

	<b>Department: Art + Design</b> <b>Art 3003 Typography</b> <b>Number of Units: 3</b>
Spring 2024	

<b>Meeting days: Monday, Wednesday</b>	<b>Instructor title and name: Courtney Mayer, Associate Professor</b>
<b>Meeting times: 1:20–3:40pm</b> <b>Art 3003 Typography</b>	<b>Phone: 619.733.8818</b>
<b>Meeting location: Ryan Library, Hughes Design Lab, room 216</b>	<b>Email: cmayer1@pointloma.edu</b>
<b>Final Exam: Friday, May 5, 1:30–4pm</b>	<b>Office location and hours:</b> Ryan Library, Hughes Lab, 216 B <b>Tuesday, Noon–5pm, Thursday, Noon–5pm, or by appointment for another time if needed.</b> To schedule a Zoom or in-person meeting: <a href="#">Go to appointment page for this calendar</a> 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 <a href="https://pointloma.zoom.us/j/93836555087">https://pointloma.zoom.us/j/93836555087</a>
<b>Additional info:</b>	<b>Additional info:</b>

**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**

Survey typographic history, theory and best type practices.

Practice the process of design:

1. Identify and define the design problem
2. Gather, analyze and synthesize information [Develop research and ideation skills]
3. Determine performance criteria for measuring success [Project rubrics]
4. Develop content and context [Cognitive, social, cultural, technological and economic issues]
5. Generate multiple solutions using a variety of media, technology, and critical thinking [of typographic and compositional design principles, formal structures and theories] to build prototypes for phase reviews
6. Evaluate and select appropriate solutions
7. Implement choices
8. Evaluate outcomes [Constructively critique and evaluate your work and the work of other designers both orally]

and in writing]

Practice Professionalism:

1. Learn to be flexible, nimble and dynamic
2. Practice attention to detail, organizational skills, and meet deadlines
3. Demonstrate care for yourself, your work, and others

### **COURSE CONTENT**

- > Required reading: *Thinking with Type: A Critical Guide for Designers Writers, Editors, and Students*, Ellen Lupton
- > Class discussion and critiques: Design history, theory, practice, criticism and technology
- > 3 Studio projects: Type Exercises, Posters, Catalog

### **REQUIRED TEXT**

Lupton, Ellen, *Thinking with Type: A Critical Guide for Designers Writers, Editors, and Students, 2nd Edition*, Princeton Architectural Press, 2010

### **REQUIRED COURSE MATERIALS**

**We will be using the Hughes Lab Macs during class!**

Thumb drive

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*.

X-Acto knife

Tracing paper

Westcott Rulers—\$7.00 pay to Courtney using **venmo @courtneymayer**

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

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

### **Project 1. Type Compositions | San Diego Buzzy Neighborhoods, weeks 1–5**

**(Monday, January 8–Monday, February 7)**

**300 points**

#### **Design Challenge**

These short weekly exercises reinforce specific design and typography principles, and theories. They are critical for learning best type practices, visual hierarchy, meaning, and dynamic composition. They will give you a foundation for semester projects, future design classes, and your career. Three areas of typographic focus: **Alignment, Visual Hierarchy, Extreme Scale**. Use provided text to promote a San Diego Buzzy Neighborhood. Compositions will be displayed in public.

#### **Deliverables**

Design (8) 8x8 Alignment compositions, Critique Wednesday, January 18

Design (8) 8x8 Hierarchy compositions, Critique Wednesday, January 25

Design (4) 8x8 Extreme Scale compositions, Critique Wednesday, February 1

**All final .zipped, refined saved, packaged, and refined compositions due Wednesday, February 8 (printed and trimmed too!)**

### **Project 2. Posters | San Diego Buzzy Neighborhoods Posters (2), weeks 6–10**

**(Monday, February 6–Wednesday, March 15)**

**200 points**

#### **Design Challenge**

This experimental poster design must promote and motivate public interest in a San Diego Buzzy Neighborhood.

We will explore 4 experimental approaches to poster design and layout. Chose 2 different approaches to create your poster. Poster dimensions, 22" x 34."

Posters will be displayed in public.

Design Ph. I, Critique Wednesday, February 14

Design Ph. II, Critique Wednesday, February 22

Design Ph. III, Critique, Wednesday, February 28

Spring Break March 4–10

Final Critique, Wednesday, March 13

### **Deliverables**

**(2) Posters, dimensions, 22" x 34"**

### **Project 3. Multi-page Publication | Cooper Hewitt Exhibition Catalog, weeks 11–16**

**(Monday, March 20–Final Critique is Friday, May 5, 1:30–4pm )**

**200 points**

#### **Design Challenge**

This multi-page print publication catalog will promote a Cooper Hewitt Exhibition of your choice. You will do research, strategize, develop a photo library, and assess the message to inform your design direction. Use Adobe InDesign to create dynamic type, image and message in a visually engaging way. Use design principles, theory and best type practices, (use paragraph and character styles), images, and a modular grid to arrange all elements. Design multiple iterations and refine. Think about the user experience to inform all design choices.

Design Ph. I, Critique Wednesday, March 29

Design Ph. II, Critique Wednesday, April 5

Design Ph. III, Critique, Wednesday, April 12

Production Ph. I, Review, Wednesday, April 19, Early-Release E-files to Newspaper Club

Production Ph. II, Review, Monday, April 24 Drop-Dead Release E-files to Newspaper Club

#### **Deliverables**

One 8-page Tabloid print publication issuu.com link emailed to me.

Print service provider, Newspaper Club

**All final .zipped, refined saved, packaged, and refined e-files due Final Exam: Friday, May 5, 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 lose one grade point down. I will *not accept* an assignment later than 3 days past the due date, 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 online (distance education) outside of 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 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. 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.

#### ARTIFICIAL INTELLIGENCE (AI) POLICY

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. 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 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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.

### **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.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

### **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](#).

### **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 (3 days) of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (6 days), the student may be de-enrolled without notice until the university **withdrawal** date or, after that date, receive an "F" grade."

### **USE OF TECHNOLOGY**

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your classwork.

No cellphone use other than for classroom project needs. No personal social media use, texting, or watching videos are allowed. Thank you!

