenberg graduate (2000, B.A. in Print Journalism), a diehard Trojan football and LA Kings fan, a semi-competitive curler, and a halfway decent hockey player.