DePaul University
College of Computing and Digital Media
School of Design

GD230 TYPOGRAPHY – FALL 2020
Professor Dolores Wilber dwilber@depaul.edu

Thursdays 10AM – 1:15PM online
Office hours Tuesdays & Thursdays 1:30-3:00PM
Zoom or by appointment
Register online at Bluestar or email request.

Course description
This course is the study of the formal structure of letterforms and text, including the exploration of typography to create Typography is the art of manipulating the visual form of language; it both influences and is influenced by social and cultural dynamics, changing technologies, long-established design traditions, reader interpretation, and stylistic preferences. Typography is an essential resource for communication and is intrinsic to Graphic Design, which can be defined as the purposeful combination of image and language to communicate. We are surrounded by typography every moment of everyday: from the slogan on your coffee mug, the packaging on the milk container, the street signs as you navigate to campus, the syllabus in your hands, the title sequence to your favorite TV show on netflix, the endless junkmail in your inbox, and the novel you've been trying to read all summer.

Typography predates modern graphic design for centuries; it has a rich visual history and is a trade rife with rules, conventions, and esoteric terminology. Some of these conventions are critical to communication (we will learn which these are and how to use them), and others are more arbitrary and open to interpretation--making typography an exciting space for exploration, innovation, and expression.

Typographic skill and expertise are acquired through a combination of knowledge, practice and experience--good typography does not follow a formula. The objective of this course is to help you understand the fundamental principles of typography, become comfortable with vocabulary/terminology needed to communicate professionally about type, learn about the tools and technology available to you as a designer working with typography, and to begin developing a sensitivity and critical eye about what makes good type!

Throughout the quarter we will study the characteristics of letterforms, dive into history, learn about best practices, become familiar with the established rules and conventions— from hierarchy to spacing and compositional organization — and we'll explore how we can manipulate type to both make meaning and contemporary visual content.

Learning Outcomes
Upon completion of this course students will be able to:

•Discuss the importance of typographic communication in reading, print and on screen.
•Articulate the fundamentals of typeface anatomy, vocabulary and history.
•Apply basic design principles to typographic communication.
•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 to check-out the DePaul's program with LinkedIn Learning. https://offices.depaul.edu/information-services/services/technology-training/Pages/online-training.aspx. You have access to it through Campus Connect as a DePaul student through LinkedIn.

Course Policies
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 an M.D.'s letter; death in the family). An absence is defined as not showing up for class or showing up late by 5 minutes or moreIt 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. Let me know if you are having problems in the course so that we can work on making the course a success for you.

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

Name and pronouns
Please email the teacher regarding your name preferences and pronouns.

Grading
Your grade is based upon completion of assignments when due, quality of work, class participation and attendance.

Final Grade Grading is on a scale of 0 to 100. A = 100–92, A- = 91.9–90, B+ = 89.9–88, B = 87.9–82, B- = 81.9–80, C+ = 79.9–78, C = 77.9–72, C- = 71.9–70, D+ = 69.9–68, D = 67.9–60, F = 59.9 and below Pass/Fail Grading Option.

Pass/D/Fail Grading Options for Fall 2020 Quarter
Students in all undergraduate classes, with the exception of those in CEO cohort programs, may opt to change the grading basis for any or all of their courses to Pass/D/Fail. A grade of Pass (P) will indicate that the student's work met expectations for a grade of at least C-. Work that would merit a grade of D+ or D in the traditional grading basis would still earn a D+ or D. Work that does not merit a passing grade will earn a Fail (F). The Pass/D/Fail grading option may apply to any graduation requirement, including courses in the major, minor, Liberal Studies Program or open electives.
 More information can be found at https://resources.depaul.edu/coronavirus/faqs/Pages/classes-academics-students.aspx

Syllabus Changes
I will make every effort to adhere to the syllabus, but sometimes, changes may occur.
If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

Online Course Evaluations
Instructor and course evaluations provide valuable feedback that can improve teaching and learning. The greater the level of par-ticipation, the more useful the results. As students, you are in the unique position to view the instructor over time. Your comments about what works and what doesn't can help faculty build on the elements of the course that are strong and improve those that are weak. Isolated comments from students and instructors' peers may also be helpful, but evaluation results based on high response rates may be statistically reliable (believable). As you experience this course and material, think about how your learning is im-pacted. Your honest opinions about your experience in and commitment to the course and your learning may help improve some components of the course for the next group of students. Positive comments also show the department chairs and college deans the commitment of instructors to the university and teaching evaluation results are one component used in annual performance reviews (including salary raises and promotion/tenure). The evaluation of the instructor and course provides you an opportunity to make your voice heard on an important issue – the quality of teaching at DePaul. Don't miss this opportunity to provide feedback!

This course will be subject to the academic integrity policy passed by faculty.
More information can be found at http://academicintegrity.depaul.edu/.
The university and school policy on plagiarism can be summarized as follows: Students in this course should be aware of the strong sanctions that can be imposed against someone guilty of plagiarism. If proven, a charge of plagiarism could result in an automatic F in the course and possible expulsion. The strongest of sanctions will be imposed on anyone who submits as his/her own work any assignment which has been prepared by someone else. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials be sure to consult the instructor.

Withdrawal
Students who withdraw from the course do so by using the Campus Connection system (http://campusconnect.depaul.edu. Withdrawals processed via this system are effective the day on which they are made. Simply ceasing to attend, or notifying the instructor, or nonpayment of tuition, does not constitute an official withdrawal from class and will result in academic as well as financial penalty.

Retroactive Withdrawal
This policy exists to assist students for whom extenuating circumstances prevented them from meeting the withdrawal deadline. During their college career students may be allowed one medical/personal administrative withdrawal and one college office administrative withdrawal, each for one or more courses in a single term. Repeated requests will not be considered. Submitting an appeal for retroactive withdrawal does not guarantee approval.
College office appeals for CDM students must be submitted online via MyCDM.
The deadlines for submitting appeals are as follows:
Autumn Quarter: Last day of the last final exam of the subsequent winter quarter

Excused Absence
In order to petition for an excused absence, students who miss class due to illness or significant personal circumstances should complete the Absence Notification process through the Dean of Students office. The form can be accessed at http://studentaffairs. depaul.edu/dos/forms.html. Students must submit supporting documentation alongside the form. The professor reserves the sole right whether to offer an excused absence and/or academic accommodations for an excused absence.

Incomplete Grade Request
An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. CDM policy requires the student to initiate the request for incomplete grade before the end of the term in which the course is taken. Prior to submitting the incomplete request, the student must discuss the circumstances with the instructor. Students may initiate the incomplete request process in MyCDM.
• All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval.
• If approved, students are required to complete all remaining course requirement independently in consultation with the instructor by the deadline indicated on the incomplete request form.
• By default, an incomplete grade will automatically change to a grade of F after two quarters have elapsed (excluding summer) unless another grade is recorded by the instructor.
• An incomplete grade does NOT grant the student permission to attend the same course in a future quarter.

Students with Disabilities
Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted the Center for Students with Disabilities (CSD) at: Student Center, LPC, Suite #370 Phone number: (773)325.1677; Fax: (773)325.3720 \; TTY: (773)325.7296

Class Discussion
participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

Attitude
A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse
DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Cell Phones/On Call
If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undisruptive manner. Out of respect to fellow students and the professor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

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 or Edition 7
ISBN 978-1-118-71576-5
Please inquire about alternate options

Software
Microsoft Office (Word, Powerpoint), or Apple (Pages/Keynote) or Google Suite (Google Docs, Slides), Adobe Creative Cloud, and Zoom

Typeface Access to Adobe Typekit
Adobe Fonts are also available through the Creative Cloud launcher, on the left-hand-side.
https://fonts.adobe.com

Access to Font Folio
Students will need to log in with their Campus Connect credentials. For the email field, they will need to enter their Campus Connect username followed by @depaul.edu – below is an example:
If a student's Campus Connect username is johnappleseed, they will need to enter johnappleseed@depaul.edu in the email field. For the password field, they will need to enter their Campus Connect password.
Link to Font Folio: https://depauledu-my.sharepoint.com/:f:/g/personal/wji2_depaul_edu/EiR-WBDlS05GjUnJMa0SD4gBVyYmsbmDwiN-FHs0gkkVSw?e=JphU1L

Supplies
Sketchbook, 9x12 inch, many available;
Sketching tools – black ink pen, black marker, ultra-thin to thick sharpies and pencilpencil (examples below)
Metal cork-backed ruler, 18 inch, minimum, cork prevents slippage
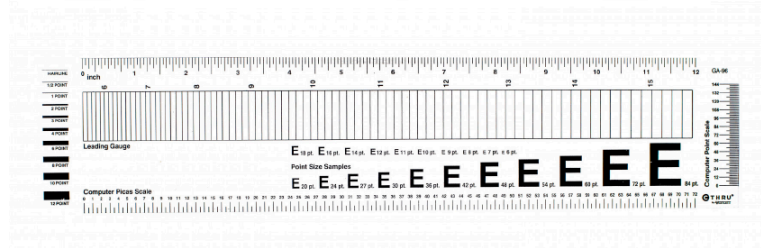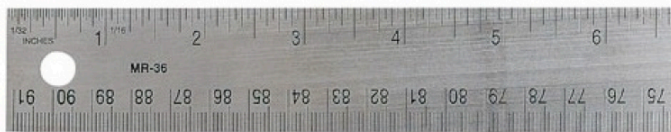Tape (may not be needed)
T-square, 18", metal with cork back
Triangles, 30/60 necessary; 45/45 good as well but not necessary
Easy-stick drafting tape or removable scotch tape, 1/2 inch or 3/4 inch
Kneaded eraser
Type gauge (plastic translucent only)
> This is a ruler that measure in points and picas (in addition to inches) and also features actual "type" that you can overlay on a body of text. Examples will be shown in class.

Zoom
How Zoom Works: Zoom allows people to gather in a virtual room and meet synchronously. We're going to use Zoom to meet as a whole class, to meet in small groups, for office hours, and for individual student-instructor meetings.
Access to Zoom: Please note that students don't need Zoom accounts in order to join Zoom meetings. If students would like pro accounts to host meetings of their own, they can follow these steps.
● Go to depaul.zoom.us and sign in with your campus connect credentials.
● Visit zoom.us/download o download the Zoom Client for Meetings. You can also download the mobile and desktop apps from this site.
● When using the apps, log in using your new Username@depaul.edu email address and existing Campus Connect password. Choose the "Sign in with SSO" option and specify the "depaul.zoom.us" domain, if prompted.

Zoom Community
● Muting your microphone when you are not speaking will help minimize sound feedback.
● Feel free to use the chat window to ask questions or leave comments.

Zoom backgrounds: https://support.zoom.us/hc/en-us/articles/210707503-Virtual-background
We will use Zoom backgrounds during class. Please use your Zoom backgrounds a weekly Typographic Sketchbook of images you collect in your daily life or your own typographic drawings

Art Supplies
Students can pick-up in person or order online. Check hours given Covid-19 reduced hours.

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

Important Dates for this Quarter

Autumn Term

	Date	Event
☐	Thursday April 30, 2020	Begin AQ2020 registration
☐	Thursday September 3, 2020	Annual Academic Convocation
☐	Friday September 4, 2020	TUITION DUE: AUTUMN QUARTER
☐	Monday September 7, 2020	Labor Day - University officially closed
☐	Wednesday September 9, 2020	BEGIN AQ2020 ALL CLASSES
☐	Tuesday September 15, 2020	11:59 PM Deadline to add classes to AQ2020 schedule
☐	Tuesday September 22, 2020	Last day to drop AQ2020 classes with no penalty (100% refund of tuition if applicable and no grade on transcript)
☐	Wednesday September 23, 2020	Grades of "W" assigned for AQ2020 classes dropped on or after this day
☐	Tuesday September 29, 2020	Last day to select auditor status for AQ2020 classes
☐	Wednesday October 7, 2020	Begin AQ2020 optional mid-term exam week
☐	Tuesday October 13, 2020	End AQ2020 optional mid-term exam week
☐	Tuesday October 27, 2020	Last day to withdraw from AQ2020 classes
☐	Tuesday November 17, 2020	End AQ2020 Day & Evening Classes
☐	Wednesday November 18, 2020	Begin AQ2020 Day & Evening Final Exams
☐	Tuesday November 24, 2020	End AQ2020 Day & Evening Final Exams
☐	Tuesday November 24, 2020	END OF AUTUMN QUARTER 2020
☐	Thursday November 26, 2020	Thanksgiving Holiday - University officially closed
☐	Friday November 27, 2020	Thanksgiving Holiday - University officially closed
☐	Saturday November 28, 2020	Thanksgiving Holiday - University officially closed
☐	Sunday November 29, 2020	Thanksgiving Holiday - University officially closed
☐	Thursday December 3, 2020	"R" grades issued Autumn 2019 lapse to "F"
☐	Thursday December 3, 2020	GRADES DUE: AUTUMN QUARTER 2020
☐	Sunday December 6, 2020	Last day to select pass/fail option for AQ2020 classes (See college for deadline for Grad Programs)
☐	Thursday April 29, 2021	Begin AQ2021 registration
☐	Friday June 18, 2021	"IN" grades issued Autumn 2020 lapse to "F"

Project Description + Grading Formula
Student grades are based upon completion of assignments when due, quality of work, active class participation and attendance.

Design requires a feedback loop:
1- project submission for review
2- critique (feedback) from students and faculty
3- implementation of project changes and resubmission
This is required of every assignment in the course. All levels of critique require a work-in-progress post to D2L Entitle your posts with your name and the project title. Example: SMITH_FOUNDTYPE_CRITIQUE 1.jpg, .pdf/

Sometimes the process requires two critiques (feedback) and another round of project changes and resubmission. Every student is required to complete every assignment in the class. Failure to do so results in a final grade of F.

PROJECT GRADE DISTRIBUTION

(1)
PROJECT: TRACING and TYPOGRAPHIC ANATOMY(10%)
In addition to tracing the selected typefaces, make hand-written notations adjacent to the characters regarding the anatomy, form and feeling of the face. [I AM MAILING PACKETS TO STUDENTS.]

(2)
TYPOGRAPHIC VOCABULARY (10%)
Study vocabulary for purposes of identification, form and practice.

(3)
PROJECT: KERNING (10%)
Trace letter forms with different kinds of spacing, practicing tight, normal and loose kerning developing recognition and practice of even spacing, negative space and readability. [I AM MAILING PACKETS TO STUDENTS.]

(4)
TYPE CLASSIFICATION (5%)
Study the characteristics of typeface classes to understand history, recognize form and practice. Classification of contemporary typefaces that step outside of a traditional Western European grid will also be studied.

(5)
TYPE CONNECTION (5%)
Use this website to research strategies of type usage and pairings, examining the history of typeface and form.

(6)
FOUND TYPE (20%)
Develop skills identifying and using typographic form in the everyday environment.

Use a digital camera or your phone 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 and Sir Charles for inspiration. Compose a sentence about the neighborhood as the title, use some or all of your found typographic form/images in the composition.

PROJECT: 27TH LETTER 20%)
Construct a 27th letter (ligature) from a serif and san serif letterform.

PROJECT: MUSIC TYPOGRAPHY (20%)
Develop and build research skills; to develop expressionistic forms of illustration using typography as form; to communicate a complex theme with resonance

●●●
When a project critique is due, each student must post a comment on 3 different student posts that is specific, thoughtful 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. Timely posts are part of your class participation grade!

Syllabus

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week 1
September 10

Introduction
Syllabus and textbook
Projects and student examples

Helvetica trailer (1:36 m)
https://www.youtube.com/watch?v=wkoX0pEwSCw
Helvetica available for rent: Amazon Prime (1 hr 20m)

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

Massimo Vignelli, designer and typographyer
https://www.youtube.com/watch?v=9g3Ogtgleyg&t=9s

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

David Carson TED talk - SELECT EXCERPT OR FIND
ANOTHER (21:46 m)
https://www.ted.com/talks/david_carson_on_design

Stranger Things Title Sequence
https://www.youtube.com/watch?v=-RcPZdihrp4
https://www.youtube.com/watch?v=_a1lp_ygGB4

Review
Typography_FontDesign.pdf
Anatomy of Type.pdf
Tracing, Anatomy and Vocabulary Projects

Due Next Week
- Read Chapters 1 and 2
- Post 250-word reflection to the Submissions folder, choosing three visual examples for reference that are not included in the chapter. This requires locating visuals that are not referenced in the chapter but illustrate your point. Please include bibliographic information on the visual sources. (Reference: http://www.easybib.com/Use APA or MLA citation style.
- Tracing, Anatomy and Vocabulary projects (part 1) posted to D2L Discussion Board

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week 2 –
September 17

Tracing Critique and Review

Review
Typeconnection.com
Historical Type Classification
Kerning Game   https://type.method.ac/

Due Next Week
- Read Chapters 4 & 5
  Post 250-word reflection to D2L Submissions folder, with three visual examples that are not included in the chapter. This will require finding other visuals that are not reference in the chapter but illustrate your point. Bibliographic information on the visuals: Reference: http://www.easybib.com/ Use APA or MLA citations.
- Kerning Project and Vocabulary projects (part 2) posted to D2L Discussion Board
- Typeconnection Game. Play the game and post a reflection to the D2L Discussion Board describing which strategy worked the best for you and why.

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week 3 –
September 24

Kerning Critique

Review
Historical Type Classification
Ed Fella, Sir Charles and Tre Seals

Ed Fella
https://www.youtube.com/watch?v=DdZPV69mFAY
:17-

Sir Charles
https://vimeo.com/446659999
15:50-25:30
#lettersbysircharles

Tre Seals
https://eyeondesign.aiga.org/tre-seals-is-turning-typography-into-a-radical-act/
https://www.instagram.com/vocaltype.co/

Due Next Week
- **Historical Type Classification**
  Post to the D2L Submission Board next week

- **Found Type Project**
  Post 12 photographs for Found Type project to D2L Discussion Board

- **Read**
  https://eyeondesign.aiga.org/tre-seals-is-turning-typography-into-a-radical-act/
  Chapter 3, Legibility
  Chapter 6, The Typographic Message
  Post 250-word reflection to D2L Discussion Board, with three visual examples that you are referencing that are not included in the chapter. This will require finding other visuals that are not reference in the chapter but illustrate your point. Please include bibliographic information on the visual sources. (Reference: http://www.easybib.com/   Use APA or MLA citation style.

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week 4 –
October 1

Lecture by DePaul Faculty Laura Rossi Garcia | Type Design Research
Found Type project photographs
Historical Type Classification

Due Next Week
- Found Type 2nd Critique project posted to D2L Discussion Board

- **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
  Post 250-word reflection to D2L Discussion Board, with three visual examples that you are referencing that are not included in the chapter. This will require finding other visuals that are not reference in the chapter but illustrate your point. Please include bibliographic information on the visual sources. (Reference: http://www.easybib.com/   Use APA or MLA citation style.

week 5
October 8

Found Type Final Critique

27th Letter Project Intro

Due Next Week
27th Letter revision posted to D2L Discussion Board

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week 6
October 15

27th Letter 2nd Critique

Due Next Week

- **Read
  Chapter 7**
  Post 250-word reflection to D2L Discussion Board, with three visual examples that you are referencing that are not included in the chapter. This will require finding other visuals that are not reference in the chapter but illustrate your point. Please include bibliographic information on the visual sources. (Reference: http://www.easybib.com/ Use APA or MLA citation style.
- **27th Letter post 3rd Revision to D2l Discussion Board**
- **Music or Typography Poster** Intro

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week 7
October 22

27th Final Critique
Music Poster Project Intro

Due Next Week
- Music or Typography Poster sketches posted to D2L Discussion Board

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week 8
October 29

Designer presentation

Music poster Critique 1

Due Next Week
- Music or Typography poster Revision posted to D2L Discussion Board

week 9 –
November 5

Music Poster Critique 2

Music Poster Final

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week 10 –
November 12

Music Poster Final Critique

Final Exam
Music or Typography Poster Submission

Additional references

https://100.sta-chicago.org/winners/2019/chechnya-war-daily-life

https://www.imaginaryforces.com/

Peter Bilak
https://www.youtube.com/watch?v=OVMJPOG7LTo

Aasawari Kulkarni https://aasawarikulkarni.com/ABOUT
https://aasawarikulkarni.com/MICROMOVEMENTS

Mohamed Samir
https://www.behance.net/gallery/51942013/Making-Sense-of-Dyslexia

Wael Morcos
https://www.tdc.org/profiles/wael-morcos/

Shiva Nallaperumal
https://www.youtube.com/watch?v=OMUFEPxCKEc
4:27M

Important Dates To Come
[Nothing posted on DePaul Website for Fall 2020]

Citation Information

Google Images
Images, diagrams and other visual artistic works should be cited as any other type of work. Below are some examples:
Try to find as much information as possible when citing an image and include it in the citation.

Basic Format
Artist Last Name, First Initial. Second Initial. (Year). Title of the artwork [Format]. Retrieved from URL (with date retrieved).
Image Without Author
Title of work [Type of work]. (Year image was created). Retrieved from URL (with date retrieved).
Image with No Author, Title, or Date
You still need to cite the image even if you are missing much of the information. Please try to find images that do provide this information. Do the best you can, and include where you located the image.

Go to the original location (website) of the image and cite in one of the formats above.

Figure
When you use a graph or another visual representation that is not a photograph or an image, it must be cited as Figure. The figures must be numbered in succession throughout the paper or presentation and must be cited individually under the figure itself. It is not necessary to put the citations both under the figure and on the References page but check with your instructor for their preference.

Basic Format
Figure X. An explanation or description of figure. Reprinted [or adapted] from Book Title (page number), by Author First Initial. Second Initial. Last Name, Year, Place of Publication: Publisher.

Figure from a Website
Figure X. Descriptive phrase that serves as title and description. Reprinted [or adapted] from Title of Website, by Author First Initial. Second Initial. Last Name, Year, Retrieved from URL.

Figure from a Journal Article
Figure X. Descriptive phrase that serves as title and description. Reprinted [or adapted] from "Title of Article," by Author First Initial. Second Initial. Last Name, Year, Journal Title, Volume(issue), page number. If from a database, include Retrieved from
URL here.

Be consistent with caption display choices throughout your paper or presentation.