University Of Minnesota Duluth
Department Of Art & Design
Fall 2011

ART 2907–002 Typography1
Kirby Plaza 395
Monday–Wednesday, 1:00–3:55 pm

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Office Hours M/W 1–2 pm or by appointment

Course Overview
Typography is arguably the most significant part of graphic design. In this course, you will learn to create appropriate relationships among design elements and typography to complement form and content, and to amplify and clarify meaning in a manner consistent for optimal reproduction. ART 2907 Typography I surveys the origins and use of letterforms, the language and principles of type design, conventions and approaches to layout design and printing, and the varied use of typography in visual communication.

The class structure is primarily studio-oriented and project-based. It consists of four major projects, readings, demonstrations, and class discussions designed to meet the course goals and objectives.

Prerequisite: Graphic design major or digital arts and photography emphasis or instructor consent

Goals & Objectives
At the end of this course you should be able to:

1. Know and understand the history of typography, trends, and contexts
   ▪ Use the computer to research, select, and print with typefaces
   ▪ Know how to find and obtain type online
   ▪ Use classical typefaces
   ▪ Know major typeface designers

2. Know how to select and use type
   ▪ Use type to effectively communicate the tone and meaning of a message

- Know and accurately apply typeface classifications and contrasts to communications
- Apply principles in legibility and readability to aid audience comprehension
- Use grid systems to effectively layout type on a page
- Apply typographic form, hierarchy, and spacing to create innovative designs

3. Understand how to evaluate and critique the work of self and others
- Apply typographic rules and knowledge to judge typographic and design works
- Synthesize typographic rules and principles with personal aesthetic
- Express criticism through the lens of design principles

4. Understand how typographic choices impact printing
- Understand and follow copyright laws regarding typography
- Apply appropriate file types and DPI/LPI for various output devices
- Prepare and troubleshoot files for printing

Required Textbook
Typographic Design: Form and Communication, Fourth Edition by Carter, Day, and Meggs. John Wiley & Sons.

Additional Resources
A Type Primer by John Kane. Prentice Hall. ISBN 0-13-099071-X.
Stop Stealing Sheep and find out how type works. Second Edition by Erik Spiekermann and E.M. Ginger. Peachpit Press. ISBN 0-201-70339-4.

Materials
Macintosh Laptop. Storage media: USB flash drive, iPod, or external hard drive. Secondary regular backups on CDs or DVDs are critical; make a devoted practice of back-up, as losing a file is not a valid excuse for missing deadlines.
Expenses for laser prints and color photographic quality printouts each project
1 sheet of Black Matt Board, smooth finish
Cold mount

Projects & Weight in Course Grade
10%   Anatomy Quiz [language, measurements, classifications]
15%   Form & Counter Form [classifications, figure & ground]
20%   Project Soup [musical typographic contrasts, classical grids & alternative grids]
25%   U&lc Magazine [type history, layout, hierarchy]
30%   Typographic Cubes [emotional communicative possibilities of type]

Grading Policy
Grades will be determined by student performance on class and homework assignments, and the major project Your final grade is determined as follows: Projects will be given a letter grade based on the + or - system.

96–100 = A
90–95 = A-
87–89 = B+
84–86 = B
80–83 = B-
77–79 = C+
74–76 = C
70–73 = C-
67–69 = D+
64–66 = D
below–63 = F

A. Excellent—This is usually work done by a highly motivated student meeting all or most of the performance criteria as set forth by the problem. Design process is excellent, and is well documented. In order to earn an "A" for the course students must earn "excellent" marks on every project and have superior craftsmanship.
B. Good—This work is above average but lacks the qualities that give it the stamp of excellence. It shows better than average design sensitivity.
C. Satisfactory—This work is average. Work is handed in on time and has fulfilled the requirements for the project, but it lacks strong visual interest and thoughtful and imaginative research.
D. Poor—Below Average. This work is handed in on time, but is lacking in many or most areas that show any understanding of project objectives.
F. Unacceptable—Work that is not on time or is so despicable as to be an affront to design sensibilities.

Student Conduct Code
Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that substantially or repeatedly interrupts either the instructor's ability to teach, or student learning, is prohibited. Student are expected adhere to Board of Regents Policy: *Student Conduct Code*:
http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

Teaching & Learning: Instructor and Student Responsibilities
UMD is committed to providing a positive, safe, and inclusive place for all who study and work here. Instructors and students have mutual responsibility to insure that the environment in all of these settings supports teaching and learning, is respectful of the rights and freedoms of all members, and promotes a civil and open exchange of ideas. To reference the full policy please see: http://www.d.umn.edu/vcaa/TeachingLearning.html

Free, on-demand student success tips are available at **www.d.umn.edu/roadmap**. Select the **Online Student Success Workshops** link at the top of the page. <u>Recommended topics include</u>: *What it Takes to be a Successful Student, Study Tips & Note-Taking, Test Anxiety,* and *Understanding & Avoiding Plagiarism.*

Academic Integrity
Academic dishonesty tarnishes UMD's reputation and discredits the accomplishments of students. Academic dishonesty is regarded as a serious offense by all members of the academic community. UMD's Student Academic Integrity Policy can be found at:
http://www.d.umn.edu/conduct/integrity/

Copyright
Copying another's words, work, or ideas is against the law. Work which is found to be in violation of United States or International Copyright Laws will automatically receive a failing grade.

Final Exams
All 1xxx-5xxx courses offered for undergraduate credit should include a final graded component or end of term evaluation that assesses the level of student achievement of one or more course objectives. All final graded components are to be administered or due at the time and place according to the final exam schedule and not during the last week of class. To reference the full policy please see:
http://www.d.umn.edu/vcaa/FinalExams.html

Excused Absences
Students are expected to attend all scheduled class meetings. It is the responsibility of students to plan their schedules to avoid excessive conflict with course requirements. However, there are legitimate and verifiable circumstances that lead to excused student absence from the classroom. These are subpoenas, jury duty, military duty, religious observances, illness, bereavement for immediate family, and NCAA varsity intercollegiate athletics. For complete information, please see:
http://www.d.umn.edu/vcaa/ExcusedAbsence.html

Attendance and Punctuality
In the work world, skipped meetings, tardiness, and missed deadlines are wholly unacceptable. Often designers will lose pay and/or future work as a result of acting unprofessionally or not adhering to client deadlines. In this class, you are required to act professionally: Let the instructor or a classmate know of your absence and get the lecture notes from them. Final exams cannot be made up. Absence of more than 5 class periods will result in a failing course grade.

Appropriate Student Use of Class Notes and Course Materials
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work

product while not substantially furthering instructor and student interests in effective learning. For additional information, please see:
http://www.d.umn.edu/vcaa/ClassNotesAppropriateUseof.html

Accommodations
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students with disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact UMD Disability Services & Resources to discuss their individual needs for accommodations. In addition, please let me know as soon as possible if you have a disability for which accommodations will be requested.