DSGD 99
Introduction to Typography

San José State University
Department of Design
Section 01 (20199)
Spring 2016

Instructor: Brian Jeung
Lecturer, Graphic Design
Office Location: San José State University
Art Building, ART118
Email: brian.jeung@sjsu.edu
Office Hours: By appointment
Mon/Wed/Fri 8:00 am–8:30 am
ART 118

Class Days/Time: M/W 8:30am – 11:20am
Classroom: ART 203

Prerequisites: GD: ART 24 or ANI 24,
DSGD 63,
DSGD 83
IT: DSIT 33,
DSIT 10,
DSIT 83
ID: completion of DSID 22 or
completion of DSGD 83
and concurrent enrollment in DSID 22
ANI: ANI 50

This course is 3 semester units and graded.

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignments, project handouts, etc. may be found on the faculty web page at https://sites.google.com/a/sjsu.edu/bjeung99/. You are responsible for regularly checking with the messaging system through MySJSU.

Course Description
Study letterforms and understand fundamental typographic principles with an emphasis on the vocabulary of typographic form and its relationship to message/purpose. This course will include lectures, discussions, critiques, presentations and creative work. Participation in discussion and critique is vital to the success of the class. Assignments will include researching designed artifacts, reading from textbooks, developing/creating typographical work, testing knowledge of elements of typography and giving presentations.

Student Learning Objectives
This is a studio-intensive course where exercises, assigned projects, and a midterm will address the graphic design program Student Learning Objectives, to view please visit: http://www.sjsu.edu/design/design_programs/graphic_design_program/

Students will develop typographic thinking by drawing letterforms in class, working with word, text, and grid, researching type history and use. The course also provides thorough investigation in the readability and legibility of type, as well as what effect type has on the reader.

Course Content Learning Outcomes
Upon successful completion of this course, you will, through experimentation, careful analysis, and evaluation, establish a basis for visual problem solving utilizing the following interrelated theories.

Upon successful completion of this course, students will be able to:
LO 1 – Investigate and differentiate several typefaces;
LO 2 – Articulate the major theories and rules underlying typography;
LO 3 – Explain the underlying rationale for each typographic element;
LO 4 – Explain how typography has shaped the environment;
LO 5 – Organize information to make compelling and experimental visual expressions.

Required Texts/Readings
Design 99 Course Reader, Joe Miller, PDF file provided
Recommended Readings


Library Resources (liaison):

The San Jose State University Library supports student access to information with in-person reference at the King Library Reference Desk and specialized support for Design online at http://libguides.sjsu.edu/design or by appointment with Librarian Rebecca Feind. She may be contacted at rebecca.feind@sjsu.edu or 808-2007.

Material Requirements

Laptop computer with necessary layout, illustration and font software (Adobe Creative Suite v6 or higher preferred). Data transfer device (i.e. flash drive). Art supplies including: pencils, kneaded eraser, metal ruler, black and gray markers, 9x12 marker and tracing pads, clear push pins, x-acto knife with #11 blades, portable cutting mat, liquid adhesive (no spraying allowed in classrooms). Access to a digital camera and/or scanner.

Expenses

Estimated cost for semester supplies/materials will vary according to the individual, approximately $100–$300. There is a lab fee for this course to cover software licensing, printing consumables, and related infrastructure and includes black and white (8.5 x 11) or (11 x 17) and color (8.5 x 11) or (11 x 17) prints.

Administrative Policies

This course is an essential component of your curriculum at SJSU. We have a good amount of work to complete this course, so in order to professionally and effectively deliver the curriculum it is necessary to establish some ground rules. Students are expected to read this syllabus thoroughly and to observe all of the regulations laid out below.
Classroom Protocol

We are involved in a mutually beneficial communal learning experience, one that requires full attention and respectful behavior toward all members of the class. In order to maximize the learning experience, students are requested to observe the following etiquette guidelines:

- Students must take every step necessary to minimize distractions during class.

- Students are expected to arrive on time and to remain in class until the class is over, or excused. If you have a prior engagement that requires you leave before the end of class, please inform the instructor before class and take pains not to disturb other students when you leave.

- All critiques begin 15 minutes after official class start time; no work is to be added to the wall after a critique begins. It is your responsibility to inform yourself of any announcements or requirements that you miss due to late arrivals. Please do not interrupt class to ask about these. Remain after class if you have questions.

- Electronic devices not directly pertaining to your participation in this class must be turned off and put away before class starts. This means you may not place or receive calls, messages, play games, check e-mails, surf the web, pop into Facebook, Twitter, etc.

- Laptops are to be used for course related purposes only.

- Please do not eat during class.

- Socializing during lectures or when other students are presenting material for the benefit of the class is counterproductive and inconsiderate.

- No spray-mount adhesive spraying in the class.

- Do not use tabletops as a cutting surface.

- Clean your work area when leaving the classroom.

It is expected that there will be 1.5 to 2 hours of homework for each hour of class (including exercises and project work).

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.
Grading Policies

The project and course performance will be evaluated according to the following components. Each project will be graded upon completion and assigned a letter grade according to the University policy—A through F. An incomplete will be granted to students with documented extenuating circumstances e.g. debilitating illness, family emergency etc. Bases for the grading are:

Problem solving skills - LO 1–3
Planning, organizing, research and content gathering (message development), analysis, sketching and content integration.

Formgiving skills - LO 4 and 5
Design exploration, development, and refinement. The synthesis of the elements, principles, and attributes of form into an effective, evocative product. The verbal/visual investigation of form and function.

Presentation skills - LO 4 and 5
The skill, dexterity, and attention to detail exhibited in presentation. The quality of line and form necessary for effective visual communication.

Participation and Preparation - LO 2, 4 and 5
Producing appropriate solutions to all required phases of development on projects both in quality and quantity. Engaged in class critiques and activities.

The semester grade will be weighted according to the following percentages:
Exercises (average): 20%
Project 1: 20%
Project 2: 20%
Midterm Exam: 20%
Project 3: 20%

Grading Scale
A-, A, A+ = Excellence (3.7–4.0)
Student consistently delivers creative and high quality work and demonstrates the ability to explore a wide range of alternative options as well as the ability to make intelligent and informed decisions on the final solution. Student is able to refine final solutions to instructor feedback. Student shows the ability to communicate ideas clearly and completely, both visually and verbally. Well-crafted and informed arguments support any and all design decisions. All projects are complete and on time. Student demonstrates a strong, engaged effort in work and in class. Student maintains at all times a positive attitude and commitment towards the profession, classmates, the instructor and their own development. Student participates in all regularly scheduled classes. Overall, student meets and exceeds the requirements of the course.

B-, B, B+ = Very good work (2.7–3.6)
Student demonstrates an above average effort in all areas. Work is complete and demonstrates no craft or technical problem areas. Student shows the ability to communicate decent rationale for design decisions and demonstrates
improvement in all areas of professional development as a designer. Student maintains a positive attitude and involvement in all coursework and class activities.

C-, C, C+ = Adequate, average work (1.7–2.6)
Student produces the minimum work required at an average quality level and provides basic explanations for design decisions. Student demonstrates a basic understanding of the principles presented in class and may have some craft and technical problem areas. Student demonstrates average participation in all regularly scheduled classes.

D-, D, D+ = Poor work and lack of effort (0.7–1.6)
Student produces the minimum work required at below average quality and demonstrates little understanding of the principles discussed in class and is unable to convey creative and craft and technical ability as required. Student shows little participation.

F = Failure to meet the course requirements (0.0–0.6)
Student demonstrates a lack of understanding of the basic principles discussed in class and is unable to convey creative and craft and technical ability as required. Student has little or no involvement in class discussions, repeatedly misses deadlines or critiques, and demonstrates little commitment to learning and their own development. Student shows little participation and/or is consistently late for class.

Important Notes about Grading
All projects and specific exercises are graded, therefore you should do your best on them or your course grade will be adversely affected.

It is very important to complete all projects because:
1) Each develops a skill necessary for successful completion of projects.
2) Missing a portion of these projects can lower your course grade substantially.

Deadlines and Late Assignments
During the regularly scheduled class day is when you will submit projects. No extensions will be given except in cases of documented emergencies, serious illness and only with prior arrangements. If such a circumstance should arise, please contact the instructor as early as possible and be ready to provide documentation. Assignments will lose a full letter grade for each day late. Graded assignments more than 3 days late will not be accepted. In such cases, a grade of zero credit will be entered.

Extra Credit
Out of general fairness to all students, there will be no opportunities for extra credit projects given in this class.
University Policies

Academic Integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments and or projects are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Student Affairs
The Division of Student Affairs provides a wide variety of services – career development, health and wellness, campus life, leadership development, cross cultural experiences, disability resources, psychological counseling, student housing, recreation, and co-curricular events. If you are interested in learning more about the departments and opportunities and services, please visit http://www.sjsu.edu/studentaffairs/

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center’s tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring
in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

Campus Emergency Numbers
Police 911
Escort Service 4-2222
## Course Schedule

This schedule is used as a guideline and subject to change with fair notice. You are responsible for any updates through classmates or email.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Projects, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/1</td>
<td>mon: Course overview and objectives, <strong>Exercise E-1</strong>, Exercise E-2 (LO 1~5)</td>
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<tr>
<td></td>
<td>2/3</td>
<td>wed: <strong>Exercise E-2 Due</strong>, Exercise E-3 (LO 1, 2, 3)</td>
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<tr>
<td>2</td>
<td>2/8</td>
<td>mon: <strong>Exercise E-3 Due</strong>, Exercise E-4 (LO 1, 2, 3)</td>
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<td></td>
<td>2/10</td>
<td>wed: <strong>Exercise E-4 Due</strong>, Project 1 description (LO 1~5)</td>
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<tr>
<td>3</td>
<td>2/15</td>
<td>mon: Project 1 Critique 1, discussion (LO 1~5)</td>
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<tr>
<td></td>
<td>2/17</td>
<td>wed: Lecture 1, Work session (LO 1, 2, 3)</td>
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<tr>
<td>4</td>
<td>2/22</td>
<td>mon: Project 1 Critique 2, discussion (LO 1~5)</td>
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<tr>
<td></td>
<td>2/24</td>
<td>wed: Lecture 2, Work session (LO 1, 2, 3)</td>
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<tr>
<td>5</td>
<td>2/29</td>
<td>mon: Project 1 Critique 3, discussion (LO 1~5)</td>
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<tr>
<td></td>
<td>3/2</td>
<td>wed: <strong>Project 1 Due</strong>, Critique and discussion (LO 1~5)</td>
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<tr>
<td>6</td>
<td>3/7</td>
<td>mon: Lecture 3, Project 2 description (LO 1~5)</td>
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<td></td>
<td>3/9</td>
<td>wed: Project 2 Critique 1, discussion (LO 1~5)</td>
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<td>7</td>
<td>3/14</td>
<td>mon: Lecture 4, Work session (LO 1, 2, 3)</td>
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<td>3/16</td>
<td>wed: Project 2 Critique 2, discussion (LO 1~5)</td>
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<tr>
<td>8</td>
<td>3/21</td>
<td>mon: <strong>Project 2 Due</strong>, Critique and discussion (LO 1~5)</td>
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<td>3/23</td>
<td>wed: <strong>MIDTERM Exam</strong></td>
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<tr>
<td>9</td>
<td>3/28</td>
<td>mon: <strong>SPRING BREAK, CAMPUS CLOSED</strong></td>
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<td></td>
<td>3/30</td>
<td>wed: <strong>SPRING BREAK, CAMPUS CLOSED</strong></td>
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<tr>
<td>10</td>
<td>4/4</td>
<td>mon: Exercise E-5, Lecture 5 (LO 1~5)</td>
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<td></td>
<td>4/6</td>
<td>wed: <strong>Exercise E-5 Due</strong>, Exercise E-6 (LO 1, 2, 3)</td>
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<td>11</td>
<td>4/11</td>
<td>mon: <strong>Exercise E-6 Due</strong>, Exercise E-7, Lecture 6 (LO 1~5)</td>
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<td>4/13</td>
<td>wed: <strong>Exercise E-7 Due</strong>, Exercise E-8 (LO 1, 2, 3)</td>
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<td>12</td>
<td>4/18</td>
<td>mon: <strong>Exercise E-8 Due</strong>, Project 3 description (LO 1~5)</td>
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<td></td>
<td>4/20</td>
<td>wed: Project 3 Critique 1, discussion (LO 1~5)</td>
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<td>13</td>
<td>4/25</td>
<td>mon: Lecture 7, Work session (LO 1, 2, 3)</td>
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<td></td>
<td>4/27</td>
<td>wed: Project 3 Critique 2, discussion (LO 1~5)</td>
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<tr>
<td>14</td>
<td>5/2</td>
<td>mon: Work session (LO 1, 2, 3)</td>
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<tr>
<td></td>
<td>5/4</td>
<td>wed: Project 3 Critique 3, discussion (LO 1~5)</td>
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<tr>
<td>15</td>
<td>5/9</td>
<td>mon: <strong>FINAL Assignment description</strong>, Work session (LO 1, 2, 3)</td>
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<td></td>
<td>5/11</td>
<td>wed: Project 3 Critique 4, discussion (LO 1~5)</td>
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<tr>
<td>16</td>
<td>5/16</td>
<td>mon: <strong>Project 3 Due</strong>, Critique and discussion (LO 1~5)</td>
</tr>
<tr>
<td>Final</td>
<td>5/18</td>
<td>wed: <strong>FINAL Assignment Due</strong>, discussion (LO 1~5)</td>
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