



COURSE OUTLINE

Course Number ADV 110	Course Title Typography I: Basics of Graphic Design	Credits 3
Hours: lecture/Lab/Other 1 lecture/4 studio hrs	Co- or Pre-requisite N/A	Implementation sem/year Fall 2009

Catalog description:

Introduction to basic layout and typography as the fundamental language to graphic communication. No previous knowledge of layout and typography is presumed. Addresses the use of different typefaces to communicate visually desired effects, type forms, type indication and basic graphic design with type for layouts.

Required texts/other materials:

- ***Exploring the Elements of Design***, 2e by Evans & Thomas, Delmar Cengage Learning, 2008, ISBN: 13-978-1-4180-3855-7
- Design Process Book 9" x 12" or 11" x 14", black pens, pencils, color prints, black illustration boards 15x 20" as needed
- Optional text: ***Thinking With Type***, by Ellen Lupton, Princeton Architectural Press, ISBN: 1-56898-448-0
- Removable storage device (Flash Drive)

Revision date:

9/2009

Course coordinator:

Tina LaPlaca, e-mail: laplacat@mccc.edu, 609-586-4800, ext. 3356

Information resources:

- Text: ***Exploring the Elements of Design***, 2e by Evans & Thomas, Delmar Cengage Learning, 2008, ISBN: 13-978-1-4180-3855-7
- CDs: e.resource for ***Exploring the Elements of Design***, 2e by Evans & Thomas, Delmar Cengage Learning, 2008
- Additional text(s): ***Thinking With Type***, by Ellen Lupton, Princeton Architectural Press, ISBN: 1-56898-448-0
- Typographer's sample specimen books (Instructor's library)
- Current newsstand publications (newspapers, magazines, etc.)
- Print materials from instructor's files
- Videos, DVDs, CDs, etc. as available

Other learning resources:

- Open Lab Hours

Course Competencies/Goals:

The student will be able to:

1. Understand, identify, and apply basic design principles to layout and typography
2. Define basic layout and typography terminology
3. Describe the basic design process
4. Identify basic problem-solving requirements and client objectives
5. Appreciate the role of individual student creativity in solving design problems
6. Develop visual aesthetics and styles
7. Develop basic visual problem-solving and conceptual development skills
8. Explore effective combinations of type and image to support a design concept
9. Relate type and image in effective page layouts
10. Understand the importance of visual hierarchy and how to carry visual hierarchy across multiple pages
11. Develop and present ideas in both written and oral formats

Course-specific General Education Knowledge Goals and Core Skills

The student will be able to:

- B.5. Students will solve problems by applying discipline-appropriate methods and standards.
- E.1. Students will demonstrate proficiency in using major categories of computer software such as word processing, spreadsheet and presentation software.
- E.2. Students will be proficient in using an interface and managing files.
- E.3. Students will use email and communication software effectively and appropriately.
- E.4. Students will use a web browser and search engines to seek information and will recognize types of information and sources.
- E.5. Students will understand the impact of computers on society.
- 4.1. Students will demonstrate proficiency with electronic communications as appropriate to their program.
- 4.2. Students will demonstrate working knowledge of a major domain of technological application.
- 4.3. Students will demonstrate the ability to use a particular technology or group of technologies to analyze or solve problems in general and within their academic discipline.
- 8.1. Students will recognize, analyze, and assess historical and contemporary works using accepted approaches and criteria.
- 8.2. Students will develop foundation skills using art media, music, dance, or dramatic material.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I **History of Graphic Design Timeline and Design Principles**

The student will be able to...

- Learn brief history graphic design
- Analyze the basic design principles in professional graphics
- Review basic formal elements of design: line, shape, color, value, texture and format
- Identify type definitions: serif, sans serif, slab, script, and decorative
- Review basic design principles: balance, emphasis, rhythm and unity.
- Create a typographic self portrait
- Develop all-type logos from classroom exercises
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

(Course Competencies 1-11; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

Unit II **Logos, Symbols, Pictograms**

The student will be able to...

- Analyze: Logos, Symbols and Pictograms
- Describe ingredients to good design based on design principles
- Design a newspaper advertisement for the non-profit company
- Identify various typographic styles from classroom exercises
- Create stationery design for a non-profit company using typography and symbols
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

(Course Competencies 1-11; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

Unit III Typographic Specimen Poster

The student will be able to...

- Analyze various typefaces and their designers and origins
- Research a particular typeface and period in history
- Conceptualize, plan and design a typographic specimen poster
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

(Course Competencies 1-11; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

Unit IV Book Jacket Design

The student will be able to...

- Identify the components of a book jacket
- Analyze and respond to professional book jacket designs by professionals
- Create a book jacket using proper design principles, typography and original artwork
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

(Course Competencies 1-11; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

Unit V Desktop Publishing and Layout Principles

The student will be able to...

- Analyze: Newsletters and magazine page layouts
- Describe the key factors to page layout design
- Identify typestyles, paper and color choices from classroom exercises
- Design a two-page layout from an article given in a layout software program
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

(Course Competencies 1-11; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

Evaluation of student learning:

Instructional modes to be used are: Integrated lecture and laboratory, studio assignments with specifications and limitations set by the instructor, demonstrations by the instructor, and discussions and critiques of student work.

Lectures are often accompanied by demonstrations of techniques and examples of printed materials that cannot be repeated for individuals. The student is responsible for participating in classroom discussions and critiques of student work by including his or her work to that being discussed and evaluated. In this way the students learn the terms used in the field for which they are preparing. Diligent practice on assignments is essential to develop the skills required. Practice, in class lab and at home, will generally be visible in the work produced.

The student is responsible for his or her regular attendance, participation in classroom discussions and critiques of student work, and for including his or her work to be discussed and evaluated. Diligent work on assignments is essential.

Evaluation of progress and grades are determined by the instructor, based upon the following considerations: attendance, participation, and estimate of quality of class work and homework

assignments (by instructor). The specific weight of each project is shown in the grade breakdown chart in this section.

Values of quality, aesthetics, etc., are based upon the instructor's judgment of the work produced, the effort employed, and the total result achieved. To receive full credit, all assignments are due on time. A late assignment will be accepted one class period after due date with a reduced letter grade.

The grade of "A" will be earned by students who demonstrate mastery of the essential elements of the material presented, as well as demonstrating excellence in aesthetics and originality in completing course objectives with at least 90% accuracy.

The grade of "B" will be earned by students who demonstrate more than adequate mastery of the essential elements of the material presented and acceptable knowledge of the course content. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 80% accuracy.

The grade of "C" will be earned by students who demonstrate adequate mastery of the essential elements of the material presented. Achievement will be demonstrated when all of the specific course objectives are fulfilled with at least 70% accuracy.

The grade of "D" is undesirable, but indicates a minimum passing of the course requirements. All of the course objectives must be fulfilled with at least 60% accuracy.

The grade of "F" will be earned by students who do not demonstrate achievement.

Completion of all assignments is required to pass this class.

Critiques

Critiques are a vital part of learning design. There is much to be learned from reviewing the work of your colleagues: learn from their designs' strengths and weaknesses. Critiques also provide the opportunity to put your concept into words, and to help you learn how to speak intelligently and knowledgeably about your designs. Additionally, the instructor and your classmates may bring fresh insights and perspectives to your work that provides valuable feedback.

Design Process Book

During this course students are expected to follow the basic design process. This research, analysis, development, and implementation process is integral to effective and unique visual problem solving. You will need to archive your individual design process by neatly organizing and presenting your work in a design process book that will be turned in along with the final project for grading. This design process book may be a sketchbook or a three-ring binder. The book should be no smaller than 9" x 12". Neatly organize this book by labeling sections for each step of the design process. Insert a copy of the problem statement at the beginning of each your project sections. Label your design process book with your name on the cover and spine. By the end of the semester, you will have an archive record of your complete design analysis activities for each project.

Evaluation/Final Course Grades

The final course grade is based on project outcomes, exercises, test scores, adherence to project due dates, and attendance of lectures and participation with class discussions and critiques. Assignments and quizzes are based upon the following considerations:

Grade Breakdown	Percent Overall Grade
Project 1:	(20%)
Project 2:	(20%)
Project 3:	(20%)
Project 4:	(20%)
Project 5:	(20%)

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student Handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).

Special Needs Accommodations:

Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 on the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. She can be reached at 609-570-3525.