

IML 300: Reading and Writing the Web

Media Arts and Practice | University of Southern California

Fall 2022, 4 units

Wednesday, 6:00 PM-8:50 PM | SCI 206

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Office Hours: (Tentative) Tuesday 6:00pm-7:00pm or by appointment. Office hours will mostly be hosted on Zoom.

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Office Hours: Tuesdays 4:00pm-5:00pm or by appointment. Hosted on Zoom.

Course Description

Reading and Writing The Web explores the creative, technical, and critical tools to realize web-based projects. The course is focused on gaining a deeper understanding of the Internet as a creative platform while learning its cultural, social, political, and philosophical implications. Using the current standard web page language, students will be instructed on creating websites using HTML, CSS, and JavaScript.

This course will provide a basic understanding of the methods and techniques of designing and developing a website through lectures, tutorials, and in-class workshops. We'll examine and challenge the structuring of power relationships, inequities, and biases embedded within network tools, technologies, and media. We'll consider the roles of race, gender, sexuality, disability, class, and influence within an increasingly networked world, and strategies of response as artists, designers, and programmers.

Learning Objectives

At the end of this course students will:

- Gain knowledge of the basic languages required to design and develop interactive websites. (HTML, CSS, and Javascript)
- Understand the most foundational discourse surrounding the internet and its impact and implications.
- Have a good understanding of the state of the internet today and some of the most pervasive future speculative scenarios.
- Develop critical thinking skills that will allow them to analyze and position their work within cultural, historic, aesthetic, economic, and technological contexts

Course Structure

Over the course of the semester, students will complete three projects conceived to foster an iterative understanding of web design and development. Additionally, exercises, readings, presentations,

discussions, and 1:1 meetings will help students to contextualize the technology and frame their projects.

The course material will be accessible via Google Classroom and is organized on two-week modules that will become progressively available. Students will turn in assignments on their own channel in the IML300 Discord. Students are recommended to reach out as soon as possible if experience limitations to access to the necessary technology to complete the assignments

Grading Breakdown

Grades will be determined with the following % breakdown:

- Project 1: 20%
- Project 2: 20%
- Project 3: 30%
- Weekly Reading Responses: 10%
- Pecha Kucha Presentation: 5%
- Participation: 10%
- Final Archive: 5%

Projects

There will be 3 projects during the semester, and each progressively more involved. Each project will be evaluated on (1) demonstrated understanding of the material, (2) conceptually creativity, (3) aesthetic quality, (4) technical skill.

- **Project 1 | Interactive Audio & Visual with p5.js**
Due Week 5 (Sep 21), 20%

This project includes a series of p5.js exercises exploring algorithmic patterns and sound. In the final exercise, you will create an interactive audio-visual experience using p5.js. It could be a music video responding to users' input, an interactive poster with sound, a customized instrument, etc.

- **Project 2 | HyperNarrative: Interactive non-linear narrative with hypertext**
Due Week 10 (Oct 26), 20%

You will create an interactive non-linear narrative with hypertext that can unfold in different ways as the reader clicks through the web pages. It could be a story about yourself, an imagined walk you wish you could take, a poem about our current moment, a fevered dream, a mode to explore alternative time structure, or a journey through a topic you're interested in, etc.

- **Project 3 | Networked Justice: Website for a community, movement, platform, etc.**
Due Week 15 (Nov 30), 30%

You will create a website focusing on social justice issues. It can be for a community that you're involved with, a movement that you are inspired by, a platform you wish could exist, etc.

Participation

A significant part of this course is participation, whether interpreting the assigned readings in seminar-style discussions or sharing projects and listening to peer feedback during smaller group critiques. In addition to group interaction, students will meet one-on-one with the instructor for office hours a couple times during the semester. **Strong participation is: preparing for class, doing the homework, sharing thoughts, feelings, questions, criticisms, engaging in the discussion, communicating timely and clearly.**

MA+P classes often depend on group work and in-class critique, which makes participation crucial. You are expected to participate in every scheduled class session. This might be through in-person attendance, virtual attendance, or asynchronous viewing of class recordings and subsequent feedback/discussion. If you must miss a class, please be sure to get any notes and assignments from a classmate so you do not fall behind.

Weekly Reading Responses + Presentation

Throughout the duration of the course, a collection of readings (and sometimes videos or podcasts) will be given. The topics for the readings include surveillance, digital decolonization, meme, etc. You will write a 100 - 150 words summary and three discussion questions and post them to your Discord channel by 5pm the day of class.

Each student will sign up for one pecha-kucha-style presentation during the semester. You will select an artist or topic related to the week's reading material to make a **"Pecha Kucha" presentation (20x20 presentation which contains 20 slides, with each slide shown for 20 seconds) for around 6 minutes and 40 seconds.** Your pecha kucha presentation must be available online and linked to your class homepage. You can also pre-record your pecha kucha and share the video link. After the Pecha Kucha, the presenters of the week will co-lead a 10-min group discussion based on the questions your peers prepared.

In-class Exercise:

Over the course of the semester, students will be asked to complete various small exercises that work towards a general understanding of core concepts and principles. Typically these exercises will begin in class during the hands-on tutorial session. You will have to complete these exercises outside of class. The purpose of the in-class session is to get you started and to address any initial questions that you have.

Asking Questions In Class

You are encouraged to ask questions in class. Below are some question templates:

- Will you repeat the last thing you said?
- Could you give another example?

- Could you go through that again, slower?
- Will you explain that in a different way?
- Can you explain that word “blah” you said?
- Can you please speak a little slower?
- Could you say more about ‘blah’?

Discord

We will be using the online messaging and chat software Discord. Here is the link to join the class Discord server. You can access it through a web browser or **download a standalone application (recommended)**. If you have a question and want help, ask in the **#help channel**. For any big important news I will put official class announcements on the **#announcements** channel and I will also post it to Google Classroom or email the entire class.

You are welcome to ask and answer questions and have ongoing conversations. Please remember to be respectful and treat this as a virtual extension of the classroom.

Land Acknowledgement

The University of Southern California occupies the ancestral, traditional, and contemporary lands of the Tongva and Chumash peoples. Our ability to gather and learn here is the result of coercion, dispossession, and colonization. We are grateful for the land itself and the people that have stewarded it through generations. While a land acknowledgment is not enough, it is the first step in the work toward supporting decolonial and indigenous movements for sovereignty and self-determination. [Read more about what land you're occupying.](#)

Disability Acknowledgement

In the spirit of disability culture, please feel free to stim, stretch, knit, doodle, move around, change seats, do yoga or do what feels right to your bodymind.

Statement of Values and Code of Conduct

(This statement below is adapted from [Everest Pipkin](#))

It is my intent to lead a course that serves students from diverse backgrounds and perspectives, and that our varied life experiences may enter the classroom as a resource, strength and benefit. I will address you by your name and pronouns. I commit to make individual arrangements to address disabilities or religious needs. Please advise me of any needs early in the semester so that I may make appropriate changes to my plans and records.

Free exchange of ideas and critique is encouraged and expected but I will not tolerate harassment, including threats of violence, deliberate intimidation, unwelcome sexual attention, and offensive comments related to gender identity and expression, sexual orientation, race, ethnicity, language, neuro-type, size, ability, class, religion, culture, subculture, political opinion, age, skill level, occupation,

or background. During class discussion and critique we aim to speak and to listen, be mindful and generous in our interactions, and make everyone feel heard.

Tentative nature of syllabus

This syllabus will be revised as needed to better serve the needs of the class. You can always find the most up-to-date version of this syllabus on Google Classroom. Students are responsible for staying up to date with any changes. Any significant changes will be announced to all students in class and/or via email and Discord.

Grading Scale

Course final grades will be determined using the following USC scale:

A	95-100	
A-	90-94	
B+	87-89	
B	83-86	
B-	80-82	
C+	77-79	
C	73-76	MINIMUM PASSING GRADE FOR MEDIA ARTS + PRACTICE MAJORS
C-	70-72	
D+	67-69	
D	63-66	
D-	60-62	MINIMUM PASSING GRADE FOR USC
F	59 and below	

Academic Policies

Land Acknowledgement Statement:

We acknowledge our presence on the traditional, ancestral and unceded territory of the Kizh and Chumash peoples. Please visit Native-Land.ca to learn more, and to discover the Original People of your home.

SCA Diversity and Inclusion Statement:

Diversity and Inclusion are foundational to the SCA community. We are committed to fostering a welcoming and supportive environment where students of all identities and backgrounds can flourish. The classroom should be a space for open discussion of ideas and self-expression; however, SCA will not tolerate verbal or written abuse, threats, harassment, intimidation or violence against person or property. If students are concerned about these matters in the classroom setting they are encouraged to contact their SCA Diversity and Inclusion Liaison, <http://cinema.usc.edu/about/diversity.cfm>; e-mail diversity@cinema.usc.edu. You can also report discrimination based on a protected class here <https://equity.usc.edu/harassment-or-discrimination/>

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

In the spirit of disability culture, please feel free to stim, stretch, knit, doodle, move around, change seats, do yoga or do what feels right to your bodymind.

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

Statement on Fair Use:

Fair use is a legal principle that defines certain limitations on the exclusive rights of copyright holders. MA+P projects are produced with fair use doctrines in mind using its four pillars: (1) the purpose and character of use, (2) the nature of the copyrighted work, (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and (4) the effect of the use upon the potential market for or value of the copyrighted work. Generally speaking, this means you must only use as much of a copyrighted work as is necessary to make your point, and you must cite your sources accordingly.

Citation Guidelines:

We assert that work produced in our classes is covered under the Doctrine of Fair Use. In order to make this claim, however, all projects must include academically appropriate citations in the form of a References section, which covers all sources, in order to receive a passing grade. The References section is either included in the project itself or as a separate document, as appropriate. For citation purposes, we follow Kairos Journal of Rhetoric, Technology and Pedagogy style guide; Kairos uses [APA format](#), which is slightly modified and whose general guidelines and specific examples may be found here: <http://kairos.technorhetoric.net/styleguide.html#apa>

Computer Code:

Computer code is often shared and reused. This is appropriate in a MA+P course unless otherwise directed by the assignment. If you do use code, you should attribute it. Please follow these protocols from MIT which call for placing a comment in one's code with a URL to the original source, a note if it was adapted, and the date of retrieval: <https://integrity.mit.edu/handbook/writing-code>

PLEASE NOTE:
**FOOD AND DRINKS (OTHER THAN WATER) ARE NOT PERMITTED IN ANY INSTRUCTIONAL SPACES IN
THE SCHOOL OF CINEMATIC ARTS COMPLEX**

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

eetix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplcity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.