

PLNU Art + Design / Art 303 Graphic Design II / 3 Units / Spring 2016

Tuesday, Thursday 2:30-4:50 p.m. / Ryan Learning Center Computer, Mac Lab / Courtney Mayer / 619.849.7328
 email courtneymayer@plnu.edu / Office Salomon Hall, room 101 / Office hours M, 9-noon, T, 9-11 or by appointment

Final critique, Thursday, 05/05/16, 1:30-4pm

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.

Spring 2016 Typography Projects

Project 1. TYPEFACE POSTER SERIES (3) (8 weeks)

Design an informative typeface poster that includes its history, designer, and unique characteristics. Use dynamic type, image and message in a visually engaging way using principles of hierarchy and contrast with a modular grid to arrange all elements.

Preparation / **Research, ideation**

Preparation / Create 4 **text hierarchy/line compositions**: Divide the text into 4 different hierarchies based on different reading emphasis. Draw 4 thumbnail compositions using line. (3, 4, 5, 6-Column grid) (1 week)

[dynamic
 // static]

Part 1 / 7.5" x 7.5," Create 4 **alignment compositions**: using only 9 pt type and various letter and line spacing: (3, 4, 5, 6-Column grid) (1 week)

Part 2 / 7.5" x 7.5," Create 4 **hierarchy compositions**: bold, caps, italic, letter or line spacing, scale: (3, 4, 5, 6-Column grid) (2 weeks)

Part 3 / 7.5" x 7.5," Create 4 **extreme scale compositions**: (3, 4, 5, 6-Column grid) (1 week)

Part 4 / 13" x 19," Create 3 **color** and **image final posters**: (choose best 3 compositions to develop) (3 weeks)

Project 2. MULTIPAGE TYPEFACE PUBLICATION / 4 spreads = 8 pages (8 weeks)

11" x 17.75" folded, 22" x "17.75" flat

Design an informative typeface poster that includes its history, designer, and unique characteristics. Use design principles to create dynamic type, image and message in a visually engaging way with a modular grid to arrange all elements.

Part 1 / **Creative brief and research**: visit site, observe, research and photograph (week 1)

Part 2 / **Getting ideas** / **brainstorming** / **mind mapping** (week 1)

Part 3 / **Develop a kit of parts** Image, color, type and grid studies (2 weeks)

Part 4 / **Design a prototype catalog** 7.25" x 10.5" (3 weeks)

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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 **type's diversity** from letterform by exploring social and cultural history, principles, theory and technology
- > Practice how to **compose** the massing of letters into larger bodies using grid and spatial organization
- > Learn **typographic fundamentals** and compositional **design principles and theories**
- > Develop **project evaluation criteria** by writing a creative brief for each project
- > Develop **research and ideation skills**
- > Understand and respond to **audience** and **design contexts**: cognitive, social, cultural, technological and economic
- > Develop an understanding of how to effectively use **type, image and message**
- > Practice **visual problem solving** and **critical thinking**
- > 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**

COURSE CONTENT

- > **Required reading:** *Thinking with Type: A Critical Guide for Designers Writers, Editors, and Students*, Ellen Lupton
- > **Video tutorials:** Adobe Creative Cloud and Lynda.com (recommended purchase a monthly subscription)
- > **Class discussion and critiques:** Design history, theory, criticism and technology
- > **Studio projects**

COURSE MATERIALS

- > Mac computer
- > Access to Adobe Creative Suite 6: Illustrator, Photoshop, InDesign
- > Access to a wide variety of mixed-media and art supplies appropriate for your projects
- > Foam core
- > 3M spraymount
- > X-Acto knife
- > Tracing paper
- > Dual-grid graph notebook 11" x 9"
- > Computer lab printouts of various sizes
- > 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 5 criteria below. Grades will be averaged over the course of the semester.

1. **Project: conceptual ideas and originality**
2. **Project: design and layout** using typographic fundamentals and formal design elements/principles
3. **Project: technical execution / craft**
4. **Process Book (3-Ring Binder):** Thumbnail sketches for each project, research, conceptual development/ideation
5. **Professionalism:** organizational skills, coming to class on time and prepared with everything you need, taking personal responsibility, meeting deadlines, independently motivated, independent thinker, attendance, good attitude, strong work ethic, care of your work and care of each other, active class participation.

PROJECT GRADE WEIGHTS

Project 1: Typeface Poster Series	300 possible points
Project 2: Typeface Catalog	300 possible points
Creative Brief Catalog	100 possible points
Evaluation (project 1)	100 possible points
Evaluation (project 2)	100 possible points
Professionalism	50 possible points
Process Book	50 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
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Project Evaluation

Your Information

Designer Name

.....

Project Name

Date

.....

Designer Evaluation

- › How effective were you in using the **design process from concept to completion on a scale of 1-10?** Please describe what you learned or discovered.

PLNU Policies

ATTENDANCE

Consistent attendance is critical to your success. You are expected to arrive on time with all your materials ready to work. If an emergency arises you must send me an email prior to our class meeting. Due to the intensity of the course daily attendance is essential. If you are absent from more than 10 percent of class meetings, I have the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, you may be de-enrolled without notice. If the date of the de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade W or WF consistent with university policy in the grading section of the catalog. See Academic Policies in the undergraduate student catalog.

LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due. If you need special consideration please submit a written request. 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. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See Academic Policies in the undergraduate student catalog.

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. Food is not permitted in the Mac Lab.

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.

Grade Sheet

Designer Name

Project Name Multi-page Travel Memoir

Date 12 / 18 / 15

Points (100 possible)

Grade

Process Book: 10 pts. Thumbnails, research, conceptual development, ideation

- 9-10 Outstanding achievement
- 7-8 Praiseworthy
- 5-6 Average
- 3-4 Minimally passing
- 1-2 Failing

Design + Layout: 35 pts.

- 29-35 Outstanding achievement
- 22-28 Praiseworthy
- 15-21 Average
- 8-14 Minimally passing
- 1-7 Failing

Concept: 35 pts.

- 29-35 Outstanding achievement
- 22-28 Praiseworthy
- 15-21 Average
- 8-14 Minimally passing
- 1-7 Failing

Craft: 10 pts.

- 9-10 Outstanding achievement
- 7-8 Praiseworthy
- 5-6 Average
- 3-4 Minimally passing
- 1-2 Failing

Professionalism: 10 pts. Attitude, attendance, class participation, prepared for each class

- 9-10 Outstanding achievement
- 7-8 Praiseworthy
- 5-6 Average
- 3-4 Minimally passing
- 1-2 Failing

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Creative Brief

PROJECT 1

DOUGLAS BOWMAN POSTERS | Due: Thursday, Oct. 9, noon

1 black and white type only + 1 color type only + 1 color and photography

Information

Designer Name

Project Name

Describe

1. **Goals/Objective:** What are the goals and objectives?
2. **Purpose:** Describe the purpose of the event
3. **Culture/Personality:** Doug Bowman
4. **Brand Promise:** What will we (students/department) deliver at this event?
5. **Audience:** Who are we trying to attract?
6. **What is the desired perception:** How does the audience perceive us? How do we want them to perceive us?
7. **What information needs to be illuminated?**
8. **What is your big idea?**

Schedule and Assignments

PROJECT 1

TYPEFACE POSTER SERIES (3) | DUE: TUESDAY, MARCH 17

Create 3 (13" x 19") Design an informative typeface poster that includes its history, designer, and unique characteristics. Use dynamic type, image and message in a visually engaging way using principles of hierarchy and contrast with a modular grid to arrange all elements.

WEEK 1

1/14 Th

- I. **Studio**, warm-up with **type specification / classification studies**
- II. **Homework:**
 1. Read *Thinking with Type*, Ellen Lupton, **Letter**, pgs. 1-57 (take notes for class discussion)
 2. Finish type specification / classification studies bring to class on Tuesday 1/20. Keep in process book.

WEEK 2

1/19 T

- I. **Studio**, discuss reading, Design 4 different alignment compositions showing hierarchy
Design 1 composition for each different column grid (3, 4, 5, 6-column grid)
 1. Using given copy for typeface create 4 text hierarchies
 2. Design 4 thumbnail line sketches using 4 text hierarchies and a different grid for each hierarchy: (use only 9 pt. type, line spacing and letter spacing)
- II. **Homework:**
 1. Read *Thinking with Type*, Ellen Lupton, **Text**, pgs. 63-93 (take notes for class discussion)
 2. Create 4 **alignment compositions**. Transform thumbnail line sketches to digital type compositions using InDesign.

1/21 Th

- I. **Studio**
 1. 4 **alignment compositions**. Transform thumbnail line sketches to digital type compositions using InDesign.
- II. **Homework:** refine studio work

WEEK 3

1/26 T

- I. **Studio**, discuss all homework from 9/9
 1. **Critique alignment compositions (Due: 100 pts)**
 2. Introduce **visual hierarchy** to those compositions using: **bold, italic, caps, weight, scale, line spacing, letterspacing.**
 - (4) different **hierarchy** compositions for the *information text*
 - (4) different **hierarchy** compositions for the *philosophy text*
- II. **Homework:**
 1. Read *Thinking with Type*, Ellen Lupton, **Text**, pgs. 63-93
 2. Write a 2 paragraph summary of the major points for class discussion (**Due: 25 pts.**)
 3. Create 4 **hierarchy compositions**. Transform thumbnail line sketches to digital type compositions using InDesign: (**13" x 19" compositions**)

1/28 Th

- I. **Studio**
 - (4) different **hierarchy** compositions for the *information text*
 - (4) different **hierarchy** compositions for the *philosophy text*
- II. **Homework:** refine studio work

Schedule and Assignments

PROJECT 1

TYPEFACE POSTER SERIES (3) |

WEEK 4

- 2/2 T** I. Studio
- (4) different **hierarchy** compositions for the *information text*
 - (4) different **hierarchy** compositions for the *philosophy text*

II. Homework: refine studio work

- 2/4 Th** I. Studio
- 1. **Critique hierarchy compositions (Due: 100 pts)**
 - 2. Introduce **extreme scale** using select text only: (9" x 9" compositions)
 - (2) different **extreme scale** compositions for the *information text*
 - (2) different **extreme scale** compositions for the *philosophy text*

II. Homework: refine studio work

WEEK 5

- 2/9 T** I. Studio
- (2) different **extreme scale** compositions for the *information text*
 - (2) different **extreme scale** compositions for the *philosophy text*

II. Homework: refine studio work

- 2/11 Th** I. Studio (**Courtney away**)
- (2) different **extreme scale** compositions for the *information text*
 - (2) different **extreme scale** compositions for the *philosophy text*

II. Homework: refine studio work

WEEK 6

- 2/16 T** I. Studio
- 1. **Critique extreme scale compositions (Due: 100 pts)**
 - 2. Combine complete text using the **visual hierarchy** and **extreme scale compositions** to design (3) posters same design, (1 black/white) + (1 color) + (1 adding color photography), (13" x 19" compositions)

II. Homework: refine studio work

- 2/18 Th** I. Studio
- 1. (3) posters same design, (1 black/white) + (1 color) + (1 adding color photography)

II. Homework: refine studio work

WEEK 7

- 2/23 T** I. Studio
- 1. (3) posters

II. Homework: refine studio work

- 2/25 Th** I. Studio
- 1. (3) posters

II. Homework: refine studio work

WEEK 8

- 3/1 T** I. Studio
- 1. (3) posters

II. Homework: refine studio work

- 3/3 Th** I. **Critique visual hierarchy and extreme scale compositions**
Final Douglas Bowman Lecture Posters (Due: 100 pts) + process book + creative brief + evaluation

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Schedule and Assignments

PROJECT 2

MULTIPAGE TYPEFACE PUBLICATION | Due: Thursday, May 5, 2016, 1:30-4pm

Design an informative typeface poster that includes its history, designer, and unique characteristics. Use design principles to create dynamic type, image and message in a visually engaging way with a modular grid to arrange all elements.

WEEK 9

3/15 T 1. **Studio** (each class period requires homework to refine studio work)

1. **Creative brief and research: (1 week)**

3/17 Th 1. **Creative brief and research + Develop a kit of parts:** Image, color, type and grid studies

WEEK 10

3/22 T 1. **Getting ideas / brainstorming + Develop a kit of parts:** Image, color, type and grid studies

3/24 Th 1. **Getting ideas / brainstorming + Develop a kit of parts:** Image, color, type and grid studies
2. **Critique ideation**

WEEK 11

3/29 T 1. **Design and layout, setting up masterpages and typesetting**

3/31 Th 1. **Design and layout for prototype**

WEEK 12

4/5 T 1. **Critique kit of parts**
2. **Design and layout for prototype 11" x17" | Ph. I**

4/7 Th 1. **Design and layout for prototype**

WEEK 13

4/12 T 1. **Design and layout for prototype**

4/14 Th 1. **Design and layout for prototype**
2. **Critique design and layouts for prototype**

WEEK 14

4/19 T 1. **Design and layout for prototype | Ph. II**

4/21 Th 1. **Design and layout for prototype**
2. **Critique design and layouts for prototype** (small group)

WEEK 15

4/26 T 1. **Design and layout for prototype | Ph. III**

4/28 Th 1. **Portfolio Review**
2. **Set-up Help**

WEEK 16

5/5 Th 1. **Final Critique: Multipage Typeface Publication 1:30-4pm**
(Due: 300 pts) + process book + creative brief + evaluation