Course Information

Division          Fine Arts  
Course Number     ART 189  
Title             Typography  
Credits           3  
Developed by      Tom Cicchelli/Revised by Jeff Henley  
Lecture/Lab Ratio 1 Lecture/4 Lab  
Transfer Status   | ASU | NAU | UA |
                  | ART Dept Elective | Elective Credit | ART Departmental Elective |
Activity Course   No  
CIP Code          50.0400  
Assessment Mode   Portfolio  
Semester Taught   Fall  
GE Category       None  
Separate Lab      No  
Awareness Course  No  
Intensive Writing Course No  

Prerequisites
None  

Educational Value
Essential to the art student wanting to learn about Graphic Arts. Techniques also pertinent to computer students, business students, and others contemplating fields where they will be expected to create well designed, professional quality documents.

Description
A study of type including the history and development of type, terminology, fonts and their uses, type in design, composition, and typesetting on the computer.

Supplies
Flash Drive or other digital storage medium
Competencies and Performance Standards

1. Identify basic principles of typography and typesetting.

   Learning objectives
   What you will learn as you master the competency:
   a. Develop basic conceptual thinking skills.
   b. Explain the history and classification of typefaces.
   c. Identify legibility, readability, and personality issues of type.
   d. Identify x-height, mean-line, base-line, ascenders, descenders, and their roles in measuring and designing with type.
   e. Distinguish between serif and sans serif type styles and their differences in personality.
   f. Demonstrate the importance of contrast in typographical design.
   g. Examine how type and image can be brought together to clearly convey a chosen concept or idea.

   Performance Standards
   Competence will be demonstrated:
   o in class during a verbal critique
   o in presentation by student of his/her own work
   o in successful completion of instructor assigned exercises

   Criteria - Performance will be successful when:
   o learner creates design
   o learner makes initial sketches
   o learner weighs alternative
   o learner exhibits technical mastery
   o learner chooses the best solutions to problems

2. Apply the typographic design process

   Learning objectives
   What you will learn as you master the competency:
   a. Prepare a series of differing thumbnail sketches for a printed piece.
   b. Prepare complete roughs from thumbnails.
   c. Prepare comprehensive following a completed rough, in pencil.
   d. Indicate display and text type on a comprehensive.
   e. Prepare a design solution to a given problem that uses primarily abstract shapes

   Performance Standards
   Competence will be demonstrated:
   o in class during a verbal critique
   o in presentation by student of his/her own work
   o in successful completion of instructor assigned exercises

   Criteria - Performance will be successful when:
   o learner creates a design
   o learner makes initial sketches
   o learner differentiates among the four elements of design
3. **Present work to class and critique.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Discuss stages of work from concept; thumbnails to final design.

b. Communicate to class using art terminology.

c. Judge validity of suggestions made by others.

d. Justify work.

**Performance Standards**

*Competence will be demonstrated:*

- in class during a verbal critique
- in presentation by student of his/her own work
- in successful completion of instructor assigned exercises

*Criteria - Performance will be successful when:*

- learner discusses stages of your own work from concept, thumbnails to final design
- learner communicates to class using art terminology
- learner is willing to judge the validity of suggestions made by others
- learner justifies his/her own work

**Types of Instruction**

Lecture

Classroom Participation

**Grading Information**

**Grading Rationale**

Portfolio evaluation

Student may choose to receive a grade or a pass/fail

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-90%</td>
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<tr>
<td>B</td>
<td>89-80%</td>
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<td>C</td>
<td>79-70%</td>
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<td>D</td>
<td>69-60%</td>
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<td>F</td>
<td>59% and below</td>
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<td>P</td>
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