

nils@nilslindstrom.com

### **Week 1**

ASSIGNMENT: Chisel Point Old Style Letterforms

CONCEPTS COVERED: Typography nomenclature, History of Latin based alphabets and letterforms, Logic of Old Style Type, Letter spacing.

OUTCOMES: Eye Hand coordination and drawing skills. Understanding the Logic behind the thicks and thins of Classic typography.

### **Week 2**

ASSIGNMENT: Quadrata Letterforms, Watch Documentary "Helvetica"

CONCEPTS COVERED: Evolution of typography. Introduction of the miniscule, Hand lettered gothics, Old English, and Germanic forms

Outcomes: Eye Hand coordination and drawing skills. Understanding the Logic of Quadrata spacing. Students learn where they are in the history of graphic design and the evolution of typography.

### **Week 3 - 5**

ASSIGNMENT: Word Games

CONCEPTS COVERED: Concept thinking. Build up lettering technique with pencil to precision. Further study of Old Style, Modern and Slab Serif Styles. Matt cutting demonstration

OUTCOMES: Eye Hand coordination. Students internalize the nuances of letterforms: inside curve vrs. outside curve, weight relationships, spacing issues and differences in type styles. Students also learn how to tease out the letterforms in an organized and professional manner. Experience with professional presentation of work. Precision drawing skills.

### **Week 5 - 6**

ASSIGNMENT: Type Manipulation

CONCEPTS COVERED: changing weight, character width, and slant of letterforms without losing the integrity of the letterforms. Discussion and demonstration of the pitfalls and challenges of manipulating type. Book making demo

OUTCOMES: A keener sense of where to shift and adjust the type forms. Understanding the essential role of the designer vrs the computer in decision making.

### **Week 7**

ASSIGNMENT: Formal Script

CONCEPTS COVERED: Italicized letters. Connecting letters

OUTCOMES: Eye Hand coordination and an deeper appreciation of the hand written word. Understanding of tangential connections, modularity of type forms and typographic rhythm.

### **Week 8 - 10**

ASSIGNMENT: Decorative script

CONCEPTS COVERED: Expressive, decorative elements in letterforms. Digital drawing

OUTCOMES: Sensitivity to embellishing typeforms without looking contrived or heavy-handed. Conventions and rules to drawing decorative elements that enhance the type. Migration to Adobe Illustrator and experience drawing with bezier curves. Orthogonal drawing concepts explained.

### **Week 11 -14**

ASSIGNMENT: Monogram

CONCEPTS COVERED: Customized typography. Combining other typographic elements with a Monogram. Consideration of Color and file types for digital assets.

OUTCOMES: This assignment combines the principles of all the previous exercises into one problem. Students will experience the process of conceptual drawings, variations of those concepts, tightening of the design and final execution in digital format. Student will have a working knowledge of the proper file types for digital asset creation.

### **Week 14**

Test: Identification of 35 typefaces

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**Attendance:** To complete a course successfully, you must attend all class sessions (unless you are engaged in research or location assignments that have been authorized in advance by the class instructor of the missed class). The instructor takes roll at the beginning of each class, and at the discretion of the instructor, three or more absences may result in a grade of F. If you miss a class due to illness, discuss the absence with the instructor at the next class meeting. If you are ill for a week or longer, please contact your department chair's office and inform them of your absence. Please see the Student Handbook for additional guidelines.

**Homework (Or Assignments):** Work that is completed and handed in on time (beginning of class - not 30 minutes after) may be reworked and regraded at any time during the term. Late work receives a grade reduction for each week it is late and may not be reworked or eligible for a grade change. If you know you're going to be absent send your work with a classmate.

**Final assignment/presentation:** Work should be on the crit walls at beginning of class. Don't wait to be told to put your work up. They should look professional. Participation: I'm not here to spoon-feed you. Part of your education is to learn to effectively articulate the reasonable defence of an idea or the invalidity of another one. There will be no Sketchbook/Workbook, Mid-term assignment, Writings or Field trips required for this course.

### Equipment/Supplies

Bulleted items are required on the first day

- One large pad of tracing paper (no smaller than 19" x 24")
- Calligraphy pen 3.5 or 5.0 (or both is you're an over-achiever!)
- Mechanical pencil (lead holders) with B or F lead. Note: the default lead is an HB. and is too light. When purchasing the B or F lead, check the marking on the side of the lead to make sure it's really what the package says.
- Eraser shield
- Mechanical pencil pointer
- X-acto knife with blades
- T-square - 24 " aluminum standard 2133 (If you already have a T-square use that)
- Adjustable triangle, medium 8"
- Tape or magnets (blue tape will stick to the crit walls)
- Kneaded rubber eraser
- Portable jump drive or storage device
- Photo quality ink jet paper (as needed)
- 24" x 18" or 20" x 26" drafting board with metal edge
- Two sheets of art center special white paper (for padding on the drafting board) or borco surface
- One sheet of 1/8" graph paper (large enough to almost cover drafting board)

**Required Book\***Typographic Specimens: The Great Typefaces,  
Philp Meggs, Rob Carter.  
Van Nostrand Reinhold, New York

### Optional Books

- \*Fonts & Logos, Doyald Young. Adelphi Press
- \*The Type Specimen Book, Van Nostrand Reinhold
- \*Dangerous Curves, Doyald Young.

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### **Academic and Creative Honesty**

**Plagiarism:** Plagiarism occurs when another person's idea, language or image is borrowed or stolen in its entirety and is not properly acknowledged. When presenting written materials, the words of another must be placed within quotation marks and a reference to the source provided. We assume that artists and designers commonly draw on other artists' work for reference or inspiration or to comment on those artists' work. We encourage this type of exploration. However, there is a fine line between "drawing inspiration" from a piece and making a literal copy. When a student represents a literal copy of another artist's work as his or her own, this is considered plagiarism. No student may disclose or exploit the ideas of another without that person's express written permission.

If it is determined that a violation did take place, the department chair or the Director of Writing shall inform the student about the academic sanction for the policy violation, which can range from a warning, assignment re-do, a grade of "F" for the assignment or a grade of "F" in the course. A further sanction may be to drop the student from the course immediately and/or dismissal or suspension from the College.

Submission of same work in two courses without explicit permission to do so: Presenting all or part of work done for one course in another course requires permission of the instructors of the involved courses.

**Unauthorized Collaboration:** In many course activities, other than examinations, collaboration is permitted and encouraged. Course syllabi and in-class instructions will usually identify situations where collaboration is prohibited, but the student shares responsibility for ascertaining whether collaboration is permitted.

**Cheating:** This is a very broad category encompassing a variety of forms of misrepresentation and fraud. Cheating is defined as accepting or giving aid to another during a written exam or for a written report unless authorized by the instructor, or accepting or giving aid to another for an individual studio project unless authorized by the instructor. This includes representing another person's work as one's own, or buying or selling written or visual work to be turned in for a class.

Cheating includes dependence on sources other than those specifically authorized by the instructor; possession of tests or other materials before such materials have been distributed by the instructor, unless prior permission is granted; failing to abide by the instructions of the instructor with respect to test-taking procedures. Examples include sharing exam answers, presenting work done by another as one's own, changing in any way work which may be reviewed in response to a grade reconsideration request, having a falsely identified person take an exam, or using notes, books and the like in closed-book examinations.

### **Policy Against Harassment**

The College is committed to providing a safe environment for teaching and learning. All of us must work together to maintain an environment that is free of unlawful discrimination and/or harassment. In keeping with this commitment, the College maintains a strict policy prohibiting unlawful harassment on campus, including sexual harassment and harassment based on race, sex, gender, color, national origin, age, ancestry, religion, sexual orientation, gender identity, marital status, physical or mental disability, medical condition, pregnancy, or any other characteristic protected by law. Harassment of another individual or group, by any student or employee (including faculty and staff), or by any third parties, such as vendors or visitors, is strictly prohibited.

If you have any questions about what constitutes harassing behavior, please bring such questions to the attention of Tracy Poon Tambascia (Dean of Students and Vice President of Student Affairs) or any other senior member of the administration or faculty.

Please see the Student Handbook for additional guidelines on the above.

### **Accommodations for Students with Disabilities**

Students who have a documented disability must meet with the Disability Services Coordinator, Shane Hart (ext. 2323), to review the documentation and discuss required accommodations BEFORE they are implemented in the classroom. Please do not request extra time on an assignment or exam, testing in a separate environment or any other accommodation without written communication from the Disability Services Coordinator to your instructor that such accommodations are appropriate. Centralizing the accommodations approval process insures consistency and fairness for all students with documented disabilities and removes the faculty from the position of having to verify difficult and often sensitive disability issues.

The full Disability Policy can be found at <http://www.artcenter.edu/accd/students/disability/disability.jsp>

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A 4.00 grade points

An "A" is a high honor grade that is reserved for exceptional students who have excelled in the production required for the class in either visual or written form. The work leaves little or no room for improvement. The structure is complete; the content is clear and substantial. In addition the student has participated actively and helpfully in class critiques. The student sees many sides of an issue, integrates ideas previously learned and anticipates the next steps in the progression of ideas. The "A" student is an example for others to follow.

A- 3.7 grade points

B+ 3.4 grade points

B 3.00 grade points – minimum cumulative level of accomplishment required for graduation from the Graduate Studies Program

A "B" is an honor grade that is given to students who demonstrate a solid understanding of the assignments given and have produced work of considerable achievement. The "B" student is an active listener, and accomplishes more than the minimum work required. The work is good and the focus is clear; however some areas though grasped, have not been used, developed or fully exploited. A "B" should be considered a high grade given to students of significant potential that have specific areas to be developed.

B- 2.7 grade points

C+ 2.4 grade points – minimum cumulative level of accomplishment required for graduation from the Undergraduate Program at Art Center

A "C+" is an average grade that demonstrates a satisfactory comprehension of the subject. "C +" work accomplishes the all of requirements with basic competency and momentary flashes of insight.

C 2.00 grade points

A "C" is an average grade that demonstrates a satisfactory comprehension of the subject matter, accomplishes the minimum requirements, displays average initiative, communicates orally and in writing at an acceptable level, and generally has an acceptable understanding of all basic concepts. However, while there is understanding, the student has not yet found a way to make the material his or her own.

C- 1.7 grade points

D+ 1.4 grade points

D 1.00 grade points

A "D" is a barely passing grade - the lowest grade possible for a delivered product. Although the student has met only the most basic requirements of the class, their work still qualifies them to progress to the next level of study/production. The work shows little understanding or connection with the material and is seriously flawed. At the discretion of the instructor, the "D" grade should be reserved for some extreme circumstance/disconnect from the standard grading matrix that allows a student to do so poorly and still pass the class.

F 0.00 grade points

An "F" is a failing grade that is given to students who have been absent from class 3 or more times and/or have not produced the work required. The quality and quantity of the work in and out of class is unacceptable. The work does not qualify the student to progress to a more advanced