

PLNU Art + Design / Art 303 Graphic Design II / 3 Units / Fall 2015

Tuesday, Thursday 2:30-4:50 p.m. / Ryan Learning Center Computer, Mac Lab / Courtney Mayer / 619.849.7328
 email courtneymayer@pointloma.edu / Office Salomon Hall, room 101 / Office hours M, and T 10-noon, or by
 appointment / **Final critique, Tuesday, 12/15/15, 4:30-7pm**

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 through the use of grids. It explores social and cultural history, theory and technology and how they influence typographic design.

Fall 2015 Typography Projects and Schedule

- Balboa Park
- Bankers Hill
- Barrio Logan
- City Heights
- East Village
- Gaslamp Quarter
- Little Italy
- Golden Hill
- Hillcrest
- Kensington
- Logan Heights
- Mission Beach
- Mission Hills
- Normal Heights
- North Park
- Old Town
- Pacific Beach
- Sherman Heights
- South Park
- University City
- University Heights

Project 1 | Letterforms | NEIGHBORHOOD TYPEFACE DESIGN (5 weeks) (DUE, OCT. 1) (See canvas calendar for more detail)

Using a San Diego neighborhood for inspiration, redesign an existing typeface (A-Z and 0-9). Your redesign should be fresh and contemporary, appropriate for the culture. Observe, write about your experience, sketch, photograph. Spend 1-2 hours. Learn about the spirit of the place, it's people and culture. Keep all your work in a process book (3-ring binder). Name your new typeface. Print out and mount to foam core, trim to 11" x 17."

Project 2 | Text, grid, hierarchy | NEIGHBORHOOD TYPEFACE DESIGN POSTER (5 weeks) (DUE, NOV. 5) (See canvas calendar for more detail)

Using your typeface from project 1 design an informative poster that includes: the typeface name, information about your typeface, it's history, designer, year created, and 1 paragraph of unique characteristics. Use typographic design principles with a modular grid to arrange all typographic elements into a dynamic composition. Print out and mount final 1 poster to foam core, trim to 12 x 18."

- Part 1 / 8" x 8,"** 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 / 8" x 8,"** Create 4 **hierarchy compositions:** bold, caps, italic, letter or line spacing, scale: (3, 4, 5, 6-Column grid) **(1 week)**
- Part 3 / 8" x 8,"** Create 4 **extreme scale compositions:** (3, 4, 5, 6-Column grid) **(1 week)**
- Part 4 / 12" x 18,"** Create 1 **extreme scale + color for final poster:** **(2 weeks)**

Project 3 | Type, image, grid, hierarchy | NEIGHBORHOOD MULTIPAGE PUBLICATION / (6 weeks) (DUE, DEC. 15) (See canvas calendar for more detail)

Using your typeface design and 1 complimentary font create an informative San Diego neighborhood publication. Use written content from the wikipedia site, your own personal narrative, or secondary research sources. Apply design principles using type, image (illustration and/or photography), message, and a modular grid in a visually engaging way to support your creative direction and audience needs. (4 spreads=8 pages)

Part 1 / Creative brief analyze, synthesize research, brainstorming, mind mapping, mood board, sketching

Part 2 / Develop a kit of parts Image, color, type and grid studies

Part 3 / Design a prototype 8 page publication 11"w x 15"h folded, 22"w x 15"h flat"

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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 **the anatomy of the letterform**
- > Learn **typographic fundamentals** and **best practices**
- > Learn **how social and cultural history effect typographic development** and **type classifications**
- > Practice **composing the massing of letters into larger bodies** using columnar layouts, modular grids and spatial organization
- > Learn how to design dynamic compositions using **type, image and message into** flexible systems
- > Learn how to design with empathy for the needs of people
- > Learn designs power to inform, persuade, motivate, or call to action
- > Develop **research** and **ideation skills**
- > Practice **visual problem solving** and **critical thinking**
- > 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:** *A Type Primer, 2nd Edition*, John Kane
- > **Video tutorials:** Lynda.com (recommended monthly subscription)
- > **Class discussion and critiques:** design history, theory, criticism, tools and technology
- > **Studio projects**

COURSE MATERIALS

- > Mac computer
- > Access to Adobe Creative Cloud: 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 4 criteria below. Grades will be averaged over the course of the semester.

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

Project 1: Typeface	100 possible points	} 75%
Project 2: Typeface Poster	100 possible points	
Project 3: Multipage Publication	100 possible points	
Process Book (course content, writing, ideation, research, development)	100 possible points	
Evaluation (project 1)	25 possible points	} 25%
Evaluation (project 2)	25 possible points	
Evaluation (project 3)	25 possible points	
Creative Brief (project 3)	25 possible points	

<p>A 93-100%</p> <p>A- 92-90%</p>	<p>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.</p>
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<p>B+ 87-89%</p> <p>B 83-86%</p> <p>B- 80-82%</p>	<p>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.</p>
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<p>C+ 77-79%</p> <p>C 73-76%</p> <p>C- 70-72%</p>	<p>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.</p>
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<p>D+ 67-69%</p> <p>D 63-66%</p> <p>D- 60-62%</p>	<p>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.</p>
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<p>F 0-59%</p>	<p>Failing</p>

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.