

Department of Art + Design

Art 3003: Typography

Number of Units: 3

Fall 2025

Meeting days: Monday, Wednesday	Instructor title and name: Courtney Mayer, Professor
Meeting times: 1:20–3:40pm Art 3003 Typography	Phone: 619.733.8818
Meeting location: Ryan Library, Hughes Design Lab, room 216	Email: cmayer1@pointloma.edu
Final Exam: Friday, December 19, 1:30–4pm	Office location and hours: Ryan Library, Hughes Lab, 216 B Tuesday/Thursday , Noon–2pm, Monday/Wednesday , 10am–noon, Friday 1–2pm, or by appointment for another time if needed. To schedule a Zoom or in-person meeting: Go to appointment page for this calendar Links to an external site. Links to an external site. Next, select a block of time by typing your name in it. Let me know if this appointment will be in-person or Zoom. Then save. To Join Zoom Meeting https://pointloma.zoom.us/j/93836555087 Links to an external site.
Additional info:	Additional info:

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

Art 3003 Graphic Design II / Typography

This course investigates “thinking with” type and how it shapes content, gives language a physical body, and enables the flow of messages. It looks at type’s diversity from letter form, to the massing of letters into larger

bodies, as well as spatial organization. It explores the relationship between social and cultural history, theory, and technology and how they influence typographic design from print to screen.

COURSE LEARNING OUTCOMES

Practice the process of design:

1. Identify and define the design problem
2. Gather, analyze and synthesize information for research
3. Determine performance criteria for measuring success
4. Develop content and context by being mindful of cognitive, social, cultural, technological and economic factors
5. Develop ideation skills by generating alternative solutions. Use problem solving and critical thinking with type, image, message. Build prototypes using tools and technology
6. Evaluate and select appropriate solutions both orally and in writing
7. Implement choices
8. Evaluate outcomes

Practice Professionalism for success:

1. Demonstrate care for yourself, your work, and others
2. Be punctual and attend class regularly
3. Learn to be flexible, nimble and dynamic in practice
4. Practice attention to detail, organizational skills, and meeting deadlines in a timely manner
5. Participate and communicate!

COURSE CONTENT

> Required reading: Lupton, Ellen, *Thinking with Type: A Critical Guide for Designers Writers, Editors, and Students, 3rd Edition*, Princeton Architectural Press, 2024

> Class discussion and critiques: Design history, theory, practice, criticism and technology

> Studio projects

REQUIRED TEXT

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

This book is a fantastic professional reference!

Lupton, Ellen, *Thinking with Type: A Critical Guide for Designers Writers, Editors, and Students*, 3rd Edition, Princeton Architectural Press, 2024

REQUIRED COURSE MATERIALS

Make sure you have at least \$25 on your print card to start class.

We will be using the Hughes Lab Macs during class!

Bring your own external drive: Thumb/Flash Drive with at least 1 or 2GB

Westcott Point and Pica measuring gauge (you can buy this at [BlickLinks to an external site.](#) or on Amazon) X-Acto knife at [BlickLinks to an external site.](#)

Access to a computer (Mac is preferred) for design projects outside of class.

Access to a color printer Ricoh and Epson Large Format in Hughes design lab. (This can be a local service)

Adobe Creative Cloud Student Membership

Access to a wide variety of mixed-media and art supplies appropriate for your projects *as needed*.

Process binder: 3-ring binder of your choice (keep all course materials in this binder)

COURSE SCHEDULE + ASSIGNMENTS

Project 1. Type Compositions | Mingei International Museum Exhibit | weeks 1–6

Theme: Inside the Design Center

(In Class: Wednesday, September 3–Wednesday, October 6)

All refined comps due for final grading— Wednesday, October 6

Alignment | 100 points

Hierarchy | 100 points

Extreme Scale | 100 points

Design Challenge

Create dynamic typographic compositions to promote Mingei International Museum's, *Inside the Design Center Exhibition*. The exhibit examines San Diego's surprising history of design and architecture. It taps into the culture and community of postwar modernism, valuing groundbreaking creatives and emphasizing California's distinct mark on mid-twentieth century design. Think contextually about the client and audience, using a modular grid. Design the message using design principles and theories along with best typographic practices. Think critically to make appropriate decisions about the message meaning, create visual hierarchy through type styling which results in a balanced composition. The areas of typographic focus are: *Alignment*, *Visual Hierarchy*, and *Extreme Scale*.

Deliverables Due (Printed at school, 100% scale, and neatly trimmed)

Design (8) 8x8 **Alignment** compositions, **Critique Monday, September 15 (week 3)**

Design (8) 8x8 **Hierarchy** compositions, **Critique Monday, September 22 (week 4)**

Design (4) 8x8 **Extreme Scale** compositions, **Critique Monday, September 29 (week 5)**

All final .zipped, refined saved, packaged, and refined compositions due Wednesday, October 6 (week 6)

Final Graded Deliverables

Due Wednesday, October 6 (week 6)

1. All final printed and trimmed 8x8 compositions *listed above*.

2. Upload *only* your final packaged folders to Canvas

**Project 2. Posters | Mingei International Museum: Inside the Design Center Exhibition
(Wednesday, October 1–Wednesday, October 29) | weeks 5–9**

Design Challenge

Create 2 dynamic posters to promote the Mingei International Museum's, *Inside the Design Center* exhibition. The exhibition offers an immersive, revelatory window into San Diego's culture of modernism through the lens of architecture, design, interior decorating, home goods retailing, landscape architecture, graphic design, and photography. Use design principles and theories along with best typographic practices in a modular grid. Work experimentally in the spirit of the designers of the time. Think critically to make appropriate decisions about the message meaning, create visual hierarchy through type styling which results in a balanced composition.

Deliverables

2—22"x 34" Posters printed using the Epson Large format printer

**Project 3. Multi-page Publication | weeks 9–16
(Monday, October 27–Final Critique is Friday, December 19, 1:30–4pm)**

Print

200 points

Design Challenge

This promotional print publication will help the Smithsonian's Cooper Hewitt Museum promote an exhibition collection of your choice. Assess the message and do research to inform your design direction. Use Adobe InDesign to create dynamic type, image and message in a visually engaging way. Use design principles, theories, and best type practices. Use type, image, and a modular grid to arrange all elements. Design multiple iterations and refine. Think about the user experience to inform all design choices.

Final Deliverables

One 8-page Tabloid print publication

Print service provider, Newspaper Club

All final .zipped, refined saved, packaged, and refined e-files due Friday, December 19, 1:30–4pm

Weekly Deliverables

Weekly critiques. (Written/oral feedback will be provided each week.

Final

Due Friday, December 19, 1:30–4pm

ASSESSMENT AND GRADING

Assessment and grading is based on the projects below. Grades will be averaged over the course of the semester. Design specific projects are assessed on a rubric addressing the following:

1. Conceptual ideas
2. Design and layout using formal design principles and theory
3. Craft/Technical execution
4. Professionalism: critiques, demonstrated care towards your work and each other, attention, attendance, participation, punctuality, timeliness, work ethic

Project grade weights (1000 points possible)

Ch. 1 Letter Write-up 25 possible points

Ch. 2 Text Write-up 25 possible points

Ch. 3 Grid Write-up 25 possible points

Ch. 4 Appendix Write-up 25 possible points

Design Project 1: Type Compositions 300 possible points

Design Project 2: Posters (2) 200 possible points

Design Project 3: Multipage Publication 200 possible points

Design Brief (Project 3) 100 possible points

Professionalism (attendance + participation + course binder) 75 possible points

End-semester IDEA Evaluation 25 possible points

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in at the *beginning of the class session* when they are due. **For each day you miss a deadline you will loose one grade point down**, unless you have a legitimate event, illness, or death in the family and have contacted me. Please see me if you have questions or concerns. A semester Incomplete will only be assigned in extremely unusual circumstances.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU RECORDING NOTIFICATION

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

[MLA Style Center: Citing Generative AI](#)[Links to an external site.](#)

[APA Style: How to Cite ChatGPT](#)[Links to an external site.](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)[Links to an external site.](#)

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related

accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at

[Bias Incident Reporting Form](#). [Links to an external site.](#)

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/Title-IX.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)[Links to an external site.](#)
- [Website](#)
- Email: writingcenter@pointloma.edu