

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ART 180

Year: 2023-2024

Course Title: Typography

Credit Hours: 3

I. Course Description: This course provides a comprehensive foundation in typography for both print and screen. Typographic terminology, systems, layout, tools and practices, and history are covered. The course explores visual problem-solving, concept development, context, and the practical use of type as an element of design. Students study professional typographic designs, exploring the various aesthetic choices, techniques, and connections between historic and contemporary design in order to understand the crucial role typography plays in visual communication and utilize it in their work. ART 180 fulfills The Arts SUNY General Education Knowledge and Skills Area. Prerequisites: ART 109; ART 117. 3 Cr. (2 Lec., 2 Lab.). Spring semester.

II. Additional Course Information:

1. ART 180 is a required course for the Graphic Design A.S.
2. Students are required to work on projects outside of class and use specified professional raster, vector and font creation software.
3. Students are required to utilize professional online tutorials to improve their understanding of the software applications outside of class.
4. Projects should be connected to contemporary professional examples of typographic design within the field of graphic design.
5. The course has a fee of approximately \$100 to cover materials.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the history and define the terminology of typography.
2. Create technically proficient typographic designs that display effective visual communication.
3. Implement and document the design thinking process to develop creative responses and solutions.
4. Critique and assess visual communication, design, and typography.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs – N/A

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ **Communicate** effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.
- ☐ Use technology appropriate to their discipline.
- ☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program: **Graphic Design A.S.**

PLO 3: Describe and apply the history and process of design.

SLO 1: Describe the history and define the terminology of typography.

SLO 3: Implement and document the design thinking process to develop creative responses and solutions.

SUNY General Education Competencies – N/A

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): **The Arts**

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

Students will

- demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

SLO 2: Create technically proficient typographic designs that display effective visual communication.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

Revised 11-22/C. Shanks

V. Essential Topics/Themes

1. Typographic Terminology, Anatomy, & Measurement
2. Typographic Classifications
3. Typographic Systems. Layout, and Grid Use
4. Hierarchy
5. Type as Image
6. History of Type
7. Pairing Typefaces and Fonts
8. Concept Development and Design Thinking
9. Historical and Cultural Context
10. Designing with type for Print and On-Screen output
11. Legibility and Readability
12. Calligraphy and Hand-Drawn Type
13. Expressive Type
14. Designing a Digital Typeface

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Course Assignments	40-60%
2. Reflections & documentation of using the design thinking process	20-40%
3. Quizzes and Exams	10-20%

VII. Texts – ☒ Required ☐ Recommended ☐ Used for more than one course (list courses)

High school instructors may consult with CollegeNow for additional information.

	OER
1. Lupton, Ellen. <i>Thinking with Type, 2nd Revised and Expanded Edition: A Critical Guide for Designers, Writers, Editors, & Students</i> . Princeton Architectural Press, 2010.	<input type="checkbox"/>

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

1. Bosler, Denise. <i>Mastering Type: The Essential Guide to Typography for Print and Web Design</i> . F+W Media, 2012.
2. McNeil, Paul. <i>The Visual History of Type: A Visual Survey of 320 Typefaces</i> . Laurence King Publishing, 2017.
3. Coles, Stephen. <i>The Anatomy of Type: A Graphic Guide to 100 Typefaces</i> . HarperCollins, 2012.
4. Maryland Institute College of Art. Lupton, Ellen editor. <i>Type on Screen: A Critical Guide for Designers, Writers, Developers, and Students</i> . Princeton Architectural Press, 2014.
5. Heller, Steven, and Gail Anderson. <i>The Typography Idea Book: Inspiration from 50 Masters</i> . Laurence King Publishing, 2016.
6. Lupton, Ellen. <i>Bauhaus Typography at 100</i> . Letterform Archive, 2022.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: Online professional training tutorials	Error! Hyperlink reference not valid.
Electronic: Online professional training tutorials	
Other: None specified	

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms. Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure. Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*