

Parsons School of Design
Communication Design
PSAM 2599, Web Advanced: Javascript, CRN 2599

August 31 2018 - December 14, 2018

Fridays, 12:10pm - 2:50pm

Parsons 2 W 13th

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Office Hours by Appointment Only

f18webadvanced.teachinginter.net

Course Description:

This course will focus on extending students' knowledge of code to web and cloud. Students will be learning JavaScript, the programming language of the Web. Students will be introduced to a variety of application from server-side network programming, game development, and the creation of desktop and mobile applications. We will look critically at the medium of software, dive into the cultural literature of web design, explore research and learning techniques, and develop a strong understanding for contemporary workflows and processes.

Learning Outcomes:

By the successful completion of this course, students will be able to:

- Independently compose programs for the web and other contexts using the JavaScript programming language
- Understand the affordances and limitations of using software as a medium
- Read, understand, and explain the source code of both their own and their classmate's projects
- Independently research and learn unfamiliar technical topics and code libraries, and successfully implement these topics and libraries into assignments
- Understand contemporary programming workflows and processes

Assessable Tasks

This course consists of four primary assignments, in-class exercises, multi-format critiques, and take-home readings + in-class discussions. The assignments are listed below:

Assignment 1: Index

Take the github page that you set up in today's class and convert it into a living index of your work over this semester. Think about how this index will grow a change in reaction to the projects you will add. Your index should be built responsively (work on desktop and mobile). References include *Prof. Dr. Style* by Olia Lialina

Assignment 2: Pattern

Read Anni Albers' chapter on *Designing as Visual Organization* and skim through her weaving patterns. Also read *Against Ordinary Language: The Language of the Body* by Kathy Acker and consider how what she describes relates to patterns, repetition, and design.

You will write a JavaScript program which uses loops and if statements to create a module-based generative pattern. Using a single pattern unit (a module) (think: div) that changes over the course of its output. Your unit should iterate at least 100 times. With each iteration, your unit should somehow modify itself (content, size, color, rotation, shape, texture). Your pattern should have at least 2 variables of change (ex: content, color), is allowed to repeat itself (i.e. be a pattern), and is allowed to be as abstract or literal as you want (it can tell a story, or it can be an exercise in form).

Assignment 3: Instrument

This assignment is meant to expand a student's understanding of customized user experience and interactivity. Using your knowledge of Javascript so far, design and develop a linear relationship between the user and the visual rendering of a site. Consider what information you store about the user and their behaviour (i.e. time-visited, mouse movement, time spent on site), and to what degree/in what form this information is relayed back to the user upon each visit. Readings include *Benevolent Deception in Human Computer Interaction*, and *Something is wrong on the internet* by James Bridle.

Assignment 4: Final

This assignment is meant to expand students' proficiency in navigating APIs, and provoke thoughts regarding content presentation on the web.

For this assignment you will be making an interactive and living website with at least one API and some sort of found static content. You may use any of the APIs we went over in class or one from your own research. Think carefully about how you contextualize and combine your content and what kind of interactions you supply the end-user with. How

might the presentation of your selected content create meaning? How does the website react to the API over time? What do the type of user interactions imply about your perspective?

Evaluation and Final Grade Calculation

This a studio course: primary academic and constructive feedback given in a critique-based setting. Students are expected to act with agency in the research and exploration of new topics. A mid-semester check-in will also inform students of their academic standing. Additionally, students not meeting required criteria will be notified at the teacher's discretion.

Below is the grade calculation:

Inclass and Take-home Assignments	50%
Final Project	30%
In-class Participation and Attitude	20%
TOTAL:	100%

Course Outline (*Subject to change*)

Class 1	August 31	<ul style="list-style-type: none"> ● Introductions ● HTML/CSS Review ● Github Pages ● Assignment 1
Class 2	September 7	<ul style="list-style-type: none"> ● Assignment 1 Walk-around ● Intro to Javascript (pt 1) ● In-class exercise with for loops ● Assignment 2, Part 1
Class 3	September 14	<ul style="list-style-type: none"> ● Reading Discussion ● Assignment 2, Initial Review ● Intro to Javascript (pt 2) ● Assignment 2, Animated
Class 4	September 21	<ul style="list-style-type: none"> ● Javascript Advanced and jQuery ● Assignment 2, Interface
Class 5	September 28	<ul style="list-style-type: none"> ● Assignment 2, Check-in ● Review how to debug, using the console ● Introduction to Javascript Cookies ● Assignment 2, Final Revisions
Class 6	October 5	<ul style="list-style-type: none"> ● <i>Assignment 2, Final Critique</i> ● Assignment 3, Initial Sketches
Class 7	October 12	<ul style="list-style-type: none"> ● Introduction to Javascript Libraries, pt 1 ● Assignment 3, Check-in ● Assignment 3, Revisions
Class 8	October 19	<ul style="list-style-type: none"> ● Javascript External APIs, pt 1 ● Assignment 3, Check-in ● Assignment 3, Revisions <p>Administer Mid Term Evaluations</p>
Class 9	October 26	<ul style="list-style-type: none"> ● Javascript External APIs, pt 2 ● Assignment 3, Review ● Assignment 3, Refinements
Class 10	November 2	<ul style="list-style-type: none"> ● <i>Assignment 3, Final Critique</i> ● Assignment 4, Initial Sketches
Class 11	November 9	<ul style="list-style-type: none"> ● Reading Discussion ● Assignment 4, small group critiques
Class 12	November 16	<ul style="list-style-type: none"> ● Assignment 4, Work Session + Check-in
Class 13	November 30	<ul style="list-style-type: none"> ● Assignment 4, Work Session + Check-in <p>Time set aside for Course Evaluations</p>
Class 14	December 7	<ul style="list-style-type: none"> ● Assignment 4, Work Session + Check-in
Class 15	December 14	<i>Final Critique on Assignment 4</i>

Reading List

Prof. Dr. Style by Olia Lialina

On Weaving by Anni Albers

Against Ordinary Language: The Language of the Body by Kathy Acker

Benevolent Deception in Human Computer Interaction by Eytan Adar, Desney S. Tan, and Jaime Teevan

Something is wrong on the internet by James Bridle

**Additional readings may be added over the semester*

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.

Making Center

The Making Center is a constellation of shops, labs, and open workspaces that are situated across the New School to help students express their ideas in a variety of materials and methods. We have resources to help support woodworking, metalworking, ceramics and pottery work, photography and film, textiles, printmaking, 3D printing, manual and CNC machining, and more. A staff of technicians and student workers provide expertise and maintain the different shops and labs. Safety is a primary concern, so each area has policies for access, training, and etiquette with which students and faculty should be familiar. Many areas require specific orientations or trainings before access is granted. Detailed information about the resources available, as well as schedules, trainings, and policies can be found at resources.parsons.edu.

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:

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 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.