

PLNU Art + Design / Art 303: Graphic Design II Typography / 3 Units / Fall 2018

Tuesday, Thursday 2:30-4:50 p.m. / Ryan Learning Center, Mac Lab, room 303 / Courtney Mayer / 619.849.7328
email: courtneymayer@pointloma.edu / Office: Salomon Hall, room 101 / Office hours: T, TH 10-1 or by appointment

Final critique: Tuesday, December 11, 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 letter form, 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 2017 Typography Projects

Project 1. **NON-PARTISAN GET OUT THE VOTE TYPE COMPOSITIONS** (1200px x 900px and 150 x 150)

for National Voter Registration Day Social Media Graphics

(4 weeks) August 30-September 25. All compositions due Tuesday, September 25

These short weekly exercises reinforce specific design and typography principles and theories. They are critical for learning best type practices, meaning, visual hierarchy and dynamic composition. These exercises allow you to become familiar with the message that leads to eventual poster design. In partnership with Nonprofit VOTE, AIGA is calling for designers to submit social media content that will be made available for use by the general public to encourage first-time voters to cast their ballot in the midterm elections this fall. For all project specifics, visit: <https://buildingcommunitypower.secure-platform.com/a> Additional Fact Sheet for copy: https://docs.google.com/document/d/1x976Rum_vlozSL36VUBKLIHXix9Rxbk-t3zyNIDc1c/edit

Part 1 / **Alignment Compositions.**

Using provided text create 4 different text hierarchies in Word. This means breaking up the text 4 different ways. Next, in InDesign build a 1200px x 900px page with 3, 4, 5 and 6 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 for thumbnails with grids showing. Use the grids and different text hierarchies from Word to design 8 different layouts using 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. Neatly trim 8 type alignment compositions for critique. Read, Ellen Lupton, (Ch. 1 **Letter**) use the written graphic organizer to summarize what you learned from each chapter for class discussion in Canvas > Projects > Written Graphic Organizer 1.

Critique Thursday, September 6 (see composition examples on pgs. 118-119)

Part 2 / **Visual Hierarchy Compositions.**

Using your 8 alignment compositions add visual hierarchy. (**bold, caps, italic, line spacing, letter spacing, contrast, and scale.**) Neatly trim 8 type hierarchy compositions for critique. Read, Ellen Lupton, (Ch. 2 **Text**) use the written graphic organizer to summarize what you learned from each chapter for class discussion in Canvas > Projects > Written Graphic Organizer 2.

Critique Thursday, September 13 (see hierarchy examples on pgs. 142-143)

Part 3 / **Extreme Scale Compositions.**

Use your visual hierarchy compositions and add extreme scale to (4). Neatly Trim 4 extreme scale type compositions for critique. Read, Ellen Lupton, (Ch. 3 **Grid**) use the written graphic organizer to summarize what you learned from each chapter for class discussion in Canvas > Projects > Written Graphic Organizer 3.

Critique Thursday, September 20

Refine all compositions and upload your best ones to the AIGA site, no later than Tuesday, September 25

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Project 2. **GET OUT THE VOTE: POSTERS (5 weeks) Tuesday, September 25-Thursday, October 25** Using your type compositions design create color and image for an 11"x 17" poster. Do research to inform your design direction. Use InDesign to create dynamic type, image, message, in a visually engaging way. Upload to the **AIGA Get Out the Vote Website** and Exhibit on Campus, TBD. **Due for grading Thursday, October 25**

Layout / Tuesday, September 25 and Thursday, September 27

Layout / Tuesday, October 2 and (Critique, Thursday, October 4)

Design Ph. I / Tuesday, October 9 and (Critique, Thursday, October 11)

Design Ph. II / Tuesday, October 16 and (Critique, Thursday, October 18)

Design Ph. III / Tuesday, October 23 and (Critique, Thursday, October 25)

Project 3. **MULTIPAGE PUBLICATION / 12 pages (6 weeks) Tuesday October 30-Tuesday, December 11**

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 with type (built in paragraph and character styles), image, and a modular grid to arrange all elements. **Read, Ellen Lupton, (Appendix) use the written graphic organizer 4 to summarize what you learned from each chapter for class discussion.**

Part 1 / Project Creative Brief. Write a response to the brief defining the design challenge.

Part 2 / Research and Ideation. Research, brainstorming, mindmapping.

Part 3 / Develop a kit of parts. Image, color, type and grid studies.

Part 4 / Design a Multipage Publication Size TBD.

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
- > Practice visual problem solving and critical thinking using type, image and message
- > Develop research and ideation skills
- > 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
- > **Class discussion and critiques:** Design history, theory, criticism and technology
- > **Studio projects**

COURSE MATERIALS

- > Computer Adobe Cloud membership, access to a wide variety of mixed-media and art supplies appropriate for your projects, printouts in various sizes, 3M spraymount, X-Acto knife, Tracing paper
- > 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. Craft/Technical execution
4. Professionalism: critiques, demonstrated care toward your work and each other, attention, attendance, participation, punctuality, timeliness, work ethic

PROJECT GRADE WEIGHTS

Written Graphic Organizer: 1 Text	25 possible points 10% of total grade weight for semester
Written Graphic Organizer: 2 Grid	25 possible points	
Written Graphic Organizer: 3 Letter	25 possible points	
Written Graphic Organizer: 4 Appendix	25 possible points	
Professionalism	50 possible points 15% of total grade weight for semester
Written Creative Brief (project 2)	50 possible points	
Written Creative Brief (project 3)	50 possible points	
Written Evaluation (project 1)	50 possible points 15% of total grade weight for semester
Written Evaluation (project 2)	50 possible points	
Written Evaluation (project 3)	50 possible points	
Design Project 1: Type Compositions	200 possible points 60% of total grade weight for semester
Design Project 2: Poster	200 possible points	
Design Project 3: 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

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.

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.

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.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

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.

USE OF TECHNOLOGY

NEVER use your phone for personal reasons in class, unless to sign in to your computer, or unless it is an emergency.