Interactive Web Design I
SYLLABUS

A website is a living thing. Not an artifact, but an arrangement of parts that changes under every person's touch. Every user arrives with a unique combination of browser, interests, and circumstances. Sites grow and contract as editors add new stories and reorganize old ones.

¶ Interaction design offers a way of making sense of this unruly, flowing, evolving environment. Design's power lies in building systems that can respond to unknowable needs.

Description

This course offers a technical and conceptual introduction to design for the web. Topics covered include visual design; the fundamentals of website structure and navigation; accessibility and usability; and writing HTML and CSS. Projects examine the web as a platform for both client-driven and self-published work.

Approach

This course provides an overview of interaction design and web development, as background for future projects and further study. The course emphasizes process, including sketching, decision-making off of the computer, and the refinement of design concepts. It provides students with exposure to the tools that would help in the building and maintenance of a much larger site. Topics covered include the fundamentals of website structure and navigation; writing HTML and CSS; working with images; accessibility and usability; web typography, and visual design. Students will experiment with self-publishing, creating projects driven by their own responses to class materials. On a conceptual level, this course interests itself in networked media as a key to understanding the larger world.

In the interest of gaining a strong command of the medium, the course focuses on writing HTML and CSS code with limited software assistance, avoiding WYSYWIG editors. It takes a typographical, content-centered approach to building sites.

Students need not have any coding background.

This introductory course leaves some subjects aside in the interest of time and clarity. It discusses JavaScript only briefy, and does not cover Flash or back-end coding.

STRUCTURE.
This class will be a mix of demonstrations, discussion, critiques, and studio working sessions. It requires extensive self-scheduled project work outside of the classroom.

COURSE WEBSITE.
The course site will host further assignments, schedule updates, and references. Please check the site regularly.

Objectives   Students will:

– Build websites using handcoded, standards-compliant HTML/CSS
– Apply fundamental design principles to the web
– Examine the differences between print and interactive media
– Explore the logic of templates and generative systems
– Study usability, accessibility, and user-centered design methods
– Develop a web design process that involves iteration and experimentation
– Examine the role that interactive media and networks play in society

Tools + Resources   TEXTS. This course draws on assigned readings and one required textbook:

> Anderson, Erin, et al. *InterACT With Web Standards: A Holistic Approach to Web Design*. Berkeley, Calif.: New Riders P., 2010.

REQUIRED SOFTWARE + TOOLS:

– Firefox with FireBug installed
– Safari/Mac (available in Corcoran labs)
– HTML/text editor
– USB flash drive
– Blank CDs or DVDs
– Backup system (three devices in two locations)
– Paper or sketchbook; pen or pencil
– Scissors or X-Acto knife
– Gluestick or tape

RECOMMENDED:

– CSS editor
– Adobe Photoshop (available in Corcoran labs)
– Markers
– Digital camera

BROWSER COMPATIBILITY. We will target Safari 5 on the Mac, and you should code your projects for correct rendering and behavior in that environment. Projects must render correctly in this browser, with no fonts installed beyond system defaults, and no plugins other than QuickTime (that is, no Flash). Browser debugging, beyond good coding practices and standards compliance, is not a focus of this course.

HTML/CSS STANDARDS. We will be writing to the HTML5 and CSS3 standards.

TEXT EDITOR. Students may use the text editor of their choice for writing HTML. In-class demonstrations will use TextWrangler (Mac; free; installed on lab machines).

CSS EDITOR. Students may also use a special-purpose CSS editors, which simplify the process of creating and modifying CSS files. Demonstrartions will use CSSEdit (Mac; free; installed on lab machines).

ABOUT DREAMWEAVER. This class focuses on handcoding. Students may work in Dreamweaver's code editing environment, but reliance on the WYSIWYG layout tools will hinder progress in the course.

BACKUP STRATEGY. Loss of data is not an excuse. Back up your work. An adequate backup plan involves duplicating your work across three different storage devices, kept in two separate locations.

Schedule Provisional plan for topics and assignments, likely to change.

		TOPICS	PROJECTS
January	24	Introduction HTML/CSS fundamentals	start *Instructions*
	31	Type, the box model, and white space Page layout	— present *Instructions* start *Recipe Markup*
February	7	Alignment and grid systems Image production Deploying sites	— exchange *Recipe Markup* start *Event*
	14	Templates and generative systems CSS selectors in depth	— present *Recipe Markup*
	21	CSS detailing Navigation systems	
	28	Interaction design	
March	6	User-centered design	— present *Event* start *Interaction Study* start *Narrative*
	13	*Spring break: no class*	
	20	Accessibility	
	27	Web fonts and @font-face	— present *Interaction Study*
April	3	JavaScript interactivity	
	10	JavaScript interactivity	
	17	Forms and tables	
	24	Mobile design Responsive sites	
	1		
May	8		— present *Narrative*

Work PROCESS. This course seeks to help students to develop their own working processes. Good final projects invariably come as the result of diligent, structured work earlier in the semester. Do not leave work for the last few weeks. You will need to turn in your process work as part of your grade. Keep versions of your files and paper sketches as they progress. Never delete the files for anything you show in a critique.

PROCESS BOOK. As you work over the semester, save your files, sketches, notes, and raw material. Assemble these clippings into a process book that records your progress over the term. The book can be rough. Deliver your process book in printed or PDF form.

PRESENTING WORK. If you are presenting work on screen, show either HTML or a PDF, preferably one sized for an XGA (1024 × 768 px) projector. If you are bringing work on paper for critiques – an excellent idea for sketches, wireframes, and design documentation – remember that other people in the class must be able to see your work. You need not mount any work from this course.

SUBMITTING WORK. Follow these steps to submit files. If your instructor cannot readily identify or review your projects, you will not receive a grade.

1. Put the files into a folder.
2. Name the folder with your first and last names and the project title.
3. ZIP compress the folder.
4. Make sure that the name of the ZIP file contains your first and last names, and the project title.

Grading Grades in this course will be determined by several factors:

5%	Weblog
5%	Process book
2%	*Instructions* project
3%	*Recipe Markup* project
28%	*Event* project
12%	*Interaction Study* project
40%	*Narrative* project
5%	Attendance and participation

GRADING SCALE.

A	Outstanding
B	Good
C	Adequate
D	Poor
F	Unacceptable

RESUBMITTING WORK. Students may revise and resubmit projects for a new grade before the end of the semester. Late work will be marked down.

Policies   ATTENDANCE. Students are expected to attend scheduled class sessions and course-related activities. Two unexcused absences will reduce a student's semester grade by one letter grade, and a fourth unexcused absence will result in failure of the course. Grounds for excused absences are illness, family emergencies, jury or military service, and religious obligations.

CLASSROOM RULES.

– Please silence ringers on phones
– No cellphone conversations in the room
– No headphones, email, texting, IM, or web browsing during critiques, discussions, and presentations

INTELLECTUAL HONESTY. The Corcoran Honor Code applies in this course. Please cite the work of others. Do not borrow projects from other students or reuse work from other classes without permission. Plagiarism or cheating are grounds for failure on an assignment; repeated plagiarism or cheating results in failure of the course. If in doubt about how and when to cite, please ask the instructor or a librarian.

IMAGE AND CODE CITATIONS. You must cite any work that is not your own. When you turn in a project, supply a list of any photographs, icons, textures, drawings, text, code or other material that you did not create. In the list, identify the source of the original work. Failure to provide these citations constitutes plagirism.

College Honor Code   I. VIOLATIONS

Cheating

– The use of unauthorized materials, information, study aids, or unauthorized collaboration on in-class examinations, take-home examinations, or other academic exercises. It is the responsibility of the student to consult with the instructor concerning what constitutes permissible collaboration. Cheating or assisting another student to cheat in connection with an examination or assignment is academic fraud.

– The above may be accomplished by any means whatsoever, including but not limited to the following: fraud, duress, deception, theft, trick, talking, signs, gestures, and copying from another student.

– Attempted cheating

Plagiarism

– Plagiarism, in any of its forms, and whether intentional or unintentional, violates standards of academic integrity. Plagiarism is the act of passing off another's ideas or writing as one's own. Students are responsible for educating themselves as to the proper mode of attributing credit in any course. Faculty may use various methods to assess the originality of students' work.

Note: plagiarism can be said to have occurred without any affirmative showing that a student's use of another's work was intentional.

– False citation is academic fraud. False citation is the attribution of intellectual property to an incorrect or fabricated source with the intention to deceive. False attribution seriously undermines the integrity of the academic enterprise by severing a chain of ideas which should be traceable link by link.

– Students are not permitted to submit their own work, either academic or studio, in identical or similar form, for multiple purposes without the prior and explicit approval of all faculty members to whom the work will be

submitted. This includes work first produced in connection with classes at the Corcoran or at other institutions attended by the student.

Lying

Lying encompasses the following: the willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in oral or written statements relating to academic work. This includes but is not limited to:

– Lying to College staff and faculty members.

– Falsifying any College document by mutilation, addition, or deletion. Any attempt to forge or alter academic documentation (including transcripts, letters of recommendation, certificates of enrollment or good standing, and registration forms) concerning oneself or others is academic fraud.

– Lying to Honor Committee members during investigation and hearing. This may constitute a second charge, with the committee members who acted as judges during that specific hearing acting as accusers.

Stealing

Stealing encompasses the following: taking or appropriating without the permission to do so, and with the intent to keep or to make use of wrongfully, property belonging to any member of the Corcoran community or any property located on the College campuses or Student Housing. This includes misuse of College computer resources. This section is relevant only to academic work and related materials.

II. RESPONSIBILITY OF THE FACULTY

Faculty members are responsible, to the best of their ability, for maintaining the integrity of the learning and testing process, both in the classroom and outside of it, and for fostering conditions of academic integrity. To alleviate misunderstandings, all instructors are required to delineate at the beginning of each semester what constitutes a violation of the Honor Code in their classes. This should include an explanation of:

– The extent to which collaboration or group participation is permissible in preparing term papers, studio work, reports of any kind, tests, quizzes, examinations, homework, or any other work.

– The extent to which the use of study aids, memorandum, books, data, or other information is permissible to fulfill course requirements.

Guidelines on what constitutes plagiarism, including requirements for citing sources. All instructors are encouraged to send the Honor Committee a written copy of their Honor Code policies, which are kept on file. These requirements should also be stated before each test, examination, or other graded work to clarify what is permissible. Faculty members who witness an Honor Code violation should proceed as outlined under Procedure for Reporting a Violation.

III. RESPONSIBILITY OF THE STUDENTS

Students should request a delineation of policy from each instructor if none is given at the beginning of each semester. Students should also request an explanation of any part of the policy they do not understand. Students are responsible for understanding their instructors' policies with regard to the Honor Code. Students are also responsible for understanding the provisions of the Honor Code.

As participating members of this community, all students have the duty to report any violations of the honor code to a member of the Honor Committee, within the prescribed time outlined under Procedure for Reporting a Violation. This duty is important not only because it enforces the Honor Code, but also because it gives all students the opportunity to express their respect for personal integrity and an honest learning environment.

IV. PROCEDURE FOR REPORTING A VIOLATION

All students, faculty, and staff members witnessing or discovering a violation of the Honor Code should enlist, wherever and whenever possible, one or more corroborating witnesses to the overt act. The accuser(s) (student, faculty, or staff) must notify the Honor Committee within five working days from date of realization.

The Honor Committee will, within five working days, mail a letter of accusation to the suspected party. This letter is addressed to the accused student's current mailing address listed with the Office of the Registrar.

A copy of this letter will be sent to the student's Corcoran e-mail account. The letter informs the suspected parties that they have five working days from the date of the letter to contact the Honor Committee and make an appointment to see the chair of the Honor Committee (or his or her designee) who advises them of their rights and options. The Honor Committee then begins an investigation, which does not involve a presumption of guilt on the part of the accused.

Any member of the Corcoran academic community who knows of but does not report an Honor Code violation may be accused of lying under the Honor Code.

V. APPEARANCE OF WITNESSES

The Honor Committee may require any member of the College community to appear as a witness before the committee at the time of the hearing. All requests for such appearances are issued by the chair of the Honor Committee. The appearance of the accuser is usually required.

VI. VERDICT

To be found guilty of an honor violation, there must be a majority vote for a verdict of guilty. Clear and convincing evidence must be presented to find the student guilty. A student may not be tried more than once for the same offense, except when an appeal is granted.

VII. PENALTY

If the accused is found guilty of an honor violation, the Honor Committee determines the nature of the penalty by a majority vote.

The Honor Committee is not restricted to one kind of penalty but determines one commensurate with the seriousness of the offense. Typical penalty ranges include:

– Non-academic warning: The student is given written warning that future misconduct may result in more severe disciplinary action. A written statement is placed in the confidential files of the Honor Committee but is not documented in the student's academic transcript.

– Non-academic probation: Ineligibility to participate in any activity representing the college and ineligibility to serve as a member of the Honor Committee and the Student Conduct Committee. A written statement is placed in the Honor Committee's confidential files but not made part of the student's academic transcript.

– Service hours: Library or other supervised college service hours to be completed by a specific time. Upon completion, the hold on the student's records is removed.

– Failing grade: Recommendation in writing to the instructor for a grade of F for the work involved, or for the entire course. The student's permanent record reflects the academic evaluation made by the instructor.

– Recommendation of suspension from the College for one or more semesters: A student's academic record would read "non-academic suspension from (date) to (date)." The recommendation is made to the dean of students. Non-academic suspension requires the review and approval of the dean of students who may alter, defer, or suspend the recommendation. During the period of suspension, the student shall not participate in College-sponsored activities including mobility/study away/ study abroad, orientation leadership positions, resident assistants, and college activities and events.

– Recommendation of dismissal from the College: A student's academic record would read "non-academic dismissal as of (date)." This penalty is recommended to the dean of students only in extraordinary circumstances, such as for repeated offenses. Non-academic dismissal requires the review and approval of the dean of students who may alter, defer, or suspend the recommendation.

– Other penalties: The Honor Committee retains the right to impose additional penalties, according to the specific needs of a situation.

A written request for an appeal, detailing new evidence, procedural irregularities, or other grounds that may have sufficient bearing on the outcome of the hearing must be presented to the chair of the Honor Committee within seven working days after the date on which the verdict was rendered. The written request is reviewed by the dean of students. If a new hearing is granted, no voting member from the original hearing may vote in a second or subsequent hearing of the same case.

IX. RECORDS

The records of the hearing are kept in the Honor Committee files for a minimum of one year after the student's graduation or date of last attendance. If the evidence belongs to any person other than the accused, the original is returned to the owner and a copy is kept with the records of the Honor Committee. Records resulting in non-academic dismissal are kept in the student's permanent academic record.

X. HONOR COMMITTEE

The Honor Committee's primary and indispensable duty is to instill the concept and spirit of the Honor Code within the student body. The secondary function of this group is to sit as a hearing committee on all alleged violations of the code.

The Honor Committee is independent of the Academic Appeals Committee and the Student Conduct Committee. Members are appointed by the dean of students and will consist of a minimum of three staff members and a minimum of three students. One of the three staff members is also appointed chair of the Honor Committee and serves as a nonvoting member. In addition, the dean of students and/or the Associate Provost of Enrollment, acting as nonvoting advisors of the committee, will sit with and advise the committee at all hearings.

The term of office for Honor Committee members shall be a minimum of one year, as determined by the dean of students. Members may be re-appointed for additional terms. Previous Honor Committee members may serve during the Summer term.

Student members of the Honor Committee who are found guilty of violating the Honor Code, the Student Conduct Code, or of a criminal offense may be disqualified from participating in the Honor Committee. Student members of the Honor Committee must also maintain good academic standing (i.e., not on probation, second probation, or suspension). In the event of a vacancy or disqualification of an Honor Committee member, the dean of students will fill the vacancy.

XI. CHALLENGING THE WITHDRAWAL OF COMMITTEE MEMBER(S)

An accused person who challenges the right of any member of the Honor Committee to judge the accused must present cause to the chair of the Honor Committee. The Honor Committee then decides the validity of the challenge with the challenged member abstaining from voting. A simple majority decides the validity of any challenge. A successfully challenged committee member must not be present during the hearing.

A member of the Honor Committee who feels prejudiced as to the facts of the case, is a close friend or relative of the accused, or would not be able to render an impartial judgment must withdraw from a specific hearing. For more information, please contact Jon Youngs, Associate Director of Academic Advising at (202) 639-1806 or jyoungs@corcoran.org.

College Attendance Policy

Students are expected to attend all class sessions and course-related activities for each course in which they register. Students may not attend any class for which they have not officially registered. Three absences (two during the summer term) within a given class, or 20 percent of the semester, are grounds for automatic failure of the course. If the student stop attending a course without properly dropping it, you will receive an F. Dropping courses is the student's responsibility. Absences should not be considered free days but are to be used only for sickness or for unusual situations when class attendance is not possible. Students are strongly advised to save their allowable absences for unforeseen circumstances. Additionally, any student who is late three times in a course will receive a full mark of absence.

EXCUSED ABSENCES

In exceptional circumstances, the dean of students, in coordination with the chair or program director, may approve emergency absences for medical or other legitimate reasons. In such cases, students are required to provide medical or other supporting documentation to the dean of students.
Absences due to religious holidays must be pre-approved by the instructor one week in advance of the absence.

Although students may miss up to two class sessions, they are not relieved of the obligation to fulfill all course assignments, including those that can only be fulfilled in class. Of special note to all students: instructors may modify the standard attendance policy (stated in this handbook) according to how they weigh various components of the curriculum throughout the semester. If there are any changes to the standard policy, they will be written into the course syllabi that are reviewed on the first day of classes.

Note that the course attendance policy differs from college-wide policy.