



## COURSE OUTLINE

<b>Course Number</b> ADV 110	<b>Course Title</b> Typography I: Basics of Graphic Design	<b>Credits</b> 3
<b>Hours:</b> <b>lecture/Lab/Other</b> 1 lecture/4 studio hrs	<b>Co- or Pre-requisite</b>  N/A	<b>Implementation sem/year</b> Spring 2019

### **Catalog description:**

Introduction to basic layout and typography as the fundamental language to graphic communication. No previous knowledge of layout and typography is presumed. Addresses the use of different typefaces to communicate visually desired effects, type forms, type indication and basic graphic design with type for layouts.

### **Required texts/other materials:**

- ***Thinking With Type***, 2<sup>nd</sup> ed. by Ellen Lupton, Princeton Architectural Press, ISBN: 1-56898-448-0
- Design Process Book 9" x 12" or 11" x 14", folder, black sharpie fine pens, pencils, color prints
- Flash drive: 16GB

**Revision date:**  
Spring 2019

**Course coordinator:**  
Tina LaPlaca, e-mail: [laplacat@mccc.edu](mailto:laplacat@mccc.edu), 609-570-3356

### **Information resources:**

- Additional text(s): ***Lessons in typography, (optional)*** by Jim Krause ISBN: 13: 978-0133-99355-4
- Typographer's sample specimen books (Instructor's library)
- Current newsstand publications (newspapers, magazines, etc.)
- Print materials from instructor's files
- Videos, DVDs, web links

### **Other learning resources:**

- Open Lab Hours

## **Course Competencies/Goals:**

### ***The student will be able to:***

1. Understand, identify, and apply basic design principles to layout and typography  
(Course Competencies 1, 2 & 3; Gen Ed Goal 1, 4 & 6)
2. Define basic layout and typography terminology  
(Course Competencies 1, 2 & 3; Gen Ed Goal 1, 4 & 6)
3. Describe the basic design process  
(Course Competencies 1, 2 & 3; Gen Ed Goal 1, 4 & 6)
4. Identify basic problem-solving requirements and client objectives  
(Course Competencies 1, 2 & 3; Gen Ed Goal 1, 4 & 6)
5. Develop visual aesthetics and styles  
(Course Competencies 1, 2 & 3; Gen Ed Goal 4 & 6)
6. Develop basic visual problem-solving and conceptual development skills  
(Course Competencies 1, 2 & 3; Gen Ed Goal 1, 4 & 6)
7. Explore effective combinations of type and image to support a design concept  
(Course Competencies 1, 2 & 3; Gen Ed Goal 4 & 6)
8. Relate type and image in effective page layouts  
(Course Competencies 1, 2 & 3; Gen Ed Goal 4 & 6)
9. Understand the importance of visual hierarchy and how to carry visual hierarchy across multiple pages  
(Course Competencies 1, 2 & 3; Gen Ed Goal 4 & 6)
10. Develop and present ideas in both written and oral formats  
(Course Competencies 1, 2 & 3; Gen Ed Goal 1, 4 & 6)

## **Course-specific General Education Knowledge Goals and Core Skills**

### **General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

### **MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

## Units of study in detail.

### Unit I      **A Brief History of Type**

*The student will be able to...*

- Learn brief history of type from sound to symbol  
(Course Competencies 1, 4 & 9)
- Analyze nine different type periods  
(Course Competencies 2, 3 & 4)
- Research and explore influential periods and styles in history  
(Course Competencies 1, 4, 8 & 9)
- Identify type categories: serif, old style, transitional, modern, sans serif, slab, 19<sup>th</sup> Century Grotesque, 20<sup>th</sup> Century Grotesque, script, and decorative  
(Course Competencies 1, 7 & 9)
- Review basic design principles: balance, emphasis, rhythm and unity.  
(Course Competencies 1, 2, 3 & 7)
- Research a particular typeface and period in history  
(Course Competencies 7 & 10)
- Create a poster for an influential type designer  
(Course Competencies 5, 6, 7, 8 & 10)
- Develop typeface understanding through classroom exercises and paste into design process books  
(Course Competencies 5, 6, 7, 8 & 10)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice  
(Course Competencies 3 & 10)

### Unit II      **Legibility and Readability**

*The student will be able to...*

- Analyze typefaces for distinct personalities  
(Course Competencies 2, 3 & 4)
- Identify various typefaces from classroom exercises  
(Course Competencies 1, 7 & 9)
- Describe ingredients to good design based on design principles  
(Course Competencies 3 & 10)
- Create a typographic logo type  
(Course Competencies 5, 6, 7, 8 & 10)
- Develop typeface empathy through classroom exercises and paste into design process Books  
(Course Competencies 5, 6, 7, 8 & 10)
- Develop typeface understanding through classroom exercises and paste into design process books  
(Course Competencies 5, 6, 7, 8 & 10)
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice  
(Course Competencies 3 & 10)

### Unit III      **Formatting Type for Layouts**

*The student will be able to...*

- Analyze various figures in OpenType Fonts  
(Course Competencies 2, 3 & 4)
- Describe the key factors to page layout design  
(Course Competencies 3 & 10)
- Identify timesteps, paper and color choices from classroom exercises

**(Course Competencies 1, 7 & 9)**

- *Design an All-Type poster from an article given in a layout software program*

**(Course Competencies 5, 6, 7, 8 & 10)**

- Develop typeface understanding through classroom exercises and paste into design process books

**(Course Competencies 5, 6, 7, 8 & 10)**

- *Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice*

**(Course Competencies 3 & 10)**

#### **Unit IV      Techniques for Emphasis**

*The student will be able to...*

- Learn typographic techniques to communicate effective messages  
**(Course Competencies 1, 4 & 9)**
- Identify the components of a book jacket  
**(Course Competencies 1, 7 & 9)**
- Analyze and respond to professional book jacket designs by professionals  
**(Course Competencies 2, 3 & 4)**
- Create a book jacket using proper design principles, typography and original artwork  
**(Course Competencies 5, 6, 7, 8 & 10)**
- Develop typeface understanding through classroom exercises and paste into design process books  
**(Course Competencies 5, 6, 7, 8 & 10)**
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice  
**(Course Competencies 3 & 10)**

#### **Unit V      Finessing Your Type**

*The student will be able to...*

- Analyze various typefaces, type sizes, leading and alignment features in page layout software  
**(Course Competencies 2, 3 & 4)**
- Review visual hierarchy in the arrangement of page elements  
**(Course Competencies 1, 2, 3 & 7)**
- Create a typographic hierarchy study in three different compositions  
**(Course Competencies 5, 6, 7, 8 & 10)**
- Develop typographic contrasts through classroom exercises and paste into design process Books  
**(Course Competencies 5, 6, 7, 8 & 10)**
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice  
**(Course Competencies 3 & 10)**

#### **Evaluation of student learning:**

Instructional modes to be used are: Integrated lecture and laboratory, studio assignments with specifications and limitations set by the instructor, demonstrations by the instructor, and discussions and critiques of student work.

Lectures are often accompanied by demonstrations of techniques and examples of printed materials that cannot be repeated for individuals. The student is responsible for participating in classroom discussions and critiques of student work by including his or her work to that being discussed and evaluated. In this way the students learn the terms used in the field for which they are preparing. Diligent practice on assignments is essential to develop the skills required. Practice, in class lab and at home, will generally be visible in the work produced.

The student is responsible for his or her regular attendance, participation in classroom discussions and critiques of student work, and for including his or her work to be discussed and evaluated. Diligent work on assignments is essential.

Evaluation of progress and grades are determined by the instructor, based upon the following considerations: attendance, participation, and estimate of quality of class work and homework assignments (by instructor). The specific weight of each project is shown in the grade breakdown chart in this section.

Values of quality, aesthetics, etc., are based upon the instructor's judgment of the work produced, the effort employed, and the total result achieved. To receive full credit, all assignments are due on time. A late assignment will be accepted one class period after due date with a reduced letter grade.

The grade of "A" will be earned by students who demonstrate mastery of the essential elements of the material presented, as well as demonstrating excellence in aesthetics and originality in completing course objectives with at least 90% accuracy.

The grade of "B" will be earned by students who demonstrate more than adequate mastery of the essential elements of the material presented and acceptable knowledge of the course content. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 80% accuracy.

The grade of "C" will be earned by students who demonstrate adequate mastery of the essential elements of the material presented. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 70% accuracy.

The grade of "D" is undesirable, but indicates a minimum passing of the course requirements. All of the course objectives must be fulfilled with at least 60% accuracy.

The grade of "F" will be earned by students who do not demonstrate achievement.

***Completion of all assignments is required to pass this class.***

## **Critiques**

Critiques are a vital part of learning design. There is much to be learned from reviewing the work of your colleagues: learn from their designs' strengths and weaknesses. Critiques also provide the opportunity to put your concept into words, and to help you learn how to speak intelligently and knowledgeably about your designs. Additionally, the instructor and your classmates may bring fresh insights and perspectives to your work that provides valuable feedback.

## **Design Process Book**

During this course students are expected to follow the basic design process. This research, analysis, development, and implementation process is integral to effective and unique visual problem solving. You will need to archive your individual design process by neatly organizing and presenting your work in a design process book that will be turned in along with the final project for grading. This design process

book may be a sketchbook or a three-ring binder. The book should be no smaller than 9" x 12". **Neatly organize this book by labeling sections for each step of the design process. Insert a copy of the problem statement at the beginning of each your project sections. Label your design process book with your name on the cover and spine. By the end of the semester, you will have an archive record of your complete design analysis activities for each project.**

### **Evaluation/Final Course Grades**

The final course grade is based on project outcomes, exercises, test scores, adherence to project due dates, and attendance of lectures and participation with class discussions and critiques. Assignments and quizzes are based upon the following considerations:

<b>Grade Breakdown</b>	<b>Percent Overall Grade</b>
Project 1:	(20%)
Project 2:	(20%)
Project 3:	(20%)
Project 4:	(20%)
Sketchbook/Type Exercises	(10%)
Attendance/Participation	(10%)

### **Academic Integrity Statement:**

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student Handbook and is found on the college website ([http://www.mccc.edu/admissions\\_policies\\_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml)).

### **Accessibility Statement**

Mercer County Community College is committed to ensuring the full participation of all students in all activities and programs. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA or Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB216 [stinsona@mccc.edu](mailto:stinsona@mccc.edu) for information regarding academic accommodations and additional support services.

### **Financial Aid Application**

It is recommended that student complete an application for financial aid to determine eligibility for financial assistance. The application is **FREE** and available for completion beginning **October 1, 2019** for the 2020-21 academic year. Visit [www.fafsa.edu.gov](http://www.fafsa.edu.gov) to complete your application. Applications should be completed **before** December 1, 2019. Students who are interested in MCCC Foundation scholarships are expected to complete an application as well.