



## COURSE OUTLINE

<b>Course Number</b> ADV 210	<b>Course Title</b> Typography II: Publication Design	<b>Credits</b> 3
<b>Hours:</b> <b>lecture/Lab/Other</b> 1 lecture/4 studio hours	<b>Co- or Pre-requisite</b> DMA105 with a minimum C grade or previous design experience or ADV101	<b>Implementation sem/year</b> Fall 2009

### **Catalog description:**

Advanced study of the use of type as it relates to graphic communication and publication design using Macintosh electronic publishing technology. Students use page layout software that integrates text and graphics for a variety of projects.

### **Required texts/other materials:**

- Text:  
Exploring Publication Design by Poppy Evans, 2006
- Exploring InDesign CS4, Rydberg
- Removable storage media (Flash Drive)
- Sketchbook 9" x 12" or larger
- Black Illustration Boards 15" x 20" as needed

### **Revision date:**

9/2009

### **Course coordinator:**

Tina LaPlaca, e-mail: [laplacat@mccc.edu](mailto:laplacat@mccc.edu), 609-586-4800, Ext. 3356

### **Information resources:**

- Stop Stealing Sheep, Second Edition, Spiekermann and Ginger
- Adobe InDesign CS4 software
- Videos, DVDs, CDs, etc as available
- Digital files from the instructor's files
- Text(s) on Reserve in College Library

### **Other learning resources:**

- Open Lab Hours

## **Course Competencies/Goals:**

### ***The student will be able to:***

1. Use the computer to graphically express a concept, specifically the development of ideas for publication design.
2. Demonstrate the use of good design and composition principles of color, design, and typographical design effectively to assigned problems.
3. Demonstrate an understanding of working with typography, the recognition of type styles, the importance of type measurement and its selection for the proper impression.
4. Create a design comprehensive in a professional manner using typography, illustrations and photographs.
5. Understand and use correctly most of the vocabulary connected with the profession.
6. Develop a sense of aesthetics, taste and proportion in relating the elements of a typographical design.

## **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.
- 8.3. Students will apply skills and synthesize concepts to create and present individual performances and projects.
- 8.4. Students will assess and evaluate their work and that of their peers.

## **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      Designing Using Page Layout Software**

*The student will be able to...*

- Learn page layout software to create print designs
- Analyze various printed collateral for structure and grid
- Review the basic drawing tools and text tools
- Create and modify text
- Modify vector graphics using selection tools
- Create, delete, select, copy and paste commands
- Create a b/w all type designed layout
- Conceptualize a layout from the beginning through to comprehensive stage
- Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice

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

### **Unit II      Newsletter Editorial**

*The student will be able to...*

- Evaluate various newsletters for format and style
- Define newsletter for its content
- Create a newsletter format for a specific topic
- Control the typography to conform to the layout using software
- Identify key components to editorial newsletter design
- Organize a layout with typography, photographs and artwork

- Review printing standards from Pantone to CMYK
  - Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
- (Course Competencies 1-6; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

### **Unit III Other Publication Collateral**

*The student will be able to...*

- Evaluate various publications such as brochures, menus and sales literature
  - Discuss type readability in formats
  - Create and modify text in a layout using page software
  - Control the typography to conform to the layout using software
  - Organize a menu layout with typography, photographs and artwork
  - Review printing techniques
  - Review paper selection process and various weights/textures and color options
  - Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
- (Course Competencies 1-6; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

### **Unit IV Magazine Design**

*The student will be able to...*

- Identify the components of a magazine layout
  - Analyze top magazine designs
  - Modify an existing magazine layout with a new make-over
  - Review CMYK printing
  - Organize content for the magazine within a grid structure
  - Identify the use of proper imagery to support content within the publication's design
  - Discuss differences between photography and illustration their effectiveness
  - Review copyright usage of imagery
  - Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
- (Course Competencies 1-6; Gen Ed Goals: 1, 4,5,6,7,8&9; Core Skills: A,B,C,D,E,F&G)

### **Unit V Publication Layout Hierarchy**

*The student will be able to...*

- Discuss the importance of type selection to the message
  - Create a book cover and chapter layout designs for specific topic
  - Explore the use of type as a compositional element
  - Analyze book designs by top designers
  - Create type style hierarchy tags in page layout software
  - Review color printing and bindery methods
  - Discuss differences between photography and illustration their effectiveness
  - Demonstrate type and design fundamental within a page layout using software
  - Discuss his/her work during a critique and critically evaluate and justify his/her own artistic and vocational practice
- (Course Competencies 1-6; 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.

## **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.

## **Evaluation/Final Course Grades**

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

<b>Grade Breakdown</b>	<b>Percent Overall Grade</b>
Attendance of lectures and presentations, participation with class discussions and critiques.	(15%)
Quiz(s):	(10%)
Project 1:	(15%)
Project 2:	(15%)
Project 3:	(15%)
Project 4:	(15%)
Project 5:	(15%)

## **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 is located in the Student handbook and is found on the college website ([http://www.mccc.edu/admissions\\_policies\\_integrity.shtml](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.

