

PLNU Art + Design / Art 303: Graphic Design II Typography / 3 Units / Fall 2016

Tuesday, Thursday 2:30-4:50 p.m. / Ryan Learning Center Computer, Mac Lab / Courtney Mayer / 619.849.7328
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Final critique: Thursday, DEC 15, 4:30-7 pm Mac Lab, room 303

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Art 303 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 letterform, to the massing of letters into larger bodies, as well as spatial organization. It explores social and cultural history, theory and technology and how they influence typographic design from print to screen.

Fall 2016 Typography Projects Outline

Project 1. **DESIGN FOR DEMOCRACY (4 weeks) August 29-September 26**

These short weekly exercises reinforce specific design principles and theories. They are critical for learning best type practices, building visual hierarchy and dynamic composition.

Part 1 / Alignment Compositions. Using the provided text create 8 different text hierarchies in Word. This means breaking up the text 8 different ways. Next, in InDesign build an 8”x 8” page with 2, 3, 4, and 5 column modular grids in the masterpages. Apply each masterpage grid twice to end up with 8 pages. Print to 8.5 x 11 blank pages as thumbnails with grids showing. Use the grids and different text hierarchies from Word to design 8 different 8”x 8,” 9 pt. type alignment compositions. You may use various line or word tracking. Focus on type alignment, compositional balance, placement, positive and negative space. Think about how these principles create hierarchy. Trim neatly 8 type and 8 line compositions for critique. Read, Ellen Lupton, write a 2 paragraph summary for class discussion in Canvas > Projects > Writing Summary 1.

Critique Sept. 13

Part 2 / Visual Hierarchy Compositions. 8” x 8,” Using your 8 alignment compositions add visual hierarchy, (**bold, caps, italic, line spacing, letterspacing, contrast, and scale.**) Convert 8 type compositions to matching line weight compositions. Trim neatly 8 type and 8 line compositions for critique. Read, Ellen Lupton, write a 2 paragraph summary for class discussion in Canvas > Projects > Writing Summary 2. **Critique Sept. 20**

Part 3 / 8” x 8,” Extreme Scale Compositions. Use a select part of the text and design (4) compositions using extreme scale. Convert 4 type compositions to matching line weight compositions. Trim neatly 4 type and 4 line compositions for critique. Read, Ellen Lupton, write a 2 paragraph summary for class discussion in Canvas > Projects > Writing Summary 3. **Critique Sept.26**

Project 2. **GET OUT THE VOTE POSTERS (3 POSTERS) (4 weeks) Sept. 26-Oct. 24**

Plan creative direction. Research your topic. Your research will be used as copy to support your poster series (3). Use dynamic type, image and message in a visually engaging way using principles of design, hierarchy and contrast with a modular grid to arrange all elements.

Part 1 / Project/Creative Brief. Write a creative brief to define the design challenge. **Sept. 27-29**

Part 2 / Research and Ideation. Research, brainstorming, mindmapping. **Sept. 27-29**

Part 3 / Develop a kit of parts. Image, color, type and grid studies. **Sept. 27-29**

Part 4 / Design a Poster Series. Design (3), 18 x 24” posters. **Oct. 4-27. Critiques every Tuesday**

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Project 3. MULTIPAGE PUBLICATION / 4 spreads (8 weeks) October 24-December 15

Design a museum exhibiton catalog.

Part 1 / Project/Creative Brief. Write a creative brief to define the design challenge. **October 25-27**

Part 2 / Research and Ideation. Research, brainstorming, mindmapping. **October 25-27**

Part 3 / Develop a kit of parts. Image, color, type and grid studies. **October 25-November 3**

Part 4 / Design a Multipage Publication 11" x 22." **November 3-December 15. Critiques every Tuesday**

COURSE LEARNING OUTCOMES

- > Practice the **process of design**:
 1. Identify and define the design problem
 2. Gather, analyze and synthesize information
 3. Determine performance criteria for measuring success
 4. Develop content and context
 5. Generate alternative solutions and build prototypes
 6. Evaluate and select appropriate solutions
 7. Implement choices
 8. Evaluate outcomes
- > Learn typographic and compositional design principles and theories
- > Develop **project evaluation criteria** by writing a creative brief
- > Understand and respond to **audience** and **design contexts**: cognitive, social, cultural, technological and economic
- > Experiment with **visual principles, formal structures** and **media**
- > Develop an understanding of how to effectively use **type, image and message**
- > Practice **visual problem solving** and **critical thinking**
- > Develop **research and ideation skills**
- > Design rich **visual experiences** with **meaningful messages**
- > Constructively **critique** and **evaluate** your work and the work of other designers both orally and in writing
- > Develop and apply **technical skills** through the **use of tools** and **technology**
- > Learn to be **flexible, nimble** and **dynamic** in practice using organizational skills and meeting deadlines

COURSE CONTENT

- > **Required reading:** *Thinking with Type: A Critical Guide for Designers Writers, Editors, and Students*, Ellen Lupton
- > **Video tutorials:** Lynda.com
- > **Class discussion and critiques:** Design history, theory, criticism and technology
- > **Studio projects**

COURSE MATERIALS

- > Mac computer
- > Adobe Cloud membership
- > Access to a wide variety of mixed-media and art supplies appropriate for your projects
- > 3M spraymount
- > X-Acto knife
- > Tracing paper
- > Dual-grid graph notebook 11" x 9"
- > Computer lab printouts of various sizes
- > Westcott clear plastic point and pica measuring guage (can be purchased at Blik in Little Italy)
- > Process book: 3-ring binder of your choice (**keep all course materials in this binder**)

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. **Technical execution / craft**
4. **Professionalism:** demonstrated care towards your work and each other, attention, attendance, participation, punctuality, timeliness, work ethic

PROJECT GRADE WEIGHTS

Written Summary 1 Text	25 possible points 10% of total grade weight for semester
Written Summary 2 Line Spacing	25 possible points	
Written Summary 3 Alignment	25 possible points	
Written Summary 4 Grid	25 possible points	
Process Binder for all course contents	50 possible points 15% of total grade weight for semester
Creative Brief (project 2)	50 possible points	
Creative Brief (project 3)	50 possible points	
Evaluation (project 1)	50 possible points 15% of total grade weight for semester
Evaluation (project 2)	50 possible points	
Evaluation (project 3)	50 possible points	
Design Project 1: Type/Line Compositions	200 possible points 60% of total grade weight for semester
Design Project 2: Poster Series	200 possible points	
Design Project 3: Multipage Publication	200 possible points	

A 93-100% Given to the student who consistently presents work of **exceptional quality** and who demonstrates a thorough understanding of all concepts presented. This student seeks out additional information independently, is always on time, never misses class, and always participates actively during critique and class discussions.

A- 92-90%

B+ 87-89% Given to the student who presents work of overall **good quality** which demonstrates a consistent understanding of all concepts. This student is always on time, rarely misses class and usually participates actively during critiques.

B 83-86%

B- 80-82%

C+ 77-79% Given to the student who presents work with **average quality**, demonstrates the minimum amount of research needed to complete projects. This student has an inconsistent understanding of the concepts being presented, is usually on time, has occasionally missed class and occasionally participates during critiques.

C 73-76%

C- 70-72%

D+ 67-69% Given to the student who presents work of **poor quality**, where projects are incomplete or missing. This student does not understand the majority of concepts being presented, is rarely on time, misses class frequently, and rarely participates during critiques.

D 63-66%

D- 60-62%

F 0-59% Failing

PLNU Policies

ATTENDANCE

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. I reserve the right to modify the schedule as necessary.

ACADEMIC HONESTY

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. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

ACADEMIC ACCOMMODATIONS

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by distributing all grades and papers individually). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See Policy Statements in the undergraduate student catalog.

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. No requests for early examinations or alternative days will be approved.

USE OF TECHNOLOGY

I encourage all personal media devices for "learning." Please be respectful and professional by abstaining from media use during class time if it is unrelated to the course.

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.