 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>10-11-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Visual Arts and Art History College Arts and Letters	
Current Course Prefix and Number GRA 2208Ô	Current Course Title Typographic(Ô^•ã} Lab 1	
<i>Syllabus must be attached for ANY changes to current course details. See Checklist. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add <input type="checkbox"/> Remove <input type="checkbox"/> Change General Education Requirements*** Add <input type="checkbox"/> Remove <input type="checkbox"/> <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.</small>	Change description to: Change prerequisites/minimum grades to: ART 1201C, ART 1203C, and ART 2600C Change corequisites to: GRA 2190Ô Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).	
Effective Term/Year for Changes: Summer 2022	Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Stephanie Cunningham cunninggh@fau.edu 954-236-1364		
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UUPC Chair <u>Daniel Meeroff</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____	Date _____ _____ _____ _____ _____ _____	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

COURSE INFORMATION: GRA 2208C Typographic Design Lab 1 (3 credits)

PRE-REQUISITE: ART 1201C, 1203C, 2600C **CO-REQ:** GRA2190C

INSTRUCTIONAL METHOD:

This is an on-line course. The class will not meet in person. Recorded videos will be provided on Canvas for all lectures, assignments, instructions, and demonstrations. Students are required to frequently check email messages for updates and changes.

COURSE LOGISTICS:

INSTRUCTOR CONTACT INFORMATION: **E-MAIL:**

OFFICE HOURS:

COURSE DESCRIPTION: An introduction to the fundamentals of typography, exploring experimental approaches of letterform construction, terminology and to develop a sound understanding of all components related to typographical composition and design practices. Projects, demonstrations, lab, lecture & critiques.

SOFTWARE PACKAGES: *Adobe Illustrator, Photoshop, In-Design*

There will not be open lab times for this course—unless otherwise noted. Thus, you will need to access a computer and software listed above to complete the assignments.

REQUIRED TEXTS:

The Education of a Typographer Heller ISBN: 978-1581153484
(Also available on the library reserve self)

Design Elements Typography Fundamentals Cullen ISBN: 978-1-59253-767-9

REQUIRED TEXT: *Your Choice / Choose one color ref. text*

Color Index Krause ISBN: 13:9781440302626

Color: message & meaning Eiseman ISBN 978-0971401068

Designers Guide to Color (Several editions to choose from)
(Check Amazon for availability)

LIBRARY REFERENCE SHELF:

The Education of a Graphic Designer, NC590 .E38 2005

Text on Type, Z250 .T365 2001

Graphic Design & Reading, Z246 .G68 2000

The Education of a Typographer NC590 .E38 2005

Visual Communications (2nd. or 4th, editions) (Chapters 1 thru 5)

P93.5 .L47 2003

P93.5 .L47 2006

RECOMMENDED TEXT:

Type Specimens Meggs ISBN: 978-0-471-28429-1

Communication Arts Magazine offers a special subscription rate of \$39 (price is variable) through our Student Subscription Program. This rate is only available for visual communications students and must be approved by their instructor. Students can take advantage of this offer. They can sign up at: www.commarts.com/students.

LIBRARY/PERIODICAL VISUAL REFERENCE MATERIAL: Communication Arts, Print, Graphis, etc.

COURSE OBJECTIVES / LEARNING OUTCOMES:

1. Acquire knowledge: the history of typography, cultural/technological influences (Modern & Postmodern)
2. Distinguish type classifications: old, transitional, modern, and contemporary characteristics
3. Acquire the aesthetics of typographical letter-forms
4. Acquire knowledge: the appropriate application of body text/copy (the 8 elements of body copy)
5. Acquire knowledge: Adobe Illustrator & In-Design
6. Acquire knowledge and demonstrate stages of design and traits of a designer
7. Acquire knowledge and apply the Fibonacci & structure of grid applications
8. Acquire and demonstrate: critical design analysis, critical thinking and theory
9. Create visual reference & note-taking binders (a collection of reputable sound designs & course notes)
10. Acquire knowledge and application: type-gauge ruler and proportional scale wheel
11. Acquire knowledge and application of the 3 C's: Components, Composition, and Concept
12. Acquire knowledge to analyze and identify the qualities that supports a sound design
13. Produce projects / studies to demonstrate growth & development

SCHEDULE OF ACTIVITIES AND CONTENT

STUDIES & EXERCISES

- | | |
|--|-----------|
| 1. Typeface characteristics & analysis | 04% _____ |
| 2. Body copy analysis | 16% _____ |
| Total: 20% | |
-

PROJECTS

- | | |
|---|-----------|
| 1a. Head-line Treatment – Layout & Design (black / white) | 05% _____ |
| 1b. Head-line Treatment – Layout & Design (<u>2 color</u> explorations) | 10% _____ |
| 1c. Head-line Treatment –cropping (<u>blk. & white</u>) | 05% _____ |
| 1d. Head-line Treatment –cropping (2 color explorations) | 10% _____ |
| 2a. Letter form designs: Arithmetic + Type = Arithme-Type (<u>black & white</u>) | 05% _____ |
| 2b. Letter form designs: Arithmetic + Type = Arithme-Type (<u>1 color</u> exploration) | 05% _____ |
| 3. 2-page Layout (grid & Fibonacci analyses & application) | 10% _____ |
| 4. Experimental type/image collage: The 3 “C”s (concept, components, composition) | 10% _____ |
| Total: 60% | |
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Note-Taking Binder: Midterm 05% _____ Final 05% _____ 10% _____

Visual Reference Binder: Final 10% _____ 10% _____

GRAND TOTAL 100%

0	3	5	7	9	10-11	12-13	14-15	16-17	18-19	20-21	22-23	24-25
F	F	F	F	D-	D	D+	C-	C	C+	B-	B / B+	A- / A

PROCEDURAL FOR LATE PROJECTS / ASSIGNMENTS: Project / exercise / study that is not submitted on the designated time / date will automatically be deducted in points (exceptions will be allowed). All projects and studies can be revised and resubmitted.

INCOMPLETE GRADES: will ONLY be given due to an emergency — e.g. hospitalization.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Grading and Performance Evaluations

A Letter Grade:

Student's performance is rated as excellence – beyond the basic requirements as outlined in the course material

Some examples include but not limited to: **High marks in the following areas**

1. Per study/project
2. **Critical thinking** with **supportive theory** to ground design decisions
3. Submitting **outstanding** note-taking & visual reference **binders**
4. **Evidence** of creative risk-taking approaches to design practices and articulate self-reflection

B Letter Grade:

Student's performance is rated as good -- beyond the basic requirements as outlined in the course material

Some examples include but not limited to: **Above-average in the following areas**

1. Per study/project
 2. **Critical thinking** with **supportive theory** to ground design decisions
 3. Note-taking & visual reference **binders**
 4. **Evidence** of creative risk-taking approaches to design practices and articulate self-reflection
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C Letter Grade:

Student's performance meets the basic requirements as outlined in the course material

Some examples include but not limited to: **Average in the following areas**

1. Over-all **average** rating per study/project
 2. **Critical thinking** with **supportive theory** to ground design decisions
 3. Note-taking & visual reference **binders**
 4. **Evidence** of creative risk-taking approaches to design practices and articulate self-reflection
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D Letter Grade:

*Student's performance is **below** the rating of a C grade*

Including but not limited to: **Below Average in the following areas**

1. Over-all **average** rating per study/project
 2. **Critical thinking** with **supportive theory** to ground design decisions = Lacking
 3. Note-taking & visual reference **binders**
 4. **Evidence** of creative risk-taking approaches to design practices and articulate self-reflection = Lacking
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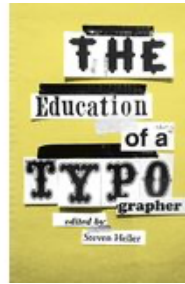
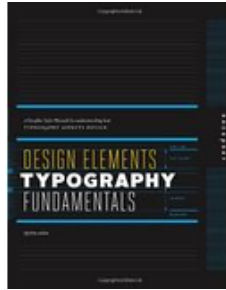
E Letter Grade:

*Student's performance is **below** the rating of a D grade*

Including but not limited to:

1. **Did not submit** studies / projects
2. Did not apply **critical thinking** with **supportive theory** to ground design decisions
3. **Did not submit** note-taking & visual reference **binders**
4. **No evidence** of creative risk-taking approaches to design practices and articulate self-reflection

Required Texts



The Education of a Typographer
Design Elements Typography Fundamentals

Heller
Cullen

ISBN: 978-1581153484
ISBN: 978-1-59253-767-9

Recommended text



Type Specimens

Meggs

ISBN: 978-0-471-28429-1

Required Text

*Color reference texts shown below – **choose one** for the course. Check Amazon for selections*

