TEXT

FALL 2017 // 28 AUG - 14 DEC // THURSDAYS 12:30-1:45 // ATLS 100

INSTRUCTOR: *DANNY RANKIN*
EMAIL: *daniel.rankin@colorado.edu*
OFFICE HOURS: *TUESDAYS 11AM-1PM // ATLS 109/113*

REQUIRED

TEXTBOOK
THINKING WITH TYPE, ELLEN LUPTON.
(2ND EDITION)

SUPPLIES
PENCIL AND PEN (HIGH QUALITY)
CLICKER
SKETCHBOOK (UNRULED, HIGH QUALITY)
USB STORAGE DEVICE

COURSE WEBSITE
learn.colorado.edu

COMMUNICATION
USE YOUR @COLORADO.EDU EMAIL
RESPONSES WITHIN 1-2 BUSINESS DAYS

ATTENDANCE
SHOW UP TO CLASS IN BODY & MIND
NONPARTICIPATION = ABSENCE
>3 ABSENCES = 10% REDUCTION OF FINAL GRADE

COURSE OVERVIEW

WHAT IS THIS CLASS?
This course introduces technologies, terminology, and histories related to the design of text within digital and analog media. Students will learn the fundamentals of design, typography and layout through lectures, projects and critiques. The curriculum surveys significant theoretical perspectives, historical periods, and significant practitioners that influence the practice of typographic design.

The course is organized into two interlocking parts: a **lecture** and **lab**. During lecture, you will learn general principles of typography, critically examine work, engage in group discussion, and in general, geek out on design. During your lab sections, you will put our lessons into practice via weekly assignments and more involved project work. Labs will be supervised by teaching assistants, but I will periodically visit each lab to meet students and look at your work.

PREPARATION
Preparing for class via assigned readings and videos will be critical to your success in this course. Complete assigned readings and videos **before lab** on the week that they appear on schedule. All assigned material is quizzable. Access assigned Lynda tutorials via lynda.colorado.edu.

ASSIGNMENTS

Your responsibility in this course will consist primarily of three types of work:

- ***14 Lab Assignments (~25% of total grade)*** Given in lab each week, typically putting into practice a concept or idea that we discussed during that week's lecture. These are primarily graded simple on your ability to show up and complete them according to the instructions provided. Some lab assignments will be given and due in the same lab period, others will be assigned a week prior and be due the following week.
    - Late labs will not be accepted for credit.
    - Your lowest lab assignment grade will be dropped.

- ***4 Course Projects (~60% of total grade)*** Assigned throughout the semester; much more involved than a standard lab assignment. Usually are due 2-3 weeks after they are assigned, often in multiple stages. They are designed to grow the skills that we cover in class and will be graded on three criteria: *conceptual creativity, aesthetic display,* and *technical accuracy*. Late projects will be docked 15% for each day that passes past the original due date (i.e. a project turned in a week late is worth 0%). Brief project descriptions are included below; links to complete project briefs will be posted on the course website.
    - *Project 1 //* ***Tactile Typography:*** Create a typographic poster representing an abstract (intangible) noun via an original, analog, physical process. Your creation should contain the word, and the method/medium employed should be relevant and connected to the word itself.
    - *Project 2 //* ***Immersive Hypertext:*** Using a poem, song, or short story of your choice, create a dynamically formatted hypertext document that helps express the feeling and mood of the source material you've chosen. Use expressive styling and interactivity to make the text compelling, without using any imagery.
    - *Project 3 //* ***Informational Poster Mailer:*** Design an attractive and informational printed poster mailer for a provided list about an upcoming series of concerts. The finished project will be cleanly printed and folded in preparation for mailing, and should contain both expressive elements and clear, informational type design.
    - *Project 4 //* ***Interactive Infographic:*** Create an interactive infographic in the form of a mobile app prototype. Use graphics and well designed text to clearly communicate multiple layers of complex information to your audience. Your project should distill the data around a subject you are interested in into an attractive, appropriate, and easy to digest format.

- ***3 Quizzes (~15% of total grade)*** Quizzes on the readings and assigned videos are given primarily as a way for me to ensure you are absorbing and comprehending material. Don't freak out about them. Quizzes may be administered either in lecture or lab, without warning.

PEER GROUPS, CRITIQUES AND FEEDBACK

Good design never happens in a vacuum, and as such, robust feedback is **critical** to your development as a designer. Due to the format of the course and volume of work, I am unable to give each of you detailed feedback when I grade your projects. To ensure you are getting and giving this feedback, I will be randomly assigning you into **peer groups** of 5-7 people, which may switch at least once during the semester.

Your peer group will give you input on your ideas, join you for class activities, and deliver careful feedback during project review times in class. Ideally, this process should happen both in class and outside of class via meetings and/or email. We all need feedback to improve, so take this responsibility seriously!

In addition to these groups, each of you will have a skilled lab assistant overseeing your lab section. These individuals have been hand-selected for their design skills and knowledge of the software we're using, so feel free to ask them for input and feedback. I am also available for general feedback via email and during my office hours, but consider the TA's as your first place to get questions answered.

HOUSEKEEPING

Classroom Behavior
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities.

Honor Code
All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at http://honorcode.colorado.edu.

Names
Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Religious Observances
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you must let me know of any religious observances during the first week of class so that appropriate accommodations can be made in advance. See full details at colorado.edu/policies/fac_relig.html

Disabilities
If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation
The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website.

Policy Reference:
colorado.edu/policies/student-classroom-and-course-related-behavior
colorado.edu/studentaffairs/student-expectations

SCHEDULE

// SUBJECT TO CHANGE //

	LECTURE	LAB	READ/WATCH
1	*Course Overview; Why Text?* Exercise: Finding Authority	Feedback Workshop; Sketching, Hand-drawn Typography	*Thinking with Type,* pp. 11-51
2	*Principles of Design in Text* Assigned: Tangible Typography (Due week 4)	Principles of Design Panels, bezier game, pen tool worksheet	Illustrator Essentials on shapes/workspaces/basic illustration tools
3	*History and Anatomy of the Letterform* Exercise: Font Hunt	Expressive Words	*Thinking With Type,* pp. 52-83 Illustrator Essentials on Type, Direct Selection, Anchors
4	*What Does the Font Say?*	Watch Helvetica and post response (assign Type Specimen lab)	Watch: [Farewell ETAOIN SHRDLU](#), *Letterpress* film excerpt
5	*The Space Between* Exercise: Manual Kerning	Kerning game, Hierarchy Design	*Thinking With Type*, pp. 87-143
6	*Styling the Web* Assigned: Immersive Hypertext	Stylesheet lab, list formatting	Dynamic web tool tutorial videos 1
7	*Color and Connotation*	Mood boarding, Style guides	Listen: [Color](#)
8	*The Grid* Assign: Informational Poster Mailer	Typographic Diseases	*Thinking With Type*, pp. 151-207 Watch: InDesign Essentials 2, 4, 6-8
9	*Who is a Graphic Designer?*	Police blotter; Assign Designer Pecha Kucha	
10	*Identity*	Logotype, first half of Pecha Kuchas	Watch: Draplin Listen: [Negative Space](#)
11	*Persuasion*	Grid Resume, second half of Pecha Kuchas	
12	*Subversion* Assigned: Infographic	Counterfeit (due after break)	Listen: [Mexico '68](#) Read: Adbusters Article
FALL BREAK // FALL BREAK // FALL BREAK // FALL BREAK // FALL BREAK // FALL BREAK // FALL BREAK			
13	*Designing Information*	Data Tables, InVision Demo	
14	*Semiotics and Symbols*	Emoji Storytelling	
15	Infographic Due	Finals Week	