

Parsons School of Design
School of Art Media and Technology
PSAM 3060, Currents: CD Workshop Series A; CRN 7662
Spring 2020
Friday, 9:00 to 11:40,
Academic Entrance 63 Fifth Ave, Room 304

Course Description

This course consists of a series of three workshops, which explore contemporary positions in Communication Design, taught by specialists / working professionals from industry. Each workshop is 5 weeks long and examines a specific topic in detail. Topics include (but are not limited to) type in space; digital typography and prototyping; and design systems. Further details of the individual workshops will be posted soon. Students are expected to engage in all three workshops and must be present for the duration of the semester.

Questions about the class beyond these three workshops can be directed at:
roon@newschool.edu

Workshop 1: What Did The 2010s Look Like?

Nika Fisher, simovicn@newschool.edu
Meeting Dates: 1/24, 1/31, 2/7, 2/14, 2/21

Workshop Description

Through a close study of social movements and pop culture, this course will explore the years 2010 – 2019 through the lens of graphic design and contribute to *What Did the 2010s Look Like*, an online digital publication. Unlike previous decades, the 2010s had an overwhelming infatuation with the past and we'll unpack the qualities that feel idiosyncratic and specific to the decade.

Over the course of the semester, students will select a research topic within the decade, and explore how it contributed to our visual landscape and how it will be remembered. Each student's research will become a chapter in the publication and will include an essay and graphics.

The digital publication will be housed on a content management system that students will help contribute to. The students will review their own entries and suggest modules to be reused throughout the publication. We'll explore what is necessary to create a cohesive and flexible back-end that supports the content and informs the design. Additionally, because the site design will be provided, we'll practice working within an existing system and how to create variation within it.

This is a cross-disciplinary studio course that will investigate digital publishing, interactive reading experiences, image-making and designed systems.

Brief Bio

Nika is a multi-disciplinary graphic designer and educator based in New York. She is currently a partner at [Labud](http://2k10s.labud.nyc/), a design and development studio she co-founded in 2018. She teaches interaction design at Parsons School of Design as well as Rutgers Mason Gross School of the Arts. Nika's aesthetic approach frequently explores the relationship between humans and technology. Prior to founding her own studio, Nika has worked with Thinx, Areaware, Kate Spade, Linked by Air, and Sweden Unlimited among others.

Class Site

<http://2k10s.labud.nyc/>

Workshop Outline

| Date | Agenda | Homework |
|-----------------------|---|---|
| Week 1 1/24 | <ul style="list-style-type: none">• Faculty Introductions• Student Introductions• Introduce project brief• Brainstorming activity | Think through three different ideas for your entry and write the first 2 sentences of each one. For each one, find or create a supporting graphic that could inform a visual language. Reading Profile Page – Florian Freier The Drive Home – Emma Cline |
| Week 2 1/31 | <ul style="list-style-type: none">• Different strategies for a contribution with examples (lecture)• Share sketch project library & talk about a collaborative workspace• Writing exercise in class | Pick one of your texts and finish the text component. Start sketching out ideas for the supporting graphics – have at least 3 different versions to share next week, saved out as either jpgs or gifs. Reading Excerpt from <i>Several Short Sentences about Writing</i> – Verlyn Klinkenborg |

| | | |
|-----------------------|---|---|
| Week 3 2/7 | <ul style="list-style-type: none"> • What is a CMS? (lecture) • CMS demo • Design workshop | Have a draft of your entry (text and graphics) uploaded to the website Reading Excerpt from <i>X* A Highly Specific, Defiantly Incomplete History of the Early 21st Century</i> – Chuck Klosterman |
| Week 4 2/14 | Group Work Activity: <ul style="list-style-type: none"> • Go through everyone’s draft online and leave comments for them on our shared google doc. Once you’re done, use the “connect” module to connect your text to at least one other student. Work together to see if there are any common themes throughout the class. | Finish your entry and make sure it’s online with all the content ready to go at the start of class |
| Week 5 2/21 | Final critique with guest critic, presentation of digital publication with everyone’s content | |

Materials and Supplies

- Laptop
- Sketch
- Google Chrome

Workshop 2: Voice Activated: Commands and Interfaces

Lukas Eigler-Harding, eigl1343@newschool.edu,
 with Rahul S. Shinde, rsubhashshinde@gmail.com

Meeting Dates: 2/28, 3/6, 3/13, 3/27, 4/3

Workshop Description

Voice activated is a critical inquiry into the affordances of speech and text input interfaces on the web. Using Javascript, students will design and prototype experimental interactions through language input and parsing. By grounding contemporary language interfaces in their historical precedents in early digital computing, we will focus on developing unique perspectives regarding personal voice, cultural assumptions, and accessibility. Through research, discussion, and the dissection of speech augmented software (Alexa, Siri, Google Assistant), students will draw attention to the implications of language and tone in interface design. Considerations include: What is the importance of tying visual communication to senses other than sight? How

minimal can an interface be? How does a speech based interface affect its surroundings? When do we change how we talk?

Brief Bio

- Lukas runs a flexible studio practice based out of the Financial District in New York. He works independently and with smaller studios and agencies to launch interactive work within the web's specter. He also teaches Core Interaction and Web Advanced: Javascript at Parsons.
- Rahul is a communication designer & programmer currently located in Phila. PA. He is the senior designer at GrayBits (a design and development consultancy) and runs a collaborative studio practice taking on small digital projects.
- Together, Lukas and Rahul practice under the collective pseudonym *projectname*.

Class Site

voice.teachinginter.net

Workshop Outline

| Week | In Class | Homework |
|-----------------------|---|--|
| Week 6 2/28 | <ul style="list-style-type: none">• What is an input? What is an output? (conversation + examples)• manipulating the DOM review• Api introduction, boilerplate• in-class group work: simple input/output | <ul style="list-style-type: none">• +4 simple input/outputs (total of 5)• Reading |
| Week 7 3/6 | <ul style="list-style-type: none">• Class discussion on reading• Mini-lecture on states of feedback• Input/output critique• In-class work: begin refinement of input/outputs | <ul style="list-style-type: none">• Select three input/outputs (four if in group) and include all states of feedback• Reading |
| Week 8 3/13 | <ul style="list-style-type: none">• Mini-lecture on Voice and Interfaces• Open review input/outputs• In-class exercise + sharing: New Voices• Individual Meetings | Select an input/output and begin building your voice activated Interface |
| Week 9 3/27 | Individual crits + troubleshooting | Refine your Interface |
| Week 10 4/3 | Final Presentations | :) |

Materials and Supplies

- Laptop
- Sublime Text (or similar code editor)

- Google Chrome

Workshop 3: Generative Identity

John Provencher, provj824@newschool.edu

Meeting Dates: 4/10, 4/17, 4/24, 5/1, 5/8

Workshop Description

In this workshop, students will use JavaScript as a medium to shape a graphic system. We'll adopt a generative mindset — creating rule-sets based off variable data to produce an array of outcomes rather than a fixed one. The workshop will start with code and the final output will be a collaborative book. To achieve this we'll use (and study) `paper.js` by Jürg Lehnli.

Brief Bio

John Provencher is a graphic designer / developer based in New York, NY. He publishes work through his practice [haha.services](#) while teaching [fruitful.school](#) and at The New School.

Workshop Outline

| | | |
|------------------------|----------|----------------------------|
| Week 11 4/10 | Input | <code>paper.js</code> |
| Week 12 4/17 | Form | line, circle, rect, etc |
| Week 13 4/24 | Generate | <code>Math.random()</code> |
| Week 14 5/1 | Output | <code>.svg / .pdf</code> |
| Week 15 5/8 | Final | crit |

Readings / Media

- (due w12) <http://paperjs.org/about/>
- (due w13) https://www.typoshede.com/articles/typeface_as_programme
- (due w14) <https://www.youtube.com/watch?v=J5S7Ubm01tw>

Materials and Supplies

- Laptop
- Code Editor (Sublime Text, Brackets, Atom)
- Modern Browser (Chrome, Safari)

Evaluation and Final Grade Calculation

| | | |
|----------------------------|-----|-------------|
| Attendance / Participation | 25% | |
| Workshop 1 Project | 25% | |
| Workshop 2 Project | 25% | |
| Workshop 3 Project | 25% | |
| TOTAL | | 100% |

A. Communication Design Zero Tolerance Attendance Policy

In order to foster a studio learning environment where we all learn from peers and through dialogue, timely and regular attendance is a strict expectation for all Communication Design students. Students who are not present in class are unable to meet the learning outcomes of a Communication Design course.

For classes meeting once a week, students are allowed 2 absences. For classes meeting twice a week, students are allowed 4 absences. Any absence beyond the allowed absences will result in an automatic failure (F) for the course. There are no excused absences. This applies to each and every student.

A student is deemed tardy if a student fails to arrive within 15 minutes past the beginning of class. 2 tardies will result in an automatic absence. A student who arrives an hour past the beginning of class will be deemed absent.

B. No Late Work and Missed Critiques

Work that is submitted past the assignment due date will result in an automatic failure for the assignment. For work presented in critique, absence at the critique will result in an automatic failure for the assignment.

C. CD App

Information about upcoming CD Lectures, events from AIGA NY/TDC, the CD Library, and the CD Paper Store can be found on the CD App.

<https://cdparsons.glideapp.io/>

To install the app on your phone:

For iOS users:

1. Visit the link in Safari, tap on the "Share" icon located at the bottom of the page
2. Tap the "Add to Home Screen" button
3. Tap the "Add" button at the top right corner of the screen

For Android users:

1. Tap on the notification banner at the bottom of the page (alternatively, you can tap the "Add to Home Screen" option inside the menu at the top right corner of the screen)
2. Tap the "Add" button on the modal

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. If you are planning curriculum that makes use of specific resources should contact the Making Center in advance to coordinate.

Grading Standards

What follows is Parsons' grading standards. You should articulate your own policy for work taking other forms (e.g. presentations, critiques, visuals). Use clear criteria, specifying how both you and your students will know whether they have achieved the learning outcomes.

Undergraduate

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.

Grade of Z

This grade is to be assigned to students who have never attended or stopped attending classes. Exceptions can be made if the student has completed enough work to warrant a grade (including a failing grade), and arrangements have been made with the instructor(s) and the Dean's Office prior to grade submission. The Z grade does not calculate into the student's GPA.

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 the 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 of 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.

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.