MEDP 34500
Web Design Project

Meeting Online: Blackboard
Mondays 04:10pm-07:00pm

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The class will use Google Drive as a resource,
please share a gmail account on the first day of class.

Enrollment Requirements:
Prerequisites: (MEDP 28500 or MEDIA 285) and (MEDP 331 or MEDIA 331.)
Please check with the instructor the first day of class if you didn't take these classes.

This project-based class is designed to give students the experience of solving practical problems in web production and to add to the advanced student's web design portfolio with a comprehensive project. Students will work independently and in teams on a large-scale collaborative project. Students will learn the entire process of web interface design from project idea to completion. They will learn to collaborate in design teams, present work-in-progress, perform user testing, and meet deadlines. Using the cycle of design, implementation, and user testing and revision, students will learn how to design a successful website.

The students are expected to be fully fluent in coding languages. **This is not a tutorial class**. We, all together, will use the class time to solve problem-based questions. Each student is expected to work autonomously at home. There will be a lot of making this semester, both in class and out.

It's your responsibility to check the google drive to stay up to date with the exercises, reading and communication. Every week I will upload the past week lesson + the full exercise for the week after.

Learning outcomes:

- Have a fluent vocabulary of interactive media to both give and respond to critique productively;
- 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;
- Demonstrate the ability to research and learn unfamiliar technical topics.

Method of Evaluation:

15% Attendance, class participation
15% Project 1
25% Project 2
20% Project 3
25% Project 4

The course projects will be evaluated by three components equally: Creativity, Technical Breadth and Professional Presentation. Completed projects should reflect a sense of ambition and dedication toward the final realization. The main point is to show and understand how to get there, rather than a polish final work.

Total: 100%
(100% being an A, 87% being a B, anything below 60% being an F)

Work-Load and Projects:
In-class teaching will be a mix of presentations, critiques and quick exercises.

Project 01: Class Website Micro Exercises (15 weeks long)
Every week we will do in-class (and out) quick exercises to put into practice the notions we are learning about Basic Design. The website should be a collection of these small exercises.

Project 02: Archive (4 weeks long)
Find a collection of images/texts (or make one) of at least 50 artifacts. Ideally using a database of resources (like airtable, are.na, etc etc). Using your coding skills you will need to create a 1 page website that shows your collection. You need to keep in mind that your design shouldn't be fixed. You're creating a system that can expand and show the collection growing throughout time. We will talk in particular about API systems and navigation filters.

Project 03: Re-Design (3 weeks long)
Re-designing is a common practice nowadays. Pick 1 page of a website that you find totally not working from a UX and Design prospective and re-designed.

Project 04: Time to Design (6 weeks long)
Pick a content, it can be something for you, or something for someone else (a client) and start designing the full website. The website should have at least 3 functional pages and be responsive.

Calendar

Week	Description	Project
Class 01 - 02/01	**Intro**	**Micro Exercises + Archive**
Class 02 - 02/08	**Basic Design Composition**	**Micro Exercises + Archive**

Class 03 - 02/15	**No Class (?)**	**Micro Exercises + Archive**
Class 04 - 02/22	**Basic Design Composition**	**Micro Exercises + Archive**
Class 05 - 03/01	**Basic Design Typography**	**Micro Exercises + Re-Design**
Class 06 - 03/08	**Basic Design Typography**	**Micro Exercises + Re-Design**
Class 07 - 03/22	**Basic Design Composition and Typography**	**Micro Exercises + Re-Design**
Spring Break	**Spring Break**	**Spring Break**
Class 08 - 04/05	**UX Design Interface**	**Micro Exercises + Time to Design**
Class 09 - 04/12	**UX Design Interface**	**Micro Exercises + Time to Design**
Class 10 - 04/19	**UX Design Navigation**	**Micro Exercises + Time to Design**
Class 11 - 04/26	**UX Design Navigation**	**Micro Exercises + Time to Design**
Class 12 - 05/03	**UX Design Navigation**	**Micro Exercises + Time to Design**
Class 13 - 05/10	**UX Design Navigation and Interface**	**Micro Exercises + Time to Design**
Class 14 - 05/17	**UX Design Navigation and Interface**	**Micro Exercises + Time to Design**

Class 15 - 05/24	**Final Class**	**Micro Exercises + Time to Design**

Readings:
The readings are meant to stracht the surface of this vast subject. I will do my best to provide every piece as a PDF (please do not print it) so you can grow your own library.. However, you should feel free to bring your own readings and share with the class (including myself). Reading is a practice for yourself, if you are interested in a particular subject, please feel free to ask me and we will work together to find the right text for you. Also be aware that participation in the class is the 15% of your total score to pass this course.

- Laurel Schwulst, My website is a shifting house next to a river of knowledge. What could yours be?
- George Perec, things: a history of the sixty
- Christopher Alexander, A Pattern Language
- Lara Baladi, Archiving a Revolution in the Digital Age, Archiving as an Act of Resistance
- David Reinfurt, I-N-T-E-R-F-A-C-E
- Listen to **https://peer-to-peer-web.com/nyc**
- Helen Taranowsky, Security Switch
- Frank Chimero, what a screen wants (https://frankchimero.com/writing/what-screens-want/)
- Orit Gat, Unbound: The Politics of Scanning https://rhizome.org/editorial/2014/oct/9/unbound-politics-scanning/
- Benjamin H. Bratton, The interface as a layer
- Keller Easterling, An Internet of Things https://www.e-flux.com/journal/31/68189/an-internet-of-things/
- Orit Gat, SCROLL, SKIM, STARE http://www.thewhitereview.org/feature/scroll-skim-stare/
- American Artist, BLACK GOOEY UNIVERSE
- John Berger / Ways of Seeing , Episode 1
- Jon Gacnik, On Observing Time (https://jongacnik.com/text/on-observing-time)

and more to come...

Hunter Assistance & Policies:

Computer Labs: Besides the grad lab and lounge, there are several labs available at Hunter to complete homework assignments. The schedule for this lab will be posted outside the entrance and online. Other labs available: ICIT 10th Floor labs

Academic Integrity: Academic integrity is a guiding principle of the Hunter College learning community because all students should have the opportunity to learn and perform on a level playing field. Academic dishonesty includes, but is not limited to, cheating,

plagiarism, obtaining an unfair advantage, and falsifying records or documents (see examples) whether intentional or not.

Hunter College upholds the right to promote academic integrity on its campus as an educational institution of the City University of New York. The College has the responsibility to review all charges of academic dishonesty and implement sanctions, including, but not limited to, failing the course, official transcript notation, suspension or expulsion from the College when it has been determined that academic dishonesty did occur. Please click here to see a full list of disciplinary sanctions.

ADA STATEMENT: In compliance with the ADA and with Section 504 of the Rehabilitation Act, Hunter College is committed to ensuring educational access and accommodations for all its registered students. Hunter College's students with disabilities and medical conditions are encouraged to register with the Office of AccessABILITY for assistance and accommodation. For information and appointment contact the Office of AccessABILITY located in Room E1214 or call (212) 772-4857 /or TTY (212) 650-3230.

Hunter College Policy on Sexual Misconduct: In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment, retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct or contacting the College's Public Safety Office (212-772-4444). All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123. CUNY Policy on Sexual Misconduct.
Link:http://www.hunter.cuny.edu/diversityandcompliance/repository/files/cuny-policy-on-sexual-misconduct.pdf

Emergency/Crisis Info: This is a list of numbers, which you can use if there is an emergency or crisis situation on the Hunter campus or if you need assistance at other times. Security -B125 West - 772 – 4444; Medical Office - Room 307 North - 772 – 4800 (During business hours) Office of Student Services - 1119 East - 772 – 4882 4891 (crisis counseling available), The Women's Center - 801 East - 772 – 4931.

Materials, Texts and Resources:

Downloads
You should make sure your computers have:
A web browser. We'll use Chrome exclusively for its developer tools.
A code text editor, like Atom, Sublime Text, or Brackets.

Self Help

If you can describe your problem in words, you're already halfway there.
Stack Overflow
Mozilla Developer Network

Getting started
For a good general overview:
Mozilla: Getting started with the web: Dealing with files
Mozilla: So what is HTML, really?
Mozilla: So what is CSS, really?
Mozilla: So what is JavaScript, really?

HTML
HTML stands for Hypertext Markup Language. It's used to structure a webpage and its content. HTML is not a programming language, but a markup language.
Mozilla: HTML
Shay Howe: Building Your First Web Page
Shay Howe: Getting to Know HTML
W3C HTML Validator
Lynda: HTML Essential Training

CSS
CSS stands for Cascading Style Sheets. It's a series of rules used to style a webpage. Like HTML, CSS is not really a programming language—it's a style sheet language.
Mozilla: CSS
Shay Howe: Getting to Know CSS
CSS Specificity
Shay Howe: Opening the Box Model
The Shapes of CSS
Learn Layout
DevTips on YouTube: CSS Basics
DevTips on YouTube: CSS Positioning, Part 1
DevTips on YouTube: CSS Positioning, Part 2
Flexbox in 5 Minutes
Flexbox Froggy
CSS Tricks
Lynda: Searching for "CSS"

Webfonts
Open Source Web Fonts
Font Squirrel Webfont Generator
Type Sample
Google Fonts

Debugging
Learn Chrome's Web Inspector, Chapters 1–4
Chrome Dev Tools

W3C HTML Validator

Online tools
For isolating, testing, and iterating on pieces of code:
jsFiddle
CodePen

General
W3C
Can I use

Lynda.com: HTML, CSS & JavaScript Essential Training
Subscription to Lynda.com is available through the New York City Library system. Go to Lynda.com Sign In (upper right corner) > “Sign in with you organization portal” (under Continue button) > Enter your organization’s URL to log in through their portal: for example “bklynlibrary.org” (for a Brooklyn Library member) > Enter Library Card Number and Library Card Pin and you will have access to the assigned video tutorials. A Lynda.com Kiosk is also available on a first come first serve basis at the Technology Resource Center located in Thomas Hunter, Room 402.
Recommended:
Lynda: HTML Essential Training
Lynda: Searching for "CSS"
Lynda: Searching for "JavaScript"
Lynda: Searching for "jQuery"
Lynda: Learning Git and GitHub
Lynda: UNIX for Mac OS X Users

Please always use a USB flash drive or external hard drive.
BACK UP ALL YOUR WORK EVERY TIME YOU USE A PUBLIC COMPUTER.

Advice:

While general overview of skills are given in class, the best learning happens alone through practice over time. Since the web and its constituent code are constantly changing, there is no one resource that is best. Instead, students should aim to absorb resources from a variety of sources, putting them to use through trial and error. If you find yourself stuck while writing code (which is extremely common–even for the best programmers), first try breaking your problem down into smaller, more manageable parts. Search Google or Stack Overflow for how to solve those parts, one at a time. Remember that most of the time spent writing code will be fixing bugs. In fact, learning how to debug is what programming is all about! (And sometimes bugs will allow you to discover something new and never seen before.)

And remember—sure, it's fine to shut yourself away to learn something new and technical, especially in the beginning when you need a certain skill level merely to get by. But also, balance your study by talking to people! The internet is about connection and support through that network of people. If you feel comfortable, show a classmate or friend something you’re making.