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| Course unit title: | ADVANCED TYPOGRAPHY | | | | |
| Course unit code: | AGDS301 | | | | |
| Type of course unit: | Compulsory | | | | |
| Level of course unit: | Bachelor | | | | |
| Year / Semester of study: | 3 rd / Fall | | | | |
| Number of ECTS credits allocated : | 6 | Lectures p/w: | 3 | Labs p/w: | 0 |
| Name of lecturer(s): | Demetris Kokkinolambos | | | | |
| Learning outcomes of the course unit: | <ul style="list-style-type: none"> • Identify and examine design conventions/practice and evaluate their relevance to current forms of visual communication. • Evaluate the observed visual relationships between word and image within acceptable design parameters, and develop an intellectual understanding of space in relation to type. • Produce visual work which suitably demonstrates an ability to use and specify appropriate technology/media. • Recognize the use of typography as a translation vehicle from a written text and utilise the importance of type as image. • Develop an advanced level of understanding through the use type in relation to legibility and readability for a continuous text, taking into consideration the various levels of communication; conceptual thinking, visual impact, grid systems, typographic freshness and printing techniques. | | | | |
| Mode of delivery: | Face-to-face | | | | |
| Prerequisites: | AGDS216 | Co-requisites: | None | | |
| Recommended optional program components: | None | | | | |
| Course contents: | <p>Analytical and creative thinking in designing with typography: Advance the conceptual meaning with the use of typography, stressing communication skills with the use of emotional and intuitive typographic designs. Understand and analyse the brief to a Typography Emphasis Project. Attend and generate new and fresh visual ideas to a Creative Brainstorming Session. Interpret in visual form the meaning of typography and text. Utilize and implement visual work with emphasis in individuality, design experimentation and personal expression. Visualize and communicate ideas with conceptual thinking in mind, graphic elements and typography as the driving force to achieve a unique and fresh result for a proposed composition.</p> <p>Research for understanding visually in designing with text, image and concept: Attend and analyze a new brief project involving personal research and knowledge for visual interpretation. Stress and understand issues such as legibility and readability of continuous text as well as the importance of type as image. Experiment with continuous text in booklet designs with the creative use grid and graphic elements. Give special attention to visual problem issues such as readability, flow of reading, grid systems and uniformity in designing booklets. Appreciate process in design through sketching and layout techniques. Utilize image-making that they have been introduced with special attention to typography as a means of expression and sometimes replacing traditional images.</p> <p>Production, presentation and communication using printing and binding techniques: Give great attention to printing techniques and finalizing the booklet with the selection of paper. Give great attention to binding techniques which they have been explained. Give great attention to production and presentation of final visual product. Explain, defend, and initiate discussion and/or debate. Communicate visually. Convince through attention to detail, structure, printing technique,</p> | | | | |

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| | <p>presentation level and professionalism. The importance of making and handling difficult, large-scale tasks employing interactivity, creativity and ingenuity. The role of interdisciplinary skills in achieving a high level of production.</p> <p>The integrated approach to the theory and practice of the course will also enable the students to extend their technical skills and ability to use typography within a range of media.</p> | | | | | | | | |
| Recommended and/or required reading: | <p>Graphic Design Now, Charlotte & Peter Fiel, 2005 Taschen.</p> <p>The Case for Legibility, J. Ryder, London, The Bodley Head, 1979.</p> <p>Visual Arts in the 20th century, Edward Lucie-Smith, 1996 Laurence King Publishing.</p> <p>Making and Breaking the Grid: A Graphic Design Layout Workshop, Timothy Samara, Rockport , 2005.</p> <p>Typeface: Classic Typography for Contemporary Design. Tamy Riggs, James Grieshaber. Princeton Architectural Press. 2009.</p> <p>Type and Typography, Baines, Watson-Guptill, 2005.</p> <p>Grid systems: Principles of Organizing Type, Elam K., Princeton Architectural Press, 2004.</p> <p>The Grid Book, Higgins, H. B., MIT Press, 2009.</p> <p>Designing with Type: A Basic Course in Typography. James Craig. Watson Guptill. 1999.</p> <p>Typography, Emil Ruder, Arthur Niggli Ltd, Switzerland, 1982 4th revised edition.</p> | | | | | | | | |
| Textbooks: | None. | | | | | | | | |
| References: | Visual contemporary references on magazines like: Domus, eye, Abitare, wallpaper, The Face, Wired, Design Diffusion, Ottagono, Creative Review, +design, IdN, International designers Network. | | | | | | | | |
| Planned learning activities and teaching methods: | <p>Extended project briefings, practical workshops, exercises, illustrated lectures and group critiques. Student centred practical work, personal research, realization and manipulation in project work.</p> <p>Creative use of computer/digital based skills and hand skills such as photography, illustration and print, electronic image/type via Apple Macintosh or PC hardware and software can lead to alternative and unique visual solutions. Creative use of computer design software, along with hand skill methods and mediums such as illustration, sketching, drawing, photography and styling etc. are also part of learning activities. Also presentations, briefing and related written material are available on e-learning engine. The outcome is always enriched through visual research and reading.</p> | | | | | | | | |
| Assessment methods and criteria: | <table> <tr> <td>Design perception, Skill, Intelligence</td> <td>40%</td> </tr> <tr> <td>Research and Methodology</td> <td>20%</td> </tr> <tr> <td>Experimentation and Analysis</td> <td>20%</td> </tr> <tr> <td>Time management and Presentation</td> <td>20%</td> </tr> </table> | Design perception, Skill, Intelligence | 40% | Research and Methodology | 20% | Experimentation and Analysis | 20% | Time management and Presentation | 20% |
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| Language of instruction: | English | | | | | | | | |
| Work placement(s): | No | | | | | | | | |