GDES 2345

typography 1
4 credits
fall 2017
T-TH 8:30 - 11:30 McNeal 310 & 822
instructor: Abbey Kleinert
klei0403@umn.edu
office hours Tu, Th 11:30-12
& by appointment 316 McNeal Hall

Course Description
Typography is an introduction to the art of visual communication: the visual realization of a most basic element of communication—the word. The history of typographic forms, principles of composition, and the expressive potential of type will be explored through reading, research, exercises, and design production. Sequential studies will follow the design process: problem-solving through exploration, experimentation, selection, critique, and refinement. Effectiveness of typographic design will be evaluated in terms of legibility, readability, and expression. Objectives and student learning outcome:

With successful completion of this class, you will:
¶ become familiar with the form and structure of letterforms
¶ gain technical skills for digital and traditional type composition
¶ gain an understanding of the basic principles of typography: the selection and arrangement of type for effective legibility
¶ acquire design skills for typographic organization to ensure readability
¶ examine how visual, verbal messages can be shaped and presented for expressive communication
¶ develop effective arrangements of text, information, and visuals with typographic elements
¶ develop a keen sensitivity to the aesthetics of type arrangement

Format
Assignments for this class will include online readings, research from additional sources, analysis and critique of ‘found’ design, and—of course—studio design production. Studio assignments will involve some hand work, to train the eye and the hand; and digital typographic design and illustration with the Adobe Creative Suite. Class sessions are held in both the Macintosh studio (McNeal 310) and the letterpress studio in B22. Course work will include reading, exercises, design process, formal projects and in-class practicums.

A note about type
Typography is the selection and arrangement of type. Selection, therefore, is an important criteria. Assignments will specify appropriate typeface choices, and you will be judged by appropriate use. Not all fonts are created equal: the college has purchased good quality fonts and you will be expected to make use of them, and not choose fonts for convenience: consequently, you may have to do your assignments in the McNeal lab(s), which are open > 65 hours per week (after hour access available as well).
Grading

Your course grade will be based on design process and solutions to assignments in a series of units of study, weighted as follows:

**[25%] unit 1 THE LETTERFORM & BASICS**
- letterform GIF 5%
- found type anatomy analysis and diagram 5%
- monogram poster layout 15%

**[30%] unit 2 THE WORD: CONTRAST/HIERARCHY**
- word contrast 10%
- hierarchy 10%
- great faces typeface written report and presentation 10%

**[10%] unit 3 LETTERPRESS: WORDPLAY/TYPETRY**

**[15%] unit 4 INFORMATION: ORGANIZATION/HIERARCHY/STYLES**

**[20%] final project: TEXT/MULTIPLE PAGE LAYOUT**

There is no final exam, there are no extra credit options.

Key Dates

1/16 — 2/8 unit 1
- 1/18 letterform GIF due
- 1/23 found type anatomy diagram due
- 2/8 monogram poster layout due

2/8 — 3/8 unit 2
- 2/20 final word contrast due
- 2/27 great faces presentations
- 3/8 word hierarchy due

3/19 — 4/5 unit 3
- 4/5 letterpress project due

4/5 — 4/19 unit 4
- 4/19 information project due

4/19 — 5/3 unit 5
- 5/3 final project due

Grading Structure

94% = A
90% = A-
85% = B+
80% = B
77% = B-
73% = C+
70% = C
67% = C-
63% = D+
60% = D
lower than 60% = F*

*Please note: ALL assignments must be turned in to receive a final grade for the course. One missing assignment will automatically result in an “F” as the final course grade.

I(Incomplete): Assigned at the discretion of the instructor when, due to extraordinary circumstances, (e.g., hospitalization) a student is prevented from completing the work of the course on time. (Requires a written agreement.)

policy.umn.edu/Policies/Education/Education/GRADING-TRANSCRIPTS.html
Grade Definition

The following criteria will be used when evaluating student work:

**A** Excellent work not only fulfills the stated objectives of the syllabus and project statements, but extends them through new discoveries, insights and proposing issues beyond their stated scope. Students who earn this grade demonstrate through their work a high degree of dedication, rigor, a love of exploration, open mindedness and resourcefulness. They also demonstrate that they have developed the ability to build upon a variety of feedback and excel independently. Their resultant work is rigorously thought through, well crafted and clearly communicates the breath and depth of their investigations.

**B** Very good work not only fulfills the stated objectives of the syllabus and project statements, but also further expands the stated issues by allowing those issues to direct their investigations and developments in their work. Students who earn this grade demonstrate a medium degree of dedication, inquisitiveness, systematic rigor and limited resourcefulness. They show that they are developing the ability to build upon a variety of feedback and their emerging independent voice. Their resultant work is competently thought through, well crafted and clearly communicates the breath and depth of their daily investigations of the issues presented in the projects.

**C** Adequate work fulfills and clearly demonstrates the stated objectives of the syllabus and project statements. As the instructor I expect that everyone in this class is capable of this level of performance. Students who earn this grade demonstrate a lower degree of dedication than those earning A or B grades. Their work indicates less self-confidence and its development requires constant guidance on what to do next. C work lacks personal authorship manifested through additional and related contributions to the investigations of a project. The adequate student’s work demonstrates an understanding of the problem but shows deficiencies in basic organization or communication skills, time management, or the lack of breadth and depth of investigations.

**D** Deficient work does not demonstrate how the stated objectives of the syllabus and project statements have been fulfilled. The work is fragmentary, not synthesized, incomplete, and presented only as an assigned “product” due on a particular day. Deficient work is not acceptable. Generally it’s due to a lack of time management skills, lack of basic dedication, or outside personal problems.

see also: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html

Grading Criteria

Design work will be evaluated in terms of:

**Process** thoroughness of exploration, selection, and refinement; critique participation

**Skill** technical precision of type arrangement and design presentation (i.e. craft)

**Design** effective design aesthetic with regard to legibility, readability, and expression

**Performance** can influence your final grade: challenge; active, engaged critique participation; attendance; timeliness

Late Project Policy

You are required to complete all assignments, and present them to me, on time. Assignments are due at the beginning of class unless stated otherwise. If no arrangements have been made, projects which are one class period late will be marked down one letter grade. After that time projects will not be graded except for extraordinary circumstances. If you have a problem completing the work on schedule, please see me about alternative means of meeting your course obligation. Should such arrangements be made, it does not release you from any of the assignments required by this course. You will be given as much class time as possible to work on your assignments with your instructor.
Absence
Missing more than 2 unexcused studio sessions will result in a course grade one full grade lower than otherwise earned.

Textbook
—available as ebook through um library (link in Moodle)
—portions available at http://www.thinkingwithtype.com/

Recommended References

Tools
X-acto knife, #11 X-acto blades
15-18" steel straightedge, 2"or narrower
Digital storage: you must have reliable portable digital storage: portable hard drive or usb/flash drives
8.5x11 white cardstock for printing onto & matte board for mounting
dry mount adhesive
sketchbook/paper
drawing tool(s) of your choice
Gopher Gold $ for printing in the McNeal labs

Moodle
The course moodle site is organized by unit of study, and will include assignment handouts, course presentations, relevant links, and folders for submitting assignments. Details about requirements for uploading assignments will be included on assignment handouts and/or announced in class.

House rules
1 Find a place you trust, and then try trusting it for awhile.
2 General duties of a student — pull everything out of your teacher; pull everything out of your fellow students.
3 General duties of a teacher — pull everything out of your students.
4 Consider everything an experiment.
5 Be self-disciplined — this means finding someone wise or smart and choosing to follow them. To be disciplined is to follow in a good way. To be self-disciplined is to follow in a better way.
6 Nothing is a mistake. There’s no win and no fail, there’s only make.
The only rule is work. If you work it will lead to something. It’s the people who do all of the work all of the time who eventually catch on to things.

Don't try to create and analyze at the same time. They’re different processes.

Be happy whenever you can manage it. Enjoy yourself. It’s lighter than you think.

“We’re breaking all the rules. Even our own rules. And how do we do that? By leaving plenty of room for X quantities.” (John Cage)

Hints Always be around. Come or go to everything. Always go to classes. Read anything you can get your hands on. Look at movies carefully, often. Save everything — it might come in handy later.

(There should be new rules next week.)

- Corita Kent’s Art Rules

Research has proven that students engaged with the distractions of smart phones and social media during class receive lower grades. Therefore, no social media, no email, no websurfing, no work from other classes. Make sure phones are silent during class, in an emergency, take calls out of the classroom/studio. Texting during classtime is strictly forbidden.

Classroom Conduct

All activities in the University, including this course, are governed by the University of Minnesota Student Conduct Code. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. In addition, students responsible for such behavior may be asked to cancel their registration (or have their registration canceled). See http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf

Email Protocol

A University assigned student email account is the University’s official means of communication with all students. Students are responsible for all information sent to them via their University assigned email account. You are expected to check your umn.edu email account regularly. The expected, professional email etiquette includes a greeting that addresses the instructor by their preferred name or title, a clear, concise and edited message that includes full context, and a closing with your signature. Email only works for logistics, such as questions with yes/no answers or arranging a meeting with an instructor. Email does not work for anything that requires explanation, and most questions do. Therefore, visit office hours to get your questions answered.

Expectations

You are expected to attend all classes and participate in discussions and critique of your own and others’ work. Work that isn’t presented at critique will be considered late.

Professional and ethical behavior is required. Misrepresentation of work, use of copyrighted material without permission, or negligence in citing sources will be grounds for failure. Appropriate, respectful behavior is expected of everyone. Along the way, you are expected to work hard, learn a lot, create beautiful arrangements of type, and have some fun.

Expectations of students

Students are responsible for all class meetings, including any information in the syllabus.

Students are responsible for being on time and preparing for all class sessions.

Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures.

Students are responsible for seeking help when needed.

Students may not make commercial use of their notes of lectures or University-provided materials without the express written consent of the instructor.
Academic Misconduct
Academic misconduct is defined as any act that violates the rights of another student with respect to academic work or involves misrepresentation of a student's own work. Academic misconduct includes but is not limited to: cheating on assignments or examinations, plagiarizing pieces of work, depriving others of necessary coursework, and sabotaging another's work. Discovery of academic misconduct is grounds for an “F” or “N” in the course.

Inclusivity
You are expected to be attentive during class, ask questions if you do not understand something, and to offer your opinion. You are also expected to listen respectfully to other students and to me when speaking. The University of Minnesota is committed to providing a safe climate for all students, faculty, and staff. All persons shall have equal access to its programs and facilities without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. Reports of harassment are taken seriously, and there are individuals and offices available for help. http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EQ-AA.pdf

Availability of Disability and Mental Health Services:
The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services (DS) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- Students who have, or think they may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical or systemic), are invited to contact DS to arrange a confidential discussion at 612-626-1333 (V/TTY) or ds@umn.edu.
- Students registered with DS, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester to discuss accommodations outlined in their letter.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu or contact Counseling/Consulting Services at 612-624-3323.

Academic Services
If you would like additional help, please contact one of the offices listed below. Center for Writing 10 Nicholson Hall, Mpls 612-626-7579
Student Academic Success Service 340 Appleby Hall, Mpls 612-624-3323
199 Coffey Hall, St. Paul

Additional university policies
Sexual Harassment
http://www.policy.umn.edu/Policies/hr/HRMisc/SEXUALHARASSMENT.html

Academic Freedom and Responsibility

Make Up Work for Legitimate Absences
http://www.policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html

Academic workload expectations
For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom.” http://www政策措施.umn.edu/Policies/Education/Education/STUDENTWORK.html

Records
Digital copies of your work may be kept and used for teaching and program promotion. Students understand that enrollment in this course grants consent for their work to be selected for inclusion in college or departmental publications (online or in print). Your instructor may select to use your work to represent her/his skills as an instructor in a teaching portfolio (online or in print).

NOTE This syllabus is a guide for the semester, with some flexibility built-in. Each semester and group of students is unique, and the instructor is an empathetic, responsive, and adaptable designer. Therefore, the instructor reserves the right to make changes based on the needs, progress, and what the instructor deems to be the best interest of the class.