OUTCOMES BASED LEARNING MATRIX

Course: ARTG112 — TYPOGRAPHY   **Department: VISUAL ARTS**

Course Description: This course is a study of the design history and use of letterforms. Topics include characteristics of the major typeface families, typographic contrasts, legibility through design, and the nomenclature of type. Computer-assisted assignments are an integral part of this course. Two lecture and two laboratory hours per week. Prerequisite: ARTG 281 Computer-Aided Graphic Design or permission of instructor.

*COURSE OUTCOMES	OUTCOMES ACTIVITIES	ASSESSMENT TOOLS
Upon completion of the course the students will be able to:		
State a brief history of letterforms	a) Listen to a lecture on the history of typography and alphabet. (W) (R) b) Read and study written materials concerning the parts and characteristics of the typeface families. (R) (W) (CT) (TS)	a) Take exams that measure an understanding and knowledge of the focus of typography. (CT) (W) (R) b) A research paper combines a final project that demonstrates an understanding of the relationship between type and image. (CT) (TS) (OC) (R) (W)
Utilize the structure of letterforms	a) A series of sketches that cover basic materials and techniques use in the design professional. (CT) (TS) (OC)	a) Professor evaluation of craft b) Individual and group critiques throughout the semester that can help students to develop conceptual skills, critical thinking, verbal articulation, problem analysis and problem solving skill. (CT) (OC) (QS) c) Professor evaluation of project based on experience
Describe the history of topography	a) Read and study written materials concerning the parts and characteristics of the typeface families. (R) (W) (CT) (TS)	a) Take exams that measure an understanding and knowledge of the focus of typography. (CT) (W) (R) b) A research paper combines a final project that demonstrates an understanding of the relationship between type and image. (CT) (TS) (OC) (R) (W)

Identify the characteristics of major typeface families	a) Typographic contrast and parts of characters studies through the introduction of the different typeface families (R) (W) (CT) (TS)	a) Take exams that measure an understanding and knowledge of the focus of typography. (CT) (W) (R) b) Evaluation of sketches that indicate an understanding of characteristics of typeface families
Discuss metaphor and symbolic use of language to explore the verbal and visual relationships of type and image	a) Listen to a lecture on the development of conceptual skills, critical thinking, verbal articulation, problem solving skills and use of metaphor (W) (CT)	a) Evaluation of sketches that indicate the design concept b) Individual and group critiques throughout the semester that can help students to develop conceptual skills, critical thinking, verbal articulation, problem analysis and problem solving skill. (CT) (OC) (QS)
Describe the evolution of font technology from metal to computer	a) Demonstration of the metal type and use of the computer layout software (TS)	a) Computer assisted assignments combine with projects. (CT) (TS) (OC) b) Effective use of multiple layers c) Choice of tools for design purpose d) Retouch image e) Preparation of image for the type of media
Compose projects that demonstrate understanding of typographic contrasts, legibility through design and the nomenclature of type	a) Listen to a lecture b) Demonstration of different characteristics of typefaces and their uniqueness for better readability	a) Evaluation of sketches that indicate an understanding of characteristics of typeface families b) Class discussion of different typefaces

*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

**Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (w).