



**COURSE DESCRIPTION:**

- I. This course is specifically designed to polish the students' skills in typography and build on basic skills learned in Typography 1 and 2 (previously lettering 1 and 2). Using an electronic environment as well as traditional ideation sketches, students will solve increasingly complex typographic problems. The student will learn to have total control over the look and feel of any typographic design piece. This course will be delivered in the macintosh lab with designs being executed using current page layout software. Students will be expected to take advantage of unsupervised time in the traditional studio to execute preliminary studies for projects.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Demonstrate a knowledge of the historical aspects of typography  
Potential Elements of the Performance:
  - Apply the knowledge of the history of type to new design solutions
  - Demonstrate an understanding of modern type terminology based on historical references
2. Demonstrate a knowledge of typographic terminology  
Potential Elements of the Performance:
  - Apply typographic terminology to specification sheets
  - Demonstrate an ability to verbally describe typography using industry terminology.
  - Demonstrate an ability to follow written specifications to produce a piece of artwork for printing.
3. Develop and implement solutions to design /typographic problems.  
Potential Elements of the Performance:
  - demonstrate a command of the design process from research and analysis through to appropriate levels of presentation ( e.g. thumbnails, layouts, comprehensives )
  - execute designs according to instructions using traditional media.
  - demonstrate analytical ability in problem solving re: design parameters and limitations.
  - render all preliminary studies ( thumbnails, layouts, comprehensives ) and final presentations using appropriate degrees of detail and quality.

demonstrate an ability to use typography effectively in design solutions
4. Demonstrate an ability to successfully use typography in a design solution.  
Potential Elements of the Performance:
  - execute designs that use typography in a visually sensitive and

appropriate manner

- demonstrate the ability to communicate design concepts through the use of typography
- produce effective typographic designs that are “readable” and “legible”
- Demonstrate an ability to communicate ideas to a target audience using typographic design.

5. Demonstrate the ability to design and typeset type in a professional and manner.

Potential Elements of the Performance:

- Apply learned typographic design terminology and skills to layouts and specification sheets
- Demonstrate an ability to use software to manipulate type accurately .
- Demonstrate the ability to prepare clean crisp typographic layouts of design concepts.

Demonstrate an ability to pay attention to fine typographic details such as kerning, letterspacing, special characters, ligatures, and accents.

6. Apply appropriate, effective, and professional practices in the classroom studio setting.

Potential Elements of the Performance:

- demonstrate organizational skills such as scheduling, prioritizing, planning, and time management.
- demonstrate the ability to work within project restrictions and time limitations.

make effective design presentations, as per instructor specifications regarding directions and quality.

### III. TOPICS:

1. A brief history of type and type design and how it applies to today’s typography
2. Use of the formal and informal grid layout system
3. Use of other measurement units ie. picas, points, agates
4. Clear and concise presentation of typographic directions i.e “markup”
5. Solving typographic problems
6. Typographic terminology and tools.
7. Communicating ideas and concepts with typography
8. Professional typographic presentation techniques including the use of special characters, ligatures, accents, and designing large bodies of text
9. Professional practices

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

The following items from the portfolio kit will be used throughout this course:

**For preliminary design studies:**

coloured pencils  
markers

bond paper  
layout paper  
drawing pencils

**For finished design presentations:**

ruling pen            compass  
set squares        gouache            or  
                                 acrylic paints  
french curves      paint mixing tray  
flexible curve     paint brushes  
ruler                technical pen  
drawing pencils   india ink

Students will need to purchase # 27 illustration board, construction paper for cover stock, and matte board for presentation purposes for the letterform design presentations throughout this course. These items are available in the college's Campus Shop.

For archiving electronic files students will need to recordable CD's for storage and retrieval. The use of currently available memory sticks or ipod's for file transfers are also encouraged

**Required text:**

*Typographic Design: Form and Communication* Third Edition by Carter , Day, Meggs ISBN 0-471-38341-4

**Suggested reading**

*A Typographic Workbook*, A primer of history, techniques and artistry by Kate Clair

*The Mac is Not a Typewriter*, Second edition by Robin Williams ISBN 0-201-78263

*Designing With Type - A Basic Course in Typography* by James Craig. 4<sup>th</sup> edition

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Assignments will constitute 100% of the student's final grade in this course. Assignments will be evaluated according to the following, in accordance with college policies:

All assignments are required to be successfully completed to meet the objectives of the course. A missing assignment is equivalent to course objectives not achieved, which results in an "R" ( Repeat ) grade for the course All assignments receive equal weighting unless indicated by the professor.

Please refer to the evaluation criteria supplied with each assignment sheet in this course.

The following semester grades will be assigned to students in postsecondary courses:

<b>Grade</b>	<b><u>Definition</u></b>	<i>Grade Point Equivalent</i>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**VI. Special Needs:**

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493 so that support services can be arranged for you.

**Retention of course outlines:**

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

**Plagiarism:**

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

**Course outline amendments:**

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**RECLAIMING AND RETAINING PAST ASSIGNMENTS**

**For the development of student portfolios it is important that ALL past assignment work be reclaimed and retained by the student.**

**It is the students' responsibility to reclaim assignments after they have been assessed. Marked assignments will be returned by faculty during classroom sessions and a notice will be posted at the front of the classroom noting that the assignment has been returned. If a student is absent on the day that work is returned the work will be held by faculty for a minimum of three weeks from the return date after which, due to a shortage of storage space, the work may be discarded**

**DEDUCTIONS - LATES & FAIL GRADES:****Lates:**

- An assignment is considered late if it is not submitted at the time and on the date specified by the instructor.
- A Late assignment will be penalized by a 5 % deduction for each week it is late. The total penalty will be deducted from the final grade eg 3 weeks late = 15 % deduction from the final grade.
- Maximum grade for a Late assignment is “ C “.
- A Late assignment which is not executed to a minimum C (satisfactory) level will be assigned an Incomplete grade with additional penalties outlined below.

**F Grades:**

- An F grade is assessed to an assignment which has not been executed to a minimum satisfactory (C grade) level or in which the directions have not been followed correctly.
- An F assignment must be entirely re-done or corrected according to the instructor's specific instructions and re-submitted within the timeframe assigned by the instructor.
- An F grade assignment will be penalized by a 5 % deduction from the final grade for the course
- Maximum grade for a resubmitted F grade assignment is “ C “.
- F grade assignments not submitted within the assigned timeframe will be subject to 5 % late deductions for each week they are overdue.

**Preliminary Studies:**

- All assignments require preliminary or intermediate steps such as thumbnails, roughs, and preliminary comprehensive layouts.
- These intermediate steps are evaluated according to criteria established by the instructor and submitted according to established timelines. The final grade for each assignment will be an average of the grade achieved for all stages of the assignment. This reinforces the importance of the preliminary stages of each project.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.