



COMD 1167-D137

Type & Media

Mon, 8:30am - 11:00am, Rm N1105
Wed, 8:30am - 11:00am, Rm N1101

Course Description

Maximum Credits: 4
Hours per week: 2 classroom, 4 lab

This is a foundation course in typography with an emphasis on using type for a multiple of industry related applications ranging from print to interactive. Students will be introduced to principles of type design and terminology including: variations of type structure, anatomy, font usage, grid, leading, kerning, tracking and alignment. Students will learn industry standard software such as InDesign on the Macintosh operating system.

Prerequisites

CUNY proficiency in reading, writing and mathematics OR
Co-requisite: ENG 092R (ESOL 032R) and/or ENG 092W (ESOL 031W), as required.

Instructor

Mary A. Brown
Email: mbrown@citytech.cuny.edu
Mobile: 201-407-9502
Office Hours (by appointment only): 11:00am - 12:00pm, Mon & Wed

Teaching/Learning Method

- Lectures
- Readings
- Demonstrations
- Assignments
- Quizzes
- Open Lab Website

Course Reading

- From time to time reading assignments will be listed on our **Class OpenLab Website**

Attendance

Consistent attendance is important to learning and mastering the course. If you stop attending the class and never return, without officially withdrawing, a final grade of “WU” will be given.

Academic Integrity Standards

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

Grading

- 3 Main projects and their presentations 60%
- 2 Quizzes 20%
- Participation/Weekly Assignments/Journal 20%

Statement

I reserve the right to change the syllabus or grading formula as needed, given the composition and progress of the class. I will notify you about these changes in writing on the website and orally in class as soon as I make them, giving you time to adjust your approach if. I may from time to time take pictures and video of our work in class to be used as samples or to illustrate points for future classes and to use on the course website.



- Class Policies**
- Late assignments will be penalized by a lower grade, so get your assignments in on time.
 - Any missed assignments will earn a zero grade.
 - During class, phones should be in silent mode. Please refrain from using social media or texting during class. If you must take a call, please step outside the class so you don't disturb or distract the rest of the class.
 - Respect your fellow classmates as you want to be respected.
 - When addressing emails to me, to insure that you get my attention, please write the subject line as follows: **COMD1167 [Your Name]**
 - There are no make-up classes or for quizzes. If you are absent, try to get notes from a classmate or check the OpenLab website for material covered.
 - Students have the option to revisit earlier projects and revise them based on original comments. If you feel you can improve your grade, this is your only opportunity to do so.
 - If a student finds he will not be able to be present to hand in a project on the scheduled day, it is his/her responsibility to notify the instructor PRIOR to the due date and request alternate arrangements. Points will be deducted from your project grade for missed critiques and deadlines.
 - **You must use your City Tech email for all school business. If you don't check your City Tech email regularly, you risk missing important information and deadlines.**

- Required Supplies** The following items can be purchased at a local Staples or art store:
- 8.5"x11" or 9"x11" Tracing Pad
 - 12" Ruler if your pad doesn't have a grid
 - 2 BLACK Pilot Razor Point II Fine Line Markers, 0.2mm Super Fine Point or an equivalent super fine marker/pen
 - No. 2 Pencil
 - Portfolio with plastic sleeves to keep as a Journal of all samples collected during the semester

- Deliverables**
- **The Type Book** (Project #1)
 - **Poster** (Projects #2)
 - **Magazine Layout** (Projects #3)

General Education Goals

| General Education Goal | How the goal is covered |
|---|--|
| <p>Thinking Critically The student will demonstrate the ability to evaluate evidence and apply reasoning to make valid inferences.</p> | Students will develop their critical thinking by participating in class critiques, applying standards learned in class to their own work and that of classmates. |
| <p>Social Interaction The student will demonstrate an understanding of professional ethics.</p> | Students will learn about professional ethics through discussion in class. |
| <p>Lifelong Learning The student will demonstrate an awareness of resources for continued lifelong learning.</p> | Students will be directed towards resources and techniques of research they can use as references throughout their careers |
| <p>Information Literacy</p> <ul style="list-style-type: none"> • The student will demonstrate the ability to find proper resources. • The student will demonstrate the ability to formulate relevant queries | Students will develop familiarity with professional resources and be expected to learn from them in a relevant fashion. |



| WEEK | SESSION | LECTURE | LAB | HOMEWORK |
|------|------------|---|--|---|
| 1 | 1—Mon 8/28 | <ul style="list-style-type: none"> Introduction — objections and policies of the class, file system, use of Google Drive and OpenLab, materials, CityTech email access History of Letterform — calligraphy, lettering, typography How we read Legibility vs Readability Biographical Name Tags & Introductions | Biographical Name Tag <ul style="list-style-type: none"> Students pair up and make name tags for each other, and try to best portray classmates using expressive lettering. Students then introduce each other and describe what they were trying to convey with the lettering they drew. | <ul style="list-style-type: none"> Purchase required materials. Become familiar with content on the class website Type Journal Take 20-30 pictures of type in your neighborhood, write a 1 page paper on what that typography tells you about your neighborhood, print it and add to type journal. |
| | 2—Wed 8/30 | Introduction to InDesign <ul style="list-style-type: none"> Creating a new document Rulers and measurement Text boxes Introduction to Font Book <ul style="list-style-type: none"> How fonts work digitally | Create a new Document <ul style="list-style-type: none"> Look at the new document options and change from defaults Open Font book and load a few typefaces with their fonts. Get familiarized with InDesign and its tools: change typefaces, fonts, size, etc. | |
| 2 | Mon 9/4 | NO CLASS | | |
| | 3—Wed 9/6 | <ul style="list-style-type: none"> Typographical Anatomy History of Typography <ul style="list-style-type: none"> Five Families of Type | <ul style="list-style-type: none"> Draw select letters from the 5 main families of type by tracing. The letters will be provided. Trace selected letter repeating on the page until student gets the hang of it. Next create a single word on a clean sheet. | Type Journal <ul style="list-style-type: none"> Draw in and label all parts of anatomy of the single word. Search for examples of actual typefaces and their specific use. Find examples of work that use typefaces belonging to each of the five families of type. In what scenario are they used? For example: a typeface that belongs to the Modern classification of type is used on a heading for an ad. Do this for each of the 5 families. |
| 3 | 4—Mon 9/11 | Text—Controlling Space <ul style="list-style-type: none"> Leading How and why it is measured Kerning | Positive and Negative Space <ul style="list-style-type: none"> An exercise with the focus on letterforms and positive and negative space. | |
| | 5—Wed 9/13 | Layout <ul style="list-style-type: none"> Working with the Grid InDesign <ul style="list-style-type: none"> Using the class template in InDesign Rules, stroke Project #1 Introduced The Type Book <ul style="list-style-type: none"> Students will choose a performer/famous person/fictional character who will be used for the Type Book assignment | Leading and Tracking <ul style="list-style-type: none"> Experiment with leading and kerning (without the computer) Use cut out letters glued to create words, with focus on leading and kerning, | Type Book <ul style="list-style-type: none"> Create a 1-page document which labels the following type components: baseline, meanline, capline, serif, counter, x-height, ascenders, descenders |
| 4 | 6—Mon 9/18 | InDesign <ul style="list-style-type: none"> Multi-page documents Page Panel Software <ul style="list-style-type: none"> Working with Font Book | Type Book <ul style="list-style-type: none"> Create a 5-page document. Each page should have 1 layout with specific characters of each of five families of type. Each page must display a sample of a font within a specific family, and list characteristics. | Finish Class Work |
| | Wed 9/20 | NO CLASS | | |



| WEEK | SESSION | LECTURE | LAB | HOMEWORK |
|------|--------------|--|---|---|
| 5 | 7—Mon 9/25 | QUIZ #1 Text <ul style="list-style-type: none"> Width/Weight/Posture Stress/Contrast/Serifs Introduction to the main visual differences of type Analysis of visual characteristics of a font based on weight, width and posture and on letter stress, contrast and serifs | Type Book <ul style="list-style-type: none"> Create a 6 page document. Each page must show a sampling of 3 characters comparing variations of type within each category discussed in class. Example/Weight: One character in a light face, one character on a regular face, one character on a bold face | Finish classwork Type Journal <ul style="list-style-type: none"> Find three instances of bad kerning, why do you consider these bad? Find three examples of varied leading (tight, comfortable and loose). Are these appropriate to the layout? |
| | 8—Wed 9/27 | Alignment <ul style="list-style-type: none"> FL/FR/C/J/FJ Analysis of which ones work best and under which circumstances | Type Book <ul style="list-style-type: none"> Create a 1-page document. Instructor will supply text to be positioned using all 5 main alignments | Finish classwork |
| 6 | 9—Mon 10/2 | Text <ul style="list-style-type: none"> Tracking How it is measured InDesign <ul style="list-style-type: none"> Managing tracking digitally | Type Book <ul style="list-style-type: none"> Create a 2-page document. Students will position text using specific measurements for tracking. | Finish classwork Type Journal <ul style="list-style-type: none"> Find examples of a lightface immediately placed after a bold face or vice versa Regular and italics on the same paragraph. Examples of the five different kinds of alignment discussed in class. |
| | 10—Wed 10/4 | Text <ul style="list-style-type: none"> Text on a path and spacing Vertical path Type on a smooth curve Type on a sharp curve Type on a circular path | Type Book <ul style="list-style-type: none"> Create a 1-page document. Write 4 sentences which make up a tiny story. Each sentence must be addressed (set) as one of the main paths explained in class. Notice problems that are caused by this kind of typesetting, and fix those problems. | Finish classwork |
| 7 | Mon 10/9 | NO CLASS | | |
| | 11—Wed 10/11 | What Not to Do: The computer and type <ul style="list-style-type: none"> NO HORIZONTAL AND VERTICAL SCALING Color and Legibility Typographical problems affecting legibility. | Type Book <ul style="list-style-type: none"> Create a 1 page document Create a set of background boxes which will range from 10 to 10% of a specific color. Explore what happens to type as it is set into a variations of backgrounds | Finish classwork Type Journal <ul style="list-style-type: none"> Find examples of Loose and tight tracking Type on a path |
| 8 | 12—Mon 10/16 | Visual Hierarchy <ul style="list-style-type: none"> What is a visual hierarchy? How to compare other kinds of hierarchy to a page hierarchy. Assigning importance to typographical items on a page | Type Book <ul style="list-style-type: none"> Create a 2 page document. Text will be supplied by instructor. Each page will address specific issues of hierarchy within a layout: What to do with a title, secondary text and small text | Finish classwork Study for Midterm |
| | 13—Wed 10/18 | MIDTERM (1.5 hours long) Typographical Grid and all elements <ul style="list-style-type: none"> 1 grid+ many layouts Review of all the ways in which class had used the same grid. Variation in layouts Establishing the difference between a grid and a layout | Type Book <ul style="list-style-type: none"> Create eight layouts using the same grid For these layouts use just boxes—not actual text. Instructor will select one of these layouts and then actual text will be positioned. Have some sort of non-page comparison ready to explain the use of the grid in layout design | Finish classwork Type Journal <ul style="list-style-type: none"> Color conflicts! Foreground (type) vs. background (photo, art, or solid) relationships Find an ad, or page and number its components based on the elements of visual hierarchy explained in class |



| WEEK | SESSION | LECTURE | LAB | HOMEWORK |
|------|--------------|--|--|---|
| 9 | 14—Mon 10/23 | <p>Type Book</p> <ul style="list-style-type: none"> • How to put a book together • How to prepare a book which will contain all of each student semester’s work • Paper, cover and binding choices will be discussed | <p>Fix all assignments to be included in the Type Book.</p> | <p>Finish classwork</p> <ul style="list-style-type: none"> • Re-do any pages for the Type Book as needed • Print out and assemble. |
| | 15—Wed 10/25 | <p>Type Books Turned In (group critique)</p> <p>Project #2 Introduced</p> <p>Poster Design</p> <ul style="list-style-type: none"> • Students will create a poster using primarily typography to promote an event. Emphasis should be placed on ‘hierarchy of information’ and content should be organized within an invisible grid. Subject and content to be determined by faculty. Content should include main subject (title and subtitle), a paragraph or two about the event, dates, and branding related to sponsorship or the organization behind the event. • Additional project: Interactive PDF version of the poster with one interactive component. <p>InDesign</p> <ul style="list-style-type: none"> • Bringing in Images • Linking text from one text box to the next • Rules & Breaking Rules in Layout Design • Baseline Grid | <p>Poster</p> <ul style="list-style-type: none"> • Research example posters • Sketch ideas and present three concepts. • Set-up document and begin to assemble and experiment with possible typefaces. <p>Type Journal</p> <ul style="list-style-type: none"> • Look at ads, magazines, posters, book covers, and others examples that have typography as a main component. Choose something that you are attracted to, and explain why. | <p>Finish classwork</p> <ul style="list-style-type: none"> • Sketches • Assemble relevant imagery and content. |
| 10 | 16—Mon 10/30 | <p>Possible Guest Speaker</p> <p>Poster continued</p> <ul style="list-style-type: none"> • Images • Placing Images - linking vs. embedding • Scaling, fitting, text wrap palette, clipping path, runaround, grouping • Layers – text, images, etc. • Type - create outlines, placing images • Resolution | <p>Sketches critiqued</p> <ul style="list-style-type: none"> • Revise based on feedback received in class. | <p>Finish classwork</p> |
| | 17—Wed 11/1 | <p>Continue working on poster</p> <ul style="list-style-type: none"> • Finalize sketch and begin production <p>Hierarchy of Information—Principles of design:</p> <ul style="list-style-type: none"> • Positive and negative space, Balance - Symmetrical vs asymmetrical layout, focal point, repetition, etc. | <p>Poster continued</p> <ul style="list-style-type: none"> • Poster development | <p>Finish classwork</p> |



| WEEK | SESSION | LECTURE | LAB | HOMEWORK |
|------|--------------|--|--|---|
| 11 | 18—Mon 11/6 | Continue working on poster | Continue working on poster <ul style="list-style-type: none"> Poster development: First draft due | Study for Quiz #2 Type Journal: <ul style="list-style-type: none"> Text wrap. Look at the relationship between imagery and the text next to it. Is the image contained inside a rectangular image box, another shape or requiring a clipping path? How is type reacting to this shape? |
| | 19—Wed 11/8 | QUIZ #2 Poster class critique <ul style="list-style-type: none"> Continue working on poster based on feedback Preparing for print: packaging/collecting for output | Finalize poster | Finish classwork Type Journal: <ul style="list-style-type: none"> Find two pages from a same publication. These must share a grid, but have different layouts |
| 12 | 20—Mon 11/13 | Turn in Project #2: <ul style="list-style-type: none"> Printed in color and digital version Group Critique Introduction to Project #3: <ul style="list-style-type: none"> Design magazine article: 4 pages, 2 spreads (for print). Faculty will determine subject and provide content and imagery. Requirements include use of grid, headers, subheads, dropcap, indents, columns, page numbers, images, captions, margins, gutters. | Project #3 <ul style="list-style-type: none"> Brainstorm ideas | Type Journal <ul style="list-style-type: none"> Find two pages from a same publication. These must share a grid, but have different layouts |
| | 21—Wed 11/15 | Project #3 <ul style="list-style-type: none"> Sketch ideas and possible layouts | Magazine conventions <ul style="list-style-type: none"> Headlines, Subheads, Leader Paragraphs, Primary and Secondary Drop Caps, Side Bars, Pull Quotes, Picture Captions Sketch out layout: <ul style="list-style-type: none"> Assemble relevant imagery and content. | Type Journal <ul style="list-style-type: none"> Bring in examples of 2 different magazine spreads. These must share a grid, but have different layouts. |
| 13 | 22—Mon 11/20 | Project #3 InDesign <ul style="list-style-type: none"> Character Styles Paragraph Styles | Style guide <ul style="list-style-type: none"> For magazine layout: color scheme, typefaces 2 complementary typefaces max) preferably with large families and ample variation. Determine all type for headers, body copy, captions, footer, etc. | Draft layout <ul style="list-style-type: none"> With defined style guide. |
| | 23—Wed 11/22 | Project #3 <ul style="list-style-type: none"> Style guide continued Production begins | Type Journal <ul style="list-style-type: none"> Look at magazine articles that you find interesting. How are the pages flowing in terms of typography, imagery, and actual content? What items if any seem to be common among the multiple pages? | Finish classwork |
| 14 | 24—Mon 11/27 | Project #3 <ul style="list-style-type: none"> Design grid for spreads | Project #3 <ul style="list-style-type: none"> Design 1st page of the article with attention to the treatment of header and subhead | Finish classwork |
| | 25—Wed 11/29 | Project #3 <ul style="list-style-type: none"> Layout sketch. Put together layout images and copy. | Project #3 <ul style="list-style-type: none"> First draft of article | Finish classwork |



| WEEK | SESSION | LECTURE | LAB | HOMEWORK |
|------|--------------|---|--|---|
| 15 | 26—Mon 12/4 | Project #3 • Draft 1 Due | Project #3 • In-class critique • Revisions and production | Finish classwork |
| | 27—Wed 12/6 | Project #3 | Project #3 • Revisions and production | Finish classwork • Revisions and production |
| 16 | 28—Mon 12/11 | Project #3 • Draft 2 DUE | Project #3 • Draft 2 final critique • Revisions | Finish classwork |
| | 29—Wed 12/13 | Project #3 • Final DUE • Printed in color and saved as a PDF • Final critique | | |