



Section 1. Proposed Course Outline (A general statement of course content that informs class syllabus construction. Once approved, all sections of a given course must include this content, no matter which instructor teaches the course, or the mode of delivery. Divisions must include this new course outline in the Divisional Course Outline binder as required by COPPs.)

Course Number: **MUL 220** Full Course Title for print catalog: **Intermediate Typography**

Abbreviated Course Title for Banner: **N/A** (30 character limit)

Prerequisites: Art 119: Typography I

Co-requisites: none

Grade Option: X Graded (with P/NP option) Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
__ Lecture	__ hours (lecture credits x 10)	__ hours (lecture credits x 12)	__ hours (lecture credits x 11)
3 Lec/Lab	<u>60</u> hours (lec-lab credits x 20)	<u>72</u> hours (lec-lab credits x 24)	<u>66</u> hours (lec-lab credits x 22)
__ Lab	__ hours (lab credits x 30)	__ hours (lab credits x 36)	__ hours (lab credits x 33)
3 Total credits (sum)	<u>60</u> Total hours (sum)	<u>72</u> Total hours (sum)	<u>66</u> Total hours (sum)

Course Description (1000 character limit):

This course provides students with an in depth understanding of how typography is used to communicate content both visually as image as well as through the invisibility of well chosen body type. Type hierarchy and grid systems will be explored in order to provide graphic design students with organizational layout skills commensurate with what is needed as a design professional. Communication of other information, i.e., data, graphs and tables will also be considered. The etiquette of whole page and multi-page document layout will also be taught. Students will perform a series of projects to demonstrate skill in these areas.

Course Outcomes and Proficiencies

What will the student *know* or *be able to do* at the end of the course?

What *attitudes* related to the subject will the student hold?

Upon successful completion of this course, the student will:

- A. Be able to demonstrate a clear understanding of the history of type and type classification.
- B. Be able to demonstrate knowledge of the vocabulary of type and page layout.
- C. Be able to demonstrate type as image.
- D. Be able to demonstrate knowledge of the geometry of page layout utilizing grids.
- E. Be able to communicate data within a document in a clear way.

Assessments Planned

What evidence will demonstrate that students have achieved course outcomes? (assessment tools may include departmental tests, written products, portfolios, juried performances, quizzes and exams, or alternative assessments such as qualitative studies, capstone projects, external reviewers, etc.)

How each outcome will be assessed:

- Tests or quizzes
- Tests or quizzes
- Assignments, class exercises
- Assignments, class exercises
- Assignments, class exercises

G. Be able to demonstrate a knowledge of type as a form of branding within a organization	Assignments, class exercises
H. Be able to Explore creative ways to break with the conventions taught for advanced aesthetic concerns.	Assignments, class exercises

Course Content by Major Topics

What topics will be presented? What are the main activities of the course? What are the central themes? (See sample at <http://www.lanec.edu/cops/format3.htm>.)

Topics:

- I. Review history of typography
 - A. Development of alphabets
 - B. Calligraphy
 - C. Print technology and type
 - D. Digital typefaces
- II. Review classification of typefaces
 - A. Classical
 - B. Transitional
 - C. Modern
 - D. Slab serif
 - E. Sans serif
 - F. Decorative
 - G. Contemporary fonts
- III. Review vocabulary of type
 - A. Units of measure
 - B. Anatomy of type
 - C. Leading, spacing, kerning
 - D. Readability and legibility
- IV. Typography of the page
 - A. Alignment, mathematical and optical
 - B. Measure and depth of columns
 - C. Typographical hierarchy
 - D. Typographical etiquette
 - E. Body type as shape
 - F. Shaping the page
 - G. Page layout for larger documents
- V. Grid systems
 - A. The geometry of page layout
 - B. Grids for organization of type
 - C. Breaking the grid
- VI. Information and type
 - A. Type, tables and graphs
 - B. Communicating data within a report
 - C. Using the grid in informational documents
- VII. Type as image
 - A. Hand rendered type
 - B. Type as a logo or brand
 - C. Branding with type in multiple documents

Section 2. Proposal Information

Course Developer:

Tom Madison

Date: 03/20/12

Catalog year to take effect:

2012-2013

Type of Proposal

X New course

Currently 199 or 299

Experimental Course

199 Special Studies

299 Trends

Revised course (If increasing credits, use credit change form)

Reactivated course with no change

Reactivated course with changes

Type of Course:

Lower Division Collegiate (transfer)

X Professional/Technical (required or elective)

Developmental, numbered below 100

Rationale:

How does this proposal further the goals of the program or department?

As much of the vocational potential of a person obtaining a graphic design degree is for page layout, which includes publishing, pre-press production for printing and design and production of advertising and marketing materials, an emphasis must be put on this within the program to ensure students are adequately prepared.

What assessment evidence supports this proposal?

Throughout the past two years I have been researching other graphic design programs in Oregon and Washington. I have contacted counterparts at five community colleges and have both interviewed them as well as been provided with comprehensive curriculum materials from them. All the programs surveyed have two or three typography courses required for their degrees. Lane Community College only requires one. This research, along with many meetings with the faculty at lane as well as the graphic design advisory board have led to the curriculum proposed here.

How do you know there is a demand for this course?

Along with the research cited above, I have also contacted the two universities in Oregon (OSU and PSU) that offer bachelors degrees in graphic design to see how Lane transfer students have fared. The consensus was that more typography was needed in our program. Additionally, I have polled design professionals who are on the advisory board as well as those that provide internships for Lane students and there was a consensus among them that typography was something that needed more emphasis within the program.

Section 3. Curriculum Equity (<http://www.lanecc.edu/cops/curric.htm>)

To promote an environment where all learners are encouraged to develop their full potential, this course will support Lane's Curriculum Equity policy in the following way(s):

As graphic design is a field that requires only that a person have the ability to see and communicate as well as operate a computer, it is by nature a very inclusive profession. Persons with a wide variety of disabilities can make their livelihoods through this creative profession. In giving digital presentations where designers are featured or in inviting guest speakers to come to the class, the faculty will endeavor to bring this diversity to light. The profession will always be portrayed by faculty as one that counts a rich diversity of race, religion, gender, disability, nationality and backgrounds among its constituents.

Section 4. For revised courses only: PREVIOUS Catalog/Course Information:

Course Number: _____ Course Title in Banner: _____ (30 characters maximum)

Full Course Title in print catalog:

Prerequisites:

Co-requisites:

Grade Option: Graded (with P/NP option) Pass/No Pass only

Number/Type Credits	Term Minimum Contact	Term Maximum Contact	11-Week Term Contact
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__ Total credits (sum)	__ Total hours (sum)	__ Total hours (sum)	__ Total hours (sum)

Course Description:

What will change? Course Number Title Course Description Credit hours Contact hours

Section 5. Support Courses (New Professional/Technical course proposals must complete.)

Professional/Technical courses are tracked within programs for purposes of Carl Perkins funding and budgetary planning. Indicate all degree or certificate programs for which this course will be required.

Program	Division
Graphic Design	Art and Applied Design

Section 6. Overlap Courses (New course proposals must complete.)

While overlap of course materials is not necessarily a flaw, duplication of course materials may lead to inefficient use of college resources. If there is overlap, the faculty of overlapping courses must agree on the extent of overlap and attach a rationale explaining its necessity.

Indicate all departments/courses that this course may overlap. Division Dean of existing course enters one of three options at right. Note: N/A is not an option.

Options:

1. Approved: course does not overlap.
2. Approved: overlap is acceptable. Rationale attached.
3. Disapproved: reasons attached.

Division	Course Number / Title	% Overlap	Option	Division Dean of existing course (Signature required for all options)	Date

Section 7. Qualification to fulfill degree requirements (complete all relevant forms, available at <http://www.lanecc.edu/currsched/drrcforms.htm>, and send to Mary Brau for the Degree Requirements Review Committee):

Form(s) applying for the following degree requirement status have been attached. (Only check this box when forms have been completed and attached.)

AAOT, ASOT-Bus, OTM:

- Arts & Letters
- Social Sciences
- Science / Mathematics / Computer Science

AAOT:

- Ethnic/Gender/Cultural Diversity

AAS, 1-year and 2-year certificates:

- Human Relations

Section 8. Library Impact Statement

Under accreditation standards, Library consultation is essential for new programs, new courses and for substantively revised courses when the revisions entail any change in library use.

What assignments will require the use of library and information resources?

Every assignment lends itself to the possibility of using the library as a resource. At least one assignment requires research into the biography of a known typographer.

Each academic area has a Liaison Librarian (<http://www.lanec.edu/library/services/liaison.htm>). Contact the designated librarian to discuss the library needs of your course. Please allow the librarian at least one week to assess library resources.

To be completed by Liaison Librarian:

Library resources are adequate to support this proposal.

Additional resources are needed but can be obtained from current funds.

Significant additional Library funds/resources are required to support this proposal.

Liaison Librarian

Date

Section 9. Divisional Approval (To be completed by Division Chair and Administrative Assistant)

Human, Physical, and Financial Resources:

Additional instructional costs (staff, materials, services or facilities) will be incurred to offer this course.

Source of funding:

No additional instructional resources (staff, materials, services or facilities) are needed to offer this course.

Explain:

Required Certifications:

We have developed minimum course certification standards according to the COPPs procedure "Instructor Qualifications: Credit," to be filed with OISS upon course approval.

We have completed faculty certification form(s) for faculty qualified to teach this course, to be filed with OISS and Human Resources upon course approval.

Fees:

We have completed fee rationale and fee request forms to be submitted to OISS upon course approval, in compliance with the COPPs procedure, "Fees: Special"

No special fees will be required for this course.

Divisional Recommendation:

The Division Chair and Administrative Assistant have reviewed this course proposal and kept a copy for divisional files.

Faculty review of this course was completed within the division on ____ (date).

Pass

Do Not Pass

Administrative Assistant/Coordinator

Date

Division Dean

Date

Section 10. College Approval

Curriculum Committee Chair

Date

Executive Dean

Date

Curriculum Approval
Committee hearing: _____

Date

Vice President, Academic Affairs, Chief Academic Officer

Date