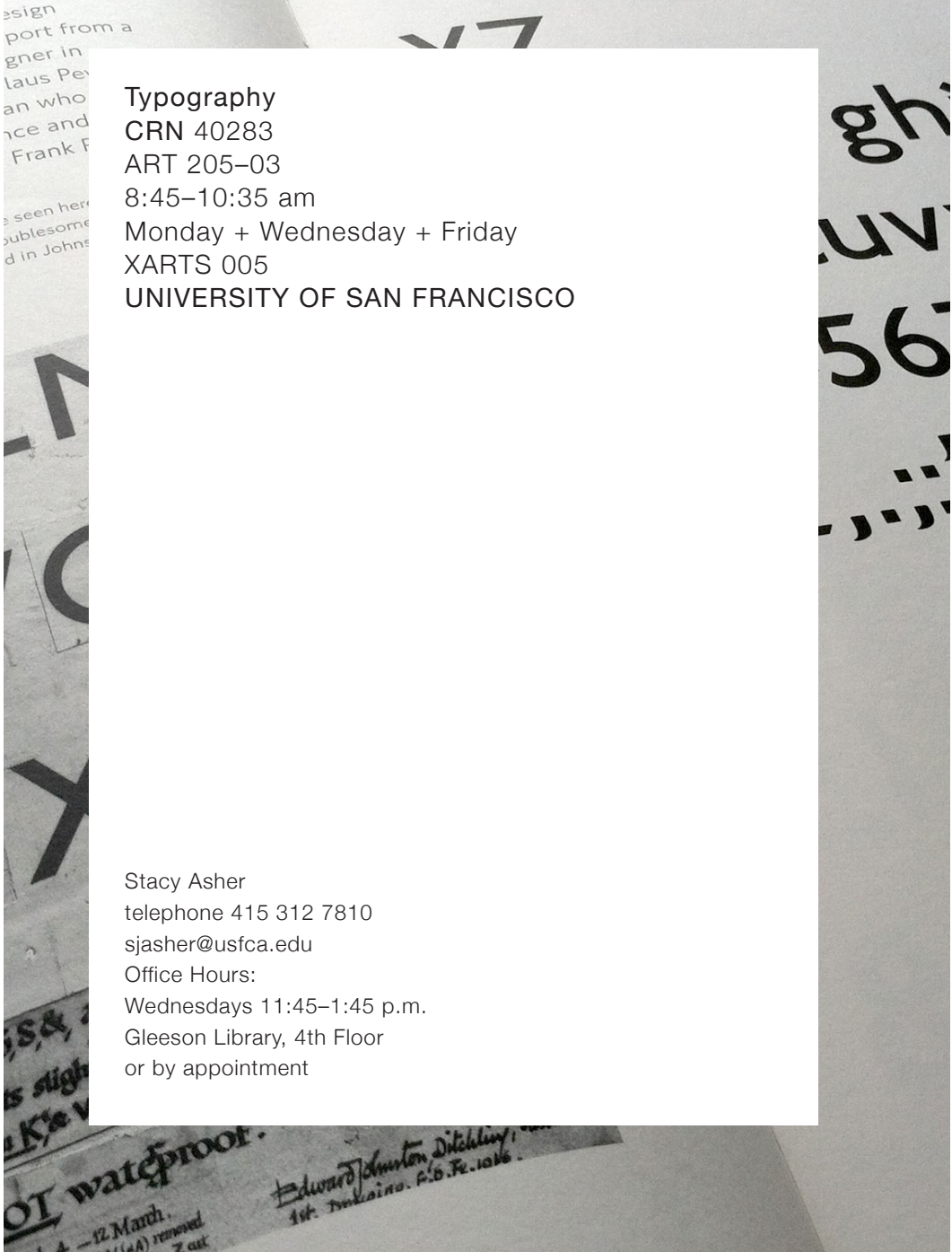


Typography
Course Projects
Fall 2012



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Typography
CRN 40283
ART 205-03
8:45-10:35 am
Monday + Wednesday + Friday
XARTS 005
UNIVERSITY OF SAN FRANCISCO

Stacy Asher
telephone 415 312 7810
sjasher@usfca.edu
Office Hours:
Wednesdays 11:45-1:45 p.m.
Gleeson Library, 4th Floor
or by appointment



PROJECTS + EXERCISES

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On Line Journal [on going] in Blog Format

Students will build and maintain an online journal of documentation of the evolution of your process throughout the course. Each project and the series of exercises / studies produced will be documented on a personal blog, or other type of digital publisher. This personal journal is worth 100 pts. towards your final grade. This on line journal will be reviewed at various points throughout the semester to ensure adequate entries and caliber of content. This will also be a site for your annotated bibliography to be published.

On Friday, November 30, students will submit their on line journals for evaluation. The Annotated Bibliography produced for this course must be included in your journal.

Examples

<http://the-talking-type.blogspot.com/>
<http://maguillon.tumblr.com/archive>
<http://priscillastypography.tumblr.com/archive>
<http://letstalktype.typepad.com/lets-talk-type/2011/09/index.html>

Examples of blog generators

www.blogger.com
www.wordpress.com
www.tumblr.com

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Annotated Bibliography [on going]

Each Student will turn in an annotated bibliography of ten or more readings (books or design journals only) to represent their cumulative project research for the semester. Each annotation must begin with the title, author, and publisher of the chosen text, using the citation style featured in the Recommended Reading list, followed by a 150-word description of this text, including its merits or detriments as a personal research tool and the ways it informed your thinking, your design process, and/ or your work.

On Wednesday, November 28, students will submit their final Annotated Bibliography as digital files and post them to your on line journal.

Students should simultaneously submit them to Turnitin, the plagiarism prevention web site at www.turnitin.com. I will provide the necessary log in information as we get closer to the deadline.

example as blog entry

<http://paigeaglasser.wordpress.com/2011/12/06/annotated-bibliography/>

Exercise 01

Billboard as Personal Advertisement

Objectives

Discover the scale and magnitude of a billboard message

Research typeface design and visual language.

Explore the expressive qualities of different type families.

Discover typographic solutions to designing a simple billboard advertisement.

Develop an awareness to typographic forms in the landscape.

Learn how to write effective copy for billboard advertisements.

Materials

digital camera

laser prints

Design a billboard advertisement that will inform, persuade, promote, educate an audience. Tell an audience who you are with typographic form.

Photograph a billboard in the city and alter it with your own typographic message.

Photograph billboards in the city (3 - 5 minimum) and then select the best composition for optimal readability. Convert billboard photographs to black and white.

Adjust for laser print output.

Rules for Typographic Solution

Any typeface. White billboard. 100% black typography only – no shades of gray

Using InDesign, create a one page document.

1. Typeset your copy in 15 different typefaces
2. Set the type in 16 pt. on 8 1/2" X 11" page with 1/2" margins.
3. Export the document as pdf for submission for grade

Using InDesign, create a three page document.

1. Original image on 8 1/2" X 11" page
2. Image with billboard erased or cleared of its original message on 8 1/2" X 11" page [white background]
3. Image with your new message on 8 1/2" X 11" page
4. Export the document as pdf for submission for grade

Review typographic solutions in class on Monday, August 27

name _____

Exercise 01

Billboard as Personal Advertisement evaluation

Stayed current with daily requirements and displayed evidence of time investment. You understood the goals of the exercise and addressed them; and have crafted successful resolutions to the design problem assigned. Your solutions to the project exceeded the expectations of the project's tasks. Additionally, interest, enthusiasm, energy, and passion for design and the learning process have been displayed.

1 2 3 4 5

Displayed the ability to make positive independent decisions and listened to and comprehended verbal and written suggestions. Your personal investment in the project was evident and it is clear that you were aware of your intentions.

1 2 3 4 5

Demonstrated fluency with typography as a tool for cultural representation; in particular, the processes through which typography represents the identity values of its producers and users. You developed an understanding of the various processes that effect typographic communications. Developed an awareness to typographic forms in the landscape.

1 2 3 4 5

Demonstrated skill using typography as a component of visual communication, through submission of design process documentation and final project work. Explored the expressive qualities of different type families. Discovered typographic solutions to designing a simple billboard advertisement.

1 2 3 4 5

Actively participated in critiques with thoughtful and intelligent comments, justified your thinking and suggested ideas to others. Accepted constructive criticism, suggestions and ideas openly from both the instructor and classmates.

1 2 3 4 5

total _____ / 25 = _____

100 - 90% A 89 - 80% B 79 - 70% C 69 - 60% D

My standards and expectations are high. The discipline of design is very rigorous and competitive. This course and its instructor are reflections of this. With regard to letter grades: The grade of "C" is satisfactory. It is not poor performance. If a student receives this grade they have put forth a reasonable amount of effort and attained acceptable [average] results.

A "B" grade shows the student has pushed beyond the average; they have understood the needs of the project and addressed them; they have employed their learning and have crafted successful resolutions to the design problems assigned. Students receiving a "B" have reached a level which clearly exceeds "competency"

The "A" is reserved for students who have attained excellence. They have, in fact, exceeded the expectations of the project's tasks put before them. Additionally, interest, enthusiasm, energy, and passion for design and the learning process have been displayed.