COURSE INFORMATION FORM

DISCIPLINE  Art

COURSE TITLE  Lettering

CR.HR  3    LECT HR.  1    LAB HR.  5    CLIN/INTERN HR.    CLOCK HR.    

CATALOG DESCRIPTION

The design of letter forms. Hand-lettering techniques with marker, brush, pen and ink.

PREREQUISITES

None

EXPECTED STUDENT OUTCOMES IN THE COURSE

Upon completion of this course, the student will be able to:

1. Identify tools and materials used in lettering.
2. Identify the basic styles and structures of letterforms.
3. Demonstrate the use of pen and ink, marker and brush in lettering.
4. Design san serif letterforms using ink.
5. Design serif letterforms using ink.
6. Design script letterforms using the brush.
7. Design calligraphy letterforms using ink.
8. Design layouts using different letterforms.
9. Mount and mat lettering forms.
CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Student activity and the products of that activity will be analyzed during the class period to assess the level of student involvement in and understanding of processes. (1, 2, 3, 4, 5, 6, 7, 8, 9)

2. Classroom critiques will be facilitated to assess conceptual and practical understanding of processes and the student’s ability to establish critical criteria for judgment and revision. (1, 2, 3, 4, 5, 6, 7, 8, 9)

3. Periodic portfolio reviews (at least midterm and final) will be used to assess student work in the development of conceptual understanding, practical and appropriate work habits. (1, 2, 3, 4, 5, 6, 7, 8, 9)

4. Short answer. (1, 2)

Portfolio Review Structure

I. WORKING STYLE
   A. Engagement
   B. Pursuit of an idea
   C. Pride and care in work, discipline, and organization
   D. Awareness and curiosity about the domain

II. PARTICIPATION IN CRITIQUE
   A. Response to critique
   B. Ability to help others in their work

III. QUALITY OF THE WORK
   A. Technical skill
   B. Experimental use of medium
   C. Problem finding

IV. REFLECTION
   A. Critical abilities
   B. Non verbal reflection through revision
   C. Verbal reflection on revision process

V. GROWTH

General Education Outcomes
Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes and assessment measures.

Occupational Program Outcomes
Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes to assessment measures.
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Tools and materials
   A. Pen and ink (Speedball: 13-2, B-4, C-2)
   B. Marker
   C. Letting brush (flat brush)
   D. Poster boards (6 ply, 14 ply, other)

II. Structure of letters
   A. Cap
   B. Lowercase
   C. Base line
   D. Descender
   E. Serif

III. Lettering style

IV. Pen lettering style
   A. San serif, gothic (speedball: B-2 pen point)
   B. San serif, gothic (speedball B-4 pen point)
   C. Calligraphy (speedball C-2 pen point)
   D. Flat brush
      1. Sho card paint
      2. Brush

V. Spacing guide
   A. Optical-mechanical

VI. Layout and design
   A. Keep it simple
   B. Style
   C. Contrast
   D. Be readable—a change of style of lettering to “perk up” a message