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

GD230 TYPOGRAPHY – Autumn 2018

Professor Dolores Wilber dwilber@depaul.edu

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

Office hours
Thursdays 9:00-10:00 Daley 213; 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 Outcomes

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
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

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

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, .pdf, or .mov format

PROJECT: TRACING, KERNING, GLYPHS, 27TH LETTER *- In-Class Assignment (finish outside of class)*

(20% of final grade; 5% per assignment)

Assignments distributed in class
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)

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)

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 <mark>*In-Class Assignment*</mark>
(10% of final grade)

You must work in pairs for this assignment.

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
(30% of final grade)

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

(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
https://type2018.blogspot.com/https://typographywinter2017.blogspot.com/

You were sent an invitation to the blog via email. If you have not received it, please check your SPAM folder. It is easier to interact with the blog if you have a Gmail account. If you do not have one, I suggest you consider establishing one. 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:
https://typographywinter2017.blogspot.com/
http://typographywinter2016.blogspot.com/
http://typographywinter2014.blogspot.com
http://gd230typographywinter2013.blogspot.com/

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

Syllabus

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week 1
September 6
Review syllabus and textbook
Show examples of past projects: blog and sketching

Screen *Helvetica* excerpts, *David Carson TED* talk
https://www.ted.com/talks/david_carson_on_design

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

Typography_FontDesign.pdf

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 examples from a source other than the textbook.
•We will occasionally have a short quiz with chapter readings. 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 in class next week

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week 2 –
September 13
1st half of class:
Sketching project critique
Begin **Kerning** project in class

2nd half of class:
Typographic Anatomy
Typeconnection.com

For next week:
Read Chapters 4 & 5
•Post 250-word reflection to blog on each chapter
•If you do not finish the **Kerning** project in class, complete and bring to class next week.

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week 3 –
September 20

1st half of class:
Kerning project Final Critique

Begin **Glyph** Project; Final Critique next week

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

Word as Image
Ed Fella

https://www.youtube.com/watch?v=J59n8FsoRLE

For next week:
• Finish Glyph project; Final Critique next week
• Post at least 12 photographs for Found Type project to the blog for this project for next week

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week 4 –
September 27

1st half of class:
Glyph Final Critique
Begin **27th Letter** Sketching Project

2nd half of class:
Review **Found Type** project photographs posted to blog

Catch up on Type Anatomy here

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 one these articles.
•If you do not finish **27th Letter** in class, complete and bring to class next week.

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week 5 –
October 4
1st half of class:
27th Letter sketching project

2nd half of class:
2nd Critique **Found Type**

For next week:
Final Critique **Found Type**
• Further development of **27th Letter**

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week 6 –
October 11
1st half of class:
27th Letter Final Critique

2nd half of class:
Found Type
Final Critique

Intro to **Seven Deadly Sins** Project

For next week:
Read Chapter 7
• Post 250-word reflection to blog and D2L reflection on each chapter
• **Seven Deadly Sins**: Post concept and one of the 'sins' to blog

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week 7 –
October 18
1st half of class:
Seven Deadly Sins First Critique – Review concept and one of the 'sins'

For next week:
Seven Deadly Sins 2nd Critique – Three sins completed

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week 8 –
October 25
1st half of class:
Seven Deadly Sins Second Critique – Review concept and one of the 'sins'

2nd half of class:
Work in class

For next week:
Present music choice for **Music** poster; post excerpts to blog

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week 9 –
November 1
1st half of class:
Seven Deadly Sins Final Critique

2nd half of class:
Music Poster
Present music

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week 10 –
November 8
8:30 – 10:45AM
Music poster *In-Class Assignment*
11x17" save as .jpg or PDF; print for Final Week;

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week 11 –
Thursday - 11/15
Final Exam / Submission
8:30 – 10:45AM