

ART 210 **Typography**, Fall 2019

MW 9-noon, Shields Room 136
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Office: VAC 132 Ext. 2485
Office Hours: Tu/Th 11:30-1, MW 3-4
Course outline: www.crowdesigns.com
Course Delivery: Traditional

University Mission Statement:

<http://www.marywood.edu/about/mission/>

Art Department Mission: <http://www.marywood.edu/art/>

Program Goals

The Graphic Design program incorporates design history, the study of basic visual elements, conceptual development, research, studio technique, and strategies for problem solving. Class critiques and discussions are emphasized. Students will explore typography, print, production, packaging, advertising, corporate ID, motion graphics and interactive design. The goal is to provide each student with the environment and support in which to develop a professional visual portfolio.

Course Description

A formal introduction to type and type design. There is an emphasis on history and fundamentals. Typographic forms will be studied as both visual and verbal means of communication. **Prerequisite:** Art 241 *Introduction to Computer Graphics*

Course Goals

- Learn about the history of type
- To be able to define type terminology and structure
- To be able to identify type styles and faces
- Explore expressive typographic forms using print and motion graphics
- Understand how to successfully communicate with type and typographic voice
- Design type forms based on the research of typographic design history
- Develop software skills to style, format and design professional type
- Develop hand skills to create quality hand-lettered forms
- Understand the technical aspects of type as part of the production process

Course Learning Outcomes

Upon completion of this course, you will:

- Be able to discuss design methods, techniques and solutions for type design
- Gain skills and terminology to discuss typographic design history and technology
- Gain skills to successfully communicate with typographic forms
- Gain skills in the production of printed material and digital media
- Be able to research type design history and techniques to solve design problems
- Be able to identify proper techniques to create high quality type
- Gain skills in motion graphics and the software
- Gain skills in hand-lettering and tools
- Have a solid foundation in experiences and solutions for typographic design

University Student Learning Outcomes

Intellectual and Practical Skills, including:

- Inquiry and analysis
- Critical and creative thinking
- Written, oral, and visual communication
- Aesthetic literacy
- Information literacy
- Teamwork and problem solving

Core Competencies

In summary, as a result of taking this class, students should be able to:

- think critically and creatively in both the theoretical and practical aspects of life.
- comprehend the dynamic natural and historical processes that have shaped the world.
- apply the wisdom of the humanities to the examination and evaluation of contemporary issues.
- enjoy beauty, both natural and humanly created.
- read, write and speak effectively and achieve computer literacy.
- reason abstractly and mathematically.
- utilize resources essential for research, academic success and lifelong learning.

Assessment

Evaluation of your progress will be determined by your research and planning, addressing all requirements of a project, meeting deadlines, creatively solving the problem, participating in class critiques, attendance and your professionalism.

Requirements of the Course

1. Quality Work and Meeting Deadlines

Students must demonstrate a high level of motivation, the ability to meet deadlines and timely completion of projects. This reflects on your own professionalism and is a requirement of the course that will affect your overall grade.

Each project will be evaluated by the following criteria

- Concept/creativity
- Design/style
- Execution/technical
- Work Ethic
- Time Management
- Professionalism

Loss of data is not an acceptable excuse for incomplete or missing work. You are responsible for routinely backing up all work, data. Printing problems occur often, please print course work 24 hours before the critique.

2. Time Outside of Class

Students are required to spend time outside of class working on class assignments. It is also a requirement that students spend time outside of class looking at and reading our textbook, Graphic Design and Visual Art books, journals and magazines in the library. The time spent looking and reading about Graphic Design will be evident in the quality and sophistication of your design as well as in the level of knowledge and skill exhibited on projects.

While working outside of class is a requirement, working exclusively outside of class does not fulfill the requirement of attendance (explained below in attendance) and does not make up for class absences.

3. Research the Problem Description

- Learn as much as possible about the design subject.
- Use the dictionary – keywords can help define the objective.
- Recall related memories and experiences.
- Use your resource book (sketchbook) to record ideas and collect imagery.
- Good design strategies are developed through thorough investigations, experimentation and a natural curiosity by the designer.

4. Working Comps

Presenting working comps is required during class to provide evidence of research and working process of graphic design; evidence of research and critical decision points that lead to the final solution.

The rationale for drawing comps include:

- Drawing enables the knowing of a subject visually in a more complex way.
- Drawing advances what we observe and helps activate memories and associations.
- Drawing is the gateway to invention when conceiving a solution in visual terms.
- Drawing is a way to move beyond typical inexpressive headlines, graphic puns and style genres in Graphic Design.

5. Materials

- | | |
|---|---|
| 1) USB drive/external drive/cloud storage | 4) Drawing Materials: sketchbook, black Sharpies, Micropens, brush marker |
| 2) Calligraphy markers, pens, holders, nibs, and ink. Black Marker: Itoya Doubleheader Calligraphy Marker | 5) Spray mount, Glue stick, double-sided tape |
| 3) E-scale clear ruler ; steel ruler | 6) Xacto knife |
| | 7) Matboard |

6. Required Textbook

[*Lessons in Typography: Must-know typographic principles presented through lessons, exercises, and examples*](#) (Creative Core) Paperback – July 16, 2015 by [Jim Krause](#)

Suggested for more research, but not required:

[Designing with Type, The Essential Guide to Typography](#), James Craig (some projects come from here)

[Thinking with Type](#), Ellen Lupton

[Stop Stealing Sheep & Find Out How Type Works](#), Erik Speikerman

[A Type Primer](#), John Kane

7. Attendance

There are no unexcused absences. It is the student's responsibility to get any information missed due to absences. Any of the following constitutes attendance penalties:

- Arriving up to 30 minutes late to class = 1 tardiness
- Three (3) tardy attendances = 1 absence
- Arriving more than 30 minutes late to class or failure to attend class = 1 absence
- Four (4) or more absences = Grade drops one whole level. For example if you have a final grade of an A and have 4 unexcused absences, you will receive a B. If you have 5 unexcused, it drops to a C and so on.

Course schedules and finals schedules are published prior to the beginning of the semester. There should be no other place you need to be during class time and critiques. Exemptions for absences will be made only for a documented explanation from a doctor, nurse, counselor, or a similar person of authority. If a student misses several classes because of illness, a death in the family, or other serious reasons, the student must take the responsibility to inform the Art Department.

Inclement weather

There will be no project extensions due to class cancellations because of inclement weather. All deadlines and critiques will remain when originally scheduled. If classes are cancelled on a critique day, the critique will be conducted the following class.

8. Grading Criteria Breakdown

Project Summary List (in no particular order)

1. Type Tips book and cover design; identification, type rules, layout, and lecture notes using InDesign
2. Early type forms composition series using InDesign/Illustrator
3. Hand lettering/expressive type exercises and name design
4. Calligraphy exercises and thank you card

5. Letterpress exercise
6. Editorial spread/grids using InDesign
7. Movie titles/type personality; static and motion graphics using Illustrator and Adobe After Effects
8. Quizzes on reading and lectures
9. Adobe Spark learning journal

Grading is based on:

7 Projects (70%) + 4 Quizzes (10%) + Exercises (20%)

Students will receive a handout for each assigned project—either printed, in the text or online—and must refer to this as it will explain the expectations and specs for each assignment. All work that is incomplete, late or does not follow specs will be docked points. Each project will be judged on the following criteria:

- **Deadlines (10%):** Has the student met all deadlines for each stage of the project? Were projects complete, on the due date and ready for critique?
- **Process/Sketches (10%):** Is there evidence of strong research and development?
- **Participation (10%):** Was the student present and on time for class? Has the student contributed positively to class discussions and critiques on a regular basis? Was their feedback constructive and respectful of other classmates? Did the student pay attention during class lectures and discussions? Was the student's behavior in class professional and respectful?
- **Specs (10%):** Did the student follow the specified instructions for each project? Were the specified materials and sizes used?
- **Concept (10%):** Is the concept well thought out and developed?
- **Execution (50%):** Is the technique strong? Do the aesthetics support the concept? Is the craftsmanship flawless?

Grade A: The objectives of the assignment are not only mastered but also treated in an original way. The completed assignment achieves an unexpected but effective approach to the subject that is appropriate, thoughtful and reveals aspects that are usually unnoticed or not discussed (The special nuances, subtitles, sensitivities, insights, knowledge and perseverance that makes a design outstanding). The completed design must illustrate that good design is based on powerful, original thinking and thoroughness. High motivation is evident, performance criteria is consistently exceeded on every aspect of the project.

Grade B: The completed assignment shows an understanding of the assignments objectives in a strong, logical manner. The design clearly demonstrates above average thought, understanding and originality. Technical problems are very few and are minor in nature. While above average and demonstrating good design sensitivity, the design still lacks qualities of excellence.

Grade C: Objectives of the assignment are clearly understood and the projects were completed on time. The work is competent but not outstanding yet fulfills the requirements of the problem description. The project may also contain technical problems that demonstrate a lack of skill/ attention. The work lacks strong visual interest, thoughtful and imaginative resolution.

Grade D: The design project did not address the objectives of the assignment. Inappropriate or irrelevant concepts are present. Clarity and understanding of the problem description along with assignment objectives are not demonstrated and/ or based on faulty logic. The design fails to come to any resolution. Technical problems may or may not be abundant.

Grade F: Lack of effort on the assignment or failure to complete the project; failing work exhibits a disregard for; or a complete lack of understanding for the assignments objectives, problem descriptions and instructions.

Each project will be evaluated by the following criteria

- Conceptualization
- Creativity
- Execution and technical Accuracy

- Professionalism: time management, work ethic and meeting deadlines

Meeting Deadlines and Late Work

Students must demonstrate a high level of motivation, the ability to meet deadlines and timely completion of projects. This reflects on your own professionalism and is a requirement of the course that will affect your overall grade. For each class day a project is late, the grade will be lowered. If you miss a critique because of an unexcused absence, your project will be lowered one grade. Loss of data is not an acceptable excuse for incomplete or missing work. You are responsible for routinely backing up all work, data. Printing problems abound, print work 24 hours before due.

Participation Requirements

You are required to spend time outside of class working on class assignments. It is also a requirement that students spend time outside of class looking at and reading Graphic Design and Visual Art books, journals and magazines in the library. You will have assigned readings. The time spent looking and reading about Graphic Design will be evident in the quality and sophistication of your design as well as in the level of knowledge and skill exhibited on projects.

*While working outside of class is a requirement, working exclusively outside of class does not fulfill the requirement of attendance (explained in attendance) and does not make up for class absences.

Research the Problem Description

- Learn as much as possible about the subject you are designing for. Research thoroughly.
- Use the dictionary; keywords can help define the objective.
- Use your journal/sketchbook to record ideas and collect imagery.
- Good design strategies are developed through thorough investigations, experimentation, and a natural curiosity by the designer

Attendance to University, Art Department activities and events in major area. Students are expected to attend lectures, meetings, exhibits and events both on and off campus that pertain to their major area of study. Students are expected to make the necessary arrangements in order to attend these events.

Academic Honesty: You are expected to read, understand, and abide by this University's Academic Honesty policy. Cheating and plagiarism are behaviors destructive of the learning process and of the ethical standards expected of all students at both the graduate and undergraduate levels. The policy can be accessed at:

<http://www.marywood.edu/catalog/ug-academic-regulations/academic-honesty.html>

Plagiarism in Graphic Design and Original Images

Plagiarism is defined as the offering as one's own work the words, sentence structure, ideas, existing imagery, or arguments of another person without appropriate attribution by quotation, reference, or footnote. It includes quoting, paraphrasing, or summarizing the works of others without appropriate citation. No claim of ignorance about the nature of plagiarism will excuse a violation.

- Each student in this class is expected to follow Marywood's academic honesty policy. As a student in this class, you are expected to follow the policy's guidelines and report any and all known cases of academic dishonesty.
- Students are encouraged to further develop image making skills by incorporating their own photography or illustration in their work whenever possible. Digital and phone cameras are viable means to incorporate original photography..
- Rationale: Students must be creators in making imagery not finders of imagery, therefore no Google images unless used for a reference. Students must have a high degree of ownership over the image.

- Clip-art and stock photography is instant art that is already designed and circumvents the creative process. It is the designer's stand-by; it is a goal of this course to gain experience and become more skillful through the experimentation and exploration of image use, not a reliance on stand-bys. Where stock photography is acceptable is if you need generic images to build illustrations or have no way of accessing a specific image.

Imagery used without permission or claimed as your own and is found not to be your work will result in an F for your project. Repeated offenses will be addressed under the Academic Policy listed below.

Teaching Strategies

Each class will contain a lecture pertaining to the assignment which may include historical references, contemporary design trends, software instruction, discussions, documentaries, quizzes, problem-solving strategies, and/or critiques, followed by a lab with individual hands-on instruction. In addition, we may take field trips or have guest speakers.

Students are required to present their work for both preliminary/in progress critiques and final critiques. During these critiques, students are required to meet all deadlines and present their work clearly using a professional vocabulary as well as actively participating in discussions.

Academic Accommodations

Marywood University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. Students with disabilities who need special accommodations must submit documentation of the disability to the Office of Disability Services, Learning Commons 166, in order for reasonable accommodations to be granted. The Office of Disability Services will partner with students to determine the appropriate accommodations and, in cooperation with the instructor, will work to ensure that all students have a fair opportunity to perform in this class. Students are encouraged to notify instructors and the Office of Disability Services as soon as they determine accommodations are necessary; however, documentation will be reviewed at any point in the semester upon receipt. Specific details of the disability will remain confidential between the student and the Office of Disability Services unless the student chooses to disclose or there is legitimate academic need for disclosure on a case-by-case basis. For assistance, please contact the Director of Disability Services, at 570.348.6211 x2335

More information about services for students with disabilities can be found here:

<http://www.marywood.edu/success/disability-services/>

Office of Student Success

Information about the Writing Center, Tutoring, and Adaptive Technology can be found here:

<http://www.marywood.edu/success/>

Student Academic Grievance

A student who feels that s/he has been treated unfairly or unjustly by instructional staff, chair or dean with regard to an academic matter has a right to grieve. Read more about the [Academic Grievance Policy](#) .

Severe Weather Policy <http://www.marywood.edu/policy/detail.html?id=161268>

Course Schedule

At the beginning of most classes, we will do a 15 minute hand lettering exercise.

Weeks 1-2 (Aug. 26-Sept. 4) Introduction, history of type, type ID, documentary, hand-lettering exercises

- Assignment: Type Tips Book and Spark Journal; cumulative project due end of semester
- Reading assignment: Intro and Chapter 1
- Online reading Designing with Type history and type classifications
- Assignment 1 early letterform series due Sept. 9
- Documentary: Abstract: Paula Scher

Weeks 3-4 (Sept. 9-18):

- Project 1 due
- history of the letterform, letterpress exercise
- Read Chapter Two and do Project 2 (exercises on pages 66-67)
- Open notes quiz due 9/11
- Spark Journal check 9/16
- Read Chapter 3 up to page 99

Weeks 5-6 (Sept. 23-Oct. 2)

- Chapter 3 exercise
- Project 3: Movie Title Part I (static) and Part II (motion); Progress crit 9/30
- Finish reading chapter 3 and read chapter 4
- Take home quiz

Weeks 7-8 (Oct. 7-16)

- Quiz 2 due
- Project 3 movie title due 10/0
- Reading Chapter 5
- Type tips and Spark journal check
- Project 4: Grids/Editorial spread
- Fall break 10/14

Weeks 9-10 (Oct. 21-30)

- Project 4 Editorial layout due 10/28
- Project 5 Hand lettering

Week 11-12 (Nov. 4-13)

- Project 5 Hand lettering due 11/6
- Project 6 Calligraphy Thank you cards; due 11/13
- Project 7 Design Your own typeface

Week 13-14 (Nov. 18-27)

- Helvetica Documentary
- Thanksgiving break 11/27
- Type tips book, Spark journal check
- Take home quiz 3

Week 15-16 (Dec. 2-11)

- Take home Quiz 3 due 12/9
- 12/9 Typeface design crit
- 12/11 Type Tips book crit