



Teacher Education Southwest College

Course Syllabus Typographic Design

ARTC - 2317

34147 CRN

West Loop campus - Room 135

Fall 2017– Tuesdays 6 – 9:50 p.m.

Instructor: Ms. Pen Morrison

Instructor Contact Information: Email: penelope.morrison@hccs.edu

Conference time: I will be available before class most weeks, or by appointment.
Please feel free to contact me concerning any questions or concerns. I want you to succeed!

Course Description

An introduction to typography, its place in design history, changing styles, typographic anatomy, font readability, function, esthetics, and production.

Total Course Hours

Credit and Lecture - 96.00; External Hours: 48 hours

Note: One hour of classroom instruction equates to a minimum of 1.5 hours of out-of-class student work for each week.

External hours of student work may include assignments, projects, research, reading the textbook, and/or field trips. Example:
2 lecture, 4 lab hours

Lecture 2hrs x 16 weeks = 32 hrs

Lab hours 4hrs x 16 weeks = 64 hrs

External Hours 3hrs x 16 weeks = 48 hrs

TOTAL hours = 144 hours

Prerequisites Required: Must have passed ARTC 1325, ARTC 1302, & ARTC 1353

Course Goal

Students who successfully complete this course will have a firm technical understanding of typographic terms, styles and families; identify prominent font families and best usages; have the ability to evaluate typography and to find appropriate, readable, esthetically pleasing solutions; and the have the ability to specify type in a variety of usages with confidence.

Student Learning Outcomes

The student will be:

1. Knowledgeable of typographic history, terms and styles
2. Able to use the knowledge of fonts in composition and design for readability
3. Skilled in selecting appropriate fonts for applications, logos and logotypes
4. Skilled in finding solutions for readability and esthetics
5. Knowledgeable of the typographic vocabulary
6. Skilled in displaying work and showing and discussing process
7. Develop a portfolio of work that demonstrates proficiency in skills for employment
8. Present a portfolio of work that demonstrates proficiency in skills for employment.
9. Present work for critical discussion

Instructional Methods

I want you to “see” as a designer. Your chosen path of being a visual designer gives you a big responsibility– to look, to see, to evaluate, and in turn make good design decisions. You are now in charge of making the world easier to navigate through images and information. Once you “see” design all around us every day, you cannot “unsee”. This process will make you a better designer, a better communicator.

We will learn the chapters in the textbook, but it is just a starting point. I hope you will learn to love fonts as much as I do, and bring your own vision into class every day. I will be bringing in real world examples of typography, and you are welcome to share examples too. My teaching method is collaborative, and our classroom discussions will grow and expand as far as you, my student, grows.

As my student it is your responsibility to read the textbook, submit assignments by or before the due dates, study for the quizzes, participate in classroom activities, attend class, practice, use your sketchbook and of course, have fun!

Student Assignments and Assessment

The assignments given to you in this class have been designed to help you better understand typography. They are designed to help you “think outside the box”, an over used phrase that is nonetheless essential to become a superior designer.

Each assignment you do in class as well as homework will be graded based on the following criteria. NOTE: Some of these items may change from assignment to assignment. These criteria are in place so you know exactly what I am looking for in each assignment. I want you to be successful in my class.

Means of Assessment:

Completion of assignments, exhibiting the ability to accurately and creatively complete the assignments involving the techniques demonstrated in class, in the written handouts, and the assigned readings.

Turning assignments in on time in the manner stated by the instructor.

Attempts to push the assignments further than what is required will increase the chances for a higher grade.

Class attendance and participation in class critiques and presentations.

Grading Criteria:

Class participation & Classroom exercises • 30%

Work at home/ projects • 30%

Quizzes • 15%

Web enhanced Participation • 5%

Final exam • 5%

Final project • 15%

Project Rubric:

Following the assignment instructions • 25%

Font esthetics – appropriateness & variety • 15%

Readability • 20%

Composition • 20%

Discussion of your project – 5%

Thinking outside the box & extra effort • 10%

Making a pdf properly • 5%

Total 100 points

More than one variation • 10% extra credit

Is it a portfolio piece? • 10% extra credit

Portfolio Grading Specifications:

Presentation.

Understanding the purpose and finding a viable answer.

Technical Quality.

Readability.

Going “Outside the Box”.

Esthetics.

Final specifications for presentation will be discussed in class when the final portfolio is announced.

PLEASE NOTE: Since this is a 16 week, hands on, (required practice) intensive course. As you learn new concepts and application, you will apply the knowledge to your Final Project.

The course grades are based on the following. Details will be given each week in class, and online.

NOTE:

I, as the instructor, reserve the right to change the schedule, assignments, projects, grading weights, and dates as deemed necessary.

Grading Scale

| | |
|-----------------------|----------------------------|
| A = 100 – 90..... | 4 points per semester hour |
| B = 89 – 80..... | 3 points per semester hour |
| C = 79 – 70..... | 2 points per semester hour |
| D = 69 – 60..... | 1 points per semester hour |
| F = 59 and below..... | 0 points per semester hour |
| IP (in progress)..... | 0 points per semester hour |
| W (withdrawn) | 0 points per semester hour |
| I (incomplete)..... | 0 points per semester hour |
| AUG (audit)..... | 0 points per semester hour |

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.

Student Requirements (to ensure success)

Complete and comprehend the objectives and technologies involved in all graded assignments.

Demonstrate the ability to apply creative thinking and problem solving to all class projects and assignments.

Complete all reading assignments pertaining to the subject matter of the course.

Attend class regularly, missing no more than 12.5% of instruction

Arrive at class promptly and be prepared with necessary materials, storage media, assignments, and anything else required.

Exhibit safe and courteous lab habits.

Develop and share knowledge and information with fellow students.

Participate in keeping labs clean and organized; shutting down computers when finished; abiding by lab rules; showing respect for instructors, fellow students and lab assistants.

Participate in class discussions and critiques.

Participate in online discussions, topics, articles, web sites, and post weekly online.

Have a HPL library card to access Lynda.com

Demonstrate the ability to communicate in a clear, coherent manner.

Turn in all assignment on time and in the manner required by the instructor.

Demonstrate the ability to use computer-based technology and software applications as it applies to given class, and to make good pdf files.

Understand and be proficient in computer file management, including saving and retrieving files.

When possible, demonstrate the ability to use and understand both Macintosh and Window operating systems.

Demonstrate knowledge and the ability to use applicable peripherals and storage devices.

Develop a portfolio that illustrates concepts, techniques, and programs used in solving class assignments, including a written statement describing project concepts and processes.

Demonstrate ability and creativity in using computer-based technology in communicating, solving problems and acquiring information.

Accept responsibility for personal understanding of course requirements and degree plan.

Check your HCC student email regularly for class updates and/or notifications from the instructor.

Instructor's Requirements

Provide the information needed explaining how student grades are to be derived

Facilitate an effective learning environment through class activities, discussions, and lectures

Description of any special projects or assignments

Inform students of policies such as attendance, withdrawal, tardiness and make up

Provide the course outline and class calendar which will include a description of any special projects or assignments

Arrange to meet with individual students before and after class as required

Assignment due dates and late work

All assignments are to be submitted to the appropriate assignment folder in Canvas in the appropriate folder or printed out for class by or before the posted due date and time. All homework that is turned in is timed stamped as being early or late. I will not accept anything handed in on flash drive, emailed, or shared via the cloud. The classroom is like the real world. If you turn your work in on time and completed properly you get paid. If you miss your deadline, don't do the assignment, or only partially complete it, you will not get paid.

If you have an issue, or foresee a complication during the semester come talk to me. If you do not understand an assignment, talk or email me. If you turn in something and say you did not understand but did not contact me, then your grade will suffer. I want all of you to be very successful in this class, and in the real world!

With that in mind the following rules will apply to all assignments:

All assignments/projects are due on the day noted unless otherwise announced via Canvas. Assignments may be completed at home or lab.

You must access Canvas site regularly during the semester. Class material and assignments will be updated often.

Handouts and other details discussed in class will be posted for all assignments & projects. Be sure to follow the requirements of each project.

Late Assignment Policy

Any assignment turned late will lose 25% each day it is not turned in. (For example, if the deadline is 9:30 AM and you turn it in 9:40 AM and your final graded scored is 100% your assignment will automatically lose 25% off reducing it to 75%. An additional 25% will be deducted each day it is not turned in.) Please reference chart below

0-24 hours late = -25% off final graded score

24-48 hours late = -50% off final graded score

48-72 hours late = -75% off final graded score

72-96 hours late = -100% off final graded score

Any missed quizzes and that have to be made up are an automatic 15% off.

Extra Credit

You have a chance to earn extra credit (going to a museum, research paper, etc.) during the semester.

Absences

Please do not be late, and please come to class. 15 minutes late = 1 tardy.

Three tardies = 1 absence. Please note that if you miss one day's class, that is TWO absences.

4 absences = one (1) letter grade drop on your final grade in the class.

If you do miss class, you are fully responsible for coming to me about making up any quizzes and classwork, otherwise you will get a 0.

NOTE: YOU MUST BE PRESENT THE LAST DAY OF CLASS TO PRESENT YOUR FINAL PROJECT. IF YOU ARE NOT PRESENT YOU WILL RECEIVE A ZERO ON THE FINAL PROJECT, EVEN IF YOU TURN IT IN ON TIME TO EO2.

Following is a tentative outline of our 16-week class discussion topics and assignments for the semester. Please note that the schedule is subject to changes. You will be informed of any changes. Updated information will be posted online at <http://eo2.hccs.edu/>

Weeks:

1. Introductions
 - Syllabus/expectations
 - Introductions (who are you? Who am I?)
 - Library cards and Lynda.com
 - Observations of typography in our world
 - Textbook required, “Graphic Design Solutions”, Fifth Edition, by Robert Landa, published by Cengage Learning, ISBN 978-1-133-94552-9
 - Bring in examples of type, good and bad– digging deeper on why some fonts work and some do not as it relates to the images, document, and purpose.
 - Typography History
2. Lettering Your Name, Drawn Type Anatomy Chart
3. “Branding & Visual Identity”, Chapter 11; “Advertising”, Chapter 12
4. Combining Fonts, Typographic Timeline, Long List, Infographics, Fonts for Finacials
5. “Posters”, chapter 9
6. “Proportional Systems & the Grid”, Chapter 8
7. Magazine spreads
8. Table of Contents
9. Magazine Cover
10. Lyrics Project, Expressive Words Project
11. Hand drawn Type & Scanning
12. Type & Image, Nature Made Typography

Also: Final projects, possible field trip, and final exam for those who missed classes

HCC Policy Statements

Access Student Services Policies on their Web site:

<http://central.hccs.edu/students/student-handbook/>**Access DE Policies on their Web site:**

All students are responsible for reading and understanding the DE Student Handbook, which contains policies, information about conduct, and other important information. For the DE Student Handbook click on the link below or go to the DE page on the HCC website.

The **Distance Education Student Handbook** contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link:

<http://de.hccs.edu/media/houston-community-college/distance-education/student-services/DE-Student-Handbook.pdf>

Access CE Policies on their Web site:

<http://www.hccs.edu/continuing-education/>

EGLS3—Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time near the end of the term, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and department chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

+10 points added to one assignment for completing this survey.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 20 U.S.C. A§ 1681 ET. SEQ.

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross

Director EEO/Compliance

Office of Institutional Equity & Diversity

3100 Main

(713) 718-8271

Houston, TX 77266-7517 or Houston, TX 77266-7517 or Institutional.Equity@hccs.edu

Log in to: www.edurisksolutions.org . Sign in using your HCC student e-mail account, then go to the button at the top right that says **Login** and enter your student number.

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>.

Regarding the 2 weeks that we missed from Hurricane Harvey:

Having access to Lynda.com is a requirement, and if you want to get it free, you can get a Houston Library card. Part of catching up on our missed 2 weeks will be watching Lynda.com videos and commenting in our discussion page on Canvas. We will be covering topics we will not discuss in class, so remember to keep up with the discussion page.

We will also be reading chapters in the textbook that we will talk about on the discussion page. Chapters will be assigned again, that we will not cover in class, but are required. The textbook is full of valuable information that will help you be a better designer, and we want to get the most out of it.

Information from both of these sources will be on testing later in the semester.