## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ADV 210</td>
<td>Typography II: Publication Design</td>
<td>3</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Hours:</th>
<th>Co- or Pre-requisite</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>lecture/Lab/Other 1 lecture/4 studio hours</td>
<td>N/A</td>
<td>Fall 2018</td>
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### 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 Adobe InDesign CS6, Rydberg, 2017
- USB Flash Drive: 16GB
- Design Process Sketchbook 9" x 12"
- Notebook and folder

### Revision date: Fall 2018

### Course coordinator:
Tina LaPlaca, e-mail: laplacat@mccc.edu, 609-570-3356

### Information resources:
- Exploring Adobe InDesign CS6, Terry Rydberg
- Thinking With Type by Ellen Lupton, 2e *(Optional)*
- Adobe InDesign Cloud software available in classroom/lab
- Lynda.com tutorials as needed
- 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. Demonstrate design proficiency on the computer to graphically express a concept, specifically the development of ideas for publication design.  
   (Course Competencies 1, 3, 4 & 6; Gen Ed Goal 1, 4 & 6)

2. Create design compositions based on the principles of color, design, balance and typography successfully to assigned projects.  
   (Course Competencies 2 & 6; Gen Ed Goal 4 & 6)

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.  
   (Course Competencies 1, 3, 4 & 6; Gen Ed Goal 4 & 6)

4. Design a comprehensive in a professional manner using typography, illustrations and photographs.  
   (Course Competencies 4; Gen Ed Goal 4 & 6)

5. Understand and use correctly the vocabulary connected with the profession.  
   (Course Competencies 5; Gen Ed Goal 1, 4 & 6)

6. Develop a sense of aesthetics, taste and proportion in relating the elements of a typographical design.  
   (Course Competencies 1 & 6; Gen Ed Goal 1, 4 & 6)

Course-specific General Education Knowledge Goals and Core Skills.

The student will be able to:

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


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…
• Create page layouts using specific software for their designs
  (Course Competencies 2, 4 & 6)
• Analyze various printed collateral for structure and grid
  (Course Competencies 5)
• Review the basic drawing tools and text tools
  (Course Competencies 1 & 3)
• Create and modify text
  (Course Competencies 2, 4 & 6)
• Modify vector graphics using selection tools
  (Course Competencies 2, 4 & 6)
• Create a b/w all type designed layout using software commands
  (Course Competencies 2, 4 & 6)
• Design and conceptualize a layout from the beginning through to comprehensive stage
  (Course Competencies 1, 2, 3, & 4)
• Discuss his/her work during a critique and critically evaluate and justify his/her own
  artistic and vocational practice
  (Course Competencies 1 & 3)

Unit II  Newspaper Editorial

The student will be able to…
• Evaluate various newsletters for format and style
  (Course Competencies 1 & 3)
• Define newsletter for its content
  (Course Competencies 5)
• Create a newsletter format for a specific topic
  (Course Competencies 2, 4 & 6)
• Control the typography to conform to the layout using software
  (Course Competencies 3 & 6)
• Identify key components to editorial newsletter design
  (Course Competencies 3 & 5)
• Organize a layout with typography, photographs and artwork
  (Course Competencies 1 & 2)
• Review printing standards from Pantone to CMYK
  (Course Competencies 5)
• Discuss his/her work during a critique and critically evaluate and justify his/her own
  artistic and vocational practice
  (Course Competencies 1 & 3)

Unit III  Other Publication Collateral

The student will be able to…
• Evaluate various publications such as brochures, menus and sales literature
  (Course Competencies 5)
• Discuss type readability in formats
  (Course Competencies 1 & 5)
• Create and modify text in a layout using page software
  (Course Competencies 2, 3 & 4)
• Control the typography to conform to the layout using software
  (Course Competencies 2, 3 & 4)
• Organize a menu layout with typography, photographs and artwork
  (Course Competencies 1, 2 & 4)
• Review printing techniques
  (Course Competencies 5)
• Review paper selection process and various weights/textures and color options
  (Course Competencies 5)
• Discuss his/her work during a critique and critically evaluate and justify his/her own
  artistic and vocational practice
  (Course Competencies 1 & 5)

Unit IV  Magazine Design

The student will be able to…
• Identify the components of a magazine layout
  (Course Competencies 3 & 5)
• Analyze top magazine designs
  (Course Competencies 3 & 5)
• Modify an existing magazine layout with a new make-over
  (Course Competencies 2, 3 & 6)
• Review CMYK printing
  (Course Competencies 5)
• Organize content for the magazine within a grid structure
  (Course Competencies 2, 4 & 6)
• Identify the use of proper imagery to support content within the publication’s design
  (Course Competencies 1 & 3)
• Discuss differences between photography and illustration their effectiveness
  (Course Competencies 5)
• Review copyright usage of imagery
  (Course Competencies 5)
• Discuss his/her work during a critique and critically evaluate and justify his/her own
  artistic and vocational practice
  (Course Competencies 1 & 5)

Unit V  Publication Layout Hierarchy

The student will be able to…
• Identify and discuss the importance of type selection to the message
  (Course Competencies 5)
• Create a book cover and chapter layout designs for specific topic
  (Course Competencies 2, 3, 4 & 6)
• Explore the use of type as a compositional element
  (Course Competencies 1, 2 & 4)
• Analyze book designs by top designers
  (Course Competencies 1 & 5)
• Create type style hierarchy tags in page layout software
  (Course Competencies 2 & 4)
• Review color printing and bindery methods  
  (Course Competencies 1 & 5)  
• Analyze the differences between photography and illustration their effectiveness  
  (Course Competencies 5)  
• Demonstrate type and design fundamental within a page layout using software  
  (Course Competencies 1, 3 & 5)  
• Discuss his/her work during a critique and critically evaluate and justify his/her own  
  artistic and vocational practice  
  (Course Competencies 1 & 5)

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:

<table>
<thead>
<tr>
<th>Grade Breakdown</th>
<th>Percent Overall Grade</th>
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<tbody>
<tr>
<td>Attendance of lectures and presentations, participation with class discussions</td>
<td>(10%)</td>
</tr>
<tr>
<td>and critiques. (Course Competencies 1, 2, 3 &amp; 5)</td>
<td></td>
</tr>
<tr>
<td>Project 1: (Course Competencies 1 - 6)</td>
<td>(15%)</td>
</tr>
<tr>
<td>Project 2: (Course Competencies 1 - 6)</td>
<td>(15%)</td>
</tr>
<tr>
<td>Project 3: (Course Competencies 1 - 6)</td>
<td>(20%)</td>
</tr>
<tr>
<td>Project 4: (Course Competencies 1 - 6)</td>
<td>(20%)</td>
</tr>
<tr>
<td>Project 5: (Course Competencies 1 - 6)</td>
<td>(20%)</td>
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**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:**

Mercer County Community College is committed to ensuring the full participation of all students in all activities and programs. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA or Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB216 (stinsona@mccc.edu) for information regarding academic accommodations and additional support services.