

Parsons School of Design

Communication Design (MPS)

PMCD 5000, Typography and Interaction: Skills Intensive (Section B), CRN: 7768

August 27th - August 31st, 9am - 6:30pm,

September 1st, 12:10pm - 2:50pm

55 W13th, Rm. I 205 (Hirshon Suite)

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Course Description

In this weeklong intensive we will explore intermediate skills and methods to design visual language, form, and interaction. Students will learn how to critically observe and describe visual aspects of language found in analog and digital media, informed by historic typographic precedents, core typographic principles, and contemporary interaction design fundamentals. Additionally, the intensive introduces students to programming within a design context, using code as a means to express ideas formally. Students will practice and utilize a shared vocabulary to critically address how the visual form of language impacts communication, navigation, and behavior in both analog and screen-based media. This intensive experience will prepare students to successfully participate in the subsequent core program classes.

Learning Outcomes

By the end of the semester, students will be able to:

Intra/Interpersonal Skills and Competencies

Integrative art and design methodologies

General Educational Skills and Practices

Materials, Tools, Skills

1. Understand the importance and value of typography and its role in conveying, augmenting, and expressing meaning in analog and digital media.
2. Develop an initial understanding of the context of digital design discourse through exposure to readings, work examples, and contemporary studio practices.
3. Critically analyze and discuss the issues surrounding different historical typographic principles, ways of reading typography, and methods of user navigation in analog and digital media.
4. Create hierarchy and difference within a single textual work across multiple pages/screens using a critical methodology.

5. Prepare files and graphics to be used for online media.
6. Apply on an introductory level typographic skills of hierarchy, readability, and difference to semantic and stylistic markup (HTML/CSS/jQuery) on the web.
7. Formulate, execute, explain, and defend their strategies/methods for addressing a design prompt/problem.

Assessable Tasks

The intensive has several in-class and take-home graded intermediate exercises before the final. These exercises utilize Sketch and basic HTML/CSS/Javascript, and are prefaced with in-class demos and external resources.

Readings will be assigned daily to be completed and prepared for small-scale group presentations and discussions.

The intensive culminates in an assignment that covers the design process (research > prototypes > html/css output) over the course of a 3 day period (Thursday 8/30 through Saturday 9/1). Students will be required to produce a 1-page responsive HTML/CSS page with navigation along with a pdf variation, and prepare a brief presentation of this deliverable.

Evaluation and Final Grade Calculation

This course operates on a pass/fail. Feedback throughout the week is given in a critique-based setting (full class, small group, and individual). Students not meeting required criteria will be notified at the teacher's discretion. In order to receive a passing grade, students must engage in all evaluation categories. Failure to do so will be reflected in the final grading.

Attendance & Class Participation	20%
In-class exercises	20%
Readings + Presentations	10%
Assignment 1	20%
Assignment 2: Active Reader	30%

Course Outline

Class 1 (Aug 27)	<ul style="list-style-type: none">• Introductions• Small reading-based group discussions + presentation prep• Full class presentations• Sketch introduction• Exercise 1• Lunch• Typography Vocabulary and History Lecture• What is critique conversation• Exercise 1 continuation• Exercise 2 introduction + work session• Class Conclusion: Finish Exercise 2 for tomorrow• Assigned Readings
Class 2 (Aug 28)	<ul style="list-style-type: none">• Discussion on Readings• Exercise 3• Critique in small groups (half half)• Inspect element session on beamer (anatomy of a webpage)• Class Conclusion: prepare Assignment 1a for tomorrow
Class 3 (Aug 29)	<ul style="list-style-type: none">• Discussion on Readings• Review of Assignment 1a• HTML CSS intro + exercises• Introduction + in-class work session: Assignment 1b• Class Conclusion: finish Assignment 1b for tomorrow, assign students to think about references on digital design, readings
Class 4 (Aug 30)	<ul style="list-style-type: none">• Discussion on Readings• HTML + CSS Q&A• Introduction of Assignment 2: Active Reader• Assignment 2: Research period• Assignment 2: Work session• Critique in small groups, use time to ask technical questions• <i>Optional</i> Introduction to Javascript/JQuery• Class Conclusion: continue working on assignment 2, prepare javascript questions for next day
Class 5 (Aug 31)	<ul style="list-style-type: none">• Discussion on Readings• Small Group Critiques on progress• Work Session for Assignment 2
Class 6 (Sept 1)	<ul style="list-style-type: none">• Final Critique on Assignment 2, with Section A (potential guest critic)

Readings

- [Fuck Content](#) - Michael Rock
- [Crystal Goblet](#) - Beatrice Warde
- [A Typographic Discourse for the Distaff Side of Printing, a book by ladies](#)
- [The Elements of Typographic Style \(pages 17 - 24\)](#) - Robert Bringhurst
- [Glass, Irony, and God](#) - Anne Carson
- [A Man of Letters](#) - Oliver Sacks
- [A Too-Perfect Picture](#) - Teju Cole
- [In Defense of the Poor Image](#) - Hito Steyerl
- [All Technology is Assistive](#) - Sara Hendren
- [Benevolent Deception in Human Computer Interaction](#) - Eytan Adar, Desney S. Tan, Jaime Teevan
- [Over the Bridge](#) - Rob Giampietro
- [A Vernacular Web](#) - Olia Lialina
- [The Garden of Forking Paths](#) - Jorge Luis Borges
- [The Web's Grain](#) - Frank Chimero
- [Container Technologies](#) - Zoe Sofia
- [What is Code?](#) - Paul Ford

Materials and Supplies

- Macbook/Mac OS
- [Sketch App](#) (30 day trial, \$49 w/ educational discount)
- [Sublime Text 3](#)

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 us/me. At that point, we/I will review the letter with you and discuss these accommodations in relation to this course.

Grading Standards

Graduate

A Work of exceptional quality

A- Work of high quality

B+ Very good work

B Good work; satisfies course requirements

Satisfactory completion of a course is considered to be a grade of B or higher.

B- Below-average work

C+ Less than adequate work

C Well below average work

C- Poor work; lowest possible passing grade

F Failure

GM Grade missing for an individual

Grades of D are not used in graduate level courses.

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:

[You should include one the following standards, depending on the level of your course].

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.

Graduate students: Work must be completed no later than one year following the end of the class. Grades of “I” not revised in the prescribed time will be recorded as a final grade of “N” 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 and 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.