DePaul University
College of Computing and Digital Media
School of Design/Graphic Design

GD230-502 TYPOGRAPHY – WINTER 2014

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Thursdays 10AM – 1:15PM
14 E. Jackson, Daley Building #213

Office hours
Thursdays 8:30AM-9:45; 1:30-3:00PM CDM 510
Register online or email to confirm appt.

Course description
This course is the study of the formal structure of letterforms and text, including the exploration of typography to create and extend meaning, emphasizing the relationship between form and content.

This class introduces the function and tradition of typography in visual and verbal communication. Technical and formal aspects are explored aiming to communicate effectively and evocatively. Finished projects are pragmatic and expressionist. Project content provided by outside sources as well as based in the student's own research and writing.

Learning Goals
Upon completion of this course students will be able to:
• Understand the importance of letterforms of communication in reading, print and on screen.
• Articulate the fundamentals of typeface anatomy, vocabulary and history.
• Apply basic design principles to communication with letterforms.
• Create typographic design in service of a communication goal and as a form of creative expression.

Prerequisites
GD105
This course assumes a basic understanding of visual design principles and a foundation in Adobe Illustrator, Photoshop or InDesign will be our standard mode of operation for the course. However, this is NOT a software course. If you find you are at a significant disadvantage with weaker knowledge of a given program, it is strongly suggested that you check-out Lynda.com DePaul has recently acquired an institution-wide license for lynda.com, which is a wonderful resource for all kinds of technical training. You'll need to sign in with your DePaul user and password using the link found at software.depaul.edu/training. Lynda.com covers everything from using Photoshop, to making a drum kit, to writing an operating agreement for your startup. .

Attendance & Punctuality
Attendance is mandatory; since this course meets once a week, missing a class is equivalent to missing two classes in a twice-weekly class format. Unexcused absences may result in a lower grade (from B to C, for instance); an excused absence is allowed in the case of a medical or personal emergency (illness with doctor's letter; death in the family). An absence is defined as not showing up for class or showing up late by 5 minutes or more. Repeated absences result in further grade reductions. It is impossible to explain what is covered in a three-hour class. This is not a COL WEB classroom so the classes are not taped and posted online.

Plagiarism
Plagiarism on assignments or cheating on tests are serious offenses and result in failure of the course. There are no exceptions to this rule. Consult the DePaul Student Handbook if you have any questions.

Harassment
The policy as specified in the DePaul Student Handbook will be adhered to in this class.

Syllabus Changes
I will make every effort to adhere to the syllabus, but sometimes, changes may occur. You are responsible for keeping up with changes that occur even when you are not in class—so keep in touch with your fellow students and the teacher. An email after an unexcused absence will not be able to cover all that happened in a class period.

Important Dates for this Quarter
Attached to this packet

Required Textbook
Stocked at the DePaul Center Loop Campus Bookstore:
Typographic Design: Form and Communication [Paperback]
Rob Carter, Ben Day, Philip B. Meggs, Sandra Maxa, Mark Sanders; 2015 | Edition: 6
ISBN 978-1-118-71576-5

Supplies
If you have a laptop, you should bring it to class, though you may check-out a laptop for the period of the class session. Please arrive 10 minutes early if you wish to use the laptops in order to not disrupt the class. You must have your DePaul ID to check-out a computer. Do not save your work on the computer hard drives, make sure you save you work onto a key drive, ICloud, DropBox or a portable hard drive.

Sketchbook, 9x12 inch, many available; Bienfang Graphics 360 is odd
Sketching tools – black ink pen, black marker, pencil
Metal cork-backed ruler, 18 inch, minimum, cork prevents slippage
T-square, 18", metal with cork back
Triangles, 30/60 necessary; 45/45 good as well but not necessary
X-acto knife with #11 blades
Self-healing cutting mat, 18 x 24 inch (for home usage or work on tables in Graphic Design Lab, CDM 530
Easy-stick drafting tape or removable scotch tape, 1/2 inch or 3/4 inch
Kneaded eraser
Glue stick
Can of spray-mount or photo-mount for mounting work (Daley 504 has a spray booth and is accessible with a student code which will be distributed after a training session)
(You can also look into Studio-Tac or Grafix Double Tack Mounting material which is not toxic as is spray-mount)
A portable drive, 4 GB or larger, or an online service such as Icloud or DropBox. You are responsible for storage of projects.
Type gauge (plastic translucent only)
>   This is a ruler that measure in points and picas (in addition to inches) and also features actual "type" that you can overlay on a body of text. Examples will be shown in class.

Art Material Suppliers

Blick Art Materials
42 S. State St.
(312) 920-0300
http://www.utrechtart.com

Genesis
2525 N. Elston Ave.
773-292-2990
http://www.artsupply.com/

DePaul Design Mailing List
All students are strongly encouraged to sign-up for the DePaul Graphic Design mailing list
http://mailman.depaul.edu/mailman/listinfo/design

To post to the list after you have joined: Design@mailman.depaul.edu

Project Description + Grading Formula

More details will be given in a project sheet each week.

Please note: You must complete every assignment for a final grade in GD230. Failure to do so results in a final grade of F.

Student grades are based upon completion of assignments when due, quality of work, active class participation and attendance.

As a rule, incomplete grades are not given in this course. Late assignments are not accepted without prior consent from the instructor. Design requires a feedback loop of project submission for review, feedback, implementation of changes and resubmission. This is required of every assignment in the course. All levels of critique require a work-in-progress post to the class blog as a jpg or link to a PDF. Your blog posts should be entitled with your last name and the project title. Example: SMITH_FOUNDTYPE_CRITIQUE 1.jpg.

PROJECT: TRACING, GLYPHS, 27TH LETTER, KERNING
(20% of final grade; 5% per assignment)

Assignments distributed in class
PURPOSE: *To examine typographic form for purposes of identification and recognition of form.*

For the 27th Letter Assignment:
Post a blog essay (250 words) talking about the character and feeling of the typefaces you have chosen comparing them to a something cultural: a car model or bicycle, a kind of clothing attire/designer/look, and/or a kind of music style/group. Compare your selections to examples in popular culture. Post the essay and at least three visual examples with your essay.

PROJECT: VOCABULARY - TYPE DEFINITIONS – In-Class Assignment
(5% of final grade)

PURPOSE: *To examine typographic form for purposes of identification, form and learning vocabulary.*

 (1)
Research vocabulary from textbook.

(2)
Work in pairs or more studying definitions.

(3)
Find an example online that illustrates each definition. Post these online as a Vocabulary Study List. Review examples shown in class.

(4)
Create a quiz for your definitions that includes questions and answers. Provide a mix of multiple choice and written answers. You could decide to require that something be drawn. Be unusual.

(5) Administer and grade the quiz.

PROJECT: TYPOGRAPHY ANATOMY
(5% of final grade)

PURPOSE: *To examine typographic form for purposes of identification, appropriate use, readability.*

(1)
Play the following game yourself and then compare and contrast your experiences with other students at your table. At each table write a 250-word essay on which strategy worked the best for you and what you learned, including screen grabs. Alternately, you could do a group presentation as a PDF or PPT.
http://www.typeconnection.com/

Include which typeface you found the most interesting from your interaction with the game. Explain why in your blog reflection essay.

(2)

Of the selected typefaces for the Tracing Assignment, make hand-written notations adjacent to the characters regarding the anatomy, form and feeling of the face. Use the technical terms you have learned from the readings and the Vocabulary Assignment. Include notes that are similar to what you learned playing TYPECONNECTION.COM

PROJECT: PROJECT: TYPE SPECIFICATION *In-Class Assignment*
(10% of final grade)

You must work in pairs for this assignment.

PURPOSE: *To develop skills in analyzing structures and the ability to re-create and create grid systems.*

(1)
Trace, measure and specify two pages from the textbook: cover and one inside page.

(2)
Use a sheet of tracing paper from your sketchbook. See examples shown in class. All measurements must be in points and picas including all vertical and horizontal measurements. Use the type gauge for completion of this assignment.

(3)
Reproduce in print (more information to come).

(4)
Read: Chapter 4 Legibility in *Typographic Design: Form and Communication*
                            Chapter 5 The Typographic Grid in *Typographic Design: Form and Communication*

PROJECT: FOUND TYPE
(20% of final grade)

PURPOSE: *To develop skills identifying and using typographic form in the everyday environment*

Use a digital camera to shoot at least 12 images seen on the street, neighborhood or environment of your choice. Some of the type should be hand drawn. Use Ed Fella for inspiration. Compose a sentence about the neighborhood as the title.
Read:
                            Chapter 3, Legibility
                            Chapter 6, The Typographic Message
                            http://vimeo.com/8868251
                            http://pinterest.com/thinkmule/roughography/

PROJECT: TYPOGRAPHIC EXPRESSION
(30% of final grade)

PURPOSE: *To communicate effectively and evocatively with typographic form in print and onscreen.*

Illustrate at least three of the "Seven Deadly Sins" (jealousy, lust, anger, gluttony, sloth, envy, pride)
Present the word and definition in an 8x8" (square) format.

                            Read: *Typographic Design, Form and Communication*, Chapter 7,
                            Case Studies in Typographic Design

PROJECT: MUSIC TYPOGRAPHY POSTER *In-Class Assignment*
(10% of final grade)

PURPOSE: *To develop and build research skills; to develop expressionistic forms of illustration using typography as
                form; to communicate a complex theme with resonance*

Subject: A piece of music with or without lyrics

Choose a piece of music that you would like to illustrate in a large format utilizing only typography. Examples will be shown.

Bring a recording of the music to class or have a YOUTUBE link to present in the class. Analyze the different parts of the music answering the following questions in your design solution:

(1) What are the distinctive parts of the recording; what is the structure?
(2) Is there a repetitive chorus or beat?
(3) What is the tempo, rhythm?
(4) What feelings are evoked by the music?

PLEASE NOTE: NO IMAGES ARE USED IN ANY PROJECTS FOR THIS CLASS. ONLY TYPOGRAPHY!

Class Blog
http://typographywinter2016.blogspot.com/

This is the site where all students in the class will post their projects, comments on readings and share information.

When a project critique is due, each student must post a comment on 3 different student blog posts that is specific, penetrating and helpful. These are not meant to be "Awesome" postings but are meant to give your best feedback on how to improve the project in a respectful and collaborative manner. This is practice for our in-class discussions and for work environment collaborations. Happy postings! Timely posts are part of your class participation grade!

You will receive an invite to be a blog member. It's best to have a gmail account for participation. If you do not receive an invite, please email the instructor immediately/

Previous blogs for reference:
http://gd230typographywinter2013.blogspot.com/
http://typographywinter2014.blogspot.com

Photo ID
Please add a photo of yourself to Campusconnect or myCDM.com

S y l l a b u s

In class project every week; video every week; sketching half of each class for four-five weeks
_____
week 1
January 7
Review Syllabus and textbook
Show examples of past projects: blog and sketching

Screen Helvetica excerpts, David Carson TED talk

Karen Kavett - Typography
https://www.youtube.com/watch?v=tWFWJGA7qrc
https://www.youtube.com/watch?v=15XKOlfj6GI
Karen Kavett - Comic Sans
https://www.youtube.com/watch?v=ep-K_Xvq2zY

Animated history
https://www.youtube.com/watch?v=wOgIkxAfJsk

The invention of writing/British Museum:
https://www.youtube.com/watch?v=mXw2rVENNv0
https://www.youtube.com/watch?v=j7nM3YOwu00

Review Vocabulary
Type_Lecture.pdf (show before and with Tracing Assignment – below)
Typography_FontDesign.pdf

Sketch from FontDesign.pdf and pages

Distribute pages for Sketching Assignment and sketching materials

Before break: Visit CDM building to view Nate's Sketching examples

2nd half of class:
Sketching project

For next week:
Read Chapters 1 and 2
•Post 250-word reflection to class blog for each chapter, with three visual examples from each chapter that you are referencing. You may alternately include an example from a source other than the textbook.
•We will have a short quiz with every chapter reading. Please see the Wiley Publishers website for student resources for examples of the quizzes which are posted there.
http://professional.wileyvws.com/9781118715765/
•If you do not finish Sketching project in class, complete and bring to class next week.
•Bring your textbook, tracing paper, type gauge, pencils, pens and triangles to work together in class

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week 2 –
January 14
1st half of class:
Glyph sketching project

2nd half of class:
Typographic Anatomy
Typeconnection.com

For next week:
Read Chapters 4 & 5
•Post 300-word reflection to blog on each chapter
•If you do not finish the Glyph project in class, complete and bring to class next week.

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week 3 –
January 21

1st half of class:

27th Letter sketching project

2nd half of class:
Begin Found Type Project –
Discuss in class with examples

Word as Image
Ed Fella
https://www.youtube.com/watch?v=J59n8FsoRLE

For next week:
Post at least 12 photographs to the blog for this project for next week
Read:
http://www.fastcodesign.com/3046365/errol-morris-how-typography-shapes-our-perception-of-truth
http://fontsinuse.com/uses/9406/pentagram-papers-44-hear-all-ye-people-hearke

Write 250-word blog post on these articles.
•If you do not finish Type 27 Part 1 in class, complete and bring to class next week.

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week 4 –
January 28
1st half of class:
27th Letter sketching project Part 2

2nd half of class:
1st Critique Found Type

For next week:
2nd Critique Found Type
•If you do not finish Type27 Part 2 project in class, complete and bring to class next week.

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week 5 –
February 4
1st half of class:
27th Letter sketching project Part 3

2nd half of class:
Found Type
Second Critique

For next week:
Read Chapter 7
•Post 300-word reflection to blog and D2L reflection on each chapter
•If you do not finish Type27 Part 3 project in class, complete and bring to class next week.

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week 6 –
February 11
1st half of class:
Kerning project

2nd half of class:
Found Type
Final Critique

Tim Brown – Adobe Type Kit
Responsive Design
https://vimeo.com/106504574

For next week:
Seven Deadly Sins
First critique: Post concept and one of the 'sins' to blog

•If you do not finish Kerning project in class, complete and bring to class next week.

Seven Deadly Sins
Final Critique

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week 7 –
February 18

1st half of class:
Kerning project

2nd half of class:

For next week:
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week 8 –
February 25
1st half of class:
Kerning project

2nd half of class:
Music Poster
First Critique: Post to blog and D2L

For next week:

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week 9 –
March 3
1st half of class:
Kerning project

2nd half of class:
Music Poster
Final Critique: Post to blog and D2L
For next week:
Music Poster
Present music in class via Youtube or your choice

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week 10 –
March 17
8:30 – 10:45AM
Music poster _In-Class Assignment_
11x17" save as .jpg or PDF; print for Final Week; due March 24

https://www.ted.com/talks/david_carson_on_design#t-68073
expressive, intuitive design and typography

https://en.wikipedia.org/wiki/Reading_(process)

CDM Quarterly Resources and Reminders

Happy Holidays from the Deans' Office!

Here is a list of useful information for the quarter; let us know if you need additional information.

Contents

Associate Dean Responsibilities
Course Syllabus
Office Hours
Waitlists
Student Enrollment
Class Cancellations and Instructor Absence Notification
D2L
BlueStar
Courses with Liberal Studies Designation
Center for Students with Disabilities
Incomplete Requests
Addresses
Mailboxes
Advising Hours
Academic Verification Letter Requests
Dean of Student Office Resources
The Office of Teaching, Learning and Assessment
Share Your Accomplishments

Associate Dean Responsibilities

Lucia Dettori

All course scheduling related matters, Independent Study and class substitution approvals.

Terry Steinbach

Adjunct hiring, website content, tutoring, Bluestar/Attendance Verification, teaching pedagogy, online learning and university policies and procedures.

JoAnne Zielinski

All student related issues, Academic Integrity questions, Incomplete approvals, faculty/student accolades, and filming CDM events.

Course Syllabus

Attached is a CDM Faculty Self-evaluation of Course Syllabus. It includes policies that should be included on your syllabus as well as suggested policies from the Dean of Students Office. Your syllabus should be uploaded to the Intranet by the first day of the quarter.

Academic Calendar

January 4 – Begin WQ Day and Evening Classes

January 10 – Last day to add or swap classes

January 12 – Last day to add CDM Online Classes

January 15 – Last day to select pass/fail option

January 17 – Last day to drop classes with no penalty

January 19 - Last day to drop CDM Online Classes with no penalty

February 8 – Begin Spring and Summer Quarter Registration

February 21 – Last day to withdraw from WQ Classes

March 12 – End WQ Day and Evening Classes

March 14 – Begin Day and Evening Final Exams

March 19 – End Day and Evening Final Exams

March 19 – Begin Spring Break

March 25 – End Spring Break

March 28 – Grades Due for WQ Classes

Final Exam Schedule